

# INSPECTION REPORT

## **COLEBOURNE PRIMARY SCHOOL**

Birmingham

LEA area: Birmingham

Unique reference number: 103263

Acting Headteacher: Ms K J Smith

Reporting inspector: Mr C Kessell  
20695

Dates of inspection: 21<sup>st</sup> - 24<sup>th</sup> May 2001

Inspection number: 197481

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 category: Community

Age range of pupils: 4 to 11

Gender of pupils: Mixed

School address: Stetchford Road  
Hodge Hill  
Birmingham

Postcode: B34 6BJ

Telephone number: 0121 783 2806

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Appropriate authority: The governing body

Name of chair of governors: Mr M Gutteridge

Date of previous inspection: September 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
20695	Mr C Kessell	Registered inspector	Information and communication technology Design and technology	Information about the school The school's results and achievements How well is the school led and managed? What should the school do to improve further?
10478	Mrs A Smith	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?
18709	Mrs N Bee	Team inspector	Areas of learning for children in the Foundation Stage Religious education	How well are pupils taught?
22397	Mr S Fowler	Team inspector	English Art and design Provision for pupils with special educational needs Provision for pupils with English as an additional language	
12172	Mrs W Knight	Team inspector	Science Music	
21245	Mr W Lowe	Team inspector	Mathematics Physical education	
17619	Mrs E Townsend	Team inspector	Geography History Equality of opportunity	How good are the curricular and other opportunities offered to pupils?

The inspection contractor was:

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Colebourne Primary has 424 pupils (aged 4 to 11) on roll, 225 boys and 199 girls, and is bigger than the average primary school. The school serves a mixed community of owner occupied and privately rented housing. The majority of pupils are of white ethnic background but, at 7%, the number of pupils who speak English as an additional language is higher than in most schools. The percentage of pupils entitled to free school meals, currently 12%, is broadly in line with the national average. 16% of pupils are identified as having special educational needs; this is below average. The attainment of pupils when they start school is currently average although inspection evidence indicates that some year groups enter the school with below average attainment.

### **HOW GOOD THE SCHOOL IS**

This is a popular and oversubscribed school. By the time the pupils are eleven they have achieved good standards and made good progress. There is a positive atmosphere in the school and the pupils are keen to learn. The acting headteacher and acting deputy are currently managing the school well in the absence of the headteacher, and a significant proportion of the teaching is good or better. The school's strengths outweigh its areas for development and the school provides good value for money.

#### **What the school does well**

- By the age of eleven the pupils achieve good standards in English, mathematics and science. They also make good progress in these subjects particularly in Years 5 and 6. Standards in religious education are also high towards the end of the school.
- Teaching is often good or better in Key Stage 2, particularly in English, mathematics and science. In these subjects pupils learn effectively.
- The pupils have positive attitudes to learning. They are well behaved and relationships throughout the school are good.
- Moral and social development are good.
- The day-to-day management of the school by the acting headteacher and acting deputy is good. They are well supported by the teaching and non-teaching staff.
- The use of assessment information in English and mathematics.

#### **What could be improved**

- Standards in information and communication technology (ICT) and music are not high enough throughout the school.
- The support arrangements for pupils with special educational needs and for pupils who use English as an additional language deny some pupils equality of access and opportunity to the full curriculum.
- Elements of teaching that are unsatisfactory.
- Assessment procedures in science and ICT.

*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 made satisfactory improvement overall since it was last inspected in September 1997. The positive features identified during the previous inspection have been maintained and two of the school's key issues have been addressed appropriately although some further development is required in the use of assessment. The key issue in relation to information and communication technology (ICT) has not been fulfilled and this is unsatisfactory. Better progress in this subject would have been expected. National test results in English, mathematics and science have improved significantly for the older pupils. The school's trend of improvement in these subjects is above the national trend. Test results for the pupils aged seven are less consistent and do not reach such high standards. The percentage of very good or better teaching has improved and, although still too high, the proportion of unsatisfactory teaching has decreased.

### **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	C	A	A	A
Mathematics	B	A	A	A*
Science	A	A*	A	A*

  

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

The results of the 2000 national tests for 11-year-olds indicated that standards were well above average in English, mathematics and science. When compared to similar schools standards were above average in English and very high in mathematics and science. The results in mathematics and science represented the top 5% nationally. The school was recently awarded a government School Achievement Award for Excellence. These pupils also made very good progress in relation to their prior attainment. Last year's test results for seven-year-olds were not so good. Standards in reading and writing were below average and average in mathematics. In comparison to similar schools standards were below average in reading, well below average in writing and average in mathematics. However, the majority of these pupils made good progress in relation to the standards they were achieving when they started school. Currently standards are above average in English, mathematics and science in Year 6. In Year 2 standards are average in reading, below average in writing and above average in mathematics. Achievement in these subjects is good towards the end of the school particularly in Years 5 and 6. Overall progress in the infant years 1 and 2 is satisfactory. The school's statutory targets in English and mathematics for 2001 indicate further improvement, but given the school's recent test results in Year 6 they are not challenging enough. In all other subjects, standards are in line with those expected of pupils at the ages of seven and eleven with the exception of ICT and music that are below national expectations. Standards in religious education are good in Year 6.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils in all year groups show good attitudes to their learning.
Behaviour, in and out of classrooms	Behaviour in and around the school is good. It is occasionally a little boisterous in the playground.
Personal development and relationships	Where pupils are given opportunities to demonstrate initiative and take on responsibility, they do so willingly. Relationships in the school are good.
Attendance	The level of attendance is satisfactory and in line with the national average. Unauthorised absence is above the national average.



## TEACHING AND LEARNING

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

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

The quality of teaching is satisfactory overall. 50% of lessons were good or better with 11% of lessons being very good or better with some excellent teaching being observed. 43% of lessons were satisfactory. There were 7% of lessons that were judged to be unsatisfactory. The majority of good and very good teaching was observed in Key Stage 2, in particular in literacy and numeracy lessons. The good relationships between the teachers and the pupils contribute to the positive learning environment that is found in the school and this promotes learning in all areas of the curriculum. The school's literacy and numeracy strategies are used well. Basic skills and vocabulary associated with English and mathematics are well promoted. Pupils of all ages show interest in their work and develop positive attitudes towards learning generally. Most work hard to acquire new knowledge, skills and understanding.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school curriculum is satisfactory. It is broad and balanced and fulfils statutory requirements.
Provision for pupils with special educational needs	Pupils with special educational needs do not always have full access to the curriculum because of the school's withdrawal arrangements. There are weaknesses in the provision and the needs of these pupils are not consistently addressed or recognised in teachers' planning.
Provision for pupils with English as an additional language	The majority of these pupils are not at the early stages of English acquisition. However, the needs of these pupils are often confused with the needs of pupils with special educational needs.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' spiritual, moral, social and cultural development is sound with strengths in social and moral development.
How well the school cares for its pupils	The school is a caring, friendly community in which pupils feel safe and happy. Teachers know their pupils well, recognise their needs and respond to them.
How well the school works in partnership with parents	Parents' views of the school are positive. The range of written information provided to parents is good. Parents play an active and effective part in the life of the school, helping to support class activities.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The acting headteacher and acting deputy are doing a good job with the day-to-day running of the school and moving it forward. They have the confidence of the teaching and non-teaching staff who are very supportive of one another. The school has a very positive atmosphere. The subject co-ordinators work hard and some of them, for example the English and mathematics co-ordinators, manage their subjects very effectively.
How well the governors fulfil their responsibilities	The governing body fulfils its statutory requirements. They have an appropriate understanding of its strengths and weaknesses, but are not sufficiently involved in the development planning process to ensure a long-term strategic view of the school. The principles of best value are applied satisfactorily.
The school's evaluation of its performance	The school is good at monitoring and acting upon the performance of pupils in English and mathematics. This can be seen in the impressive results that are found at the end of Key Stage 2. However, more needs to be done about the inconsistencies that exist in teaching.
The strategic use of resources	The use of staff and resources is satisfactory overall. All staff are appropriately qualified and experienced and the support staff contribute well to the pupils' learning experiences. The school's accommodation and resources are satisfactory.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• The school is a friendly and welcoming community.</li> <li>• Children are being helped to become mature and responsible.</li> <li>• The school expects children to work hard and parents are generally pleased with the standards they achieve.</li> <li>• Children like coming to school.</li> </ul>	<ul style="list-style-type: none"> <li>• The management of behaviour outside the classroom.</li> <li>• Less use of supply teachers.</li> <li>• More consistent homework.</li> <li>• A wider range of activities outside the classroom.</li> </ul>

The above views are taken from the pre-inspection meeting attended by 22 parents and the 194 responses to the parents' questionnaire. Evidence from inspection would support most of the parents' positive views. The management of behaviour outside the classroom caused no concerns during the inspection. The school has had to use supply teachers because of the long-term absence of some teachers. Homework is inconsistent and the school would acknowledge that this is an area of development. The range of activities outside the classroom is satisfactory.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and pupils' achievements**

1 The school's assessment of the children when they start in the reception classes shows that their level of attainment is average. This is different to the previous inspection when attainment on entry was judged to be below average. By the end of their time in reception the majority of children are on line to reach the expected levels in all areas of learning. In one of the classes where the teacher does not always promote listening skills effectively the children do not always listen adequately. This affects learning during the lesson and ultimately progress over time. Most children show positive attitudes to learning and enjoy coming to school. Behaviour is good although in one class a large number of children have difficulty in listening and shout out during class discussions. A few have difficulty sharing equipment. By the end of the reception year most children are likely to reach the expected levels in personal, social and emotional development with many achieving slightly higher. Where basic communication skills are well promoted, learning and the children's achievement are good over time. By the time the children reach Year 1, most will attain standards which are average. In both classes, when given the opportunity, the majority of children are confident speakers. All demonstrate a sound awareness of what books are for and all handle them carefully and sit and look at them for short periods of time. The children have many opportunities to develop mathematical understanding in the activities they are offered and develop basic number skills for example as they count forwards and backwards up to 10. Most are beginning to develop an understanding of simple addition and subtraction. An understanding of basic mathematical vocabulary is developing; for example 'two more than' and 'three less than' and 'add' and 'subtract'.

2 As part of their knowledge and understanding of the world the children know about the life cycle of a butterfly and all children have opportunities to watch seeds and plants grow and most show a sound understanding of the conditions plants need to grow. The children recall incidents, which happened when they were younger and realise that their grandparents were children a long time ago, before they were born. Although the children are provided with opportunities to work with computers these experiences are often interrupted when the hardware breaks down! The children have physical education sessions in the school hall where they further develop their awareness of space and the use of small apparatus. There are daily opportunities for safe outdoor play in the secure area designated for reception children. The children use the climbing equipment with enthusiasm and enjoyment. The children handle scissors, paint brushes and pencils with sound control. All children play imaginatively with construction toys and malleable materials such as clay. Most children sing songs with great enjoyment and have opportunities to play percussion instruments. The majority of children confidently express their own ideas and communicate their feelings through well-organised role-play sessions in exciting and stimulating areas which have been created in both classrooms.

3 The National Curriculum test results for 2000 showed that by the time the pupils were eleven they achieved standards in English, mathematics and science that were well above the national average. When compared to similar schools, standards in English were also well above the national average. Standards in mathematics and science were in the top five per cent nationally. The school's trend of improvement in these subjects is above the national trend and these pupils made very good progress against their prior attainment at the end of Key Stage 1. Consequently, the school received a government School Achievement Award for Excellence for its 2000 national test results in Key Stage 2. The

national test results in Key Stage 1 for 2000 were not so good. Reading and writing were below average and mathematics average when compared with all schools nationally. When compared to similar schools, reading was below average, writing well below average and mathematics average. Although these results do not compare favourably with those at Key Stage 2, evidence provided by the school indicates that the majority of these pupils exceeded the test results that were predicted for them after they had completed their baseline tests on entry to the school. In addition, the percentage of pupils identified as having special educational needs was higher in this year group than others. This cohort was also identified by the previous inspection as starting the school with below average attainment.

4 Pupils achieve well in the core subjects of English, mathematics and science in Key Stage 2. In the main this is related directly to the quality of teaching which is better in the older years, particularly Years 5 and 6. Progress in Key Stage 1 is satisfactory overall and good in mathematics. Although there is no evidence to indicate that pupils with special educational needs or with English as an additional language make significantly different progress to their peers, they make better progress when teaching is good or better and there is greater recognition and consideration of their needs. The same applies to higher attaining pupils. This can be seen in last year's test results where in Key Stage 2 the percentage of pupils achieving the higher level 5 or above was above the national average in English and well above in mathematics and science. In Key Stage 1 the percentage of pupils reaching the higher level 3 or above was close to the national average in reading and mathematics and below average in writing. There are also significant differences in the performance of boys and girls over the last three years at Key Stage 1 that the school needs to address more rigorously. The school's statutory targets for 2001 do not accurately reflect the current standards being achieved in the school. The percentage of pupils that will achieve level 5 or above in English, mathematics and science for the current Year 6 will be lower than in 2000. This is because the percentage of pupils with special educational needs is higher. However, standards in English, mathematics and science at the end of Key Stage 2 are above average.

5 By the time the pupils are seven standards in speaking and listening are in line with the national average. They also attain standards in reading that are in line with those expected nationally. Pupils read accurately with sound understanding, and enjoy books. They build up their reading skills satisfactorily through the key stage. By the end of Year 2, pupils' attainment in writing is below average. Many pupils can sequence sentences to write simple stories; however, handwriting, punctuation and spelling are not consistently well developed in all classes. In mathematics pupils recognise odd and even numbers, have a good knowledge of multiplication and division facts and can order numbers to 1000 and beyond. Pupils recognise halves, quarters and thirds and know that all parts must be of equal size. In their work on shape and measuring they can identify common two-dimensional shapes, for example, triangles, squares and circles. Standards in mathematics are above average. In science pupils carry out simple investigations sensibly and record their results in a basic table. During investigations they make simple comparisons and predictions. Science standards are average.

6 By the time they are eleven the pupils talk clearly and confidently to adults and their peers and enjoy working in pairs to develop their literacy skills. They are confident enough to offer their own views and comments. Speaking and listening skills are average. Most pupils are fluent readers and reach standards that are above the national average. Standards in writing are also above average. The pupils are confident writers and most demonstrate fluent, joined and legible handwriting. They are able to adapt their writing for a range of purposes and can write letters, create mood and write expressively. In

mathematics pupils recognise the relationship between percentages, fractions and decimals and, using their knowledge of place value, pupils quickly multiply numbers by 10 and 100. They are able to present information in a number of different forms such as pie, block and line graphs. They find the area of two-dimensional shapes and the volume of three-dimensional shapes by using the appropriate formulae. In science they are generally aware of the need to repeat procedures to gain reliable results and make suitable suggestions for comparing outcomes by making suitable measurements. Pupils make sensible predictions based on their existing knowledge and, at best, develop simple hypotheses. The pupils achieve above average standards in mathematics and science.

7 In most of the other subjects of the curriculum the pupils achieve standards that are in line with national expectations at the end of both key stages. The exceptions to this are in information and communication technology (ICT) and music where standards are not as high as they should be by the time the pupils are seven and eleven. Standards in religious education are above those expected by the locally Agreed Syllabus at the end of Key Stage 2.

### **Pupils' attitudes, values and personal development**

8 Most children show positive attitudes to learning, settle in well in the reception classes and enjoy coming to school. Behaviour is good and they develop good relationships with the adults who work with them and with each other. When given the opportunity the children develop independence skills and tidy up well at the end of sessions.

9 Pupils across all year groups in Key Stages 1 and 2 show good attitudes to their learning. In a lesson that compared the Victorian seaside with that of today, Year 1 pupils settled to the task, worked with enthusiasm and remained keen and interested throughout the activity. Pupils also work well together in pairs and small groups as seen in a Year 6 design and technology lesson. With the task of constructing a frame for a wheeled vehicle of their own design, pupils worked together very effectively as a team. Likewise in an extended writing lesson in Year 5, pupils worked independently and with purpose on a task requiring them to produce informative and persuasive copy for a tourist brochure. The positive attitudes identified at the previous inspection have been maintained.

10 Behaviour in lessons is generally good and overall it is similar to the findings in the previous inspection report. Behaviour is usually good when pupils are given clear instructions and when tasks are well matched to their needs. In a small number of lessons there is a low level of disruption and this is when activities are repeated or when the pace of the lesson is slow. Behaviour in both playgrounds is generally good, if occasionally a little boisterous, and pupils can be excitable when unsupervised around the school. There is no evidence of bullying or racism and there were no exclusions in the period under review. Ninety-four per cent of parents responding to the pre-inspection questionnaire agreed with the statement; *behaviour in the school is good*.

11 The great majority of pupils enjoy coming to school and are proud of their school's achievements. The school has a friendly and positive ethos, enhanced by the good quality of relationships. Pupils are polite and courteous, showing respect for others' values and beliefs and for property. They are developing an awareness of right and wrong and parents are appreciative of this aspect of their children's development.

12 Where pupils are given opportunities to demonstrate initiative and take on responsibility, they do so willingly. From reception onwards pupils are encouraged to be

independent and to help with classroom duties. In a reception lesson pupils changed their clothes for their physical development lesson in a sensible manner and moved to the hall and then onto the playing field in an equally calm way. As seen during the inspection week, older pupils in Key Stage 2 readily undertake a range of roles around school: the supervising of entrances and exits, register monitors and play activities with reception children at breaks.

13 The level of attendance is satisfactory and in line with the national average. Unauthorised absence is above the national average. The majority of pupils arrive punctually for school.

## **HOW WELL ARE PUPILS OR STUDENTS TAUGHT?**

14 The quality of teaching is satisfactory overall. Fifty per cent of lessons were good or better and this is an improvement since the last inspection. Eleven per cent of lessons were very good or better with some excellent teaching being observed. Forty three per cent of lessons were satisfactory. There were seven per cent of lessons overall, which were judged to be unsatisfactory; however this is lower than recorded in the previous inspection. The majority of good and very good teaching was observed in Key Stage 2, in particular in literacy and numeracy lessons. Ninety-three per cent of parents responding to the questionnaire agreed that teaching in the school was good.

15 A third of the unsatisfactory lessons were seen in one of the reception classes, which was being taught by a supply teacher. However teaching in the Foundation Stage is satisfactory overall and in one of the reception classes it is consistently good. Another third of the unsatisfactory lessons were in music at Key Stage 1. These lessons had not been well thought out in terms of what the pupils were to learn and how this was to be achieved. For example, the resources trolley was placed in a position where the pupils could not reach it easily. As a result many pupils were unsure of what they were learning and ultimately lost concentration quickly. The teachers had limited structures in place to deal with pupils who called out and did not listen adequately. The remaining unsatisfactory teaching was in one Year 4 class. In these lessons there were a number of weaknesses, both in the teaching and pupils' learning. Too much time was wasted, there was insufficient pace and poor lesson organisation. The learning environment was unstimulating. Pupils did not make the progress they were capable of.

16 In some lessons, that were judged to be satisfactory overall, there were areas for improvement. Teachers often ignored low level disruption by a minority of pupils and listening skills were not consistently promoted. In other instances insufficient attention was paid to the range of ability found in classes in the teachers' planning. There were a few occasions when instructions were not clear and pupils did not fully understand what they had to do. These elements of teaching affect learning during these lessons and the progress pupils make over time.

17 Teachers' planning overall is sound and many teachers use day-to-day assessment well in English and mathematics. This information is then used to move groups of pupils on towards the next step of learning. However it does not systematically identify the needs of individuals such as pupils with special educational needs. Teachers are aware of these pupils and of those with English as an additional language, and in lessons where teaching is good and their needs are accurately met these pupils make good progress. However their progress is hindered at times because many receive extra support outside the classroom when they are withdrawn to develop language and literacy skills. They then miss important parts of lessons, for example in history and science.

18 Time is used well in good or better lessons. For example in a design and technology lesson in Year 6 the teacher imposed time limits to improve the pace of the lesson. This was also demonstrated clearly when in Year 6 pupils worked well in pairs as they completed a 'brainstorming task' during the literacy hour. A good example of resources being used well was seen in one of the reception classes as they read the story of *The little mouse, the red strawberry and the hungry bear* and looked at the resources in the 'story sack'. The children responded positively to the teacher's high expectations that they would listen carefully and sit smartly. This enabled the higher attainers to identify the title of the book and all to discuss the story demonstrating a good understanding of the text.

19 Teachers and support staff interact well with groups of pupils in good or better lessons. Activities are interesting and vocabulary and basic literacy and numeracy skills are promoted effectively, as was seen clearly in a Year 6 science lesson. The teacher promoted the use of scientific vocabulary, which enabled pupils to use the correct words when describing what they were doing. Classes are generally well managed and there are many opportunities for pupils to work together in whole class situations, in pairs and in small groups. This has an impact on progress over time and learning is good during these lessons.

20 The good relationships between the teachers and the pupils contribute to the positive learning environment that is found in the school and this promotes learning in all areas of the curriculum. The majority of classrooms are well organised and work is displayed well to reinforce skills previously taught. As a result, pupils of all ages show interest in their work and develop positive attitudes towards learning generally. Most work hard to acquire new knowledge, skills and understanding, and this is clearly shown in the satisfactory progress made as they move through reception and Key Stage 1 and the good progress they make in Key Stage 2. The pupils respond positively to the high expectations of the teachers regarding completing tasks, listening and behaving well. In lessons where learning is good, challenging pupils are well managed and the teachers apply the school's behaviour policy consistently.

21 In the very good and excellent lessons all pupils are continually challenged. In a Year 5 music lesson, which was judged to be excellent, the lesson was very well structured and consistently built on existing knowledge. The pace of the lesson was quick and demanding, and the teacher was confident in her knowledge of the subject. As pupils worked enthusiastically in groups, they played instruments sensibly and practised spontaneously. They listened very well whilst others performed and were alert when asked questions about what they were doing. A well-prepared religious education lesson provided pupils in Year 6 with a very good opportunity to talk about difficulties when dealing with 'peer pressure'. The very good relationships between the teacher and the class enable pupils to talk confidently and very maturely about this difficult issue.

22 The majority of literacy and numeracy lessons, particularly in Key Stage 2, result in good learning. The school's literacy and numeracy strategies are used well. Basic skills and vocabulary associated with English and mathematics are well promoted. Literacy and numeracy lessons, but not all lessons in other areas of the curriculum, are planned to take into account the different ability groups in each class. However, more able pupils are not always challenged. A significant number of pupils with special educational needs have literacy targets identified on their individual education plans and these are not mentioned in planning or effectively addressed by all teachers. Learning objectives are generally shared with the pupils, which is good practice, and, when referred to at the end of the lesson, enables the pupils to have a clear understanding of their own learning.

23 In English and mathematics pupils receive regular homework but there is no set timetable for this. There was little evidence of homework being used during the inspection. This is an issue with the parents, and the acting headteacher is aware of the need to develop the system of informing parents of when homework is set.

## **HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS OR STUDENTS?**

24 The curriculum is broad and balanced with a focus particularly on the core subjects of English and mathematics. The focus on these subjects has been effective in ensuring that pupils achieve good standards at the end of Key Stage 2. The National Literacy and Numeracy Strategies are firmly embedded across both key stages. Appropriate provision is made for personal, social and health education, including sex education and information on drug misuse. All statutory requirements are met and appropriate provision is made for religious education. A sound programme in citizenship has been introduced.

25 The provision for the children in the Foundation Stage is sound. The co-ordinator is in the process of developing a new format for planning and both classes plan together on the basis of the new Early Learning Goals. In order to promote mathematical development and communication, language and literacy skills, the children are placed into ability groups for some activities.

26 The previous inspection report made reference to a well-planned curriculum, with good religious education across the school. This has continued to be the case. Provision for English and mathematics is also good. There are weaknesses, however, in writing at Key Stage 1 and provision for ICT and music. All subjects have a policy that has been updated recently. The governors' curriculum statement is in need of revision to match these policies to ensure that it relates to the current National Curriculum. The policies give appropriate guidance as a basis from which to plan for individual year groups. They contain outline programmes of study and relate to fuller schemes of work that have been developed for each subject. A strength of the school is the use made of cross-curricular themes and opportunities taken in many lessons to reinforce teaching in other subjects, particularly literacy and numeracy. These are effectively developed through the use of topic webs.

27 Lesson planning for literacy and numeracy is good. Planning for other subjects, particularly the foundation subjects, is usually adequate although not very detailed, but it does not always address the needs of all pupils. Assessment opportunities are inadequately identified in planning except for literacy and numeracy and this has remained a weakness since the last inspection. There are termly reviews of subjects undertaken by co-ordinators but whilst governors receive feedback they are not involved in reviewing or monitoring the curriculum. The governors' curriculum committee has met infrequently.

28 Provision for pupils with special educational needs and English as an additional language is unsatisfactory. In those classes where provision is better, pupils are fully included in all lessons, their work is planned to meet their needs and they receive effective in-class support. This is not so throughout the school however; in some cases pupils are withdrawn from class in groups that are not determined by individual need, they frequently miss vital parts of lessons and are not included effectively on their return. This means that there is inequality of access to the curriculum for some pupils. In Key Stage 1 there is scope for consideration to be given to mixed gender lining up and the selection of pupils to demonstrate work to others. Positive attention has been given to the gender imbalance in



Year 5, for example in the choice of reading material available. The equal opportunities policy relates to a range of differences, including a positive statement about bilingualism.

29 The school provides a satisfactory range of extra-curricular activities to support learning outside the school day. These include some sporting activities such as netball, basketball or football at set times during the year for pupils in Key Stage 2. There are also opportunities for pupils in Key Stage 2 to participate in French classes or a non-selective choir. A popular 'before and after' club is run by two parents as a small business and this has extended into some holiday provision at parental request. As its name would suggest, this club accommodates pupils before and after the beginning and end of the school day. All pupils have opportunities to participate in visits to support the curriculum, for example: a visit made by Year 4 to an exhibition on the Ancient Egyptians that was taking place in Telford during the week of the inspection, and a residential visit for pupils in Year 5. The visits are popular and well supported by parents. Visits to religious buildings have been tempered following discussion with parents to ensure that there is an appropriate balance of the places visited. More use will be made of artists and musicians visiting school in the future and this has been identified in the school improvement plan.

30 The drugs awareness programme is provided by a road-show that visits the school annually. Pupils in alternate year groups have the opportunity to develop their awareness through a programme that matches their maturity levels.

31 Links with local secondary schools are satisfactory. Visits are made each year by Year 5 pupils to a range of schools in the locality. A trainee teacher from a local higher education institution was on attachment to the school during the week of the inspection and a young person was on work experience. A previous policy for economic and industrial understanding has been adapted and incorporated into a citizenship policy. Pupils have collected parcels for refugees in Kosovo and participated in a number of fund-raising events for local and national charities.

32 Provision for pupils' spiritual, moral, social and cultural development is sound with strengths in social and moral development. In response to the parents' questionnaire, 96 per cent of parents agreed with the statement; *the school is helping my child become mature and responsible*, and at the pre-inspection meeting, parents commented on how well the school encouraged the pupils to look after one another.

33 There are appropriate although often cursory opportunities to reflect in assembly where a glowing candle assists in focussing pupils' thoughts during the consideration of the day's story and prayer. In religious education lessons pupils consider the way religious experiences affect people's lives and study the festivals of major faiths. In a Year 1 religious education lesson pupils enjoyed a sensitive story on the depth of love and reflected on its meaning. Within science and environmental studies lessons pupils show interest and curiosity at the natural world such as in a Year 4 science lesson when they discover small creatures in their soil samples. However in these lessons, these brief passing and unplanned moments are seldom used by teachers to promote awe and wonder of the natural world. There are relatively few planned opportunities in art and music lessons to reflect on and appreciate the work of great artists and composers.

34 Pupils' moral development is promoted well. The moral themes in assembly are consistently considered over the week through different stories and instances. Pupils are clearly taught to understand right from wrong and are regularly rewarded through praise, team points, stickers and certificates for positive attitudes and behaviour including being helpful and considerate. A school board celebrating such achievement is well placed in the

main corridor. Honesty and fairness are promoted by the staff who readily and openly discuss their own experiences and transgressions with pupils to help them to apply the principles in their own daily lives. Possible dilemmas which pupils may encounter are studied in lessons, for example those which may affect pupils in adolescence are discussed in health education lessons. Year 5 pupils, for instance, gave their views on dealing with friends who try smoking or drink too much alcohol.

35 Provision for pupils' social development is also good. Mutual respect is developed so that relationships between adults and children, and between pupils, is good. 'Circle time' discussions makes a significant contribution to pupils' ability to listen to and appreciate each other's feelings. Pupils are regularly given opportunities to work in pairs and groups and they learn to work collaboratively and to share their skills for the benefit of everyone. In a Year 6 ICT lesson, for example, one pupil offered her experience of using a particular icon to enhance the presentation of a series of animated pictures during the class's work producing a talking storybook for children in reception. Older pupils are given some opportunities for taking responsibility. Pupils do daily tasks such as collecting registers, supervising the doors at playtime and assisting with clearing or distributing resources. Younger pupils seldom take responsibility even for classroom resources. Pupils are not discouraged from taking the initiative, but neither are they actively encouraged to do so in most classes. Pupils have the useful and enjoyable opportunity to live and work together during the Year 5 annual trip to Bockleton, and they do continue to support others who are less fortunate through fund-raising events like Comic Relief day.

36 Appropriate opportunities to experience a range of cultures is provided, for example through religious education, but many regular chances are missed within the daily routines. The curriculum does include study of different times and localities in history and geography, and examples of famous artists' work are seen and music of some well-known composers is heard in lessons. Year 3 pupils, for instance, are currently thoughtfully listening to Benjamin Britten's *The Young Persons' Guide to the Orchestra*. Cross-curricular links mean that during such topics as the Greeks, music and dance are experienced. However, a range of music is not regularly played and appreciated in assembly, displays of different artists' work are not celebrated around the school and pupils do not talk confidently about a wider experience of music, dance and theatre. Visits and visitors to enrich these areas are relatively infrequent.

## **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

37 The school is a caring, friendly community in which pupils feel safe and happy. Teachers know their pupils well, recognise their needs and respond to them. The school timetable includes a weekly lesson of personal, social and health education (PSHE) and both formal and informal opportunities are used to promote the personal well being of pupils. The monitoring of pupils' personal development has been used to generate action, for example the recent 'Behaviour Recovery Programme'.

38 Appropriate policies and procedures are in place with regard to health and safety requirements. First aid arrangements are in place and fire drills are practised regularly. Sick children are looked after carefully. Child protection matters are handled sensitively and links are well established with the local agencies. At the parents' meeting some concerns were raised with regard to the level of supervision of children at lunchtime. The inspection team found arrangements were satisfactory. The team of lunchtime supervisors ensure that children have their lunch as promptly as the school facilities permit and pupils are then well supervised in the playgrounds. Accidents are attended to carefully and are fully recorded.

39 Certain health and safety issues need to be raised. Despite some recent refurbishments, one set of boys' toilets remains in an unsatisfactory condition. With the introduction of new technological equipment into the Key Stage 2 corridor area, there are trailing wires from an interactive whiteboard. There is also a loose area of flooring in a Year 4 classroom.

40 A key issue in the last inspection report was the need for teachers to make better use of assessment data. Since then the school has made satisfactory progress in this area. The post holder has written policies for assessment and for the marking of pupils' work. An annual timetable has been produced to confirm the assessment cycle for the school. Assessment is now a key subject at staff meetings and in-service training is held on a regular basis, most recently in connection with literacy and numeracy strategies. Systems are in place to record and predict attainment and progress in English and mathematics based on regular testing. These procedures now inform the teaching of individual pupils, for example by organising additional teaching in these core subjects. This assessment activity has made a good contribution to the raising of achievement in English and mathematics, particularly in Year 6. Attainment data is also being used to influence curriculum planning and practice, and the current priority is to raise writing standards throughout the school. The school recognises that pupil assessment should be extended to science in the first instance, and that a priority plan should be agreed for other curriculum subjects.

41 Individual education plans for special educational needs pupils do not consistently contain targets that are specific and this makes progress difficult to measure. Progress is also difficult to monitor because the school does not have a system for tracking the progress of these pupils in relation to their peers. Outside agencies are used well to support pupils with special educational needs. The specialist teacher from the local Learning Support Service visits the school on a regular basis and gives advice and support.

42 Current procedures for the promotion of good behaviour are satisfactory. The school rules and responsibilities are displayed prominently and are known and understood by pupils. Good behaviour is praised by teachers and recognised by a variety of small rewards, for example stickers and certificates. Older pupils have a house system and good behaviour generates house points. Good work, behaviour and extra effort are recognised at a weekly Achievement Assembly. The school has a good policy on tackling bullying and opportunities are taken by the teaching staff to discuss the issue with pupils. This is especially helpful for older pupils as they prepare for secondary school. No evidence of bullying was seen during the inspection. In addition the school has made a prompt response to a small element of disruptive behaviour by running a 'Behaviour Recovery Programme'.

43 The statutory requirements for reporting the attendance of pupils are fully met. The school has good systems to monitor levels of attendance and responds quickly to any decline in the attendance of individual pupils. Similar systems are in place to encourage children to be on time for school. Persistent absentees are followed up promptly with the help of the local educational welfare officer. Parents are reminded regularly of the need to inform school of the reason for absence. Pupils are rewarded for good attendance at the end of the school year.

#### **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

44 Parents view the school very positively and they receive a good range of written information. The *Colebourne Chronicle* is issued regularly and gives clear information about

many school matters. Parents also receive curriculum maps and these are useful as they give advance notice of the work to be covered in the school year. Over recent months, letters to parents have helped to keep them abreast of staffing arrangements in school. The annual report of governors to parents is detailed and wide-ranging. The school continues to invite parents and carers to curriculum workshops and open days, most recently a science and technology event. The school is encouraging parent governors to play an active role in the life of the school and they are to be involved in rewriting the school prospectus.

45 In response to the pre-inspection parents' questionnaire 19 per cent of parents disagreed with the statement; *I am kept well informed about how my child is getting on* and 29 per cent disagreed with the statement; *My child gets the right amount of work to do at home*. The annual written reports of pupils' progress meet statutory requirements. However the format of the reports is impersonal giving brief statements of tasks which pupils have achieved or are working towards. The reports are also limited in that they provide little detail of how pupils might improve. Two formal consultations are held each year for parents to discuss their children's progress. These evenings are well attended and parents judge them to be helpful and informative. Parents of children in Key Stage 2 are beginning to be involved in the discussion of targets set for their children in mathematics. Many parents and carers listen to their children read at home. The setting of other homework is less consistent and the school recognises that this is an area that needs attention.

46 Strong links are established with parents as children enter the reception classes and these are maintained throughout the school. From the parents' meeting and by the response to the parents' questionnaires it is clear that parents find this a friendly and welcoming school. Parents are happy with the progress their children make.

47 Most of the parents of pupils with special educational needs feel that their children are well supported. They are kept closely informed of pupils' progress and they are invited to the regular review meetings that are held. Although one parent felt that her child was put under too much pressure to succeed, the inspectors found no evidence to support this opinion.

48 Parents of pupils with English as an additional language are invited to the regular review meetings that are held.

49 Parents play an active and effective part in the life of the school, helping to support class activities. During the inspection week two parents provided useful extra help to Year 1 pupils as they worked on the stitching of bookmarks. Parents and carers regularly volunteer to help with educational trips, productions and gardening activities. One result of the latter activity is the attention paid to the playground areas through the provision of planters, troughs and the Millennium Garden. Together they improve the playground amenities for pupils. Helpers feel welcomed and appreciated by the school and its staff. The Parents' Association is successful in its fund-raising efforts and makes a significant financial contribution to the school. Social events are very popular with both children and parents. A 'before and after school' club is run by two parents and held on school premises. The club is a popular with parents and it enjoys a good working relationship with the school.

## **HOW WELL IS THE SCHOOL LED AND MANAGED?**

50 During the inspection the substantive headteacher was absent. The acting headteacher and acting deputy are doing a good job with the day-to-day running of the school and moving it forward. They have the confidence of the teaching and non-teaching

staff who are also very supportive of one another. The school has a very positive atmosphere and there is a shared commitment to improvement and maintaining the good standards that are found at the end of Key Stage 2. The school has a caring ethos where pupils and staff are genuinely valued. To ensure clear educational direction, a new school improvement plan is being developed that will clearly identify educational priorities such as improving writing at Key Stage 1 and ICT through the school. The plan will have expected outcomes to ensure that the success of each priority can be measured. This will run alongside a school maintenance plan and will eventually improve the current development planning procedures. However, the school governors, who are very supportive of the school and have an appropriate understanding of its strengths and weaknesses, are not sufficiently involved in the development planning process nor does the process look far enough into the future to ensure a longer term strategic view of the school.

51 The governing body fulfils its statutory requirements. There is an appropriate range of governor committees to facilitate the smooth running of the school. Although the acting headteacher has limited budget management experience, she and the governors have set a budget for the current financial year. Because of the new developments in school improvement planning not all of the school's educational priorities are linked rigorously to the new budget. The principles of best value are soundly applied and specific grants are used for their designated purpose. However, the governors do not analyse their spending decisions and the impact these have on standards or pupils' achievement. For example, during the previous inspection the school's special educational needs provision gave good value for money. It is assumed that it still does, although there are weaknesses in the current provision. The school receives good support from the local education authority through a finance officer and the day-to-day management of the school office and reception is well managed by the administrative staff, in particular the school secretary. However, during the inspection there were difficulties in finding some information, for example previous years' test results. Many of the recommendations from the school's last audit (October 2000) have not been fulfilled. The governors were not aware of these audit recommendations until just before the inspection.

52 Many of the governors visit the school regularly and there is a 'Governor of the Month' process that ensures at least one governor visits the school to report back to the full governing body. Although this is good practice, very few of the visits have a specific focus to ensure a rigorous independent monitoring of the school. This also applies to some of the governors' committees. For example, the curriculum committee has met infrequently and has not monitored and evaluated the school's curriculum provision. Although the school's policies and practices all strive to provide equality of opportunity, the school's arrangements for its pupils with special educational needs means that many pupils miss important parts of lessons and do not get their curriculum entitlement. Likewise, the school's arrangements for pupils with English as an additional language are not clear.

53 The special educational needs co-ordinator and special needs teacher have ensured that there is a good range of resources with which to provide support for pupils with special educational needs. The co-ordinator is aware of the need to ensure that teachers receive appropriate training to enable them to provide effective support for pupils with special educational needs within their classroom.

54 Pupils with English as an additional language are provided with support if it is required. The school would acknowledge that it is important to develop a system to differentiate between those pupils who need support for special educational needs and those who need support for English as an additional language.

55 The subject co-ordinators work hard and some of them, for example the English and mathematics co-ordinators, manage their subjects very effectively. They have significant impact on the quality of teaching, the standards reached and the pupils' achievements. Although there is time allocated for all co-ordinators to monitor their subjects, this process is used more effectively by some subject managers than others. The school is good at monitoring and acting upon the performance of pupils in English and mathematics. This can be seen in the impressive results that are found at the end of Key Stage 2. However, more needs to be done about the inconsistencies that still exist in teaching, for example the differences in quality between Key Stage 1 and 2 which also impacts on the standards achieved by the pupils. Insufficient work has been undertaken to analyse the differences in gender achievement particularly at Key Stage 1. The school's statutory targets for improvement in English and mathematics need to be more challenging. They do not reflect the high standards that the school is actually achieving.

56 There are sufficient and suitably qualified staff to meet the demands of the school and the National Curriculum. The school has a full complement of subject co-ordinators and a special educational needs co-ordinator. The school has put considerable emphasis on staff development through in-service training and has provided a good range of courses over the past two years. Staff training in the implementation of the National Literacy and Numeracy Strategies has been a major priority of the school. Other areas that have been highlighted for training are assessment, ICT and special educational needs. The school's strategy for performance management is satisfactory. New appointments to the school, including newly qualified teachers, are made aware of its routines and procedures. The school has policies for the induction of new teachers and the support of newly qualified staff. The management of the school is aware of the strengths and weaknesses of staff. The level of classroom and other support staff provided by the school is satisfactory. Support staff are valued by the school and see themselves as "very much involved" in its work. Two learning support assistants are qualified national vocational training assessors. One of the learning support assistants has played a major role in the development of the school's garden. She also organises environmental study events using the school grounds.

57 The accommodation available to the school is generally satisfactory with some very good elements, for example the outside areas. The playgrounds, grassed areas and the large play equipment for the pupils are noticeable features and provide an outside environment that is a particular feature of the school. Some of the toilet accommodation is in need of refurbishment, particularly the Key Stage 2 boys' facilities that are in a very poor state of repair and decoration. There is a lack of space in some classrooms and a shortage of general storage areas. The school has made good use of a corridor/activity area to develop a small computer suite. The site manager maintains the building to a satisfactory standard. Although the school's resources are satisfactory overall there are some shortcomings in ICT and science. The equipment available to teachers is efficiently organised and easily accessible.

58 With the good attitudes and behaviour of the pupils, the good teaching at Key Stage 2 and the good standards that the pupils achieve at the age of eleven, the school provides good value for money.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

59 The inspection team recognises the high standards that the school is achieving in English, mathematics and science at the end of Key Stage 2. However, to improve the standards and quality of education further, the acting headteacher, staff and governors should:

**(1) Raise standards at the end of both key stages in ICT by:**

Raising staff competence and confidence and developing assessment procedures for the subject; (Paragraphs 40, 116 and 120)

Improve the provision for ICT and ensure better curriculum coverage across the school. (Paragraphs 26, 116, 117, 118, 119 and 120)

**(2) Raise standards in music through the school by:**

Further developing the subject scheme of work so that it is helpful to teachers in preparing their lessons; (Paragraphs 26, 123 and 124)

Provide in-service training for all staff that includes procedures for measuring and recording pupils' progress. (Paragraph 124)

**(3) Review the arrangements to withdraw pupils with special educational needs and English as an additional language so that an appropriate balance is drawn between the benefits of withdrawal and pupils' entitlement to the full curriculum.** (Paragraphs 4, 17, 22, 28, 41, 51, 52, 53, 54, 79 and 92)

**(4) Improve the consistency of teaching through the school by:**

More rigorous monitoring of teaching; (Paragraphs 55, 99 and 115)

Using good teachers as examples of good practice; (Paragraphs 18, 19, 21, 78, 85, 91, 102, 113, 119, 123 and 135)

Raising teachers' awareness of the needs of pupils with special educational needs and English as an additional language; (Paragraphs 4, 17, 28, 41, 79 and 91)

Ensuring that all work is planned to meet needs of all pupils, particularly higher attaining pupils and those identified above. (Paragraphs 16, 17, 28, 75 and 91)

**(5) Produce assessment procedures for science that will provide helpful information that can be used for future planning.** (Paragraphs 40 and 92)

In addition to the above issues, the following less important matter should also be considered for inclusion in the action plan:

**Improve the provision for pupils' spiritual and cultural development.**



## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	88
Number of discussions with staff, governors, other adults and pupils	34

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	10	39	43	7	0	0

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

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		424
Number of full-time pupils known to be eligible for free school meals		47

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		60
Number of pupils on the school's special educational needs register		0

English as an additional language	No of pupils
Number of pupils with English as an additional language	31

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	24
Pupils who left the school other than at the usual time of leaving	20

### Attendance

#### Authorised absence

	%
School data	4.1
National comparative data	5.2

#### Unauthorised absence

	%
School data	0.8
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	36	26	62

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	27	27	33
	Girls	23	23	26
	Total	50	50	59
Percentage of pupils at NC level 2 or above	School	81 (78)	81 (82)	95 (83)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	27	33	33
	Girls	24	26	25
	Total	51	59	58
Percentage of pupils at NC level 2 or above	School	82 (75)	95 (83)	94 (82)
	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	32	28	60

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	26	28	31
	Girls	27	27	28
	Total	53	56	59
Percentage of pupils at NC level 4 or above	School	88 (92)	92 (90)	98 (93)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	25	28	30
	Girls	26	25	28
	Total	51	53	58
Percentage of pupils at NC level 4 or above	School	85 (n/a)	88 (n/a)	97 (n/a)
	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	0
Black – other	0
Indian	9
Pakistani	19
Bangladeshi	3
Chinese	2
White	291
Any other minority ethnic group	31

*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	N/a	N/a
Black – other	N/a	N/a
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	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)	17
Number of pupils per qualified teacher	24.9
Average class size	30.3

#### **Education support staff: YR – Y6**

Total number of education support staff	8
Total aggregate hours worked per week	133

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	N/a
Number of pupils per qualified teacher	N/a

Total number of education support staff	N/a
Total aggregate hours worked per week	N/a

Number of pupils per FTE adult	N/a
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*FTE means full-time equivalent.*

### **Financial information**

Financial year	99/00
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	£
Total income	763008
Total expenditure	758816
Expenditure per pupil	1790
Balance brought forward from previous year	45784
Balance carried forward to next year	49976

## **Results of the survey of parents and carers**

### **Questionnaire return rate**

Number of questionnaires sent out	424
Number of questionnaires returned	194

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	62	35	3	1	0
My child is making good progress in school.	56	38	4	2	1
Behaviour in the school is good.	46	48	5	1	0
My child gets the right amount of work to do at home.	36	34	21	8	1
The teaching is good.	56	37	3	2	2
I am kept well informed about how my child is getting on.	41	40	15	4	0
I would feel comfortable about approaching the school with questions or a problem.	62	31	5	2	0
The school expects my child to work hard and achieve his or her best.	66	32	1	1	1
The school works closely with parents.	42	42	11	4	2
The school is well led and managed.	45	44	6	2	4
The school is helping my child become mature and responsible.	47	49	3	1	1
The school provides an interesting range of activities outside lessons.	29	36	18	6	10

## **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**

60 The adults who work with the children in the Foundation Stage have worked hard to develop the provision for these young children since the previous inspection. There is now a well-equipped outdoor area, which the children use regularly for physical development and for other well-structured activities. The school has maintained similar standards to those reported in the previous inspection.

61 The children enter the reception classes at four years old and at the time of the inspection there were 60 children who attend full-time. They quickly settle into the school because an effective induction programme is successfully implemented despite the fact that the children come from approximately fifteen different pre-school settings. Attainment on entry to the school was judged to be below average at the previous inspection in 1997. This has varied in the last four years and since 1998 it has been average. The children's attainment on entry is slightly higher in the development of personal and social skills. The school has looked carefully at baseline test information and used this to predict levels of attainment for the children at the end of Key Stage 1.

62 Teaching is sound overall but varies considerably between the two reception classes. In one class it is consistently good and in the other class, which for the last few weeks and during the inspection was taught by a supply teacher, is sometimes unsatisfactory. This is because the teacher does not effectively promote listening skills and so the children do not always listen to him. A permanent teacher has been appointed for next term and there are plans for her to join the school for the remainder of this academic year. Overall progress is sound in the Foundation Stage. However, in the good lessons speaking, and in particular listening skills, are well promoted in all areas of learning. The teacher and the learning support assistant interact within groups well, activities are interesting and opportunities are not missed as they reinforce skills and vocabulary previously taught. This results in good learning during the lessons because the children listen well and concentrate and sit quietly when appropriate because the adults who work with them expect it. This impacts on progress over time. Teachers' planning is sound and day-to-day assessments are used to move children onto the next stage of learning in particular in mathematical development and communication, literacy and language. Five children are identified as having special educational needs and there are nine children who have English as an additional language. These children are well supported.

63 The curriculum for the Foundation Stage is closely linked to the early learning goals. Planning in both classes is sound and in mathematical development and communication, language and literacy clearly shows that the children work in ability groups. Profiles, which indicate what each child can achieve, are developed but at present do not address all areas of learning. The co-ordinator is aware of the need to develop these further using the new national guidelines.

64 Learning resources are sound and promote all areas of learning inside and outside the classroom. Facilities for outside play are good. There is a grass area with a large climbing frame where children can play as well as a playground surface for the children to develop skills as they use small apparatus such as skipping ropes. The children in the Foundation Stage have regular opportunities to use the resources in the main hall to develop physical skills.

## **Personal, social and emotional development**

65 Teaching is satisfactory overall but consistently good in one of the reception classes. In this class, where adults have high expectations regarding the importance of listening carefully this area is well promoted and most pupils make good progress. However this is not always the case. In the other class some adults talk over the noise of the children and this results in the children not developing appropriate listening skills and impacts on the learning within the lesson and progress overtime. Overall the progress the children make is sound. Most children show positive attitudes to learning and enjoy coming to school. Behaviour is good although in one class a large number of children have difficulty in listening and shout out during class discussions. A few have difficulty sharing equipment. In the best lessons they are firmly told that this is not accepted behaviour and the adults do not speak over the noise of children. Anti-social behaviour is firmly emphasised as not being acceptable. In these lessons learning is good. Personal independence is generally developed consistently, however during a painting session the children were not expected to put on their aprons by themselves and a learning support assistant did this as they waited to paint. This low expectation affects the development of personal independence over time. There are many opportunities for the children to work in pairs and small groups and begin to develop the skills necessary to work independently. Most children select activities with confidence and are good at tidying away at the end of session. The children's cultural development is soundly promoted as they learn about what other children wear in different countries. Displays promote this area well. By the end of the reception classes most children are likely to reach the expected levels with many achieving slightly higher.

## **Communication, language and literacy**

66 The quality of teaching of communication, language and literacy skills is sound. It is better in one class where speaking and listening skills are well promoted. Where basic communication skills are well promoted learning and progress over time are good. A good example was seen in one class when basic language during a literacy lesson was well promoted and reinforced as the children listened to a story about *'The little mouse, the red strawberry and the hungry bear'*. The teacher skilfully questioned the children to reinforce the story. They listened accurately and confidently gave the teacher answers to her questions. They all looked very carefully at the resources in the story sack, which promoted understanding further. By the time the children reach Year 1, most will attain standards, which are average. In both classes, when given the opportunity, the majority of children are confident speakers. All demonstrate a sound awareness of what books are for and all handle them carefully and sit and look at them for short periods of time. Lower ability children begin to tell the story in books they are given by looking at the pictures and a few identify the title. Most children recognise a few initial sounds and begin to learn the names and sounds of some letters and some familiar words. The higher attainers read accurately, matching their voices to the text and show a satisfactory understanding of the story. Reading records are satisfactory but do not consistently inform the adults of what individuals need to do in order to improve and this has an impact on standards in reading over time. In both classes although they are taught how to form letters correctly the children's letter formation is not checked rigorously enough. The children record their ideas and experiences through drawing and writing at a low level showing some idea of the difference between upper and lower case letters. Most children attempt to write with confidence and are beginning to understand what a sentence is as they write about *'Uppy Umbrella'*. Many begin to show an understanding of the use of full stops.

## **Mathematical development**

67 Teaching is sound and the children have many opportunities to develop mathematical skills in the activities they are offered. The children enjoy experiences they are given to develop basic number skills for example as they count forwards and backwards up to 10. Higher attainers confidently understand that 5 comes in between 4 and 6 on their number line. Most are beginning to develop an understanding of simple addition and subtraction. For example they complete 'Snail sums' which demonstrate a sound understanding of adding two numbers and by using a number line they know that  $6 - 1 = 5$ . Adults interact well within the different ability groups and consistently give the children many opportunities to articulate their thinking to develop their understanding. Good interaction was seen between a learning support assistant and a small group of children who were learning how to write numbers, which are correctly formed. However some opportunities are missed when adults in both classes do not pay sufficient attention to the development of correct number formation. In the best lessons learning is good. The children listen carefully to the teacher, and using the number line count back three numbers as they work out simple subtraction problems. The children begin to developing an understanding of basic mathematical vocabulary such as 'two more than' and 'three less than' and 'add' and 'subtract' as they sing number rhymes. More able children write down and work out simple addition and subtraction sums recording their findings neatly whilst the lower attainers do this with extra teacher support. Progress is overall sound and most are likely to reach the expected levels by the end of their time in reception.

### **Knowledge and understanding of the world**

68 Teaching is sound and most children make sound progress. Adults take advantage of all opportunities to promote understanding in this area of learning. This results in the children reaching standards in line with those expected for their age by the end of the reception classes. The children know about the life cycle of a butterfly and all children have opportunities to watch seeds and plants grow and most show a sound understanding of the conditions plants need to grow. Many understand that not only do some substances change but also use appropriate vocabulary as they describe that ice-cream melts when it is taken out of the cold freezer. The children recall incidents that happened when they were younger, and realise that their grandparents were children a long time ago, before they were born. A few higher attainers remember being told the story of Guy Fawkes and recall what happened, with help from their teacher. They know this story happened a very long time ago. One higher attainer said that 'God made the world a long time ago'. During a recent assembly that they performed in front of the school, the children in one reception class spoke about the life cycle of a butterfly and the mini-beasts they had recently learnt about. To end with they sang the school song *We are the children of Colebourne School* and reflected on the beauty of the earth. Most children name the number of their house and the road in which they live although lower attainers find this more challenging. The children have many opportunities to look at maps and clearly identify the land from the sea by saying that 'the sea is the blue bit!' Children have many opportunities to make three-dimensional artwork and join materials together. Photographic evidence shows how they made mobiles recently and at Christmas they each made a Father Christmas with moving arms and legs. Each classroom has one computer but there were limited planned opportunities for the children to use the computers during the inspection week. The computer in one class was broken but the teacher used this opportunity to show the children what it looked like on the inside. The computers are old and often unreliable but when working they do have sufficient programs to develop basic computer skills. The children have all enthusiastically worked on an art program and printed out their own picture.

### **Physical development**

69 Teaching is overall satisfactory. The children have physical education sessions in the school hall where they further develop their awareness of space and the use of small apparatus. All have opportunities to take part in drama activities. In good lessons skills and knowledge are taught systematically and learning is good because instructions are clearly understood and the children listen well. However when adults do not promote listening effectively and skills are not adequately developed, learning within the lesson is unsatisfactory, and teaching is not satisfactory. There are daily opportunities for safe outdoor play in the secure area designated for reception children. The children use the climbing equipment with enthusiasm and enjoyment. They develop sound body awareness and the majority move with developing confidence and listen well to instructions. The children handle scissors, paint brushes and pencils with sound control. All children play imaginatively with construction toys and malleable materials such as clay. Progress in this area is satisfactory overall and most children reach standards, which are average by the end of the reception class.

### **Creative development**

70 Most of the children are on line to reach the expected levels by the time they end their time in reception. Most children sing songs with great enjoyment and have opportunities to play percussion instruments. The majority of children confidently express their own ideas and communicate their feelings through well-organised role-play sessions in exciting and stimulating areas which have been created in both classrooms, for example *The flower shop* in one classroom. Careful artwork is created using a sound variety of techniques such as collage, printing, painting and drawing. The children work individually or on class projects such as the picture of *Elmer the elephant*. Good quality displays enhance the learning environment inside the classrooms because the adults who help them value all artwork, which the children complete. Teaching is sound overall, and in the good lessons listening skills are well promoted which impacts on the progress which the children make. A good example was seen as the children painted in the style of the Impressionists after studying famous prints and listening attentively to a discussion about the painting style they were going to adopt.

### **ENGLISH**

71 The 2000 end of key stage tests indicated that levels of attainment in English at the end of Key Stage 2 were well above the national average overall. The number of pupils who achieved the higher Level 5 was above average. Standards were well above average when compared to similar schools and have risen considerably since the last inspection when standards were judged to be broadly in line with national average. Over the last three years attainment has remained well above the national average. Although girls have tended to perform better than boys, this reflects the national trend and both girls and boys have exceeded the national average for their age group over the last two years.

72 The results of the 2000 assessment and tests at the end of Key Stage 1 indicate that standards in English were below the national average in reading and writing. The proportion of pupils who reached standards above those expected for seven-year-olds was about average for reading and below average for writing. When compared with similar schools standards were below average in reading and well below average in writing. These standards are lower than reported during the previous inspection. The school is currently developing strategies to address this weakness. These include a more structured approach to spelling and providing opportunities for pupils to write for a range of purposes. A good



example of this was seen in a Year 2 class where pupils imagined that they were alive during the Great Fire of London and wrote about their experiences.

73 Inspection findings indicate that standards this year in speaking and listening and reading are in line with the national average at the end of Key Stage 1 but are below average in writing. Standards are higher than the national average at the end of Key Stage 2. The current standards are similar to the previous inspection at the end of Key Stage 1 but there has been a significant improvement at the end of Key Stage 2. Attainment is variable between the key stages regarding the development of speaking and listening skills because teachers do not consistently promote them well throughout the school. Good examples of speaking and listening skills being well promoted were seen in one of the reception classes and at the upper end of Key Stage 2. Good use is made of assessment data to set individual reading targets. Pupils develop handwriting skills systematically and their work is well assessed. Regular writing assessments are carried out and these are monitored by the English co-ordinator. These assessments are used to identify areas of weakness and influence future planning.

74 By the end of Key Stage 1, standards in speaking and listening are in line with the national average, as they were at the time of the previous inspection. Standards are higher than average by the time the pupils are eleven. All pupils enjoy participating in the shared reading section of the literacy hour and speak aloud with confidence and clarity. Teachers generally act as good role models by using this opportunity to demonstrate the importance of developing expression when speaking to an audience. Most pupils follow verbal instructions satisfactorily and understand information given to them. Children respond well to big books and class readers during the literacy hour and these are often used as a focus for work in other areas of the curriculum, such as when pupils in Year 6 were reading *The Blitz* as part of their research work. Pupils talk clearly and confidently to adults and their peers and enjoy working in pairs to develop their literacy skills. By the end of Key Stage 2 pupils are confident to offer their own views and comments and collaborate well when given opportunities to do so, such as when Year 6 pupils were invited to work in pairs to develop compound sentences. They are given opportunities to share their achievements with others in the classroom but class teachers do not always make maximum use of this strategy. Opportunities for pupils to speak to a wider audience, such as in assemblies and drama productions, are less common.

75 By the end of Key Stage 1, most children attain standards in reading that are in line with those expected nationally. They read accurately with sound understanding. Pupils enjoy books and build up their reading skills throughout the key stage. In Year 1 most pupils are beginning to read with some expression whilst Year 2 pupils talk about the characters in stories and the parts that they like best. Pupils work steadily through the school's reading scheme and build up a range of reading strategies including phonic blending and whole word recognition. All pupils are encouraged to read at home and reading records contain comments by both teachers and parents. By the end of Key Stage 2, most pupils are fluent readers and reach standards that are above the national average and this is an improvement since the previous inspection. The school possesses a wide range of reading books and most teachers use them effectively. However, in a small number of cases reading books are not well matched to pupils' needs. Pupils read from a structured scheme and parents continue to make a valuable contribution to the standards the pupils reach by communicating with teachers through the reading record book. Many pupils read books for enjoyment and can talk about their favourite authors, the books that these authors have written and why they particularly enjoy them. They read with expression, have good regard for punctuation, and retell the story showing a good understanding of what might come next.

76 By the end of Key Stage 1, pupils' attainment in writing is below average. Many pupils can sequence sentences to write simple stories, however, handwriting, punctuation and spelling are not consistently well developed in all classes. By the end of Key Stage 2, pupils achieve standards that are above average. This is an improvement on the findings of the previous inspection when standards were judged to be in line with national expectations. Pupils are confident writers and most demonstrate fluent, joined and legible handwriting. They are able to adapt their writing for a range of purposes and can write letters, create mood and write expressively such as when describing their feelings and emotions during a recent visit to the Botanical Gardens. Most pupils endeavour to improve their writing by using a range of simple and well constructed sentences and good opportunities are provided for redrafting to allow pupils to review and improve their written work. In most Key Stage 2 classes, pupils are encouraged to write imaginatively and effectively. For example, Year 3 pupils write letters of complaint about various issues whilst Year 5 compose their own information in the style of an estate agent as well as writing persuasively on issues such as fox-hunting. Pupils are encouraged to develop their skills of redrafting and regular writing assessments inform planning.

77 The quality of teaching in Key Stage 2 is good and in Key Stage 1 it is sound. This impacts on the learning within lessons and the progress pupils make over time. Overall pupils make good progress during Key Stage 2 and sound progress in Key Stage 1. Where teaching was judged to be unsatisfactory, progress was hindered because management and organisation was weak. Time was not used well.

78 In the best lessons, teachers prepare and follow detailed plans and ensure that time is used well. They use a variety of teaching resources and offer good support to all the pupils. Planning shows clear learning objectives, teachers have good subject knowledge, work is clearly differentiated and challenging and all pupils receive good support. This was particularly evident at the end of Key Stage 2 where the teaching was judged to be good in most lessons seen. The majority of teachers have high expectations regarding pupils' behaviour and pupils respond well to this expectation. These teachers have clear rules about the importance of listening carefully and not talking when others are speaking. A number of teachers use humour to maintain good discipline and this was particularly evident in a Year 4 classroom when a teacher recounted her own shopping experiences in a lesson concerning the power of the advertiser. Most teachers develop good relationships with their pupils which result in most of them showing enthusiasm for their work. Pupils generally concentrate for long periods, trying hard to succeed. They work well together in a friendly and helpful manner in small groups and work diligently on independent tasks. Although there are some examples of pupils using writing skills in other subjects these are too few. Good examples were seen in Year 4 and Year 6 when they wrote about the Egyptians and the Victorians in their history lessons. Although writing standards are high, occasionally insufficient attention is paid to the presentation of written work in some Key Stage 2 classes and standards in spelling are variable. Teachers make every effort to ensure that writing is displayed attractively and that children's work is seen to be valued. For example, in Year 1, seashells and postcards surrounded stories about the seaside whilst descriptive writing in Year 2 was mounted on a frieze depicting giants.

79 Teachers' planning does not consistently address the needs of pupils with special educational needs or those with English as an additional language. Many pupils have literacy targets on their individual education plans and these are not systematically addressed in the classroom. Many pupils are often withdrawn at other times to address these targets and then they miss important parts of other lessons for example in history and science. There is sometimes insufficient classroom assistant support, which was particularly

noticeable in a Year 2 lesson when a group of pupils with special educational needs were confused by the phonic task they were given.

80 The subject is very well led and managed. The curriculum co-ordinator offers very good support to colleagues and has successfully overseen the implementation of the literacy strategy including the purchase of high quality resources. All classes follow the format of the literacy hour and the literacy co-ordinator has ensured that progress in reading is supported by reading books that are plentiful and of good quality. Although resources for reading are good, there is little evidence of different kinds of reading matter such as newspapers and magazines or computer programs being used to improve research skills. All classes have the opportunity for extended writing outside the literacy hour and this is contributing to raising standards in writing. Resources are centrally stored and clearly identified. Library resources are satisfactory. The co-ordinator has ensured that there are sufficient resources to cater for the individual needs of all pupils. She has introduced regular monitoring of teaching and planning, regular assessment, target setting in reading and writing and pupil tracking. All of these measures have contributed to the significant improvement in standards at the end of Key Stage 2 since the last inspection.

## **MATHEMATICS**

81 Standards achieved in the 2000 national tests for eleven-year-olds were well above the national average. When compared to the results of similar schools, attainment was also well above average and in the top five per cent nationally. The percentage of pupils achieving the higher levels in the tests (Level 5+) was well above the national average and well above that of similar schools. Standards achieved by seven-year-old pupils for the same year were average and when compared to those of similar schools were also average. The percentage of pupils achieving the higher levels at the end of Key Stage 1 was close to the national average. However, when compared to similar schools the percentage achieving the higher levels (Level 3+) was below average. Inspection findings, based on discussions with teachers, work scrutiny and projected test results submitted by the school, indicate that at the end of both key stages pupils are achieving standards that are above the national average. Taking the average scores over a three year (1998-2000) period there is no significant difference between the attainment of boys and girls at the end of Key Stage 2. However, there is a significant difference between the attainment of boys and girls at the end of Key Stage 1 over the same period of time. The school has analysed these results and is endeavouring to identify the reasons for the apparent difference.

82 Pupils at the end of Key Stage 1 recognise odd and even numbers and say, for example, that 36 is even and 35 odd. They have a good knowledge of multiplication and division facts and can order numbers to 1000 and beyond. In work on fractions they recognise halves, quarters and thirds and know that all parts must be of equal size. In their work on shape and measuring pupils identify common two-dimensional shapes, for example, triangles, squares and circles. They also recognise and name a variety of three-dimensional shapes such as cylinder, cuboid and pyramid. They use standard and non-standard measures. Pupils apply their knowledge of number to solve simple word problems and use the appropriate mathematical vocabulary and symbols well. Pupils are able to collect information and record it using tally charts and then display it in graph form. For example, in a good link to their science work, pupils have measured the growth rate of plants in different conditions and recorded the result on bar charts. Lesson observations in Key Stage 1 and a scrutiny of their work suggest that pupils in Year 2 are making satisfactory progress. However, baseline evidence strongly indicates that they have made good progress over the key stage because they entered Year 1 with below average standards in mathematics.

83 By the end of Key Stage 2 pupils recognise the relationship between percentages, fractions and decimals, for example, they say that  $\frac{1}{2} = 0.5 = 50\%$ . Using their knowledge of place value pupils quickly multiply numbers by 10 and 100 and use this knowledge to perform mental arithmetic tasks. Pupils present information in a number of different forms such as pie, block and line graphs. They find the area of two-dimensional shapes and the volume of three-dimensional shapes by using the appropriate formulae. In discussion, pupils demonstrate an ability to identify the mode, median and mean of information and an understanding of basic probability theory. When discussing shape pupils identify different kinds of triangles and define their characteristics. Pupils at the end of Key Stage 2 make good overall progress in their work in mathematics.

84 The good progress made by pupils in both key stages is directly linked to the school's provision for the subject. The progress and understanding of pupils is well monitored by record keeping and testing and the results are used to formulate ability groups within the classrooms in both key stages and for classes based on ability in Years 5 and 6. The school uses setting procedures well to ensure that the progress of pupils within sets is reviewed regularly. Changes in the composition of sets are made in the light of this monitoring with pupils being moved from one set to another where it is thought to be in their best interest. In consultation with pupils and with reference to standardised test results, individual targets are set twice a year and progress in meeting them is monitored. The school seeks to ensure that pupils in Year 2 and Year 6 are given the opportunity to attend booster classes if it considers that they need the extra help. The school is making effective use of the good foundation provided for planning by the National Numeracy Strategy. Medium-term planning is used to pick up on identified problems thus ensuring that pupils have understood the work that has been covered. A strong element in the progress of pupils is the good relationships that teachers maintain with their classes; this enables pupils to talk freely about their work and the things that they might be finding difficult. The standard of marking is monitored by the subject co-ordinator but this has not yet ensured that the good practice outlined in the school's marking policy is followed by all teachers. There are some inconsistencies, particularly in the lower end of Key Stage 2 that allows work of poor quality and provides very little guidance to pupils. However, marking overall is of a satisfactory standard. Pupils with special educational needs or those with English as an additional language make similar progress to other pupils.

85 An important factor in the progress of pupils in Key Stage 2 is the good, sometimes very good teaching that the school provides. Teaching in Key Stage 1 is satisfactory overall. Where teaching is good or very good teachers develop the ability of their pupils to think mathematically and ensure that they are exposed to the correct vocabulary for the subject. For example, in a Year 6 lesson the teacher used a cube to good effect when consolidating the ability of the pupils to use the language of shape. This emphasis on vocabulary enables pupils to discuss their work with more confidence and in consequence develops their speaking and listening skills. Teachers use resources well, for example, in a Year 2 lesson where the teacher used coins to develop the ability of the pupils to add doubles. Teachers use their good subject knowledge well and have high expectations. A feature of the good teaching observed during the inspection is the use of short-term day-to-day assessment to inform lesson planning. This ensures that problems are dealt with quickly, and that pupils make good progress in their learning.

86 The use of ICT is under-developed within the mathematics curriculum. The school recognises the need to ensure that pupils have the opportunity to extend their work on computers. There are some examples, not many, of the use of information and control technology, for example, the production of graphs and some number practice work. The management of the subject is good and an important feature of this is the enthusiasm and expertise of the co-ordinator who is a leading mathematics teacher. The subject co-ordinator helps colleagues by providing training and advice. For example, she monitors planning and supports colleagues with difficult units of work. There has been a good level of improvement in the school's provision for the subject since the previous inspection. This improvement has included the provision of a scheme of work and the use of assessment and monitoring in future planning. Although standards at Key Stage 1 are similar to the previous inspection, the impact of these developments can be seen in the significant improvement in the school's test results at the end of Key Stage 2.

## **SCIENCE**

87 Standards of attainment are average at Key Stage 1 and above average at Key Stage 2. Standards have risen regularly over the last few years and last national test results in 2000 for eleven-year-olds were in the top five per cent when compared with similar schools.

88 Year 2 pupils carry out simple investigations sensibly and record their results in a basic table. In considering the effects of squeezing and heating white bread they make a range of useful observations using different senses and record these on a simple chart. They are beginning to make simple comparisons between the bread under investigation and start to make predictions about the heated bread based on what they already know. No science lessons were observed in Year 1. Progress in Key Stage 1 is satisfactory overall, including pupils with special educational needs and English is an additional language.

89 Attainment at Key Stage 2 has improved considerably since the last inspection, as has the consistency of teaching, which is never less than satisfactory and consistently good in Years 5 and 6. This good teaching is having a positive effect on pupils' progress and resultant test scores at the end of the key stage. Pupils' achievement is often good.

90 Pupils' factual knowledge and understanding is very good, and they quote relevant facts when talking about related phenomena such as Year 3 pupils who speak confidently about the sound made by vibrating strings on musical instruments. However, although older pupils know in principle about the need for a fair test and can identify variables, in practice they are not always confident about planning an investigation that takes account of these. These skills would not be fully measured by national tests. While the majority of the Year 6 pupils identified factors that would affect the falling speed of 'autogyros' and were able to plan an investigation that would test what the effect of changing one of these would be, some of the plans would not keep other factors constant. Pupils are generally aware of the need to repeat procedures for reliability of result and can make suitable suggestions for comparing outcomes by making suitable measurements. They are not, however, aware of the power of ICT in making and logging reliable measurement. Most pupils make sensible predictions based on their existing knowledge and, at best, make simple hypotheses. One Year 6 pupil writes "larger flaps make it go slower" when first considering what might affect the autogyro. Pupils in Year 5 decide on ways to compare the soundproofing effect of various materials and tabulate their results appropriately. Year 4 pupils make pertinent observations about samples of soil and in Year 3 they try to work out which type of magnet is strongest by using the evidence from testing various examples.

91 In the best lessons pupils are encouraged to think for themselves and to make decisions about how they conduct investigations, with the result that they increase their understanding and can apply reasoning. These lessons are briskly conducted and have effective sessions where pupils are given information about how successful their work has been. The planning is thorough and ensures all pupils are productive throughout the lesson. Throughout the school, teachers give informative expositions that give the relevant vocabulary. They constantly recapitulate knowledge and this ensures regular acquisition of essential facts. Their questioning is pertinent both to reinforce and to check the facts that pupils know and to allow them to explore their ideas. Only in the best lessons does questioning give opportunities for recognising pattern and generalising. Once pupils are working at an activity, teachers suitably check on their progress and help them to consider how well they are fulfilling the requirements of the task, resulting in good concentration and sustained effort. Pupils with special educational needs and English as an additional language are appropriately supported by such interventions, and are often suitably paired or grouped so that peers can assist them with recording. However, there is seldom work specifically planned for them, and higher attainers rarely receive focussed work to challenge their thinking further. Some pupils miss a significant amount of science work because they are withdrawn for their other work. Over the long term, particularly at Key Stage 1, too much work is recorded using worksheets which require only short factual answers, and marking does not consistently guide pupils on ways they can improve. At worst, scientific words spelt wrongly are not corrected.

92 Although the scheme of work ensures regular development and reinforcement of factual knowledge through practical work it does not systematically develop the skills of investigation and application. Pupils in Year 3, for instance, use line graphs and measure force in Newtons but Year 6 use simpler tables and hardly ever use graphs to record results. The scheme of work does not identify which investigational skills are being developed within planned activities and ICT is insufficiently incorporated and rarely used. Since assessment for science only records what has been achieved after completion of units of work, it is not useful for planning subsequent work or advancing the learning of groups of pupils at optimum rates. The appropriate and timely remit for the newly appointed subject co-ordinator to produce assessments through focussed investigations is intended to redress some of these shortcomings. Although the school has adequate science resources these are not well matched to the scheme of work, with the result that items needed for classroom work such as alarm clocks, disposable gloves and even plastic cups and paper plates have to be gathered by class teachers for certain lessons.

## **ART AND DESIGN**

93 The standard of pupils' work at the end of both key stages is similar to that which is expected for their ages. These standards reflect those made during the previous inspection. Only three lessons were observed during the inspection, but judgements were made from a scrutiny of pupils' work displayed around school, examination of teachers' planning and discussions with pupils.

94 A sound variety of activities is provided for the pupils, which includes the elements of drawing, painting, printing, sculpture and textiles. All pupils, including those with special educational needs and English as an additional language make satisfactory progress as they develop skills and move through the school.

95 Pupils at Key Stage 1 experience a range of media. They use paint and collage effectively as could be seen on an attractive display about 'spring'. Effective use is made of

a range of techniques and materials and pupils are introduced to the work of great artists. One class have produced a display in the style of Monet using powder paint, acrylic paint and oils, whilst on another display pupils have been encouraged to paint in the style of Picasso. Art is often linked to other areas of the curriculum. For example, Year 1 pupils have developed their understanding of symmetry through designing butterflies whilst Year 2 pupils have used the school's digital camera to develop their skills of sketching while studying their environment. Pupils begin to display their work in individual portfolios and this helps them to appreciate their own development.

96 At Key Stage 2 art is often linked to work in other areas of the curriculum such as history. Year 4 pupils have produced colourful masks depicting Pharaoh and the Gods, Year 5 pupils have developed pencil portraits as part of a project on the Tudors and Year 6 pupils have created Impressionist paintings for their Victorian display. Sound opportunities are provided for pupils to experience a range of materials and processes; for example Year 3 have experienced printing with tiles in order to produce bright and attractive tropical designs.

97 Although too few lessons were observed to form a judgement on the quality of teaching, the lessons seen were judged to be satisfactory or good. Teachers have sound subject knowledge and provide the pupils with appropriate and stimulating tasks. Pupils respond positively in lessons, particularly in one Year 2 lesson where the use of clay was linked to a science topic on the senses. This lesson had strong cross-curricular links with science and mathematics and pupils made good progress in developing their language skills through their efforts to find words to describe the clay. Pupils concentrate fully when involved in individual work and they co-operate well when working together. Planning shows that teachers offer a range of activities to address most elements of the art curriculum.

98 The co-ordinator enriches the curriculum by inviting artists from the City Technology College to work within school. A visiting artist has supported a whole-school project in which each class has created a material collage on the theme of *The Whole World* and these are now attractively displayed in the main hall. The scheme of work ensures that the development of skills takes place. For example, whilst Year 2 pupils were observed gaining their first experience in handling clay, Year 5 pupils had used their developing skills to design, make and decorate clay pots. However, although there has been some monitoring of the subject, it has been insufficient to ensure that there is consistent coverage of the subject in all classes. The previous inspection found that art work in Key Stage 2 was variable and was too often cut short by the demands of the timetable. Although standards of work observed between classrooms remain inconsistent, timetable concerns have been addressed.

99 Issues from the previous report regarding the need for in-service training for staff and plans for monitoring the subject have not yet been addressed fully. Although resources are satisfactory, the co-ordinator has highlighted the need for them to be stored centrally in order that they can be effectively monitored. The weakness of insufficient assessment and recording remains and has an impact on the progress the pupils make overall. As with the last inspection, opportunities for three-dimensional work are under-developed throughout the school and this remains a weakness. The co-ordinator acknowledges that there is also a need to pay more attention to a celebration of multicultural aspects of art.

## DESIGN AND TECHNOLOGY

100 At the time of the previous inspection standards were average at the end of both key stages and these have been maintained. All pupils, including those with special educational needs and English as an additional language achieve satisfactorily. Only a limited number of lessons were observed during the inspection so judgements are also based on a scrutiny of work and displays, discussions with pupils and teachers and a review of school documentation. The quality of teaching observed during the inspection was good and in these lessons the pupils learnt effectively and made good progress.

101 In good links with their history topic pupils in Year 1 made Victorian bookmarks using different kinds of stitching. The pupils were very well organised and maintained a high level of effort through the lesson. Well supported by the adults in the class, including parents, the pupils carefully followed prepared plans. The teacher interacted well with all of the class to ensure that pupils of all abilities made good progress. The lesson concluded with pupils sharing their work and evaluating how successful they had been in relation to their original plans. The subject was also well promoted in this class through a display that showed pupils' work making a fruit salad. The pupils identified which fruits they would be using, the tools they needed and how they made their dish. Pupils in Year 2 talked confidently about the wheeled vehicles that they had made. They discussed how they had produced their ideas with plans and using saws, cut strips of dowling to make the axles for their vehicles.

102 A good Year 3 lesson saw the pupils producing models that moved either by hydraulics or pneumatics. The session started with a good review of the pupils' previous learning by the classteacher. Most of the pupils had a very good understanding of what they were doing and many had updated their planning sheets as they evaluated their work. The pupils worked well with each other discussing their designs and the making of their models. They showed an obvious enjoyment of the subject and tools and materials were handled sensibly and safely. Tools and materials ranging from clamps, saws, glue, papier-mâché, cardboard and wood were chosen by the pupils themselves. The pupils talked confidently about their work and ideas. They had produced labelled sketches that communicated their design details and successfully related these to their developing models. Year 6 pupils were observed using G-clamps, hacksaws, bench hooks, glue guns, triangle cards and wood as they produced simple frames for a vehicle of their own design. Good emphasis was placed on health and safety by the classteacher along with the importance of measuring accurately. The pupils were very productive and worked at a good pace. This was helped by the high expectations of the teacher and the interest that she inspired with her lesson introduction.

103 The subject is well managed by the co-ordinator who is very enthusiastic. Design and technology has developed well since the previous inspection and has a high profile in the school. For example, along with science it was part of a school open-day for parents last year. The scheme of work ensures a good and progressive development of pupils' knowledge, understanding and skills. It also encourages links with other areas of the curriculum. All of the lessons observed were well resourced and the school has a good range of tools and materials that are well organised and accessible for staff and pupils. There are some shortfalls in equipment for systems and control but the co-ordinator has identified this and it will be remedied in the future. The co-ordinator has undertaken some monitoring of planning and provides support to other staff. Assessment procedures are in place but are not used to influence future planning effectively.



## **GEOGRAPHY**

104 Standards in geography are better than they were at the last inspection. By the end of each key stage the pupils reach levels that are in line with national expectations. This is an improvement in Key Stage 2 where standards at the previous inspection were not secure. This improved picture in Key Stage 2 is largely due to the better teaching and more directed and focused leadership by the subject co-ordinator. All pupils, including those with special educational needs and English is an additional language, make satisfactory progress overall.

105 By the end of Year 2 they gain an awareness of the human and physical features of places and have begun to gain an understanding of the wider world by drawing contrasts between hot and cold countries, for example by comparing life in Mexico with that in Britain. Use is made of the school's digital camera to photograph parts of the school grounds and the results are explored through attractive artwork which is one example of cross-curricular work that is a good feature of the geography provision. Most pupils can identify on a map the different countries that comprise the United Kingdom and they can indicate roughly where to locate Birmingham. History and geography in the school take place at different times in each term and therefore no teaching of geography was seen in Key Stage 1 during the inspection.

106 By the end of Key Stage 2 the pupils can use world maps, maps of the United Kingdom, Ordnance Survey maps and the local A-Z of Birmingham as a source of information. They can locate the countries of Europe, the continents of the world and use 8-points of a compass to indicate direction with confidence. In several year groups, a focus on holiday resorts visited by the pupils supports the use of maps. Impressive postcards of holiday resorts around the world, designed by the pupils in several year groups, show their understanding of how the geographical features of places differ. From Year 3 onwards they competently use plans with keys and can utilise this knowledge to draw, roughly to scale, a plan of their school. In Year 5 there is an extensive study of waterways and rivers starting with the local River Cole and extending to include rivers of Britain and further afield. Some interesting water safety leaflets on display in Year 5 are a further example of the effective cross-curricular themes in the school. In Year 6, the pupils participate in an in-depth study of the rain forests, stimulated by a visit to the Botanical Gardens in Birmingham, and they produce some impressive personal folders on the subject, enhanced by individual research using a variety of sources including the Internet. The co-ordinator for geography is also a Year 6 teacher, and her enthusiasm for the subject has been an inspiration for the pupils in the year group. A residential visit for Year 5 pupils to Bockleton also provides stimulus for geographical work, with the pupils having the opportunity to compare and contrast this locality with their own. Pupils throughout Key Stage 2 listen intently in geography lessons and take part enthusiastically.

107 During the inspection teaching was seen in Years 3 and 5. Two lessons were satisfactory and one was good. In the good lesson, Year 3 pupils were challenged to identify on eight-year old plans of the school, the changes that have taken place until the present day, and to adapt them to accommodate the new school developments. They tackled this with confidence and with an impressive outcome. The teacher used appropriate geographical language to develop the pupils' skills and knowledge and also used skilful questioning to assess their understanding. Teachers' subject knowledge throughout both key stages is generally sound.

108 The subject is managed well. The co-ordinator has introduced a revised subject policy, and scheme of work. The subject contributes to the teaching of literacy through the use of language and the styles of presentation of work, and to mathematics, for example through the use of scales. In both key stages assessment is underdeveloped and is not used rigorously enough to monitor pupils' progress or ensure that pupils are given work appropriate to their ability. The marking of pupils' work is insufficiently focused on the skills and knowledge associated with the subject. The co-ordinator's monitoring of the subject has developed in recent years. Effective use is made of classroom observations, discussions with colleagues, analysis of each term's geography topics and scrutiny of pupils' books and work on display. A review of resources has resulted in the purchase of a range of up-to-date maps for each classroom.

## **HISTORY**

109 Standards in history are in line with those expected nationally which is the same picture as the previous inspection. All pupils, including those with special educational needs and English is an additional language, make satisfactory progress overall.

110 During this inspection, due to timetabling arrangements, it was possible to see only one lesson in Key Stage 1. Pupils' work in their books or project folders and on display in their classrooms or in the corridors also contributed to the inspection judgements. The lesson observed was very good, with very creative use made of resources and artefacts, the teacher having donned a Victorian swimming outfit for the lesson! The pupils were appropriately challenged to find out from the resources available what she was likely to have been doing in this outfit and were able to compare this with items of swimwear from the present era. The teacher's enthusiasm for the subject was infectious. The pupils worked collaboratively in groups, comparing photographs of holidays in the past with those taken today, studying aspects of costume, location, activity and type of photograph. They confidently operated a slide viewer and took turns to share all the artefacts that were available. Pupils' learning in this lesson was very effective.

111 In Year 2 pupils learn about famous people from the past and compare life then with now, for example a Victorian Christmas or Florence Nightingale's hospital. They study James the First, the gunpowder plot and write diaries in the style of Samuel Pepys. This is one example of how teaching in history contributes to the development of literacy skills.

112 In Key Stage 2, pupils follow several major themes and develop research skills using a variety of sources. In Year 3, pupils study the Ancient Greeks in some depth and those in Year 4 study the Ancient Egyptians. The Year 4 pupils have been looking forward enthusiastically to a visit to an good exhibition of Egyptian artefacts and other displays that is taking place in Telford during the week of the inspection. Use is made of an interactive computer program about the Egyptians with pupils' developing their note-taking skills through this opportunity. Pupils respond well to this mode of information gathering and demonstrate their interest in the topic by bringing into school items from home, including mummified toys and framed pieces of papyrus. In Year 5, there is interesting work on family trees, with opportunities taken to promote literacy through the subject. Also in Year 5, as part of the residential visit to Bockleton, the pupils are able to compare Richard's Castle with their local area and are engaged in designing attractive and informative leaflets.

113 Teachers' knowledge of history is generally sound and the concept of the passing of time and the chronology of events is becoming firmly embedded for pupils throughout both key stages. The quality of teaching in Key Stage 2 is often very good. In Year 6, pupils study the Victorian era and World War II. In one very good lesson observed, pupils share

the very moving experience of listening to Prime Minister Chamberlain's announcement to the nation in 1939, declaring that Britain was now at war with Germany. They discuss with perception and passion, the impact this would have on family life. They are able to handle helmets from the war years, an empty hand grenade shell and look at a bayonet, which brings to life the pictures in books. The pupils research newspapers from the era and analyse and design propaganda leaflets or write articles from the different points of view of reporters in countries at war with each other. Use is made of time lines throughout school, promoting links with numeracy.

114 By the end of Key Stage 2 pupils have a sound knowledge of the key historical themes studied and are able to place them in chronological order. They appreciate the value of artefacts and can distinguish between fact and fiction.

115 There is satisfactory leadership of the subject. The subject co-ordinator has introduced a revised policy and scheme of work. Monitoring of pupil progress by class teachers has begun to take place but this is an area for further development. In both key stages, teachers do not yet assess pupils' progress as regularly or rigorously as they should nor does planning adequately take into consideration the needs of all pupils, particularly those of lower ability. The marking of pupils' work requires more focus. The co-ordinator's monitoring of the subject has developed in recent years through some classroom observations. These are supported by discussions with colleagues, analysis of each term's history topics and a review of resources. Scrutiny of pupils' books is an area for future development.

## **INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)**

116 At the time of the previous inspection standards were below national expectations at the end of both key stages. The subject was not well taught and teaching was judged to be unsatisfactory overall. Consequently, the subject was a key issue after the previous inspection. Until recently, insufficient focus has been given to the development of ICT by the school and improvement since the previous inspection has been unsatisfactory. Standards still remain below national expectations at the end of Key Stage 1 and although many pupils at the end of Key Stage 2 achieve appropriate standards in many elements of the subject, in other areas, standards are below those expected. Progress in Key Stage 1 is unsatisfactory for all pupils. Much of this is due to teachers' insecure subject knowledge and a history of computer hardware breaking down. For example, during the inspection Year 2 pupils talked about some word processing that they had completed that had to be saved because the class printer was broken. Progress in Key Stage 2 is better and evidence from inspection would indicate that many pupils make good progress particularly towards the end of the key stage. This includes pupils with special educational needs and English as an additional language. However, inconsistent experiences in the past have left some gaps in their knowledge and understanding.

117 By the time they are seven, the pupils have basic keyboard skills and have undertaken simple word processing. They use the computer to support other areas of the curriculum, for example mathematics, but pupils do not confidently discuss their ICT experiences inside and outside of school and have had little experience in getting devices to respond to planned commands and describing the outcomes. They understand the use of a digital camera as part of their geography work but do not consistently use ICT to organise information and present findings. Some of the Year 2 pupils stated that they had experienced very little time on their class computer during the academic year and during the inspection no ICT was planned for this year group!

118 By the end of Key Stage 2 the pupils are confident in word processing and have used the Internet and CD-ROM to retrieve information for topics. They sort and input data using spreadsheets and in good links with mathematics create bar graphs and pie charts of the information. The pupils use a multimedia package to create short stories for the reception children using animation and slides for a talking storybook. However, the pupils find it difficult to compare ICT use with alternative methods and give examples of its use outside school. They have not used e-mail in school.

119 Only three ICT lessons were observed during the inspection and in all of these the quality of teaching was good. The teachers in these lessons were confident in what they were doing and had an appropriate understanding of the subject. In a very well organised Year 3 lesson pupils wrote a series of instructions for a programmable toy (Roamer) to achieve particular results. Other pupils worked in the mini computer suite at other programs whilst the class teacher interacted well with all of the pupils to ensure their understanding and offer support. Pupils were challenged through the good use of questions. This lesson provided a good example of pupils working independently and co-operatively. They applied good effort to their work, were productive and learnt for themselves following carefully prepared instructions. Learning was good overall. Another interesting feature of this lesson was that, although the computers in the mini suite had crashed prior to the lesson, the teacher was confident enough to re-organise her resources and continue with the lesson. Although there is evidence of other classes using ICT to support different subjects, for example the use of an interactive whiteboard in history, a significant number of classes during the inspection had not timetabled ICT. The two remaining good lessons were in Year 6 where ICT was being used to present different information in a variety of forms. However, because of the limited resources available even these good lessons had shortcomings in that about 50 per cent of the pupils had to work away from the mini computer suite creating supervision problems for the teachers.

120 Fortunately the school is now well placed to develop the subject and its resources, improve teachers' knowledge, confidence and understanding and to raise standards. Although during the inspection the school's available resources were unsatisfactory the school has leased sufficient laptops to enable all pupils to access a computer in their classrooms. The school will also receive additional national funding that will ensure Internet access for all classes. Training for teachers is planned for September 2001. A scheme of work that integrates national guidelines with a commercial scheme will ensure that the subject develops progressively although the use of assessment needs to improve. The subject co-ordinator is receiving good support from the acting headteacher and the development of the subject will be a significant feature of the new school improvement plan. A technician has been employed to support that development. The profile of the subject has risen and there is now the capacity and enthusiasm to succeed.

## **MUSIC**

121 Standards are below those found in most schools at the end of both key stages. The progress pupils make over time is inconsistent, varying between classes and year groups, although within lessons seen during the inspection all pupils make similar progress including those pupils with special educational needs and English is an additional language.

122 Pupils learn to sing reasonably tunefully through the school. They hold their own part in a simple round, although there is a tendency to shout familiar choruses. Their confidence and enthusiasm for singing makes them keen and confident to perform. Attainment is at expected levels in Year 5. Pupils can perform a piece of music involving

four parts of rhythm with a simple melody on recorder and xylophone. The pupils know the names and symbols for minims, crotchets, quavers, and semi-quavers and their relative lengths, and respond to four beat rhythms written in standard notation including crotchet rests. They are able to appraise their performance and identify ways in which they can improve. They know that silence and listening to each other are important elements in performances. Year 6, however, are not confident about naming and responding to the same rhythms when trying to compose a radio jingle to promote positive health or social attitudes. Year 6 are also unsure about music vocabulary such as that for loud and soft, although some pupils do use their ideas on applying dynamics for effect in their proposed jingles. Knowledge is satisfactory in Year 3 where pupils name and sort the major orchestral instruments. Most pupils in Year 2 keep the pulse and copy teachers' rhythms by clapping and playing on percussion instruments. Some Year 2 pupils try to play on cue, stopping and starting in response to the teacher, but many are not aware of the need to watch and listen. Many pupils only name a few well-known instruments such as drum and triangle. They are not aware of simple structures such as the need for a beginning and end. Although a few pupils suggest obvious improvements to poorly performed clapping rhythms, most cannot make useful contributions. Year 1 pupils suggest ways of making sounds to represent the seaside and create these with their voices and instruments, but they also lack the necessary discipline to listen to others and satisfactorily follow instructions for performing as a class.

123 The inconsistent progress and lower than expected standards show deterioration since the last inspection, but as the outcomes are entirely the result of the quality of the teaching this may not be a true reflection of any changes in provision. In this inspection one lesson was judged excellent, two satisfactory, and two unsatisfactory, and standards and learning were commensurate with the teaching in each case. The best teaching in Year 5 showed good subject knowledge, high expectations and a very well structured lesson which built effectively on pupils' existing knowledge and skills resulting in sustained concentration, much practice and refinement and an effective final performance. Pupils listened acutely to each other, observed the teacher, evaluated their own contributions to the performance and worked co-operatively within their groups to produce a class piece. In the unsatisfactory lessons the teachers' own confidence in the subject was limited. In other lessons teachers are unable to adjust their planned activities to suit the pupils' needs, keep up a sufficiently brisk pace to sustain interest and make pertinent comments to help pupils improve.

124 A common comment from many of the teachers, which has also been documented by the subject co-ordinator, is that they do not have the ideas or experience to meet the pupils' needs, and that the scheme of work is not, in practice, helpful to them in preparing suitable work. Although the co-ordinator is currently amending the scheme it is not yet fulfilling teachers' needs. They have not had any training or support from those teachers who have the expertise so that they can develop confidence even though they have expressed the need and desire to improve their skills. There is no assessment data to help match the work to pupils' prior attainment. The result is that many lessons fail to contribute to the overall progress of pupils in the subject.

125 Good quality peripatetic provision on string instruments is currently available to some Year 5 and 6 pupils as is the opportunity to join the choir, but extra-curricular activities are limited. Music has a low profile through the school. It plays no part in assemblies and there is little information about music or composers through displays and books to stimulate interest. Music makes a limited contribution to pupils' cultural development, although some multicultural music is studied through the term's topic focus.

## **PHYSICAL EDUCATION**

126 Standards in physical education are typical of those found nationally by the time pupils leave the school at the age of eleven. This is a similar picture to the previous inspection. The full physical education programme is planned for, including swimming in Key Stage 2. The school offers good opportunities for the pupils to experience outdoor activities during the annual visit to Bockleton Study Centre.

127 The standards reached by seven-year-olds are in line with those found nationally at this age and progress is satisfactory. Pupils in Year 1 are able to move their bodies in a series of controlled movements in time with a piece of music. They are able to link a series of movements into a simple dance sequence. Year 2 pupils are able to reproduce and explore simple actions with satisfactory control and co-ordination. In gymnastics pupils use equipment safely and show imagination when moving across it.

128 Progress in Key Stage 2 is good towards the upper end of the key stage. Pupils are developing their ability to dismount from large equipment safely, landing on their toes and bending their knees. They are aware of the importance of warm-up sessions and in a link to their science work are able to say that their heart and breathing rate increase during brisk exercise. Pupils are developing their ability to balance objects and to work quickly while at the same time pacing themselves. In a Year 5 lesson pupils improved their bat and ball control skills and learnt how to serve a ball properly. An important aspect of pupil development is the emphasis placed on co-operation during physical exercise lessons. For example, pupils in a Year 3 class demonstrated good co-operation skills while putting out equipment for a gymnastics lesson; they worked quickly, quietly and were fully aware of routines.

129 Teaching in Key Stage 1 is satisfactory and in Key Stage 2 it is good. Where teaching is good the progress of pupils is enhanced by the effective use of warm up sessions to develop the theme of the lesson. Teachers have a good subject knowledge and are aware of the importance of safety, emphasising this aspect whenever possible. They use pupil demonstrations well and in so doing celebrate their achievements and develop the ability of the pupils to appreciate the skills of others. There is an emphasis on the development of the pupils' speaking and listening skills and teachers insist on their full attention while giving instructions. Pupils with special educational needs and those with English as an additional language make the same progress as other pupils.

130 The subject co-ordinator has a clear vision of what needs to be done to build on the satisfactory development of the subject that has taken place since the last inspection. To ensure that the pupils follow a programme of physical development that provides continuity and progression the co-ordinator has produced the first part of a detailed scheme of work. However, at present the assessment of pupils' progress and attainment is unsatisfactory; the school does not keep formal records of their performance. The school has a good range of small and large equipment that is stored well for easy access.

## **RELIGIOUS EDUCATION**

131 By the end of Key Stage 2, pupils attain standards in religious education which are above those required by the locally Agreed Syllabus. The school has maintained this high standard since the previous inspection. Standards at the end of Key Stage 1 are slightly lower and are judged to be in line with those expected.

132 Pupils in Year 1 listen to stories such as *Guess how much I love you* and identify the people and the places they love. They begin to understand the concept of love as they listen to *Love, love me do* by The Beatles. All pupils begin to develop an understanding of other religions besides Christianity as they visit a Mosque and look carefully at Muslim artefacts. In Year 2, pupils discuss what qualities you need for certain occupations. They begin to understand that they have some control over their life journey. Pupils listen to Bible stories for example 'Noah and the Ark'. In Year 3, pupils look at why we are special, they examine the rules of different religions and write about Easter after they have listened to the story. As they move through the school pupils continue to develop their understanding of different religions. For example in Year 4 they look at what Sikhs believe. They revisit the story of Easter and think about what the festival means to them. Pupils in Year 5 learn about the Five Pillars of Islam and why the Qur'an is important. By the age of eleven pupils have developed confident speaking skills to discuss many topics. For example a very good discussion was observed as they talked about the difficulties of dealing with peer pressure.

133 Progress is satisfactory for all pupils as they move through the school. At the upper end of Key Stage 2, pupils make good progress. Where teaching is good, pupils make good progress over time. Sometimes progress is hindered because a few pupils miss important parts of lessons when they are involved other things. A scrutiny of past work shows that it is generally well presented and that teachers plan interesting activities and visits in all year groups. In Key Stage 1, pupils record their work in the form of pictures and brief written accounts that show sound understanding of facts they have learnt. They look closely at their families and discuss whom they like best and why. Pupils brainstorm words such as 'Give' and think about what people give them. As pupils move towards the upper part of Key Stage 2 they make good progress. They develop good listening skills and pupils in Year 6 enthusiastically and confidently talk in whole class situations about many issues for example how they would cope with good and bad news. All pupils have the opportunity to visit different places of worship, which gives them a good insight into the different religions they study.

134 The quality of teaching is not consistent. The co-ordinator has observed teaching in the school and has identified this as an issue. At Key Stage 1 teaching is satisfactory overall although one lesson seen was judged to be very good. In Key Stage 2, teaching is good overall. In particular it is very good in Year 6. Some good teaching was seen in both key stages. Judgements have been made by closely looking at past work, at planning and through discussions with pupils. In the best lessons learning is good because work is well matched to pupils' abilities, vocabulary needed for the subject is well promoted and good questioning provokes thinking, and enables them all to be involved in the class discussion. Teachers develop very good relationships with the pupils and use resources well such as the board to write down and reinforce pupils' comments. In these good and very good lessons all pupils' contributions to discussions are valued. A strength was the pupils' good behaviour and very positive attitudes to learning, coupled with their ability to discuss the issue with which they were presented, sensitively and maturely.

135 Provision for religious education meets statutory requirements and planning is linked closely to the locally Agreed Syllabus. The subject is well led by the enthusiastic and knowledgeable co-ordinator who has recently revised the guidelines, which the teachers consistently plan to. Resources are good but ICT is not fully used to support the subject. There is little evidence of pupils developing word processing skills or research skills but the co-ordinator has highlighted this as an area for development.