

INSPECTION REPORT

QUINTON CHURCH PRIMARY SCHOOL

Quinton, Birmingham

LEA area: Birmingham

Unique reference number: 103399

Headteacher: Mrs A Passmore

Reporting inspector: Mr David Speakman
20086

Dates of inspection: 20th - 24th May 2002

Inspection number: 195374

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:	Voluntary Controlled
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Hagley Road West Quinton Birmingham
Postcode:	B32 1AJ
Telephone number:	0121 422 4422
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Appropriate authority:	The Governing Body
Name of chair of governors:	Reverend Canon J. Barnett
Date of previous inspection:	27 th June 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
20086	David Speakman	Registered inspector	Mathematics Information and Communication Technology Art and Design	What sort of school is it? The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
9056	Val Cain	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
31996	Gill Phillips	Team inspector	Music Religious education Foundation Stage	
32048	Russell Grigg	Team inspector	Science History Geography	Pupils' attitudes, values and personal development
22704	Garry Williams	Team inspector	English Design and technology Physical education Equal opportunities Special educational needs English as an additional language.	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Quinton Church Primary School caters for boys and girls aged between 4 and 11 years. The school is situated on the southwestern edge of Birmingham and borders onto Sandwell and Halesowen, from where a number of pupils come. The school has 213 pupils on roll and it is about the same size as other primary schools. The school is popular and is over-subscribed. Twenty five per cent of pupils are on the school's register for special educational needs, which is above average. There are three pupils with a statement of special educational need. Most of the special needs are identified for learning difficulties, but the school also caters for pupils with physical disabilities and autism. Twenty two pupils of statutory school age come from backgrounds other than a white UK heritage and this figure is above average. Most of these are from a Black-Caribbean background or an Indian background. Twelve pupils have English as an additional language but none are supported through ethnic minority support funds, since none are at the early stage of acquiring the language. Fourteen pupils are entitled to claim free school meals and this proportion is below average. Attainment on entry to the Reception class is about as expected for pupils of this age. The school is part of a Small Education Action Zone, centred on the Quinton area of Birmingham.

HOW GOOD THE SCHOOL IS

This is a good school. It provides good quality education and enables pupils to achieve well. Starting from an average baseline, pupils attain standards that are above those expected for their age, by the time they leave the school. The quality of teaching is good throughout the school. Pupils are taught to develop good attitudes to their learning and relationships between pupils and between pupils and adults are good. Pupils' behaviour is good. Leadership and management of the school are very good. The school has many, significant strengths. All these factors set against the above average cost of educating each pupil means the school provides good value for money.

What the school does well

- Standards in English, mathematics, science, information and communication technology, design and technology, physical education and religious education are good.
- The quality of teaching is good throughout the school and promotes pupils' good achievement.
- Leadership and management are very good.
- Provision for pupils' personal, including spiritual, moral and social development is good and supports pupils' good attitudes, behaviour and relationships.
- The school takes good care of its pupils. Assessment procedures are good and all pupils are provided with work at an appropriate level.

What could be improved

- Provision for pupils' cultural awareness, especially the multicultural provision.
- Whole-school curriculum planning in some non-core subjects.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has shown a good level of improvement since it was last inspected in June 1997. Standards in English, mathematics and science have improved and there are also improvements in standards in physical education, information and communication technology, design and technology and religious education. These are now all above those expected for pupils of this age. Attainment in information and communication technology has improved, despite the increasing demands of the National Curriculum. The quality of teaching has improved and is now good throughout the school. The quality of leadership and management has been maintained. The governing body has fully addressed the key issues raised at the time of the previous inspection and good progress has been made in this respect.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	Compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	C	B	B	B
Mathematics	D	B	C	D
Science	D	C	C	C

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

Standards are above those expected for children of this age by the time children reach the end of the reception year, and the majority is well on course to exceed many of the early learning goals for children of this age. Standards are good in their personal, social and emotional development and in mathematical development and the children's knowledge and understanding of the world. They are as expected for their creative development and in communication, language and literacy and physical development. In the National Curriculum assessment tests in 2001, seven-year-old pupils achieved average standards in reading and mathematics and above average standards in writing when compared to all schools. When compared to schools with a similar proportion of free school meals, standards were below average in reading, average in mathematics and above in writing. Results in 2001 for pupils at eleven were average in mathematics and science, and above average in English. When compared to similar schools, standards remained above average in English, average in science but dipped below the average in mathematics. Inspection evidence shows current standards for seven-year-olds are average in English and science and above in mathematics. They are above expectations in design and technology and religious education, but as expected in all other subjects. Standards for eleven-year-olds in English, mathematics and science are above average. The improvement in mathematics is because the school has focused on higher attaining pupils and a greater number are achieving at above average levels. Standards are above national expectations in information and communication technology, design and technology, physical education and religious education by the end of Year 6. Standards are as expected in all other subjects.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to school and learning are good and make positive contributions to the standards achieved.
Behaviour, in and out of classrooms	Pupils' behaviour is good. They behave well in class, around the school and on the playground at break times.
Personal development and relationships	Relationships throughout the school amongst pupils and between adults and children are good. Pupils' personal development is good.
Attendance	Good. This year it has been above average.

Pupils show high levels of interest and enjoyment in their work. When given the opportunity to participate actively in their learning, pupils respond sensibly and with care. When pupils are given responsibilities they perform them to the best of their ability.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Good	Good

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

Teaching throughout the school is good, and promotes the good quality of learning. All teaching seen during the inspection was at least satisfactory and in over three-quarters of lessons the quality of teaching was good or better. There is no variation in the quality of teaching between reception, infant classes and junior classes. Planning is good and combined with the good assessment procedures, ensures that all pupils are given tasks that are appropriate to their learning needs. Teachers have realistically high expectations of both pupils’ behaviour and their work to achieve these. Teachers manage pupils well. Basic skills of numeracy and information and communication technology are taught effectively in Literacy, Numeracy and Information and Communications Technology lessons. Standards in writing could be improved in other non-core subjects. Teaching assistants provide good quality support and are very effective in helping pupils make good progress. Organisation of classes and the teaching methods used are good and encourage pupils to be independent and use their initiative.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of opportunities for learning provided by the school are good for children in reception and for pupils in the infant and junior classes, they are satisfactory. However, whole school planning and the development of skills’ teaching still needs further development.
Provision for pupils with special educational needs	The provision for pupils with special educational needs is good. Clear procedures are in place to support the identification and assessment of pupils. Individual education plans are carefully and thoughtfully prepared. The targets clearly identify the main priorities and teaching and assessment procedures are very carefully arranged.
Provision for pupils with English as an additional language	Pupils with English as an additional language receive good support and attain standards that are comparable to other pupils in the school.
Provision for pupils’ personal, including spiritual, moral, social and cultural development	This is good. It is good for their spiritual and moral development and satisfactory for cultural development. Provision is very good for pupils’ social development.
How well the school cares for its pupils	The school shows good levels of care for its pupils. The arrangements for the welfare, health and safety of all its pupils are good, as is the day to day personal support and guidance for pupils. Good assessment procedures are used effectively to ensure all pupils are provided with work of an appropriate level.

The curriculum for children in the reception class is well planned to cover all areas of learning effectively. The school organises a very good range of visits and visitors, which adds richness to the curriculum. The school makes good provision for the equality of pupils’ access to the whole curriculum, with the staff making sure that no pupils miss their entitlement if they are working out of class. A very good range of extra-curricular activities is provided, including out of lesson time clubs. Parents’ and carers’ views of the school are very good. They like the school and what it provides for their children.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	This is very good. The headteacher works very effectively with her senior managers, and together they have established a very clear vision regarding the development of the school. This is clearly communicated to, and shared by, all members of staff.
How well the governors fulfil their responsibilities	Governors have very good levels of involvement in the school. They are conscientious, well organised and fulfil their statutory responsibilities very well.
The school's evaluation of its performance	Very good. The headteacher, key staff and governors work very well together to identify the school's strengths and areas for development. The headteacher and senior managers effectively monitor teaching, learning and standards.
The strategic use of resources	The financial management of the school is very good. The school takes great care to ensure that spending is targeted well and linked to priorities in the school improvement plan. Close monitoring of spending decisions reflects the careful consideration given to the impact of financial commitments on standards.

The headteacher is committed to school improvement and development and shows very good leadership qualities. The deputy head teacher works closely with her and supports her very well, together with other senior management team members. Subject managers generally co-ordinate their subjects effectively, but the curriculum currently lacks overall co-ordination. The governors have a very good understanding of the school's strengths and areas for development and work effectively to support the headteacher and her staff in their work. Good attention is given to ensuring that the best value for spending is achieved. Governors fulfil their statutory responsibilities very 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"> • Children like school. • The teaching is good, pupils are expected to work hard and are making good progress. • The school is well led and managed. • Behaviour of pupils in school. • Homework. • The school is helping their children become mature and responsible. • They feel comfortable about approaching the school with questions or a problem. 	<ul style="list-style-type: none"> • Extra-curricular activities.

The inspection team agrees with the parents' positive views on the school. However, they feel that the provision for extra-curricular activities is very good.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children enter the reception class with levels of attainment which overall are in line with those expected for their age. They make good progress in the Foundation Stage and by the time they enter statutory schooling in Year 1, at the end of the reception year, a majority are above the expectations of the early learning goals. They exceed expectations in personal, social and emotional development, mathematical development and their knowledge and understanding of the world. They reach recommended levels in communication, language and literacy and in their physical and creative development.
2. The school's results in the National Curriculum tests in 2001 at the end of Year 2, are average in reading and mathematics but above the national average in writing. When compared with similar schools, in terms of the percentage of pupils who are known to be eligible for a free school meal, standards are below average in reading, average in mathematics and above average in writing. In the national tests in 2001, in Year 6, results in English were above average, and average in mathematics and science. The same levels applied when results were compared to similar schools for English and science, but were below in mathematics. This is because not enough pupils gained the higher Level 5. In the past three years, results have generally kept pace with the national trend of improvement.
3. Inspection evidence indicates that standards at the end of Year 2 are currently average in English and science and above in mathematics. Standards are above average in design and technology and religious education. They are in line with expectations in all other subjects. By the end of Year 6, pupils achieve above average standards in English, mathematics and science. Attainment is above expectation in design and technology, information and communication technology, physical education and religious education. They gain expected standards for their age in all other subjects. All pupils, including those with special educational needs and English as an additional language, make good progress at all stages of the school. This represents a significant improvement on judgements made at the time of the previous inspection, when standards in all subjects at the end of Years 2 and 6 were average, except in information and communication technology at the end of Year 6, where they were below.
4. The targets now being set for attainment in English and mathematics in the National Curriculum assessment tests in 2002 at the end of Year 6 are higher than the previous year's targets. Annual targets are set by the senior management team and the governing body who anticipate the percentages of pupils who are expected to reach average and above average levels by the end of Year 6. Targets for the year 2001 were set at 73 per cent in English and 70 per cent to reach Level 4 or above. Pupils surpassed these targets and the school has set more realistic and challenging targets for 2002.
5. The personal, social and emotional development of children in Reception is good and exceeds the standards expected in the early learning goals. They are happy, have good relationships with adults and treat each other and their environment with respect. They share, take turns, co-operate with each other and work well as individuals or as part of a group. When given the opportunity, they show good levels of independence in choosing activities, taking on responsibility, carrying out tasks such as tidying up with increasing levels of reliability.
6. Standards in language and literacy are as expected. Children take a willing part in discussions and express their ideas and feelings clearly. They understand the major themes in stories and recognise for example, when characters in the story they are reading are sad or show humour. Their understanding enables them to sequence events well. By the time they enter the next class, the majority of children demonstrate a suitable range of reader like strategies and early reading skills. Children use their phonic knowledge well to support their writing. Children show a good awareness of the purposes of writing and make marks and symbols to record their thoughts and

ideas. In their mathematical development, the majority exceed the early learning goals at the end of the Foundation Stage. They have a good understanding of number. Most children can count to ten and beyond, recognise numerals and place objects and numbers in order. They are familiar with larger numbers from their everyday lives such as the number of children present in the class. Children use money purposefully in the class role-play area. Their use of mathematical ideas and methods to solve practical problems in their imaginative play is developing well.

7. Children develop good standards in their knowledge and understanding of the world. Visits such as that to a farm, and opportunities to develop their natural curiosity, lay good foundations for starting the National Curriculum when they enter Year 1. They learn to appreciate the changes that take place with the passage of time, with regard to their own growth and that of plants for example. They show satisfactory physical development in their outdoor play, physical education and manual skills. Their creative development is sound and children develop satisfactory skills in music, art, craft and construction.
8. By the time they are seven, speaking and listening skills are ahead of expectations. They listen carefully and are articulate, confident speakers in small groups or when addressing the class. Pupils also attain above expected levels in reading. The more skilled readers read silently to themselves whilst pupils speak affectionately of their reading experiences. Older pupils read fluently and with understanding and expression. The good reading skills enable pupils to undertake effective research in other subjects, such as science, history and geography. Many pupils understand and can use more advanced reading skills, such as skimming and scanning. In writing, standards of presentation are usually good, but often there are occasions when pupils across the age ranges fail to use basic punctuation. Handwriting is legible and pupils take care with their presentation. Writing is an area which requires further development, particularly in the extended skills of writing in subjects such as history and geography.
9. In mathematics, all pupils have a good understanding of number and are able to calculate using addition, subtraction and multiplication. They effectively transfer their knowledge and understanding of number to solving problems, showing a good understanding of mathematical vocabulary to translate written questions into sums. Older, higher attaining pupils have built a very secure knowledge and understanding of fractions, percentages and decimals, and apply these to good effect when they work out the answers to everyday problems. Pupils have a thorough understanding of shape, showing a very good knowledge of the properties of different triangles and quadrilaterals. Higher attaining pupils use this knowledge and understanding to calculate areas of shapes and volumes of solids. Pupils handle data well and higher attaining pupils read complicated tables of data and to produce complex bar charts. Pupils are familiar with probability and accurately classify events in order of the likelihood of them happening.
10. In science, pupils investigate competently. Most pupils can choose the right equipment appropriate for an investigation and observe carefully proceedings. Older pupils are able to evaluate their investigations and suggest improvements to their work. Pupils' knowledge in life processes and living things is good, and they show good understanding of the physical changes associated with growth. Throughout the school pupils have a sound knowledge of materials and their properties. By the end of Year 6, most pupils know about how materials can be changed permanently and others can be returned to their original appearance. They have a good knowledge and understanding of physical processes, such as electricity and forces.
11. Pupils' information and communication technology skills are above those expected by eleven. In their time at the school they have built up confidence when using the computers and use their good routine skills in preparing presentations that include sound, moving graphics and text. They have good skills in all other aspects of the subject and use information technology well to support and improve their work in other subjects.
12. In religious education, pupils develop suitable skills which enable them to analyse their own beliefs and those of others. They discuss ideas and opinions, such as how relationships are affected by different values and beliefs, with understanding. However, older pupils' study of other world faiths is less well developed than for the younger pupils.

Pupils' attitudes, values and personal development

13. Pupils' attitudes to the school are good, as they were reported to be in the previous inspection report. Children in the reception year are happy and have good relationships with adults. They treat each other and their environment with respect. They are polite and friendly and their behaviour is good. Children share, take turns and co-operate with each other well.
14. At all ages, pupils like coming to the school and join in well with the activities provided for them. Parents are pleased with the way in which their children are well behaved, enthusiastic and are learning good study habits. Pupils with special educational needs have equally good attitudes to learning. They are involved in the review and setting of the targets in their individual education plans. This is a clearly positive move to help pupils feel involvement in their own learning. Those pupils with English as an additional language are keen to make good progress and have positive attitudes towards their work.
15. Pupils enter school in an orderly manner, ready to join in the day's activities. Most pupils are eager to contribute to lessons by, for example, answering questions or sharing their work with others. Many pupils relish the opportunity to join in a wide range of curricular and extra-curricular activities. Those pupils elected to the School Council behave responsibly. They take particular pride in their achievements and are pleased to talk about the new playground equipment, which they helped to plan. Pupils show good levels of initiative and responsibility. For instance, while operating the overhead projector and cassette player in assemblies, in design and technology lessons when pupils make their own choices about the materials they are going to use in making their models.
16. Overall, the behaviour of the pupils is good. Pupils behave very well when out of school, for example, when swimming or during residential visits. At lunch time pupils generally behave well. In lessons, pupils listen attentively, co-operate well with one another and follow the instructions of the adults in charge of them. Pupils are polite, respectful and work hard. There are a few occasions in classes when a minority of pupils become restless and too noisy, which detracts from learning. This was mentioned at the time of the previous report. There have been no fixed term exclusions this academic year. An appropriate policy on bullying has been successfully implemented and there has been a steady reduction of incidents of inappropriate behaviour. There is no evidence of bullying or racism in the school. Most pupils are sensitive to the feelings of others and are aware of the impact of their actions. During lessons seen in the inspection week, children worked well together in mixed gender and ethnic groups. Occasionally, a few boys and girls in Year 6 are reluctant to sit or work alongside each other, but this is well managed by staff.
17. Throughout the school, relationships amongst pupils and between adults and children are good. From the moment pupils start school in the autumn term, teachers place emphasis upon developing strong relationships. Parents are kept informed if new pupils require additional support and encouragement during the induction period. Pupils relate very well to each other and adults around them, including classroom support assistants. Adults provide good role models for pupils and, through positive support, develop their self-esteem well. In one mathematics lesson observed, Year 3 pupils who found some of the work challenging were put at ease by thoughtful comments such as 'we all make mistakes' and 'we all need help from time to time'. Particular strategies to solve problems were then discussed. In such a climate of support, one lower attaining pupil gained confidence through the lesson and by the end was able to suggest an answer in front of the class.
18. Pupils sit quietly in the hall ready for collective worship and show respect to visitors. During the inspection week, all pupils responded warmly to a governor who talked to them on the theme of weddings. They were captivated by her own experience of getting married in Quinton church during the Second World War and chuckled at the thought of drinking grandmother's potent parsnip wine to toast the couple.

19. Levels of attendance are good and remain above the national average. Authorised absence is broadly in line with the national average and unauthorised absence is very rare. During the inspection, a small number of pupils were absent due to illness or on holiday. The good overall levels of attendance have a positive effect on learning and attainment. Punctuality to school is good and lessons start on time.

HOW WELL ARE PUPILS TAUGHT?

20. Teaching is good and promotes the good quality learning. The vast majority of lessons seen were of a good or better quality. Of the 53 lessons seen, the quality of teaching in 45 was good or better and in six it was very good. No unsatisfactory teaching was observed during the inspection. Teaching effectively enables all pupils to achieve well and develop good attitudes. This represents an improvement on teaching at the time of the previous inspection when teaching was satisfactory.
21. Teaching for children in all year groups is good. In the reception year, the quality of teaching is good, particularly in the areas of personal, social and emotional development and for communication, language and literacy, mathematics and in their knowledge and understanding of the world. In Years 1 and 2, teaching is good in mathematics, science, design and technology, information and communication technology and religious education. It is satisfactory in all other subjects. In the junior classes, teaching is good in English, mathematics, science, design and technology, information and communication technology, religious education and physical education. It is satisfactory in all other subjects.
22. Teaching for pupils with special educational needs is good. Teachers and support staff work well together, are aware of pupils' individual needs and are involved in setting targets to ensure that pupils' experiences are appropriately matched to their ability. Support for these pupils sometimes takes place out of class, but teachers and support staff ensure that any lessons missed are made up during the week. The caring and understanding attitude of all staff ensure comfortable and confident integration for pupils with English as an additional language.
23. Teachers' knowledge and understanding of the subjects that they teach and of their pupils' learning needs is good. Teachers appreciate the learning needs of their pupils, in particular the range of ability in their classes. Basic skills are taught well across a wide range of subjects. This means that teachers often focus on these to ensure that pupils, for example, have the necessary understanding of the vocabulary at the beginning of lessons. This includes making sure that pupils know the meanings of key words ensuring that questions and discussion in lessons do not confuse them. The development of literacy, numeracy and information technology skills plays an important part in the school and all adults promote these effectively. Computers are used well to make learning interesting in a good range of subjects such as English, mathematics, art and topic.
24. Learning objectives are introduced at the beginning of lessons. Pupils are clearly told what they should be learning and this has the effect of motivating and challenging them. They respond well and the clarity of intended learning helps the progress that pupils make in lessons. The brisk pace at which lessons take place also supports good progress in lessons. This ensures pupils at all levels of attainment produce good quantities of work.
25. The planning of lessons is good and is based on satisfactory assessment of standards and pupils' needs. Good targeting of work extends to oral sessions, when questions are asked at appropriate levels and phrased in specific ways so pupils of different levels of attainment answer with confidence. Activities are appropriate and effectively enable pupils to achieve the intended learning outcomes of lessons. Teachers use a good range of methods to motivate and interest pupils, such as discussion, investigation and practical hands on work with computers. These interesting activities stimulate pupils, engage their attention at the beginning of lessons and encourage their participation. High interest levels also ensure that pupils sustain concentration

and that they work hard to make good progress in acquiring good levels of skills, knowledge and understanding in many subjects.

26. Teachers' expectations of their pupils are high. They are fully aware of the levels that their pupils are at and plan appropriately demanding exercises. All pupils have the same opportunity to achieve well and all are fully included in all aspects of lessons. Teachers mostly expect high standards of behaviour in lessons. Pupils are generally managed well and high standards of behaviour are established and maintained in most classes. However, there are a few occasions when too much noise is permitted in class. Although all pupils are on task, this sometimes makes concentration difficult. This was recognised at the last inspection as well. Despite this, expectations of behaviour are generally made clear and pupils are aware of how they should behave in class to enable lessons to progress appropriately. Teachers value the recognition of good behaviour, rather than drawing attention to what pupils have done wrong. Pupils respond well to this style of behaviour management.
27. Support staff are effective in their work in class and they make a positive contribution to the learning of the pupils in their care. They are fully involved in the planning of the lesson and are well aware of their specific responsibilities in class. They know the pupils well and have good relationships with them, providing sympathetic but firm guidance. Support staff effectively support the teachers in their work and work confidently and competently either along side them or with groups of pupils as directed. Many show initiative and step in to support the teacher, in an unobtrusive way, without prompt. This is especially so with the support given to pupils with special educational needs and those with English as an additional language. Resources are used to good effect and provide interest and variety in lessons.

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

28. The overall quality of the curriculum is satisfactory. The previous report judged the curriculum to be broad and in general, well balanced. It identified, however, that some elements of information and communication technology and physical education did not fully meet National Curriculum requirements. It also expressed concern about the variability and inconsistency of planning across the whole school. These issues have now been addressed, but there are still weaknesses in whole-school curriculum planning. There is currently no curricular overview map in place to ensure, guide and improve progression across the range of subjects or for the development of skills within the whole curriculum in a progressive manner. The national strategies for literacy and numeracy have been successfully implemented. The curriculum for the Foundation Stage is good and prepares children well for entry to Year 1.
29. Provision for pupils with special educational needs is good overall. Individual education plans are good. They are reviewed each term and pupils are involved in this process. Although support for these pupils sometimes takes place out of class and pupils are withdrawn from some lessons, the school has established procedures to ensure that the same lessons are not missed on a regular basis. Pupils with English as an additional language are also well provided for. The school is aware of their needs but there are currently no pupils in the school receiving additional language support.
30. Enrichment through extra-curricular activities, links with parents and the community remains a clear strength of the school. Pupils of all ages have the opportunity to enjoy and learn from a wide range of experiences both inside and outside school. Although some parents thought there are not enough extra-curricular activities, the provision for these is very good. The school offers a variety of sporting and cultural activities, which complement and supplement school based activities, particularly in view of the limited outdoor, non-grassed space available for games. Sporting activities include football, for pupils of all ages, netball and athletics for older pupils. The school is also involved in competitive activities, such as football, netball, athletics, cricket, orienteering and cross-country running. There is also an art club, book club and computer club which takes place after school.

31. There are well-developed links with industry and other schools that positively enhance learning opportunities. All pupils enjoy a wide range of well-planned visits and visitors to support curriculum learning. Visits are both local and further afield. Day visits and visitors, such as the police, fire service, school nurse, local clergy and one 'special governor' who took the daily Act of Worship during the inspection week further enhance the richness of experiences and extend pupils' learning. Older pupils are given the opportunity of a residential visit, which combines environmental and physical based activities. Pupils speak enthusiastically about these visits, which encourage independence and good social opportunities. Links with the pre-schools are good. Parents and pupils have the opportunity to visit the school and discuss issues prior to commencing. Similarly, a planned induction programme ensures that pupils transfer confidently to their next school.
32. Provision for pupils' personal, social and health education is good. Members of the local police contribute to drugs awareness and support the school programme on this issue. The school nurse contributes to the health programme, including sex education. Staff and pupils appreciate visits from the local clergy when they take the daily Act of Worship. These successfully support work in religious education.
33. Overall, the provision for pupils' spiritual, moral, social and cultural development is good. The quality of such provision is similar to findings from the previous report.
34. Provision for their spiritual development progress is good. The Christian ethos of the school underpins personal development well. The school provides good opportunities for spiritual awareness through assemblies and other aspects of school life. For instance, through its links with the local church, the school gives infant and junior pupils good opportunities to reflect upon special moments, such as christenings, while older pupils have opportunities to write services and say their own prayers on behalf of others. Opportunities are sometimes missed in assemblies for pupils to learn something more about themselves and others, in relation to the music that is played when they enter and go out of the hall. For example, what inspired composers and what impact the music may have had on pupils.
35. Provision for moral development is good. The school has well-established systems, such as team points, which contribute to good conduct and promote an ethos of mutual support. Pupils are aware of the school rules and in their daily routine follow them. In Year 6, fund-raising activities are arranged for good causes, which gives pupils a growing sense of duty. Achievement in school and at home is recognised and celebrated, for example in special assemblies. Teachers take opportunities to raise moral issues within lessons. For instance, in one geography lesson observed, Year 5 pupils understood the impact of a proposed development of a local derelict site from both environmental and commercial aspects. They showed a clear awareness of how such a development could damage the environment by, for example, destroying animal homes. At the same time they appreciate the benefits which could accrue from building a supermarket on the site.
36. Provision for pupils' social development is very good, which represents an improvement since the previous inspection. The main reason for the improvement is the introduction of whole-school strategies to supplement existing classroom practice. Pupils' sense of responsibility is encouraged through the School Council, which is already having a positive impact on personal development. For instance, it has resulted in pupils taking an active part in discussions over such issues as the need to enliven playtimes. Pupils look forward to changes in school life following the decisions made by the School Council, such as supporting the introduction of new playground games. All pupils had the opportunity to contribute to the formulation and implementation of the school's 'Healthy Eating' initiative that reinforced the importance of eating and drinking wisely at break times. Year 6 pupils gain valuable experience in citizenship when debating topical issues at the City Council Chamber under the direction of one of the governors. For a small school, pupils have access to a very good range of extra-curricular clubs. Together with residential visits offered to older pupils, the school makes very good provision for developing social skills. Regular meetings of 'social groups' allow pupils who need support to

develop key skills, such as listening, and make a valuable contribution to building up pupils' self-esteem. This has a positive impact on attitudes to learning and standards of behaviour in the classroom. A lunchtime 'nurture group' has also been successfully introduced to assist social interaction between children. In lessons, pupils of all abilities and backgrounds work together and feel valued. A very good range of clubs is available and well supported. Competitive sports activities are numerous and clearly develop pupils' social skills.

37. Provision for pupils' cultural development is satisfactory. Pupils gain a good understanding of beliefs, festivals and practices associated with Christian culture. Pupils' wider knowledge and understanding of different cultures is not planned for specifically enough. Overall, the school makes effective use of artefacts, visits, parents, and audio-video material to promote pupils' cultural understanding. Where teachers' subject knowledge and understanding is secure, opportunities are taken in lessons to promote cultural awareness. For instance, in a good art lesson observed, pupils in Year 4 were introduced to the techniques of canal artists such as Frank Jones and Jim Atkins.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

38. The quality of care provided for all pupils, remains a strong feature of the school. All staff are caring and are committed to their work. Both parents and pupils greatly value the support given. All pupils are valued. They work and play happily and safely together.
39. The monitoring of attendance is good and high standards promoted. Registrations take place before morning and afternoon sessions. They are both prompt and efficient with all pupils knowing the routines. Parents notify the school of absences. All staff work together to identify any problems and ensure that parents are involved and support given if necessary. The main reasons for absence are illness and some holidays taken within term time. Punctuality to school is good and enhances learning. Weekly class attendance and punctuality certificates are keenly contested.
40. High standards of behaviour both in school and outside prevail. Pupils are fully aware of the school rules, rewards and sanctions. There have been no exclusions and no inappropriate behaviour was observed during the inspection. Staff are consistent in their approach; parents praise the help given to pupils and value the standard of behaviour and the positive attitudes of pupils. Dinner staff are well respected and enhance high standards of behaviour at lunchtimes. Staff immediately sort out any incidents of bullying. Pupils consider staff to be fair and consistent. Awards and team points are keenly sought.
41. All staff have a very good knowledge of their pupils and effectively monitor each pupils' personal development. Pupils are given the opportunity to attend social skills sessions and a nurture group is available to help promote their confidence, independence and social skills. There is a good personal, social and health education programme in place and 'Circle Time' is used well to explore issues.
42. Arrangements to handle Child Protection issues are good. All staff are trained and vigilant, and good use is made of the professional agencies for advice. Pupils with special educational needs are well integrated and suitably supported. There is good provision to meet pupils' medical needs. There are sufficient trained first aiders and parents are contacted immediately if there are concerns. Regular fire drills and electrical checks take place and there are presently no health and safety hazards.
43. The monitoring of pupils' academic performance is good. This indicates a significant improvement from the previous inspection, which identified assessment procedures as an area for development. The assessment co-ordinator has worked hard to improve the assessment systems and effective procedures have been put in place since the previous inspection. Systems are now effective.

44. When children start the school, initial assessments are used well to ensure that they receive activities that meet their needs. Baseline assessment is used in the reception class to determine children's attainment on entry to Year 1. There are good systems in place to track pupils' progress in English, mathematics and science as pupils move through the school. Specific targets are set for pupils and subjects. These are regularly monitored by the assessment co-ordinator. Work is levelled and marked and a senior member of staff is involved with a group of teachers from other schools working on portfolios. Marking is purposeful and provides clear guidance for pupils to be involved in their own learning. Assessment data is carefully analysed and is used to evaluate progress. Some scrutiny of work by the co-ordinator has been carried out and this is helping to assist monitoring and appraisal of standards. Assessment in the other subjects is more inconsistent. Assessment is taking place, but as yet still being developed and refined. The school is on course to develop consistent assessment procedures in these subjects to support and inform future planning and teaching.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

45. The school continues to have very good links with parents and the community. Much work has been done to involve parents in the life of the school and their children's education.
46. There was a good response from parents both at the meeting, from the questionnaires and from parents spoken to during inspection. Parents' views are very positive and they value the work done by staff and the values taught. They confirm that their children are happy and like school. There were no real concerns. Parents are most pleased that the school is well led and managed, that staff are approachable, that teaching is good and that pupils behave well and are expected to work hard. The inspection team agrees with these views. A few parents did not feel that the school provided an interesting range of activities outside lessons. The inspectors' view is that the provision for extra curricular activities is very good.
47. Parents are kept very well informed through letters and newsletters, the prospectus and Governors' Annual Report to parents. Additionally, there are several notice boards for parents giving extra information. Evening meetings are held for parents to discuss the curriculum, including National Curriculum assessment tests. Induction evenings are held to inform new parents. Many parents discuss matters with teachers on an informal basis when they bring their children to school or collect them at home time. Reports to parents are overall satisfactory and comply with statutory requirements. Where reports are good they fully inform parents on strengths and areas for improvement.
48. Pupils of all ages benefit greatly from the many parents, grandparents and friends who help in the school with a wide range of activities. These include help in the classroom, with groups, trips, swimming clubs and practical work. Parents are actively involved in hearing their children read at home and are fully aware of the homework policy. Parents receive questionnaires every two years and this gives them the opportunity to express their views, to contribute to school policies and to improve the work of the school. Parents' consultation evenings each term, concerts and achievement assemblies are well attended and the majority of parents have signed the home/school agreement.
49. A successful Parent, Teacher and Friends' Association hosts a good range of charity, social and fundraising events that are well supported. Monies raised are used to improve resources to the benefit of all pupils. This includes the purchase of games equipment. They have recently financed a large proportion of the Grounds Project thus creating a pleasant learning environment.

HOW WELL IS THE SCHOOL LED AND MANAGED?

50. Leadership and management of the school are very good and this quality has been maintained since the previous inspection. The headteacher's very clear vision regarding the development and work of the school is very relevant and effectively implemented. This has led to the good

standards of provision, and the good levels of achievement by all pupils. There are signs of further improvement in attainment in some subjects as a result of management initiatives. This vision is clearly shared by other members of staff and governors, and together they are highly committed to improving provision and to providing high levels of care and support for their pupils.

51. The headteacher and other staff with management responsibility work well together to ensure effective provision and accurate identification of the school's strengths and weaknesses. The headteacher effectively monitors the performance of teaching staff and knows them well. She uses the outcomes of her observations effectively in continuously seeking improvement in the quality of teaching. She has a clear picture of where individual teachers' strengths and weaknesses lie, and she supports teachers' development effectively. This has led to improved quality in teaching since the previous inspection when it was judged to be satisfactory. Now there is no unsatisfactory teaching. Most teaching seen during the inspection was of a good or better quality.
52. Co-ordinators effectively monitor provision and standards in their subjects through analysing assessment data where available, scrutinising teachers' planning and through discussion with other teachers. Where the subject is a priority for development, curriculum co-ordinators are given the opportunity to work alongside other teachers or to observe other teachers teach. However, the curriculum lacks overall co-ordination. This enables them to identify where the school needs to improve what it provides. Co-ordinators prepare relevant documents detailing where the weaknesses are, what the school needs to do and how they are going to achieve the required improvement.
53. All people involved in the management in the school have a clear role and responsibility and are effective. The governing body is very involved in the running of the school and support the school whole-heartedly. Governors have a good understanding of where the school's strengths and weaknesses lie and what they need to do to improve the school. This is not simply based on the word and reports of the headteacher, but through governors' direct involvement in the life and work of the school. Each of the governors' committees is actively involved in the work of the school and the views and opinions of each are fed to the Finance Committee to help to inform the governing body's decisions. The committee structure is effective, the whole of the governing body works well together and within committees to support the headteacher well. The governing body meets its statutory responsibilities very well.
54. Members of the governing body are fully involved in both strategic planning and in the daily life of the school. They work with the headteacher and staff to produce a school improvement plan that is relevant to these pupils' needs and ensures that the school keeps up with national initiatives. Targets carry details on activities to achieve targets, time scales, resources, how development will be monitored, indicators of success and evaluation. In this way the school monitors its development very well and the school improvement plan is linked well to the finances available.
55. Financial planning is very good. This represents an improved picture to the previous inspection, when financial planning was judged to be good. The governing body adopts an effective system of regular budgetary review. It has four committees, curriculum, premises, staffing and finance, which meet every half term. In addition, the curriculum, premises and staffing committees meet prior to the finance committee in order that any financial considerations may be discussed and considered. The proposals are then presented to the full governing body. The impact of major spending is considered by all committees on a regular basis in order to assess value for money. Effective use is made of grants to support new initiatives and improve further the quality of opportunity for raising standards.
56. The financial statement indicates a high carry forward figure. There are items of purposeful, high expenditure planned for in this figure. These include development and refurbishment to parts of the school buildings and other maintenance costs. These are currently being actioned

and the school states that this will have the effect of an early reduction in this figure to within acceptable limits.

57. The Governing Body is effective and aware of the best value principles. Formal tenders are invited for items of major expenditure and professional advice obtained prior to final decisions being made. The school's administrative staff carries out the day-to-day financial management of the school effectively. Administrative procedures are well established and they adopt a helpful approach to staff, pupils, parents and visitors. This contributes positively to the smooth running of the school. The school has computerised systems for maintaining school and financial records. Procedures are unobtrusive and support the day-to-day running of the school well.
58. The accommodation overall is adequate for the number of pupils on roll. Much work has been done to improve the accommodation since the last inspection. Extensive refurbishment to the main entrance, administration area and toilets has been undertaken. In addition, the re-decoration, modernisation and upgrading of classrooms, hall and toilet enhances the appearance of the building. The lack of a grassed area on site restricts physical education activities. Sports Day, football matches and athletics in the summer take place on community playing fields, 1 mile walk away. The classrooms are light and airy. Displays celebrate pupils' achievements. The building and site are clean and well maintained. Although there is no disabled toilet, moveable ramps are available to aid access. Space is very restricted and storage safe, but difficult. The hall is large and used for assemblies, physical education, lunchtimes and other activities. The new information and communication technology suite in the annex is a valued addition and older pupils enjoy the playroom created with the upper playground. The special educational needs base is used well and is welcoming. The two libraries are bright and cheerful. The newly created garden and habitat area is well equipped and provides a pleasant and safe learning environment for younger pupils.
59. The school has fully implemented the recent changes to staff appraisal and performance management. Very good systems are in place. All teachers have objectives with appropriate timescales for review. These are related to school improvement initiatives, pupil progress and the continuing professional development of staff. The governors review the headteacher's performance objectives annually with the support of an impartial external adviser. The school uses local education authority guidelines to support the induction of newly qualified teachers. This allows for mentoring, some time away from teaching and professional development discussions. Strong teamwork within the school ensures that new members of staff feel welcome and supported. The school has sufficient teachers who are well qualified to teach the curriculum and to provide for the needs of the pupils throughout the school. The teaching assistants supporting each class are valued by the teachers and are effective in their role. They liaise closely with teachers, this together with their good knowledge of the pupils means that pupils are fully included in classroom activities. Their work has a positive impact upon behaviour, special educational needs support and classroom organisation and management.
60. The quality and range of resources provided by the school are appropriate for the full range of pupils in relation to their ages and needs. Teachers ensure that materials within lessons are sufficiently accessible to enable pupils to work independently as well as collaboratively. Resources for the teaching of literacy and numeracy are used well although there is insufficient use of the library to support pupils independent research skills. The computer suite provides good opportunities for pupils to develop their information and communications skills and also to support pupils' learning across the curriculum in appropriate manner.
61. The school's resources reflect the variety of pupils' interests, gender and cultural diversity, including those pupils with English as an additional language and special educational needs. More multicultural resources for music, history, geography and art would enhance pupils' learning in these subjects. All subject co-ordinators have audited resources in their subjects and continue to monitor their use. The principles of best value are applied when new resources are purchased. These are supplemented, wherever possible, by the effective use of external resources and visits to places of interest. This is particularly well established in religious

education where pupils have visited, a Buddhist Temple, Synagogue, Vihara and Church to enhance their knowledge and understanding of world faiths.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

62. To further improve the quality of education, and promote further development, the governing body, headteacher and the staff should address the following issues:

1. Improve provision for pupils' cultural awareness, especially the multicultural provision by:
 - planning, as an integral part of the curriculum, a programme of opportunities to raise pupils' awareness and to develop their appreciation of other cultures.
(Paragraphs 37, 96, 109, 110, 113)
2. Improve aspects of whole-school curriculum planning by:
 - developing a whole-school curriculum map to ensure appropriate breadth and depth of study in some subjects where this can be improved,
 - ensuring the progressive development of skills across the range of subjects within the whole curriculum.
(Paragraphs 28, 52, 72, 75, 118, 131)

The governors should also consider the following minor issue when preparing their action plan:

Improve the quality of writing in subjects other than English.

(Paragraphs 8, 109, 117)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	53
Number of discussions with staff, governors, other adults and pupils	32

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	6	39	8	0	0	0
Percentage	0	11	74	15	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents two percentage points.

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)	N/A	213
Number of full-time pupils known to be eligible for free school meals	N/A	14

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/A	3
Number of pupils on the school's special educational needs register	N/A	53

English as an additional language	No of pupils
Number of pupils with English as an additional language	12

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	5
Pupils who left the school other than at the usual time of leaving	6

Attendance

Authorised absence

	%
School data	5.5
National comparative data	5.6

Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	16	13	29

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	15	15	16
	Girls	10	11	10
	Total	25	26	26
Percentage of pupils at NC level 2 or above	School	86 (91)	90 (91)	90 (84)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	14	16	15
	Girls	10	10	10
	Total	24	26	25
Percentage of pupils at NC level 2 or above	School	83 (91)	90 (88)	86 (91)
	National	85 (84)	89 (88)	89 (88)

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

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	16	13	29

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	14	15
	Girls	12	8	13
	Total	27	22	28
Percentage of pupils at NC level 4 or above	School	93 (87)	76 (81)	97 (94)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	15	15
	Girls	10	8	12
	Total	24	23	27
Percentage of pupils at NC level 4 or above	School	83 (81)	79 (77)	93 (87)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	5
Black – African heritage	0
Black – other	0
Indian	5
Pakistani	3
Bangladeshi	0
Chinese	0
White	162
Any other minority ethnic group	9

This table refers to pupils of compulsory school age only.

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	3	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes:

Total number of qualified teachers (FTE)	9.6
Number of pupils per qualified teacher	22
Average class size	30

Education support staff: YR – Year 6

Total number of education support staff	5
Total aggregate hours worked per week	139

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	N/a
Number of pupils per qualified teacher	N/a
Total number of education support staff	N/a
Total aggregate hours worked per week	N/a
Number of pupils per FTE adult	N/a

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	0.5
Number of teachers appointed to the school during the last two years	1.5
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0

Financial information

Financial year	2001/02
	£
Total income	583051
Total expenditure	570719
Expenditure per pupil	2655
Balance brought forward from previous year	38679
Balance carried forward to next year	51011

Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0
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FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	213
Number of questionnaires returned	94

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	62	33	3	1	1
My child is making good progress in school.	51	44	5	0	0
Behaviour in the school is good.	37	59	3	0	1
My child gets the right amount of work to do at home.	28	60	6	2	4
The teaching is good.	52	44	0	0	4
I am kept well informed about how my child is getting on.	40	50	10	0	0
I would feel comfortable about approaching the school with questions or a problem.	71	27	1	1	0
The school expects my child to work hard and achieve his or her best.	62	35	2	0	1
The school works closely with parents.	35	53	11	0	1
The school is well led and managed.	62	35	0	0	3
The school is helping my child become mature and responsible.	53	42	2	0	3
The school provides an interesting range of activities outside lessons.	33	40	12	1	14

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

63. Good provision is made for children in the reception class and they make a good start to their education. The number of children who receive some form of pre-school education before entry to the reception class has now increased to 75 per cent. The school has established strong links with these settings, including the playgroup close to the school, and this ensures a smooth transition for children so that they settle easily into school life. There have been good improvements in the provision for children in the foundation stage since the previous inspection. The development of a secure outdoor play area with a range of different surfaces and resources has contributed significantly to this. The reception class is well organised at all times and with a wide range of interesting activities, which help structure children's learning through play. The school has maintained its good links with parents.
64. Teaching in the foundation stage is good overall with some very good teaching seen. Management and organisation of the reception class is effective and routines are well established so children are lively and keen to learn. Both the teacher and classroom assistant have high expectations for children's progress and achievement. Teaching is well matched to their stages of development. The reception teacher works closely with the Foundation Stage co-ordinator and the well-planned curriculum is carefully constructed from the 'stepping stones' for the Early Learning Goals. Regular assessments inform the good weekly planning that is now in place, and help with the preparation of a stimulating range of tasks that contribute successfully to the quality of children's learning and the standards they achieve. Baseline assessments carried out when children enter the reception class indicate that their attainment on entry is in line with that expected for children of this age. Early identification of children with special educational needs ensures that they receive good support from the teacher and nursery nurse. All children have equal opportunities to succeed.

Personal, social and emotional development

65. The teaching of personal, social and emotional development is good and children's progress is commendable and exceeds the standards expected in the early learning goals. Children are happy and have good relationships with adults and treat each other and their environment with respect. They are polite and friendly with good standards of behaviour so that learning takes place in a warm, secure and pleasant environment. The children share, take turns and co-operate with each other and work well as individuals and also as part of a group. When given the opportunity, they show good levels of independence in choosing activities and are pleased to take on responsibility and carry out tasks such as tidying up with increasing levels of reliability. They take responsibility for changing into their PE kits and store their clothes in neat bundles to aid their dressing on return to the classroom. Their behaviour is very good during movement around the school and when on visits to places of interest.

Communication, language and literacy

66. Good steps are taken to develop children's communication, language and literacy skills through planned and opportune moments that arise, such as the visit to the farm and the sharing of books and information. The quality of teaching is good. An air of expectation is created so children are eager to learn. Staff are well prepared to anticipate children's needs and to develop children's speech and language during activities such as painting and structured play and also in the role-play areas. Children enjoy sharing stories and are keen to participate in any discussions by relating their own personal experiences. They willingly take turns when responding to questions and talk enthusiastically about the pictures or events in the story they have enjoyed. They show good levels of concentration and enjoy opportunities to express their ideas and feelings. They recognise when characters in the story are pretending to be sad, respond well to humour and sequence the events well. Children join in with rhyming words and with any repetitive elements in the text. By the time they enter the next class, the majority of children

demonstrate a suitable range of reader like strategies and early reading skills. The more able children show considerable understanding of story structure.

67. The teaching of basic skills is good so pupils use their phonic knowledge well to support their reading and writing and consequently, children make good progress in reading and writing. Most children are aware of the purposes of writing and make marks, symbols and invented 'words' to record orders and lists in the class shop. They write speech bubbles recording characters' ideas, and more able children attempt writing for a variety of different forms including their personal response to stories. The majority use pencil correctly and manipulate them with good control to form recognisable letters. Their skill in writing develops securely from overwriting to independent writing. The majority of children attain well in the early learning goals for writing.

Mathematical development

68. Children make good progress in mathematical development due to the good quality of teaching and the majority exceed the early learning goals at the end of the reception class. Planned activities ensure children explore everyday materials and mathematical resources that provide them with opportunities for counting, sorting and matching. The majority of children are able to count to ten and beyond, recognise the numerals one to nine and place objects and numbers in order. They are familiar with larger numbers from their everyday lives such as the number of children present in the class. They are beginning to understand the concept of two more and two less and can name the number before and after a given number. Structured discussions of shape, size and position extend the children's understanding and their use of mathematical language during numeracy sessions, whilst they are at work at their tasks. For example, they use more or less to compare two numbers, heavier and lighter to compare quantities and they understand the concept of half full. Children use money purposefully in the class role-play area when they order food in the 'café' and recognise 2p, 10p, 50p and £1 coins. They accurately check the price of goods on the café wall menu and try to match the costs for customers. Their use of mathematical ideas and methods to solve practical problems in their imaginative play is developing well. They make good progress overall.

Knowledge and understanding of the world

69. Wherever possible, the early year's staff capitalises on children's interests to plan real life experiences in order to build on and extend their knowledge and understanding of their world. The quality of teaching is good and effective use is made of visits in the locality. During the inspection, children responded enthusiastically to a visit to a farm. Accompanying adults successfully used this opportunity to foster children's natural curiosity. They encouraged children to explore and recognise features of living things, ask questions and talk about their observations. All children responded with exemplary behaviour. Photographs and pictures are used successfully to encourage discussion about daily activities and they understand the concept of change, especially that concerned with their daily life such as meal times, birthdays and holidays and other past events. Children are keen to talk about where they live and about people who help them. They record changes in the weather, grow plants and develop sound understanding of the conditions that plants need in order to grow. They explore and select materials for making and building different objects developing suitable skills such as cutting, sticking and joining. They use technology where appropriate to support their learning, including the computers in the classroom. They make good progress and are well prepared for work in the national curriculum.

Physical development

70. Most children show sound physical development and they make satisfactory progress overall in their physical skills. Although the school has responded well to recommendations in the previous report and provided facilities for outdoor play, this new area is not fully exploited on a daily basis. Children use tricycles and other robust play equipment mostly in a safe and sensible manner and show increasing co-ordination, balance and control. Outdoor play is not always structured to ensure the full development of their physical skills. All children enjoy working

with a parachute, which enhances their levels of co-operation and collaboration. The quality of teaching overall is satisfactory and during weekly physical education lessons is good so that most children show a growing awareness of themselves and others as they move in different ways around the hall. They respond immediately to instructions in the indoor environment and work well as individuals and in pairs. They are aware of the effect of exercise on the bodies and the need for healthy and active lifestyles. They handle large footballs deftly, stop the ball correctly before passing sensibly to a partner. They respond well to new suggestions and most are willing to demonstrate their skills to others by the time they pass into Year 1.

Creative development

71. As a result of satisfactory teaching, children make appropriate progress in their creative development and they are beginning to respond creatively to what they see, hear and feel. They achieve the early goals by the end of the year. Regular opportunities are provided for cutting, sticking and building and they handle a range of simple materials and use scissors successfully to make a range of models. Completed work is displayed artistically and contributes to their self-esteem; children produce colourful paintings of themselves and familiar objects in their environment, such as the crossing patrol person. An appropriate range of materials is provided for them to make choices when decorating their hand puppets. Children adapt the prepared templates to make a range of recognisable creatures such as an octopus, chick and ladybird. They use other media and marking implements to draw and colour with increasing control. Work with malleable materials is less well developed although they work hard at moulding and shaping play dough. Overall, their manipulative skills with construction materials are satisfactory. During music sessions, children show great pleasure and enjoyment in singing together and have learned a wide range of action songs. They sing two part rounds well such as London's Burning maintaining their own line well. This is an activity expected of older children. They recognise a range of instruments and suggest different ways of playing them such as loud or soft but are not yet able to keep in time with the song being sung. They can, however, clap a steady beat and are interested and responsive.

ENGLISH

72. Pupils at age seven reach standards in line with those nationally expected, whilst those aged eleven attain standards above those expected nationally. There is some variation in the year groups but the trend is generally upward. This is generally consistent with the National Curriculum Assessment test results. At the end of Year 2, standards are above average in speaking, listening and reading and average in writing. This represents expected progress since the pupils started in Year 1. Their achievement is satisfactory. At the end of Year 6, standards are above average in speaking, listening and reading and are average in writing. This represents good achievement for this group of pupils since they started in the juniors. The school has focussed particularly on raising standards in writing and this is beginning to be effective. However, there are still weaknesses in standards in writing in subjects other than English. This represents an improvement from the previous inspection when standards at both key stages were judged to be in line.
73. Inspection evidence shows that standards in speaking and listening are above those expected for both seven and eleven-year-olds. Pupils mostly listen carefully to the teacher, other adults and each other. Exciting opportunities are provided for pupils to develop speaking and listening skills, for example, in Year 1 in a design and technology lesson when pupils were working in pairs using 'mod roc' to make a shape of their hand and they discussed their ideas together. The oldest pupils are articulate, confident speakers in small groups or when addressing the class. For example, in Year 5 when pupils discussed the 'cam principle' and used appropriate vocabulary to explain confidently their different approaches.
74. Pupils make good progress in reading throughout the school and at the end of Year 2 many attain levels above those expected, whilst by the end of Year 6 the majority attain standards above those expected. Reading skills are well taught in the literacy hour, for example, phonics and

punctuation, using picture and context clues. Pupils are given varied opportunities to read in school, individually to an adult and silently, as a group within the class when addressing their various tasks. There has been an emphasis on reading, which has had a positive effect and all pupils who were heard to read identified an enjoyment of reading. Almost all read at home. The more skilled readers read silently to themselves at home but on some occasions read to their parents. This shared reading and shared enjoyment, encourage the use of books and the pleasure they bring. The younger and less able readers also read at home to their parents and pupils speak affectionately of these experiences. Many pupils use the local library accompanied by their parents and all these strategies have impacted on standards and raised them since the previous inspection. Pupils with special educational needs and those with English as an additional language are heard to read regularly by their teachers or classroom assistants. The older pupils read fluently and with understanding and expression. The good reading skills enable pupils to undertake effective research in other subjects, such as science, history and geography. Many pupils understand and can use higher reading skills, such as skimming and scanning. They know how to use dictionaries and are encouraged to use them when unsure of a spelling. They know how to find information in non-fiction books, using the contents and index pages.

75. In writing, observed standards for seven and eleven year olds are in line with national averages. The National Literacy Strategy has been effectively implemented. Planning is very detailed and shows clear learning objectives. Good quality resources have been purchased to enable teachers to meet the needs of all pupils. Pupils at both key stages use exercise books and presentation is usually of good quality. However, often there are occasions when pupils across the age ranges fail to use basic punctuation. Spelling is well managed for the older pupils and in a Year 5 class a spelling test was observed, which emphasised its importance and the constant need for reinforcement. Homework is used appropriately to promote pupils' learning. Pupils work quietly during registration and during their tasks, except in practical tasks when there is generally a healthy, enthusiastic buzz. The area requiring further consideration is the continued development of extended writing in other subjects such as history and geography. Handwriting is developing well and throughout the school, handwriting is legible and pupils take care with their presentation.
76. The quality of teaching is good overall. It is satisfactory at Key Stage 1 and good at Key Stage 2. The pace of lessons is generally brisk and pupils remain focused. Tasks are well matched to pupils' ability. Lessons are well structured so pupils can build on previous learning. Planning is of generally high quality, which identifies clear learning objectives and interesting challenging tasks. As a result, pupils display positive attitudes to learning in literacy. They listen carefully to teachers and are active learners. Classroom assistants are used effectively, they are well informed and provide good support in class. There is evidence of good evaluative marking in pupils' books, which assists pupils to move forward. Aspects of information and communication technology, such as word-processing and programs to support basic language skills such as spelling, are used well.
77. Management of literacy is good. The co-ordinator monitors planning carefully and has observed all teachers teaching literacy. Her reports are of high quality, identifying clearly the strengths of elements taught. This represents good practice and promotes consistency of approach as well as confirming the standards in each class. This strategy is supported by scrutiny of books and the continuing development of this approach would ensure that monitoring of planning, teaching, learning and standards are secure. There are good assessment procedures in place and used well by teachers. These support not only the day-to-day assessment but also the more formal assessment, which assists in informing future planning and teaching. The school has invested in good resources in the National Literacy Strategy and good use is made of these.

MATHEMATICS

78. Current standards are above average for seven and eleven-year-olds. This is a good improvement since the previous inspection. Progress is good throughout the school and this is also an improvement. Overall, achievement is good because the majority of pupils start in Year 1 with

above average standards, and these are maintained throughout the school. Pupils with special educational needs and those with English as an additional language make good progress. This does not reflect the average results of the National Curriculum assessment tests in 2001, which were average. The school has recognised the lower than average percentage of pupils gaining the higher Level 5 at the end of Year 6. They have appointed a teacher to provide extension work for higher attaining pupils and this has been effective in raising overall standards and particularly for these pupils. The school now has a good proportion achieving at this level.

79. Current standards in Year 2 are above average. All pupils have a secure understanding of number and are able to calculate using addition, subtraction and multiplication. Pupils use their knowledge and understanding of number to translate a written problem into a mathematical sum, being able to choose the appropriate operation in order to solve the problem correctly. When working out the answers to these questions they show good mental strategies, for example, adding and subtracting two digit numbers accurately. Most pupils are able to work out the answers to problems that have more than one step to them and are able to explain clearly the method they are using to find the answers to the problems. They work very quickly and show a good knowledge and understanding of number and apply this very well to solving problems. They have a good knowledge of shapes and know the names and basic properties of common two and three-dimensional mathematical shapes, and how to sort out objects into different categories, using the properties.
80. Standards remain above average when pupils are eleven. Higher attaining pupils, about a third of the current Year 6 group, are working at levels above and sometimes well above expectations. The school's average attaining pupils are working at levels as expected for their ages and occasionally above national expectations. Lower attaining pupils are generally working at average levels for their age. This means that attainment is above what would be expected for a class of this age. This picture is reflected in other year groups.
81. By the end of Year 6, pupils' knowledge and understanding of number is good. Pupils can calculate, using all four operations with numbers to two decimal places and they apply these skills well when solving problems. Higher attaining pupils have a very secure knowledge and understanding of fractions, percentages and decimals, and apply these to good effect when they work out the answers to everyday problems. Pupils have a thorough understanding of shape and angle. They can draw and measure angles to the nearest degree and have a very good knowledge of the properties of different triangles and quadrilaterals. Higher attaining pupils use this knowledge and understanding to work out areas of shapes and volumes of solids. They have gone beyond simply counting squares and cubes, but accurately use formulae in their calculations. Pupils handle data well and process a sample to produce frequency diagrams and calculate the different forms of averages. Higher attaining pupils used the data from the 1966 World Cup to produce complicated but clear bar charts, in which each column represented more than one set of data. During the lesson they showed their ability to read and interpret complicated tables of data. Lower attaining pupils work with simple data samples, whilst average and higher attaining pupils work well with more complex samples. Pupils in Year 5 are already familiar with probability and accurately classify events in order of the likelihood of them happening. This is what is expected of older pupils and these are already ahead of expectations.
82. The overall quality of teaching is good. During the inspection, teaching was consistently good and there was no unsatisfactory teaching seen. This is an improvement since the previous inspection, when teaching was judged to be satisfactory in the junior classes. Teachers have a secure understanding of mathematics. They use mathematical terms accurately and encourage pupils to use them in their replies to questions. Basic mathematical and numeracy skills are taught effectively from an early age and are systematically developed as pupils get older. Teaching is rigorous and often retains an element of interest and challenge, such as higher attaining pupils in Year 6 analysing World Cup data, highly topical at the moment. Planning is appropriately based on the National Numeracy Strategy. Group work that follows the main teaching session is carefully planned so that it extends pupils of all abilities. Teachers ask appropriate questions of different groups of pupils and this extends effectively pupils' learning. This was seen in a Year 3 lesson when more-able pupils were asked open-ended questions, such

as “What is strange about this number pattern?” This type of question stimulates pupils to think effectively about their answers and explanations. Most teachers have high expectations of their pupils, and set a good example in their own practice, using rulers to draw lines on white boards, and insisting on accurate answers. All teachers manage their classes effectively and relationships are consistently good. Materials are carefully prepared and ready for use so that each part of the lesson can move forward briskly with little or no time lost.

83. The overall quality of learning is good, especially in the lessons when the group work challenges pupils at different levels of difficulty. Good learning is seen when pupils are intellectually and creatively tested, such as Year 5 pupils discussing the probability of different events in their lives. Pupils enjoy explaining their answers in mental work and benefit from the high level of skills teaching they receive. Pupils with special educational needs or of lower ability make good progress in all lessons because teachers take care to include them in all the activities, alter the level of difficulty in questions and ensure that they receive good quality support from an adult in their group work. Pupils respect each other, and everyone enjoyed the success of other pupils, such as in Year 6, one pupil made up a fraction domino game with some difficult fractions on his tiles. Other pupils were appropriately impressed and complimented him on his achievement. Information and communication technology is used well to support learning in mathematics. Learning was good or better in virtually all of the lessons observed because the pupils concentrated hard, they learned new skills and had a clear idea of how well they were doing and what they needed to do to improve.
84. The subject is well managed by a knowledgeable and keen co-ordinator. He has a clear understanding of the strengths and areas for development within mathematics and is committed to maintaining high standards and improving them where needed. He has carried out a helpful evaluation of practice and standards through direct observation of lessons and by looking at teachers’ planning and pupils’ books. He is using this information, and the school’s records and analyses of pupils’ attainment in national and other tests, as the basis for future improvement.

SCIENCE

85. Inspection evidence shows that standards are average by the time pupils are seven and above average by eleven. Standards have improved since the previous inspection largely because the quality of teaching and planning is better. In the previous report, a lack of challenge for higher attaining pupils was noted as a weakness. Satisfactory progress has been made on this issue with, for example, pupils sometimes being asked to undertake follow-up investigations to extend their thinking. Often, however, pupils are asked to record their work in the same format and opportunities are missed to introduce more sophisticated techniques to higher attaining pupils. Children start school with average knowledge and understanding. Their achievement, therefore, is good overall.
86. Pupils are provided with good opportunities to undertake investigations. Most pupils can choose the right equipment appropriate for an investigation and observe carefully proceedings. By the end of Year 2, pupils perform simple tests and many are in the earliest stages of predicting what might happen. However, predictions by younger pupils are not always linked to the outcomes of their work. Older pupils can predict sensibly using scientific ideas, and many recognise the need to repeat investigations. Higher attaining pupils in Year 6 are able to evaluate their investigations and suggest improvements to their work. Throughout the school, pupils use the correct scientific vocabulary in lessons.
87. The school has made good progress in the teaching of living and life processes, which it identified as a priority last year. Their knowledge and understanding of living things develops well as pupils move through the school. By the end of Year 2, pupils have a sound understanding of basic characteristics of human, animal and plant life. By the end of Year 6, all pupils understand the interdependence of animals by studying food chains and have a good knowledge and understanding of basic features that support this. They have a sound knowledge of materials and their properties. Most pupils in Year 2 can explain differences and similarities

between a range of materials and are beginning to classify natural and man-made materials. By the end of Year 6, most pupils can suggest several ways of separating mixtures and give examples of how some materials can be changed permanently and others can be returned to their original appearance. Pupils' understanding of physical processes is good. By the end of Year 2, pupils can identify different sources of light. They are confident when working with simple circuits and know the dangers associated with electricity in the home. Most pupils understand what is needed to make an electrical circuit and that varying the number of components in a circuit will alter the brightness of a bulb. By Years 5 and 6 pupils correctly use appropriate electrical symbols and terms in recording their findings. They recognise that forces can be controlled to act in a particular direction when, for example, investigating the compression of a spring.

88. The quality of teaching throughout the school is good. This has ensured that all pupils, including those with special educational needs and high attaining pupils, make good progress in their learning. Objectives are always made clear to pupils at the beginning of a lesson, so that they know exactly what they are hoping to achieve. Teachers employ effective methods to keep pupils interested in science. For instance, in one lesson observed during the inspection, Year 1 pupils at first listened attentively to the personal gardening experience of the teacher while living in Australia. They were then amazed to see huge banana leaves similar to those discovered by the teacher while she was clearing the garden. This made a good contribution to pupil's spiritual development. One group took delight in feeling and measuring the leaves while other groups undertook related investigations, as part of their study of plants. Such carefully planned and organised lessons ensure that pupils' natural curiosity is exploited to the full. The balance between oral, practical and written activity was also well achieved in other science lessons observed during the inspection. Homework is sometimes used to enrich lessons in interesting ways.
89. Teachers make effective use of science lessons to promote the application of mathematical skills. For instance, in one good lesson, Year 3 pupils produced graphs to show the varying length of shadows cast during the week. Measuring of length and time for example, are important features of some lessons and good use is made of pupils' numeracy skills. However, basic skills in literacy could be improved by extending the range of pupils' writing and encouraging more regular use of reference sources to support investigative work. Limited use is made of information and communication technology to support pupils learning in science. However, the co-ordinator is aware of this area for improvement and resources have been recently acquired to this end. Science makes a good contribution to pupils' spiritual development. Younger pupils wonder over changes in nature at appropriate times through the seasons as the school uses its pond and other resources to good effect. Pupils are well supported in their science work through the school. Pre-tutoring groups are arranged in which lower attaining pupils in Years 4, 5 and 6 discuss learning objectives ahead of class lessons, so they have a clear understanding of what they are to learn. Because of this kind of support and interest, pupils' attitudes to science are positive and they behave well in lessons. They are therefore making good gains in personal development.
90. The management of science is good. Planning is good and all aspects of the science curriculum are covered. Assessment of pupils' learning has improved since the previous inspection and the school is now in a better position to use the data it collects to inform future planning. For example, the school is aware through monitoring that in recent years girls have done less well than boys in science and has started to consider possible reasons for this by, for example, reviewing classroom organisation. While pupil performance in the knowledge aspects of the science curriculum is closely monitored, the school does not track so well progression in the development of scientific skills. Resources are adequate for teaching science and are used well by teachers and pupils alike. Pupils share equipment in a co-operative manner and work well in small groups.

ART AND DESIGN

91. Pupils' attainment in art and design is at the level expected for pupils aged seven and eleven. Progress for all pupils, including those with special needs and those with English as an additional language is satisfactory in painting and basic artwork but the development of creativity and individual style is less evident. Standards are at a similar level to those at the time of the previous inspection.
92. Displays in Infant classrooms show that pupils are developing appropriate skills needed to use a paintbrush to a desired effect. They mix colours achieving a satisfactory balance to create a reasonable tone of colour. In junior classes, painting skills develop satisfactorily. Year 6 displays of portraits of other pupils indicate that they have the basic skills of drawing and painting. Faces are accurate in shape and proportion. Colours are generally mixed accurately and applied satisfactorily, but the portraits lack character and expression. This aspect of their work is generally at the level expected of younger pupils. However, when their paintings are copies of other art styles, the quality is better. For example, in their paintings of piece of art seen on canal boats, they did not have to capture expression. Shape and composition were accurate and the colours bright. Some pupils are progressing to painting without drawing their pictures first.
93. In a Year 1 lesson, pupils showed appropriately developing skills in working in three dimensions. They used 'modroc' effectively to produce sculptures. They used glue effectively to add pieces of materials. Their designing skills are good. Pupils are able to describe why they made their design decisions, including those on shape and colours used. By Year 6, pupils use modelling clay satisfactorily to make sculptures of Sherlock Holme's deerstalker, linked with an end of term production. They now add texture to their sculptures by pressing in pieces of muslin to give the effect of fabric. Shape and scale in their models are satisfactorily preserved.
94. In lessons, the attitudes and behaviour of the pupils are good. Pupils handle materials and tools carefully and take care to listen to instructions. They discuss their work and generally share equipment readily.
95. In the lessons seen during the inspection, the quality of teaching and learning ranged from satisfactory to very good. It is satisfactory overall. Lesson planning is satisfactory and includes lesson objectives that ensure that pupils clearly understand what is expected of them. Teachers' subject knowledge is satisfactory. However, teaching lacks sufficient challenge to teach more complex art techniques and to challenge pupils to work independently and imaginatively to a level of personal excellence. Teachers provide suitable opportunities for pupils to discuss their own and others' work and pupils respond well.
96. Art is not used imaginatively enough and much of the work seen in the inspection was in support of other subjects such as their canal topic or designing a set for the end of term production. Works of famous artists are not prominent around the school. There is only limited evidence that pupils are given the opportunity to appreciate a good range of the work of artists from cultures other than their own. The provision for art and design is currently in a transitional stage. They are now following national guidelines based on National Curriculum programmes of study. The curriculum manager intends to lead development in a wide range of aspects of the subject, including curriculum development, monitoring standards and establishing suitable assessment procedures. There has been little training for teachers to ensure consistency in developing skills, knowledge and understanding throughout the school. There is an art club, which provides a valuable learning opportunity for the small number of pupils who attend.

DESIGN AND TECHNOLOGY

97. Standards in design and technology are above the standards expected for seven and eleven-year-olds. All pupils, including those with special educational needs and pupils with English as an additional language are making good progress in designing, making and evaluating their work and that of others in a constructive way. This reflects an improvement from the previous inspection, when results were judged to be in line with expectations. This supports learning well and provides good opportunities for their personal and social development, as well as promoting

their speaking and listening skills. In a lesson observed in Year 5, the classroom was transformed into a workshop where some pupils were designing, others measuring, some drilling and sawing and others cutting around a template.

98. Younger pupils are developing good skills in designing and making moving models. For example, Year 1 pupils were making moving pictures relating to the story they were reading. In Year 2, pupils had made a winding gear with a hand mechanism operated with a piece of dowelling rod to control the turning movement. Pupils are given good opportunity to discuss, describe and record how they proposed to make their mechanism or in the case of food technology, their healthy sandwich.
99. Attainment at the end of Year 6 is above the expected level. Throughout Years 3 to 6, pupils are given a variety of opportunities to design and make. They use various methods of joining, improve their skills in using tools, such as saws, bench-hooks and hand drills. When they have completed their models they evaluate them and consider how they may be improved. Their good knowledge and understanding is evident in the systems they devise when designing and making a toy with moveable parts using the “cam principle” or designing and making a fairground model driven either by hand or by electric motors.
100. The quality of teaching is good. Lessons are well planned and well supported with good resources. Teachers question well and expect pupils to respond with full answers. For example, in the discussion in Year 5 when pupils were using tools, they were aware of why it was necessary to wear safety goggles. They use the correct vocabulary and explain confidently how the “cam principle” works. After initial class discussion and practical activity, pupils use their initiative. The teachers do not over direct pupils’ work. Pupils are encouraged to choose materials and methods for the practical activity. This makes a good contribution to pupils’ personal development. Pupils with special educational needs and English as an additional language are well supported by teachers and classroom assistants, so they also develop similar levels of independence.
101. Pupils listen attentively to instructions and follow them carefully. For example, pupils were very much aware of the importance of measuring accurately before attempting to drill or saw. Behaviour is good and pupils share equipment sensibly and listen carefully to advice and guidance from the classroom assistant when using tools. From the lesson observed and scrutiny of models in all classes, the degree of challenge is high and work is well matched to ability.
102. The co-ordinator is effective. She keeps a co-ordinator file in which all relevant details are kept, including such items as meetings, samples of work, schemes of work, resource audit and cost of resources. She is committed and developing assessment procedure well. She is very much aware of what goes on in other year groups and monitors the situation well.

GEOGRAPHY

103. Standards are in line with national expectations at the ages of seven and eleven. This judgement is similar to the last inspection and improvement in the subject has been satisfactory. The achievement of the majority of pupils is satisfactory in both infant and junior classes. Pupils with special educational needs and pupils with English as an additional language make sound progress because they receive appropriate support in lessons, for instance through the effective deployment of classroom assistants.
104. In both infant and junior classes, pupils demonstrate satisfactory knowledge of different places around the world. By the end of Year 2, pupils can talk about their homes and locality with some confidence, although their knowledge of St Lucia, as a contrasting locality, is superficial. Higher attaining pupils can recall some basic factual information about the island, but understanding of environmental quality is very limited. By the end of Year 6, pupils have satisfactory knowledge of different continents and can use appropriate geographical vocabulary in their descriptions. For instance, pupils in Year 6 are able to describe the features of rivers, including meander, flood

plain and source. They demonstrate a satisfactory grasp of physical processes, such as erosion when studying rivers.

105. Appropriate fieldwork opportunities are provided in the locality. Younger pupils explore the school grounds and can describe physical and human features therein. By the end of Year 2, pupils are developing enquiry skills by observing and collecting information, following directions and using sources, such as photographs, to answer particular questions. By Year 6, most pupils have acquired a satisfactory range of geographical skills. Mapping skills are progressing satisfactorily as pupils move up the school. Year 1 pupils draw simple maps showing their journey to school and by Year 6, pupils are able to read Ordnance Survey maps, correctly interpreting an appropriate range of symbols.
106. Pupils' knowledge of environmental issues is developing satisfactorily. Pupils in Year 5 enthusiastically investigated the potential impact of building a new supermarket on the site of an old bus depot in Quinton. This topical project produced many good learning gains for pupils. They demonstrated a growing confidence in collecting and evaluating evidence, reading local maps and other sources, and drawing conclusions. Above all, pupils recognised the importance of debating real issues through their geography and developed key social skills, for example in listening to different viewpoints.
107. Although it was only possible to see one geography lesson, based on a scrutiny of planning documents and pupils' work, along with discussions with teachers and pupils, the quality of teaching and learning is satisfactory. In this lesson, Year 5 pupils were motivated by well-constructed activities based around the proposed development of a local derelict site.
108. Pupils demonstrate positive attitudes towards their geography lessons and particularly enjoy fieldwork. They enthuse over residential visits and behave themselves very well while on site. In this regard, the subject makes an important contribution towards developing pupils' social skills.
109. Basic skills in numeracy, literacy and information technology are adequately developed through geography. This includes interpreting data, presenting their findings as graphs, and referencing a range of source material, such as leaflets. Year 4 pupils write imaginatively about their journey along rivers abroad, such as the Orinoco, and in so doing develop their cultural understanding. However, the quality and range of writing developed within geography could be better throughout the school. This was mentioned in the previous report. Improved provision of information and communication technology resources, including research on a canal web-site and using the digital camera, is beginning to have an impact on raising standards in geography in Junior classes. Nonetheless, opportunities for older pupils to develop independent research skills by asking and investigating geographical questions are underdeveloped.
110. Subject leadership in geography is good. Assessment strategies have been implemented using expectations set out in the government-approved scheme of work as criteria to guide teachers, but it is too early to say whether this is having an impact on raising standards. The adequate supply of geography resources is generally well used, although opportunities for pupils to use atlases and globes to develop location knowledge and understanding of different countries could be extended. The school does not make sufficient use of the multicultural background of its pupils in further promoting geographical awareness. Visits are arranged to develop pupils' knowledge and understanding of issues relating to sustainable development. For instance, pupils in Years 5 and 6 visit the Botanical Gardens and focus on challenges facing the management of the rainforests as depicted in the 'Tropical Zone'.

HISTORY

111. Standards are in line with national expectations by the ages of seven and eleven. Standards have been maintained since the previous inspection. Achievement for all pupils, including those with special educational needs and pupils with English as an additional language, is satisfactory.

112. Pupils in infant classes are developing awareness of changes in their own lives and adults around them. Year 1 pupils are able to sequence correctly simple pictures from different time periods. By the end of Year 2, pupils have acquired an adequate grasp of chronology. For example, they can describe differences between photographs of schools about 100 years ago and today. They recognise that transport, clothes and houses have changed over time. By the end of Year 6, most pupils use dates and historical terms accurately to describe the main characteristics of different periods studied.
113. Pupils' knowledge of local history is good. Infant classes interview local people and gain insight into personal histories. Year 4 pupils demonstrate a growing understanding of changes in canal life while Year 6 pupils have used maps and photographs of Birmingham to examine wider urban development. In one lesson observed, Year 6 pupils were introduced to the origin of Birmingham and other local place names, gaining knowledge of Anglo-Saxon influences that remain today. Through fieldwork, Year 4 pupils are aware of the contribution of James Brindley towards the building of the Birmingham canal. Older pupils are aware of the importance of the Cadbury family in local history. But throughout the school, knowledge of famous people and events from different cultures could be extended.
114. Pupils develop satisfactory historical enquiry skills through using a range of historical sources. Infant classes learn to acquire information from adults, photographs and television programmes. Older pupils are beginning to select and record information that is relevant to their enquiry. By the end of Year 6 pupils know that information can be obtained from such sources as newspapers, books, web sites and contemporaries. However, too few pupils in Year 6 are able to evaluate information sources.
115. The quality of teaching in history is sound throughout the school. This ensures that the majority of children, including those with special educational needs and pupils with English as an additional language, achieve the standards expected. Overall, lessons are well planned and pupils engage in a variety of historical activities appropriate to their age. In better lessons, teachers find out what pupils already know before asking focused questions to take learning forward. Year 4 pupils, for instance, wanted to know why and when canals were built in their local history study. Infant and junior classes learn about history through a range of methods such as visits, television programmes and eyewitness accounts. However, pupils in Years 5 and 6 are less secure in their knowledge and understanding of why accounts of the past differ. Few older pupils question what they are being told.
116. Pupils' interest in the past is well developed by effective use of learning resources such as school log and punishment books in Year 5. Artefacts are also used to good effect as when Year 1 pupils learn about changes in domestic life during the twentieth century. They make good learning gains when visitors, such as enthusiasts of the Roman army, shared their expertise in the school. They enjoy acting out episodes from the past, particularly in front of wider audiences beyond the classroom, such as school assemblies. Most Year 6 take care in presenting their own projects on aspects of life in Britain since 1930. The better projects, which result in pupils working on primary sources, help develop independent research skills.
117. Information and communication technology is well taught in the context of pupils' history work. This is an improvement since the previous report when information technology was underdeveloped. Year 2 pupils are able to download pictures of schools in the 1920's, while Year 4 pupils make good use of web sites related to their study of the Birmingham canal. Opportunities to develop pupils' writing through history are less well developed. Year 6 pupils write letters as evacuees in Wales during the Second World War. Teachers make good use of history lessons to extend pupils' vocabulary. For instance, in their study of the Romans, Year 3 pupils learn and correctly use terms such as toga, tunic, legion and villa. But throughout the school, particularly in junior classes, the scope of writing in history is limited.
118. The co-ordination of history is good, based upon secure subject knowledge and understanding. The enthusiastic subject leader provides an appropriate role model for colleagues and pupils. Pupils' progress is monitored well through good assessment procedures. The school teaches

more areas of study than required by the National Curriculum. This means that pupils do not have the time to develop sufficient depth of knowledge and understanding for a particular period. Consequently, learning is sometimes superficial. The co-ordinator is aware of this and has planned a review of the history scheme to ensure appropriate balance and breadth for each year group.

INFORMATION AND COMMUNICATION TECHNOLOGY

119. Pupils achieve well and by the time they are eleven, attainment in information and communication technology is above that expected for pupils of this age. It is as expected for seven-year-olds. This is a significant improvement on standards at the time of the previous inspection, when they were judged to be unsatisfactory. Since the previous inspection, the school has had a new suite of computers and provided training to improve teachers' expertise. This has resulted in better teaching and greater opportunities for pupils to practise and develop their information technology skills. Standards have therefore improved significantly, particularly in the light of far higher demands and expectations nationally. All pupils, including those with special educational needs and pupils with English as an additional language make good progress. They are all fully included in lessons and have the same opportunities to make progress.
120. Younger pupils use computers effectively to support number work. They show good skill in using the mouse to 'drag and drop' numbers round the screen. They do this accurately and quickly. When starting this activity, pupils are good at logging into their own personal files and access the appropriate number program easily. By Year 3, pupils are showing further developing information technology skills. They are able to enter information into a database accurately and competently and then confidently convert this information into different forms of graphs. They have sufficient knowledge of the program to make informed choices on the type of graph they want and then they design the colours of their columns, by using different files in the program well. Year 4 pupils use the Internet to good effect. They accessed a canal web site to find a good range of information on canals. They were able to access details about Brindley Place, which they visited, and some pupils found out about canal art in preparation for their art lesson later in the week. By the time pupils are in Year 6, their computer skills are sufficiently well advanced to enable them to prepare a Power Point presentation. They are very confident and use the package well to make slides with moving text, pictures and sound. Each of these slides gradually builds up and when put together they tell a graphic and animated story, of the Dopey Dolphin for example. This is expected of older pupils and clearly represents the good progress and high standards achieved. During these tasks, pupils show good routine skills. They access programs, use them competently and close down, saving their work successfully. Year 6 pupils demonstrated that their word processing skills are good.
121. The quality of teaching is good and enables the pupils to make good progress. Most teachers have secure subject knowledge, and the curriculum co-ordinator has a very good knowledge and understanding of the subject. He leads most lessons and provides good instruction for the pupils whilst providing valuable professional development for the class teachers who work alongside. Management of pupils is good. Teachers support good behaviour through recognition and praise. As a result, pupils' behaviour is good. Interesting activities inspire pupils to often be excited by the opportunities to work with computers and consequently they try their hardest to do well. Teachers are not frightened to explore new territory and do not limit pupils' opportunities, offering a good range of opportunity that meets National Curriculum requirements.
122. The curriculum co-ordinator is very effective and has led the development of information and communication technology very well. This has resulted in higher standards and very good improvement since the last inspection. Resources are good and used to good effect, even though the suite is remote from the main school and pupils have to walk outside, sometimes in poor weather. The school has benefited from being part of a Small Education Action Zone and receives support, including technical support.

MUSIC

123. Pupils throughout the school make satisfactory progress and reach standards, which are appropriate by the age of eleven. The school makes good provision for pupils to play a range of instruments and they become confident performers with some reaching above average standards in instrumental playing. Standards in other aspects of music are similar to those found at the last inspection.

124. Younger pupils in the school sing a range of songs from memory in lessons and build on the good start given to them in the reception class. They recognise that musical sounds can represent the world around them such as the sunshine or rain. In Year 2, pupils can repeat a pattern of sounds using untuned musical instruments and clap a repeating pattern. They are becoming adept in distinguishing between high and low notes and ones in between to help them create interest in their compositions. Pupils relate well to a sequence of symbols indicating the pitch of the notes they are required to play and respond appropriately.
125. Singing in class assemblies and lessons revealed that junior pupils sing with much more control of breathing, diction, dynamics, tempo and pitch in small groups. They sing two part harmonies extremely well and are achieving good standards. This is in direct contrast to singing in Acts of Collective Worship where some pupils lacked enthusiasm and the quality of the sound produced did not match the level which pupils are obviously able to achieve. This is in part due to the loss of a pianist so that pupils mostly sing to a pre-recorded tape and insufficient attention is paid to breathing, diction and phrasing.
126. In Year 4, pupils have appraised a wide range of well-known music such as ‘Carnival of the Animals’ by Saint Saens and imitated the sounds of animals on their chosen percussion instruments, reflecting, heavy, light, slow, smooth and jerky movements. Pupils are aware that music is often made up of repeating patterns and play instruments in a variety of ways as a result of opportunities to explore and experiment with sounds. Pupils show suitable ability to represent different sounds in a graphical form using imaginative symbols to represent both the instrument being used and the way it is to be played. These compositions can be used at a later date to guide further performance so that pupils might appraise their own achievements. Pace of learning is sound and pupils make suitable gains in knowledge and understanding of elements of composition and ways of recording.
127. Year 5 pupils have achieved a planned effect with varying amounts of success whilst improvising sound effects to accompany a familiar story. They are beginning to layer sounds and create texture in their compositions with some extended rhythmic and melodic patterns. For example, the group reflecting the events in ‘The Fish Who Could Wish’ demonstrated good rhythm patterns and effective use of silence to achieve the right atmosphere. Higher attaining pupils choose suitable instruments to produce the desired quality of sound. These scores reflect good co-operation by performers within each group. There was nothing to suggest that the tapes are used to help pupils adapt and refine their work or reflect on and act on suggestions made by others in order to improve their performances.
128. By the age of eleven, pupils’ achievements are in line with national expectations. This was shown in their work on writing lyrics. Pupils have been exploring the relationships between music and its context through the libretto of such songs as ‘The Music of the Night’ from ‘The Phantom of the Opera’ by Andrew Lloyd Weber and by response to the words in their favourite ‘pop’ songs. In one lesson, Year 6 pupils were given a well-known hymn as a vehicle to guide their writing and encouraged to produce different lyrics to fit the chorus and then the verse. The satisfactory links with literacy enable pupils to capture their ideas in words which fitted the tune in an appropriate manner overall.
129. An opportunity was provided at the end of the lesson for groups of pupils to perform songs they had previously worked on at home; capitalising on the interest in ‘girl or boy bands’ in vogue in the current pop scene. Higher attaining pupils performed a well rehearsed routine to a good standard where the timing of their movements and phrasing were particularly effective; these performances were recorded on video by another pupil for future reference. Not all pupils appear keen to experiment and develop their performance at present.
130. All Year 3 pupils are taught to play the recorder as part of the music curriculum and those that show aptitude or interest continue this in Year 4 and beyond. At present, there are approximately 22 pupils who have continued and are making suitable progress with recorder playing through the provision of an extra-curricular activity taken by a committed member of staff. Pupils who

have tuition from the peripatetic music teachers achieve good standards in flute, cornet, clarinet and guitar. Their music making is complemented by the extra tuition they receive in school. Older pupils are keen to perform in school and the community and in a variety of other concerts and do so confidently.

131. Most pupils participate well in lessons, although some older pupils lack interest and motivation in singing. This is not helped by the present scheme of work, which has not been adapted to meet the specific needs of the pupils as they progress through the school to provide more continuity in their learning. The coverage of the National Curriculum is patchy and the standard of teaching variable, although satisfactory overall. The best teaching seen reflected confident subject knowledge and sound planning with clear learning objectives that enabled pupils to make sound progress. Satisfactory teaching lacked suitable organisation and management of pupils. Resources and accommodation for teaching music are appropriate but the subject needs further strong commitment and leadership in order to raise pupils' levels of achievement in all aspects of the music curriculum.

PHYSICAL EDUCATION

132. Standards in physical education are in line with those expected nationally by the ages of seven and eleven. This represents an improvement since the previous inspection, when standards at Year 6 were judged to be in line.
133. Pupils in Year 2 have satisfactory gymnastics skills. They use space effectively in their warm up activities taking care to observe apparatus previously set out. They display satisfactory control of movements, listen carefully and respond well to instructions. They understand clearly the need for warming up before they exert themselves and cooling down at the end of their exercises. They offer explanations on the effects on the body of energetic activity. When focusing on their different activities on the apparatus pupils display different ways of travelling safely over and under tables and ladders. They show good body control with high and low movements, involving good body shape with ankles extended and toes pointed.
134. Pupils throughout the junior classes attend the local swimming pool throughout their four years. Almost all pupils achieve the 25 metres unaided swim and this is more than expected. In addition, most pupils achieve higher awards in personal survival and life saving. This aspect of physical education is a strong feature of the school and pupils' behaviour when entering the pool, changing and waiting at the poolside for further instructions is impeccable. In games lessons observed, older pupils displayed good throwing, catching and fielding skills. They worked together as a team, enjoyed the competition but throughout the lesson maintained their sense of 'fair play'. Pupils have a good sense of safety and space. The lack of grassed area makes this necessary for these pupils so that they may enjoy their games session whilst observing pre-taught safety routines.
135. Teaching is good at both key stages. Teachers have high expectations of pupils both in behaviour and skills development. They encourage pupils to evaluate and improve their performance. Planning is good overall. Teachers and pupils dress appropriately. Teachers take care to make sure that they can see all pupils throughout the lesson. A good range of extra-curricular activities is provided, which support and enhance skill development well and the school is involved in the many competitive aspects of physical education. This is further supported in the residential experience attended by older pupils. Pupils enjoy their physical activities and have a very positive attitude towards the subject.
136. The co-ordinator is extremely enthusiastic about his role and offers good and supportive leadership. The scheme of work provides good guidance for teachers and assessment procedures are being developed. Resources are good but accommodation, although offering a good size hall, only provides pupils with limited access to a grassed area, which is only realistically used for matches and sports day. All pupils, including those with special educational needs and English as an additional language, are well catered for.

RELIGIOUS EDUCATION

137. Standards of achievement are good throughout the school and are above the expectations of the locally agreed syllabus for religious education. Religious education is taught effectively in all classes and this has contributed to the rise in standards since the previous inspection. Pupils with special educational needs and pupils with English as an additional language achieve equally as well as other pupils.
138. At the age of seven years, children's knowledge and understanding of religious education exceeds those expected by children of this age especially in their knowledge and understanding of Christianity and other world faiths such as Judaism and Buddhism. This has been achieved by good teaching and a series of planned visits to places of worship with the ensuing work focusing on celebrations, lifestyle and leaders. In Year 2, pupils have participated in a mock baptism ceremony and understand the symbolism of 'belonging to God'. They relate well to other signs and symbols important within faith communities. In discussion, pupils can recall a wide range of Bible and other stories. They are familiar with the different types of buildings used for worship in the Christian, Jewish, Buddhist and Muslim faiths and the importance of such buildings in the lives of believers. They have a clear understanding of moral values such as kindness and distinguish well between right and wrong. This makes a good contribution to pupils' spiritual and moral development.
139. By the time they reach eleven, pupils develop good skills with which to analyse their own and others beliefs. They discuss ideas and opinions well before portraying how relationships are affected by different values and beliefs through the medium of role-play and dramatised situations. They listen sensitively to the contributions of others and ensure that all ideas are valued and display good levels of trust and collaboration in their presentations. They are sufficiently articulate to convey their knowledge and understanding in relevant detail both orally and in writing; their written work includes personal responses such as poems and prayers. However, their study of other world faiths is less well developed than that of younger pupils.
140. Younger juniors demonstrate good knowledge and understanding of important elements of different religions. Pupils in Year 3 for example, understand the main elements of the Sikh religion as a result of the clear and meaningful messages, which are communicated to them. Year 4 pupils have produced colourful stained glass windows and understand their role in remembrance of people and events. They write well-focused accounts of their visits to different places of worship, showing appropriate respect for religious artefacts such as the Torah. As they progress through the juniors, their knowledge of lives of famous people such as Father Damien and William Booth enables them to understand the power of human endeavour, as does their knowledge of religious leaders such as Muhammad, and Sidartha Guatama, the Buddha. Their knowledge of bible and stories from other religions are well developed.
141. The quality of teaching is good overall and teachers value the contributions made by individuals in their discussions. Good questioning is used to clarify pupils' understanding through empathy and reflection. This was exemplified in a Year 4 class with regard to the work and witness of the first Christians in the aftermath of Pentecost and the dedication of William Booth in helping the poor. Where teaching is good, lessons are planned to build successfully on pupils' knowledge and experiences so that the youngest pupils ask relevant questions and use a developing vocabulary in their discussions. In Year 1, pupils are provided with a lovely range of pictorial resources which stimulate their interest and talk within their groups. As a result, they use reasoned predictions to make sense about the events, such as 'first christening' and the types of worship being portrayed. Teachers dispel misconceptions gently and sensitively and this enables pupils to make good gains in knowledge and understanding about important aspects of religious beliefs and practices.
142. Pupils are attentive and listen with deepening concentration and respectfulness as elements are drawn out which are within their own experiences such as the plight of homeless persons. Pupils make good progress in understanding how we can learn from religion. Where teaching is less secure the current scheme of work does not support the non-specialist teachers well. The school

also runs an extra-curricular 'Quest' Club, which is well attended and thoroughly enjoyed by pupils. This also makes a good contribution to their knowledge of Bible stories.

143. Management of the subject is good. A recent training day for teachers was held as a result of the co-ordinators monitoring role in the classroom; all staff identified the need to update the current scheme of work to ensure that it complies fully with the new version of the locally agreed syllabus. School based training and informal advice have positively contributed to maintaining the good quality of learning particularly in the infant classes. There are sufficient resources to meet the needs of the curriculum, including a good selection of resources and artefacts for teaching about the main world religions. Pupils benefit from visits to places of worship and also from contributions made by visitors. This has had a positive impact on pupils' knowledge and understanding and the good progress they are making.