

INSPECTION REPORT

CHANDOS PRIMARY SCHOOL

Highgate, Birmingham

LEA area: Birmingham LEA

Unique reference number: 103325

Headteacher: Mr A Fisher

Reporting inspector: Mrs K Forsyth
12626

Dates of inspection: 24th - 27th January 2000

Inspection number: 194059

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior School
School category:	Community
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
School address:	Vaughton Street South Highgate Birmingham
Postcode:	B12 0YN
Telephone number:	0121 440 3881
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr J. Slotta
Date of previous inspection:	10 th February 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Kathryn Forsyth	Registered inspector	Geography Religious Education	What sort of school is it? The school's results and achievements How well are pupils taught? How well is the school led and managed?
Terry Heppenstall	Lay inspector	Equal Opportunities	Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
Sheila Mawer	Team inspector	English Design & Technology Physical Education Special Educational Needs	
Chris Cheong	Team inspector	Mathematics Art History Under Fives English as an Additional Language	
Michael Pritchard	Team Inspector	Science Information Technology Music	How good are the curricular & other opportunities offered to pupils?

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The Registrar, Inspection Quality Division
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Chandos Primary School takes pupils from 4 to 11 years old and has a nursery taking children from the age of 3 years. The main school has 212 pupils. There are 106 children under the age of six years, 51 in reception classes and a further 51 full-time and 4 part-time children in the nursery. The school roll has declined slightly in recent years due to a programme of redevelopment in the area. This has impacted on the organisation of classes, and pupils in Key Stage 2 are now grouped in mixed age classes. There is a communications unit based in the nursery, which supports four nursery age children who have statements of educational need. Attainment on entry is low.

The school serves a mixed area of council and owner-occupied housing close to the centre of Birmingham. Unemployment in the area is high and the percentage of pupils known to be eligible for free school meals is high. Pupil turnover is high. Each year, on average, one pupil in every three either leaves or joins the school. Approximately 45 per cent of pupils are white, 25 per cent Afro-Caribbean and 30 per cent from various Asian and mixed-heritage backgrounds. A high proportion of pupils, one pupil in every four, speaks English as an additional language. There are four pupils with statements of special educational need. This is in line with the national average.

HOW GOOD THE SCHOOL IS

Pupils who stay at the school benefit from the good teaching and achieve well. However, many pupils have not been taught at Chandos Primary School for the majority of their time in primary education and this, coupled with the high number of pupils with English as an additional language, acts as a brake on the school raising standards to the expected levels. Standards are improving, but they remain below average in mathematics and science, and well below average in English. Pupils have good attitudes to learning. Relationships throughout the school are very good and pupils and staff work in harmony. The school curriculum focuses on the basic skills of literacy and numeracy; however, some foundation subjects are not covered in sufficient depth. There are sound care arrangements. Parents like the school and the school is strongly committed to local community initiatives. The school has made satisfactory improvement since the last inspection and the staff share a commitment to further improvement. The senior management team have a good understanding of the school's strengths and weaknesses and have some ways of securing improvement. The school is led and managed in a cost-effective way and provides satisfactory value for money.

What the school does well

- Relationships throughout the school are very good.
- Almost all teaching is at least satisfactory. In just over one half of all lessons teaching is good or very good.
- The quality of teaching at Key Stage 1 is good or very good in four out of every five lessons.
- The high proportion of good and very good teaching ensures that pupils make good progress in most subjects.
- Pupils have good attitudes to learning.
- The school values the cultural diversity of the pupils and promotes spiritual development well.

What could be improved

- Standards and pupils' progress in writing.
- Standards and pupils' progress in mathematics.
- The effectiveness of monitoring, assessment and target setting.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the last inspection in January 1997, there has been a significant improvement to the quality of teaching. There is less unsatisfactory teaching and more good and very good teaching throughout the school. The improvements have come about through staffing changes, the introduction of the National Literacy and Numeracy Strategies and the sharing of good practice. Pupils have responded well to the improved teaching and their attitudes to learning are now good. This has improved pupils' achievements in most subjects and improved standards in reading, speaking and listening, mathematics and religious education. The procedures for assessing what pupils know, understand and can do have improved, but the quality and use of this information needs further improvement. The monitoring of teaching and standards of pupils' work remains too general to reveal what needs to be done to further improve standards. The nursery curriculum has improved and activities set for children are now more appropriate for children under five.

STANDARDS

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

Performance in:	Compared with			
	All schools			Similar schools
	1997	1998	1999	1999
English	E*	E	E*	D
Mathematics	E*	E	E*	D
Science	E	D	E	C

Key

well above average A

above average B

average C

below average D

well below average E

very low E*

The information above shows that in 1999, pupils' attainment in English and mathematics was very low and was in the lowest 5 per cent of schools nationally. When compared with similar schools, pupils' attainment was below average. Standards in science were well below the average of all schools and average when compared with similar schools. National Curriculum test results show that over the past three years, standards have improved at Key Stage 1, yet have remained fairly static at Key Stage 2. There are three main factors that contribute to the low standards in English, mathematics and science. Firstly, there is a high turnover of pupils. Secondly, the percentage of pupils speaking English as an additional language is very high. Thirdly, children begin school with low levels of attainment in language and mathematical understanding.

Inspection evidence indicates standards in reading, mathematics and science are below average and current work indicates that standards are rising. Pupils of all abilities make good progress in relation to what they already know and understand. There have been some improvements to writing, but standards are not as high as they could be, and are low at the end of Key Stage 2. Pupils make satisfactory progress. Pupils' poor writing skills affect the quality of work in other subjects. The school has been successful in reaching targets set in mathematics, but unsuccessful in reaching targets set in English.

Standards in religious education are above the expectations of the locally agreed syllabus. Standards in information communications technology are in line with expectations. Standards in art are below those expected for pupils of their age, as pupils are not developing appropriate skills and methods to help them in their work.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils like coming to school and have good attitudes to their work.
Behaviour, in and out of classrooms	Behaviour is generally good in classrooms, but there is some boisterous and, occasionally, some aggressive behaviour from a small minority of pupils in the playground at lunchtimes.
Personal development and relationships	Relationships between pupils and pupils and their teachers are very good. Pupils and staff are sensitive to each other's values and beliefs.
Attendance	Many pupils arrive on time and attend regularly. There are a few pupils who are poor attendees. This gives the school an unsatisfactory rate of attendance.

TEACHING AND LEARNING

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

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

Nearly all lessons are satisfactory or better. Only three out of 54 lessons were judged to be unsatisfactory. In these lessons, pupils' inappropriate behaviour was not well managed. Teaching is good or better in just over half of all lessons throughout the school. At Key Stage 1, teaching is good or very good in four out of every five lessons.

Good relationships are a feature of effective teaching throughout the school. Teachers are sensitive to the needs of all pupils and they value pupils' contributions. This encourages pupils to respond well and apply themselves to their learning. Most teachers have high expectations of behaviour and pace of work and most pupils respond appropriately. Teachers are confident and competent in their work. Teaching is purposeful and teachers work hard to make learning interesting. Teaching support staff make a valuable contribution to the quality of teaching. Pupils recognise their lessons as being worthwhile and interesting and make good progress in their learning.

The teaching of English is good throughout the whole school. Teachers are very effective in the teaching of reading and in promoting good quality oral work. This emphasis on speaking and listening activities and the teaching of reading has made a significant impact upon standards throughout the school. The teaching of writing is less effective. Not all teachers ensure that reading and writing activities are closely linked. The teaching of mathematics is good at Key Stage 1 and satisfactory at Key Stage 2. Teaching is good when teachers question pupils effectively asking them to demonstrate and explain their methods of working out calculations. In some classes, there is insufficient demand placed upon pupils to know their number facts. Planning for foundation subjects in Key Stage 2 does not always take account of mixed age classes. Teachers' marking at Key Stage 2 does not always inform pupils as to how well they have done and what they need to do to improve.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Provision for personal, social and health education is good. Emphasis is given to the teaching of English and mathematics. Art, design and technology, geography and music are not

	covered in sufficient depth.
Provision for pupils with special educational needs	Provision is good. Pupils' individual needs are well met.

Provision for pupils with English as an additional language	Provision is good. Support staff and teachers provide effective models of spoken and written language and support pupils well.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Satisfactory overall. Provision for spiritual development is good. Assemblies and religious education make a good contribution to this area. The school takes an active approach to teaching pupils to appreciate their own cultural traditions as well as recognising the rich variety of cultures within the school and local community. Pupils' moral development is effective in classrooms but, as yet, does not permeate into all aspects of school life. Social development is satisfactory overall. There are limited opportunities for pupils to take responsibility.
How well the school cares for its pupils	Satisfactory overall. Teachers know their pupils well and respond to them in a positive and supportive way. Lunchtime supervisors use a different system of behaviour management to teachers that is less effective. What pupils know, understand and can do is not always used effectively to set targets.

The school's links with parents are satisfactory overall. Parents are satisfied with the school and the standards it achieves. The school strongly supports community projects and actively encourages parents to be involved with the education of their children. Parental involvement is strong in the nursery. Written reports to parents about pupils' progress meet statutory requirements, but do not always indicate what pupils need to do in order to improve.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership and management of the school have a commitment to improvement and have been successful in improving the overall quality of teaching. The senior management team have a good understanding of the school's strengths and weaknesses and have some ways of securing improvement.
How well the governors fulfil their responsibilities	Satisfactory overall. Governors take their responsibilities seriously and are effective as critical friends to the school. They rely heavily upon the headteacher for shaping the direction of the school.
The school's evaluation of its performance	Monitoring of standards of work and teaching is too general to reveal what needs to be done to further improve pupils' standards of work.
The strategic use of resources	The school budgets systematically and is clear about the cost of development work. Decisions on spending always take into account the needs of the school community and value for money.

The school is well staffed by suitably trained and experienced teachers and support staff. Accommodation is used well and there is an adequate range of resources to support learning in all subject areas.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> Staff are approachable The good quality teaching Their children like school The school expects the children to work 	<ul style="list-style-type: none"> Extra-curricular activities

hard	
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The inspection team agrees with the comments that please parents most. There are no extra-curricular activities held on a regular basis.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Results of the 1999 National Curriculum tests and assessments indicate that when pupils leave school at the end of Key Stage 2, standards in English and mathematics are very low. These results are in the lowest 5 per cent of schools nationally. When compared with similar schools, pupils' attainment was below average. Standards in science were well below the average of all schools and average when compared with schools of a similar type. Evidence from the inspection confirms that standards are rising but standards in reading, mathematics and science are below the national average and low in writing. Standards attained in religious education have improved and are above the expectations of the locally agreed syllabus. Standards in information technology have been maintained and are in line with national expectations. In the non-core subjects, standards of work are about what is expected for pupils of this age in geography and history. There was insufficient evidence of work in music and design and technology for judgements to be made on standards attained. Pupils' work in art was below that expected for pupils of their age.
2. The school has been successful in achieving targets set for mathematics at the end of Key Stage 2. It has been unsuccessful in meeting targets for pupils aged eleven in English and for higher attaining seven-year-olds in reading, writing and mathematics. The school is still in the early stages of providing reliable systems of assessment and target setting that helps them measure progress accurately and set appropriate targets.
3. There are three main factors that contribute to the low standards in English, mathematics and science. Firstly, there is a high turnover of pupils as a result of the mobility of the population. An analysis reveals that each year, on average, one pupil in every three either leaves or joins the school. Secondly, the percentage of pupils speaking English as an additional language is very high. Thirdly, pupils begin school with low levels of attainment in all areas of learning except physical development where standards were judged to be in line with expectations.
4. Pupils in the nursery and reception classes receive a good start to their education. Pupils of all abilities make good progress in most areas of learning and make gains in their knowledge, skills and understanding but by the time they begin compulsory education at the age of five years, standards in most areas of learning are low. In physical development pupils attain standards which are in line with levels expected for their age.
5. At Key Stage 1 pupils build on this good start and progress is good in English and mathematics, and satisfactory in science. However, inspection evidence indicates that the overall performance of pupils in all three subjects is well below average by the end of the key stage. The results of the 1999 national tests and teacher assessments for seven-year-olds confirm attainment as well below in reading, writing, mathematics and science.
6. Pupils continue to make good progress in all subjects with the exception of writing and mathematics, where progress is satisfactory. Inspection evidence indicates that standards are rising throughout Key Stage 2 and pupils attain standards in reading, speaking and listening, mathematics and science that are below average.

7. By the end of Key Stage 1 pupils' attainment in speaking and listening is well below average. By Year 2 the majority of pupils answer questions enthusiastically but generally their speech lacks fluency and there is little detail in their responses. They listen carefully to adults and each other. The school recognises that a significant minority of pupils have very restricted language when they start school and the teachers and teaching assistant are successful in the systematic teaching of vocabulary. The effective organisation of lessons and the good quality collaborative work encourages pupils for whom English is an additional language to take part in all aspects of their lessons. Throughout the school pupils of all abilities make good progress in relation to what they already know and can do. By the end of Key Stage 2 higher attaining pupils are articulate in answering questions and participate confidently in class discussions by sharing their ideas together and adapting their talk to a range of purposes. This represents an improvement since the last inspection. However, there are a significant minority of pupils who are not able to explain a point of view or argue their case, for instance, when debating the moral issues of fox hunting. During the literacy hour and other on occasions the pupils' responses are usually considered and appropriately reflect their good quality listening skills.
8. Standards in reading have improved over the past three years. Although standards are well below the national average they are above average when compared with similar schools. By the end of Key Stage 1 higher attaining pupils read accurately and fluently and are beginning to understand the text. These pupils use a range of strategies to read new words and self correct more difficult ones. Average and lower attaining pupils are more hesitant in their reading and only recognise familiar words and initial letters in a very simple text. The extensive use of the big books for the literacy hour and a good selection and variety of guided reading books have improved levels of enjoyment in reading. By the end of Key Stage 2 many higher attaining pupils read with fluency, understanding and some expression. Although pupils show interest and enjoyment in reading they have a limited knowledge of authors and few belong to the local library. They have a sound understanding of different types of texts, but are in the early stages of evaluating their preferences critically. Pupils use dictionaries confidently and a few pupils are proficient in finding information from books in the library using a simplified Dewey system of classification. Research skills through the school are not well developed. The lower attaining pupils are more hesitant in their reading, but have a good knowledge of strategies to use and are gaining confidence, although their understanding of words is often poor.
9. Standards in writing are well below average at Key Stage 1 and average when compared with similar schools. By the age of seven many pupils are not forming their letters correctly or using joins in their writing to prepare them for a cursive script. Only a few higher attaining pupils can write in sentences with an awareness of punctuation or the structure and sequencing of events in a story. Average and lower attaining pupils write a few short words or phrases but are not writing independently. There are limited examples of writing for a range of purposes. Instead, frequent use is made of worksheets requiring one-word or sentence answers. By the end of Key Stage 2 attainment in writing is low. Higher attaining pupils generally use sound expressive language with reasonable accuracy in a limited variety of planned work that includes book reviews, diaries, biographies, re-telling well known stories, poetry and preparing debates on environmental issues. Pupils seldom use reading texts as ideas and structure for their writing which is usually simple and unadventurous. Lower attaining pupils are unable to write in an organised and sustained way and their understanding of the structure of language is poor. They lack confidence in their writing and achieve a limited output. Written work by many pupils, although usually well presented, lacks fluency and style, and a significant minority of pupils by the age of eleven are not using joined handwriting.

10. By the end of Key Stage 1, pupils of all abilities make good progress in their mathematical learning and attain standards which are well below the national average and below average in comparison with similar schools. The good quality teaching of numeracy is beginning to impact on standards. Pupils have a sound understanding of place value with a significant minority beginning to show some good understanding in doubling numbers and multiples of two. Pupils' instant recall of number facts is adequate. Most pupils have difficulty in solving problems and rely upon adult support. Good use is made of visual resources to support pupils for whom English is an additional language. The progress of pupils at Key Stage 2 is sound overall. By the age of eleven many pupils are beginning to be able to order decimals, with some being able to order them to two decimal places and say the equivalent fractions. They are developing good ways for working things out and explain their methods. They are developing sound measuring and recording skills such as measuring angles with protractors and perimeters of irregular shapes through a range of practical activities. Standards in organising and interpreting data are unsatisfactory. Only pupils with the potential for high attainment have the appropriate skills to work independently and follow their own lines of enquiry.
11. At the end of Key Stage 1, standards in science are below average in comparison with similar schools and also below national expectations. Pupils achieve well throughout the key stage, building on work done in the under-fives, but by the end of the key stage, limited literacy skills, especially in writing, result in below average attainment. Pupils can describe simple features of objects such as the materials used in the building of a house, and can communicate their findings by drawings. They are unable to describe scientifically the process of change through heating and cooling. Progress throughout Key Stage 2 is good in all aspects of science. However, too high a proportion of pupils at the end of the key stage are working appropriately at Level 3 for standards to fall in line with national averages.
12. At the end of Key Stages 1 and 2, standards in information communications technology are in line with expectations and progress is satisfactory overall. Standards throughout the school, in religious education are above those of the locally agreed syllabus. Pupils are knowledgeable about other religions and the school's approach to religious education is highly successful in encouraging pupils to learn from religions.
13. At Key Stage 1, the work seen in the non-core subjects of physical education and history is about what is expected for pupils of this age. Pupils make satisfactory progress in history and good progress in physical education. Standards are high in geography and pupils make good progress particularly in geographical investigations. Pupils' progress in art is unsatisfactory and pupils' work is below that expected for pupils of this age.
14. At Key Stage 2, pupils make satisfactory progress in history and geography, and achieve standards expected for pupils of their age. Pupils make good progress in physical education and by the end of the key stage most pupils are able to swim unaided for 25 metres. Standards in art are below that expected for pupils of their age and progress is unsatisfactory. This is due to the lack of progression in the teaching of skills throughout the school.
15. Pupils' skills in literacy are given appropriate emphasis in other subjects. Literacy skills are practised well across many areas of the curriculum. The use of story is a strong feature in subjects such as the religious education programme. Pupils are introduced to appropriate vocabulary for the study of subjects such as science, religious education and geography. This work supports the development of pupils' literacy skills. Whilst writing skills are promoted across all subjects pupils' poor writing skills can hinder their written work.

16. Pupils' standards in numeracy are below average at the end of each key stage. Although their skills in numeracy are not well developed, pupils of all abilities make good progress in Key Stage 1 and satisfactory progress in Key Stage 2. By the end of Key Stage 2 most pupils use numbers appropriately and know their tables. Pupils are less confident in applying their knowledge and understanding when solving problems. Numeracy skills are well used in investigative work in science and geography.
17. There is limited use of pupils' information communications technology skills across the curriculum.

Pupils' attitudes, values and personal development

18. Discussions with pupils and parents indicate that pupils like school. Their attitudes were judged to be only satisfactory at the previous inspection, but they are now judged to be good. Pupils respond well in lessons, they are keen to be involved and they work conscientiously.
19. In general, behaviour in classrooms is good, partly because the teaching staff deal sensitively and effectively with discipline problems. However, in the yard during the lunch break, a small minority of pupils exhibit challenging and, occasionally, aggressive behaviour. Fixed-term exclusions are used as an extreme sanction against poor behaviour; there were three fixed-term exclusions in the previous year.
20. Pupils are courteous, for example, the non-teaching staff are treated politely, and they treat property well. Relationships between all parties in the school are very good. Pupils like their teachers and believe that they are cared for. Racial harmony is very good. There is clear evidence of respect for other values and beliefs and the many ethnic groups are fully integrated. The personal development of pupils is satisfactory. They relate well to adults and they respond well to a satisfactory range of opportunities provided by the school to take responsibility. A major community initiative, the *Parent Partnership Project* has involved some pupils representing the school in the community.
21. Attendance has remained unsatisfactory in comparison to national standards since the previous inspection. The school monitors the situation well and receives good support from the Education Welfare Officer. However, although the attendance level has varied over recent years, there has been no consistent trend of improvement. Unauthorised absence is also unsatisfactory; it is over twice the national average. For most pupils, attendance is satisfactory but the lack of support from a few families, for reasons outside the school's control, is the main reason for the unsatisfactory performance. Punctuality too is unsatisfactory, although recent changes to the school's monitoring arrangements have resulted in improvements. Despite the problems caused by pupils "drifting in" at the start of the school day, registration is prompt and efficient and this allows lessons to start of time.

HOW WELL ARE PUPILS TAUGHT?

22. Teaching has improved significantly since the last inspection. There is much less unsatisfactory, and a higher proportion of good and very good teaching throughout the school. The quality of teaching in English, science, religious education and physical education has improved, and is now good. The improvement to teaching has raised standards in many subjects. The improvement has come about by the successful implementation of the literacy and numeracy strategies and by the senior management team addressing the issue of unsatisfactory teaching through professional development activities and staffing changes.

23. Teaching throughout the school is good overall. Almost all lessons are satisfactory or better. Only three lessons out of 54 were judged to be unsatisfactory. In these lessons, pupils' inappropriate behaviour was not well managed. Teaching is good or better in just over a half of all lessons throughout the school and in the under-fives. There is a high proportion of good and very good teaching at Key Stage 1 where teaching is good or very good in four out of every five lessons. At Key Stage 2, teaching is good or better in two out of every five lessons. The high percentage of good and very good teaching makes a significant positive impact on the progress made by all pupils.
24. Good relationships are a feature of effective teaching throughout the school. Teachers are sensitive to the needs of all pupils and they value pupils' contributions. Teachers and support staff are successful in creating an environment in which all pupils feel welcome and confident. This encourages pupils to respond well and apply themselves to their learning. Most teachers have high expectations of behaviour and pace of work and most pupils respond appropriately. Teachers are confident and competent in their work. Teaching is purposeful and teachers work hard to make learning interesting. Examples of this were seen in the use of role-play in religious education and in the use of the 'reporter's hat' in a Year 1 literacy lesson. These activities motivate and encourage pupils to take an interest in their learning. Pupils recognise their lessons as being worthwhile and interesting and make good progress in their learning.
25. The teaching of English is good throughout the whole school. Teachers are competent in the teaching of phonics and are effective in leading good quality oral work. This good quality oral work is a feature of teaching in a number of subjects and it is particularly helpful for pupils for whom English is an additional language. Whole-class sessions provide good adult models of spoken English and provide opportunities for careful listening, oral exchange and supportive, shared repetition. This emphasis on speaking and listening activities and the teaching of reading has made a significant impact upon standards throughout the school. Teachers have a clear understanding of the objectives of the literacy framework and use these well to support the needs of all pupils, including those for whom English is an additional language. The teaching of writing is less effective. Not all teachers ensure that reading and writing activities are closely linked, and in some classes there are insufficient use of a range of writing frames and strategies to support independent work.
26. The teaching of mathematics is good at Key Stage 1 and satisfactory at Key Stage 2. Teachers throughout the school structure their numeracy lessons well and generally maintain a good pace throughout the whole lesson. Teaching is good when teachers share lesson objectives with the pupils and question pupils effectively, asking them to demonstrate and explain their methods and reasoning. The quality of teaching throughout Key Stage 2 is variable, but is never less than satisfactory. There are good aspects of teaching in some classes, but in other classes there is insufficient demand placed upon pupils to know their number facts and marking which is not helpful in explaining to pupils what they need to do in order to improve.
27. Teachers' planning in English, mathematics and science is good and effective. Planning for the non-core subjects is less effective, particularly at Key Stage 2 where pupils are grouped in mixed age classes. In these classes, planning for progression in learning is insecure, as planning does not always give the detail as to how the lesson will build upon the knowledge, understanding and skills the pupils already have. Marking and assessment throughout the school and across subjects are inconsistent. In some classes, good use is made of the plenary session in order to identify gains in learning and gaps in knowledge and understanding. When this occurs misconceptions are identified and addressed quickly. Information gained from assessments has been used to identify pupils at the cusp of Level 2 and Level 4 and to target teaching for

these pupils. However, assessment information is not used consistently and fully to identify gaps in learning and to set targets for individual pupils of all abilities. Teachers' marking at Key Stage 2 does not always inform pupils as to how well they have done and what they need to do to improve.

28. All teachers plan effectively for pupils with special educational needs. Work is appropriately matched to the needs of individuals and targets from individual education plans are effectively incorporated into lessons.
29. Most teachers set homework on a regular basis. This work is always planned to support classwork or individual learning needs. Homework is valued by teachers and is always followed through. However, not all pupils complete their homework or bring it back to school within the required time.
30. Support staff make a valuable contribution to the quality of teaching. Generally they ensure that pupils they are working with play a full part in every lesson. They are successful in questioning pupils and in encouraging reticent pupils to join in lessons and activities. Their work is particularly effective in developing confidence in those pupils with English as an additional language and in providing support for pupils with special educational needs.

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

31. The school has responded positively to the key issue raised in the previous inspection, by providing a curriculum for the under-fives that is planned effectively to achieve the Desirable Outcomes for Learning. The activities provided are well balanced to include teacher directed and child-selected tasks. They are well matched to meet the needs of all pupils including those with special needs.
32. In Key Stages 1 and 2, whilst the curriculum meets the requirements of the National Curriculum, insufficient teaching time, for example two per cent, is allocated to the subjects of art, design and technology, geography, history and music to ensure that subjects are covered in sufficient depth. In the core subject of science, there is inconsistency of teaching time, which ranges from one and a half-hours to three hours in different classes. This not only provides for an imbalance in the science programme, but also detracts from the time available for other subjects. In the mixed-age classes in Key Stage 2 where Year 4 pupils work with Year 3 and Year 5 pupils, insufficient attention is given to the science programme, giving an unsatisfactory balance to the curriculum. For example, evidence from pupils' work in science indicates that identical tasks were being given to pupils in Year 4 and Year 6.
33. All subject documentation meets the statutory requirements of the National Curriculum including the provision of religious education. Satisfactory policies ensure that sex education and drugs education are developed consistently in both key stages through cross-curricular themes located mainly in health education, science and religious education. The school reflects the National Literacy Strategy and the National Numeracy Strategy in its teaching of basic skills. Both strategies are effective.
34. There are no after-school clubs for pupils at the school. However, effective use is made of school trips and residential visits: each year some of the nursery children visit a farm and every two years pupils from Years 5 and 6 spend a residential week in a manor house.
35. The school provides equality of access and opportunity for all pupils, including those with English as an additional language and ethnic minority pupils. Pupils with special

educational needs have equal access to the curriculum by means of individual education plans which are of a good quality. Non-teaching assistants provide an appropriate balance of additional support both within the classroom and through a programme of withdrawal.

36. Spiritual development is good. It is promoted strongly through religious education. Pupils learn about the values and beliefs of other faiths such as Buddhism, Hinduism and Judaism, alongside their developing knowledge of Christianity. Collective worship meets statutory requirements and assemblies make a good contribution to pupils' spiritual development. For example, in one class assembly, the theme of "What makes a perfect world?" was explored, and the children acted out the scene of Adam and Eve in the Garden of Eden. Some Muslim pupils do not take part in the whole school collective worship, and there is very good provision for them provided by a rota of visiting parents who teach them about their own faith, and the faith of others. For example these pupils, from reception to Year 6, were observed learning morning and evening prayers in Arabic.
37. Moral development is satisfactory. Parents, staff and pupils have clear expectations for what is good behaviour in the school, and there is an effective policy outlining the school ethos in which the school expresses clear views on promoting the pupil's value as a human being. Pupils have a clear understanding of right and wrong, and relationships within the school are good. Staff treat the pupils with respect and are good role models. Some boisterous behaviour was observed by pupils playing in the yard at lunchtime whilst supervised by non-teaching staff.
38. Social development is satisfactory. Stories are used effectively to teach pupils about care, concern and empathy. Pupils are also encouraged to take responsibility, show initiative and develop an understanding of living in a community. In the classrooms they show a social awareness of each other, taking turns, and being helpful. For example, a pupil who had successfully completed a task on the computer gently helped and guided a pupil new to the programme. Pupils from Year 6 help in the school at break times by opening doors for others and setting the hall out at assembly time.
39. Cultural development is satisfactory. The school promotes the cultural traditions of the community and this is reflected in the appreciation pupils have for other traditions. Examples of poetry and stories from other countries are displayed in the school, but this multicultural approach is not effectively developed in the music and art curriculum.
40. Whilst there is no Internet access for pupils to link with others around the world, the school has plans to incorporate this in the current information and communications technology action plan. The school has regular links with partner schools, and good links with a local secondary school. For example, a science teacher from a local secondary school regularly visits and teaches a group of able pupils from Year 6 as part of their science learning. Links with the Birmingham Symphony Orchestra have resulted in music workshops being held in school, and pupils have taken part in a Citizenship Project involving visits to the Council Chambers and meeting the Mayor. The school has also benefited from students from a secondary school visiting to help younger pupils as part of a local "Second City Second Chance Scheme".

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

41. The procedures for child protection and ensuring pupils' welfare are satisfactory overall. The high turnover of pupils, as a result of the mobility of the population, places additional pressures on the school because of the constant effort needed to deal with new starters. The staff's experience with this problem minimises the

difficulties.

42. Procedures for monitoring and recording attendance are good. The registers satisfy legal requirements and they are monitored regularly by the headteacher. There are thorough procedures to obtain information about absence from parents and there are effective arrangements for staff to record concerns. Temporary absence from school is properly recorded but there is no consistent and clearly understood procedure to deal with absence without a known cause. The behaviour policy, which is based on high expectations reinforced by rewards and sanction, is effective. Pupils understand, and are influenced by, the rewards and sanctions and they are clearly pleased by public recognition of their awards. Lunchtime supervisors use a separate system of behaviour management, which is less successful than that used by teaching staff. The teachers have high expectations for behaviour and they deal effectively with incidents of poor behaviour. This contributes significantly to the elimination of oppressive behaviour.
43. Child protection arrangements are satisfactory. There is a designated teacher and staff are experienced and knowledgeable about procedures. Lunchtime supervisors are familiar with the requirements of their roles and they are offered formal training. There is, however, a need to update the training for teachers. Health and safety arrangements are satisfactory. Inspections are conscientiously and regularly carried out by the caretaker who is a member of the health and safety committee. Outside expertise is used for specialist requirements such as the electrical safety of appliances.
44. The overall procedures for monitoring pupils' academic progress and personal development are satisfactory. Assessment arrangements have improved since the previous inspection and now include a range of non-statutory tests for the junior pupils and half-termly tests in mathematics. Also, portfolios of assessed work are being accumulated for each pupil. The tests are used to identify target groups who require special assistance. However, the tests do not influence curriculum planning to correct poor performance at either the whole school level or for individuals. Day to day assessment and monitoring procedures are at the class teacher's discretion and there is no consistency across the school. Consequently, the use of assessment to guide curricular planning and the use of monitoring to support pupils' academic progress are unsatisfactory.
45. Pupils receive satisfactory support but, particularly on a day to day basis, it relies heavily on each class teacher's personal knowledge of their pupils, the good relationships which exist between them and the confidence which the pupils have in the staff.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

46. Evidence from several meetings with parents, including the parents' meeting for the inspection and the results of the parents' questionnaire, indicate a high level of satisfaction with the school. Parents are particularly satisfied with their children's behaviour, the quality of information, the approachability of the staff, the school's expectation of their children and the way the school is led.
47. The school's links with parents are satisfactory overall. Newsletters are frequent and informative. Information is provided about future curriculum topics and there have been meetings about curriculum issues such as numeracy. The governors' annual report is clear although there is insufficient information on special educational needs. The prospectus is unsatisfactory. The style is not always clear and concise and it does not comply with the current DfEE requirements to state the address and telephone number of the school. Pupils' progress reports, issued annually, are

detailed and they satisfy legal requirements. However, they contain little constructive criticism and there are few indications of what pupils should do to improve progress. There are three formal opportunities for parents to discuss the progress of their children but staff can be approached at the end of each school day. This is much appreciated by parents.

48. Parents' involvement with the school is low and their impact on the school is limited. However, major efforts to improve this situation are taking place. The school strongly supports a major community initiative organised by the local authority. It has a key aim of developing the skills of parents so that they can become more involved with the education of their children. A wide range of courses and workshops has been offered and a project worker is based in the school. Within its terms of reference, the initiative is successful; for example, one of the school's classroom assistants first became aware of the possibilities on a *Partnership* course. Despite the success, parents have not been encouraged to involve themselves in the day to day life of the school. For example, there are difficulties recruiting parent governors and there is no regular parental help in classrooms. Furthermore there is no parent teacher association or equivalent. There is greater involvement of parents in the nursery. Parental support for specific events such as the school's Christmas production or class assemblies is much more satisfactory. There is very little of evidence of parental support for pupils' learning at home.

HOW WELL IS THE SCHOOL LED AND MANAGED?

49. The leadership and management of the school have a shared commitment to improvement and a determination to succeed. They work well together as a team for the benefit of all their pupils. The headteacher and deputy headteacher recognise the strengths and weaknesses in the quality of teaching throughout the school and have been effective in addressing areas of weakness and in building a successful team. The quality of teaching has improved significantly since the last inspection and standards in reading, speaking and listening and mathematics have improved.
50. Teaching staff with management responsibilities are generally effective in their work and have a sound overview of their subject. They are effective in supporting colleagues, although the effectiveness of their work in monitoring the quality of teaching and planning for development is variable. At best, the monitoring is focused and gives useful information about the quality of teaching and the impact it has on standards. However, the majority of monitoring is not rigorous and observations are simply about the lesson content rather than standards or the impact of teaching on pupils' learning. The work of the post holders lacks overall direction in some aspects of their work. For example, post holders are "invited to devise a way in which to measure each year's progress". Many are unsure about how to do this effectively.
51. There are no teachers responsible for the subjects of design and technology, history and geography. This has a negative impact on standards as the good work, for example, in geography, is not always built upon and developed, and there is limited progression in the teaching of subject skills.
52. Planning for the school's development is satisfactory. Priorities identified reflect the current needs of the school. Action planning has improved, but in many subject plans the success criteria are not sufficiently based upon achieving higher standards, and there are only limited actions outlined to support improvement. The school is at the early stages of analysing data in order to set targets. Whilst the school has identified the appropriate priorities, for example, improvements to standards in writing, assessment data and performance data are not used in full to help focus effort and support improvement.

53. The governing body fulfils their statutory responsibilities satisfactorily. Committees with appropriate terms of reference have been set up and these are well informed by information and presentations from the headteacher and staff. Most governors are effective in supporting the work of the school as critical friends and are aware of the standards the school achieves. However, they rely heavily upon the headteacher to shape the direction for the work of the school.
54. Financial management is good. This has been maintained since the previous inspection. The school's spending decisions relate directly to priorities for improvement and always take into account the needs of the school community and value for money. The use of funds to invest in literacy and numeracy are well used and effective. Governors receive regular financial reports that are used to monitor expenditure and consider future needs. Taken together, these factors mean that the school is able to check how effective it is in raising standards and providing value for money.
55. The school has good procedures for financial control. Secure systems of budget control and expenditure are in place. The school makes good use of computerised financial systems and finances are kept in good order. The headteacher and budget administrator carry out routine administration and financial control procedures effectively.
56. The school is well staffed by experienced and competent teachers and teaching assistants. Teachers and teaching assistants work effectively together. This complementary work is most effective in the support of pupils with special educational needs and for those pupils with English is an additional language.
57. There is currently no cycle of appraisal. However, the provision of in-service training is effectively planned and appropriate to meet the needs created by literacy and numeracy initiatives. The newly qualified teacher is very well supported by an in-school mentor and appropriate course provision.
58. Children enter Chandos Primary School with levels of attainment that are low for their age. They receive a satisfactory quality of education. Teaching is good overall and, as a result, pupils make good progress in lessons throughout the school. When taking into account all other factors, including the high cost per pupil, the school provides satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

59. In order to raise standards further, the headteacher, staff and governors need to:~
 - I) **Improve the teaching of writing by:**
 - linking more closely reading and writing activities;
 - ensuring guided writing sessions are used to meet specific objectives and focus on specific aspects of the writing process;
 - providing a range of writing frames and strategies to support independent work;
 - ensuring marking informs pupils how well they have done and what they need to do to improve their writing.

(paragraphs 6,9,15,25,86,87,101,116,149 refer)
 - II) **Improve the provision in mathematics by:**
 - ensuring pupils are taught how to solve problems by collecting, organising, representing and interpreting data in tables, graphs and charts.

(paragraphs 10,92,96 refer)

III) Improve the quality and use of assessments by ensuring:

- assessment criteria is linked to learning outcomes;
- assessment information is used by teachers in their marking and target setting.

(paragraphs 27,44,89,97,105,119,126 refer)

IV) Improve monitoring and evaluation procedures by:

- focusing on standards and identifying strengths and weaknesses in pupils' attainment;
- evaluating teaching in terms of impact on pupils' learning and what makes it successful or not.

(paragraphs 50,52,140 refer)

Other issues which should be considered by the school:

- standards in art (paragraphs 14,107,108,109)
- planning for foundation subjects in Key Stage 2 does not always take account of mixed age classes (paragraphs 27,32,109,111,118)
- challenging behaviour at lunchtime (paragraphs 19,37)
- unsatisfactory attendance and punctuality (paragraph 21)
- school prospectus does not meet requirements (paragraph 47)
- no co-ordination of design and technology, history and geography (paragraphs 51,114,120)
- inconsistency of teaching time (paragraphs 104,110,139,144)

PART C: SCHOOL DATA AND INDICATORS

60. Summary of the sources of evidence for the inspection

Number of lessons observed

54

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

35

61. Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	16.7	38.9	38.9	5.5	0	0

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

62. 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)	58	270
Number of full-time pupils eligible for free school meals	N/a	161

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	2

Number of pupils on the school's special educational needs register	4	69
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English as an additional language	No of pupils
Number of pupils with English as an additional language	69

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	0
Pupils who left the school other than at the usual time of leaving	0

63. Attendance

Authorised absence

	%
School data	7.2
National comparative data	5.4

Unauthorised absence

	%
School data	1.1
National comparative data	0.5

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

64. 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	19	20	39

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	10	12
	Girls	17	17	17
	Total	28	27	29
Percentage of pupils at NC level 2 or above	School	72 (75)	69 (60)	74 (83)
	National	82 (80)	83 (85)	87 (83)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	8	13	11
	Girls	16	18	16
	Total	24	31	27
Percentage of pupils at NC level 2 or above	School	62 (68)	79 (68)	69 (77)
	National	82 (80)	86 (83)	87 (81)

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

65. 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	16	18	34

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	5	6	7
	Girls	8	8	10
	Total	13	14	17
Percentage of pupils at NC level 4 or above	School	38 (45)	41 (36)	50 (70)
	National	70 (63)	68 (62)	78 (68)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	5	9	6
	Girls	10	12	10
	Total	15	21	16
Percentage of pupils at NC level 4 or above	School	44 (46)	62 (36)	47 (70)
	National	68 (63)	69 (64)	75 (68)

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

66. Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	54
Black – African heritage	1
Black – other	0
Indian	4
Pakistani	14
Bangladeshi	6
Chinese	1
White	94
Any other minority ethnic group	43

This table refers to pupils of compulsory school age only.

67. Exclusions in the last school year

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

68. Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	24.5
Average class size	27

Education support staff: YR – Y6

Total number of education support staff	6
Total aggregate hours worked per week	175.5

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	3
Number of pupils per qualified teacher	20

Total number of education support staff	4
Total aggregate hours worked per week	110

Number of pupils per FTE adult	23.6
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FTE means full-time equivalent.

69. Financial information

Financial year	1998-99
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	£
Total income	714,815
Total expenditure	737,433
Expenditure per pupil	2,372
Balance brought forward from previous year	18,692
Balance carried forward to next year	28,625

70. Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	330
Number of questionnaires returned	43

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	60	30	5	0	5
My child is making good progress in school.	51	47	2	0	0
Behaviour in the school is good.	56	44	0	0	0
My child gets the right amount of work to do at home.	37	37	12	0	14
The teaching is good.	65	28	5	0	2
I am kept well informed about how my child is getting on.	53	37	9	0	0
I would feel comfortable about approaching the school with questions or a problem.	72	23	0	0	5
The school expects my child to work hard and achieve his or her best.	58	35	7	0	0
The school works closely with parents.	47	44	5	0	5
The school is well led and managed.	53	37	2	0	7
The school is helping my child become mature and responsible.	51	40	2	0	7
The school provides an interesting range of activities outside lessons.	26	28	26	0	21

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

71. The school makes good provision for children under five years of age. At the time of the inspection, all of the children in the nursery were under five years old, while in the main school, 24 of the children have not yet had their fifth birthday. These children are in the two reception classes. Arrangements for starting the nursery and reception classes, at the beginning of the school year, are sound.
72. The overall attainment of children on entry to school is generally low when compared to levels expected nationally. By the age of five, children have made good progress. In spite of this good progress, they achieve levels that are low in comparison to children of their age group. They make particularly strong progress in physical development, good progress in creative development, their knowledge and understanding of the world and their personal and social development. They make satisfactory progress in language and literacy and mathematics. Progress for children of differing attainment levels, including those with special educational needs, is good as they begin to acquire the necessary skills and understanding across all areas of learning
73. The school has a large self-contained nursery building with an enclosed play area. This building also houses a separate language unit for children under five. In the main school the children under five are in two reception classrooms which are joined by a large open area. All the rooms are soundly organised with due regard to health and safety and are stimulating places for children to be in. The quality of education provided for children under the age of five is good overall.
74. Personal and social development is seen by staff to be an important part of the work with this age group. Attainment is below expectations. Many are able to establish effective relationships with adults and other children. They are able to work alongside one another satisfactorily and are beginning to learn to co-operate with others. They are beginning to be able to work independently for short periods of time. They are learning to concentrate on tasks given to them, but many find this very hard. They mostly take turns well and are learning to share equipment, such as bats and balls. Some are self-confident and demonstrate this self-confidence when they ask an adult if they can have a different toy out to play with. Some children demonstrate independence well in selecting activities and equipment and in personal hygiene. The awareness of right and wrong is promoted well by staff. Teachers and classroom assistants take time to explain why some behaviours are acceptable and others not. They praise good behaviour appropriately. The children mostly respond positively to their tasks and activities, and undertake their work with interest and enthusiasm. They are proud of the work that they produce.
75. At the age of five, children's attainment in language and literacy development is low. Children under five make satisfactory progress in language and literacy development. Some of them are able to listen appropriately in large and small groups and follow instructions. Speaking and listening skills are sometimes promoted well by actions and rhymes for children to join in with and most join in appropriately. By experiencing role-play, in the house and the café, they are developing confidence with spoken language, including mathematical vocabulary. They are beginning to make up their own stories. They enjoy looking at books and talk about what they are looking at. Some of the older children have a working understanding about how books work and knowledge about how to handle books and act as readers. A few early reading skills

are established and a very small minority is able to read to a sound standard for their age. Staff use appropriate strategies to develop reading skills. They sometimes bring good opportunities to encourage reading into other subjects such as science, where they are encouraging the children to read predictions about melting chocolate. A few older children are able to recognise a small number of initial sounds and a few letter names. However, by the time they are five, too few pupils can use sounds to spell simple words or write using familiar words and letters to convey their intended meaning. Pupils cannot form letters correctly or write clearly.

76. Mathematical skills are promoted satisfactorily through a wide range of practical activities and children make some satisfactory progress. By the time the children are five, attainment in the mathematical area of learning is low. Children use some mathematical language to name shapes and some colours. They are able to sort objects, for example, when putting toys away and match objects when playing in the house area. Some can make simple repeating patterns with support and a few without. Most can count verbally to ten and some more, but few can match numerals to amounts or are familiar with larger numbers. By the age of five pupils can copy some numerals but they are not showing awareness of number operations, such as working out how many more cups are needed for a group of children, or are beginning to use the language involved.
77. Children's knowledge and understanding of the world at the age of five is well below the level expected nationally for children of this age. Staff encourage the children well to talk about themselves and their families, which increases their confidence and attainment in speaking and listening to others. They are becoming increasingly familiar with the seasons and their local environment. This was observed at the time of the inspection when they were visiting local shops and talking about local landmarks. They experience sand and water play. They select and explore a wide variety of construction apparatus, malleable materials and jigsaws. They demonstrate their slowly developing manipulative and making skills through a good range of cutting and joining activities.
78. Very good progress is made in the development of children's physical skills, and by the age of five children's attainment is similar to that found nationally. Children develop good skills of physical control, mobility, co-ordination and awareness of space. Good provision is made for children to play with a wide variety of resources, such as water and cutting, in order to develop their co-ordination. The classes use the school halls, and the nursery has a different focus each day for outdoor play, which is good.
79. By the age of five, children's attainment in creative development overall is below that normally expected for children of this age. Creative activities are provided by staff regularly and children express themselves through role-play, music, movement and art. They make good progress with their creative and aesthetic skills, with some good work in progress at the time of the inspection on closely observing patterns on wrapping paper and copying them. Many pupils join in well with singing rhymes and songs and clapping rhythms. The teachers provide a wide range of activities for art and crafts. Children express their ideas in drawing, painting, cutting and sticking, and modelling. Their drawing shows a range of skills, with the highest attainers showing some features of a person while omitting some detail. Choice of equipment is sometimes provided, such as a variety of brushes, but rarely a choice of medium. Children's art is well displayed.
80. The quality of the teaching for the under-fives is good overall. The teaching in the language development unit is a particular strength. Teaching and support staffs collaborate well. Long-term and some short-term planning is good. It all rightly is based on the desirable learning outcomes for children of this age group, but in the

nursery it does not provide the appropriate emphasis on children's language, literacy and mathematical development. In language, literacy and mathematics, expectations and challenges for the older, higher ability pupils are not sufficiently demanding. The interval in time before revisiting key areas of learning, such as letter formation, is also too long, both in the reception classes and for the older children in the nursery. Teachers' subject knowledge is generally good. Management of pupil behaviour is mostly good. Relationships are positive. There is a happy atmosphere in which children feel secure. Preparation is thorough. Detailed records are kept, although they are not being used sufficiently to inform day-to-day targets for individual children in the three key areas.

81. Resources are satisfactory with some good resources in the nursery and language unit, such as the hockey sticks and cricket bats and a good range of soft balls. Some equipment and games are freely accessible to children. Arrangements for liaison with parents and carers and for reporting to them are good and this has led to good relationships. Parents and carers are welcomed into the nursery setting, and some regularly stay and join in with their children. A good programme of workshops is provided for them, which focus on young children's development and how parents and carers can support their own children.
82. A key issue from the last inspection was the development of the nursery. There has clearly been much development. Through the hard work of staff, their good attention to both the principles and details of good practice, and relationships with parents, a much more structured approach to activities in the nursery is now successfully in place. It has clearly focused learning objectives.

ENGLISH

83. The results of the National Curriculum tests for seven-year-olds in 1999 indicate that attainment in reading is well below the national average, but above average for schools with pupils from similar backgrounds. Writing is also well below the national average but average for similar schools. In the 1999 tests for eleven-year-olds, attainment is very low in comparison with the national average and below average for similar schools. There is no significant difference in the performance of boys and girls at seven or eleven. Over the past three years there has been an improvement in attainment at Key Stage 1, while standards at Key Stage 2 have more or less stayed the same. The inspection findings generally confirm these results for the present cohort of seven-year-olds with well below average attainment. For the eleven-year-olds, reading is not as low as the tests indicate, with overall attainment being well below average rather than very low. In making comparisons to national averages and similar schools results are affected by a significant degree of movement of pupils in and out of the school. This has particularly affected the current Year 6 pupils. In addition, the school experiences below average attendance and extended periods of absence from a few pupils. Pupils enter the school with low levels of literacy skills and their achievements and progress in terms of prior attainment are good overall at both key stages. Progress in writing, however, is satisfactory. The recent concentrated initiatives within the literacy hour, and improved teaching and resources for reading have contributed well towards raising progress from satisfactory to good since the last inspection.
84. By the end of Key Stage 1, pupils' attainment in speaking and listening is well below average, while at Key Stage 2 it is below average. In Year 2, the majority of pupils answer questions enthusiastically, but their speech lacks fluency and there is little detail in their responses. They listen carefully to adults and each other. However, on entry to school a significant minority of pupils have a very restricted language and take time to develop an extended spoken vocabulary. When asked to speak aloud, some Year 1 pupils do so confidently about the characters in the big book they are

reading. By the end of Key Stage 2, higher attaining pupils are articulate in answering questions and participate happily in class discussions by sharing their ideas together and adapting their talk to a range of purposes. This represents an improvement since the last inspection. However, there are a significant minority of pupils who are not able to explain a point of view or argue their case, for instance, when debating the moral issues of fox hunting. Pupils engage in good levels of conversation with adults and are given more formal opportunities for speaking at special class assemblies. A mixed class of Year 4 and Year 5 pupils gave a very clear and confident performance of how to create a better world through improvised role-play and argument. During the literacy hour and on other occasions, the pupils' responses are usually considered and appropriate, reflecting the good quality of their listening skills.

85. Reading standards are well below average at the end of both key stages. By the end of Key Stage 1, higher attaining pupils read accurately and fluently and are beginning to understand the text. These pupils use a range of strategies to read new words and self-correct more difficult ones. Average and lower attaining pupils are more hesitant in their reading and only recognise familiar words and initial letters in a very simple text. The extensive use of the big books for the literacy hour and a good selection and variety of guided reading books have improved levels of enjoyment in reading. By the end of Key Stage 2, many higher attaining pupils read with fluency, understanding and some expression. Although pupils show interest and enjoyment in reading, they have a limited knowledge of authors and few belong to the local library. They have a sound understanding of different types of texts, but are in the early stages of evaluating their preferences critically. Pupils use dictionaries confidently and some are proficient in finding information from books in the library using a simplified Dewey system of classification. However, because the library has only recently been relocated and improved, there is currently no system in place for pupils to regularly use the facilities for research or to borrow books to take home. Research skills through the school are not well developed. The lower attaining pupils are more hesitant in their reading, but have a good knowledge of strategies to use and are gaining confidence, although their understanding of words is often poor.
86. Standards in writing are well below average at Key Stage 1. By seven, many pupils are not forming their letters correctly or using joins in their writing to prepare them for a cursive script. Only a few higher attaining pupils can write in sentences with an awareness of punctuation or the structure and sequencing of events in a story. Average and lower attaining pupils write a few short words or phrases but are not writing independently. There are limited examples of writing for a range of purposes. Instead frequent use is made of worksheets requiring one-word or sentence answers. However, there are good opportunities during the literacy hour to practise phonics rules and many pupils can spell simple words correctly and have a reasonable awareness of alphabetical order to find words in dictionaries. By the end of Key Stage 2, attainment in writing is low. Higher attaining pupils generally use sound expressive language with reasonable accuracy in a limited variety of planned work that includes book reviews, diaries, biographies, re-telling well known stories, poetry and preparing debates on environmental issues. The range of writing is rather restricted at times, with a higher focus on completing grammar, spelling and comprehension exercises. There are very few examples of extended and collaborative writing or writing for a real purpose. Pupils seldom use reading texts as ideas and structure for their writing, which is usually simple and unadventurous. Lower attaining pupils are unable to write in an organised and sustained way and their understanding of the structure of language is poor. They lack confidence in their writing and achieve a limited output. Written work by many pupils, although usually well presented, lacks fluency and style and a significant minority of pupils by eleven are not using joined handwriting.

87. There has been a marked improvement in teaching since the last inspection with almost three out of five lessons being good or better and one in five lessons being very good. There was no unsatisfactory teaching or any difference between the quality of teaching in the key stages. Progress overall is good, but in writing it is satisfactory. This progress also applies to pupils with special educational needs and those who have English as an additional language. Teaching and support staff have a clear understanding of the objectives of the National Literacy Strategy and a confident approach in their teaching of speaking and listening and reading. Planning focuses on practising, improving and extending learning skills that are matched correctly to the stage of pupils' learning. Teachers have high, but realistic, expectations of pupils and challenge them well through good levels of questioning and discussion that helps pupils to develop their ideas in spoken language. In the most successful lessons, the teachers' enthusiasm for literature is infectious and they teach it with a real sense of enjoyment, using quotations with the pupils from D H Lawrence to demonstrate how the pupils can learn from stories. However, there were only two lessons in which the teacher used the big book to provide ideas for the pupils to use in their independent writing. At the moment, reading and writing are not used together as productively as they should be to give pupils the structure they need to practise and improve their writing for a wider range of purposes. A very good range of strategies are used in the shared work to link speaking and listening and reading with phonics, spellings and comprehension, and extend learning opportunities well. Year 1 play a very ambitious dice game to help them understand phonic blends, and Year 6 are taught spelling rules in an interesting ways to help them retain and use the information. There is less focus on developing handwriting skills progressively through the school or practising them in conjunction with spelling patterns. Staff provide a safe and secure environment in the classroom. A strong feature and strength of the teaching is the good relationship established with pupils and the encouragement given to them to behave well and work hard. This helps them to focus well on their work, sustain concentration and work productively to make progress. Occasionally, this does not happen in the independent tasks when time limits are not set. In a few classes there is still an over-dependence on low challenging work sheets for writing that provide little focus or interest for pupils and do not help them to gain the good progress of which they are capable. This was identified as a weakness in the last inspection and is still an area for development. Homework is set regularly for pupils and this is especially beneficial when parents support their children at home. Unfortunately, this does not always happen.
88. The National Literacy Strategy is being efficiently implemented in all classes. Its effectiveness is satisfactory but with aspects of improvement needed in writing. The shared work with all the class is a strength of the provision and the plenary is also used well to consolidate and extend learning. There is a stimulating environment in many classrooms where literacy has a high focus and resources are well displayed to help the pupils improve the quality of their work. More focus is needed now on developing resources and strategies that will improve writing skills in the independent tasks. Literacy skills are practised well across many areas of the curriculum and writing is more in evidence here. For example, Year 6 draw conclusions from experiments carried out, while Year 5 describe their feeling as evacuees in letters that they write home during the Second World War. Year 3 use different fonts, colours and size of print on the computer to accompany their photographs on display. However, at the moment information technology is not used well to support the literacy strategy, but the school has recently purchased additional software which is being introduced shortly.
89. Effective management has successfully prepared the staff for the literacy hour and the impact from training and support has been in the improvement to teaching skills, the good progress made by the pupils and the slow but steady raising of attainment. The highly experienced co-ordinator is very committed to continuing this progress and

is aware that further developments are needed, particularly in respect of writing. Although she has monitored teaching and planning, in its current form it is too general and does not have a clear enough focus on identifying specific aspects of improvement and particularly on how to raise standards of attainment further. Although the school has begun to monitor the progress pupils are making in national tests, assessment and target setting, it is in the very early stages of development. Day-to-day assessment is too informal and does not enable teachers to have a clear picture of individual pupils' progress. There are some good examples of marking, but the practice is inconsistent and many pupils do not understand how well they have done and how they can improve. There is no agreed format for short-term planning, so this makes it difficult to provide an assessment system linked successfully to planning. Target setting is not effective in providing information on how well pupils are learning and particularly what aspects of the curriculum and teaching need to be strengthened to raise standards of attainment further in English.

MATHEMATICS

90. The results of the 1999 National Curriculum test for eleven-year-olds shows that standards in mathematics are very low. When compared to schools with similar characteristics standards are below average. There are three factors that contribute to these low standards: firstly, there is a high turnover of pupils as a result of the mobility of the population; secondly, there is a high percentage of pupils who have English as an additional language; thirdly, pupils begin school with low levels of mathematical understanding. Standards are rising and the attainment of the majority of pupils in the current Year 6 is below national expectations. At Key 1, the 1999 National Curriculum test results for seven-year-olds show that pupils attain levels which are well below the national average, but are broadly in line with the national average when compared with similar schools. The test results confirm the attainment of the majority of pupils currently near the end of Key Stage 1 as well below that normally found. No significant differences in levels of attainment were found between boys and girls during the inspection.
91. Pupils enter Key Stage 1 with low standards of attainment. Good progress is made across the key stage, with strong progress being recently made in pupils understanding of number. Across the key stage pupils are beginning to demonstrate some ability in working out number facts. Some of them are beginning to understand place value, with a significant minority beginning to show some good understanding in areas such as working out doubles and multiples of 2. Their recall of number facts is not strong. They are developing sound understanding of number patterns, for example, the pattern evolved from counting in multiples of five and odd and even numbers. By the end of the key stage, some children can add money to 20 pence and a few higher amounts. Most pupils have difficulty solving problems and working in test situations. Pupils can identify shapes and some of their properties and complete simple measurement tasks. They can also display and interpret data with adult support.
92. The progress of pupils at Key Stage 2 is sound. Across Key Stage 2, most pupils demonstrate appropriate knowledge of number facts and tables and progress is good. Pupils recognise approximate proportions of whole numbers. In Year 6, many pupils are beginning to be able to order decimals, with some being able to order them to two decimal places and say the equivalent fractions. They are developing good ways for working things out and pupils can explain their methods, but not always clearly. They are developing sound measuring and recording skills, such as measuring angles with protractors and perimeters of irregular shapes, through a range of practical activities. By the time they are eleven, pupils have some

satisfactory levels of attainment in some areas of mathematics. However, standards are unsatisfactory in handling data, both by hand and when using information technology, solving numerical problems and seeing connection between areas within the mathematics they are learning. Few pupils have the appropriate skills to work independently and follow their own lines of enquiry. The school is aware of this issue and has done much to try and address it since the last inspection through a greater emphasis on work where pupils have to investigate a range of solutions.

93. Pupils with special educational needs make sound progress. They are provided for well by teachers and support staff.
94. Pupil's attitudes to learning are positive and their response in lessons is satisfactory at Key Stage 2 and good at Key Stage 1. The vast majority of pupils settle to their work soundly. They are mostly attentive during instructions and class lessons. Pupils sustain concentration fairly well, and apply themselves willingly to the activities set for them. Pupils have a lively interest in their mathematics work. They respond enthusiastically to the teachers' questioning and many are keen to answer. They co-operate well when given opportunities to do so. Many pupils do not do the homework that they are given.
95. There is some satisfactory use of mathematics in other areas of the curriculum, such as science, geography and in history. Information technology is not well used to support the teaching of mathematics.
96. The quality of teaching is good overall at Key Stage 1 and sound at Key Stage 2. Teachers' long-term planning for the National Numeracy Strategy is sound. It takes account appropriately of the mixed aged classes in Key Stage 2. The planning of individual lessons is satisfactory, with most lessons having clear learning outcomes. In most lessons observed, teachers had sound knowledge for the subject and all structure their lessons well. Pupils are mostly well managed. The most effective teaching is characterised by pupils being told precisely what they are learning within the lesson, strong connections formed with previous learning and clear exposition and timings. Also important are a brisk pace throughout the whole lesson, and interesting tasks well matched to lead pupils on from what they already know and understand. In the more effective lessons, ways are found to ensure that many pupils have opportunities to articulate their understanding and methods. Most teachers use effective ways to ensure that all pupils contribute to mental arithmetic sessions. However, few reminders are given by teachers, or challenges set, to encourage pupils to learn arithmetic facts. Children seen calculating using their fingers are not sufficiently reminded of better strategies or challenged to do without. Sometimes opportunities are missed for children to co-operate with others. The marking of exercise books is inconsistent and not often helpful in assisting pupils to understand how they can improve. Pupils are provided for soundly by support staff. Some "booster" classes are appropriately held for older pupils.
97. The school administers national test annually from Year 2 onwards and other planned assessments. These are starting to be used to analyse overall weaknesses and trends, but more could be done, both at a whole school level and at an individual pupil level, to ensure that each pupil is appropriately challenged. The current record keeping systems do not help these processes. At Key Stage 1, the pupils' work is mainly on duplicated sheets, kept in a folder in random order. This makes it difficult, for both adults and pupils to be aware of progress over time. The subject is well managed by the subject co-ordinator and there is a satisfactory level of learning resources. Some monitoring and evaluation is undertaken, though more needs to be done to ensure that standards continue to improve for all attainment targets.

98. The school has made some improvements since the last inspection. The school now has a portfolio of assessed work and other documentation to help in this area. There are many pupils in Key Stage 1 who can recall number facts, though standards are still not high enough at both key stages. There has also been an overall improvement in teaching, with all lessons now satisfactory or better, and with classroom control and pupils' behaviour no longer an issue. New teachers are now well introduced to the school's systems for teaching mathematics by planning and working alongside others. The scheme of work in place now uses the government's recommendations with appropriate adjustments for the mixed age classes, which is good. Some developments have been made in assessment practice, but more needs to be done in order to raise standards further.

SCIENCE

99. Standards of achievement at the time of the previous inspection three years ago were judged to be below national expectations in both key stages. Progress was satisfactory throughout the school. Since then, standards have remained below the national expectation, but pupils make good progress.
100. Results from the 1999 tests show that standards at the end of Key Stage 2 are well below the national average, but broadly in line when compared to schools with similar characteristics. Teacher assessments at the end of Key Stage 1 show that standards in all areas of scientific learning were well below the national average. However, from lessons observed, pupils are working at appropriate levels for their age. For example, pupils in Year 3 were looking at forces – twisting, bending, pushing, and pulling, with pupils in Year 6 testing for carbon dioxide gas. However, too high a proportion of pupils at the end of the key stage are working appropriately at Level 3 for standards to be in line with national expectations. Pupils' general understanding of scientific concepts is poor, for example, when asked to investigate materials they predicted that plasticene would not change shape if it was pulled or pushed. However, pupils make good progress, including those with special educational needs. Overall the achievement of the pupils is good.
101. At the end of Key Stage 1, standards are below average in comparison with similar schools and also below national expectations. Pupils with special educational needs make good progress. Pupils achieve well throughout the key stage, building on work done in the under-fives, but poor literacy skills, linked to a lack of understanding of basic scientific concepts, result in below average attainment for the Year 2 pupils. Pupils can describe simple features of objects, such as the materials used in the building of a house, and can communicate their findings by drawings. They are unable to describe scientifically the process of change through heating and cooling, for example, the describing of a candle at the end of burning as 'hard' instead of 'solid'.
102. Pupils in both key stages show interest and enthusiasm in science. They are keen to take part, and enjoy investigating and experimenting as they learn. When working in groups, they are well behaved and consider the needs of each other. Pupils are keen to take initiatives and suggest possible outcomes as part of the prediction process. Effective use of praise and encouragement by teachers ensures that the behaviour of all the pupils is good.
103. The quality of teaching is good throughout the school. Teachers show good subject knowledge and understanding of science. Planning is effective, identifying the learning aims and objectives for the lesson. High expectations are set that result in most pupils building on their previous knowledge and understanding. Effective methods are used by teachers to promote good learning. Good use and style of questioning by teachers challenges the pupils' thinking and stimulates participation in

lessons. High standards of behaviour are set and pupils respond positively to the frequent use of praise. Support staff, when available, are effectively used, having prior knowledge of the content of the lesson and an understanding of the needs of the pupils. When set, homework is effective and extends and reinforces what is learned in school. For example, during a lesson for Year 2 pupils on 'The Senses', they were challenged to find a container at home that had Braille markings. Satisfactory schemes for assessment are in place in Key Stage 1 and Key Stage 2, and some analysis of pupils' performance is undertaken. For example, previous years' test papers for Year 6 pupils had been analysed and areas for curriculum development had been identified and incorporated into the scheme. The baseline assessment does not address the area of knowledge and understanding of the Desirable Outcomes for Children's Learning, and this makes it difficult to identify any strengths or weaknesses a young child has in this curriculum area. All pupils make satisfactory progress as they move through the school acquiring knowledge and understanding. They work well and are interested in all the areas of science.

104. The school has a good range of opportunities for learning and provides a broad curriculum in science, especially in experimental and investigative science. Good investigation planning sheets are used by pupils to guide them through the process of predicting, investigating and reporting, and informative displays of work completed by pupils are displayed in all teaching areas. The curriculum is based on the Qualifications and Curriculum Authority's guidelines and covers all areas of the National Curriculum. However, the amount of teaching time given for the subject within different classes ranges from one to three hours each week. This leads to an imbalance of science within the school. Likewise, the mixed-aged classing structure, with pupils in the same year being taught in three different classes, is not sufficiently monitored to ensure equal access for all pupils. For example, the examination of pupils' work showed that a Year 4 pupil was set the same written task as a Year 6 pupil in another class. Within the subject, sex education and drug education are integrated throughout the school. Good links exist with secondary schools in the area, and teachers from the secondary sector regularly visit to teach a group of Year 6 pupils. All staff are fully aware of children with special educational needs and effective, appropriate help is given. The emphasis on 'fairness' in investigations and experimental work has a positive effect on pupils' personal, moral and social development.
105. Assessment strategies are in place for all pupils and an individual portfolio of work in science is kept. Teacher assessment for Year 2 pupils gives a level of attainment, and all the pupils in Key Stage 2 complete written national tests in science. However, these assessments do not result in meaningful targets being set for each pupil related to the National Curriculum programmes of study. The marking of pupils' work is inconsistent throughout the school, with little dialogue between the teacher and the pupil that is aimed at improvement.
106. The co-ordinator provides good leadership in this subject. The school has responded positively to the lack of practical work identified in the last inspection, and the co-ordinator has worked with all the staff to make this area an integral part of the science curriculum. Effective monitoring of teaching and planning is carried out and all staff are supported effectively. Although pupils' achievements are measured throughout the year, there are no procedures in place to set individual targets. The accommodation is adequate and effective use is made of available areas for investigations to be carried out. Resources are adequate and available both in the classroom and centrally. Additional staff and classroom assistants are effectively used to support all pupils.

ART

107. During the week of the inspection, timetabling arrangements were such that there were no opportunities to observe art being taught. No judgement can be made about the quality of the teaching. Judgements have been made, however, on the quality of provision by studying the displays around the school and other recent examples of pupils' work, teachers' long and short-term planning and discussions with pupils. At the end of both key stages, standards of attainment in art are below that normally found. Pupils' progress through the key stages is unsatisfactory.
108. In some classes, the pupils' skills of painting and pattern making are developing soundly, with good patterns being made from a study of Aboriginal and Maori designs. Links with other subjects, such as history and geography and religious education, provide sound opportunities for pupils to record events and ideas. A good example of this at the time of the inspection was in history, with Greek masks. However, pupils are not developing satisfactory knowledge of different artists or an understanding of methods and styles that they can apply to their own work. Nor are they being given sufficient opportunities to appraise art, both their own or of others. At Key Stage 2, insufficient opportunities are given to practise and build on learnt skills or to use sketchbooks to modify, develop ideas or look closely. Work in sketchbooks is of an unsatisfactory standard. Skills of observational drawing are underdeveloped at both key stages.
109. Teachers' individual planning is not detailed and does not address how skills are built upon and developed. The area of knowledge and understanding is neglected. There are very few opportunities provided of three-dimensional or large-scale pieces. Pupils are not given sufficient opportunities to select their own materials to achieve a desired effect, or encouraged to review their work and propose changes.
110. The policy and whole school planning documents do not sufficiently identify and encourage progression of important skills. The subject is further limited by lack of time on the timetable. Time being given to it is often linked to other subjects, rather than a balance between art as a subject in its own rights and its use to support learning in other areas. The school has a good range of art materials, but lacks an appropriate collection of reproductions of artists' work and books to support the subject. Art is well displayed throughout the school.

DESIGN AND TECHNOLOGY

111. There is insufficient evidence to make any judgement on the standards achieved or the progress made. Only one lesson was observed in Year 1, and as most of the design and technology in Year 2 and Year 6 is planned for later in the year, very few examples of work are available to see or discuss with pupils at the end of both key stages. The limited examples of work and planning show that pupils have the opportunity to acquire some skills and knowledge of the technology process at both key stages, but design and evaluation skills are weak.
112. In the limited work seen at Key Stage 1, pupils use a limited range of tools to cut and shape materials such as paper, card, clay and fabrics to make Christmas cards, book marks and tiles. Occasionally, they draw pictures of what they intend to make, but seldom list the materials needed or evaluate the success of their design. Some good links are made with other subjects through food technology. After a local visit to a farm, pupils cooked eggs in a variety of ways and melted chocolate and cheese to show how foods change when heated.
113. Pupils in a mixed Year 4 and Year 5 class make moving models with cams and followers. They draw detailed plans with measurements but not to scale. They use a range of tools including drills, saws and clamps and evaluate their results well, identifying some areas for improvement. The finished product lacks precision in its

finished form, and cutting and joining skills are not well developed. However, this was the only example of work in Key Stage 2 that had a balanced approach to design and technology with all the elements included. Although some construction kits have been purchased as a response to the last inspection, planning shows no indication that they have or are being widely used. Control technology is also missing from the provision. Food technology is used productively to support a history topic on the Greeks in which the pupils make humus as part of a food tasting of Greek foods. Pupils also made chocolate bars after a visit to the Bournville factory.

114. There is no-one with responsibility for managing design and technology. The time allocation for the subject has recently been reduced but no subsequent revision has been made of the policy and scheme of work to take into account this reduction in time. Instead, staff have individually reduced some of the topics they once covered. The effect of this is that the subject is not broad or balanced and there is not enough time allocated to adequately teach the subject. There is also no clear progression of skills across the school, or consideration of planning for the mixed age classes in Key Stage 2.

GEOGRAPHY

115. By the end of Key Stage 2, pupils achieve standards which are as expected for pupils aged eleven. Progress throughout this key stage, for pupils of all abilities, is satisfactory. By the end of Key Stage 2, pupils have a sound understanding of place. They have an understanding of the school locality and its place in the United Kingdom. They have developed a satisfactory range of geographical skills and are able to undertake fieldwork, use globes, maps and atlases and use secondary sources, such as photographs, to help interpret physical and human features. Some pupils are able to respond to questions about 'why things are like that' and recognise that other people may have different views towards environmental issues.
116. At the end of Key Stage 1, pupils achieve standards that are above those expected of pupils at the age of seven, although written work does not reflect the quality of discussion work in lessons. Progress for all pupils is good. In the lesson observed, pupils were using photographs to consider questions about the location they would like to find out about. Questions were perceptive and were directly relevant to geographical investigations. Most pupils can locate places associated with their studies on a world map and recognise that places can be very different from their own locality. Pupils talk confidently about the need for different clothes and types of building due to the different type of climates.
117. The quality of teaching is good at Key Stage 1 and satisfactory at Key Stage 2. At Key Stage 1, teaching is good as the teachers have a good understanding of geographical issues and learning. Work is planned effectively and very good use is made of high quality photographs. Work seen during the inspection was based upon the experience of one of the teachers and good links were made to the personal experiences of a child in the class. High quality discussion work was evident throughout the lesson due to the teacher's skill in listening carefully to pupils' responses and building on their ideas and allowing time for pupils to give considered responses. Pupils in this key stage are interested in their work and enthusiastic about learning about another country. The structure of the lesson, and the team teaching approach where teachers are constantly evaluating the lesson's components, ensures that pupils are acquiring new knowledge and skills and pupils' own ideas are developed to help them understand.
118. At Key Stage 2, the quality of teaching and learning is satisfactory overall. There was some good investigative work seen in a Year 3/4 class where pupils were involved in weather studies and the collection of various measurements to record local weather

patterns. This lesson was extremely well planned and organised. Pupils were given a number of independent tasks to carry out. Pupils responded well and accepted the responsibility. Equipment was used correctly and sensibly and pupils were keen to do well. The weakness in the teaching at this key stage is in the planning for progression for some aspects of the geography curriculum. This is most apparent in the teaching of mapping skills. In the Year 3/4 class, some good work is done in orienteering to support the development of mapping skills. Whilst this is developed through the key stage, the rate of progression is limited. Work carried out in Years 5/6 is only slightly more complex. It is recognised that there is a high proportion of pupils who are currently in Years 5 and 6 who have not had the experience of the Year 3/4 work and need some remedial work. However, there is no evidence of work being differentiated for those pupils who have come through the school and have experienced the work in Years 3 and 4.

119. There is a good scheme of work which outlines the expectations for units of work in each year group. However, assessment procedures lack rigour and do not support teachers in their planning. In one lesson seen, a teacher was observing pupils and taking notes to support assessment. Observations were not focused on the learning intentions of the lessons, they were simply observations.
120. There is no co-ordinator for geography. This has a negative impact on the overall standards, as no-one oversees pupils' work throughout the school.

HISTORY

121. By the end of Key Stage 1, pupils' attainment is in line with that generally found. The progress made by pupils is satisfactory throughout the school. By the time pupils leave the school, standards are as expected for pupils of their age, although the pupils' below average writing skills hinders their written work in history.
122. Too few lessons were seen at Key Stages 1 and 2 for a judgement to be made about the quality of the teaching. Judgements on attainment and progress are based on the one lesson seen, discussions with pupils and a scrutiny of their work, and an examination of teacher planning.
123. Pupils enter Key Stage 1 with very little historical knowledge or understanding. At Key Stage 1, pupils are developing an understanding of the difference between past and present and old and new. They are developing a sense of chronology through studying their own lives and the changes that have happened to them since they were babies, their family tree and the lives of famous historical characters. They can recall some historical figures such as Louis Braille and Mary Seacole. When contrasting life in Edwardian Britain to the present day, pupils compared artefacts and talked confidently about how equipment for washing has changed from then to now. They can outline some of the negative and positive aspects of life at that time.
124. At Key Stage 2, pupils continue their sound progress. By the age of eleven, most pupils have gained satisfactory factual knowledge of historical periods that they have studied. They are able to describe some the important features of the period from the 1930's to the present day and know about some of the important people of those times. A few pupils are able to discuss the reasons for events and consequences of changes. They are able to identify a range of historical sources and are able to explain some aspects of the past by comparing information gained with similar situations in the present. Few have developed a sound sense of chronology. Pupils with special educational needs make appropriate progress.

125. Pupils' have positive attitudes to history and enjoy their work. They mostly behaved well in the observed lesson and all were interested in the history being taught. They are keen to discuss the events and times that they are studying.
126. Lesson planning is generally of a sound standard with clear objectives. In the one lesson seen, the teacher presented information in a very interesting way and her explanations were clear and logical. Higher up the school, there is a good range of tasks given to pupils that do not rely heavily on worksheets, as was the case at the time of the last inspection. The marking of pupils' works is not consistently used as an opportunity to help pupils understand what they need to do to improve. Very good use is made of artefacts.

INFORMATION TECHNOLOGY

127. The previous school inspection reported that standards in information and communications technology, (ICT), were judged to be in line with national expectations by the end of Key Stage 1 and Key Stage 2. The progress made by all pupils in the school was judged to be satisfactory. Since then standards and progress have been maintained.
128. By the age of seven, attainment is in line national expectations and pupils make satisfactory progress. Pupils can make simple colour pictures using drawing software and understand how to use a mouse to control a computer. They know that many day-to-day devices respond to commands and signals, and can receive and store information on a computer with help. Only a few pupils can generate and communicate ideas using text, sound and tables and have some use of control devices and modelling.
129. By the age of eleven, pupils continue to make satisfactory progress and attainment remains in line with national expectations. They can load software, save and retrieve information, and understand how to 'log on' and 'log off'. They can produce writing in different sizes, shapes and colours, and draft and re-draft sentences. They use listening centres in classrooms and know how to operate video players. Pupils produce titles for their own work and for displays in the classroom and corridors. However, they have limited ability with modelling activities, sensing or control. Pupils with special educational needs make satisfactory progress and attain best when supported in class.
130. The attitude of pupils in information and communications technology is good throughout the school. They are keen to carry out tasks set, and listen attentively during whole-class teaching. When working on independent tasks, pupils are enthusiastic and the effective use of praise results in good behaviour. As pupils get older, they gain in confidence about using information and communications technology as a tool. When working in small groups in the classroom they share ideas and are understanding of each other's needs.
131. The quality of teaching throughout the school is good. The teachers have a good understanding of information and communications technology and are competent in basic keyboard skills and the use of software. Clear planning indicates learning objectives for pupils who build on previous knowledge of the subject to complete set tasks; for example, pupils used a previously designed shape picture to add colour and text. In the nursery, the children are introduced to the computer, being taught the names of the parts and beginning to use the mouse to make images on the screen. Throughout the school, effective use of questioning by the teacher helps the pupils to develop their understanding of information and communications technology. New ideas are expressed in an exciting and challenging way so as to encourage the pupils to work at their given tasks. The hardware is used effectively, with a combination of

'taught' lessons and opportunities for the pupils to have access during the school day. Effective use of networked machines was demonstrated during a numeracy lesson when four pupils worked on independent tasks in number, specifically related to the numeracy objectives of the lesson. The planning takes account of the different abilities within the class, including the pupils with special educational needs. Support staff are effectively used to help the pupils with their work and pupils are suitably challenged by the tasks set. Effective methods of teaching are used to help the pupil learn. These include whole-class teaching, pupils working in groups, and opportunities for individual learning.

132. The school uses the Qualifications and Curriculum Authority's scheme of work, which meets statutory requirements. The scheme shows breadth, balance and progression and covers the full range of information and communications technology within the National Curriculum. Pupils with special educational needs are given effective support in the classroom and equality of access and opportunity is provided for all pupils to make progress. There is a comprehensive information and communications technology development plan for the next three years, which has been agreed by all the staff. Evidence of pupils' attainment, work examined and lessons observed reveals that the control and modelling aspect of information and communications technology are insufficiently addressed.
133. The teachers set good standards of behaviour, and the pupils respond positively through appropriate praise and encouragement. Intervention by the teacher is effective and understanding of the needs of the pupil. The relationship between the teacher, and the pupils is good. Individual pupil portfolios contain examples of work completed in information and communications technology, and whilst some pupils in Years 3 and 4 have targets for achievement linked to mathematics, the assessment and recording processes are not used effectively throughout the school to inform planning.
134. Workshops for parents are held in school to introduce the new technology and these have been successful in raising the awareness of parents to information technology, as well as providing the opportunity for them to have 'hands-on' experience.
135. The co-ordinator for information and communications technology provides good leadership for the subject throughout the school, and adequate time is allocated for her to carry out her role effectively. Resources are adequate and used effectively to support other areas of the curriculum and for the teaching of specific information and communications technology skills. Teaching is monitored satisfactorily and all staff are

keen to extend the use of the new technology as a tool to raise achievement for all the pupils.

MUSIC

136. Standards in the last inspection report for music were judged to be in line with national expectation at both key stages. Progress was good at the end of Key Stage 1 and satisfactory at the end of Key Stage 2.
137. During the inspection week there was insufficient evidence for a judgement to be made on standards, quality of teaching and pupils' attitudes to music. Only one music lesson was observed and a choir practice.
138. There were insufficient lessons seen for a judgement to be made on the quality of teaching. However, in the lesson seen the quality of teaching was unsatisfactory. Whilst the teacher had a secure knowledge of music, ineffective methods of presenting the lesson to the pupils restricted learning opportunities. For example, a whole class of reception pupils were asked to play percussion instruments together. The management of pupils was poor, and they soon lost concentration and interest in the activity. Where seen, support staff were used effectively, supporting a small group of pupils at appropriate work. Little evidence of progress by pupils was observed and whilst the choir did learn a new part to a Latin round, progress overall was unsatisfactory.
139. The provision for music throughout the school is unsatisfactory. Time given to the subject does not allow for the National Curriculum programmes of study to be met. The school's curriculum overview indicates the themes and content to be taught, but this is based on a published scheme that has yet to be implemented in Key Stage 2. At Key Stage 1, the scheme has been developed around three songbooks. There are insufficient opportunities for the pupils to develop their enjoyment and understanding of music, including the requirements of performing and composing and listening and appraising. Key Stage 2 pupils make a significant contribution to a class assembly by singing a hymn. Peripatetic tuition is offered to fourteen pupils in Key Stage 2. At present there is no provision for extra-curricular activities in music.
140. The leadership of the subject is satisfactory overall. The co-ordinator examines teachers' planning, but provision for effective monitoring of music is unsatisfactory, with little time being given for classroom observation. Pupils are taught and led in singing using the voice or guitar. When piano accompaniment is required, the school uses a visiting pianist. The accommodation is adequate, and class based resources of percussion instruments are satisfactory.
141. During the course of the last academic year, pupils were involved in a music project with the Birmingham City Symphony Orchestra. This involved visiting players giving small concerts to pupils and the school plans to repeat this successful venture this year.

PHYSICAL EDUCATION

142. Pupils at Key Stage 1 make good progress and achieve the standards that are expected for their age. At Key Stage 2, no lessons were taught in Year 6 apart from swimming during the inspection and, therefore, no judgements can be made on standards or progress. By the end of Key Stage 1, pupils are aware of the need to change quickly, dress appropriately and listen carefully to instructions. This represents an improvement since the last inspection although there are still a minority of pupils who forget to bring the appropriate clothing. In lessons, pupils move safely with control and balance. Year 2 plan and perform a sequence of movements

including forward rolls with good levels of co-ordination and practise to improve and refine their performance well. A small minority of pupils are more hesitant and need support and encouragement from an adult to complete their tasks successfully. In Year 1, pupils respond appropriately to the mood and rhythm of the music with their own ideas and styles. During Key Stage 2, pupils practise to master their skills in gymnastics and games. For example, Year 4 pupils move quickly to improve their throwing and catching skills with greater accuracy, while Year 5 use these skills in a basketball game. Year 6 pupils are currently developing a series of complex movements and sequences on the large apparatus, changing the shape, speed and direction. At the end of Key Stage 2, pupils' attainment in swimming is in line with national expectations. Most pupils swim unaided and with confidence for 25 metres.

143. The quality of teaching is good overall with no unsatisfactory lessons. This represents an improvement since the last inspection. In the best teaching, staff have clear procedures towards safe practices and the lesson is well managed and controlled. This particularly applies to pupils lifting and moving the apparatus around the hall. The pace of lessons is brisk, maximising the period for pupils to be actively involved in learning skills and with suitable time given for warm up and cool down activities. This is also an improvement from the last inspection. Positive feedback is provided, with pupils and staff demonstrating good practice as a stimulus for improvement and a better understanding. This encouragement also helps pupils to work even harder and acquire new skills. Time is also given for pupils to consolidate, refine and evaluate their movements. In Year 2, prompt cards are used well to remind pupils of the focus of the lesson and the skills they should be practising. A few staff are particularly skilled at observing and analysing movements quickly to help pupils improve. Classes are keen to work hard and show commitment and sustained effort with good levels of energy. Boys and girls work happily together, listen carefully to instructions from the teacher and, in most cases, show a high level of consideration for others when working on movements together. Just occasionally in one lesson the class teacher had some minor difficulties managing the class in the most effective way.
144. The newly appointed co-ordinator is committed to further improvements in the subject and is well qualified to take the school forward. She recognises the need for further guidelines and resources to support the teaching of dance. The very brief scheme of work for physical education does not take into account the mixed age classes or provide enough detail for staff to plan their lessons progressively. There is also no format for short-term planning. There are currently no extra-curricular activities for pupils in physical education and the absence of competitive games with other schools was noted at the last inspection. However, pupils in Year 6 have the opportunity for outdoor pursuits through the valuable experience of a residential visit. The school has recently reduced the time allocation for most of the foundation subjects with the emphasis now on numeracy and literacy. Physical education, however, still receives a high allocation of time of which much is used for all pupils from Year 1 to Year 6 to go swimming. The school should consider whether this time is justified and how it affects the breadth, balance and adequate coverage of the other foundation subjects.

RELIGIOUS EDUCATION

145. By the end of Key Stage 2, pupils achieve standards which are above the expectations of the locally agreed syllabus. Most pupils have good knowledge and understanding of the richness and diversity of religion, and recognise that questions of beliefs and values may give rise to a range of answers. Most pupils are able to talk with confidence about the distinctive features of religious traditions and describe the similarities and differences between their own and other people's experiences. Throughout the school, pupils develop appropriate skills in using religious language and technical terms correctly to describe belief and practice.

146. At Key Stage 1, pupils are actively encouraged to talk about right and wrong and learn about special times such as Diwali and Christmas. They listen and respond well to stories from a range of religions and to stories about people who have made a difference to the lives of others. Through stories and discussion, pupils relate the experiences of others to themselves. By the end of Key Stage 1, pupils achieve standards which are above those outlined in the locally agreed syllabus.
147. At Key Stage 1 and Key Stage 2, the quality of teaching is good. Pupils of all abilities make good progress in their learning throughout the school. Teachers show good subject knowledge and understanding in the way they present and discuss issues. Issues are handled sensitively and good use is made of the rich and diverse religions of the pupils within the school. Lessons are well planned and delivered in ways which are interesting and encourage pupils to take part and promote learning skills, such as analysing and evaluating pupils' own and others' beliefs. A good example of this was seen in a lesson where the pupils were involved in acting out the scenario of Rosa Parks, a black woman who refused to give up her seat on the bus to a white man. Wearing green and orange badges, pupils were asked to consider what it must feel like to be segregated according to the colour of the badge you are wearing. The session was purposeful and pupils were encouraged to think for themselves and give personal accounts of how they were feeling. Pupils were very interested in this work and the level of discussion was of a high standard. At Key Stage 1, involvement with issues is also high priority. In Year 2, pupils have a big book called 'Talking R.E.' which outlines the work covered and records the main points of discussion work. This approach to religious education is highly successful in encouraging the sharing of understanding and encouraging pupils to form personal views of religious issues.
148. The use of story is a strong feature of the religious education programme. Stories are well chosen and for the older pupils there are often a range of stories giving different accounts of the same story. Teachers are effective in the telling of stories and in drawing attention to the meaning of vocabulary. Pupils are introduced to appropriate vocabulary for the study of religions. This work supports the development of pupils' literacy skills.
149. Pupils' poor writing skills hinder written work and often do not reflect the high quality work that has taken place in the lesson. The exercise books used in Key Stage 2 are inappropriate, as the limited amount of writing space does not encourage pupils to write.
150. All teachers closely follow the locally agreed syllabus in their planning. Generally, work builds on pupils' current knowledge, understanding or skills. However, assessment procedures are not fully developed and do not always inform teachers' planning.
151. The curriculum for the current Year 4/5 class follows the same curriculum as that of the two Year 5/6 classes. There are no procedures in place to ensure that the Year 4 pupils revisit units of work missed out from the planned curriculum for Year 4.
152. The co-ordinator has monitored the quality of teaching throughout the school. This has been useful to provide the co-ordinator with an overview of the work throughout the school, but the observations lack rigour and report on the content of the lesson rather than pupils' achievements or the impact of teaching on pupils' learning.