

INSPECTION REPORT

BELLS FARM PRIMARY SCHOOL

Druids Heath

LEA area: Birmingham

Unique reference number: 103383

Headteacher: Mr D Christie.

Reporting inspector: Mrs H E Davies
21687

Dates of inspection: 29th January- 1st February 2001

Inspection number: 194062

Full inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	Four to eleven
Gender of pupils:	Mixed
School address:	Brockworth Road Druids Heath Birmingham West Midlands
Postcode:	B14 5YG
Telephone number:	0121 459 8666
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr R Lovegrove
Date of previous inspection:	14/04/1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21687	Mrs H E Davies	Registered inspector	Religious education Art Design and technology	What sort of a school is it? The school's results and achievements How well are pupils taught? How well is the school led and managed? What the school should do to improve further?
9103	Mrs A Strong	Lay inspector		How well does the school work in partnership with parents? How well does the school care for its pupils?
4099	Mr R. Braithwaite	Team inspector	Mathematics Information technology Physical education Equal opportunities Special educational needs	
8073	Mrs L Simmons	Team inspector	Science Music Under fives	Pupils' attitudes, values and personal development
2911	Mr E Steed	Team inspector	English Geography History English as an additional language.	How good are the curricular opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Bells Farm Primary School is situated on the Druids Heath estate on the southern boundary between the city of Birmingham and the county of Worcestershire. Pupils attending the school come from the surrounding area. The school is about the same size as other primary schools with 187 pupils on roll, 89 boys and 98 girls. This is about 20 less than during the previous inspection. The birth rate in the area is dropping and the school has a significant number of pupils who join or leave the school each year. The majority of pupils are of white ethnic background, while a minority are of black Caribbean background. The percentage of pupils eligible for free school meals is above average. The percentage of pupils with special educational needs is about average. Two pupils have statements of special educational needs. At present, some pupils speak English as an additional language but they are not at an early stage of language acquisition. Children start school in the year that they become five. At the time of the inspection there were 20 children under 6 in the reception class. Pupils transfer to secondary school at the end of Year 6. Attainment on entry to the school varies from year to year but is usually below average; for some children it is well below average.

HOW GOOD THE SCHOOL IS

The school achieves standards that are as good as they should be in most of its work. The school has worked hard on its whole school behaviour policy and all adults in school implement it well. The vast majority of pupils behave appropriately and are keen to learn. Attendance is satisfactory although procedures to encourage good attendance are very good. Almost all of the teaching is satisfactory, most is good, with some that is very good and a little that is excellent; learning is good for most pupils. There are very good arrangements to support all pupils and to care for them very well. The school has a good partnership with parents and carers. Leadership and management of the school is now good, this is a significant improvement since the previous inspection, when it was judged unsatisfactory. The school is governed well. Governors know what the strengths of the school are and identify clearly areas for development. Standards have improved in many areas since the previous inspection. Bells Farm School now provides satisfactory value for money.

What the school does well

- Leadership and management ensure clear educational direction for the school and there is a shared commitment by staff to effect improvement.
- The quality of teaching and learning in the Foundation Stage is very good.
- There are very good procedures in place for monitoring and improving attendance and behaviour.
- Procedures for assessing pupils' attainment and progress are very effective.
- The quality of information provided to parents is very good.

What could be improved

- Standards could be improved in mathematics at Key Stage 1 and English at Key Stage 2.
- Standards could be improved in information and communication technology and geography at both key stages.
- The quality of teaching could be improved overall so that all unsatisfactory teaching is eliminated, and more of the satisfactory teaching becomes good.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

When the school was last inspected in April 1997, it was found to have many weaknesses. Since that time, the school has worked hard to eliminate those weaknesses and it has been successful. Leadership and management of the school have identified clearly what they want for the school and how they are going to achieve the end result. The school has made many improvements by

their effective action planning. Standards at the end of Key Stage 2 are much better now, the school accurately targets achievement in English and mathematics, most of the teaching and learning is good. All the key issues from the previous report have been addressed. There is now a whole school behaviour policy, schemes of work are in place for most subjects, monitoring of personal development and pupils' academic progress is very good. The school acknowledges that there is still scope for further improvement, as standards in mathematics at Key Stage 1 and English at Key Stage 2, and also in information and communication technology and geography at both key stages are not as high as they could be. This is an improved and improving school.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	D	E*	C	A
Mathematics	D	E	B	A
Science	B	E	C	A

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E
lowest 5% nationally	E*

When children enter the school in the year of their fifth birthday, attainment is mainly below average and for some it is well below average. A few children will achieve some of the early learning goals by the time they start the National Curriculum in Year 1. They have a very good start to their education. Observations indicate that, by the end of Key Stage 1, pupils achieve standards that are average in English, science, design and technology, history, physical education, art and music. Learning is satisfactory in these subjects. Standards are below average in mathematics, information and communication technology and geography and learning is unsatisfactory. In the Key Stage 2 National Curriculum Tests of 2000, when compared to all schools, standards in English and science were average and in mathematics they were above average. When compared to similar schools, they were all well above average. Each year group in the school has a very different range of attainment, this is confirmed by the uneven trends over the past four years. Higher attaining pupils achieve appropriately for their prior attainment as illustrated by the percentage of pupils achieving levels 3 and 5 in tests. Although the trend is generally for improvement, it fluctuates each year. Observations during the inspection and school targets confirm that the results will not be as high in 2001. By the time the current pupils in Year 6 leave the school, standards are likely to be average in mathematics, science, design and technology, history, physical education, art and music. Standards are likely to be below average in English, information and communication technology and geography. Learning is satisfactory in religious education and pupils meet the requirements of the Locally Agreed Syllabus at both key stages. Literacy skills are used satisfactorily across areas of the curriculum however numeracy skills are not. The school is very good at setting challenging targets that reflect the attainment of all of its pupils. Pupils identified with special educational needs make appropriate progress. There are no significant differences in performance between boys and girls.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Most pupils are eager to learn. They are attentive and responsive.
Behaviour, in and out of classrooms	Satisfactory overall. Pupils respond appropriately to the school's behaviour policy. They understand the consequences of their actions.
Personal development	Good. Most pupils take responsibility for themselves and their

and relationships	actions. Relationships are good between pupils and adults.
Attendance	Satisfactory.

TEACHING AND LEARNING

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

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

Teaching is satisfactory or better in 93 per cent of lessons. It is unsatisfactory in 7 per cent of lessons. It is good in 55 per cent, very good in 18 per cent and excellent in 2 per cent. The quality of teaching and learning is very good in the Foundation Stage and this is a strength of the school. Teaching is better overall in Key Stage 2 than Key Stage 1 because teachers manage their pupils better and use support staff more effectively. The unsatisfactory teaching in both key stages was as a result of teaching that did not challenge pupils to do their best in terms of behaviour or learning. The good teaching at both key stages was characterised by clear learning objectives, good relationships and high expectations of behaviour and learning. Teaching of information and communication technology and geography is unsatisfactory because pupils do not have sufficient opportunities to develop skills and knowledge in either subject. The teaching of English and mathematics is good, however literacy skills are better used across curriculum areas than numeracy skills. Teachers meet the needs of all pupils successfully by assessing accurately their attainment and setting realistic targets for future performance.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory overall. At Key Stage 1 and 2 the curriculum is broad but not well balanced, as some elements of information and communication technology and geography are not sufficiently planned for. The curriculum provision in the Foundation Stage is a strength of the school.
Provision for pupils with special educational needs	Good. All pupils on the special educational needs register have individual education plans, and their work is matched well to their needs.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Provision is good for pupils' social, moral and cultural development. It is satisfactory for spiritual development. The provision of good role models from different cultures displayed around the school makes a positive impact on pupils' development.
How well the school cares for its pupils	Very good. Pupils are looked after very well and are safe. Staff know pupils well and are caring and responsive to their needs. The quality of academic guidance and pastoral care systems are now one of the strengths of the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. Since the previous inspection, the headteacher has worked hard to define and clarify what Bells Farm School wants to achieve for all of its pupils. He has involved all staff, who now share a commitment to raise standards for all its pupils. He is supported

	well by his deputy and senior management team.
How well the governors fulfil their responsibilities	Good. Governors work hard to fulfil all of their responsibilities. They understand what is required of them and work together well.
The school's evaluation of its performance	Very good. Headteacher, staff and governors are continually evaluating and monitoring the school's performance very effectively. They know the strengths and weaknesses of the school.
The strategic use of resources	Good. Effective use is made of the available resources. The good number of staff meets the needs of pupils effectively. Accommodation, although improved since the previous inspection could be improved further to eliminate distractions from some classes. Resources are good in quality and number, with the exception of hardware and software for information and communication technology. The school applies the principles of best value for money well.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • That their children like school. • That the teaching is good. • They feel comfortable about approaching the school with questions or a problem. • That the school expects their children to work hard and achieve his or her best. 	<ul style="list-style-type: none"> • Some parents would like to see a more interesting range of activities outside lessons. • Some parents would like the school to work more closely with them. • Some parents would like more information about their children.

The inspection team agrees with the parents' positive views. The team feels that information to parents is very good and that the school works well with parents. They also feel that extra-curricular activities are satisfactory overall, because of the many visits pupils are engaged in. There is a weekly after school sports club, but few other activities outside lessons.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. When children enter the school in the year of their fifth birthday, attainment is mainly below average and for some it is well below average. A few children will achieve some of the early learning goals by the time they start the National Curriculum in Year 1. They have a very good start to their education. Observations indicate that by the end of Key Stage 1, pupils achieve standards that are average in English, science, design and technology, history, physical education, art and music. Learning is satisfactory in these subjects. Standards are below average in mathematics, information and control technology and geography and learning is unsatisfactory. In the Key Stage 2 National Curriculum Tests of 2000, when compared to all schools, standards in English and science were average and in mathematics they were above average. When compared to similar schools they were all well above average. Each year group in the school has a very different range of attainment, this is confirmed by the uneven trends over the past four years.
2. Higher attaining pupils achieve appropriately for their prior attainment as illustrated by the percentage of pupils achieving levels 3 and 5 in tests. Although the trend is generally

for improvement, it fluctuates each year. Observations during the inspection and school targets confirm that the results will not be as high in 2001. By the time that pupils in the current Year 6 leave the school, standards are likely to be average in mathematics, science, design and technology, history, physical education, art and music. Standards are likely to be below average in English, information and communication technology and geography. Learning is satisfactory in religious education and pupils meet the requirements of the Locally Agreed Syllabus at both key stages. Literacy skills are used satisfactorily across areas of the curriculum however, numeracy skills are not. The school is very good at setting challenging targets that reflect the attainment of all of its pupils. Pupils identified with special educational needs make appropriate progress. There are no significant differences in performance between boys and girls.

3. In English the results of the National Curriculum Statutory Tests in 2000 showed that pupils at Key Stage 1 were below the national average in reading and writing, and at Key Stage 2 pupils were attaining at the national average. When compared with similar schools, pupils at Key Stage 1 were average in writing and above average in reading. At Key Stage 2, pupils were well above, the national average. Over the three years since the previous inspection, the 2000 results have largely reversed the pattern, when pupils at Key Stage 1 were close to the national average and pupils at Key Stage 2 were well below the national average. The school trends over time have fluctuated widely as each intake into the school differs markedly in its composition of the percentages of higher and lower attaining pupils. Standards in Key Stage 2 have improved, while standards in Key Stage 1 have declined.
4. Observations made during the inspection indicate that standards in English for the majority of pupils, including those with special educational needs, at Key Stage 1 are average. At Key Stage 2, the majority of pupils, including those with special educational needs, achieve standards that are below average. At the end of both key stages, there is a group of higher attaining pupils whose standards are above the national average.
5. In mathematics the results of the National Curriculum Statutory Tests in 2000 showed that pupils in Key Stage 1 achieved standards that were very low in comparison to the national average. The number of pupils achieving the higher Level 3 was also below the national average. Pupils at Key Stage 2 achieved standards that were above the national average. The number of pupils achieving the higher level 5 was well above the national average. When compared with similar schools pupils at Key Stage 1 were well below the national average, and at Key Stage 2, pupils were well above the national average. Over the three years since the previous inspection, standards have declined at Key Stage 1 and improved markedly at Key Stage 2. The school performed particularly well in the Year 2000 mathematics tests. However present evidence indicates that standards at Key Stage 2 are similar to the average.
6. In science the results of the teacher assessments in 2000 indicate that pupils at Key Stage 1 achieve standards that were very low compared to the national average. The results of the National Curriculum Statutory Tests in 2000 showed that the majority of pupils at Key Stage 2 achieved standards that were average. A similar number of pupils achieved the higher level 5 as nationally. When compared to similar schools, results at Key Stage 2 were well above average. Good progress has been made in science at Key Stage 2 since the previous inspection. Observations made during the inspection indicate that standards for the majority of pupils at both key stages are average. Pupils on the school's special educational needs register achieve standards that are appropriate to their prior attainment.
7. At the time of the previous inspection, standards in information and communication technology at both key stages were in line with national expectations and progress was

satisfactory. Since that time, there have been a number of national developments in this subject area. The school has not been able to keep pace with these developments. As a consequence, standards achieved by the pupils at both key stages have now fallen below expectations and learning is unsatisfactory. In spite of some investment, for instance new computers in the library, and new internal cabling throughout the school, the school does not have all the resources needed, in either hardware or software, to ensure successful delivery of the National Curriculum.

8. In religious education, observations made during the inspection indicate that the majority of pupils in both key stages, including those with special educational needs, achieve standards which are as expected for pupils of their age and meet the requirements of the Locally Agreed Syllabus. Learning is satisfactory for the majority of pupils. This is an improvement since the previous inspection, when standards were below expectations for pupils at Key Stage 2.
9. Learning is good for pupils who have been identified as having special educational needs. Suitably targeted work is set for these pupils; most are supported well in classrooms and receive substantial individual help. Statemented pupils are particularly well supported. This enables them to remain fully integrated with their peers through inclusion in most class activities.

Pupils' attitudes, values and personal development

10. The school has worked hard to improve this aspect of education since the previous inspection in 1997 and has achieved notable success in managing behaviour overall. The attitudes of the pupils are good. Parents appreciate the values that the school promotes and the fact that most pupils are eager to come to school, arriving in good time and showing interest in school life. Pupils, including the youngest ones, are usually keen to learn. They waste no time in settling down to their lessons, although a few come to school tired, which lessens their concentration and application. The orderly and pleasant atmosphere helps to create a positive climate for learning throughout the school. Most pupils have positive attitudes and show pride in their work. They respond to good teaching by listening carefully to their teachers, showing enthusiasm and working hard in lessons. Most are well motivated and sustain concentration, behave appropriately and work together amicably.
11. Behaviour is satisfactory overall. The efforts made by staff to implement the behaviour policy during lessons, assemblies and about the school at break times and dinner times shows a good rate of success with the majority of pupils. Pupils generally apply themselves to their work and finish most tasks that are set. They show great pride in receiving awards that recognise their efforts in work, behaviour or attitudes. There are still a small number of pupils whose behaviour can be challenging, this is monitored carefully and managed effectively in most lessons, to allow them to take a meaningful part without disturbing others and impeding their progress. A high standard of behaviour is expected and pupils respond positively to this most of the time. Pupils are courteous towards staff, visitors and each other.
12. Relationships are good. Pupils co-operate well together. In the previous inspection, some heartless attitudes towards others were reported. This is no longer the case. Pupils are kind to each other, anxious to help and show sympathy if someone has a minor injury or is upset. Older pupils have a caring attitude towards younger ones and the members of the School Council take their role seriously in helping to sort out small problems that arise from time to time. There is respect for property, vandalism and litter being rare within the school. The consistently warm and harmonious relationships help to create a

climate where bullying, sexism and racism do not flourish and during the inspection none were seen. The number of exclusions over the last three years shows a downward trend.

13. Pupils' personal development is good. They are involved in their learning and concentrate well. They are usually willing to do their homework and participate eagerly in school activities. Educational visits, including residential stays away from school, provide occasions for pupils to develop personally and socially. Pupils are encouraged to take responsibility for themselves and their actions. All undertake specific jobs in their classrooms and the oldest ones enjoy responsibility for helping the school to run smoothly. The library monitors keep the books tidy and the pupils who help in assemblies are diligent in performing their tasks. This acceptance of personal responsibility is the result of the example and encouragement of staff. It is supported by the school's work in early citizenship that includes the active School Council.
14. Attendance is similar to the national average. Most pupils are punctual and lessons start on time.

HOW WELL ARE PUPILS TAUGHT?

15. Teaching is satisfactory or better in 93 per cent of lessons. It is unsatisfactory in 7 per cent of lessons. It is good in 55 per cent, very good in 18 per cent and excellent in 2 per cent. This is an improvement since the previous inspection when 18 per cent of the teaching was unsatisfactory.
16. The quality of teaching and learning is very good in the Foundation Stage and this is a strength of the school. The very good learning is due to very good teaching and a curriculum that is planned well. Good assessment procedures are implemented thoroughly. All staff know what children are achieving and can match their next steps in learning effectively. These stepping stones help the staff to plan effectively for children's learning. All adults work efficiently as a team and are very good role models for the children.
17. The quality of teaching and learning is satisfactory overall at Key Stage 1. Teachers plan lessons well and they have a sound understanding of the subjects to be taught, with the exception of information and communication technology. They assess pupils appropriately and use this assessment to plan learning to meet the needs of pupils carefully. The management and organisation of some pupils is occasionally unsatisfactory, a few pupils need a great deal of support to motivate and sustain their concentration. When support staff are available they usually provide the encouragement and direction needed to help these pupils learn appropriately. Teachers provide interesting resources, for example in a good Year 2 design and technology lesson the varied and attractive resources had a positive impact on pupils' learning. A stimulating environment is provided to interest pupils. Work that is carefully displayed celebrates pupils' achievement. This builds pupils' self esteem and confidence.
18. The quality of teaching and learning is good overall at Key Stage 2. Teaching is better in Key Stage 2 than Key Stage 1 because teachers manage their pupils better and use support staff more effectively. Unsatisfactory teaching was characterised by too many interruptions, which prevented pupils from sustaining motivation and concentration. The good teaching is characterised by positive relationships, clear learning objectives and good management of pupils. In a very good physical education lesson in Year 3, the very good explanation meant that pupils were clear about what they had to achieve before they

began their work and were therefore able to evaluate effectively the outcomes. In a very good Year 6 mathematics lesson the teacher's management of pupils was very effective, this allowed the lesson to move on at an appropriate pace building on pupils' previous knowledge.

19. The teaching of pupils with special educational needs is good. The special needs co-ordinator liaises effectively with all staff. Support assistants are conscientious and caring, however, as yet some have not received all the training necessary for their roles. Pupils involved with the support assistant providing additional literacy support make good progress. There a few occasions, in some classes, when pupils without support, who have behaviour difficulties take up a disproportionate amount of teachers time. Teachers work hard to consistently and appropriately apply the school's behaviour policy, which is an improvement since the previous inspection.
20. Teachers successfully meet the needs of all pupils by accurately assessing attainment and setting realistic targets for future performance. The teaching of English and mathematics is generally good, however literacy skills are better used across curriculum areas than numeracy skills. The quality of teaching and learning of information and communication technology and geography at both key stages is unsatisfactory and is an area for development.
21. At the time of the previous inspection there was no cohesive system in place to monitor teaching and learning. This is no longer the case. The co-ordinators for English, mathematics and science now receive a half-day free from timetable commitments so that they may carry out monitoring duties. The deputy headteacher receives a days release per week, part of that is used to monitor teaching. Pupils' work and teachers' planning is scrutinised to monitor progress towards targets; lessons are observed to evaluate the quality of teaching and learning. Teachers receive written reports on their work and this has helped to decide on staff needs for professional development. The headteacher carries out the monitoring of co-ordinators in the same manner. Co-ordinators of the subjects that need development, information and communication technology and geography, do not monitor teaching and learning in those subjects presently.
22. The use of marking as an assessment tool is used to good effect in most classes. All teachers offer pupils encouraging remarks when these are appropriate. In classes where marking is consistently used to point out how an individual's work may be improved, a target is established to help progress.
23. The whole school planning procedures and documents very effectively support teachers' lesson plans and they reflect a consistent approach to medium and short term planning. Teachers maintain records of assessments for the core subjects effectively, with notes of what each pupil needs to learn next. Portfolios of pupils' assessed work that have been levelled appropriately against national curriculum subject criteria, aid these deliberations. The portfolios were compiled with whole-staff agreement during staff meetings. This good practice has ensured that the records that are passed between classes at the end of the year are trusted because of common, agreed knowledge; this trust aids pupils' progress.

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

24. The curriculum provision for pupils of statutory school age is satisfactory. It is broadly based and includes all the subjects of the National Curriculum together with religious education, personal social and health education, citizenship, anti-drugs awareness programme and sex education. There is sound provision for pupils' intellectual, physical and personal development. However provision for information and communication technology and geography is unsatisfactory at both key stages. Parents are informed of their right to withdraw their children from religious education, acts of worship and sex education.
25. There are effective strategies in place for planning and teaching the national literacy and numeracy strategies. The skills development associated with these initiatives receive proper emphasis in subject-based lessons. Throughout the school there is appropriate effort to raise standards; pupils are organised in attainment groups and presented with tasks planned to enhance their learning. This practice has resulted in all pupils, including the higher attaining pupils, being suitably challenged in most subjects. This represents an improvement since the previous inspection.
26. There have been significant changes to curriculum planning since the previous inspection. At that time there was great variation in the quality and guidance provided by the schemes of work. The school has adopted most of the nationally recommended subject guidance, adapting each subject to incorporate successful practices already present in the school. For example, the good range of visits and visitors that enrich pupils' experiences.
27. Provision for pupils with special educational needs is good. They are provided with a full range of curricular experiences. Pupils are given appropriate targets through their detailed individual education plans, although a small number of these pupils with behavioural problems find difficulties in reaching their targets, in spite of considerable support and guidance from staff. Sometimes small groups of pupils are withdrawn appropriately from some activities, for example, for religious instruction or pupils receiving specific support to meet their individual needs. The school provides equal access and opportunity for all pupils whatever their age, gender, ethnic background or special needs.
28. Extra-curriculum provision is satisfactory. Pupils are engaged in many interesting out of school visits, such as, Chapman's Hill Farm, Symphony Hall, Blackwell Stable Centre, Aston Hall, Blakesley Hall, Birmingham Art Gallery and workshops at the Science Museum. These visits enrich the curriculum. Visits to the local church and assemblies taken by visiting clergy, strengthen the religious and spiritual partnership. A "Safety Day" visit to Kings Norton School, residential visits to Stansfeld Study Centre in Oxfordshire and camping for the older pupils at Pike's Pool Burcot, make a very positive contribution to pupils' social development and self-esteem. Participation in the "Birmingham City Council House Debate" during citizenship week promotes their communal spirit and awareness of democracy. There is a weekly after school sports club, but few other after school activities.
29. The school has many very good links with the community. The school is a member of the "Careers and Educational Business Partnership" which aims to improve staff development and enrich the curriculum. Business links with local and national companies have produced extra funds for the school. Parents who wish to become classroom assistants can attend courses in the school provided by South Birmingham College of Further Education. The Farm Play Centre, situated in the school, provides accommodation for the part time voluntary nursery group, which meet on Monday and Wednesday afternoons. A morning playgroup and a mother and toddlers group also use this facility. The school provides a "Christmas Community Lunch", with invitations to

all those who are involved or help the school, such as the Lollipop person. The school welcomes visits from the local police, fire officers, West Midlands Theatre Group and Animal Lecturing Service. A member of the Birmingham Bullets Basketball team will provide coaching for pupils. The school premises are used for meetings of residents with their local councillors.

30. Relationships with partner institutions are very good. The school liaises effectively with all schools in the area, particularly the High Schools. Pupils at Year 5 visit Kings Norton School to attend a "Safety Day". They watch a performance and use the school's facilities for drama and information and communication technology. Pupils from the local High Schools are offered work experience at Bells Farm. Baverstock High School's bid for sports college status includes opportunities for pupils of Bells Farm to use their facilities. The school is part of "Kings Norton Small Education Action Zone" which was established in January of this year, it is too early to comment on the effectiveness of its provision as yet.
31. Provision for pupils' spiritual, moral, social and cultural development is good overall. This represents a significant improvement since the previous inspection when only the provision for social development was deemed satisfactory. The daily act of collective worship meets statutory requirements. The acts of worship are planned well and encourage pupils to explore questions about values and beliefs appropriately.
32. The school's provision for pupils' spiritual development is satisfactory. Spiritual development is promoted mainly in the daily acts of corporate worship and through religious education studies. Suitable arrangements are made for a group of pupils, who are withdrawn from the corporate acts of worship, to meet and pray together in a quiet area. Assemblies include an act of worship and a time for quiet personal reflection. Pupils are given opportunities to express their feelings by putting their thoughts on a notice board. The school enjoys good relationships with two members of the Church of England clergy, both of whom take assemblies in the school on regular occasions. Where opportunities arise, teachers are adept at promoting pupils' delight and wonder; for example, children in the reception class witnessing for the first time the force of magnets.
33. The school's provision for pupils' moral development is good. Pupils are taught the difference between right and wrong and that their actions can have an effect on others. This knowledge is reflected in the notable lack of vandalism or of graffiti throughout the school. This self-knowledge was also seen as two girls, unbidden, picked up fallen coats and replaced them on to pegs. All adult members of the school community act as good role models, dealing with pupils calmly and politely. The school evaluates the monitoring of pupils' behaviour effectively and takes the appropriate action. Older pupils, who have duties assigned to them, carry them out conscientiously; they arrive on time and work unsupervised in the knowledge that they are trusted to do their best. School and class rules are negotiated at regular intervals and are usually followed diligently by all pupils. Arrangements are made for pupils to learn about the work of the Edwards Trust, Children's Hospice and the Acorns Hospice, whereby they learn that there are less fortunate people than themselves. Pupils' reaction is to give and to collect generous donations for the charities. Each year, pupils in Year 6 gain insights into aspects of citizenship by participation in the Lord Mayor's Council Chamber debate with pupils from other schools. During Citizenship Week, an alderman visits the school to explain something of civic duties and to collect money raised for the Lord Mayor's Charity.
34. The provision for pupils' social development is good. Adults in the school provide good role models. Pupils of all ages open doors for adults and receive thanks for their actions.

A variety of groupings provide pupils with opportunities for a wide range of social interactions. Pupils co-operate in sharing materials and equipment and collaborate together, for example, when making winding mechanisms in a design and technology lesson in Year 2. During break times and lunch times pupils play amicably together and show appreciation for the pleasant manner in which members of the support staff organise group games and activities. The enthusiasm with which pupils received merit certificates and the spontaneous applause during a celebration assembly, bore witness to the good whole-school social attitudes that are fostered. Circle time offers a good opportunity for pupils to express their feelings, thoughts, and emotions. The school council enables pupils to take on responsibilities and consider the needs and concerns of others.

35. The provision for pupils' cultural development is good. Fieldwork and other studies within the local area provide opportunities to learn of the local culture. Wider studies in literacy and history enable pupils to become aware of the richness of other cultures. The religious education programme teaches pupils about the differences between world faiths and that they deserve respect and understanding. A very good feature of the provision is based upon the school's determination to celebrate the cultural traditions of all pupils in the school. Parents are invited to visit the school to talk about and demonstrate aspects of their own cultures. The provision of good role models from different cultures displayed around the school makes a positive impact on pupils' development.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

36. Bells Farm School cares for its pupils very well. This is a very caring school and makes very good provision to ensure pupils' welfare, health and safety. This aspect of school life is a strength of the school and makes a considerable contribution to the standard of education achieved. The class teachers know their pupils very well, are sensitive to their pupils' needs and throughout the school provide a supportive ethos in which the pupils feel happy and valued. Procedures for the protection of each child are very good. All procedures are followed vigilantly, with the regular support of the Educational Welfare Officer and liaison with other local schools.
37. At the time of the previous inspection assessment procedures and their use in informing curriculum planning were judged to be sound overall but not to be used systematically across the school. The school has carefully addressed these shortcomings and its procedures for monitoring academic performance are now very good. Good use is made of data to guide planning. Staff maintain good records to monitor pupils' academic progress and pupils are well supported and guided in their personal development. Pupils are involved in assessing their own progress towards their personal targets effectively. Personal files are in place for each pupil and include baseline assessment data and a good early year profile. Pupils on the school's register of special educational needs are assessed effectively and their individual education plans meet their needs appropriately.
38. Procedures for monitoring and promoting regular attendance are very good. Attendance of every pupil and the whole class is efficiently recorded and monitored throughout the school. Attendance rates are displayed clearly each week, for parents to see. Parents are very supportive of the procedures and the awards given for full attendance.
39. The previous inspection found the procedures for promoting positive behaviour were inconsistent. The procedures now in place are very good. They include involving the pupils in discussing class and school rules. Pupils are given appropriate rewards for good

behaviour. The policy is effective in monitoring and promoting good behaviour through the use of appropriate strategies and sanctions. Any form of bullying is discouraged and staff are very effective in identifying and eliminating oppressive behaviour.

40. Assessment information is used effectively in English, mathematics and science to plan lessons that match the needs of individual pupils. As a result of the on-going assessments pupils are set individual targets. These targets are displayed on their desks and pupils are aware of what they need to do in order to succeed, and of their teachers' expectations of them. Time scales are set for achieving these targets. Assessment is used well to forecast the national levels that each pupil is expected to attain by the end of each key stage. These are properly amended by the use of interim targets set for each year group. As an integral element of the review process teachers note improvements in pupils' work and set new targets. This good practice has resulted in pupils who attain higher standards than their peers in mathematics being suitably accelerated to suit their needs. Similarly, pupils who require additional help, in order to gain the expected average level in English at the end of the key stage, are targeted for additional literacy support. This is an improvement in the use of assessment, since the last report which found that procedures to inform the needs of under-achieving pupils, and to act upon them, to be unsatisfactory.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

41. The school has good links with parents. They are happy with most aspects of the school. A large majority of parents are particularly satisfied with the fact that their children like school and with the progress that their children are making. Parents feel happy with the school's expectation that their child should work hard to achieve his or her best. They say that they feel comfortable about approaching the school with questions or problems. The inspection team endorses these views fully. The good links with a majority of parents are a support to pupils' successful learning. The majority of parents are happy with the amount of homework that their children receive however, a substantial minority of parents feel homework is inconsistent. A well-planned programme for homework is in place and this is satisfactory. Parents are happy that the school makes good provision for any child who may have a different religious belief.
42. The quality of information provided to parents is very good. Parents appreciate that there is easy access to staff and communication with them is good. Parents meet formally with teachers on three evenings a year to discuss progress and written reports. Parents are well informed about the school through the parents guide, frequent newsletters and notice boards in the main entrance. Annual reports are very good, informative and individual with precise targets set in core subjects. This represents an improvement since the previous report when the annual reports were judged to be satisfactory. The governors' annual report to parents is informative, but does not comply with all legal requirements. Most parents have signed the Home School Agreement. Welcoming letters are sent to the children about to enter the reception class. Information and secondary school advice sessions are offered to help smooth the transition of those pupils leaving the school. Parents' complaints and suggestions are listened to, for example, in the matter of changing school hours. Despite these efforts made by the school, some 28 per cent of the parents who returned the questionnaires, felt they were not kept well informed about their child's progress.
43. The impact of parents' involvement on the work of the school is satisfactory. The presence of parents at Literacy and Mathematical workshops and working with their children to produce books and puppets enable them to enhance their own children's

education. A number of parents help in the school each week to assist teachers with a variety of tasks, including those parents who have trained as NVQ's on the course provided at the school. Parents are invited into school to celebrate their children's achievements. A "Special Mention Assembly" for rewarding some of these achievements, which was held during the Inspection, was well attended by parents and young children. The parent teachers' association raise valuable funds for providing such facilities as the adventure playground and arrange social functions such as the trip to Weston Super Mare and the Millennium Quiz.

44. Parents make a satisfactory contribution to their children's learning. Nearly all parents say their children are happy to come to school and strongly support the attitudes and values the school promotes. Parents' support for the attendance procedures has had a very positive effect on raising and maintaining attendance figures. They support and value the rewards and discipline of the behaviour policy and its consistent implementation throughout the school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

45. Leadership and management of the school are now good. This is an improvement since the previous inspection when many weaknesses were identified. The headteacher provides a clear educational direction for the school. He has a good understanding of what is best for its pupils. This shared vision is evident in the day-to-day work of the school. The headteacher is supported well by his deputy headteacher and senior management team. There is a high degree of shared commitment by all staff to improve even further. All the important aspects of school life are discussed and agreed upon, then procedures are implemented carefully by all adults.
46. Governors are fully involved in the running of the school many being parents and know the school well. The governors are mindful to fulfil their responsibilities effectively. They are supportive of the school, but questioning and keen to promote further improvement for the pupils. They know the strengths and weaknesses of the school accurately. The school improvement plan acts as an effective tool to set realistic targets for improvement and governors monitor the actions towards those targets at each full governing body meeting. There are identified governors for literacy, numeracy and special educational needs. The school implements the Code of Practice effectively and management, by the special needs co-ordinator, of pupils on the school's special educational needs register is good. The governing body has four sub-committees, (curriculum, pastoral/SEN, staffing/finance and building/sites) who share the workload and report back effectively to the main board with recommendations. The governing body meets regularly and fulfils its duties well.
47. There are co-ordinators for all subjects and the deputy headteacher is responsible for school improvement. Their roles have been developed effectively and along with the headteacher they monitor and evaluate teaching and learning in all classes. Management of the Foundation Stage is very good. Performance management is established well in the school, the governors set targets for the headteacher, who, in turn agrees targets for the staff. Appropriate induction procedures are in place. A very clear staff handbook and advice for lunchtime supervisors are effective in promoting a cohesive approach to the smooth running of the school. The deputy head teacher is actively involved in steering school improvement through the effective school improvement plan, which identifies clear priorities and the actions required. For example, evidence from a variety of optional and statutory tests is analysed to discover areas of weaknesses in provision and to target

areas for the school to improve upon. The school's current targets involve speaking and listening skills and writing in English, and the application of investigative skills in mathematics and science. These priorities are supported well by good financial planning. Specific grants are used effectively for their designated purposes.

48. The implementation of the school's aims, values and policies is very good. The day-to-day running of the school reflects these aims very well. The school is sensitive to the needs of all its pupils. The school provides equal access and opportunity for all pupils whatever their age, gender, ethnic background or special needs. The day-to-day management of the school is good. The very efficient administrator and clerical assistants give effective support to the headteacher and the staff. Effective use is made of new technology and the principles of best value for money are applied appropriately.
49. There is an adequate number and good match of teaching and support staff to meet the demands of the curriculum, with the exception of information and communication technology. Most staff have agreed job descriptions and attend development courses on a regular basis. Some support staff are very experienced and well trained, this has a positive impact on raising standards for pupils, others need extra training. Resources are good in quality and quantity in most areas of the curriculum, except in information and communication technology. Improvements have been made to the building and it is attractive and pupils' work is displayed well. However despite these improvements, more could be done to eliminate the distraction to some pupils by the movement of adults and pupils around the school and from noise carrying from one class to another. This sometimes impacts on pupils' concentration and their learning and is therefore unsatisfactory. The building is cared for very well by the building services supervisor. She shows a high standard of commitment to her work at the school.
50. The previous inspection identified many weaknesses in leadership and management and said that it was unsatisfactory overall. All of these weaknesses have been addressed well and leadership and management are now good.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

Bells Farm Infant and Junior School has made many improvements since the previous inspection, leadership and management are now good, teaching is good overall and standards are higher. The school improvement plan already identifies many of the actions recommended by the inspection team.

In order to sustain and improve standards the headteacher, staff and governors should

1. Raise standards in mathematics at Key Stage 1 and English at Key Stage 2. They could do this by;
 - a) Continuing to use the numeracy strategy and sharing best practice already in the school. (Paragraph 76)
 - b) Using support staff in a more focused way. (Paragraph 75. 76)
 - c) Providing more opportunities for pupils to use and apply their mathematical knowledge. (Paragraph 73)
 - d) Continuing to use the literacy strategy and sharing best practice already in the school in school. (Paragraph 68)
 - e) Developing pupils writing skills across a wider range. (Paragraph 66)
 - f) Developing handwriting and punctuation skills. (Paragraph 66)
 - g) Developing more complex sentence structures. (Paragraph 66)
 - h) Giving pupils more opportunities to become confident speakers through role-play and drama. (Paragraph 68)

2. Raise standards in information and communication technology and geography at both key stages by;
 - a) Teaching all elements of the information and communication technology curriculum. (Paragraph 109. 110)
 - b) Improving the resources for information and communication technology. (Paragraph 108)
 - c) Providing staff with appropriate training. (Paragraph 112)
 - d) Using information technology effectively across all subject areas. (Paragraph 113)
 - e) Teaching all elements of the geography curriculum. (Paragraph 98. 99)
 - f) Providing pupils with regular opportunities to develop skills, knowledge and understanding in geography. (Paragraph 101)

3. Improve teaching so that all unsatisfactory teaching is eliminated and more of the satisfactory teaching is good by;
 - a) Extending the best practice already observed in the school. (Paragraph 16. 17. 18)
 - b) Organising and managing pupils more effectively where necessary. (Paragraph 17. 18. 76)
 - c) Training and utilising the skills of support staff more effectively. (Paragraph 17. 19. 49. 76)

Minor issues that the school and governors should consider.

1. Some aspects of the accommodation could be improved to minimise disruption to classes. (Paragraph 49. 119)

2. Governors to fulfil all statutory requirements. (Paragraph 42)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	45
Number of discussions with staff, governors, other adults and pupils	35

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2	18	55	18	7	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR– Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	187
Number of full-time pupils known to be eligible for free school meals	0	71

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	0	46

English as an additional language

	No of pupils
Number of pupils with English as an additional language	2

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	27
Pupils who left the school other than at the usual time of leaving	30

Attendance

Authorised absence

Unauthorised absence

	%
School data	5.7
National comparative data	5.2

	%
School data	0.2
National comparative data	0.5

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

Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	00/99	11(23)	11(7)	22(30)

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	5	7	5
	Girls	10	10	9
	Total	15 (25)	17 (25)	14(28)
Percentage of pupils at NC level 2 or above	School	59 (83)	77 (83)	63 (93)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	5	5	4
	Girls	8	9	9
	Total	13 (25)	14 (23)	13 (28)
Percentage of pupils at NC level 2 or above	School	64 (83)	63 (77)	59 (93)
	National	84 (82)	88 (86)	88 (87)

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

* 1999 Boys and girls data is excluded because girls numbers were below ten, however the totals are included as the year group number was above ten.

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	00/99	17(15)	13(11)	30(26)

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13 (6)	14 (7)	15 (9)
	Girls	11 (6)	12(7)	12 (8)
	Total	24 (12)	26 (14)	27 (17)
Percentage of pupils at NC level 4 or above	School	80 (46)	87 (54)	90 (65)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC	Boys	13 (4)	13 (6)	12 (9)

level 4 and above	Girls	11 (5)	10 (7)	12 (8)
	Total	24 (9)	23 (13)	24 (17)
Percentage of pupils at NC level 4 or above	School	80 (35)	77 (50)	80 (65)
	National	70 (68)	72 (69)	80 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	16
Black – African heritage	0
Black – other	0
Indian	1
Pakistani	0
Bangladeshi	0
Chinese	0
White	145
Any other minority ethnic group	10

This table refers to pupils of compulsory school age only.

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

Total number of qualified teachers (FTE)	8
Number of pupils per qualified teacher	24
Average class size	27

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	92

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	11	0
Other minority ethnic groups	1	0

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

Financial information

Financial year	99/00
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	£
Total income	£424835
Total expenditure	£430217
Expenditure per pupil	£2162
Balance brought forward from previous year	£11799
Balance carried forward to next year	£6417

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

120

Number of questionnaires returned

52

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	54	40	4	2	0
My child is making good progress in school.	48	42	8	0	2
Behaviour in the school is good.	28	54	8	0	10
My child gets the right amount of work to do at home.	20	62	12	4	2
The teaching is good.	52	40	6	0	2
I am kept well informed about how my child is getting on.	45	27	24	4	0
I would feel comfortable about approaching the school with questions or a problem.	57	37	2	2	2
The school expects my child to work hard and achieve his or her best.	62	34	4	0	0
The school works closely with parents.	30	42	22	0	6
The school is well led and managed.	43	39	6	0	12
The school is helping my child become mature and responsible.	30	56	8	0	6
The school provides an interesting range of activities outside lessons.	8	20	30	26	12

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

51. Children in the Foundation Stage are admitted to the reception class in the September of the year that they become five. At the time of the inspection, there were twenty children under six in the reception class. Attainment on entry varies from year to year, but is mainly below the average, especially in the area of communication, language and literacy. For some children, it is well below. This is confirmed by baseline assessments that are done soon after children start in the reception class. Children have a very good start to their education and they make very good progress, a few achieve some of the early learning goals by the end of the foundation stage. The planned curriculum is broad, balanced and relevant to their needs. Induction procedures are good and allow parents, children and staff to get to know each other before admission. This enables all children to settle with confidence into the school routine. The very good learning is due to very good teaching and a curriculum that is planned well. Good assessment procedures are implemented thoroughly, so that staff know what children are achieving and can match their next steps in learning effectively. These stepping stones help the staff to plan effectively for children's learning. Parents appreciate the care and expertise of the hard working, dedicated practitioners and they are kept informed of their children's progress well. All adults work very effectively as a team and are very good role models for the children.

Personal, social and emotional development

52. The quality of teaching and learning in this area is very good. Children settle quickly into the well-established routines and most are likely to attain the standards expected by the end of the Foundation Stage. Children enjoy coming to school and are eager to learn. All children are encouraged to behave considerately, to work hard and try their best. They respond well to these high expectations and the good opportunities they are given, so that they become confident that they can succeed. They learn to co-operate with others in work and play. They take turns and share their games and toys fairly, working happily on tasks with a developing degree of independence, persevering until they have finished. Staff plan their teaching carefully to ensure that children are kept busy on tasks well-matched to their needs and this plays an important part in the very good behaviour. All adults are deeply caring and show respect and courtesy towards each other and the children. This promotes good social development in class and situations such as playtimes and lunch times. Staff are flexible in maintaining planned work but use spontaneous teaching situations as they arise. Adults encourage children to become independent by gradually increasing the demands made on them and allowing them to choose and organise some of their activities for themselves. They are always expected to clear things away quickly and carefully ready for the next children to use. The very good quality of teaching enables children to develop personally, socially and emotionally within a safe, secure and attractive learning environment.

Communication, language and literacy

53. The quality of teaching and learning in this area is very good. Most children enter reception class with language and literacy skills that are below expected standards. As a result of the well structured, careful teaching, some children, but not the majority, will reach the early learning goals in those elements relating to spoken language and

communication. They listen attentively to their teachers but their responses to questions are usually limited to one or two word answers. Not all children have the vocabulary to express themselves effectively when offering descriptions or explanations. Staff take care in the language they use, ensuring that children understand what is said and introducing new words to expand children's vocabulary. For instance, groups were introduced to playing with magnets and were taught carefully the word "attract" throughout the activity. Two days later children recalled their experience with enthusiasm and remembered much of their learning but only one child had retained the new word. Early reading skills are taught carefully so that children learn letters and their associated sounds and begin to recognise key words accurately. A few children are reading simple books confidently and are ready to begin working on the early stages of the National Curriculum. Imaginative use is made of the children's experiences in producing high quality reading books that are used very well and extend children's reading skills, both in the reception class and the school library. The reading area in the classroom is very excitingly prepared as a "reading den", with mirrored foil walls, comfortable cushions and a beautiful entrance through gauze, curtains which children love. It encourages children to look at books frequently and learn to view reading as pleasurable. Good opportunities are provided for children to write for themselves, making marks on paper that develop into letter-like shapes, then letters and words. Some children can trace over letters and many copy their teacher's writing legibly and write in their books about their drawings carefully.

Mathematical development

54. The quality of teaching and learning in this area is very good. Children count forward and backwards to 20, recognising numerals and understanding number rhymes and finger games very well. "Ten little firemen" makes an attractive display illustrating counting work. Children develop appropriate mathematical language to describe comparisons in size, for example, when they learn the story of Goldilocks and the Three Bears and create an exciting visual three-dimensional wall display. There is a good range of mathematical toys, equipment and games to help develop children's understanding of shape, measurement, capacity, weight, time and money. The varied experiences and high quality teaching are leading children towards the early learning goals effectively. Some children are likely to reach them but for many their weakness in language development hampers acquisition of skills, dependent upon the ability to discuss and develop mathematical ideas and methods to solve practical problems.

Knowledge and understanding of the world

55. The quality of teaching and learning in this area is very good. Sometimes it is excellent. Children benefit from a wide range of planned activities that help them understand the world and the different roles of people within it. They make a good start on early geography skills by exploring the building, its grounds and immediate locality. Photographs record children's pleasure in a walk to the park. The use of miniature world toys, play mats and train tracks enable children to re-create their explorations through play effectively. Children develop an early sense of history by learning about themselves and their families well. They look carefully at photographs, welcome mothers with their babies into the classroom and begin to recognise changes over time. Watching a visiting mother bathe the baby was a fascinating experience, especially for those children who do not have a younger sibling at home. Technological skills are fostered effectively through construction toys, planned activities and regular access to the two computers in the classroom. A science lesson investigating magnetism resulted in very good learning through very good teaching and good resources. All children are using skills of drawing,

cutting and fixing to make teddy bears with moving joints. The range of good experiences will enable most children to reach the appropriate early learning goals in this area by the end of the Foundation Stage.

Physical development

56. The quality of teaching and learning in this area is good. The provision for physical development is satisfactory overall. Children's fine movement skills are improved by daily planned activities using a variety of tools and implements. Photographs of children baking, illustrate stirring, mixing, spreading and cutting skills. Children draw, paint, apply glue and cut out pictures and shapes from paper or card effectively. The large movement skills of running, jumping, climbing and balancing are developed satisfactorily by using suitable equipment in the school hall and the adventure playground. This provision has remedied the weakness in outdoor facilities and equipment for activities, which was reported in the previous inspection although further developments are also planned. During the inspection there was good use of the school hall for physical development through dance, when many children showed good awareness of space and were able to develop good directional and stretching dance movements. The improvement in resources, the good teaching and the appropriately planned curriculum will enable most children to achieve the early learning goals in physical development by the end of the Foundation Stage.

Creative development

57. The quality of teaching and learning in this area is very good. Children's drawings and paintings show developing skill. A wide range of art and craftwork is displayed with exceptional flair to create an attractive, enticing environment that enhances learning and raises standards by its influence and example. Creative art activities include painting, collage, modelling and pattern making. Children reach high standards in using cardboard combs to create interesting designs of swirls and lines through thick paint. In singing, playing instruments and moving to music, children listen carefully, begin to recognise words and actions and show confidence in performing, both in the classroom and the hall. They play very happily in the excellent domestic and role-play areas. The role-play area, currently a Magical Space Rocket, is always planned by the children. It provides very good opportunities for a range of creative and imaginative play. Other good opportunities are provided for children to play with the very high quality dressing-up clothes, all of which fit the children. Puppets, some of which are made by the children, encourage shyer children to speak out loud confidently. The rich environment, very good teaching and wide range of enjoyable activities, will enable most children to achieve the appropriate learning goals in this area by the end of the Foundation Stage.
58. The very good teaching and learning in the Foundation Stage make it a strength of the school.

ENGLISH

59. The results of the National Curriculum Statutory Tests in 2000 showed that pupils at Key Stage 1 were below the national average in reading and writing, and pupils at Key Stage 2 were attaining at the national average. When compared with similar schools, pupils at Key Stage 1 were average in writing and above average in reading. At Key Stage 2, pupils were well above, the national average. Over the three years since the previous

inspection, the 2000 results have largely reversed the pattern, when pupils at Key Stage 1 were close to the national average and pupils at Key Stage 2 were well below the national average. The school trends over time have fluctuated widely, as each intake into the school differs markedly in its composition of the percentages of higher and lower attaining pupils. Standards in Key Stage 2 have improved, while standards in Key Stage 1 have declined.

60. Observations made during the inspection indicate that standards for the majority of pupils, including those with special educational needs, at Key Stage 1 are average. At Key Stage 2, the majority of pupils, including those with special educational needs, achieve standards that are below average. At the end of both key stages, there is a group of higher attaining pupils whose standards are above the national average.
61. At Key Stage 1, when pupils start the National Curriculum, their speaking and listening skills are generally still below the national average, and only in a few cases are they average or above average. Many pupils find it difficult to speak in whole sentences and some have restricted vocabularies. It is notable that all teachers provide opportunities to enhance pupils' vocabularies, for example, by carefully explaining new words met in shared stories and other texts. Many opportunities are provided to give pupils practice in speaking, for example, during class discussions, Circle Time and class assemblies, but too little use is made of role-play across the curriculum. The last report said that by the end of Key Stage 1, pupils' speaking and listening skills were well developed. Speaking and listening skills for the majority of pupils in the present Year 2, are close to the national average. A minority still need concentrated practice to reach this standard.
62. At Key Stage 2, there is a small percentage of pupils who display confident and articulate speaking skills. However, for many pupils speaking skills are below average. Pupils do not speak confidently when reading aloud and presenting to different audiences. They do not always have sufficient opportunities for extended speaking for different purposes. The restricted communication abilities that were mentioned at the end of Key Stage 2 in the last report remain in place. However listening skills displayed by the majority of pupils at Key Stage 2 are of an average standard. By the end of the key stage, listening skills are satisfactory, as pupils concentrate on their teacher's and their classmates' inputs into lessons. During interviews, pupils displayed good understanding of the conventions of discussion, in waiting for others to finish speaking before beginning to speak themselves. This represents an improvement since the last report.
63. Standards of attainment in reading are at the national average by the end of Key Stage 1. Pupils make good progress throughout Key Stage 1. Pupils enjoy reading; they react well to the shared stories during the literacy hour and many read to an adult at home. In Year 2, pupils can name the title, author and illustrator and higher attaining pupils are able to use the contents and index pages of reference books to gain information. They use their knowledge of phonics to spell out unknown words and predict what a book may be about through reference to the illustrations. Higher attaining pupils perform above the average level, using punctuation to give expression to their reading and by recognising speech marks and modulating their voice accordingly.
64. At Key Stage 2 pupils continue to make at least sound progress so that they are, overall, at the average standard by the end of the key stage. Reading is a comparative strength of the school. The last report stated that the attainment of the more able pupils was below the expected level. This is no longer the case. These pupils now read with accuracy, good expression, taking note of punctuation and cues in the text to modulate voice and tone accordingly. Higher attaining pupils infer and deduct information from the text, one

pupil pointing out how the illustration appeared to contradict the message in the story line, and can skim and scan for information. This skill is being clearly demonstrated from Year 5 onwards. They have satisfactory library reference skills and are able to retrieve both fiction and reference books from the library. As noted at the time of the last report, pupils have secure alphabetical knowledge to use dictionaries. The use of thesauri has been added to this skill but, as mentioned in the last report, these acquired skills are under-used in the rest of the curriculum.

65. Writing skills are at the expected average level by the end of Key Stage 1; this was also the judgement of the previous inspection. As at that time, learned writing skills are not being used with sufficient emphasis in some other subjects. Handwriting is of variable quality; at its best pupils produce well presented, neat, uniform well-formed printed script. However, for a minority of pupils, letters are not well formed and presentation is untidy. Spelling is also very variable, but often has phonetic justification. In Year 2, most pupils use capital letters and full stops consistently in their writing and higher attaining pupils' writing includes speech marks, question and exclamation marks. Letters written to Granny in Year 1 show good attempts to interest the reader.
66. At Key Stage 2 pupils achieve standards in writing that are below average. Writing, displays a wide range of standards, with a significant minority of pupils achieving below the national average. The standard achieved in writing by higher attaining pupils is above the expected average. In this writing, pupils have well-formed, neat cursive handwriting; spelling is usually accurate and presentational skills are good. Pupils have an awareness of their audience and use well-chosen words and phrases to evoke interest. Plot and characterisation development is evident in the writing of extended stories. Lower standards are characterised by inconsistent use of capital letters and full stops, hand writing that mixes print with some joined letters, simple sentences with little use of connectives other than 'and', 'then' and 'but' and little use of punctuation. Pupils, range of writing, for example, exploration of feelings and ideas and explanations is limited.
67. Pupils' response to the subject is good. Pupils generally settle quickly at the start of lessons. They particularly enjoy shared text activities and are keen to offer answers to questions and to give comments on the stories being studied. They co-operate very effectively, for example, when pupils in Year 5 worked collectively to extract information about bats, to write notes in order to produce their own information booklet. Most pupils maintain concentration for appropriate amounts of time and try their best to improve their performance. Pupils who have support in the classroom to improve their standards, or to help them to maintain acceptable levels of behaviour, usually have positive attitudes. Sometimes when support is not available, especially for the younger pupils, they have difficulty concentrating on their work. During an additional literacy support session attitudes and behaviour of pupils in Year 6 were very good. They worked hard and were quite obviously very appreciative of the high quality of the lesson presented to them.
68. The quality of teaching and learning is good. Teachers have good subject knowledge that is clearly reflected in the quality of their lesson plans. They prepare interesting lessons that challenge pupils appropriately. Teachers' good knowledge of the requirements of the National Literacy Strategy results in literacy sessions that are well structured. Teachers know their pupils well and usually set them appropriate tasks to promote their progress. Teachers use assessment effectively to match learning to the needs of individual pupils. This quality of assessment has, for example, resulted in very focused learning for groups of pupils in Year 6, where additional literacy support is raising standards effectively. Classroom relationships are good overall and this makes a significant contribution to most pupils' attitudes to learning. Whilst all teachers provide opportunities to improve

children's speaking and listening skills, the under-use of drama and role-play in the curriculum remain underdeveloped as stated in the previous report.

69. Leadership and management of the subject are effective. The co-ordinator monitors teaching and learning efficiently throughout the school. Teachers receive written comments following the monitoring process and these make a sound contribution to professional development. Analysis of the results of statutory and other optional tests undertaken by pupils identify areas for development in the subject. Results are also used to set individual and school targets, these are then monitored by the senior management team. Literacy skills are developed appropriately across all areas of the curriculum and the good range of stories and poems including rap makes a positive contribution to pupils' spiritual, moral, social and cultural development. However, the use of information and communication technology is underdeveloped in this subject. Resources are good in quality and quantity. They have a positive impact on raising pupils' interest levels.
70. The school library was not used to its potential during the time of the previous inspection. This is no longer the case as it has been sensibly reorganised, collecting all books together in one attractive area in order to enable each class to have a weekly lesson in library and reference skills. The library provides a good learning resource but is not used sufficiently well as an area to develop pupils' personal study skills. The library does not include a collection of non-book resources, for example, magazines, newspapers and pamphlets, for pupils to understand that writing has many purposes and can be directed at a range of audiences.

MATHEMATICS

71. The results of the National Curriculum Statutory Tests in 2000 showed that pupils at Key Stage 1 achieved standards that were very low in comparison to the national average. The number of pupils achieving the higher Level 3 was also below the national average. This particular year group has a higher than usual percentage of lower attaining pupils. Pupils at Key Stage 2 achieved standards that were above the national average. The number of pupils achieving the higher level 5 was well above the national average. When compared with similar schools, pupils at Key Stage 1 were well below the national average, and at Key Stage 2 pupils were well above the national average. Over the three years since the previous inspection, standards have declined at Key Stage 1 and improved markedly at Key Stage 2. The school performed particularly well in the Year 2000 mathematics tests. Present evidence indicates that standards at Key Stage 2 are similar to the national average.
72. In the previous inspection, pupils made satisfactory progress at Key Stage 1 and their attainment was in line with national expectations. There has been a decline in the years since then. Observations made during this inspection indicate that pupils' attainment at the end of the Key Stage is below average. Learning remains satisfactory, because pupils enter Key Stage 1 with below average attainment. At the end of Key Stage 2, current evidence indicates that pupils' attainment is average and that learning is good. This is an improvement on the previous inspection. Pupils achieved above average standards in the Year 2000 test for 11 year olds, mainly because that cohort had more than usual higher attaining pupils, who all achieved an above average level.
73. By the time pupils start the National Curriculum in Year 1, many have not achieved the early learning goals in the mathematical area. At Key Stage 1, most pupils, including

almost all of those with special educational needs, are making satisfactory progress, although by the end of Year 2 they are still below the standards expected of seven year olds. In Year 1, most pupils can name a cube, cone, and cylinder, and use simple everyday language to describe these shapes. However, a few more able pupils are under achieving, through a lack of extension in their work. In Year 2, most pupils can count up and down to 20, can count on in tens and add 10 to numbers like 37 and 42. A majority know their 10 x tables. Some pupils can add 11 to 2 digit numbers, although one pupil claimed that 'you can't do it'. A few pupils can explain their addition strategies clearly. Lower attaining pupils can add and subtract 1 to different numbers. A minority of pupils can tell the time to within ½ an hour. Pupils have insufficient opportunities to use and apply mathematics through investigation and problem solving. Pupils use of mathematics and appropriate application to fit different activities is underdeveloped. They do not discuss their work using mathematical language or represent it using symbols and simple diagrams sufficiently. Too few opportunities are provided for using information and communication technology. Numeracy skills are not applied sufficiently across all areas of the curriculum.

74. At Key Stage 2, pupils' learning is generally good and they are likely to achieve average standards by the end of the key stage. The impact of the numeracy strategy at Key Stage 2 has promoted pupils' confidence in manipulating numbers mentally. Pupils in Year 5, for instance, can add numbers rapidly, for example 64 and 36, to make 100. Pupils in Year 6 are generally fluent in their 9 x table and can calculate $108 \div 12$, $96 \div 4$ etc quickly. Pupils in Year 3 count forward and backward in tens to 60, and count on in hundreds. Some pupils in Year 4 recognise the difference between telling the time with digital and analogue clocks and calculate how many minutes to the hour there are if the time is 8.48 or 11.39. By the time they leave the school most pupils understand simple area and perimeter, the relationships between fractions, decimals and percentages ($\frac{3}{4} = 75\% = 0.75$) and have a sound knowledge of 3D shapes. Little evidence of pupils handling data to solve problems, communicate ideas or to explain and justify their methods and reasoning was observed. Too few opportunities are provided for handling data, and there is little use of Information and Communication Technology. Numeracy skills are not applied sufficiently across all areas of the curriculum.
75. Pupils' attitudes to mathematics are generally good. They enjoy the competitive element in mental maths, and like time targets. Most of them behave well however, in a few cases some pupils when not appropriately supported and focused on their task, call out answers, fidget and occasionally distract other pupils by being silly and interfering. All pupils, when sufficiently challenged, work hard and conscientiously, and a few older pupils work well independently in the library.
76. The quality of teaching and learning is good overall. Teachers' planning is effective and ensures that what is planned is taught efficiently. Teachers question pupils carefully to reinforce understanding, especially with lower attaining pupils. This has a positive impact on pupils' learning. At Key Stage 2, teachers have confident subject knowledge and the great majority of their lessons are good and occasionally very good. Most have good class management skills and questioning techniques, and their ongoing assessment enables them to set appropriate tasks to the needs of individual pupils. All teachers are encouraging and supportive to their charges. Occasionally, some pupils are allowed to talk out of turn and are insufficiently challenged in either their work or their behaviour. Support staff are not always used in the most effective way to promote pupils' learning. Teachers implement the school's agreed behaviour strategies conscientiously, but this is not always successful with a few pupils.

77. Leadership and management of the subject are effective. The co-ordinator monitors teaching and learning efficiently throughout the school, ensuring that the numeracy strategy is supporting the raising of standards for all pupils. The school's planning and assessment procedures, which have been improved markedly since the previous inspection, have also contributed to an improvement in standards particularly at Key Stage 2. The school has encouraged parents to help in this by setting regular homework.

SCIENCE

78. The results of the teacher assessments in 2000 indicate that pupils at Key Stage 1 achieve standards that are very low compared to the national average. This particular year group has a higher than usual percentage of lower attaining pupils. The results of the National Curriculum Statutory Tests in 2000 showed that the majority of pupils at Key Stage 2 achieved standards that were average. A similar percentage of pupils achieved the higher level 5 as nationally. When compared to similar schools results were well above average. Good progress has been made in science at Key Stage 2 since the previous inspection.
79. Observations made during the inspection indicate that standards, at both key stages, for the majority of pupils, are average. Pupils with special educational needs attain standards that are appropriate to their prior attainment.
80. At Key Stage 1 pupils in Year 1 undertake a wide range of science activities and begin investigations. They learn well about living things by studying the life cycles of frogs and humans. They relate young animals to adult ones and vice versa effectively. They study themselves accurately, looking closely with magnifying glasses at skin and eyes. They investigate materials and their properties and sort them into different categories well. Pupils in Year 2 extend their learning about light and sound, magnetism and electricity to include learning about human needs and safety hazards in the home appropriately. Materials for building are studied and an investigation measured the porosity of different materials well. In relation to electricity, pupils construct simple circuits independently and learn efficiently about the effects of breaks in circuits. Pupils in Year 2, investigated changing materials by heating or cooling and formed valid conclusions about which changes could be reversed.
81. At Key Stage 2, younger pupils begin to learn how to recognise the principles of fair testing and they apply them well to experiments with pneumatics using pumps, paper and balloons. They test materials for strength and conduct investigations carefully into gravitational pull. A Year 3 class responded to good teaching with good learning in an investigation into testing the hardness of rocks by rubbing. In Years 5 and 6, pupils extend their skills and record their learning well through extended writing, instead of using prepared worksheets. Pupils plan their investigations, analyse the outcomes in depth and create generalisations that may indicate trends or patterns. Pupils' knowledge and interest in investigations is being fully exploited. During the current inspection pupils in Year 5 learned well about drug and substance misuse. In Year 6, pupils working on forces and motion, understood gravitational attraction, recognised the direction of forces and made good progress in experiments to measure air resistance as a force.
82. Pupils' attitudes to science are good. They particularly enjoy the investigations that they undertake. The improvements in teaching and the broad, interesting and relevant science curriculum, alongside the hard work done by the school in implementing a new behaviour policy has had a positive effect on improving pupils' attitudes and behaviour. The

minority of pupils in some classes who disrupted lessons is no longer significant in science and this has enabled learning to improve and standards to be raised.

83. The quality of teaching and learning is good overall. It is satisfactory at Key Stage 1 and good at Key Stage 2. Teaching is better overall in Key Stage 2 than Key Stage 1 because teachers manage their pupils better and use support staff more effectively. Teachers are well prepared for their lessons and their planned activities challenge and extend the pupils' learning effectively. Literacy skills are developed well in science. Science is now taught as a discrete subject. The improved teaching is reflected in the improved standards. Lessons are carefully planned according to the scheme of work and pupils are presented with suitable challenge. Resources for teaching science are good and well organised, this has a positive impact on learning. They are used effectively in enabling pupils to explore and investigate science questions. Pupils' learning is extended well by resources outside the classroom such as the wild habitat, the woodland, the pond and a wide programme of visits including a residential one. During their week in Stansfield, pupils in Year 6 had opportunities for bird watching and learned well about adaptations to their environment.
84. Leadership and management of the subject are effective. The subject is organised well by the co-ordinator who gives appropriate support to her colleagues. At the previous inspection there was insufficient monitoring of standards and progress. This issue has been resolved satisfactorily. The co-ordinator now monitors planning, advises where necessary and is given half a day each week to support colleagues and monitor standards of teaching and learning. She monitors the work pupils undertake in their science workbooks each term, throughout the school in order to check progression. Assessment of pupils' work is done conscientiously. It is used to inform the next steps in teaching and to set targets for individuals' learning. The co-ordinator is assembling a useful file of examples of science work that are marked according to the level of attainment in the National Curriculum. This is a practical guide that encourages consistency of assessment judgements by teachers. The use of information and communication technology is unsatisfactory in science. Opportunities for spiritual, moral, social and cultural development are planned for well in the science curriculum.

ART AND DESIGN

85. Observations during the inspection indicate that the majority of pupils, including those with special educational needs, achieve standards that are expected nationally for their age. Learning is satisfactory. Standards have been maintained since the previous inspection.
86. At Key Stage 1 pupils learnt the techniques of mono printing. They developed the skills of line, tone and colour well. Pupils reinforced prior learning by discussing bright and dull colours and which colours fell into which category effectively. Using polystyrene tiles they drew pictures, from their observation, using pencils. Then some pupils painted over the tile with a roller and made an attractive pattern on paper.
87. At Key Stage 2 pupils continued to refine and develop the use of line and tone effectively. They built on their prior knowledge and understanding of how applied lines may be used to create dark and light. They carefully built up a landscape background. Older pupils continued to develop this theme using different media. Pupils used chalk and charcoal to explore further the use of light and shadow. They drew space pictures capturing the effects of light and dark created by the planets effectively. Pupils in Year 3 have made

papier mache masks and experimented appropriately with batik work. They have painted pictures that reflect the contrasting emotions of power and gentleness well.

88. Pupils' attitudes to the subject are good. Younger pupils are lively and enthusiastic they are keen to get on with their work, however some rush to finish the task too quickly, not concentrating for long enough to produce their best work. Older pupils settle quickly to a routine that is well established, they listen attentively to their teachers and take care to produce their best work. Relationships are good and pupils co-operate in sharing ideas and they collaborate well when coming to joint decisions.
89. The quality of teaching and learning is good. Teachers' introductions are clear and pupils know what is expected of them in terms of behaviour and work. Teachers are careful to recap previous learning and build on what pupils know and can do. The best lessons are characterised by good use of questioning directed to meet the needs of individual pupils, good use of pupil demonstration and appropriate use of praise to motivate and encourage pupils. The use of display to illustrate the work by artists from different countries enhances pupils' understanding of cultural diversity.
90. Leadership and management of the subject are effective. There is good long and medium term planning. This supports teachers in their lesson plans and ensures that there is development in pupils' learning. The co-ordinator does not have the opportunity to monitor teaching and learning but monitors the work around the school and discusses with colleagues any issues that arise. Resources are good in quality and quantity this enhances pupils learning. Displays around the school are bright and attractive providing a stimulating learning environment. Pupils' work is displayed with care, this helps to promote pupils self esteem. The co-ordinator is introducing information and communication technology to the subject, for example, work undertaken by pupils using a graphics package "in the style of Matisse". This however does not extend across the school as yet. The work of artist from different cultures is displayed effectively throughout the school. This has a positive impact on pupils' spiritual, moral, social and cultural development.

DESIGN AND TECHNOLOGY

91. Observations made during the inspection indicate that the majority of pupils, including those with special educational needs, achieve standards that are expected nationally for their age. Learning is satisfactory. Standards have been maintained since the previous inspection.
92. At Key Stage 1 pupils make simple winding mechanisms using construction kits and a variety of materials effectively. They discuss their work and evaluate their models as the work progresses. Pupils draw and label the models appropriately. They use the tools accurately and safely. Some pupils make effective working models of Incy Wincy Spider climbing up a spout, using wheels and elastic bands. Pupils cut, stick, draw and join appropriately. They understand how simple mechanisms related to moving parts work.
93. At Key Stage 2 pupils planned, made and evaluated musical instruments effectively. They realise that sounds can be created in different ways and have gathered information to generate and implement their ideas. At the end of the task they evaluated what they had done appropriately. This work was closely linked with observational drawing in art. Year 6 pupils designed and made oven gloves effectively. They designed and made structures that were strong enough to support a weight. Each task was planned and evaluated effectively so that pupils realise that they can modify and improve their work.

94. Pupils' attitudes to the subject are good. They are interested in their work. They share and co-operate well with each other. Pupils use their tools carefully. They are proud of their work and enjoy discussing what they are doing with each other. Pupils' work displayed in the classroom and shared in special mention assemblies reinforces their learning and builds self-esteem and confidence.
95. The quality of teaching and learning is good. Teachers' planning for the subject is very good and it ensures that pupils' learning builds on previous experiences. The use of good quality resources extends pupils knowledge and has a positive impact on learning. Teachers organise and manage the activities well this has a positive impact on pupils' learning.
96. Leadership and management of the subject are good. The co-ordinator is carefully linking the past curriculum, after evaluation, with curriculum 2000. There is now scope to include more work linked with information and communication technology. There is a whole school plan that is broken down into termly units for each class. This ensures that there is variety and continuity in pupils learning. The valuing of pupils' work and building of self-esteem makes a valuable contribution to pupils' social and moral development.

GEOGRAPHY

97. At both key stages pupils achieve standards that are below the national expectation. No lessons were seen during the inspection, but scrutiny of pupils' work and discussions held indicate that pupils' knowledge and understanding are unsatisfactory. This is a decline since the previous inspection when standards were at the expected levels.
98. At Key Stage 1 few pupils could name the countries of the British Isles, or use secure directional language or name features in a landscape without prompting. Pupils' use of geographic vocabulary is under developed. They are not confident about using their own observations to respond to questions about places and environments. The work in their books is at a level that does not reflect expectations for their age. There is insufficient written work and the writing that is undertaken does not, especially for the most able pupils, reflect the standard that they achieve in their literacy work. The work is very similar and there is no evidence that higher attaining pupils are employing personal study skills to find, consider and use information in their work.
99. In discussion with Year 6 pupils it was clear that their knowledge of some geographical areas studied was superficial. For example, their knowledge of rivers, acquired during a topic that included history work on the Ancient Egyptians and the River Nile, amounted only to being able to name the source and the estuary. No knowledge of other river features was given. The single reason offered for why a town might be located on a river was that the town's people could sail on it. Knowledge and understanding of maps was poor and information was gained only after prompting. Pupils could name the continents and had a satisfactory knowledge of climatic zones and how these affected clothing, housing and lifestyles.
100. The quality of teaching and learning is unsatisfactory. The lack of recorded work by individual pupils is a current weakness, and staff accept this fact. Little use of information and communication technology being used in the subject was evident. Teachers have decided to reflect more closely the cultures and racial backgrounds within

the family of the school, and they have made changes to the geographical areas used for comparative studies. Collections of video, CD ROMS and artefacts are being properly built up and good use is made of library loans to ensure a range of texts for pupils to use for reference.

101. Leadership and management of the subject are unsatisfactory at present. However, the school is aware of the need to implement the requirements of Curriculum 2000 programmes of study across the school, and to provide opportunities for pupils to develop their skills, and knowledge and understanding. Satisfactory progress has been made towards this objective, by providing discrete curriculum time for the subject, as opposed to topic work, and through the draft policy and guideline documents written by the co-ordinator. These documents, written in consultation with members of staff, in particular the co-ordinator for English, not only gives outline plans for the presentation of geography but also includes opportunities to integrate literacy and numeracy in a meaningful way. The staff have accepted the policies, but they have not yet been to the Governing Body for ratification. Plans are laid for implementation by September 2001.

HISTORY

102. Observations made during the inspection indicate that the majority of pupils at both key stages, including those with special educational needs, achieve standards in history that are expected nationally. Learning is satisfactory. This represents an improvement since the previous inspection when Key Stage 2 was below the expected level. During the inspection only one lesson was seen in each key stage. Further evidence was obtained by scrutiny of pupils' written work and discussions with pupils and teachers. At both key stages pupils' knowledge and understanding about history is satisfactory. It is better when they talk about the subject rather than write about it.
103. Pupils at Key Stage 1 have satisfactory knowledge of the passage of time. Younger pupils understand that stories that begin "Once upon a time" or "Long, long ago" are set in the past. They understand change over time in relation to household objects that they have studied. Pupils in Year 2 relate the story of Florence Nightingale explaining with relish the dreadful hospital conditions that she found and how they were changed. They have good knowledge of family relationships for three generations. When handling old household artefacts they made sensible suggestions of what each might be and they recognised, or were helped to understand, that each had a modern equivalent. When speaking of historic events they generally used the past tense.
104. At Key Stage 2, pupils in Year 4 made deductions about life in the past from pictures and secondary source material appropriately. They understood well how life in Egypt depended upon the Nile. In discussion, pupils in Year 6, had satisfactory knowledge of a range of events and historical characters. They had clearly retained knowledge of studies made in earlier years. For example, they offered reasons for the Viking invasions, named the wives of Henry VIII, explained the construction of a Tudor timber framed house and the development of road travel through the ages. In their explanations they displayed a satisfactory use of concepts to show comparison over time, cause and effect, and similarities and differences.
105. Pupils have good attitudes and they enjoy history. Most are keen to offer ideas and opinions and listen attentively to the suggestions of others. At times a few pupils need reminding of appropriate behaviour but the majority, because of their interest in the lesson, largely ignored this behaviour. History displays around the school of relevant textbooks and artefacts bore witness to a good attitude towards the subject. Pupils are

appreciative of the field trips that are arranged for them and of the interesting manner in which history is presented.

106. The quality of teaching and learning is satisfactory. Teachers identify the learning objectives clearly. They have good subject knowledge and this enables them to provide artefacts and illustrations that enrich pupils' experiences and encourage discussion. Teachers enable pupils to recap on previous learning satisfactorily. Teachers deal appropriately with individual pupils who sometimes present challenging behaviour. Teachers' planning for the use of information and communication technology is under developed.
107. Leadership and management of the subject are satisfactory. The co-ordinator is combining past and present requirements so that the Curriculum 2000 programmes of study will be fully implemented by September 2001. There is a draft policy and guideline document written by the co-ordinator in consultation with members of staff, in particular the co-ordinator for English. This guidance not only gives outline plans for the presentation of history but also includes opportunities to integrate other subjects in a meaningful way. The staff have accepted the policies, but they have not yet been to the Governing Body for ratification.

INFORMATION AND COMMUNICATION TECHNOLOGY

108. At the time of the previous inspection standards at both key stages were in line with national expectations and progress was satisfactory. Since that time there have been a number of national developments in this subject area. The school has not been able to keep pace with these developments. As a consequence, standards achieved by the pupils at both key stages have now fallen below expectations. In spite of some investment, for instance new computers in the library, and new internal cabling throughout the school, the school does not have all the resources needed, in either hardware or software to ensure successful delivery of the National Curriculum.
109. During the inspection there was little evidence of pupils throughout the school using computers in lessons, or teachers identifying the use of information and communication technology in their planning. At Key Stage 1 pupils learning is unsatisfactory in developing their skills and in using information and communication technology to promote learning in other subjects. Some examples of work on display show that pupils use simple word processing. Discussion with pupils indicated few opportunities for their development in the subject and a lack of knowledge and experience in organising and classifying information to present findings. The majority of pupils are unable to enter, save and retrieve work. There are too few opportunities for pupils to use information and communication technology to generate, amend or record their work and to share ideas in different forms, for example, using text or tables.
110. At Key Stage 2 pupils in Year 3 word process appropriately. Pupils in Year 5 access a program and use a simple graphics package effectively. They can save their work properly. Pupils in Year 6 have been involved in desktop publishing and have transferred images from a digital camera. Some older pupils choose to work with the new computers in the library on basic language and number programs in their break times. However pupils do not receive sufficient practice in using information and communication technology in their learning; for example, in drafting and editing their written work on screen, and in collecting and processing numeric data or other information. Pupils do not at present have the opportunity to exchange and share information, for example, using e-

mail. They do not have sufficient opportunities to develop their ideas and make things happen. They have little knowledge of control by using information and communication technology systems, exploring patterns or relationships, or collecting, accessing and interrogating information. Consequently, pupils' learning is unsatisfactory and standards are below that expected for their age.

111. Pupils' response to their few opportunities provided is generally good. When working independently they behave responsibly, are keen to use the computers and concentrate hard, although their output tends to be at a leisurely pace. Some older pupils take as many opportunities as are available to work independently in the library at lunch and break times.
112. The quality of teaching and learning is unsatisfactory overall. However the very small amount of direct teaching observed was good, showing good expectation, appropriate questioning skills and good class management. Teachers are scheduled to receive training within a fairly short time. At present some teachers' knowledge and understanding is not sufficient to provide pupils with regular opportunities to use information and communication technology on a consistent basis.
113. Leadership and management of the subject are unsatisfactory at present. However the knowledgeable co-ordinator has ambitious and detailed plans for the future successful delivery of the subject, but is aware that the school requires further expenditure and intensive teacher training. The school is aware that the accommodation needs for information and communication technology need reviewing. The use of information and communication technology is underdeveloped across all areas of the curriculum.

MUSIC

114. Observations made during the inspection indicate that the majority of pupils, including those with special educational needs, achieve standards that are expected nationally for their age. Learning is satisfactory. Standards have been maintained since the previous inspection.
115. At Key Stage 1, pupils learn a repertoire of songs and sing with appropriate tone, melody and rhythm. They use percussion instruments both untuned and tuned appropriately. Pupils in Year 2 identify notes of high, medium and low pitch effectively when played on a chime bar when their backs were turned. They follow a melody using hand movements and when singing is accompanied by actions most pupils fit these accurately to the beat of the music.
116. At Key Stage 2 pupils refine their skills appropriately. Singing is sometimes above average especially when it contains counterpoint and pupils show confidence as performers. Pupils sing with enthusiasm and this is an improvement upon the previous inspection when the oldest pupils were noted to be often reluctant singers. At Key Stage 2 singing is tuneful and pupils' articulation is clear. Pupils compose their own pieces and record their compositions in symbolic form well. Pupils in Year 6 achieved good results in creating soundscapes from prepared symbols. Pupils consider dynamics well in determining the length of time percussion instrument notes should be played. A few pupils learnt to understand standard notation and follow a simple score. Pupils do well in public performance, singing and playing with enjoyment and confidence before parents

and the local community at school concerts. For these occasions, a choir is formed and pupils are keen to participate.

117. The improvements made in teachers' confidence, teaching, resources and behaviour management have raised standards and benefited pupils' attitudes. Pupils in both key stages enjoy their music lessons. Most pupils have positive attitudes and behave well. Occasionally pupils with more challenging behaviour are inattentive however the schools' behaviour policy is implemented effectively and consistently and pupils understand what is expected of them.
118. The quality of teaching and learning is good overall. Pupils are taught to listen to compositions played by various performers and this experience is enhanced by visits to the Symphony Hall by Years 4, 5 and 6. Teachers arrange for other professional performers to play at the school. There is an African drum workshop booked for next month when five one-hour lessons will be given to classes. An Irish band is playing in school shortly and a brass ensemble next month. The Baverstock School brass band plays at Christmas. All these activities give pupils experience of skilled performers and extend school resources effectively. Teachers subject knowledge is satisfactory overall. Some have specialist skills that they use for extra curriculum activities. At present there is no use of information and communication technology in the subject.
119. Leadership and management of the subject are satisfactory. The co-ordinator has developed appropriate schemes of work to guide teachers' planning. This has increased teachers' confidence in teaching the subject and helped to maintain sound standards. A system of recording teachers' assessment is being developed through the newly adopted schemes of work. Resources are good in quantity and quality and this has a positive impact on learning. They are organised well and the care taken of them by pupils extends their life. It is difficult to make music or sing in some classrooms because of the distraction to other classes. Music makes a positive contribution to pupils' spiritual, moral, social and cultural development.

PHYSICAL EDUCATION

120. Observations made during the inspection indicate that the majority of pupils achieve standards that are expected nationally for their age. Learning is satisfactory. This is similar to the findings of the previous inspection. Gymnastics, dance and games are taught in both key stages and pupils at Key Stage 2 have opportunities for regular swimming lessons and athletic activities. For several years, all pupils leaving the school at the end of Year 6 have been able to swim, the great majority achieving the recommended standard of 25 metres. Pupils with special educational needs have equal access to physical education and their learning is satisfactory. Pupils at Key Stage 1 learn to combine slow and fast movement in imaginative dance to form a sequence. Most of them can create imaginative 'monster' shapes using all parts of their bodies and working at different heights. They fit these movements into a tambour rhythm appropriately.
121. At Key Stage 2, pupils in Year 3 have a good understanding of parts of the body known as 'points' and 'patches' and nearly all create a three sequence movement of balances using these body parts. They also, in pairs, mirror each other's balances effectively. Pupils in Year 5 know the five key body zones. They exercise, warm up independently and develop their imaginative dance well. Working in small groups, they create dances, often of good quality movement, to music from another culture (Egyptian). Pupils in Year 6 have opportunities in dance, and during the inspection received an introduction to

line dancing. Although some found this intricate and difficult, others achieved a good standard of co-ordination almost immediately.

122. Pupils enjoy physical education and most are very enthusiastic. The majority concentrate hard and follow their instructions carefully. They work together effectively in groups and pairs. Pupils make good, positive verbal evaluations of each other's movements. Occasionally pupils with more challenging behaviour are inattentive however the schools' behaviour policy is implemented effectively and consistently and pupils understand what is expected of them.
123. The quality of teaching and learning is good. Sometimes it is very good at Key Stage 2. The best lessons are characterised by good subject knowledge, clear explanation of the meaning of different terms to ensure pupils understand what they need to do before they start. The effective use of individual pupil demonstration enhances pupils' performance. Teachers' encouragement of pupils self-evaluation and of others' movements promotes good learning.
124. Leadership and management of the subject are effective. Since the last inspection the co-ordinator has produced a good quality policy and staff use a scheme of work that effectively guides their planning. The school works hard to provide opportunities for community provision, which promotes pupils' social and cultural development. Resources are generally good this has a positive impact on pupils' learning. Lessons in the hall in the morning are still sometimes affected by noise from the adjacent kitchen.
125. Extra curricular provision is satisfactory and provided mostly for older pupils. The school has a weekly sports club open to pupils from Year 2 to Year 6. Bells Farm has taken part regularly in local schools swimming galas and cricket competitions. The school have booked basketball coaching by players from the Birmingham Bullets during the next year. Annual residential activities provide further opportunities in physical education for older pupils.

RELIGIOUS EDUCATION

126. The majority of pupils in both key stages, including those with special educational needs, achieve standards which are as expected for pupils of their age. They meet the requirements of the Locally Agreed Syllabus. Learning is satisfactory. This is an improvement since the previous inspection when standards were below expectations for pupils in Key Stage 2.
127. At Key Stage 1, pupils learn effectively about belonging to groups and how they care for one another and take account of their own and others feelings. Pupils understand why Jewish people celebrate the festival of Purim. They explored the feelings of Esther, Mordecai and Hamman well. Pupils recorded effectively what each person in the story might be saying to the other and how they would be behaving. They learnt about artefacts used by Jewish people and enjoyed using some of them during the story. Pupils understand that different religions have different festivals and symbols.
128. At Key Stage 2, younger pupils learnt with interest about how the Ten Commandments were given and how they relate to their own lives and the rules in and around school. Pupils effectively recalled prior learning about Moses leading the Hebrews to the Promised Land. They applied their own experiences to the wider context of the

commandments well and explained the rules that they abide by appropriately. Older pupils looked accurately at different versions of the origin of the world and appreciated that different religions have different versions of creation that are not necessarily the same as theirs. Through discussion, pupils effectively compared Christian and Hindu creation stories then they identified differences efficiently.

129. Pupils' attitudes to religious education are good. Pupils show a good level of interest in their work. They listen well to the teachers' introduction and get on with their work appropriately. Pupils respond positively to the overall good teaching and most behave well abiding by the school's behaviour policy.
130. The quality of teaching and learning is good overall. Teachers medium term planning is very good and supports effective lesson planning. Sensitive promotion of pupils' willingness to reflect on personal thoughts and feelings is a strength of the teaching. Good subject knowledge and thoughtful use of resources leads to effective engagement of pupils' interest. Teaching of religious education makes a positive contribution to pupils' spiritual, moral, social and cultural development. Good links with literacy are identified to develop pupils' speaking and listening skills and to give a purpose and audience to their writing. Teaching takes full account of the Locally Agreed Syllabus and due regard is given to families who wish to withdraw their children from religious education teaching.
131. Leadership and management of the subject are effective. Curriculum planning for the long and medium term is very good. Considerable time and effort have gone into providing a whole school coherent approach to the subject and this has enabled standards to rise especially at Key Stage 2. The co-ordinator over-sees the subject effectively. Resources are good and this has a positive impact on pupils' learning. The use of information and communication technology is underdeveloped in the subject.