

INSPECTION REPORT

RADDLEBARN PRIMARY SCHOOL

BIRMINGHAM

LEA area: Birmingham

Unique reference number: 103246

Headteacher: Mrs. D. Leeming

Reporting inspector: Mr. Anthony Calderbank - 7979

Dates of inspection: June 16th – 17th, 2001

Inspection number: 197480

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 3 to 11

Gender of pupils: Mixed

School address: Gristhorpe Road
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Birmingham

Postcode: B29 7TD

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Appropriate authority: Governing Body

Name of chair of governors: Dr. Ann Hewings

Date of previous inspection: 15/9/97

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This is a large primary school for boys and girls aged three to eleven years. There are 354 pupils in the main school and 64 children attend the nursery in either the morning or the afternoon. Numbers have declined from 470 since the time of the previous inspection. There are 50 pupils on the register of special educational needs, two of whom have a statement of special needs, which is below average. The majority of these pupils are receiving extra support for literacy and numeracy. The school has children from 15 nationalities. The percentage of pupils with English as an additional language is very high at 22%, though the majority of these have a good working knowledge of English. Four pupils are at an early stage of learning English. There is high pupil mobility. For example last year, 17 pupils joined and 52 left the school other than at the usual time of admission or leaving. The percentage of pupils who are known to be eligible for free school meals has increased slightly since the last inspection and is now above average. Overall, children enter the school with average attainment.

HOW GOOD THE SCHOOL IS

Raddlebarn is an effective school. Standards in English, mathematics and science by the end of the infants and juniors have improved since the last time the school was inspected. The good quality teaching and pupils' keen and positive attitudes to learning ensure that pupils achieve well. The needs of pupils with English as a second language are appropriately met and the values of tolerance and understanding effectively promoted. Pupils with special needs are well integrated into the life of the school but the targets on some individual education plans are not sufficiently detailed. The school is well led and managed and provides good value for money.

What the school does well

- Pupils achieve well in English, mathematics and science.
- The quality of teaching is good. The teaching of basic skills in English, mathematics and science is a strength.
- The leadership and management of the school are good. The headteacher gives the school a clear educational direction which has led to a significant improvement in standards.
- Children behave very well, are friendly and polite and relate well to each other.
- Provision for pupils to learn how to play musical instruments is very good.

What could be improved

- The involvement of co-ordinators in monitoring standards and the quality of learning in their subjects and in setting targets for improvement.
- The opportunities for pupils to use their writing and information and communication technology skills in other subjects.
- Individual education plans for some of the pupils on the special needs register.

(The school has already recognised that these are issues that need to be addressed)

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Improvement since the inspection in September 1997 has been good overall. Standards have risen in English, mathematics and science, in both the infants and juniors; the rate of improvement is above the national trend. The quality of teaching is better than it was. The introduction of the National Literacy Strategy has resulted in a review of planning, resources and approaches to teaching and learning in English. Children are now provided with varied opportunities to develop their skills in speaking, listening and writing. However, more could be done to enable pupils to use their writing and information and communication technology skills in other subjects. A library has been established and children are taught the skills necessary for independent study. The Governing Body now meets statutory requirements with regard to the information it includes in the prospectus and its annual report to parents.

STANDARDS

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

Performance in:	Compared with			
	All schools			similar schools
	1998	1999	2000	2000
English	D	D	C	B
Mathematics	C	B	B	A
Science	C	D	B	A

Key	
Very high	A*
well above average	A
above average	B
Average	C
below average	D
well below average	E

In the 2000 National Curriculum tests for eleven-year-olds, standards in English were average when compared with all schools but above the average for similar schools. In mathematics and science, the results were above the national average and well above the average for similar schools. In both mathematics and science, almost half the pupils achieved Level 5.

Inspection evidence shows that overall standards will be adversely affected this year by a higher number of pupils with special educational needs in the current Year 6 classes. However, the school is on course to achieve its target for pupils' attainment in English and mathematics in the national tests this year. Though standards in writing and information and communication technology are improving, insufficient opportunities are provided for pupils to use their skills in other subjects. Pupils speak confidently and can organize and express their thoughts coherently.

In the 2000 tests for seven-year-olds, results were above the national average in reading, writing and mathematics. When compared with similar schools the results were well above average. Inspection evidence indicates that the percentage of pupils in line to achieve the expected levels in reading, writing and mathematics is above that found in most schools. The majority of the children under five are expected to attain the Early Learning Goals by the end of the Foundation Stage.

The scrutiny of work undertaken during the inspection showed no significant difference between the performance of girls or boys. The needs of pupils with English as an additional language are appropriately met and they make good progress. Pupils with special educational needs are well integrated into all aspects of school life but the targets on some individual educational plans are not specific enough.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy coming to school, feel a pride in belong to its community and display mature attitudes.
Behaviour, in and out of classrooms	Very good. Most pupils behave well in lessons and around school. There have been only two temporary exclusions.
Personal development and relationships	Very good. Staff work hard to encourage an ethos of mutual respect. Pupils carry out an appropriate range of duties sensibly and care for their environment.
Attendance	Satisfactory. The school's procedures for monitoring and promoting attendance are thorough.

Pupils are very friendly, polite and make visitors feel welcome. They are confident in their relationships with adults and this contributes significantly to the progress they make.

TEACHING AND LEARNING

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

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

Throughout the school, teaching was at least satisfactory in all lessons observed during the week of the inspection. It was good or better in 80% of lessons and very good or better in 24%.

Teachers plan their lessons well and have a good grasp of the National Literacy and Numeracy Strategies. They have worked hard to improve pupils' attainment in writing. In most lessons, teachers have high expectations of pupils' commitment and the standards they should achieve. However, in some classes not enough attention is given to how pupils' work is presented in their books. All teachers insist on high standards of behaviour and there is a calm purposeful atmosphere during lessons. Pupils in need of additional help with their learning receive good support from classroom assistants to enable them to make appropriate progress.

The quality of learning is good overall. During the literacy and numeracy sessions pupils are taught basic skills thoroughly and respond enthusiastically to some challenging tasks. As a result, most pupils make good progress.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good overall. The school places a strong emphasis upon the teaching of English, mathematics and science. It enriches pupils' experiences through its links with the community and sports activities. The opportunities for pupils to learn to play musical instruments are very good.
Provision for pupils with special educational needs	Satisfactory overall. There are effective systems in place to ensure that pupils with special educational needs are quickly identified. However, the targets set on some of their individual educational plans are not sufficiently detailed.
Provision for pupils with English as an additional language	Good. Pupils are well integrated into all aspects of school life and receive appropriate support.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Assemblies provide good opportunities for spiritual growth. There is a strong focus on moral and social development which contributes very effectively to the very good behaviour and mature attitudes demonstrated by the pupils. Cultural provision is good.
How well the school cares for its pupils	Good procedures are in place to ensure the health, welfare and safety of all pupils. Staff know pupils very well and provide a caring, supportive and orderly environment in which pupils flourish. Procedures for assessing pupils' work are good in English and mathematics and the information gathered is used effectively.

Visits and visitors to school add significantly to pupils' social development as well as contributing to the subjects of the curriculum. Parents are kept very well informed about school events and their children's progress.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher gives the school a clear sense of direction that is focused on raising standards. She is well supported by the senior management team. Curriculum co-ordinators have been given increased responsibility in managing their subjects. However, most are not yet sufficiently involved in monitoring standards and the quality of learning in their subjects so that targets for improvement can be set.

How well the appropriate authority fulfils its responsibilities	Governors fulfil their legal responsibilities effectively. They take a keen interest in the school and some are directly involved in its work through, for example the Parent Liaison Group.
The school's evaluation of its performance	Satisfactory. The school is good at evaluating its performance in English and mathematics and this has resulted in improved standards. This practice has not yet been extended to all other areas of the curriculum.
The strategic use of resources	Good. The budget is monitored conscientiously and financial planning is prudent. Time, money, people and specific grants are used well.

The school is appropriately staffed and generally well resourced in most areas. However, most classes have only one computer and this limits the amount of time pupils have to practise their information and communication technology skills. The school grounds have been made to look attractive and the provision of seated areas enables children to socialise well with each other. The school building

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What some parents would like to see improved
<ul style="list-style-type: none"> ◆ Children like school. ◆ Children's progress is good. ◆ Behaviour is good. ◆ The school expects children to work hard. ◆ The school is well led and managed. ◆ Children are helped to become mature and responsible. 	<ul style="list-style-type: none"> ◆ The information about how children are progressing. ◆ The amount of homework children receive. ◆ The working relationship the school has with its parents. ◆ The range of activities outside lessons.

The inspectors support parents' positive views of the school. Children do like school, they behave very well and become mature and responsible. Their progress is good because of effective, well planned teaching and very good relationships. Management and leadership of the school are both good. Inspectors are of the view that the school makes every attempt to involve parents in their children's education. There are formal consultation evenings held every year and parents who are unable to attend can make alternative arrangements. Parents are kept well informed about how their children are progressing and are made to feel welcome when they approach the school with any problems. There is a good range of out of school clubs. Inspectors found that homework provision was not specific enough. The school is aware of the need to review homework provision and has made this a priority for development next year.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils achieve well in English, mathematics and science.

1. Since the last inspection, standards have risen significantly in English, mathematics and science. In both the infants and juniors the rate of improvement is above the national trend. The school has recently won an achievement award from the Department for Education and Employment in recognition of the steady improvement in its test results. In the 2000 National Curriculum tests for eleven-year-olds, standards in mathematics and science were above average when compared with all schools nationally and well above average for similar schools. Standards in English were average when compared with all schools but above average for similar schools. In mathematics and science, almost half the pupils achieved Level 5. The school's results in the 2000 National Curriculum tests for seven-year-olds show that compared with all schools, standards were above average in reading, writing and mathematics. Evidence from the inspection indicates that the percentage of pupils in line to attain the expected standard is above average in Key Stage 1. However, the Key Stage 2 results this year are likely to be influenced by a higher than average percentage of pupils with special educational needs.

2. Pupils' speaking and listening skills are being promoted well through the school's effective implementation of the National Literacy Strategy. Lessons include planned discussions and provide good opportunities for pupils to answer questions, present their work and express their responses to the many texts of good quality that are presented by teachers. Infants use a good range of vocabulary. For example, one child in Year 2 had no hesitation in telling the rest of the class that "saurus means a lizard". Older pupils converse confidently and clearly. This enhances the oral sessions in lessons and pupils' ability to organise and express their thoughts coherently. For example, a pupil in Year 5 commented "I found out that after exercise, my heart rate increased."

3. Throughout the school writing skills are well taught. The pupils learn how to plan and structure their work. They learn procedures and rules through comprehension and grammar exercises. Pupils do especially well in writing stories and expressing their thoughts in accounts, reviews and poems. They write their own version of stories they have been told such as 'Little Red Riding Hood'. Some good book reviews were produced by a Year 2 class after they had visited Northfield library. Most pupils were able to record clearly why they preferred a particular book. For example, one child wrote, "I liked it because it has lovely photographs and pictures." They enjoy writing poetry and can come up with some imaginative lines such as "The slimy, spitting, sliced, sausages." Older pupils write for a good range of purposes and audiences, such as a letter of complaint to a shop because a CD recently purchased is faulty. They can put down on paper sophisticated and detailed arguments why, for example, the dinner time period should not be shortened in order to fit another lesson in. However, pupils are not given sufficient opportunities to use their writing skills in other areas of the curriculum, such as history and geography. The presentation of pupils' work in some classes is unsatisfactory and does not do justice to the quality of the content.

4. Pupils make good progress in reading and achieve well. Standards have improved since the last inspection when it was found that pupils' skills in using the library for independent research were underdeveloped. This aspect has been fully addressed.

5. In mathematics, the pupils have a good knowledge of number. The increased focus on mental strategies, as a result of the introduction of the National Numeracy Strategy, is helping pupils to solve number problems. Year 2 pupils have a good understanding of place value and can count in fives from different starting points. Higher attainers, using four dice, can manipulate the numbers to find a set total such as 57. Pupils have collected data and produced block graphs to show their favourite drinks. Key Stage 2 pupils are making good progress in their awareness of how to use and apply their number skills. They have a good knowledge of shape, space and measures and data handling. For example, Year 6 pupils could work out 25% off an item costing £120 and find the perimeter of the classroom. They measure and add the angles of a triangle. Mathematics is made interesting by, for example, asking the pupils to draw up a tally of their favourite television programmes. They were then challenged to write the results as a percentage.

6. Pupils' scientific skills are being developed well and as a result they have a good understanding of the topics they have covered. Children in the infants learn how to carry out investigations and how to record their findings accurately. Pupils in Year 1 have explored the best conditions for growth and those in Year 2 have tested various materials, such as leather, silk and tissue paper, to find which one was the most resistant to water. Before engaging in an investigation pupils are always expected to predict the outcome. By the age of eleven, pupils know that seeds are dispersed by wind, animals or explosion. They can explain how plants make their own food through the process of photosynthesis. However, there is little evidence of information and communication technology being used to record their findings.

7. The scrutiny of work undertaken during the inspection showed no significant difference between the performance of girls or boys. The needs of pupils with English as an additional language are appropriately met. Pupils with special educational needs are well supported in class and integrated into all aspects of school life.

The quality of teaching is good. The teaching of basic skills in English, mathematics and science is a strength.

8. Throughout the school, teaching was at least satisfactory in all lessons observed during the inspection. It was good or better on 80% of lessons and very good in 24%. This good quality of teaching, especially in basic skills, is one of the main reasons for the improvement in standards.

9. Teaching in the early years is good overall. Teachers have a very secure knowledge of how young children learn and develop. This results in carefully planned learning activities which build on what the children already know and then challenge and extend their learning. Elements of the National Literacy Strategy are used well to develop and extend children's communication, language and literacy skills. This area of learning is well taught. Children make good progress in developing their speaking and listening skills. In both reception and nursery classes listening and speaking skills are extended effectively through a wide range of appropriately planned activities. When children are playing, staff engage them in discussion, question them effectively and challenge them to think about the words they use. This is particularly effective for children with special educational needs and those learning English as an additional language. Writing skills are well developed. For example, children were challenged to write sentences about their previous day's visit to the shops.

Children's

progress is monitored by regular assessment, which is used to help teachers in planning future lessons. Activities are well organised to promote communication, language and literacy and mathematical development. There is a balance of teacher-directed activities and child-initiated ones. Staff provide very effective support for all activities, interacting to check and extend children's understanding. Parents are actively involved in their children's learning through their work in the school.

10. In the infants and juniors, teachers work hard to plan lessons which interest and challenge the pupils. Teachers in parallel classes plan together, sharing ideas and ensuring that they cover the same content for individual subjects. They have a good knowledge of most of the subjects that they teach and of the needs of the age range of pupils in their class.

11. The school has enthusiastically taken on board the national strategies for teaching literacy and numeracy. Work in these subjects is consistently matched appropriately to pupils' needs. In most lessons pupils make good progress as a result of the direct teaching of key skills, such as how to use non-fiction texts to find information or how to work out the factors of a given number. Because teachers share their high expectations of what pupils should achieve by the end of the lessons, pupils have clear targets and are motivated to achieve these. Writing is taught very well in school and, as a result, standards are improving. However, the presentation of pupils' work in some classes is unsatisfactory and detracts from the good content. Pupils write for a wide range of purposes and readers, and in many different styles. For example, one of the oldest pupils produced a very good piece of report writing about the untidy state of the area between the two Year 6 classes. Pupils in Year 4 can successfully complete a story in the same style as the original author. The introduction of Progress in Writing books and My Best Writing books as a means of tracking the development of pupils' skills is proving successful. Spelling conventions are conscientiously taught during the literacy hour but pupils do not always put these into practice in their written work. A good feature of most numeracy lessons is the regular use of mental work, though in some classes the pace could be more challenging. Very good use is made of mathematical games to develop important skills and to make the subject fun. These activities improve the quality of learning, because they engage pupils' interest which, in turn, helps to maintain their concentration. Science is well taught and includes a suitable balance between teaching scientific knowledge and investigative work.

12. Throughout the school teachers manage pupils' behaviour very well and establish very good relationships. Most lessons move along at a brisk pace and expectations are high. As a result, pupils are fully occupied and enjoy their learning. Only occasionally does the noise level rise and this is usually because of the nature of the task. For example, in a Year 1 science lesson about light, the pupils became quite excited as they revealed an object hidden in a darkened shoebox. The teacher brought the class to order and never lost control. This was a good lesson because the teacher asked the pupils to predict the outcome first and to record their findings. She reminded the class that "Part of being a scientist is to record your results so that you can share them with others."

13. Teachers regularly assess pupils' attainment and progress in lessons. Work is marked regularly and sometimes comments give pupils targets for improvement. This has the effect of motivating them to do even better. However, this practice is by no means consistent.

The leadership and management of the school are good. The headteacher gives the school a good sense of direction which has led to a significant improvement in standards.

14. The headteacher is an effective leader and is well supported by the school's senior management team. She has carried out a thorough analysis of the school's performance, and together with the staff, governors and link adviser, has identified the right priorities and measures to raise standards and to improve the quality of education. An example of this is in the way that pupils' writing skills have been improved. Under her leadership the rate of improvement in the school's results in English, mathematics and science has been above the national trend. The Department for Education and Employment has recognised the school's success by giving the school an achievement award.

15. Governors play a significant and critical role in steering the work of the school. For example, they are fully briefed by subject co-ordinators and as a result have a good understanding of the school's strengths and weaknesses. The Governing Body is well organised and thorough in its approach. For example, the school's wish to strengthen its links with the community have been addressed by the appointment of the community police officer, a regular visitor to the school, as a governor. Governors are represented in all aspects of school life. They attend parent workshops, serve on the Parent Liaison Group and work alongside the "Green the Playground" group. The previous inspection report found that some of the school's documentation did not meet legal requirements. This is not now the case.

16. The senior management team has a good overview of whole school issues. This is a large school and the team is effective in its focus on raising and maintaining standards in all aspects of school life. For example, the English co-ordinator has introduced a very good system whereby pupils' writing skills can be tracked throughout the school. The deputy headteacher is well respected by parents and has particular strengths in managing discipline and behaviour and in ensuring that team decisions are carried out.

17. The school development plan is based upon a thorough review of how well the school has performed during the previous year and is a useful management tool. All staff and governors have the opportunity to contribute ideas. The priorities in the plan are appropriate but have not been costed this year.

18. The school runs smoothly on a day-to-day basis and the two school clerks provide valuable support. Finances are effectively managed and the School Financial Officer comes in every week for three hours to help with the monitoring of the budget .

Children behave very well, are friendly and polite and relate well to each other.

19. The very good behaviour of pupils in class and around the school is a key strength. There is a very positive approach to the management of pupil behaviour. For example, 'Special Mention' assemblies in the infants and 'Praise' assemblies in the juniors include pupils receiving certificates for good behaviour. The deputy head teacher plays a leading role in ensuring that the school's well established procedures for ensuring consistent levels of very good behaviour are followed by all members of staff. This results in a very orderly learning environment.

20. time of admission. To ensure that new pupils know what to expect the school has an excellent system whereby new pupils are assigned two existing pupils, with similar interests, for the first two weeks they are in school. The two appointees give very good support to the new pupil and make sure that s/he understands what is expected.

21. One of the school's many strengths is the friendliness and politeness of its pupils. During the inspection this was very apparent. Pupils willingly held doors open to allow adults through. They were keen to talk about what they were doing in class or about their interests outside school. For example, about the work they did to complete a geography topic as part of Year 6 homework.

22. All adults who work in the school provide very good role models. A good feature of all lessons seen during the inspection was the way that pupils, despite being desperately keen to provide answers to questions in class discussions, put up their hands and waited to be asked rather than shouting out the answers. Pupils are polite to each other and to all adults. They are proud of their school and its achievements.

23. Relationships between pupils and between pupils and adults are very good. Pupils from across the school's community, comprising 15 nationalities, play well together. In lessons pupils are very responsive when asked to work with other pupils. For example, infants playing word blend games, in one lesson helped each other if one child could not spot the correct ending of a word. Pupils are well motivated by good teaching and apply themselves well to the tasks set.

Provision for pupils to learn how to play musical instruments is very good.

24. The provision for pupils to learn how to play a range of musical instruments is very good. The school is fortunate to have specialist music teachers on the staff who work in the infants and juniors. In addition, a further five visiting instrumental specialists provide 20 hours per week tuition covering woodwind, brass, string and vocal skills. There is very good liaison between the school and the specialist teachers which ensures that the best use is made of their time. The school also makes good use of its music room to enable individuals and groups of children to practise their instrumental skills under the guidance of their tutors. At the time of the inspection ninety children were receiving tuition. Two-thirds of the staff are also learning to play instruments. They act as good role models as they play alongside pupils in the orchestra.

25. Pupils' spiritual, moral, social and cultural skills are enhanced by the strong emphasis the school places on music. They play and sing in assemblies and termly concerts. Community links are strong. The Birmingham Symphony Orchestra visits the school every year; pupils attend concerts and play to the senior citizens. Professional musicians visit the school demonstrating music of different cultures, for example an African dance group.

WHAT COULD BE IMPROVED

The involvement of co-ordinators in monitoring standards and the quality of learning in their subjects and in setting targets for improvement.

26. Curriculum co-ordinators have been given increased responsibility in managing their subjects and are developing a more strategic view but not all have as yet put in place

effective strategies to enable the monitoring of standards and the quality of learning to take place in their subjects. There are examples of good practice in the school, which need to be shared. For example, in literacy and numeracy there has been some good focused observations of lessons by the headteacher and co-ordinators. Issues identified have been fed back to the teachers and addressed through staff training. As a result, the quality of teaching has improved in these subjects. The school is now making more use of the information it receives from analysing test results in English to set targets for improvement. For example, last year it identified writing as an aspect that needed developing. Staff have successfully worked hard to improve the standard of pupils' writing which is now of a good quality.

27. In other areas of the curriculum co-ordinators monitor planning to ensure adequate coverage of the programmes of study. Less emphasis has been given to evaluating the effectiveness of teaching strategies and teachers' use of time, resources and space. The co-ordinators have a sense of what works well in their own subject. However, they have not collated this to identify common elements of strength or those aspects which are less effective in meeting the school's aims. They are not well placed to set targets for improvement both for the subject as a whole and also for groups and individual children. The school has produced a very comprehensive monitoring and evaluation policy, which if implemented in all subjects fully addresses this issue.

The opportunities for pupils to use their writing and information and communication technology skills in other subjects.

28. Throughout the school, much focus is placed during English lessons on developing pupils' writing skills. This has resulted in an improvement in the quality of writing. However, pupils are given insufficient opportunities to use their writing skills in other subjects of the curriculum. Too often writing is restricted to factual information and this is sometimes copied from the blackboard and is not pupils' own writing. Pupils have little experience of using the computer to draft their writing in other subjects because most classes only have access to one computer per class.

29. A scrutiny of pupils' exercise books and of wall displays shows some limited evidence of pupils' using their writing skills well in other subjects. For example, Year 6 pupils have produced some good quality work in geography in their 'European Project'. In Year 4 pupils write good descriptive accounts of their own home-made instruments. One instrument is described as producing "low and soft sounds." In the infants pupils work together to write their own story in a music lesson about Peter and the Wolf. However, in most classes the quality of writing in geography, history and religious education does not reflect the good quality writing skills to be found in pupils' English exercise books. Work in some classes in other subjects is untidy and unfinished. The school has recognised that pupils' presentation skills need to improve.

30. Year 6 pupils produce some good quality descriptive writing in religious education, following on from a visit to Coventry cathedral. For example, one pupil describing the tapestry wrote, "The best thing about it is that the size of it is gigantic, but it was woven in one piece." Another child wrote, "I really enjoyed the trip, especially the talk about the war." However, there are insufficient opportunities for pupils, especially high attainers, to write in a reflective style.

31. The school's resources for information and communication technology are unsatisfactory. Teachers have to use the resources of the local high school in order to ensure National Curriculum requirements are met. Pupils have

to wait their turn to have access to the one classroom computer in order to use and practise their skills. In some classes the computer is turned on but not used. As a result, opportunities are missed for pupils to use their skills in other subjects.

The individual education plans for some of the pupils on the special needs register.

32. The school makes satisfactory provision overall for pupils with special educational needs. The school is aware of the need to update its special needs policy but is waiting for the publication of the new edition of the Code of Practice before going ahead. Pupils experiencing difficulties are identified at an early stage and teachers take due account of their individual needs and make appropriate provision in lessons so that activities are usually matched to the pupils' ability.

33. Some of the pupils with special educational needs have individual education plans which are appropriately reviewed every term. Parents are invited to attend the review meeting so that they can be involved in the setting of targets and help their child make progress towards achieving them. However, some of the targets are too general and do not indicate clearly what the objectives are. This is not the case with all the individual education plans. For example, those that have been drawn up for pupils with behaviour problems tend to be more informative.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

34. To improve the quality of education further, the governors, headteacher and members of staff should:

- a) ensure that the school's monitoring and evaluation policy is fully implemented in all subjects;
- b) provide children with more opportunities to use their writing and information and communication technology skills in other subjects, such as history, geography and religious education.
- c) ensuring that the targets included on pupils' individual education plans are more specific.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	25
Number of discussions with staff, governors, other adults and pupils	20

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	24	56	20	0	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	32	354
Number of full-time pupils known to be eligible for free school meals		80

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	2	50

English as an additional language

	No of pupils
Number of pupils with English as an additional language	71

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	17
Pupils who left the school other than at the usual time of leaving	52

Attendance

Authorised absence

	%
School data	5.8
National comparative data	4.3

Unauthorised absence

	%
School data	0.0
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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	15	13	28

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC level 2 and above	Boys	15	14	14
	Girls	12	12	13
	Total	27	26	27
Percentage of pupils at NC level 2 or above	School	96 (80)	93 (72)	96 (72)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Number of pupils at NC level 2 and above	Boys	14	13	13
	Girls	12	13	11
	Total	26	26	24
Percentage of pupils at NC level 2 or above	School	93 (70)	93 (74)	86 (65)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	28	23	51

National Curriculum Test/Task Results		English	Mathematics	Science
Number of pupils at NC level 4 and above	Boys	23	22	26
	Girls	18	15	22
	Total	41	37	48
Percentage of pupils at NC level 4 or above	School	79 (62)	71 (72)	92 (78)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Number of pupils at NC level 4 and above	Boys	20	22	23
	Girls	17	15	18
	Total	37	37	41
Percentage of pupils at NC level 4 or above	School	74 (59)	74 (69)	82 (76)
	National	70 (68)	72 (69)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	9
Black – African heritage	8
Black – other	0
Indian	23
Pakistani	20
Bangladeshi	4
Chinese	11
White	237
Any other minority ethnic group	41

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	2	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	14.8
Number of pupils per qualified teacher	25.7
Average class size	27.2

Education support staff: YR – Y6

Total number of education support staff	7
Total aggregate hours worked per week	169.5

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	32
Total number of education support staff	2
Total aggregate hours worked per week	41.5
Number of pupils per FTE adult	10.7

FTE means full-time equivalent.

Financial information

Financial year	2000-2001
	£
Total income	778907
Total expenditure	783757
Expenditure per pupil	1898
Balance brought forward from previous year	35015
Balance carried forward to next year	30165

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

386

Number of questionnaires returned

146

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	63%	29%	5%	3%	0%
My child is making good progress in school.	56%	36%	6%	1%	0%
Behaviour in the school is good.	54%	42%	3%	1%	1%
My child gets the right amount of work to do at home.	30%	31%	28%	8%	4%
The teaching is good.	58%	38%	1%	3%	1%
I am kept well informed about how my child is getting on.	49%	29%	18%	4%	0%
I would feel comfortable about approaching the school with questions or a problem.	64%	27%	6%	1%	2%
The school expects my child to work hard and achieve his or her best.	64%	30%	3%	1%	1%
The school works closely with parents.	46%	38%	12%	3%	1%
The school is well led and managed.	65%	28%	4%	0%	3%
The school is helping my child become mature and responsible.	58%	34%	6%	1%	1%
The school provides an interesting range of activities outside lessons.	51%	25%	9%	2%	12%