

INSPECTION REPORT

DEYKIN AVENUE JUNIOR & INFANT SCHOOL

Birmingham

LEA area: Birmingham

Unique reference number: 103313

Headteacher: Mrs Pearl Sheckleford

Reporting inspector: Miss Fiona Robinson
22182

Dates of inspection: 28 January - 1 February 2002

Inspection number: 196321

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior School

School category: Community

Age range of pupils: 5 - 11

Gender of pupils: Mixed

School address: Deykin Avenue
Witton
Birmingham

Postcode: B6 7BU

Telephone number: 0121 464 4460

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Appropriate authority: The Governing Body

Name of chair of governors: Mrs J Tidmarsh

Date of previous inspection: May 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
22182	Fiona Robinson	Registered inspector	English Art and design Music Religious education Foundation stage curriculum	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? School data and indicators
12277	Kingsley Halden	Lay inspector		Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
18346	Rod Bristow	Team inspector	Mathematics Information and communication technology Geography Physical education Special educational needs	How good are the curricular and other opportunities offered to pupils?
20707	David Brettell	Team inspector	Science Design and technology History Equal opportunities English as an additional language	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Deykin Avenue Junior and Infant School is situated in Witton about two miles away from Birmingham City Centre. Most pupils who attend the school live in the surrounding area, which is heavily industrialised, however some pupils attend the school from further afield. It has 159 pupils on roll, aged between four and 11 years of whom 78 are boys and 81 are girls. The children's attainment on entry into Reception is well below average compared to pupils of a similar age. The percentage of pupils eligible for free school meals is well above the national average. The school has 21 per cent of its pupils on the special educational needs register, which is broadly in line with the national average. Two pupils have statements of special educational needs, mostly for specific learning or physical difficulties. The remainder of the special educational needs pupils have emotional and behavioural, moderate learning and speech and communication problems. The number of pupils speaking English as an additional language is very high (68.3%). Of these 85 pupils, 23 are identified as needing extra support in learning to speak English. The main languages spoken by these children are Dutch, Punjabi, Urdu and Bengali. The school has 22 Somalian refugee children. Most of the other pupils are confident and competent speakers and writers. The school is part of a Local Education Action Zone for school improvement.

HOW GOOD THE SCHOOL IS

Deykin Avenue Junior and Infant school is a very effective school. It has a very good headteacher and everyone connected with the school works together very well. The team spirit is very good and underpins the very good improvement being made. Children join the Reception class with well below average standards in comparison with children of a similar age. After a good start, pupils achieve standards that are average at the end of Year 2 in reading, writing, mathematics and science. By the age of 11 standards are above average in English and mathematics. They are average in science. Teaching is very good and this is why significantly more pupils are achieving higher standards than they were at the time of the previous inspection. All the pupils at Deykin Avenue are fully included in every aspect of the day-to-day life of the school. Pupils are very well prepared for future citizenship because of the very good overall attention given to their spiritual, moral, social and cultural development. The school promotes very good links with parents, who play an important role in supporting their children's education. The school gives good value for money.

What the school does well

- The leadership and management of the headteacher, her senior staff and governors are very good. All staff fully support each other with an excellent shared commitment.
- The quality of teaching is very good. This combined with the very positive contribution of support staff helps pupils to make at least good progress.
- Pupils' attitudes and behaviour are very good in a caring school where relationships are very good. Attitudes and behaviour are very well promoted by the high quality of input from the Learning Mentor*¹. They are highly motivated, enjoy school and are keen to learn.
- The provision for pupils' spiritual, moral, social and cultural development is very good and underpins the calm, supportive ethos that permeates the school.
- Provision for pupils with special educational needs and English as an additional language are very good.

What could be improved

- Raise the standards in information and communication technology and design technology.
- Improve the effective use of time and the structure of the school day.
- Monitoring and achieving a higher level of attendance.

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 improved very well since it was last inspected in May 1997. It has addressed all the weaknesses identified then. The quality of leadership and management has improved dramatically which has had a significant impact on the rate of improvement. The quality of teaching has improved significantly throughout the school, especially for the older pupils. Co-ordinators and staff expertise has been well developed through literacy, numeracy and science. More use is made of assessment data, which informs planning and the quality of teaching and learning has improved. Schemes of work have been completed and there is a new, rich and varied curriculum in place. Staff ensure that assessment information is used very effectively to inform planning. There has also been a very good use made of investigative and problem solving approaches across the curriculum. The pupils are given a wide range of opportunities to engage in writing activities, which successfully develops their written skills. Significantly more pupils are now achieving satisfactory or better standards in their work due to these very good improvements. The school is in a very strong position to continue to tackle its priorities.

¹ The Learning Mentor works with all the pupils in the school on their personal and social educational skills.

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				<i>Key</i>
	all schools			similar schools	
	1999	2000	2001	2001	
English	E	B	C	A	well above average A above average B average C below average D well below average E
mathematics	A	A	D	B	
science	D	B	E	D	

In the 2001 Year 6 National Curriculum tests, standards were in line with the national average in English, below in mathematics and well below in science. In comparison with pupils from schools with a similar proportion of pupils entitled to free school meals, results were well above average for English, above in mathematics and below average in science. There were a higher number of pupils with special educational needs in this year group and half of the pupils who took the test had special educational needs. By the age of seven, pupils achieved below average results in reading and writing in the 2001 Year 2 National Curriculum Tests. Their results in mathematics were above average. The school's performance in science based on teacher assessments was very low in comparison with the national average (the bottom 5 per cent). In comparison with pupils from schools with a similar proportion of pupils entitled to free school meals, results were well above average in reading, writing and mathematics. There were a significant number of pupils with special educational needs in this year group. The school has worked hard to exceed its targets in English and mathematics and the targets were suitably challenging. Up to 2000 the school was improving at a higher rate, faster than would be expected in English and mathematics. The rate of improvement steadied between 2000 and 2001. Children enter Reception with low attainment and they make good progress. Most are likely to achieve the early learning goals in each area of learning. Pupils achieve very well and make very good progress through Years 1 and 2. This continues throughout the school, with older pupils making very good progress in Years 5 and 6.

Currently, standards in Year 2 in English are above average in reading and writing with significant strengths in speaking and listening. In mathematics, they are well above average and in science, they are in line with national expectations. In Years 3 to 6, pupils build successfully on their knowledge and skills and, by the age of 11 many are working at above average levels in English and mathematics and at average levels in science. There has been a good improvement in all subject areas. Given the increased focus on the core subjects in the lead-up to the National Curriculum tests and because of very good teaching, there is the likelihood that results may be higher, although there is still a high proportion of pupils with special educational needs. These pupils are achieving well in relation to their prior achievement. Standards of handwriting and presentation have improved. Average standards are achieved by seven and 11 year olds with a significant number

achieving higher standards than this. Pupils by the age of seven and 11, are achieving standards in line with the expectations of the locally agreed syllabus for religious education. They are achieving standards in line with national expectations in art and design, information and communication technology (ICT), design and technology, geography, history, music and physical education. There has been some good improvement in ICT, where the use of computers was found to be unsatisfactory at the time of the previous inspection. Effective use is made of the new computer suite and this is having a positive impact on standards

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. All pupils have a very positive attitude to school and to their work, which they undertake with great enthusiasm.
Behaviour, in and out of classrooms	Very good. Pupils' behaviour in all areas of the school is very good.
Personal development and relationships	Very good. Boys and girls are keen to help. They are careful with their own and each other's belongings. Relationships are very good.
Attendance	Satisfactory. The school works very hard to promote attendance

The significant strengths in pupils' very good behaviour and very positive attitudes help them to learn well.

TEACHING AND LEARNING

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

High levels of good and very good teaching are helping standards to rise and support the very good attitudes and behaviour seen throughout the school. Of the 53 lessons seen, 43 per cent were good, 39 per cent were very good, 9 per cent were excellent, 9 per cent were satisfactory. No unsatisfactory teaching was seen. This is a significant improvement since the previous inspection. Teaching is good in the Foundation Stage especially in communication, language and literacy and mathematics. The quality of teaching is very good in the rest of the school, with some excellent teaching in Years 1, 2 and 5. Pupils are taught basic skills well and teachers have a good knowledge and understanding of the National Literacy and Numeracy Strategies. These skills are taught well and this helps pupils make good progress. However, design and technology is not taught sufficiently well where teacher subject knowledge and understanding is insecure.

There are significant strengths in teaching. The quality of planning is very good with clear lesson objectives that are effectively shared with pupils enabling them to gain good knowledge of their own learning. The setting of literacy targets with pupils is very good and motivates pupils to achieve them. Teachers use very effective opportunities to focus, check and extend pupils thinking. The organisation and management of pupils, based on the very effective behaviour procedures and very good relationships are very good. These strengths result in pupils concentrating very well and working hard. In addition, they are well promoted by the high quality of input from the Learning Mentor. Teachers are skilled at using the best methods to help different groups of pupils to learn effectively. This works particularly well throughout the school. In addition the contribution made by support staff, particularly for those pupils with special educational needs and those for whom English is an additional language is very good. Work is matched well to their ability and day-to-day assessment is very good overall. Homework is organised well; it is used effectively to support pupils' learning especially in literacy and numeracy.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The school has built up a rich and varied curriculum that meets the needs of all its pupils. It is broad and relevant, however it is lacking in balance in some lessons. There is a good range of out-of-school activities and clubs, which extends the pupils' experiences very well.
Provision for pupils with special educational needs	Very good. These pupils are supported very well and they work hard. They are fully included in every aspect of school life.
Provision for pupils with English as an additional language	Very good. The school makes very good provision for its pupils with English as an additional language and they are fully involved in every aspect of school life.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Pupils get on well together and they help and support each other very well. They are aware of the wonderful world about them. They have a very good understanding of right and wrong. They know much about their own cultural traditions in an urban area, as well as cultural traditions in world religions.
How well the school cares for its pupils	Very good. Staff know the pupils very well and they take very good care of them. Pupils' progress and attainment is recorded well.

Parents have very positive views of the school. Parents are encouraged to help in the school and at home and this partnership has a positive effect on the pupils' learning. They are well satisfied with what the school offers.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	There is very good leadership by the headteacher. There is a strong team spirit and everyone connected with the school works together very effectively to guide the educational direction of the school.
How well the governors fulfil their responsibilities	Very good. They have a wide range of experience, and they are supportive of the school in many ways. They have a very clear understanding of what is best for the school if it is to continue forward successfully.
The school's evaluation of its performance	Good. The school's evaluation of its own performance is used well to guide future planning.
The strategic use of resources	Very good. All additional funds are well managed to promote learning and improve standards.

The principles of best value are very well understood and implemented by the headteacher and governors. Funds are very well managed, and governors are well aware of the importance of making the necessary comparisons to ensure that the school is competitive. The provision for teachers and support staff is good and this has a positive impact on the progress of pupils. Learning resources are good and the accommodation is a bright, purposeful learning environment.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> The parents who responded to the questionnaire and attended the parents meeting were fully supportive of every aspect of the school, including the headteacher and the teaching staff. They felt that the school was extremely well led and managed. They were highly complimentary and supportive of the headteacher. 	<ul style="list-style-type: none"> In response to the questionnaires and at the meeting, parents had few negative views of the school.

Inspection evidence supports the very positive views of all parents.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Very good progress has been made since the last inspection and significantly more pupils are now achieving average standards for their age than they were at the time of the last inspection, both in the national tests and in their classwork. There are significant gains in the pupils' attainment year-on-year, and the trend is upwards. The school's targets are getting higher each year and they are challenging and achievable. The current challenge for the school is to identify and promote the attainment of the higher attaining pupils. Standards were low in the past and there were no high attainers, but very good teaching is now enabling all pupils to achieve as well as they can. The school's effectiveness has been recently recognised by the Department for Education and Skills (DFES) award for excellence.
2. In the 2001 Year 6 National Curriculum tests, standards were in line with the national average in English, below in mathematics and well below in science. In comparison with pupils from similar schools, results were well above average in English, above average in mathematics and below average in science. There were a higher number of pupils with special educational needs in this year group with half of the pupils who took the test having such needs. The school worked hard to exceed its suitably challenging targets in English and mathematics. The seven year olds achieved below average results in reading and writing and above average results in mathematics. In comparison with similar schools their performance was well above. Again there were a significant number of pupils with special educational needs in this year group.
3. Inspection findings show, that in the main subjects of English, mathematics and science attainment is above average in mathematics and English by the age of 11 and in line with national expectations in science. Pupils are making significant gains in their learning due to some very good teaching and well-organised group work matched well to their ability. The pupils' attainment in religious education, ICT, history, geography, design and technology, art and design, music and physical education is in line with national expectations for pupils of this age. The underperformance of girls as compared to boys has been successfully addressed by the school and girls are starting to do better. Progress is good and frequently very good throughout the entire school. Pupils with special educational needs are very well provided for, and they make good progress like their peers.
4. By the age of seven pupils are achieving well above average standards in mathematics, above average standards in reading and writing and average standards in science. In the remainder of the National Curriculum subjects their attainment is in line with national expectations with the exception of art and design where it exceeds these and standards are good. Standards are in line with the expectations of the locally agreed syllabus in religious education.
5. Children enter Reception with well below average attainment. Staff complete initial assessments, which provide them with a very clear overview of the children's capabilities.

Baseline assessments take place during the first six weeks in Reception. The information is used well to provide good curriculum based on 'the stepping stones' in the six areas of learning. Children with special educational needs and those with English as an additional language needs are identified early and all the children are fully included in the wide and varied activities that are planned for them. By the end of the Foundation Stage, most children are on course to achieve their targets in the Early Learning Goals in all areas. However, a significant minority with special educational needs will not achieve these. Most of the children are making good progress in their Reception year.

6. There are a number of reasons for the significant increase in pupils' attainment and progress:
 - Teaching is good and frequently very good. Teachers are more experienced at assessing what their pupils have learnt, and setting targets for them to achieve even more.
 - Data is collected and analysed effectively so that headteacher, staff and governors know where the strengths and weaknesses lie.
 - A good curriculum is securely in place and teaching and learning are monitored very well so that areas for improvement are quickly identified and dealt with.
 - There is strong effective teamwork from current staff, with a main focus on raising standards.

7. When children join the Reception class their attainment is well below the expected standards for children of a similar age. A significant number have had no contact with books and have limited personal independence. Some children have had good playgroup experience. Most children make good progress during the Reception year. Many of them are on course to meet the targets for their age by the time they leave Reception. In most years there is a significant proportion of lower attaining children and these children take longer to learn their basic skills.

8. The National Literacy and Numeracy Strategies are having a positive effect on raising standards. By the time they are seven many pupils can read and write at an above average standard for their age and they are able to research information from a range of sources. There has been a whole school focus on writing with improved results. In mathematics, by the age of seven the higher attaining pupils have a very good knowledge of addition and subtraction facts to 20 and are acquiring a good knowledge of place value to 1000. Pupils of lower ability and those with special educational needs and English as an additional language have an appropriate understanding of place value to 100 and choose appropriate strategies for adding and subtracting. The school is progressing very well towards its targets, which are sufficiently challenging and are likely to be met. By the age of 11 pupils read with reasonable fluency and their understanding is sound. Some of the older pupils are skilful at finding information from various sources, while other pupils still need help from adults to do this. Good use is made of ICT to support learning and Year 6 pupils are given valuable opportunities to review and evaluate their work as they interpret instructions and information. Lower attaining pupils find it difficult to use a range of imaginative language. In mathematics by the age of 11, pupils have a very good understanding of place value to more than 1000 and use fractions and percentages confidently. Lower attaining pupils have a good understanding of the place value of numbers but are less confident when using a range of strategies to multiply larger numbers.

9. The school makes very good arrangements to ensure that all pupils are included in the full range of activities. This ensures that there is little difference in the progress and attainment boys and girls make throughout the school. Pupils from ethnic minority groups speak and write English with competence and so achieve equally well in lessons. Where appropriate they receive extra assistance with the acquisition of English and have equal access to the very good teaching and rich curriculum as other pupils. As a result they make the same good progress as other pupils and achieve well for their abilities. Provision for pupils with special educational needs is very good and most pupils make good progress over time. Achievement throughout the school is satisfactory with regard to the targets contained in pupils' individual education plans. Comprehensive records of achievement and progress are kept, being effectively used to inform teaching and planning. Higher attaining pupils have equally good opportunities to achieve at a level compatible with their ability.

Pupils' attitudes, values and personal development

10. The attitudes of the pupils to education and school life are very good. This is true from the Foundation Stage to Year 6. The pupils of the school benefit from parental support and confidence in the school, a quality of teaching which is consistently good and, in some cases, very good. The fact that the leadership and management of the school is very good, as are the teaching and the high expectations of pupils, help to promote these attitudes. The pupils like to be in school and they enjoy learning, the level of which is also very good, especially among pupils from Year 1 to Year 6. In a school whose improvement since the last inspection has been found to be very good and which was judged to be among the five most improved schools in the country in 2000/1 the attitudes to learning have been a significant factor in such achievements. Most pupils love to be in school, they are burning with enthusiasm to answer class teachers' questions in whole-class sessions, as in the Literacy Hour. In oral exercises the class teacher normally engages all levels of ability in the class and in most cases pupils attempt answers, are ready to be challenged and respond accurately. The extent to which groups were capable of working collaboratively and independently in classes in both key stages was impressive. In their reading, in their approach to assignments and in their ability to produce a high standard of completed work in most cases, the inspection evidence has shown that pupils at this school can learn, want to learn and are learning very well.
11. Behaviour in the school is very good. The guidelines stipulated in the school's behaviour policy are faithfully observed and upheld by all class teachers and it is not unusual for pupils to hear that poor behaviour is unacceptable. Prompts and reminders of the need for good behaviour are dotted throughout the school and all pupils are fully aware that bad behaviour carries sanctions. Aggressive behaviour and bullying have been identified in the school up to the current term, leading to a number of short-term exclusions but, on the whole, the school has been able to restrict both its incidence and harmful effects. There were five fixed period (one day) exclusions in the last year. No cases of such behaviour were observed during the inspection, neither did any evidence of poor behaviour affecting education in the school manifest itself.

12. Personal development and relationships in the school are very good. This is especially true of relations between pupils and staff. Special programmes are designed to promote the art of relating and PHSE² sessions, for instance, focus on some actual aspects of inter-personal relationships. In a session on ‘Anger Management,’ pupils were ready to accept the problems which fighting created for the school and relationships. On other occasions, pupils were invited to “look into their hands as a mirror” and to share what they saw. Their comments, by way of self-portraits, were honest and mature, though these reflected more strengths than weaknesses. In a drama session as an after-school activity the pupils’ own understanding of school procedures for controlling bad behaviour showed a maturing sense of responsibility a fact which is supported by the newly introduced School Council, a meeting of which was observed during the inspection.
13. Children’s personal, social and emotional development is given a high priority to good effect. Teaching is good in this area, which helps most children to make good progress and as a result some are likely to exceed the early learning goals by the end of the Reception year. Staff create a warm and caring atmosphere which enhances children’s sense of security and confidence. They behave very well as members of a large group when responding to questions, listening to stories and singing rhymes. The adults promote the children’s independence very well and this is why they make good progress.
14. Attendance at the school, at 92 percent is satisfactory but below the national average for similar schools. The rate of unauthorised absences is 1.68 per cent and 5.79 per cent for authorised absences, both being above the national average. The main reasons for absences occur when pupils take holidays during term time. Registers are marked properly allowing for lessons to begin on time. There are occasional incidences of lateness across the school, which sometimes affects pupils’ concentration and late arrivals are not always challenged by class teachers.
15. Attitudes, values and personal development among pupils constitute one of the strengths of the school.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

16. Improvements in the quality of teaching have made a significant contribution to the rise in standards seen since the school was last inspected. In the May 1997 inspection teaching was unsatisfactory in one third of lessons seen and this occurred in English, mathematics and science at the lower end of Key Stage 2. The standard of teaching has improved mainly due to significant staff changes and good monitoring of teaching and learning supported by good professional development. In the current inspection, no unsatisfactory teaching was observed. Of the 53 lessons seen 9 per cent were excellent, 39 per cent were very good, 43 per cent were good and 9 per cent were satisfactory. The best teaching was seen in Years 1 and 2 and in Years 5 and 6. The high levels of good and better teaching results in very good learning taking place throughout the school by highly motivated and hardworking pupils.

² PHSE standards for personal health and social education.

17. The quality of teaching in the Foundation Stage is good overall. The team work effectively together, providing a welcoming and secure atmosphere for young children. They plan the programme together well. There are strengths in the teaching of speaking and listening, counting and personal, social and emotional development. This has helped children to make good progress in their first term, and the majority of children are likely to achieve and some will exceed the early learning goals by the end of the Reception year. There is good daily communication between staff and parents regarding the children's well being. When children start school in Reception their attainment is low for their age. Careful assessment of what they can do initially allows the staff to plan a wide range of suitable activities for the children. Work is planned for them using the 'stepping stones' and their all-round development is well covered. There are good systems for assessing how learning is developing. Staff can then identify where extra support is needed and plan suitable tasks so that learning moves forward. There is a good balance between teacher led activities and ones chosen by the children themselves. This helps the children to develop their independence as well as their personal and social skills.

18. There are many strengths in the elements of teaching in infant and junior classes. Teachers have very good expertise, particularly in the core subjects of English, mathematics and science. As a result, the majority of basic skills are well taught and pupils including those with special educational needs and English as an additional language are making good progress in learning. The teaching of the National Literacy Strategy is very effective. Speaking and listening skills and reading skills are taught very well. Throughout the school the management of guided reading is good and ensures pupils explore a range of different texts. For example, in Year 5 and Year 6, planning is very well thought out and there are clear learning objectives, which enable pupils to study the features of different genres as well as practise their reading skills in a variety of contexts. Numeracy skills are promoted well through a good focus on ensuring pupils acquire a wide mathematical vocabulary as well as the mental recall of basic number facts and simple calculations. Teachers also ensure that pupils learn to apply their skills in practical and problem solving activities and provide good opportunities for pupils to use numeracy skills in other subjects such as science. This is a significant improvement on the previous inspection when pupils were not given regular opportunities for practising these skills. Overall, information and communication technology skills are taught satisfactorily. Teachers have undertaken some training for teaching ICT skills, but further support is needed, to ensure that all staff have acquired sufficient skills and confidence in the subject to teach it effectively.

19. The quality of lesson planning is good and is consistent throughout the school. It is related well to 'termly' planning, with effective adaptation according to the progress pupils have made previously. A strong feature of the planning is the clear learning objectives identified for each lesson, which are always shared with pupils. At the end of lessons teachers structure their questions for individual pupils, helping them to remember the main points of the lesson or to consolidate their understanding. Pupils with special educational needs and English as an additional language understand this approach because the teachers ask them questions that are directly linked to their understanding. All the time learning is progressing very well and standards are improving all round. Homework supports classwork effectively.

20. An effective range of teaching methods is used, being adapted well to the requirements of different subjects and the needs of pupils in the class. Teachers explain things very clearly, give good examples and demonstrate well. They use very effective questioning to focus, check and extend pupils' thinking. This was evident in a Year 6 literacy lesson when the teacher uses questioning to extend the pupils' ideas for titles for their debate on using public transport.
21. Pupils' learning is promoted well by the very many opportunities pupils are given to discuss their work with a partner and then report back to the class. Overall, the good and often very good teaching methods seen throughout the school in all subjects help pupils to acquire knowledge and skills easily and to work hard.
22. The outstanding relationships seen in the school together with the constant application of the very high quality behaviour management procedures ensure that the organisation and control of pupils in lessons is very good. This very strong aspect of teaching, together with the challenging and interesting activities provided means pupils are interested in what they learn. Most concentrate well and begin to take responsibility for their own learning. The promotion and monitoring of pupils' individual literacy targets are promoted very well by teachers.
23. Teachers are very skilled at moving learning forward and in nearly all lessons a good pace is maintained. This ensures that pupils remain focussed and work hard. Resources are thoughtfully chosen and effectively used to help pupils understand and make good progress. The contribution made by all support staff including those supporting special educational needs and English as an additional language pupils is very good and of a high quality. This is due to the fact that they receive very good training and class teachers prepare them very well for the work they undertake in each lesson.
24. During lessons, all teachers use assessment procedures effectively. This enables them to refine what they are teaching when necessary and support pupils well. At the same time they are suitably challenging the higher attaining pupils. On the whole the quality of marking was good and included helpful comments used to help pupils improve. Where marking was less effective there were fewer comments, which limited its effectiveness to help pupils' progress.
25. Teaching is very good for pupils with special educational needs and English as an additional language. Refugee pupils are very well integrated into the work of the school and are supported very well in their learning. Throughout the school, teachers and support staff are fully aware of the targets set for pupils with special educational needs and meet regularly with the special educational needs co-ordinator (SENCO), to review and plan the next step in learning. Individual education plans are used effectively to guide work at different levels. Pupils with special educational needs are fully included in all activities and are helped to achieve well for their abilities and are very well supported by support staff. They have very good access to the curriculum because of the expert support and encouragement given to them in group activities.

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

26. The curriculum provided by the school for pupils aged 5–11 is good. National Curriculum requirements are fully met and religious education is taught in accordance with the locally agreed syllabus. The curriculum is now planned consistently well with all pupils receiving their full entitlement and having access to the required range of curriculum experiences, with skills, knowledge and understanding taught in a systematic and progressive way.
27. There are now clear guidelines to identify what pupils are to be taught each week, each term and each year. The use of national guidelines for planning in all subject areas has improved the quality of the curriculum since the last inspection, which now is more balanced. An appropriate emphasis on the time allocated to the development in English, science and mathematics and the response to the increasing demands of information and communication technology has limited the opportunities for the consistent development of skills in design and technology. Physical development is given an appropriate proportion of the time available. The school has recognised the need to introduce monitoring in a systematic way to ensure that pupils have regular opportunities to use and develop skills in these areas, and check that gaps do not occur which prevent pupils from building on skills, knowledge and understanding in a frequent and regular way.
28. The school provides religious education for all pupils in accordance with the locally agreed syllabus and parents have been informed about their right to withdraw their children. The school complies with statutory requirements by providing a daily act of collective worship. Arrangements for promoting personal and social education are very good with the ‘Learning Mentor’ used successfully to promote personal and social skills. Teaching and non-teaching staff respond to any inappropriate behaviour consistently well and ‘anger management’ strategies are used effectively to ensure that any distractions are kept to a minimum. Pupils are given opportunities to share their experiences, views and opinions in groups during ‘circle time’³. Health education, which includes sex education and the raising of awareness about the use and misuse of drugs is good, linked as it is to the programmes of study for science. The annual use of the ‘Life Education Caravan’ profits both pupils and parents and reinforces the benefits of healthy living and the dangers of abuse.
29. The national strategies for the teaching of literacy and numeracy have been given due emphasis and have contributed to the significant improvement in the quality of teaching and learning, since the last inspection, especially in Key Stage 2. Pupils are given opportunities to write using a wide range of styles that includes non-chronological writing in history and geography and lists a range of recording styles in science. Persuasive writing and debating allow pupils to discuss environmental issues such as pollution and the effects on asthma, traffic calming, and litter. Very good relationships and good behaviour have contributed effectively to the quality of pupils’ listening skills. Resources are managed well to ensure that information books are available to support topic work in each class. Where research skills are well developed, pupils use computers to promote study skills as when Year 6 pupils used the Internet to gain information about St Lucia.

³ During ‘circle time’ pupils sit in a circle and reflect on their thoughts and feelings.

30. Acquired skills in mathematics are used satisfactorily across the curriculum. Skills are promoted through charts, diagrams and graphs in science; time lines in history help the pupils to develop a greater understanding of how their experiences link together; and co-ordinates are used well in geography to locate position in the development of mapping skills. The collecting of information and the subsequent recording and amending of data before representing in a graphical form is only satisfactory.
31. The aims of the school give the highest priority to providing equal opportunities for all and a policy is in place which values all abilities and backgrounds. The provision for pupils with special educational needs and for those for whom English is an additional language is very good. The needs of pupils are identified early and there is a very good programme of support available. The school is aware of the need to provide additional support sensitively so as to ensure that pupils do not lose their full entitlement to the full range of curricular opportunities.
32. National guidelines are now used for the teaching of all subjects and planning has improved not only for each year and term, but also for each week. Teachers have clear targets for each learning activity, and where appropriate for each group of pupils. This added thoroughness is often strengthened where teachers use the information gained about the quality of learning to amend the planning for the next activity. Teachers' planning takes very good account of pupils with special educational needs whose individual education plans clearly provide for gains in skills, understanding and knowledge in a range of subjects including mathematics. Pupils new to the country, and those who are at an early stage of using English as an additional language, are fully included and support is targeted to ensure the pace of learning matches that of others. Work is planned effectively for higher attaining pupils and advanced skills are taught well especially when skilled support is available.
33. The quality of the Foundation Stage curriculum is good and is based on 'the stepping stones' in the six areas of learning. Children with special educational needs and those with English as an additional language needs are identified early and all the children are fully included in the wide and varied activities that are planned for them.
34. There are very strong community links and opportunities are sought to extend and enrich the quality of the curriculum. Pupils are taken out to investigate the locality making well-planned visits to churches, theatres and museums. Contact with a local trust has enabled pupils to become involved in a music festival. There are strong links with other schools through the organisation of the Education Action Zone, which has benefited the quality of learning by providing additional resources such as the provision of pre-school experiences, expertise for the teaching of gymnastics and support for pupils from the different ethnic groups. Parents and 'Community Service Volunteers' have been deployed to provide a brighter and more colourful learning environment and the 'University of the First Age' has provided resources for parents and their children to repaint the murals in the playground and to purchase plants. Links with The Bridge School have provided immeasurable benefits for the pupils of both schools and an exciting swapping programme builds on pupils' academic, social and personal experiences on a rota basis. Joint residential experience provides valuable experiences for a small number of pupils.

35. Provision for out-of-school activities during the period of the inspection was good and included an advanced computer skills club, homework club, Years 1 and 2 craft club and cricket and drama clubs for pupils in Years 3-6. Community links encourage visiting specialists who have introduced basketball and cricketing skills and encouraged pupils to participate in inter-school tournaments. Staff give generously of their time and parents appreciated that these activities add to the quality of pupils' learning.
36. Good business links have provided a technician for the computer suite. Pupils benefit from a good range of visitors including musicians, members from the local community and church representatives. During the week of the inspection pupils in Year 6 were fascinated when sharing the wartime experiences of a visiting senior citizen. Citizenship is also promoted well through a wide range of curricular and non-curricular activities. Pupils are encouraged to make decisions and choices. Very good personal and social 'training' encourages them not only to reflect on their own actions, but also on the effects of their action on others. They discuss and debate issues such as the effects of pollution on health; how to improve their local environment; the effects of reckless tree cutting in the rain forests; and the effects of disasters on the lives of communities such as flooding, earthquakes and hurricanes. Representatives from each class are elected and then meet together to form a School Council, which discusses and then makes recommendations to the headteacher.
37. The school's provision for the spiritual, moral, social and cultural development of the pupils has improved since the last inspection and it is now very good. The school provides a well-planned daily act of collective worship, which fully meets statutory requirements. Pupils are encouraged to reflect upon their own and others' experiences and to explore values. One very effective example was observed when a pupil shared with a Year 6 pupil her knowledge of the importance of religion to people from other cultures. Whenever possible, teachers draw pupils' attention to the wonders of nature. A very good example of this is seen in an infant classroom where pupils have a chance to grow plants. Teachers are quick to draw pupils' attention to beautiful things when they see them, for example the beautiful colours and shape of spring flowers. In religious education lessons, they develop an understanding of the differing beliefs of the major world religions. In addition Year 6 pupils show great maturity when discussing 'the concept of Heaven'.
38. The provision for pupils' moral development is very good. The school has a clear behaviour policy, which pupils understand and adhere to. Both adults and pupils work hard to achieve the high standards of behaviour seen in the school. They are very well promoted by the high quality of input from the Learning Mentor. She works regularly with pupils throughout the school and helps all pupils especially the oldest pupils in 'anger management' and 'circle time' sessions. Pupils clearly distinguish between right and wrong. Assemblies deal with moral themes and the school encourages pupils to take care of property and the environment. Work displayed highlights self esteem and positive behaviour.
39. The provision for pupils' social development is very good. Pupils are encouraged to relate effectively to others and take responsibility for themselves and others. Older pupils act as friendly playground buddies to the younger pupils in the school. They undertake jobs in the school, such as helping in the library and setting up the computers. The school makes very

appropriate use of visits in and around the local area. For example, a group of children from Year 4 enjoyed a residential visit to Bell Health Environmental Studies Centre with special educational needs children from the Bridge School. This was a wonderful opportunity for all pupils to understand the needs of others.

40. The provision for pupils' cultural development is very good. Pupils are given valuable opportunities to appreciate their own local culture by studying the locality and taking part in local festivals. In history, pupils have learnt about life in other times and places such as the Egyptians, Greeks and Romans. Pupils here are provided with the opportunity to go on local visits. There is also a strong multi-faith dimension to the religious education curriculum underpinned by visits to the mosque in Birmingham and local churches.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

41. The care provided for pupils is very good. One of the main channels of this care is the support for the pupils by teachers and other adult staff throughout the school. In the pupils' formative and impressionable years, an effective teaching strategy employed by the staff was, noticeably, their personal example, understanding and sensitivity. They were ready, when appropriate to offer their personal experiences to pupils as illustrations of the lessons being communicated and the impact of that strategy is effective. In this mixed ability and multi-ethnic school all pupils receive equal care, respect and opportunity. Through assemblies, 'Circle Time' in classes and other sessions, differences are highlighted in order to show that everyone matters and is a special personality. This message helps all pupils to have a sense of security in the school. Support staff provided by the school is adequate to ensure educational inclusion for all levels of ability and this provision is especially good for English as an additional language and special educational needs pupils.
42. Child protection procedures are very good and satisfy statutory requirements. Health and safety provision is also good but the school has limited indoor space necessitating some articles being placed in corridors, thus constituting a degree of risk to safety.
43. The after-school programme in the school is good and gives pupils an opportunity to engage in activities which promote learning, relaxation and social interaction; for example, there is a weekly homework and study group for Key Stage 2 pupils under adult supervision, catering for pupils who are behind with their work. Although the Learning Mentor's service in the school has been a recent innovation it is clear that this provision is making a strong, positive and effective impact on all levels of school life and contributes very well to the social and moral development of pupils.
44. Procedures for monitoring and promoting good behaviour are very good. In addition the control of aggressive behaviour is also very good. The procedures for improving attendance are good. The headteacher and senior management team are conscious of the need for a very purposeful effort to achieve a higher level of attendance than is the case currently. It has set a target of 94 to 95 per cent attendance rate for this school year or, at least, to equate to the national attendance rate. As most pupils like and want to be in school then with the full commitment of the Learning Mentor Service and that of the educational welfare officer, the

school hopes that by re-structuring its daily programme together with continued encouragement to parents to get their children to school on time, their attendance target will be achieved.

45. The school has very good procedures for helping in the personal development of its pupils. Existing arrangements for assessing and supporting pupils' attainment and progress are good while those for the use of assessment information to guide curricular planning are very good. There is now a co-ordinated assessment system across the curriculum. Targets for each child are monitored from the Foundation Stage to Year 6. The strategy, in cases where there is a gap between targets and performance, is to stimulate the latter rather than to lower the former. The assessment system is in place and is working well.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

46. The partnership between the school and parents is good and contributes effectively to the standard of education in the school. Parents have very good views of the school. Parents are ready to bring their children from some distance so that they can benefit from the education offered. One parent, for instance, in an interview with a group of parents, testified that by transferring her child to the school from another where its performance was well below average the child had been able to get very high grades in Standardised Attainment Tests (SATS). This view, far from being isolated, was typical of those expressed at the pre-inspection meeting with parents and through the completed questionnaires. Parents have been found to be satisfied with the school, the teaching and the academic results achieved by their children. Those tending to disagree or to agree strongly with the contents of the questionnaire varied from two to four per cent only. Eighty-four per cent feel the school has high expectations of pupils while 69 per cent are satisfied with academic performance and progress. On the whole, parents feel Deykin Avenue School is a very caring school and delivers a good education.
47. Links with parents are good. The Home-School Agreement system is active, as required, and pupils have homework books by which parents are engaged in their children's education. The level of homework across the school is considered to be adequate. The Learning Mentor Service in the school, though recent, is already serving as a home-school link which provides an important two-way channel for information and feed-back. Parents expressed satisfaction with the access they have to the school and teaching staff.
48. The quality of the information provided for parents is good. There are regular newsletters; the Annual Report by the Governing Body is attractively produced and illustrated and this is also the case with the School Prospectus. The report on their children's educational performance, progress and attainment sent to parents annually is equally good with clear and informative contents.
49. The partnership between school and parents is good and active. Parents listen to pupils read. The school is exploring different ways to include the parents more in pupils learning.

HOW WELL IS THE SCHOOL LED AND MANAGED?

50. Very good progress has been made since the last inspection in May 1997 and the headteacher, who was appointed following this, has made great progress in moving the school forward and standards are improving significantly in the core subjects. Teaching is very good with strength in planning and the use of resources and the curriculum is rich, broad and relevant. Pupils with special educational needs are very well provided for. Planning is strategic and the role of the co-ordinator is being developed.
51. The leadership and management are of a high quality. The headteacher provides inspirational leadership and is supported very well by the professional approach of the newly appointed deputy headteacher. All the teaching staff share a number of responsibilities which they do very well indeed. Everyone works together as a very effective team. This includes the support staff, the secretary, the Learning Mentor, caretaking and cleaning staff and lunchtime supervising staff. Governors take great pride in their role as 'critical friends' and bring many strengths to the management of the school. They play a full role in deciding the school's priorities and setting the budget. They are fully aware of the strengths and weaknesses in the school, and they know what has to be done to make the school even better. The school development plan is a very good document, which will lead the school forward successfully. It is fully costed with clearly laid out timescales and responsibilities. Everyone is involved and committed to improving the work of the school.
52. The headteacher and her team are absolutely clear that improving standards, teaching and learning are their main priorities and in this they are successful. There are good systems for monitoring the work of the school, and these are having a significant impact on the improvements so far. Targets are set for individuals and groups in English and this is being extended across the core subjects. They are monitored at regular intervals and teachers are focussed on the performance of their pupils. This contributes very well to the overall aim to raise standards. Teaching and learning are monitored effectively in English, mathematics and science by the subject co-ordinators and headteacher. In addition teachers' performance is monitored effectively.
53. The governing body fulfils all of the statutory requirements effectively. The governors visit the school regularly and are fully involved in school life. They know the school very well and are kept well informed about what is actually happening in school. They maintain very good links between the school and the community and undertake their responsibilities conscientiously. They are very clear about the standards the school achieves and how it performs against national standards and those of similar schools. They make full use of this information when setting targets for improvement.
54. The provision for teachers and support staff is good and this has a positive impact on the progress of pupils. Learning resources are good in most areas of the curriculum and are used well to support pupils' learning. Resources are unsatisfactory in design and technology. The accommodation is a bright, purposeful learning environment.
55. The budget is managed effectively and the headteacher and the governing body monitor expenditure very carefully. There are well-organised plans to spend the carry forward of 7.5

per cent on clearly identified priorities such as resources for the school. They review the effectiveness of spending against the benefits for pupils and are cautious when considering tendering for improvement, re- appointing teaching staff, or increasing the numbers of non-teaching support. The decision to spend double the average expenditure on non-teaching support has proved to be very effective. The progress made by pupils with special educational needs, and those for whom English is an additional language would not have been possible without the resources to support the quality of teaching and learning. This excellent strategy, supported by the local education authority, has promoted the very good inclusion of all groups of pupils in order to provide their full entitlement of curricular and extra-curricular activities, regardless of gender, age, ability or background. The school decided to use most of its income designated for special educational needs to provide additional trained support staff. This has proved effective in contributing to the progress being made by pupils especially those with statements of special educational need. Other specific grants have been used effectively, particularly those relating to staff professional development, the Birmingham Grid for Learning and the implementation of the National Strategies for Literacy and Numeracy.

56. Systems for the day-to-day administration of the school's financial affairs are very good and effective. Supported effectively by the local education authority's Finance Officer, the administrative assistant accesses an ever-increasing range of technology to support her work as she accepts more responsibility for financial management. Day-to-day collections of money from pupils', are handled efficiently by supporting staff, and governors are extremely well informed now that they have taken over control of administering the budget from the local education authority. The finance committee meets at least termly and maintains an excellent overview of the school's financial situation. Private funds are audited annually and limits are imposed upon expenditure. There are detailed procedures for ordering and receiving goods.
57. There are very good procedures for applying the principles of best value. Of particular note is the way in which governors evaluate the impact of their decisions. In implementing the action plan since the last inspection, teaching has improved significantly in Years 3 to 6; guidelines are now in place for all curricular areas; standards have been improved in the core subjects of English, mathematics, science and information and communication technology. The provision for pupils with special educational needs and English as an additional language is now very good. There is also now a formalised approach to assessment in the core subjects, and the role of the subject co-ordinators has been extended to make them more effective in contributing to the raising of standards in their subjects.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

Deykin Avenue Junior and Infant School provides pupils with a very effective level of education and there are many strengths in what it does. As the school has already identified, to improve even further, the governors, headteacher and staff should:

1. Raise standards in ICT and design and technology by:

- Making sure that teachers throughout the school build progressively on what pupils know, understand and can do.
(see paragraphs 13, 27, 144)
 - Provide teachers with the opportunity to observe the best practice in the school.
(see paragraphs 18, 125)
 - Ensuring that all activities are well planned throughout the school.
(see paragraph 18)
 - Sharpen up the systems for recording what the pupils have learnt in a lesson. *(see paragraphs 24, 150)*
 - Improve resources in design and technology.
(see paragraphs 12, 126, 147)
2. Improve the effective use of time and the structure of the school day.
(see paragraph 27)
 3. Attendance: Monitor and achieve a higher level of attendance.
(see paragraph 14)

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	18

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	5	20	23	5	0	0	0
Percentage	9	39	43	9	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	159
Number of full-time pupils known to be eligible for free school meals	n/a	88

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	n/a	2
Number of pupils on the school's special educational needs register	n/a	20

English as an additional language	No of pupils
Number of pupils with English as an additional language	85

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	54
Pupils who left the school other than at the usual time of leaving	31

Attendance

Authorised absence

	%
School data	5.7
National comparative data	5.6

Unauthorised absence

	%
School data	1.7
National comparative data	0.5

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2001	7	8	15

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	5	5	5
	Girls	5	5	6
	Total	10	10	11
Percentage of pupils at NC level 2 or above	School	67 (83)	67 (78)	73 (89)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	4	5	5
	Girls	4	5	5
	Total	8	10	10
Percentage of pupils at NC level 2 or above	School	53 (78)	67 (89)	67 (83)
	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)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2001	10	15	25

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	6	8
	Girls	11	12	11
	Total	19	18	19
Percentage of pupils at NC level 4 or above	School	76 (81)	72 (81)	76 (88)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	5	6	5
	Girls	11	11	11
	Total	16	17	16
Percentage of pupils at NC level 4 or above	School	64 (69)	68 (81)	64 (62)
	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	10
Black – African heritage	12
Black – other	0
Indian	3
Pakistani	17
Bangladeshi	0
Chinese	0
White	65
Any other minority ethnic group	15

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	1	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	2	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	8.9
Number of pupils per qualified teacher	20
Average class size	22.7

Education support staff: YR – Y6

Total number of education support staff	7
Total aggregate hours worked per week	148

FTE means full-time equivalent.

Financial information

Financial year	2000/1
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	£
Total income	423487
Total expenditure	410918
Expenditure per pupil	2704
Balance brought forward from previous year	20289
Balance carried forward to next year	32858

Recruitment of teachers

Number of teachers who left the school during the last two years	4.5
Number of teachers appointed to the school during the last two years	7
Total number of vacant teaching posts (FTE)	N/A
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	N/A
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	4

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	159
Number of questionnaires returned	45

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	84	13	2	0	0
My child is making good progress in school.	69	29	0	2	0
Behaviour in the school is good.	64	31	0	4	0
My child gets the right amount of work to do at home.	58	36	4	2	0
The teaching is good.	69	31	0	0	0
I am kept well informed about how my child is getting on.	53	42	2	2	0
I would feel comfortable about approaching the school with questions or a problem.	76	22	2	0	0
The school expects my child to work hard and achieve his or her best.	76	24	0	0	0
The school works closely with parents.	60	38	2	0	0
The school is well led and managed.	58	40	2	0	0
The school is helping my child become mature and responsible.	73	22	4	0	0
The school provides an interesting range of activities outside lessons.	53	40	2	2	2

Summary of parents' and carers' responses

The parents who responded to the questionnaire and attended the parents meeting were fully supportive of every aspect of the school, including the headteacher and the teaching staff. They felt that the school was extremely well led and managed. They were highly complimentary and supportive of the headteacher.

Other issues raised by parents

In response to the questionnaires and at the meeting, parents had few negative views of the school. Inspection evidence supports the very positive views of all parents.

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

58. There have been good improvements since the last inspection in provision for children in the Foundation Stage and it is now good. Children are admitted to the Reception class in the September nearest their fifth birthday. There are currently 23 children in the Reception class. A scrutiny of wall displays, resources and children's work was carried out. Children were heard read and also talked to inspectors about their school experiences.
59. Children enter Reception with well below average attainment. Staff complete initial assessments, which provide them with a very clear overview of the children's capabilities. Baseline assessments⁴ take place during the first six weeks in Reception. The information is used well to provide good curriculum based on 'the stepping stones' in the six areas of learning. Children with special educational needs and those with English as an additional language needs are identified early and all the children are fully included in the wide and varied activities that are planned for them. By the end of the Foundation Stage, most children are on course to achieve their targets in the Early Learning Goals in all areas. However, a significant minority with special educational needs will not achieve these. Most of the children are making good progress in their Reception year.
60. The quality of teaching and learning is good in communication, language and literacy, mathematical, creative, knowledge and understanding of the world and the personal, social and emotional development areas of learning. Teaching is satisfactory in the physical area of learning. The Foundation Stage team work effectively together providing a welcoming and secure atmosphere for young children. They plan the programme together and both teacher and support staff are actively involved in supporting children's personal development and learning. Staff work well together to create a stimulating and safe environment. There are good assessment procedures in place and the teacher uses this information well to identify needs and inform planning the next tasks for the children. Children with special educational needs and English as an additional language are supported very well which greatly enhances their learning. They make good progress throughout the Foundation Stage. Very positive links with parents are in place and there is regular daily contact, which helps to promote the very good relationships that exist between staff, parents and children. The main improvements since the previous inspection have been in planning and resources. There is a good Foundation Stage policy in place and a good range of equipment including pedalled vehicles.

Personal, social and emotional development

61. Children's personal, social and emotional development is given a high priority to good effect. Teaching is good in this area, which helps most children to make good progress and as a result some are likely to exceed the early learning goals by the end of the Reception year.

⁴ Baseline assessments : assessments that take place when the children have spent six weeks in Reception

Staff create a warm and caring atmosphere which enhances children's sense of security and confidence. Children demonstrate good levels of concentration when painting and constructing. They are expected to manage changing and washing themselves and are encouraged to take responsibility for their belongings. They behave very well as members of a large group when responding to questions, listening to stories and singing rhymes. The adults promote the children's independence very well and this is why they make good progress. They develop a good understanding of other cultures and Christian beliefs through assemblies.

Communication, language and literacy

62. By the end of the Foundation Stage most children have made good gains in their learning in reading and attainment is average for their age. Some children are already attaining the early learning goals for reading and can link sounds to letters, read familiar and common words and re-tell stories. A good range of fiction and non-fiction books, organised into different levels of challenge are enjoyed by the children and regularly taken home. The children's appreciation of stories such as *Elmer the Elephant* is stimulated by good, expressive story telling in lessons, which is both exciting and absorbing for all children. The quality of teaching is good overall and there is a good emphasis on reading and stories.
63. Attainment and progress in speaking and listening are good and in writing is satisfactory and children's skills are taught well in these areas by the teacher and support staff. Most children are likely to reach the early learning goals by the end of the Reception year. All children including those with special educational needs and English as an additional language make good progress. Children with very limited language skills are supported very well from the outset. Children who enjoy mark making as they write letters regularly visit a writing area. The early stages of word building are supported well in group work in the literacy hour and there are many examples of children producing early writing. They are developing a good sense of purpose in their imaginative role-play. Children respond to questions from adults readily in large and small group situations. They are also supported well in self-chosen activities and play.

Mathematical development

64. When children enter Reception their attainment in mathematics is well below average. By the end of the Reception year most of the children are on course to achieve their early learning goals and a significant minority will exceed these. Counting is built on very well in Reception and most children can count accurately to 20. Staff provide a wide range of activities, which are imaginative and enjoyable, with a strong focus on counting out the teddies and dinosaurs. Children can recognise the numbers 1 to 10 and all, including the higher achievers, are suitably challenged. They are gaining a good understanding of colour, shape and size. The quality of teaching and learning is good and children with special educational needs and English as an additional language are very well supported so that their learning is effective and they make good progress. Teachers and support staff develop their mathematical vocabulary very well.

Knowledge and understanding of the world

65. Provision and teaching for the children to develop knowledge and understanding of the world around them are good. This helps children's learning and they make good progress. Most children are on route to achieve their early learning goals by the end of the Reception year. Development in the children's ability to explore and investigate, to find out how things work, to build, construct and make are supported by a well resourced classroom and adequate space. Children construct models out of found materials and use a tape recorder to listen to and replay music.
66. Children access a computer in the classroom and use a mouse and keyboard to move icons and change pictures as needed. Children enjoy using the computer programs to dress teddy for winter and for counting and adding numbers. Most children are confident in using the mouse to follow simple computer programs in literacy and mathematics. For instance, children can use the mouse effectively to activate simple animations on the screen. Children are provided with valuable opportunities to observe and handle materials from the natural world such as plants, insects, leaves, animals, wood or ice. The safe outdoor environment, adjacent to the classroom is not explored fully for this area of learning. There is potential to create small environments in the outdoor play area to support learning in knowledge and understanding of the world. Children are confident, and show increasing awareness of festivals such as the Chinese New Year. Effective use is made of resources to support children's learning. They are developing a good sense of time and place and have a growing awareness of their own culture and other people's cultures.

Physical development

67. Teaching is satisfactory overall and children make satisfactory progress in the physical areas of learning. Attainment in children's physical development is satisfactory and most will attain the early learning goals in physical development. Activities are planned to systematically develop children's skills. They play safely and can ride their wheeled vehicles competently. They enjoy practising physical skills such as climbing and balancing. They show an increasing awareness of space, move confidently and some children have good co-ordination skills. They have a sound awareness of health and safety issues. Children's dexterity is developing well through playing in the sand and water, rolling, cutting and threading beads. Their writing and gluing skills are developed steadily and they handle glue, pencils, scissors and paintbrushes successfully. During hall time too much time is allowed for creating a dance based on the 'Carnival of Animals'. The session lasts an hour after which time children begin to lose interest in their dance and become unsettled. However, children manage to create interesting movements and enjoy wearing their animal costumes.

Creative development

68. Children enter school with well below average creative skills. Most children are on course to achieve their targets by the end of the Reception year. Children make good progress because the quality of teaching is good. Activities are well planned and appropriate to the children's stage of learning. They learn about pattern, colours and texture and express their own ideas well in pattern. Most children can use paint effectively and know how to hold a paintbrush correctly. Their imaginative play progresses well and adults provide very good role models.

They respond well to music and sing a wide range of songs to develop their literacy and numeracy skills. They enjoy music and learn how to handle simple percussion instruments correctly in music lessons. They also create an interesting range of models. Children in Reception have many valuable opportunities to express their own ideas and communicate their feelings through role-play. Children with special educational needs and English as an additional language make good progress. Refugee children with very limited language skills are very well supported by adults.

ENGLISH

69. Very good progress has been made since the last inspection. In the national tests in 2001, the seven year olds achieved below average standards in reading and writing. The 11 year olds achieved standards in line with the national average. In 2001 significantly more pupils in Year 2 and Year 6 achieved satisfactory standards in reading and writing than they did at the time of the previous inspection and over recent years. The school reached its English targets for 2001, and in some cases the pupils exceeded these. In comparison to similar schools standards were well above the national average for seven and 11 year olds. At the time of the inspection pupils' attainment is above average for both seven and 11 year olds. Girls do less well than boys at reading and writing however the current strategies in place have addressed these issues and girls are starting to do better all round. There are a number of reasons for pupils' significant gains: -
- Teaching is very good, with many very good features. It is well organised and well taught. The National Literacy Strategy has had a positive impact on standards and teaching.
 - The English curriculum is securely in place and staff know the subject well.
 - There are effective systems for monitoring attainment and tracking progress. This means that gaps in learning can be identified and tackled quickly.
70. Teachers provide good opportunities for pupils to develop their speaking and listening skills. They set up the introductory part of lessons so that pupils have time to share what they know and have learnt, and they acquire and use the language associated with the topic. A very good example of this occurred in Year 6, where pupils worked hard with the teacher to produce a chilling start to a story. Pupils confidently made suggestions, some of which were used in the story. Throughout the school, teachers encourage pupils, when working in pairs or in small groups, to discuss their work with each other. Often they consider each other's views and frequently this takes their own understanding on just that little bit further. Teachers place an appropriate emphasis on teaching the correct terminology, as in a Year 2 history lesson on identifying what buses were like in the past and comparing them to modern day buses. Most pupils have a limited vocabulary but they use the words they know to good effect. Vocabulary is expanded well as it is associated with the different topics and subjects across the curriculum. Most pupils including higher achieving pupils are making good progress. Almost one in three pupils are on the register of special educational needs, and two out of every three pupils use English as an additional language. The group of Somalian refugees, and Urdu and Bengali speaking pupils who are at the earliest stage of acquiring English as an

additional language are also making very good progress due to the very good level of support, provided by teachers who plan activities that are closely matched to their needs.

71. Throughout the school, whole class sessions in personal and social education lessons provide good opportunities for all the pupils to share their feelings confidently. Attainment is improving significantly, but it is still below the expected standard for many of the seven and the 11-year-olds.
72. By the time pupils are seven years old most of them achieve above average standards in reading. Boys are improving their reading standards but they still achieve lower standards than girls. Pupils with special educational needs and English as an additional language (including Somalian refugee children with limited language skills) make very good progress, as do their classmates. Teachers know the pupils well, and accurate assessments mean that teachers speedily identify gaps in pupils' learning. Pupils' reading skills are well below average when they start school, but as they move through the school most make very good progress. In Years 1 and 2 the pupils build successfully on their knowledge of the letter sounds they learnt previously. Letter sounds and combinations are taught in a structured way, with plenty of time for pupils to practise. This helps them to become fluent readers. Pupils have a love of reading and they try hard to sound out their letters to form words, but the lower attaining pupils find this difficult. Average and higher attaining pupils develop their knowledge and understanding of letter sounds more speedily, and this helps them to tackle new and unfamiliar words. In Years 3 to 5 the standard of pupils' reading is satisfactory. Pupils read fluently and accurately, and a minority of nine to 11-year-olds can speak with first hand knowledge of a range of different authors including Roald Dahl and J.K. Rowling. Most Year 6 pupils read with reasonable fluency and their understanding is sound. Standards are below average for the year group. Reading record books are used well throughout the school. They demonstrate the pupils' good progress, as well as regular monitoring by class teachers. Parents like these books, and they are an effective means of keeping parents abreast of their child's reading skills. Some of the older pupils are skilful at finding information from various sources such as CD Rom's and literature/reference books. Other pupils need help from adults to do this, but they are keen to succeed and they try hard.
73. Seven-year-olds achieve above average standards in their writing. They record their work well in history, geography, religious education, mathematics and science and enjoy writing poems. In one lesson the pupils were orally listing instructions for a baking session, with the teacher writing suggestions on the board. The higher and average attaining pupils successfully identified the ingredients and the equipment, drawing on their previous learning for example, measuring jug, wooden spoon. By using this brainstorming technique, alongside her knowledge of the pupils' attainment, the teacher was able to draw on their earlier learning successfully. She did this by questioning the pupils and encouraging them to 'have a go' at writing and spelling the words unaided. Many of them were successful in spelling these new words by using their prior knowledge of letter sounds and blends. All of them were secure about the purpose of their writing and knew how it differed from writing a story or a poem. Full stops and capital letters were used consistently, and work was neatly presented.
74. The standards achieved by the 11-year-olds are average, for both boys and girls. Pupils in Years 3 to 5 are achieving about average standards for their age, and are making good, and

frequently very good, progress. Good use is made of ICT to support learning and Year 6 pupils are given valuable opportunities to review and evaluate their work as they interpret instructions and information. They write a good range of poems about the sea. Pupils writing about the life of a child in Ancient Egypt, describe lifestyles and use the correct vocabulary well. Lower attaining pupils find it difficult to use a range of imaginative language. This group use full stops and capital letters correctly, but many of them need extra help to master correct punctuation at a more advanced level. More complex grammatical structures are well taught across the junior age range, and this teaching is clearly having an effect on standards. Standards are improving for most pupils, due to very good teaching and very good use made of learning resources to support their learning.

75. The quality of teaching is very good overall and there are examples of very good teaching throughout the school. All members of staff teach the National Literacy Strategy very well. The majority of lessons, including literacy, group reading and extended writing are very well planned. The organisation of pupils into groups according to their ability helps the work to be very well matched to pupils of different ability. Work is built on very well on what most pupils can already do. This is supported by very good assessment within the lesson and over a period of time. The teachers use very good methods and organisation to support pupils' learning. The school's very good procedures for behaviour management, which are consistently applied by staff, mean that the management of pupils is very good. This is also enhanced by the excellent relationships teachers have with pupils and very good attention is given to including all pupils well in learning. Pupils use the library very well to research information and their independent learning skills are developed very well. Pupils with special educational needs are supported very well. Where appropriate pupils with English as an additional language and refugee children with very limited language skills are supported very well. Homework has been planned to support learning effectively and is matched to work in the classroom.
76. The subject is very well managed and there is a clear, shared plan for the way forward. The co-ordinator has worked very hard to support staff in the implementation of the literacy strategy, and she has been very successful. Good systems for monitoring and evaluating standards, teaching and learning provide accurate and up-to-date information so that trends are identified and gaps can be tackled without wasting time. There is now a consistent approach to the teaching of English, and this helps the pupils to make good gains in all aspects of the subject. Day-to-day assessment is good, and is used well as a basis for planning the next stages in learning for all the pupils. Because overall standards have been very low in the past there have been no higher attaining pupils. This is starting to change now, and staff are beginning to identify higher attaining pupils and to plan suitable work for them. This area is poised for development as standards improve across the board.

MATHEMATICS

77. Overall, in the 2001 statutory tests, standards in mathematics were judged to be well above those typical for seven-year-olds when compared with schools nationally and high when compared with standards of schools considered to be of a similar nature. When using similar comparisons for pupils by the age of 11, standards were below average when compared with all schools nationally but above the standards considered typical when compared with those for pupils in similar schools.

78. Evidence gathered during the inspection from lesson observations, scrutiny of work in pupils' books and after discussions with pupils and teachers indicates that there has been significant improvement in standards since the last inspection in 1997, when standards were judged to be only satisfactory by the age of seven and below by the age of 11.
79. Pupils by the age of seven reach levels that are well above average and overall have made very good progress. This is impressive when by the age of seven, one in two pupils had joined the school after the age of five; almost one in three pupils are on the register of special educational needs, and two out of every three pupils use English as an additional language. The group of Somalian refugees, and Urdu and Bengali speaking pupils who are at the earliest stage of acquiring English as an additional language are also making very good progress due to the very good level of support, provided by teachers who plan activities that are closely matched to their needs.
80. Overall, pupils by the age of 11, are now performing at levels overall which are above those considered typical of those expected for pupils of this age. Most pupils reach above average standards when using and applying their skills. One in five pupils are in line to reach the higher Level 5 in national testing for 2002 and one in three pupils are working at the lower Level 3 or below. There is an indication that standards in Years 3 to 5 will exceed the standards evident in the present Year 6 where data indicates that one in two pupils has joined the school since the age of seven, and that one in three has joined the class since the beginning of Year 4. More than one in three pupils in Year 6 are on the register of special educational needs, with one in five being at an early stage of using English as an additional language.
81. By the end of Year 2, higher attaining pupils understand place value of number to hundreds, tens and units; mentally recall table facts to 3, 4 and 5 times; and begin to explore numbers to 1000. Pupils of average ability use number to 100, understand place value to tens and units and recognise patterns relating to the two, five and ten times tables. Most Year 2 pupils identify common two and three-dimensional shapes; they have good mental skills and solve money problems using sound strategies such as counting on from the largest coin. They recognise odd and even numbers, and use doubles and near doubles to solve addition problems. Pupils use standard units to record time in hours, half and quarters and measured accurately in centimetres. Interpreting information shown in simple pictograms and bar charts has been identified as needing improvement and all pupils have now practised these skills. Lower attaining pupils practise simple addition and subtraction with numbers up to 10 and sequence larger numbers. Overall, pupils in this age group attain well above average standards in the important skills of mathematics. In the Year 2 class, pupils develop strategies to find totals by counting on with lower attaining pupils using number pairs to 10, and with higher attaining pupils using numbers to 20. In the Years 3 and 4 group pupils were taught strategies for adding 9 or 11 to a given number, and in Years 5 and 6 pupils developed multiplication strategies by making numbers more manageable. Higher attaining pupils in Year 6 have developed very good strategies to solve problems by identifying key words and phrases and to identify the processes and units demanded.

82. By the age of 11, pupils have a very good understanding of place value to more than 1000 and use fractions and percentages confidently. Pupils multiply and divide decimals to two places, and know how to use and interpret co-ordinates. They calculate the mode, mean and median, and have a good understanding of ratio and proportion. These high standards are also reflected in much of the work undertaken by the higher attaining pupils in Year 5. Average attaining pupils multiply three digit figures by two digit figures, classify two dimensional shapes and three dimensional objects, measure perimeters and calculate areas of shapes. In discussion, pupils of average attainment demonstrated a very good understanding of numeracy including factor and multiple; showed a good understanding of place value including decimal fractions; and recognised square and prime numbers accurately. Lower attaining pupils have a good understanding of the place value of numbers but are less confident when using a range of strategies to multiply larger numbers. Pupils with special educational needs are supported very well, and the very good levels of support by classroom and integration assistants enable these pupils to remain in the higher ability groups. These pupils are managed very well by teaching staff who recognise their needs and respond appropriately especially to those whose behaviour has hindered their progress in the past.
83. Good progress is maintained in Years 3 to 4 and accelerates in Years 5 and 6. This progress is maintained by a combination of teaching that is consistently very good and a commitment by the headteacher and governors to provide a very good level of support that ensures that pupils of all ethnic groups are challenged and receive their full entitlement. A very good example of this level of inclusion was observed in Year 4 where pupils at an early stage of acquiring English language skills received excellent support, as did higher attaining pupils who were challenged throughout by an Advanced Skills teacher. The persistence of the headteacher; the use of resources from within the Education Action Zone, and the commitment by the local education authority, has been effective in raising standards.
84. Teachers throughout the school have implemented the National Numeracy Strategy very well and there is consistency in the three stages of each lesson. Overall, the mental and oral introductions are good; pupils are then set tasks, which are well matched to their abilities; and then the summing up period is used to check gains in knowledge and understanding. At its best, this part of the lesson is used to introduce new learning or to inform pupils about the next stage of learning. Effective in-service training has raised the knowledge and understanding of the requirements of the National Numeracy Strategy and created a better balance to the curriculum overall. The concentration on developing mental and oral skills and then using these skills has enabled pupils to work at a greater pace. The insistence that pupils explain the strategies they have chosen to solve their problems has contributed effectively to the raising of standards. Homework is used consistently well to support teaching and learning in mathematics.
85. Overall the teaching of mathematics is very good, with some excellent teaching in both the infant and junior phases. As a result, the quality of learning is very good. Pupils are well behaved and they have very good attitudes to learning.
86. Overall the quality of teaching and learning has improved impressively since the last inspection, particularly in Key Stage 2 where it was then considered to be unsatisfactory.

87. There is now a level of teaching and learning which is consistently very good, with some excellent teaching in Years 1, 2 and 5. In the three lessons seen in Key Stage 1, and the five lessons seen in Key Stage 2, planning clearly identified what pupils were expected to learn and did learn, and each ability group within each class was challenged to build on previous knowledge and understanding. Since the last inspection, teachers have concentrated on promoting skills and strategies enabling pupils to solve problems and explain what they are doing, and more importantly, how they are solving their problems and which strategies they are using. Teachers know their pupils well and match questions to their abilities involving all in the whole class discussions. Of particular note was the way in which teachers employed strategies that encouraged pupils to discuss their work with their partners during whole class preparation or summing up. This allowed support staff to be fully involved throughout the lesson and not just during the time when pupils were working in their groups. Often, this strategy encouraged all ability groups to be challenged and added considerably to the quality of teaching and learning. Information and communication technology makes an effective contribution to the recording of pupils mathematical work.
88. The information collected from termly school tests, together with information gained by analysing previous strengths and weaknesses in national testing is used to match the quality of teaching to the needs of groups of pupils. This enables planning to be more focussed, with teaching and learning objectives matched more keenly to the ability of pupils. Although marking is consistent, it is used to best effect when it informs pupils of the progress they have made, skills they have achieved, and how their work is presented. Comments such as ‘Back to your high standards please’, ‘You know your doubles’, and ‘You know how to add tens’ inform and remind pupils of their achievements and promote confidence and very good attitudes.
89. The relationships between adults and pupils are very good, and pupils respond positively when teachers value their contributions. Their self-esteem is high when caring teachers praise them for being ‘So Close’ rather than ‘Wrong’. Pupils enjoy their mathematics and collaborate well in their investigations. Pupils agree that ‘Maths is fun’, as did parents during the initial meeting. In all lessons pupils were never less than well behaved. They responded positively to challenge, and were attentive and eager to contribute to lessons and use their skills and strategies. Work in books reflected the high expectations of teachers and the effort of pupils.
90. Mathematics is led by an enthusiastic co-ordinator, who has a very good vision of what is needed for the future. Development planning indicates the high priority given to the raising of standards. Initiatives such as ‘Springboard’ have concentrated on raising attainment for targeted groups. School and national testing have been analysed and there are good records of progress according to gender and ethnic groupings. This good strategy has identified the need to focus on the mathematical development of girls, and identifies that boys of African and Caribbean origin are making good progress.
91. The monitoring of the quality of provision in mathematics is ongoing and the strategy of observing focused parts of lessons, and examining teachers’ planning and the work of pupils

has contributed to the raising of standards. Written and verbal reports have been shared with the link Numeracy governor and consequently the governing body is very well informed. The mathematics co-ordinator maintains and organises a good range of resources and is acutely aware of the need to extend the use of computers to support learning, and to use the good information that is available to challenge pupils by identifying individual targets. He has responded positively to the high turnover of teaching staff by arranging good in-service training both within school and through the local education authority. The Numeracy consultant⁵ has been used effectively to sharpen skills and to maintain and raise the subject knowledge of all teachers. Pupils' numeracy skills are used well to support their work in science and geography. Their independent learning skills are developed well and effective use is made of the school library.

SCIENCE

92. Evidence upon which judgements were made in science, were gathered through the observation of six lessons, examining current and previous pupils' work, discussion with class teachers and the subject co-ordinator, scrutiny of resources and looking at the wealth of display material around the school.
93. In the year 2000 teachers' assessments in science for pupils in Year 2 showed that standards in science were below the national average. In 2001, the assessments suggested that standards in science were well below what was expected nationally. However, the assessments show that pupils achieving a higher Level 3 were above what was typical for pupils aged seven. By the end of Year 6, the 2000 national tests in science indicated that attainment for pupils was above the national average, and in comparison with similar schools was well above the standard typical for 11 year olds. There was very little difference in the performance of boys compared to that of girls at either age.
94. There has been a steady upward trend in standards for both age groups since the last inspection. In 2001 the invalidated test results indicate that there was a dip in the performance of 11 year olds, placing them well below the expected level for pupils nationally. Compared with similar schools, their performance was still below what was typical. The good progress made following the last inspection was not maintained during the year 2000–2001.
95. In Year 1, pupils are able to identify the different materials and their properties that are used to make up a variety of objects. They can talk about their observations and record their work through simple drawings or short sentences. By Year 2 pupils are learning about the principles of fair testing⁶. In a practical activity, they were able to predict whether a number of materials were waterproof, then test their predictions. They were able to discuss their observations and record them on a worksheet.

⁵ The LEA numeracy consultant has worked alongside staff and children throughout the school to support them in the mathematical learning.

⁶ Pupils used 'Fair testing' in science lessons to test their hypotheses. It means that all the experiments are carried out using the same methods and equipment to test their ideas.

96. In a Year 3 lesson pupils were learning the importance of food as an essential to the basic conditions needed for animals and humans to survive. They have a basic understanding of the food groups needed to ensure a balanced diet and that such a balance is important to maintain good health. They made good progress in this topic on food, which was linked to a project in design and technology.
97. In Year 4, pupils investigated friction and learned that it can slow or even stop the movement of objects. In a practical experiment, they learned that the sole of a shoe needed to be made of a material, which increased friction, especially for walking on slippery surfaces. In the practical work, they were using principles of fair testing as they used a Newton Meter to compare the differences in friction of number of shoes on a variety of surfaces.
98. A Year 5 group of pupils investigated the process of evaporation. They learned and have a good understanding of factors, which cause evaporation and through a range of group tasks, carried out fair testing of their predictions.
99. A practical investigation into the friction caused by air resistance was part of a unit of work in Year 6. Pupils experimented with paper autogyros to explore the effects of air resistance against a moving object. They tried changes to the weight of the autogyro and length of the “wings” to measure the effects of such variables. They understood that air resistance slows down a moving object and that it acts in the opposite direction to the movement. Pupils were able to use comparative language to explain the results of their investigations. There has been a significant improvement in the pupils’ ability to make use of their knowledge, skills and understanding in science. In comparison with the findings of the previous report, there is much practical, investigative work going on throughout the school. In order to raise standards further there is a greater focus on the accurate recording of pupils’ findings.
100. Teaching is consistently satisfactory through the school with a number of examples of good and very good teaching, especially at Key Stage 1. The best teaching was characterised by the teacher’s good subject knowledge, a brisk pace to the lesson with effective use of questioning to stimulate and challenge pupils; pupils demonstrated their enjoyment and an eagerness to take part in discussion and share their ideas. In a small number of lessons, concentration drifted when the lesson was too long and where pace and challenge slowed. Some lessons were too long for pupils to sustain a prolonged period of concentration, while on other occasions the period of time allowed for the activity was too short. The school will need to review its organisation of the day in order to address these time allocation issues.
101. Teachers’ planning is very good, based upon a scheme of work, which follows nationally provided advice. The work that teachers plan provides a good match for the needs of pupils through the age ranges. Planning for pupils with special educational needs, or who have English as an additional language, is well done and ensures that the principles of inclusion are built into planning. The scheme provides for progress from the youngest to the oldest pupils and inspection evidence shows that there is good, and in some classes very good progress being made in the development of knowledge skills and understanding in science.

102. Teachers' planning identifies assessment opportunities to ensure on going, day-to-day assessment. This helps teachers modify their plans to address the developing needs of their pupils. Teachers know their pupils well and they make the learning opportunities within each lesson suitable for the whole range of ability within the class. Formal assessment, consisting of a planned investigation, takes place half termly and the subject co-ordinator plans to introduce a portfolio of assessed work in the near future.
103. Pupils enjoy their science work, and this is particularly evident in those lessons where practical and investigative activities are used. They behave well, showing a very positive attitude to their work. There is a good relationship between teachers and pupils, and the management of pupils, as a result of the positive behaviour policy, is most effective.
104. Pupils in the infant and junior phases are making good progress in science. Almost one in three pupils are on the register of special educational needs, and two out of every three pupils use English as an additional language. The group of Somalian refugees, and Urdu and Bengali speaking pupils who are at the earliest stage of acquiring English as an additional language are also making very good progress due to the very good level of support, provided by teachers who plan activities that are closely matched to their needs. It was clear from the teachers' planning that pupils were consolidating and building upon existing knowledge and understanding. From a comparatively low level of attainment on entry to the school, pupils in both age groups achieve a level in line with the national average, and it is anticipated that a significant number of pupils will achieve a higher than expected attainment level by the age of 11.
105. Science is making an effective contribution to the development of pupils' literacy and numeracy. A range of skills, such as report writing, discussion and sharing ideas and the use of appropriate scientific vocabulary help to promote literacy. Mathematical development is seen through the use of charts and graphs, the deployment of a stopwatch to measure the flight of an autogyro, and the recording of the Newton Meter data in the friction experiment. Information and communication technology was seen in some lessons, though overall, its use as a learning tool for science was under-developed. Science is enhancing pupils' spiritual, moral, social and cultural development in a number of ways. The group activities observed showed several instances of co-operative and collaborative work, while the pleasure of discovery, afforded by the investigations, produced several special, spiritual experiences with pupils displaying a sense of wonder at their findings.
106. Science is very well managed by the subject co-ordinator. Despite having only held the post since September 2001, she has started to give the subject the priority it deserves. She plans to analyse past test papers so that the scheme provides for any shortcomings in the curriculum and has a declared intention to raise performance in science to the high standards seen in mathematics and English. The topics planned within the scheme are reviewed on a termly basis and modified accordingly. The post holder scrutinises teachers' planning and samples of pupils' work as part of a monitoring role. As yet, teaching is not monitored, though there are plans to introduce a form of team teaching where the post holder will work alongside other teachers to support and monitor classroom practice. As a non-specialist science teacher, she sees the need to further develop her own subject knowledge as well as supporting other

teachers through professional development. She is already demonstrating her leadership qualities in the way that she offers support and advice to her colleagues and gives them feedback on her scrutiny of plans and samples of pupils' work.

107. Resources for science are good, except in the area of information and communication technology. A wide range of equipment and apparatus for science has been well chosen to complement the units of work in the scheme. It has been carefully catalogued and is available centrally. The post holder reviews the resource position regularly and intends to make additions and improvements as funding allows. Pupils independent learning skills are developed well and good use is made of the library.

ART AND DESIGN

108. Attainment has improved since the last inspection in Years 1 and 2, standards are now above average at the end of Year 2. The standard of planning has improved and the quality of teaching is at least good and this is having a positive impact on the standards of pupils work. It is in line with expectations of pupils of this age in Years 3 to 6 where standards have been maintained. By Year 6, pupils attainment in art and design is in line with expectations of pupils of this age. Completed work, photographs and displays around the school were evaluated and discussions were held with children. Pupils make good progress in art and design in the infant and junior stages of the school.
109. In Year 1 pupils are encouraged to experiment with techniques and materials. They use a variety of papers and fabrics to investigate the techniques of weaving. They demonstrate good weaving skills and talk excitedly about textures, choices of fabrics, materials and colours. They make excellent progress due to excellent teaching. Explanations are very clear and materials are readily available to support pupils' learning. Year 1 pupils create imaginative paintings of their own choice and take great pride in painting the exterior of a puppet theatre. Painting and weaving skills are taught very well. These skills are built on well in Year 2 and very good teaching and very clear explanations enable them to explore and experiment with a range of materials to create interesting textures. They create stitched, woven, painted, tufted and rippled effects.
110. In Years 3 and 4 pupils understood how to control pencil and water colour in order to record degrees of shade and tone. Information and communication technology is used to create repeating patterns. In Year 5 good teaching and well-planned lessons enable pupils to explore ideas for making containers and sharing their ideas. By Year 6 pupils apply their knowledge of the style of Picasso, Mondrian and Monet to their paintings.
111. Pupils with special educational needs and English as an additional language participate in all art and design lessons and make very good progress. All children are fully included in art and design experiences. There is very good development of all pupils' vocabulary in art and design work
112. In the three lessons observed the quality of teaching is very good overall. Teachers have a clear understanding of the skills they want children to learn. Questions are used well to remind pupils of their previous learning. Teachers' subject knowledge is very good and there

is good technical skills tuition for example in weaving. Excellent teaching occurred in a Year 1 art and design lesson. All resources were very well organised and teachers and support staff developed pupils' design skills very well.

113. Pupils are good at making choices about the materials and equipment they use. They are also good at evaluating their own and each other's work. They make effective use of the library to support their art and design work in science, history and geography. Staff are confident in their teaching, and the co-ordinator has very good expertise in the subject, enabling her to guide the staff forward successfully. The next area for development is to create an efficient way of tracking and recording pupils' skills in art and design.

DESIGN AND TECHNOLOGY

114. Four lessons were observed in design and technology, one of which was delivered as an art lesson, but which provided useful evidence of work that is going on in design and technology. Further evidence was collected through an interview with the subject post holder, scrutiny of pupils' work, conversations with pupils and examining displays around the school.
115. No judgement was made on attainment in design and technology at the time of the last inspection, but there were observations made about the lack of tools and resources. In this inspection, it was judged that by the ages of seven and 11, standards of attainment are in line with those expected. Pupils in both key stages were observed planning and making products and models, working with tools, evaluating and discussing their work.
116. Pupils in Year 1 were selecting materials and trying joining techniques to make their own puppets. They made good quality, detailed drawings, which they shared with other pupils and the teacher. When they had completed their work, they showed it and talked about it to the whole class.
117. In a Year 3 class the pupils were learning to use tools correctly and safely. They designed and produced their own designs of sandwiches, learning the importance of food hygiene and exploring a variety of ingredients and methods of preparation. They understand the importance of thinking ahead about the sequence of the process. They produced some very interesting and appetising sandwiches.
118. Pupils in Year 4 designed a chair for a "special person." They prepared their drawings well using imaginative ideas, which they shared enthusiastically with the rest of the class. They decided on their choice of materials in readiness for the next, making stage of their project.
119. A Year 5 group of pupils explored ideas for making a variety of containers to suit different needs. They investigated the visual and tactile qualities of materials and processes in making their designs. They prepared drawings, sharing their ideas and choice of materials and fixings. Some very good, well-designed boxes and containers were produced.

120. Although the lesson was not observed, it was possible to see the outcomes of some very interesting designs of structures using modelling straws. Year 6 pupils had gone through all the planning and design strategies in preparation for their making of a model hurricane shelter.
121. Since the last inspection there has been much improvement in the provision of resources and tools and although further improvement is planned, they are satisfactory and adequate to deliver the present curriculum. In order to improve standards further the school has identified the need to place a greater focus on the recording of the designing and making processes. The school recognises the difficulty in making these resources available for all classes in the school; the post holder plans to purchase a suitable trolley to house tools and materials.
122. Teaching in design and technology is satisfactory throughout the school and in Year 1 there was excellent teaching observed. The best teaching was characterised by good planning which ensured that the tasks were suitably matched to the needs of the pupils, where skilful use of questioning was used to consolidate pupils' knowledge and understanding of the topic and where good management of pupils and high expectations secured good behaviour.
123. All pupils have full access to the curriculum. Those with special educational needs and for whom English is an additional language make good progress and are well supported by classroom assistants. Inclusion is well assured where design and technology is taking place.
124. Pupils show enthusiasm for their work in design and technology. They enjoy designing and making and are willing to discuss what they are doing. Behaviour was excellent in lessons observed and pupils have a very good attitude to their work.
125. The subject post holder has been responsible for design and technology for two years, during which time he has ensured that a policy, ratified by governors, is in place and that there is a scheme, based on national advice to cover all areas of the subject. He recognises that there is a need for in-service training to ensure all teachers have adequate subject knowledge, and that resources need further improvement. He monitors teachers' planning and is able to provide support and advice for his colleagues. However, as yet, there are no opportunities afforded for monitoring classroom practice. The school improvement plan does identify the need for release time for the post holder to carry out a review of planning, to review and update guidelines and to audit resources.
126. Accommodation for design and technology lessons is satisfactory, with a supply of water in all classrooms. There are ample work surfaces and sufficient storage space for pupils' design projects. To make learning effective, there is a need for a review of resources and a solution found to the accessibility of tools and materials. Limited use is made of the library to research design and technology topics.

GEOGRAPHY

127. Although only one lesson was observed in geography during the period of the inspection a judgement on standards has been reached after talking to pupils, looking at work previously completed in pupils' books from the current and previous year, talking to the co-ordinator

and looking at the overall planning for the subject. Taking all this evidence into consideration there are indications that standards are broadly typical for pupils by the ages of seven and 11.

128. Pupils have a satisfactory understanding of mapping skills. By the age of seven they have made simple plans of their classroom and school and have explored their routes and methods of travelling to school. By the age of 11 they have studied different places, and plotted them, using co-ordinates, on maps. They talk enthusiastically and knowledgeably about the similarities and differences between their own locality and those of the more rural farming community of Middleton, and the Caribbean island of St. Lucia.
129. In the one lesson seen in Year 5, the quality of teaching and learning was very good. The very good level of support given ensured that all pupils were fully engaged in group activities, including those with special educational needs and those at an early stage of acquiring English as an additional language. Pupils were managed very well and activities were very well matched to the needs of each group. These pupils have studied the development of rivers, and have discussed the effects of erosion and flooding on communities. Pupils in Year 6 have a greater understanding of the lifestyles of people in St Lucia and have compared the effects of weather and climate. They have also studied the devastation caused by hurricanes on the tourist and banana economies. In Key Stage 2, geography is linked closely to work in literacy. Pupils have investigated and debated the impact of cutting down trees in the rain forests and the effects of city traffic and pollution on health. There is evidence of teachers using the local area well with the advantage of aerial photographs to study settlement patterns. These are then compared in Key Stage 2 by a visit to the rural and farming village of Middleton.
130. All pupils have full access to the curriculum. Those with special educational needs and for whom English is an additional language make good progress and are well supported by classroom assistants. Inclusion is well assured when geography is taking place.
131. The co-ordinator has provided clear guidelines for the development of geography and has an action plan for the future that includes an increasing use of information and communication technology as an important resource for teaching and learning, and to introduce assessment strategies in order to record gains in skills, knowledge and information. Pupils make effective use of the library to research topics.

HISTORY

132. Inspection evidence was gathered through the observation of four lessons, an interview with the subject post holder, conversations with pupils, scrutiny of their work and examining classroom displays and teaching resources.
133. Standards in history have been maintained since the last inspection and at ages seven and 11 pupils achieve a level of attainment, which is line with national expectations.
134. Overall, progress is satisfactory for all pupils. Those with special educational needs or for whom English is a second language make at least satisfactory progress and some pupils make very good progress. This is particularly true of some of the pupils who have recently joined

the school and have made excellent progress in their learning of the English language. The school has provided very strong support for both special educational needs and English as an additional language, ensuring that the principles of inclusion are well founded.

135. A major improvement since the last inspection is that there is now a whole school scheme of work in place. This provides sound guidance for teachers, ensures that there is continuity throughout the school and makes sure that all the elements of the National Curriculum are covered. Units of work lasting a half term alternate with similar blocks of time spent on geography. In addition to the day to day assessment that goes on during the lesson, there is a formal assessment task used at the end of each unit of work to provide teachers with an indication of progress.
136. The younger pupils are learning how to place pictures of events correctly on a timeline. They are also able to explain, based on their own experience, how a baby grows up and becomes a mature adult. They can describe the changes that have taken place since they were babies themselves. They understand the difference between old and new and can distinguish between toys that are old and those that have been made more recently.
137. Pupils at age seven understand how pictures and photographs can help them to learn about the past. In one lesson, pupils were comparing pictures of buses from 100 years ago to the present time. They were able to describe the differences, recording their observations on a chart.
138. A group of eight-year-old pupils in the lesson observed, were researching the religious beliefs of the ancient Greeks. They have an understanding of the fact that the Greeks believed in a number of gods, each with a particular 'area of responsibility'. They used research skills (contents and index) to locate the information from a selection of books from the school's history resources. They made effective use of the school library to support their learning, supplemented by a very good supply of information books provided by Birmingham Public Libraries. They have learned the names and duties of the more important Greek gods.
139. Pupils aged 11 were involved in a unit of work concerned with the more recent past. They have learned that personal recollections can be used to find out about the past. They showed themselves capable of conducting a well-prepared interview with an elderly visitor, who was able to recall first hand memories of the Second World War. Pupils are able to explain and are developing an understanding of the differences that have taken place since wartime. Pupils make effective use of ICT to support them in their learning. Given standards are only in line, the school has identified the need to write for a range of historical purposes.
140. Teaching throughout the school is satisfactory and at the infant stage, all teaching was very good. A very good feature of all teachers' work is the very good quality planning with activities, which closely match the needs of all pupils. The curriculum provides for a wide range of first hand experiences for pupils, including educational visits to places of historic interest. Recent visits have been made to Blakesley Hall, The Heights of Abraham and Birmingham Museums.

141. All lessons observed indicated that teachers were making good use of assessment to help keep track of pupils' progress and to help them with their future planning. Teachers have good subject knowledge for the teaching of history and they manage their pupils well, ensuring that behaviour is good. The marking of pupils' work is systematically carried out, with helpful comments to further challenge the pupils.
142. Pupils show an extremely positive attitude to their work and their behaviour is almost always good. In the small number of instances of poor behaviour from a minority of pupils, it was usually when the lesson had continued for too long. The school will need to look at the allocation and flexibility of time during the school day, to ensure that there are no lessons, which are too long or too short.
143. The subject is well managed by the subject co-ordinator and despite having held the post for just one term, he is working well to ensure that good standards are being maintained and improved. He scrutinises teachers' planning and offers advice where needed. He has already started to create a portfolio of assessed work in history, which will exemplify what pupils of different ages and attainment can achieve. In the summer term, the school improvement plan indicates that he will have release time to work with teachers in their classrooms, supporting and monitoring classroom practice.

INFORMATION AND COMMUNICATION TECHNOLOGY

144. By the ages of seven and 11, all pupils attain standards in information and communication technology that are typical of those found nationally in these age groups, with evidence that a significant proportion of each year group demonstrate standards which are above those expected when using particular skills. The use of ICT skills, knowledge and understanding to support learning across the curriculum in each classroom is satisfactory. Since the introduction of the computer suite, national guidelines have been used to promote skills year on year. Younger pupils have made good progress in using these skills, knowledge and understanding to support learning. Progress is less pronounced in Years 4, 5 and 6 where it has been necessary to delay the introduction of more advanced skills until a firm foundation has been reached.
145. During the last inspection standards were considered to be satisfactory but the use of computers to support learning was considered to be unsatisfactory. The demands of information and communication technology (ICT) have increased significantly since the last inspection and bear no relationships to expectation in 1997. At present, standards for both key stages are judged to be typical of what is expected for pupils aged seven and 11, with good progress being made in skill development, particularly when using the computer to create images, introduce colour and copy into other files.
146. Using nationally produced guidelines, skills are being introduced and managed steadily to all pupils now that the good range of resources is available. Appropriately, in order to build on their previous experiences, it has become necessary to delay the introduction of more advanced skills. Consequently pupils in Years 4, 5 and 6 are receiving a similar level of challenge. Older pupils will benefit more significantly as they gain in skills, knowledge and

understanding year on year. For this reason, the good progress evident for younger pupils is only regarded as satisfactory for pupils in Years 5 and 6.

147. All pupils log on and use passwords successfully and use the keyboard and mouse increasingly well as they gain in skills and understanding. Pupils from Year 4 onwards know how to save and print their work. Year 3 pupils understand files records and their fields and they use technology successfully to control the movement of programmable toys. Pupils in Year 5 use graphics to investigate the 'pointillist' style of artist Georges Seurat and pupils in Year 6 use their own choice of 'paint' programs to produce designs, and then copy and repeatedly paste into other documents. Information and communication technology is used well to support learning in science, history, geography and art and design. Pupils from Years 3 to 6 attend the computer club and enjoy the advanced skills, which have included investigating the use of a digital camera and using search engines to explore the Internet. Given standards are only in line these study and research skills will benefit the development of the use of technology to support the quality of learning.
148. Overall, the teaching of ICT in the computer suite is at least good, with some very good teaching in Years 3 to 6 where teachers subject knowledge is high. Pupils are managed very well and activities are both challenging and appropriate for the developing needs of all pupils, with no apparent differences between the attainment or attitudes of boys and girls. Teaching assistants are well managed and pupils are supported very well. Pupils enjoy using computers and generally are well behaved. They usually show very positive attitudes, and their confidence is high. Teachers have clear aims for learning and plan to enable each ability group to extend their skills. Higher attaining pupils are challenged to improve, and pupils with special educational needs and those for whom English is an additional language make good progress. Impressively, planning encourages all pupils to succeed according to their computer technology skills and not according to whether they understand instructions or not. Consequently, many pupils who are new to the country are capable of good standards.
149. Since the last inspection ICT has been given a high priority and national funding has been added to provide very good resources. The decision to develop a computer suite has been fully supported by the governing body. Thirteen computers in the computer suite and one in each classroom have been linked together to provide a network using the facilities of the Birmingham Grid for Learning. Each classroom has an additional stand-alone computer, which is used to extend learning particularly in literacy and numeracy. National funding intended to raise the skills knowledge and understanding of all teachers, has been targeted for use during 2002. This has been delayed because of the number of anticipated staffing changes.
150. The co-ordinators manage the development of ICT well, and have a good development plan that is included in the school improvement plan. They are aware of the need to improve the use of computers to support learning in the classroom and to use the computer suite fully to extend learning. Plans are underway to use e-mail for all pupils and to promote assessment strategies so that it is possible to record what pupils know, understand and can do and then to use this information to set challenging targets for improvement. The school is well placed to move forward and raise attainment in information and communication technology. Pupils

make effective use of the library and their research skills are developed well through researching topics on the Internet.

MUSIC

151. Standards have been maintained since the last inspection and are satisfactory by the ages of seven and 11. All pupils, including those with special educational needs and English as an additional language, make good progress. The quality of the curriculum is good and the quality of teaching has improved.
152. In Years 1 and 2, pupils' singing is tuneful and expressive. Year 2 pupils have a satisfactory understanding of rhythm and beat. They demonstrate a sound understanding of tempo as they sing. Pupils are encouraged to listen to a wide range of music. Valuable opportunities are given for pupils to evaluate and refine their performance. Overall they make good progress in the identification of the different ways in which instruments make sounds.
153. By the age of 11 pupils have a secure understanding of rhythm and pitch. Increasing use is made of ICT to support pupils' learning. Years 3 and 4 have a good understanding of the instruments of the orchestra. Years 3, 4 and 5 pupils sing *Streets of London* tunefully and with enthusiasm. Given standards are only in line the school has identified the need to increase the use made of notation to record pupils' musical compositions.
154. The quality of teaching and learning throughout the school is good overall. This is because teachers have a secure subject knowledge and understanding and a clear expectation of the pupils' performance. Lessons are carefully prepared and the quality of the curriculum is good. Pupils' literacy and numeracy skills are developed steadily through song and musical composition. Independent learning skills are developed well through researching information about composers in the school library. Pupils co-operate very well in lessons, display very good attitudes and listen carefully, which helps them to make good progress. Pupils' attainment and progress is recorded informally. The co-ordinator provides clear educational direction for this subject.

PHYSICAL EDUCATION

155. Overall standards in physical education are at least typical of those found nationally by the ages of seven and 11. Pupils are provided with regular opportunities to improve their performance in all aspects of physical education, including swimming. There are good links with a local secondary school to develop gymnastic skills and techniques. During the period of the inspection, five lessons were observed with pupils reaching standards in gymnastics that were typical by the ages of seven and 11. Progress is appropriate for all pupils including those with special educational needs and those at an early stage of using English as an additional language.
156. By the age of seven pupils use space safely and move apparatus correctly. They show good balancing skills and there is clear evidence that the quality of their movement improves as the lessons progress. Teachers have secure subject knowledge and planning indicates clear

learning objectives that are appropriately challenging. The quality of teaching and learning for all lessons was good and teachers' subject knowledge is secure. Teachers have good discipline; safety is given a high priority and pupils are managed well. Lessons for six and seven year old pupils are a little too long with enjoyment and enthusiasm for learning beginning to lessen after 35 minutes. Teachers plan activities for older pupils, which build on earlier skills. Progress term on term, and year on year is satisfactory. Pupils respond positively when challenged to refine the quality of their movement, and they enjoy their activities, collaborating well when combining with others. By the ages of ten and 11, pupils have developed more control and link sequences of movement together. Given that standards are only in line the school has identified the need to further develop team-building skills.

157. Opportunities to extend the range of activities of dance, gymnastics, athletics and swimming are pursued well. Outside coaches provide experiences that include basketball and cricket, which are available as an after-school activity. Tournaments against other schools encourage competition and the development of team building skills. These are further developed during the dryer months involving pupils in hockey, football, rounders, netball and cricket. Swimming is planned for younger pupils in Year 1, 2 and 3. With the high mobility of pupils it is possible that some pupils could leave the school at the age of 11 without the appropriate swimming skills. The co-ordinator is aware of the need to review the allocation of time and to promote strategies which record what pupils know, understand and can do.

RELIGIOUS EDUCATION

158. During the inspection religious education lessons were observed in each key stage, a scrutiny of pupils' work in books and displays was completed, and discussions held with pupils. The standards attained by pupils are in line with those expected in the locally agreed syllabus, by the age of seven and 11. Standards have been maintained since the previous inspection. Good progress has been made in improving planning and teachers' subject knowledge and understanding is more secure.
159. The quality of pupils' learning in Years 1 and 2 is good. Pupils recognise the features that make the local church a special place for Christians. They answer with confidence why Christians are baptised and they refer confidently to other ceremonies, which take place within the church. They recall the significance of the life of Jesus and recognise biblical stories such as *The Good Samaritan*. By seven years of age, pupils can explain the circumstances in which Jesus entered Jerusalem and can compare the Christian practices of weddings and christenings with other religious practices. By the age of 11, pupils have a good understanding of beliefs other than Christianity, and of cultures other than their own. Pupils in Years 3 and 4 have a good knowledge and understanding of other religions. Similarly, pupils in Years 5 and 6 deepened their knowledge and understanding of the Islamic faith. Year 5 pupils are able to compare their lives with that of Mohammed through very good teaching and effective use of resources. By 11 years of age pupils can discuss their understanding of what heaven is and express their views about it. The lessons are well structured and enable pupils to write with sensitivity on special places and relate them to the faiths they have learnt about. Given that standards are only in line the school is developing the children's ability to use first hand resource materials.

160. The quality of teaching and learning are very good overall. All teachers are confident in their knowledge and understanding of the locally agreed syllabus, and about the religions, which are studied throughout the school. There is a very good emphasis on the spiritual, moral, social and cultural development of pupils. Valuable work is carried out in exploring feelings and friendships in many other activities. There is a good range of resources, including artefacts to support the guidelines. The subject is well planned into the life of the school and the school's high moral and social values are well supported by assemblies and the teaching and behaviour of the pupils are very good. The valuable support of the local clergy enables pupils to have a good understanding of a place of worship and its place in the community. The use of ICT supports pupils' learning well as they research information about the meaning of the term 'Heaven'. All pupils in the school make effective use of the library. All pupils including those with special educational needs and English as an additional language make very good progress. Almost one in three pupils are on the register of special educational needs, and two out of every three pupils use English as an additional language. The group of Somalian refugees, and Urdu and Bengali speaking pupils who are at the earliest stage of acquiring English as an additional language are also making very good progress due to the very good level of support, provided by teachers who plan activities that are closely matched to their needs.
161. The subject is very well co-ordinated and religious education makes a valuable contribution to pupils' spiritual, moral, social and cultural development. Informal assessment procedures are in place and the subject is not formally assessed at the moment.