

INSPECTION REPORT

**ST FRANCIS CHURCH OF ENGLAND
PRIMARY SCHOOL**

Bournville, Birmingham

LEA area: Birmingham

Unique reference number: 103546

Headteacher: John Croghan

Reporting inspector: David Speakman
20086

Dates of inspection: 4 – 7 February 2002

Inspection number: 197908

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Junior, infant and nursery

School category: Voluntary aided

Age range of pupils: 3 to 11

Gender of pupils: Mixed

School address: Teazel Avenue
Bournville
Birmingham

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Appropriate authority: The governing body

Name of chair of governors: Mr Don Higgs

Date of previous inspection: 6 October 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
20086	David Speakman	Registered inspector	Mathematics Information and communication Technology Physical Education English as an additional language	What sort of school is it? The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
13459	Eva Mills	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?
22955	Doreen Cliff	Team inspector	Science Art & Design Design & Technology Music Equal Opportunities Foundation Stage	
21666	Andy Margerison	Team inspector	English Geography History	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Francis CE School is a voluntary aided Church of England primary school and educates boys and girls between the ages of three and eleven. Numbers are slightly up on the last inspection with 243 pupils currently on roll, making it about the same size as other primary schools. Pupils come from homes within the Bournville Village area of Birmingham and the socio-economic profile is above average. The attainment on entry to the school is above average. The majority of pupils are of a white UK origin. Thirteen per cent come from Black Caribbean, Black African, Indian and Chinese backgrounds. Ten per cent have English as an additional language. Seventy four pupils (30 per cent) are on the Code of Practice register of Special Educational Needs and eight pupils (three per cent) have a statement of special educational needs, including two in the nursery. The proportion of pupils on the register is above average, as is the proportion with statements, including those for physical disabilities and learning difficulties. The percentage of pupils entitled to claim free school meals is well below the national average. Since the last inspection the school has added a nursery and therefore extended the age range of pupils for which it provides.

HOW GOOD THE SCHOOL IS

This is a good school. It provides a good quality education and enables pupils to achieve well. The quality of leadership and management is very good. Pupils make good progress throughout the school. Pupils achieve standards that are above average. They develop very good attitudes to their learning and behaviour is very good. Pupils' personal development and relationships are also very good. When the above factors are set against the above average cost of educating each pupil, the school provides good value for money.

What the school does well

- The quality of teaching is good throughout the school and enables pupils to achieve well and attain above average standards.
- Pupils' attitudes, behaviour and personal development are all very good.
- The curriculum is good and there is very good provision for extra curricular activities.
- Assessment procedures and monitoring of pupils' personal development are very good.
- Leadership and management are very good.

What could be improved

- Standards in design and technology.
- Opportunities for pupils to learn independently.

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 a good level of improvement since the previous inspection and in meeting the key issues raised. Good progress has been made in devising criteria for the systematic support, monitoring and evaluation of teaching and learning. The headteacher has moved on well in this area with professional development to improve his monitoring skills. Criteria have been developed and have been rigorously applied by the headteacher to monitoring teaching and learning. Good progress has been made in developing the school site as a curriculum resource and it is now a stimulating place to work and play. Satisfactory progress has been made in the key issue relating to extending opportunities for pupils to engage in personal research, to make informed choices and to work using their own initiative and the headteacher has further development in mind. Good standards and the quality of education have been maintained. The school now provides good value for money.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	A	A	B	C
mathematics	A*	B	A	A
science	B	B	A	C

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

By the end of Year 6 results in mathematics and science are well above the national average and average in English. When compared to similar schools, results in English and science were average, but well above average in mathematics. In the 2001 National Curriculum assessment tests for seven year olds, results in reading were well above average and in writing and mathematics they were above average when compared to all schools. When compared to similar schools, attainment was above average in reading and average in writing and mathematics. Results at the end of Years 2 and 6 have kept pace with the national trend of improvement and have remained above or well above average. The school just missed its English target in 2001 by achieving 81 per cent, but there was a high proportion of pupils with special educational needs in that cohort. Results in mathematics were better than the target figure. Targets for 2002 are more challenging.

The inspection findings for this year's seven year old pupils indicate that attainment in English, mathematics and science is above that expected for pupils at this age. It is also above expected levels in music. Standards in art and design, geography, history, information and communication technology and physical education are as expected for pupils at this age. Standards in design and technology are below those expected. The overall level of achievement for pupils in Years 1 and 2 is good. By the time pupils are 11 their attainment in English and science is above average. Standards in mathematics are well above average. Attainment in music and physical education is above expectations, whilst in art and design, geography, history and information and communication technology standards are as expected. Pupils make satisfactory progress in these subjects. Standards in design and technology remain below those expected for pupils of this age. The achievement of pupils with special educational needs is good throughout the school because of the good support they receive. Those with English as an additional language also achieve well.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes toward school and their work are very good. They enjoy school. In most lessons they show high levels of interest and enjoyment in their tasks.
Behaviour, in and out of classrooms	This is very good. The majority of pupils behave appropriately in lessons, in assemblies and around the school. Pupils organise themselves with a minimum of fuss and bother.
Personal development and relationships	Pupils' personal development is good. They become very responsible and reliable. Relationships between pupils and between pupils and adults are excellent. They cooperate very well with teachers and apply themselves to their work.
Attendance	Attendance is very good; it is above the national average.

The school has maintained the very good attitudes, personal development and relationships seen at the time of the previous inspection. Pupils show high levels of interest and enjoyment in their work, and are able to work reliably without the direct supervision of the teacher. Most are very keen to answer questions and offer their opinions in discussion times. When given the opportunity to participate actively in their learning, pupils respond with maturity and care. Some misbehaviour was seen especially when teachers' management of pupils was not fully effective.

TEACHING AND LEARNING

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

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

In nearly three quarters of lessons the quality of teaching was good or better. In a quarter, teaching was either very good or excellent. The quality of teaching in all but one lesson was satisfactory or better. Teaching in English and mathematics is good and both literacy and numeracy are taught effectively across a wide range of subjects. Very good assessment procedures are used very well. This ensures that all pupils are provided for effectively. This enables all pupils to achieve well and develop good attitudes. Teachers have high expectations of their pupils and ensure that all groups of pupils achieve well. Homework supports pupils' progress satisfactorily. On a few occasions, teachers' management of pupils' behaviour is not fully effective because they very occasionally focus on pupils' inattention.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of opportunities for learning provided by the school are good for children at the Foundation Stage and for pupils in Years 1 to 6.
Provision for pupils with special educational needs	The provision for pupils with special educational needs is good. Clear procedures are in place to support the identification and assessment of pupils. Individual education plans are carefully and thoughtfully prepared. The targets clearly identify the main priorities and teaching and assessment procedures are carefully arranged.
Provision for pupils with English as an additional language	This is good and enables these pupils to be fully included in all aspects of school life.
Provision for pupils' personal, including spiritual, moral, social and cultural development	This is very good. It is very good for their spiritual, moral and social development. Provision for their cultural development is good.
How well the school cares for its pupils	The school cares very well for its pupils. The school's arrangements for the welfare, health and safety of all its pupils are very good. Day to day personal support and guidance for pupils is good. Very good assessment procedures are used very effectively to ensure all pupils are provided with work of an appropriate level.

The curriculum for children in the reception class is very well planned to cover all areas of learning effectively in an interesting and often exciting way. A very good range of visits and visitors and of extra-curricular activities adds richness to the curriculum. Child protection procedures are satisfactory. Parents' and carers' views of the school are positive, they like the school and what it provides for their children.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	These are very good. The headteacher works very effectively with his senior managers, and together they have established an extremely clear vision regarding the development of the school. This is clearly communicated to, and shared by, all members of staff.
How well the governors fulfil their responsibilities	Governors are fully involved in the school. They are conscientious, well organised and fulfil most statutory responsibilities.
The school's evaluation of its performance	This is good. The headteacher, key staff and governors work very well together to identify the school's strengths and areas for development. The headteacher rigorously monitors teaching, learning and standards, but subject leaders do not all have the opportunity to monitor teaching in their subjects.
The strategic use of resources	The financial management of the school is very good. The school takes great care to ensure that spending is targeted well and linked to priorities in the school improvement plan. Close monitoring of spending decisions reflects the careful consideration given to the impact of financial commitments on standards so that best value is achieved.

The headteacher is a very strong leader who shows very good leadership qualities. The deputy headteacher and other members of the management team provide high quality support. Subject coordinators manage their subjects effectively, but their role is not fully developed. They do not have the opportunity to support colleagues or to directly observe practice. The governors have a very good understanding of the school's strengths and concerns and work very effectively to support the headteacher and his staff in their work. Good attention is given to ensuring that the best value for spending is achieved. The reflection of the school's aims in its work is excellent. The accommodation is cramped, but the school makes good use of it within the constraints.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like school and are making good progress. • Behaviour in school. • The quality of teaching. • Feeling comfortable about approaching school with questions or problems. • The school's expectation that pupils work hard. • The leadership and management of the school. • School is helping children to become mature and responsible. 	<ul style="list-style-type: none"> • Homework. • Extra curricular activities. • Information on how their children are getting on.

The inspection team agrees with what pleases parents most. However, the school provides a very good range of extra curricular activities. During the inspection it was found that homework was appropriate and that it was used satisfactorily to support and sometimes extend the work done in school. However, although there is guidance, teachers do not always adhere to this and the setting of homework is inconsistent. The quality of information which parents receive is judged to be good but the team agrees that pupils' annual written reports could be improved.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

- 1 In the National Curriculum tests in 2001, results for seven year olds in reading were well above the national average and were above average in writing and in mathematics. Results over the last few years have kept pace with the national trend of improvement and generally stayed above or well above average.
- 2 The results for 11 year olds, when compared to schools nationally, were above average in English and well above in mathematics and science. When compared to similar schools, results were average in English and science, and well above average in mathematics.
- 3 Pupils enter the Foundation Stage with attainment that is above that expected for pupils of this age. They make good progress, and children are set to achieve the Early Learning Goals for children in the Foundation Stage before the time they transfer to Year 1. They make good progress in their personal, social and emotional development. The children have very good relationships with teachers and support staff. They are confident in their dealings with all adults and other children.
- 4 They will achieve the Early Learning Goals for children in the Foundation Stage in all aspects of language, literacy and communication. They talk to each other with pleasure in the role play area, are developing the early conventions of reading and most write their names accurately. Progress in their mathematical development is good and they are acquiring good knowledge and understanding of shape, space and number. Their knowledge and understanding of the world in which they live develops well. They are forming good ideas about the process of life and growth and learn more than is expected about the community in which they live. In their physical development they are showing good control of small apparatus in art and design and of their own bodies in physical education and outdoor play. In their creative work they paint with confidence and sing with pleasure, knowing the words to their favourite songs.
- 5 The inspection findings for this year's pupils in Year 2 indicate that attainment in English, mathematics, science and music is above average for pupils at this age. It is below expected levels in design and technology but in line with expectations in all other subjects. The standard of work seen in infant classes is above that expected for pupils of this age and their achievement is good overall.
- 6 By the time pupils are 11 their attainment in mathematics is well above the national average and in English and science it is above. Standards in physical education and music are above expectations, but attainment in design and technology remains below that expected for pupils of this age. Standards are as expected for pupils of this age in all other subjects.
- 7 Pupils with special educational needs make good progress towards the targets in their individual plans. Evidence from analysing the school's results in the 2001 national tests for English for 11 year olds indicates that pupils with special educational needs made good gains in the skills, knowledge and understanding from the age of seven. There is no indication of any variation of attainment between boys and girls. Pupils with English as an additional language make good progress and achieve good standards when compared to their prior attainment. None are at the early stage of English acquisition. The school has identified gifted and talented pupils and the achievement of these pupils is also good.

- 8 Throughout the school pupils are very good speakers and listeners. They follow their teachers' explanations carefully and their answers to questions are well thought out. They are very willing and confident to hold conversations with adults and they talk clearly and fluently about their work and aspects of their lives in and out of school. They also speak and listen well in more formal situations, such as when Year 5 pupils presented their ideas about how to develop the school environment.
- 9 By the end of Year 2 pupils read a broad range of texts with good understanding and fluency. Better readers talk in detail about the story they are reading and are able to give their ideas about what they think will happen next. Most pupils know how to use non fiction books. They use the contents page and the index confidently as well as dictionaries to find out what they want to know. By the end of Year 6, pupils' reading is above the standards expected nationally. Many pupils read fluently and with good expression. Pupils with special educational needs make good progress in their reading relative to their levels, at the end of the infants the gap between them and other pupils narrows.
- 10 Pupils' attainment in writing is good throughout the school. Higher attaining pupils in Year 1 write confidently in sentences using full stops and capital letters. By the age of seven, the presentation of their work is good. By the time pupils reach Year 6 their writing is generally neat and legible and most are developing their own style. They know how to adapt the style of their writing to suit the purpose. Their experience in reading a wide range of texts supports this. Higher attaining pupils write entertaining and imaginative stories, and using a broad range of interesting vocabulary, capture the reader's interest. Most pupils develop ideas carefully and use descriptive language well to describe settings or characters.
- 11 By the end of Year 2, pupils have a good knowledge and understanding of all aspects of mathematics. Numeracy skills are well advanced and most pupils work comfortably and competently with all aspects of number. They have a good idea of place value and work with adding and subtracting numbers accurately. When solving problems they are beginning to calculate using multiplication. Pupils generally develop a good knowledge of shapes in both two and three dimensions. They name a good range of shapes according to the number of sides and angles.
- 12 This good progress continues through Years 3 to 6 and by the time they reach Year 6 standards are well above average. Their number skills are very good. Pupils can calculate, using all four operations with numbers to two decimal places and they apply these skills well when solving problems. Their understanding of decimal fractions is good and they apply this knowledge and understanding well when solving more difficult and less straightforward questions. A strength in pupils' learning is their ability to use and apply their number skills effectively. Pupils have a thorough understanding of shape and angle. Most are able to find the areas of irregular shapes by splitting into quadrilaterals, working out the measurements from information given and then calculating the area of each part and then the whole shape. Those who find this hard are still able to come up with an accurate answer by counting unit squares. Pupils handle data well, most working competently with frequency diagrams and averages.
- 13 In science seven year olds show good practical skills such as making a simple circuit. Most know that it has to be complete to work. They have a good knowledge of how materials are used for a specific purpose. Pupils use appropriate scientific language and are beginning to use diagrams, charts and written accounts to record their work. They show an early understanding of what makes a fair test and this is typical of older pupils. When investigating and experimenting, Year 6 pupils predict outcomes and understand factors that can influence the experiment. They record their results on charts, diagrams, line graphs and flow charts and their written accounts effectively reflect pupils' learning.

- 14 Attainment in information and communication technology is as expected for pupils at this age. By the end of Year 2 most pupils access the relevant systems, understand that a variety of information can be entered and stored on the computer and save and print out their work. Word processing skills are satisfactory. They use an appropriate art programme to produce simple designs and pictures. By the end of Year 6 pupils use a variety of fonts and sizes of fonts in the presentation of their texts and can combine appropriate text with pictures. They use databases in history, word processing in a range of subjects and logo helps to develop an understanding of shape and space. Year 6 pupils use simulations such as the Crystal Rainforest to develop their control skills. This also effectively develops their thinking skills.

Pupils' attitudes, values and personal development

- 15 Pupils' response to their education is a strength of the school. The levels of interest and enthusiasm shown for learning are very high, enabling pupils to make the most of the opportunities provided. There is a sense of community and belonging shown by the vast majority of pupils. Pupils of all ages are willing and able to concentrate on tasks and persevere even when they find them difficult.
- 16 Children in the nursery and reception class enjoy coming to school. They feel confident and this is reflected in the way they go about their work. Relationships between children and between children and adults are very good.
- 17 Excellent relationships are evident throughout the school and these underpin most of the school's work. Pupils relate very well to each other, to their teachers and to all other adults who work with them. Staff give good examples to pupils of how to behave and work together. This results in a harmonious working environment in which discipline is not overt but based on mutual respect and an expectation of good behaviour, which is praised and rewarded.
- 18 In lessons behaviour is usually very good and this ensures that pupils learn effectively. However, there is some inappropriate behaviour on the few occasions when the management of pupils is less effective. Pupils work well with each other within groups and in pairs and there are good relationships between boys and girls and between pupils of different ethnic backgrounds. Due to the strong personal development encouraged by the school, class teachers are able to allow pupils to work in small groups without direct supervision and independently. Pupils work conscientiously and enthusiastically even when not directly supervised. Only where teaching is less strong is a degree of firmness required to ensure that pupils remain focused. In the playground and around school pupils behave very well and are polite to their teachers, to visitors and to each other. Instances of bullying or unkindness are rare and are dealt with effectively by staff.
- 19 The school's efforts to help pupils to become mature and responsible are very successful. Pupils carry out a range of tasks and they take their responsibilities very seriously. Some pupils act as librarians and others organise equipment and resources. The school council involves pupils from Year 1 to Year 6 and all representatives display confidence when canvassing the views of their peers and considering the issues raised during meetings.
- 20 One noticeable aspect of the school is the way in which older pupils relate very well to younger pupils. Pupils from Years 5 and 6 are paired with children from the reception class and Year 1. They read with them, look after them in the playground and help them in the dining hall. This arrangement has been extended to Year 4 pupils who are paired with nursery children. Older pupils are kind and considerate to younger pupils and show understanding beyond their years.

Pupils also show maturity and respect for the feelings of others by supporting and involving pupils with special educational needs.

- 21 Attendance at the school is very good with rates above those achieved nationally. There is no unauthorised absence and punctuality is very good.
- 22 Overall, pupils enjoy coming to school from an early age. They form constructive relationships and behave very well. This has a very positive effect on their learning.

HOW WELL ARE PUPILS TAUGHT?

- 23 Teaching is good and promotes good quality learning. The vast majority of lessons (72 per cent) seen were good or better. Of the 54 lessons seen, the quality of teaching in 39 was good or better, in 14 it was very good or better, and the teaching in one lesson was excellent. The vast majority of teaching observed during the inspection was at least satisfactory. Only one unsatisfactory lesson was seen and there was no poor teaching. Teaching effectively enables all pupils to achieve well and develop very good attitudes. As the proportions of good, very good and excellent teaching have increased, there has been an improvement on teaching at the time of the previous inspection.
- 24 Teaching is good at all stages of the school. Teaching is good for children in the Foundation Stage, and in English, mathematics, science and music throughout the school. It is also good in art and design for children in Years 1 and 2 and in physical education for seven to eleven year olds. It is satisfactory in all other areas, except in design and technology, where it is unsatisfactory.
- 25 Teachers' have a good knowledge and understanding of the subjects that they teach. However, some teachers are unsure about design and technology and this leads to unsatisfactory standards at Year 2. The teacher had excellent knowledge and understanding of music in a Year 1 music lesson. In this lesson the pace was rapid, expectations very high and pupils made excellent progress and achieved very high standards.
- 26 Teachers appreciate the learning needs of all pupils at all ages and levels of attainment. The effectiveness of teachers' lesson planning is good. Activities are appropriate and effectively enable pupils to achieve the intended learning outcomes of lessons. Teachers' understanding of independent work for pupils is inconsistent. Some clearly involve pupils in assessing, evaluating and planning their own work, such as in physical education, whilst to others, independent work consists of pupils working without direct supervision on tasks set by the teacher. All pupils, including those at different levels of attainment, are given work at an appropriate level ensuring that their learning is securely based upon what they have already learned, and therefore effective. The good targeting of work extends to oral sessions, such as in mathematics in Year 6 where the teachers' questions were relevant, phrased in specific ways and were directed to different pupils thus giving all pupils confidence.
- 27 Lower attaining pupils, and those with special educational needs, are well supported by their class teachers and the effective work of the support assistants. This is also seen when a learning support assistant boosts the learning of a small group of older pupils and also enables the teacher to focus on the higher and average attaining pupils. This means that through effective targeting of work, rapid pace and good support by both adults, all pupils achieve well and reach high standards for them.
- 28 Basic skills are taught well across a wide range of subjects. The development of literacy and numeracy skills plays an important part in the school and all adults promote this effectively.

The school identified a weakness in standards in writing and has endeavoured to raise standards in this aspect through the school improvement plan. Interesting activities stimulate pupils, establish their attention at the beginning of lessons and encourage their participation. Teachers' enthusiasm for their classes motivates pupils to sustain concentration and ensures that they work hard to make good progress in acquiring good levels of skills, knowledge and understanding across a wide range of subjects. This makes a significant impact on the high standards in some subjects; such as in physical education when both Year 3 gymnasts and Year 6 dance pupils were positively encouraged by their teachers and reached high standards. This is also evident in the Foundation Stage, where the teacher is enthusiastic and engages in lively conversation with pupils.

- 29 Teachers' expectations of their pupils are high. They are fully aware of the levels that their pupils are at and plan appropriately demanding activities. They mostly expect high standards of behaviour in lessons, but very occasionally less so in some classes. A lack of self control from a very small number of pupils in talking when they should be listening, and during a few individual and group work sessions, affects the concentration that pupils are able to sustain and hence the quality of learning.
- 30 Expectations of behaviour are generally made clear and pupils are aware of how they should behave in class to enable lessons to progress appropriately. In the vast majority of lessons seen, teachers support positive behaviour and attitudes to good effect and achieve good standards of behaviour in their classes. However, there are a few lessons in which teachers concentrate too much on what a few pupils may be doing wrong rather than what the majority is doing right. This has a negative impact on pupils' behaviour in these classes.
- 31 Teachers create a good balance of teacher led activities and those that enable pupils to work independently. This supports pupils' good gains in knowledge and understanding. In better lessons a good range of interesting teaching strategies is used, such as use of resources, discussion, evaluation in physical education and hands on experience in information and communication technology. However, pupils are not yet sufficiently involved in assessing the quality of their own work and in planning the next stages in their work programmes. Focused questions are used well in a wide range of lessons, are effective in ensuring that all pupils are fully included and that they feel confident to answer questions directed to them. Lessons move at a brisk pace in most classes, but there are exceptions when the pace of questioning is too slow and pupils lose concentration and begin to talk. This slows the lesson down even more.
- 32 Support staff are effective in their work in class and when they take groups of pupils out to learn. The provision for withdrawal groups seen during the inspection was as good as that which the other pupils were receiving in class. Learning support assistants make an effective contribution to the learning of the pupils in their care. Learning support assistants are fully involved in the planning of the lesson and are well aware of their specific responsibilities. Some plan their own lessons and these are consistent with what the main group are learning. They know the pupils well and have good relationships with them, providing sympathetic but firm guidance. They are equally effective when supporting teachers in their work, working confidently and competently alongside them, or with groups of pupils independently.
- 33 The teaching of pupils with special educational needs in lessons is good and mirrors how well they learn academic skills. However, the school ethos, characterised by high expectations of behaviour and very good relationships between adults and pupils, means that they learn personal skills well too. The two main contributory factors in lessons that help pupils with special educational needs learn is firstly the planning of literacy lessons and the good support they receive in lessons. Group activities are generally well planned so activities are well matched to the needs of pupils. Individual education plans are used carefully to provide work and specialist

programmes such as Reading Recovery are taught well so they make a very good contribution to the progress these pupils make. However, support staff do not always have a clear role in whole class teaching parts of lessons and the opportunities their presence presents for assessing pupils or working with different groups of pupils are not used effectively.

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

- 34 The school provides a well balanced range of broad and relevant experiences that meets the needs of all pupils effectively and statutory requirements to teach the National Curriculum. The curriculum for children in the Foundation Stage follows the Early Learning Goals and covers in full the recommended aspects of the Early Learning Goals for children in the Foundation Stage.
- 35 Since the last inspection, the school has effectively reviewed its systems for planning and teaching to take into account the national guidelines published in September 2000. However, some of these schemes of work, such as history and geography have only been in place since September 2001 and they have not been implemented consistently across the school. For example, some teachers choose to teach three units of geography or history whereas others teach units alternately. This results in some imbalance between year groups.
- 36 Effective lessons for personal and health education have been introduced across the school to supplement the good work reported at the last inspection already being done in this area. Suitable policies are in place for sex and drugs education. Outside speakers and visits are used well to further enrich the taught curriculum including residential trips for older pupils. The national strategies for literacy and numeracy have been introduced well which has helped to maintain the high standards pupils' achieve as they move through the school in English and mathematics.
- 37 At the time of the last inspection, the school had effective procedures for supporting pupils with special educational needs. The provision continues to be good. Pupils are identified early and the individual plans produced by teachers with the advice of the special needs coordinator are good. Clear, crisp targets indicate that they have a good understanding of what specific skills and understanding pupils need to learn next. However, the links between the methods by which these targets will be achieved and the target are not always explicit enough to help teachers evaluate the effectiveness of specific approaches. There is good support for pupils and great care is taken by the school to make sure that the pupils with special educational needs are included in all aspects of the school's work. For example, all pupils are able to attend lunchtime or after school activities. Support in lessons is supplemented by a good range of specialist programmes, such as Reading Recovery, to help specific pupils acquire the skills they need to take a full part in a range of experiences on offer to them in lessons and outside.
- 38 There is an equal opportunities policy and clear guidelines to support teachers in the management and organisation of this aspect. The school works hard to ensure that all pupils have full access to the curriculum. This includes pupils with special educational needs, pupils with English as an additional language, higher attaining pupils and those from different ethnic backgrounds. Teachers and teaching assistants provide appropriate support to ensure that all pupils are working within the appropriate levels to match their ability. They encourage the pupils to develop independence and to work with a group and make contributions to whole class activities.
- 39 A very good range of extra curricular activities takes place during the school day, at lunchtimes and after school. Reflecting the school's strong commitment to personal development, no pupils are excluded by gender, ethnicity or age. These include sports such as netball and football and

creative activities such as singing, recorders and orchestra. Pupils' opportunities to learn to play musical instruments are very good with tuition available in brass and woodwind instruments such as clarinet and saxophone.

- 40 The school works very well with other schools to ensure a smooth transition to the next stage of education. Staff work closely with local secondary schools to ensure that pupils know what to expect when they transfer, including the 'Moving On Up' module which helps to link the work carried out in primary school with that which pupils will undertake in secondary school. A local secondary school provides 'master classes' for some more able pupils in English, mathematics and science. A teacher from one secondary school provides 'taster' lessons in modern foreign languages and secondary pupils organise sporting activities for pupils in Years 5 and 6.
- 41 The school has extensive links with the local community which successfully broaden the range of learning opportunities for pupils. Local firms provide help in curriculum areas and an annual visit by Year 5 pupils to Cadbury's to study the production and packing of chocolates is of great value in design and technology lessons. Visits to art galleries and museums enrich the curriculum and the school has strong links with the church. Pupils also make a contribution to the community by planting trees, entertaining in senior citizens' homes and displaying their work at the Bournville Village Festival. The school welcomes many visitors to the school.
- 42 The provision for pupils' spiritual, moral, social and cultural education is very good and is a strength of the school. This reflects the clear aims of the school in its Mission Statement to help pupils to develop as individuals in an environment, which promotes trust, sensitivity and tolerance.
- 43 The school operates as a very good spiritual community, where pupils are encouraged to reflect on the non material aspects of life, including personal values, beliefs and concern for others. Music is often used to good effect to create a tranquil setting for spiritual thinking. Whole class discussions during circle time are used to explore feelings and emotions. In lessons, teachers often share their own personal beliefs and support pupils in the exploration of their thoughts. In a Year 5 English lesson, the teacher used spiritual language when discussing a story to help pupils to relate the text to natural beauty.
- 44 Moral and social guidance is of very high quality and is evident throughout the school. There is a high level of consistency in the lead provided by all adults in the school community. Pupils are provided with clear messages in terms of right and wrong and of personal attitudes and behaviour. Achievement is celebrated and rewarded. Teachers offer constant guidance relating to the need for tolerance, consideration for others and the development of pupils' own confidence and self esteem. Pupils are actively encouraged to show care and respect for others, for property and for the environment. They are provided with opportunities to work and socialise together, both in school and in out of school activities, including residential visits. Independence and initiative are actively encouraged. A school council enables pupils to engage in the democratic process and pupils are supported in organising the school bank. Well supported extra curricular activities provide pupils with the opportunity to develop personal skills, to persevere and to be part of a team. A good example of the sense of community established by the school is the way in which older pupils are 'paired' with younger pupils to share reading. The school is now exploring ways in which pupils can take more responsibility for their own learning in order to raise standards further.
- 45 Provision for cultural development is good. Pupils of all ages visit places of interest including museums and art galleries. Places of historical interest and theatre visits are an established part of school life. Visits to places of worship are a regular feature of religious education. Pupils participate in literature and drama. The school's good provision for music enhances pupils'

cultural awareness. Performances in senior citizens' homes and at the Bournville Village Festival reinforce the values of the school. These make a good contribution to the personal development of pupils. The exploration of other cultures is well developed in music, art and religious education and this gives pupils an insight into the traditions and values of those cultures while promoting racial equality and pupils' understanding of life in a multi cultural society.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

- 46 The school continues to provide very effective personal support for pupils and creates a secure environment where pupils are valued. Staff know pupils very well and have a good understanding of their needs. Relationships throughout the school are excellent and pupils respond well, appearing confident and happy.
- 47 Class teachers and their assistants provide very good day to day guidance. During the inspection staff were seen to deal sensitively with pupils when they were unwell or concerned. Standards of lunchtime supervision are high. Younger children sit in 'family groups' and staff deal with them thoughtfully but without being over protective.
- 48 Safe practices are observed in and around school and pupils are reminded of these during lessons. Appropriate measures are in place to deal with accidents and regular checks of the building are made to maintain a safe environment. The school has not produced written risk assessments for activities and outings. This is a statutory requirement and governors should take steps to rectify this. The school regularly reminds parents about the need for safe and considerate parking when delivering and collecting their children. Child protection procedures are clear and well documented and staff are aware.
- 49 There are clear, very effective procedures in place to promote and reward good behaviour and to monitor any instances of poor behaviour, which are recorded in an incident book. The school is rigorous in ensuring that any absence is explained and that attendance records are carefully completed.
- 50 The school has good procedures for assessing the learning needs of pupils with special educational needs. The school uses the advice from external agencies well to help set targets and plan teaching methods. The school also uses a very good range of tests to identify pupils' difficulties in English and mathematics and to set targets. However, the procedures for assessing pupils with emotional and behavioural difficulties are not well developed so teachers are not able to measure the effectiveness of intervention approaches.
- 51 Procedures for monitoring pupils' academic performance and checking their progress over time in English, mathematics and science are very good. The development of these procedures since the last inspection, together with the very detailed analysis of results, has played a significant part in maintaining the high standards pupils achieve in national tests. In some subjects, such as English where the subject leader is introducing ways to check pupils' on going progress in writing, procedures to monitor pupils' academic progress are being developed. However, in the remaining subjects, such as history and geography of the curriculum there are not yet fully established consistent procedures to give teachers information about the progress of pupils. There are plans to extend the involvement of pupils in the assessment of their own work and in contributing to planning their own work programmes. Although teachers know the pupils very well, marking is inconsistent and without a record of what pupils have learnt against which to plan, in some lessons activities are not well matched to different ability groups within the class.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

- 52 The school has maintained the very effective partnership with parents found at the last inspection. The school values this partnership. The support provided by parents has a very positive effect on pupils' learning and on the standards they achieve.
- 53 Views of parents are mostly very positive especially in key areas such as teaching, behaviour and expectations. Parents report that their children enjoy coming to school and that the school helps pupils to become mature and responsible. They feel that the school is well managed, staff are approachable and work closely with parents. Inspectors agree with the positive views of parents.
- 54 Reservations were expressed about the amount of homework, information on pupils' progress and the amount of activities provided out of lessons. Although parents are provided with clear information about the amount of homework expected, teachers do not always adhere to this and the setting of homework is inconsistent. Information on progress provided in annual written reports to parents varies in quality. Some reports are very good, giving detailed information about strengths and weaknesses but others lack clear information on standards which pupils achieve. All give good guidance on ways in which pupils can improve. The inspection team found that the school provides a very good range of extra curricular activities.
- 55 The support of parents in classrooms and on out of school visits is very good. Many parents provide very effective support to teachers, helping with resources and listening to readers. During the inspection, two parents supported a teacher by helping pupils to make bread. The Friends of St Francis provide considerable financial support to the school making a significant contribution to the resources available for pupils and consequently to the standards achieved.
- 56 Information about the school and its work is very good and the school provides many opportunities, both formal and informal, for parents to discuss their children's progress. Consultation evenings are very well supported by parents. The open and welcoming attitude of staff promotes good communication. Parents feel staff are friendly and helpful. Parents are encouraged to contact the school if they have a problem and the school involves parents quickly if the need arises. Parents appreciate the commitment of staff and the care and concern shown by staff for families who are experiencing difficulties.
- 57 Parents' involvement in their children's learning at home and at school and their support for the school is very good and has a very positive effect on pupils' learning. Parents of pupils with special educational needs are appropriately involved in the review of the individual education plans for their children, and in some cases have a role in the strategies outlined in the plans.

HOW WELL IS THE SCHOOL LED AND MANAGED?

- 58 The headteacher provides the school with very good leadership, which supports the school's drive to maintain high levels of provision and attainment and to enable all pupils to achieve well. The headteacher's management skills are very good and the systems for school development and improvement he has implemented and developed are highly focused on effective learning. A strong feature of the headteacher's management is that he is never easily satisfied and is always seeking ways of further improving the school. This maintains the strengths in leadership and management found at the time of the previous inspection.
- 59 There is an extremely clear vision for the future of the school and all staff and the governing body share this. There is a commitment to improve the school further and to endeavour to provide excellence in all the school does. All staff feel it is important to maintain a very strong ethos, which will support improving standards, build on the school's many strengths and deal

with any concerns. The school aims to create a happy, secure and stimulating learning environment where all are respected, gain confidence in themselves and are ready to rise to new challenges. The reflection of the school's aims in its work is excellent and has very good potential to improve even further.

- 60 The monitoring of the school's work by the headteacher is thorough and rigorous. The school is committed to self-evaluation as a tool for improvement. The monitoring and evaluation system looks at planning, teaching and learning, work sampling and the analysis of pupils' performance data. The headteacher has had recent professional training in observing lessons and he effectively monitors the performance of the school and of the teachers. He uses reliable criteria when making judgements on the quality of teaching and learning. Headteacher's lesson observations are discussed and targets are set in identified areas for development. These are then re evaluated at a later stage. There is an improved proportion of good, very good and excellent teaching over the previous inspection, which indicates that the headteacher's monitoring has been effective.
- 61 Curriculum coordination is satisfactory, but there are areas for further development. However, what the curriculum coordinators do contributes to the good quality curriculum and high standards. Curriculum coordinators for English, mathematics and science monitor provision and standards across the school by scrutinising teachers' planning and samples of pupils' work. Curriculum coordinators of other subjects are currently checking the implementation of new curriculum guidance and the integration of recommended schemes of work. However, the opportunities for curriculum coordinators to support colleagues by working alongside them, or to observe lessons is still under developed. Assessment data is used very effectively to identify what pupils do well and where improvement is needed. This data is then used reliably to inform the school improvement plan.
- 62 There is a very good school improvement plan and the priorities are highly appropriate and relevant to the school moving forward. Priorities include pupils' personal and social development, development of information and communication technology, numeracy, the foundation curriculum and writing, and the achievement of the Investors in People Award. The effectiveness of the school improvement plan and its impact on standards is carefully monitored and assessed at appropriate intervals by staff and governors. The school is now seeking to involve a wider consultation in the development of the school improvement plan, which will involve greater involvement of the governing body and involvement of the parents through the Friends' Association.
- 63 Governors make a very good contribution to the leadership and management of the school, and their contribution to establishing the successful future of the school is highly significant. They visit the school regularly to make themselves aware of what is happening. Those responsible for specific areas are involved in monitoring. They meet with the link teachers, share in the plans for improvement and have a very good awareness of the strengths and weaknesses of their subjects and how improvements will take place. All governors are linked with a class and they follow the progress of this class through the school and become friends of the pupils through, for example, going on school visits with them. All governors speak with knowledge and understanding about their role, responsibilities, and what they see in school. In this way governors have a very good understanding of the school's strengths and areas of concern.
- 64 The management structures within the governing body are well established and highly effective. In addition to governors' meetings, there are other committees that meet and report back to the full governing body. Governors' committees include those for Community, Curriculum, Personnel and Premises. There are also working groups to cover celebrations, information and communication technology and the governors' handbook. The chair of governors meets with the

headteacher frequently, on an informal basis. There is also much formal and informal contact between other governors and the school. They also hold an annual residential weekend to review the school improvement plan. Governors are considered to be an essential part of the school management by the school. Statutory requirements are met, with the exception of risk assessments for school activities.

- 65 The coordinator for special educational needs gives very good support to staff. The importance of providing for pupils' with special educational needs is reflected in the full time status of the coordinator. Consequently, in addition to working directly with individual pupils and in class, he gives advice and assistance to class teachers to help them write individual plans and their implementation. The coordinator also plays an important part in assessing pupils' difficulty when they are first identified as needing additional help. The current school policy is detailed and reflects the school's current practice, but the coordinator has a clear understanding of the 2001 Code of Practice and is preparing to review the school's policy to bring procedures and practice into line with the new requirements as soon as possible.
- 66 The school has maintained the highly effective and carefully monitored financial planning since the last inspection. The governing body ensures that the budget is clearly linked to the school's educational priorities and that spending decisions are for the benefit of pupils. A strategic financial plan is produced which takes into consideration the needs identified in the school development plan. Governors are closely involved in checking the effectiveness of spending decisions and are kept fully informed of the status of the budget at regular intervals during the year. The school makes good use of objective advice and an independent audit of the accounts is carried out annually. Careful consideration is given to the use of specific grants and other funding. The computer suite was created using funds provided by the Birmingham Grid for Learning and the Core Skills Project. This suite greatly enhances the opportunities for pupils to develop skills in information and communications technology. Day to day administration is good. Governors take effective steps to ensure that the school receives best value from its spending decisions.
- 67 The match of teachers and support staff to the demands of the curriculum is very good. The expertise of individual teachers is used well to support both informally and formally, other teachers, and to develop their confidence in extending their own expertise. The school's approach to performance management is very good. This enables clear priorities for professional development to be established which balance personal and school needs effectively, and this contributes significantly to the high overall standards that the school achieves. The school has very good systems for welcoming all new staff, informing them of working procedures and setting out clearly the expectations that each can have of the other. This enables the work of the school to proceed smoothly as routines are maintained. The potential for training new teachers is very good. The high quality of relationships within the school makes induction of new staff effective.
- 68 The school has successfully addressed a key issue of the last report by improving the outdoor environment and now makes good use of the grounds as a learning resource. This includes the provision of an orienteering course to support learning in mathematics and geography as well as a millennium mural which was seen during inspection to be used to good effect by nursery children to develop their understanding of the story of St Francis. A new building housing the nursery class has been added since the last inspection and this provides both suitable accommodation and an adequate outside play area for the youngest children.
- 69 Overall the accommodation is unsatisfactory. In the main school, classrooms are too small although the school works well to minimise the problems created by the lack of space and to ensure that standards are not adversely affected. Groups of pupils are sometimes withdrawn

from classrooms and taught in other areas, which can affect their inclusion in some activities. Access to the school for the disabled is good but the lack of space in classrooms makes the manoeuvring of wheelchairs difficult. There are no corridors and access to classrooms involves walking through other classrooms. Although both adults and children do this with the minimum of disturbance, there is inevitably some distraction on occasions, but the school makes good use of the accommodation within the constraints of the building.

- 70 The adequacy of resources for teaching and learning is satisfactory. There are very good resources to support teaching and learning in English and those in information and communication technology are good. In all other subjects they are satisfactory.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

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

- 1 Improve standards in design and technology throughout the school by:
 - providing pupils with the opportunities to develop a more secure understanding of the process of design;
 - developing pupils' skills in evaluating and modifying their work, thereby improving their confidence to work through the process independently;
 - widen the pupils' experiences further by giving them the opportunity to work with mechanics, control technology and extend the use of information and communication technology as a design and planning aid;
 - carefully monitoring development and its impact on standards.
(Paragraph numbers 5, 6, 24, 25, 125-130)

- 2 Further develop and improve the use of opportunities for pupils to develop good independent learning skills by:
 - ensuring that teachers' perceptions of independent learning are consistent across the school;
 - raising pupils awareness and involving them more in assessing the quality of their own work and in setting the next steps for learning;
(Paragraph numbers 18, 26, 31, 51)

The headteacher and the governing body should also consider the following minor issues when writing their action plan:

- Extend opportunities for curriculum coordinators to support colleagues by working alongside them, or by observing lessons.
(paragraph 61)
- Make sure that all marking of pupils' work is consistent and use the information gained to improve standards where necessary and to plan the next steps of learning.
(paragraph 51)
- Meet statutory requirements with respect to risk assessments.
(paragraph 48)
- Improve the quality of pupils' annual written reports.
(paragraph 54)

- Improve outdoor play resources for children in the Foundation Stage.
(paragraph numbers 68, 94)

THE WORK OF THE LEARNING SUPPORT ASSISTANTS IN LITERACY AND NUMERACY

- 72 Attainment of pupils working with the teaching assistants in the literacy lessons is generally in line with average national expectations. Many of these pupils are lower attaining pupils for this school. The work done is within the appropriate level for pupils. Much the same situation was seen in mathematics where attainment is again generally in line with national expectations. In this lesson the teaching assistant's questioning supported learning and the good progress made.
- 73 The quality of learning of pupils working with the teaching assistant in the literacy and numeracy lessons was good. Learning objectives are clearly identified by the class teacher to support those for the whole class and the teacher assistant identifies appropriate strategies and resources to support the pupils. The teaching assistant's support this through skilful use of resources and questioning to develop knowledge and understanding. Their own planning for the groups with which they work complements the learning objectives for the class. Pupils show growing confidence in their use of the skills taught.
- 74 Teaching assistants' knowledge and understanding of literacy is secure in all areas. They use the class teachers' plan to identify the focus for their own work and plan from this accordingly to support learning objectives. Learning support assistants' observations during shared class time and the feedback from their own work, make an effective contribution to planning and monitoring progress within literacy. Their knowledge and understanding of mathematics also demonstrates their competence in this subject as well. They make the same sort of contributions as in literacy. The extensive training they have done alongside teaching staff both in school and through local education authority's courses, including specific training in literacy and numeracy, ensures consistency in their understanding not only in the subject content but also in its delivery.
- 75 Teaching assistants' ability to use methods and resources, which enable pupils to learn effectively, is good. They frequently prepare and organise their own resources to support the work they have planned. They use questioning effectively to support the development of understanding and maintain a good pace to the activity. The support provided in the literacy and numeracy lessons observed, was at least good and often very good. The teaching assistants observed knew the children well and followed a class as it moved through the school. Their access to training contributed significantly to the quality of their work. Teaching assistants new to the school and with less experience were less secure in knowledge and less confident in the use of support strategies.
- 76 In the literacy and numeracy lessons observed, teaching assistants managed pupil behaviour well. They knew pupils well, and had high expectations of behaviour. Accommodation often meant that groups receiving support were withdrawn from class, behaviour at these times was very good. Teaching assistants' ability to monitor, assess and report on pupils' behaviour and learning is good. They effectively contribute to these areas by noting progress of the pupils with whom they work through effective recording systems and their personal knowledge of the pupils.
- 77 They are helpful to teachers with classroom organisation and management. Teaching assistants plan work for the pupils they support in literacy and numeracy in accordance with objectives identified by class teacher. Their feedback to class teachers also helps inform the organisation of ability groups. They attend review meetings with parents and fully support a range of activities.
- 78 Teaching assistants contribute well to the provision of welfare support to pupils. They know the pupils well, and follow a class through the school. They intervene to support as appropriate in a

variety of ways by helping inclusion and noticing when a pupil needs some extra help or encouragement with work or social development.

- 79 Teaching assistants support for teachers is very good as a result of the school's approach to whole staff development and training. Teaching assistants are well matched to their work. The knowledge and understanding of the teaching assistants observed means they can support pupils effectively across the curriculum. In Years 3 to 6 they work with pupils from different age groups in a clearly organised way.
- 80 There are very good opportunities for teaching assistants to meet with teachers for planning and feedback. Opportunities for feedback are very good. This takes place on both formal and informal basis and focuses on planning objectives and evaluation of progress to inform planning. Much of this takes place in the teaching assistants' own time. Teaching assistants meet fortnightly with the headteacher when they can bring issues for discussion to the agenda. In addition, three of the teaching assistants have written a mentoring policy for other teaching assistants. This provides for teaching assistants newer to the school to be mentored and advised by more experienced teaching assistant staff.
- 81 The deployment of teaching assistants is very good. Their knowledge of both curriculum and the pupils mean they can support both pupils and class teachers very effectively. The arrangements for monitoring and evaluating the work of teaching assistants are good. Teaching assistants meet with headteacher regularly and on a daily basis with class teachers. The regular contacts and contribution to planning and ongoing assessments means they do not make written records. Opportunities for teaching assistants to attend staff meetings are very good. Although this is a voluntary option many of the teaching assistants do attend staff meetings, professional development days and workshops as well as local education authority courses (often alongside teachers). The school has managed its own staff development for teaching assistants and although government guidance documents have been made available they have not been used for training purposes. Policy for management of teaching assistants has been an issue developed within the school. The quality and effectiveness of the management of teaching assistants is good. Teaching assistants work within clearly identified systems and their high quality expertise and knowledge also contribute to their own management and review of their work.
- 82 The inclusion of teaching assistants in school based in service training is very good and extends across all aspects of curriculum and organisation. The impact of the Department for Education and Skills Induction Training on teaching assistants support in literacy and mathematics is satisfactory. The existing knowledge of teaching assistants in the National Literacy Strategy and the National Numeracy Strategy and the high levels of pupil attainment across the school meant that this training was used for information. The impact of training in catch up and intervention programmes on teaching assistants' support in literacy and mathematics provided some ideas for strategies, but was put to limited use within this school for reasons identified above. The quality and effectiveness of the training of teaching assistants is very good, with opportunities for teaching assistants to take professional qualifications as well as develop their roles in school.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	54
Number of discussions with staff, governors, other adults and pupils	18

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	13	25	13	1	0	0
Percentage	2	24	46	24	2	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	24	219
Number of full-time pupils known to be eligible for free school meals	N/a	16

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	2	6
Number of pupils on the school's special educational needs register	4	75

English as an additional language

	No of pupils
Number of pupils with English as an additional language	24

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	7
Pupils who left the school other than at the usual time of leaving	11

Attendance

Authorised absence

	%
School data	4.5
National comparative data	5.6

Unauthorised absence

	%
School data	0
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2001	16	15

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	15	14	15
	Girls	14	14	14
	Total	29	28	29
Percentage of pupils at NC level 2 or above	School	94 (97)	90 (100)	94 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	15	15
	Girls	14	14	14
	Total	29	29	29
Percentage of pupils at NC level 2 or above	School	94 (100)	94 (100)	94 (100)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2001	18	13

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	15	17
	Girls	13	13	13
	Total	26	28	30
Percentage of pupils at NC level 4 or above	School	84 (91)	90 (82)	97 (97)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	14	14
	Girls	13	13	13
	Total	28	27	27
Percentage of pupils at NC level 4 or above	School	88 (91)	84 (85)	84 (91)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	2
Black – African heritage	3
Black – other	0
Indian	5
Pakistani	0
Bangladeshi	0
Chinese	4
White	165
Any other minority ethnic group	10

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	9.4
Number of pupils per qualified teacher	22.6
Average class size	31

Education support staff: YR – Y6

Total number of education support staff	10
Total aggregate hours worked per week	92

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	24
Total number of education support staff	1
Total aggregate hours worked per week	30
Number of pupils per FTE adult	12

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	2
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0.4
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	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.

Financial information

Financial year	2000/01
	£
Total income	661901
Total expenditure	653704
Expenditure per pupil	2647
Balance brought forward from previous year	18025
Balance carried forward to next year	26222

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	253
Number of questionnaires returned	68

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	59	37	3	1	0
My child is making good progress in school.	56	32	7	3	1
Behaviour in the school is good.	66	31	1	0	1
My child gets the right amount of work to do at home.	37	44	15	1	3
The teaching is good.	57	35	3	3	1
I am kept well informed about how my child is getting on.	41	40	13	4	1
I would feel comfortable about approaching the school with questions or a problem.	65	31	4	0	0
The school expects my child to work hard and achieve his or her best.	51	40	4	1	3
The school works closely with parents.	50	40	10	0	0
The school is well led and managed.	56	38	1	4	0
The school is helping my child become mature and responsible.	60	40	0	0	0
The school provides an interesting range of activities outside lessons.	38	32	12	9	9

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

- 83 Since the last inspection a nursery has been added to the school and new teaching staff were appointed to work in it and the reception class in September 2001. At the time of the last inspection it was reported that attainment for children under five was never less than satisfactory and was often good in all areas of the curriculum.
- 84 The majority of children entering the nursery have levels of attainment above national expectations. They have secure language skills and communicate well with adults and each other. There is a policy for the early years and this is being reviewed in line with the developing Foundation Stage curriculum. Planning follows the Early Learning Goals and covers in full the required aspects of the curriculum. Activities are clearly linked to the learning focus for the whole class and are designed to reinforce learning across the curriculum. Children with special educational needs are supported well and make good progress. They have access to all areas of learning and every effort is made to develop their independent use of skills.
- 85 A strength of the Foundation Stage is the way that teachers and teaching assistants work together to effectively plan and monitor the progress of individual children. Their knowledge of the Foundation Stage curriculum and the way children learn is good. They also have a good knowledge of all the children and can plan work to match their individual needs. This is further complemented by the very positive relationships with parents and carers. Adults and children are made welcome in the nursery and the secure and friendly environment encourages a productive partnership between home and school. Information is shared and parents kept informed of what the children are learning. Parents are encouraged to come and chose a book to share at home with the children on a weekly basis.
- 86 Teaching in the Foundation Stage is never less than good and at times it is very good. In class sessions a clear learning focus for the activities is developed with the children. The experiences and knowledge they bring to their work is valued and built upon. The children are eager to share their ideas and learn to take turns and listen to the ideas of others. They make careful choices about the activities they do, and are encouraged to work at them all. Care is taken to ensure that all children have access to the range of planned activities. They look after equipment and explore the purposes for which it is intended.
- 87 The systems in place for the management and organisation of the nursery are thorough and contribute to the good progress made by the children. However, the monitoring of teaching and learning is not in place.

Personal, social and emotional development

- 88 Children make good progress in this area of their development and will achieve the early learning goals for children by the time they reach the end of the Foundation Stage. It is considered to be an important aspect contributing to learning in both the nursery and reception classes. By the end of the reception year the children will have achieved the Early Learning Goals in this aspect. There are high expectations that contribute to the secure and friendly environment in which children feel confident to take risks with their learning. There are simple rules in the nursery and children are good at following them. They put their hands up to answer a question and take turns when playing a game or sharing equipment. In the reception class they also tidy away things they have been using and get ready to go outside in an orderly way. The

children have very good relationships with teachers and support staff. They are confident knowing that they will be cared for and their work will be valued and displayed with care.

Communication, language and literacy

- 89 The majority of pupils are well on the way to achieving the Early Learning Goals in speaking and listening by the end of the Foundation Stage. They will also have attained those goals in reading and writing.
- 90 In speaking and listening, children enjoy the opportunity to talk to each other in the role play area where they organise household jobs and prepare meals for each other. They have good opportunities to share their ideas and talk about their activities in small groups with adults. In class sessions they listen well to stories and respond to questions about them. In both nursery and reception classes children speak with growing confidence to the whole class.
- 91 Children have access to a range of reading material. They enjoy hearing stories and are beginning to understand the conventions of books from an early stage. Nursery children are told about authors and illustrators. They are beginning to learn some letter sounds and a majority of the children can copy the teacher and draw the letter in the air. In reception the children are beginning to understand that a story has a beginning, middle and end. They can retell stories and talk about books they have enjoyed having read to them. In the nursery, children were seen looking at non fiction books about spiders to develop their ideas, and in reception children were sharing text about bears. Children in the reception class are also developing reading skills through group activities effectively supported by adults. In the nursery the majority of children hold a pencil correctly and make marks on paper from left to right that are intended to represent text. Reception children use emergent writing for story writing and conveying information. They are beginning to recognise the spoken word by writing inside speech bubbles. Most children can write their names confidently. More able children can identify the initial sounds of words and are spelling simple words correctly, leaving spaces between words and using capital letters and full stops.

Mathematical development

- 92 The children make good progress in mathematical development. The majority will attain the Early Learning Goals by the end of the reception year. An appropriate range of play and structured opportunities are planned to enable children to explore number and the concepts of shape and space. Resources are organised to give children the chance to explore practically the concepts of capacity and weight and measures. In the nursery children use counting skills to play games using dice. They can also count confidently and recognise numbers from 1 to 9. Some children are developing knowledge of days of the week and can name the next day. Opportunities are taken to reinforce counting skills, for example counting backwards from five in a song. They can sort objects sometimes by colour or shape. In the reception class children sort by size and accurately match 'The Three Bears' to beds of different sizes. Teachers are good at using opportunities to reinforce learning and challenge thinking by the effective use of questions.

Knowledge and understanding of the world

- 93 The teachers make good provision in their planning and organisation for the development of children's knowledge and understanding of the world. The children are making good progress towards attaining the Early Learning Goals by the end of their time in the reception class. The

teachers also skilfully use the knowledge and experience children bring to their learning. In the nursery children have explored the five senses. They have predicted and observed changes to an egg and the ingredients of bread when cooked. A visit from the community nurse was the basis for work about care of a baby, followed by the visit of a mother and baby and culminating in the local vicar christening the class doll. In the reception class children were amazed when they joined metre sticks together to show the height of a brown bear. They were beginning to make the relationship between animals and their habitats in relation to polar bears, as well as understanding that some species are becoming rare. Throughout the Foundation Stage children have access to computers and this is a regular part of all their work. Children have confidence using the computer, control the mouse and use icons for the desired effect.

Physical development

- 94 The majority of children will attain and exceed many of the Early Learning Goals by the time they reach the end of the reception year. They show control using pencils and paint, use scissors and glue materials together. They can use play dough to make models and letters and can explain how they need to use various pieces of equipment to achieve the desired outcome. In nursery, children are beginning to change for physical education and in reception they can do this independently. They are developing good coordination throwing and catching large balls. These skills are taught well. The children have access to a secure play area and show that they can steer cars along a road. They allow space for each other when using this area. However, the range of equipment is very limited and children have no opportunities for climbing or creative play. There is no shelter, so that in poor weather it cannot be used.

Creative development

- 95 The children also make good progress in this area of the Foundation Stage curriculum and the majority will have reached the Early Learning Goals by the end of the reception class. The children paint with confidence at an easel in the nursery and have mixed paint for portraits of themselves. Children use collage cutting and gluing for effect, and papier mâché. In reception they have done simple handprints and have added different colours to create patterns using rolling marbles. The children have painted pictures of their favourite toys showing the features of them. They have made some glove puppets and clay has been used to make teddy bears and these have also been painted to good effect. The children explain what they are doing and how to use different materials. All the children enjoy singing and know the words of their favourite songs. Children often show confidence by performing for the rest of their class.

ENGLISH

- 96 Inspection evidence shows that standards of attainment are above national average at both seven and 11. Pupils achieve well as they move through the school so that by the age of 11 a high proportion of pupils achieve or exceed the nationally expected levels. This reflects the position at the time of the last inspection and school's results over recent years, which have been consistently above or well above the national average for all schools and schools of a similar type. The slight fall in pupils' performance in the national tests for 11 year olds in 2001 reflected the more than usual number of pupils with special educational needs in that class although these pupils made good progress from the age of seven. Pupils with special educational needs and those with English as an additional language generally make good progress.
- 97 The majority of pupils who are seven and 11 exceed the expected level in their speaking and listening. They are very good listeners who follow their teachers' explanations closely, responding eagerly to questions with full and thoughtful answers. They readily engage in

conversation about their work and higher attaining pupils are very confident in expressing their opinions. In Year 5, pupils presented their ideas about how to develop the school environment, which they had prepared during a geography lesson. They spoke with clarity and fluency. During the presentations, other pupils concentrated well and sustained attentive listening. Similarly, the same class discussed each other's performances in a physical education lesson, carefully evaluating each other's work using appropriate subject language. Those pupils whose work was being discussed listened well and were confident enough to correct any misunderstandings of their work. In the next part of the practical activities they tried to develop their work using what had been suggested

- 98 By the time pupils are seven they read a broad range of texts, both fiction and non fiction with good understanding and fluency. Most take reading books home regularly and are well supported by parents. The good opportunities pupils are given by teachers in lessons, through library time and class reading sessions to look at different sorts of books make a good contribution to the development of their reading. Higher attaining pupils talk about the plot in the story and say what they think will happen next. The majority of pupils are familiar with the use of non fiction books. They use the contents page and the index confidently as well as dictionaries to find out what they want to know. Inspection evidence shows that at the age of 11, pupils' reading is above the standards expected nationally. A high proportion of pupils achieves the nationally expected levels. Pupils with special educational needs make good progress in their reading relative to their levels at the end of the infants due to specific reading programmes so the gap between them and their peers narrows. Many pupils read fluently and with good expression. When asked about their choice of reading they clearly state their preferences for favourite books and authors. Pupils have a good understanding of library classification and are competent and confident at finding information. Higher attaining pupils have well developed skills of inference and deduction. In their reading, pupils reflect the very positive attitudes fostered by the school.
- 99 Pupils' attainment in writing at age seven is good. Pupils write in logical sentences and apply their knowledge of letter sounds when spelling words. Higher attaining pupils in Year 1 write confidently in sentences using full stops and capital letters. By the age of seven, pupils' presentation of work is good. This is partly due to the introduction of joined up writing at an early stage so pupils develop a pride in their work and learn writing skills well, but also teachers have high expectations of presentation and make sure in most of their work that pupils use headings and dates. The emphasis placed on developing writing style, presentation and basic skills of spelling and grammar in the infants is built on effectively as pupils move through the school. By the age of 11, pupils' writing is generally neat and legible with many pupils developing their own style. Pupils have a good understanding of how to vary the style and organisation of written work depending on the purpose of the work. Pupils are provided with a broad range of different texts to read and this contributes to their writing. Higher attaining pupils write entertaining and imaginative stories using a broad range of vocabulary that captures the reader. However, a majority of pupils construct their work logically developing ideas carefully and use descriptive language well to describe settings or characters. Throughout the school, teachers encourage pupils to consider carefully the language they use and this has a significant effect on the standards pupils achieve. For example, pupils in Year 5 wrote a poem on 'My Magic Box'. They used phrases like, "*The sound of the glazed sea smashing against the beach boulders*" and "*The touch of a soft silky dress which you could hold on to forever*" to describe the items or experiences they would put in the box. This reflects not only their secure grasp of how to use powerful adjectives in writing, but also their appreciation and sensitivity to the world around them.
- 100 The overall quality of teaching of English is good with some very good teaching in Years 3 to 6. Lesson plans have clear objectives and these are discussed and revisited to ensure pupils are

acquiring new knowledge and skills. Lessons are well structured giving appropriate time to each part of the lesson. This helps maintain pupils' concentration and attention so they behave very well in most lessons. The few instances of lack of concentration seen in lessons occurred when the whole class session went on too long. This happened for example in Year 2, where few pupils joined in with the reading of the book and the class teacher had to remind a few pupils of how to behave appropriately. Throughout the school, a strength of the teaching is the management of pupils and the organisation of lessons. Expectations of behaviour and performance are very clear and instructions explicit so pupils understand what they have to do.

- 101 Activities provided for pupils of different abilities within group work parts of lessons are very well matched to their ability, which contributes to their very positive response in lessons. During the whole class parts of lessons, particularly in the upper years of the juniors, teachers use questions well to check understanding and in the very good lessons teachers make the most of any opportunity to reinforce pupils' basic skills and knowledge such as spelling and grammar.
- 102 The quality of teaching in lessons has been maintained since the last inspection reflecting the careful monitoring by the coordinator and headteacher, but there are some elements of weakness. These mainly stem from the lack of detailed on going assessment and marking. The best examples clearly identify what the pupil has done well and what needs to be improved, but this is inconsistent. Some marking is routine, and although praise is used well to reward pupils' efforts, teachers do not clearly identify areas for improvement for the pupil or for future reference by the teacher. The size of some classrooms requires some pupils, mainly those with special educational needs, to be withdrawn from parts of lessons to help them concentrate on their work. Learning support assistants provide sensitive and effective support to these pupils, which contributes well to the progress they make in learning and reinforcing their knowledge. Individual education plans are used carefully to provide work and specialist programmes such as Reading Recovery are taught well so they make a very good contribution to the progress these pupils make. However, the support staff do not always have a clear role in whole class teaching parts of lessons and the opportunities their presence presents for assessing pupils or working with different groups of pupils are not used effectively.
- 103 The teacher with responsibility for English took on this work in September. She has a very enthusiastic approach to her role and is providing good direction towards improvement. The very effective analysis of assessment information ensures that she has clear vision of what needs to be improved and she is working towards these targets. However, although teacher's planning is monitored well the subject leader does not have sufficient opportunities to observe lessons and to provide active and specialist support to colleagues in the classroom. Resources for teaching English are good and the library, managed by pupils in Year 6, is used well by pupils to take books home. Information and communication technology is used effectively to keep a record of books pupils have and in lessons for pupils to present their work.

MATHEMATICS

- 104 The standards in mathematics observed during the week of the inspection were consistently above and well above average compared with those expected from most seven and eleven year olds. The achievement of all groups of pupils is above average. Because a high proportion of higher attaining pupils and those of average attainment for this school are attaining levels above national expectations and lower attaining pupils in line with national expectations, attainment at the end of Year 6 is judged to be well above average. This represents a very good level of improvement since the previous inspection when standards were generally average. Current judgements also reflect the National Curriculum assessment test results, which were well above average against schools nationally and against similar schools. Standards have also compared

well with the national average for some years now, with results being either above or well above average.

- 105 By the end of Year 2, pupils have a good knowledge and understanding of all aspects of mathematics. Their numeracy skills are well advanced and most pupils have a quick and accurate recall of more simple multiplication bonds. Pupils are beginning to relate these to division of numbers and this is a skill that might be expected from older or more able pupils of this age. They recognise odd and even numbers and quickly work out whether larger numbers are odd or even by looking at the last digit. They also work out sequences and give the next odd or even number after a given number up to a hundred. This illustrates their good understanding of place value in numbers up to 1000 and they use this well in working out sequences. They can also use addition and subtraction competently, and when solving problems, are beginning to calculate using multiplication. Pupils generally develop a good knowledge of shapes in both two and three dimensions. They clearly identify right angles and name a good range of shapes according to the number of sides and angles. They also classify accurately a good range of three dimensional shapes. The proportion of pupils working at levels either at or above the nationally expected level means that attainment is above average.
- 106 By Year 6, pupils' knowledge and understanding of number is very good. Pupils can calculate, using all four operations with numbers to two decimal places and they apply these skills well when solving problems. Higher attaining pupils have built a very secure knowledge and understanding of fractions and decimals, and apply these to good effect. Their understanding of decimal fractions is good and when given a number rounded to the nearest hundredth, such as 25.26, they are able to give a range of numbers such as 25.257 or 25.262 that could have been approximated to this number. A strength in pupils' learning is their ability to use and apply their number skills effectively. They readily convert fractions to decimals and use calculators competently and then reading the display, round their numbers to a convenient number of decimal places. This knowledge and understanding is based on firm foundations laid in Year 5, when pupils establish a secure understanding of the relationship between vulgar fractions, division and decimal fractions. Year 6 pupils apply this knowledge well to calculate with percentages, linking them with fractions.
- 107 Pupils have a thorough understanding of shape and angle. They can draw and measure angles to the nearest degree and have a very good knowledge of the properties of different triangles and quadrilaterals. Pupils are able to find the areas of irregular shapes by splitting into quadrilaterals, working out the measurements from information given and then calculating the area of each part and then the whole shape. Their good knowledge of the properties of shape and angle was seen in a Year 6 information and communication technology lesson when they used logo commands to draw some complicated shapes. This required good knowledge and understanding of shapes and angles. Information and communication technology pupils handle data well and can process a sample to produce frequency diagrams and calculate the different forms of averages. Lower attaining pupils work with simple data samples, whilst average and higher attaining pupils work well with more complex shapes.
- 108 Whilst working across the mathematics and numeracy curriculum, pupils show that they have very good skills in using and applying their knowledge and understanding to solve problems and work out strategies to answer questions.
- 109 Pupils work hard at mathematics throughout the school. They enjoy the challenges set by their teachers and find mathematics stimulating and enjoyable. They behave very well in lessons and pay full attention to their teachers at all times. Even when the pace of the lesson is rapid and new ideas are being introduced at a quick pace, their levels of concentration enable them to keep

up with the teacher. This has a positive impact on the quality of learning. Pupils work well together and share ideas to good effect.

- 110 The quality of teaching is good at Key Stage 1 and at Key Stage 2. The quality of teaching seen during the week of the inspection was never less than good and was occasionally very good at both key stages. This is an improvement on judgements made at the time of the previous inspection, when teaching was good throughout the school. It was very good overall and enabled pupils to attain very high standards.
- 111 Opening activities are effective at focusing in on the main learning objectives of lessons and in directing pupils' attention appropriately. Lesson planning is good. Teachers' very good use of day to day assessment ensures that activities successfully meet the requirements of the full ability range in each class. These also show the high expectations that teachers have of their pupils. They move pupils on at a quick pace whilst ensuring that pupils are capable of taking the next step. This ensures that all pupils achieve well. A wide variety of methods, such as whole class discussion, group work and individual tasks are used to suit the different activity at different parts in the lesson. Teachers have good subject knowledge and confidently and clearly explain procedures and how to solve questions. Teachers' good subject knowledge of problem solving techniques, for example, is also used effectively to extend learning. Behaviour management techniques are good. Teachers settle classes before talking to them and pupils are kept working at a very good pace.
- 112 Curriculum coordination is good. The curriculum subject leader has a clear determination to maintain high standards. The coordinator has good skills and provides good levels of support for other staff. Assessment procedures provide very good information about the progress that pupils are making and this data is used very well to ensure that all achieve highly. A group of lower attaining pupils in Year 6 work with a learning support assistant and this enables those in charge of both groups in Year 6 to closely focus at an appropriate level. This means that all groups make better progress and address the parents' concerns about large classes. This is also supported by the good level of staffing, including learning support assistants, who are trained well and competently manage and teach groups of pupils. However, the smaller group has to work in the staff room and although they all cope very well with the difficulties created, extra stress is put on the learning support assistants in transporting and setting up resources.

SCIENCE

- 113 Inspection evidence confirms that standards are above expectations at the end of both Years 2 and 6. The achievement of all pupils is good. This is reflected in the results of National Curriculum assessment tests. Standards remain similar to those at the last inspection.
- 114 Pupils at the age of seven can make a simple circuit and are beginning to understand the faults that can cause a circuit to be broken. They also show an understanding of the use of materials for a specific purpose, when they describe toys for a baby. Pupils use appropriate scientific language to describe their work and are beginning to use diagrams, charts and written accounts to record it. They show an understanding of what makes a fair test; however, their skills identifying hypotheses, questioning and evaluating outcomes are less developed. Pupils in Year 1 use shadow puppets and silhouettes to develop understanding of light sources and shadow.
- 115 At 11 pupils demonstrate their skills in setting up an investigation to prove that yeast is a living micro-organism. They predict outcomes and understand factors that can influence the experiment. Numeracy skills are used effectively by pupils to make accurate measurements using thermometers, Newton meters and stopwatches. They record results on charts, diagrams, line graphs and flow charts and their written accounts effectively reflect pupils' learning. Year

4 pupils accurately record data on a line graph from a class experiment about insulation and make inferences about changes of temperature.

- 116 Pupils with special educational needs make good progress, their work reflecting the learning objectives for the whole class. Teaching assistants effectively support the pupils to work within the appropriate levels for their age groups. They are fully included in learning activities. A particular feature in one class was the way pupils supported others ensuring they had a turn using equipment and encouraging them with the correct way to manage it. Support for pupils with English as an additional language also enables full participation and good progress.
- 117 Pupils' attitudes to science are good. They talk enthusiastically about the subject and are keen to answer questions. They listen to each other, take turns and work cooperatively within groups. Work is often well presented with consideration given to accuracy.
- 118 Teaching and learning in lessons observed during the inspection was never less than satisfactory and sometimes good or better. Teachers have a secure knowledge of the subject and present concepts and information in ways to stimulate the interest of the pupils. Where teaching was very good it was particularly effective because the teacher clearly explained the learning objective and the challenges of the investigation. Pupils' knowledge and understanding are well developed through questioning. The pace of lessons is brisk and good use is made of time to support good learning. The pupils' confidence grew and they managed their investigations well. The use of computers is underdeveloped to support the science curriculum. Teachers do not consistently use marking to identify progress, challenge thinking or identify learning objectives for individual pupils.
- 119 The coordinator has a good knowledge of the subject and is enthusiastic about it. There is a good policy statement and scheme of work and guidelines to support teaching. The coordinator has developed an assessment record to track pupils' progress in the subject in line with a whole school initiative. However, the monitoring in science with regard to teaching and learning is underdeveloped. Resources are well maintained and are appropriate for the needs of the subject.

ART AND DESIGN

- 120 At the time of the last inspection attainment in art was judged to be in line with national expectations. Lesson observations, scrutiny of work and discussions with pupils and staff show that these standards remain the same at the end of Years 2 and 6 and all pupils, including those with special educational needs and with English as an additional language achieve satisfactorily.
- 121 Pupils use a range of materials and their work shows a growing confidence in the skills associated with these as they progress through the school. They use paint, pastels and fabric in a variety of ways. Observational drawing skills are also developed from early in the school. For example, Year 4 pupils used newspaper photographs as a stimulus for their own sports' action drawings. There is only limited evidence of three dimensional or the use of computers to develop creative work through the school. Pupils are confident using colour and mix colours for tone and accurate representation. Pupils have a limited knowledge of the work of famous artists such as Monet, Van Gogh and Picasso. Art from other cultures is used to develop links with other curriculum areas. Year 3 pupils develop an understanding of press prints based upon African design. Year 5 pupils' work shows an understanding of the colours used in Mexican and Native American art. Year 6 pupils use Islamic art as a basis for symmetrical design.
- 122 In the lessons observed and in discussion, the pupils' enthusiasm for the subject is evident. They are eager to share ideas and work with concentration. Pupils cooperate, share equipment and have due consideration for safety.

- 123 The quality of teaching is satisfactory overall. In lessons observed during the inspection it was sometimes good and but in one instance the task and resources used were inappropriate for the year group. Teachers' subject knowledge is often good. This is reflected in the effective use of resources, the teaching of skills and high expectations. Year 1 pupils understood landscape from examples shared by the class teacher. Year 3 pupils learnt the principles of portrait from the effective use of prints and photographs.
- 124 The coordinator is enthusiastic about the subject and has a personal interest in the subject. Her knowledge has been used to develop very good resources for teachers and to support the curriculum. There is a useful policy, scheme of work and teaching guidelines to support the delivery of the curriculum. However, the monitoring of teaching and learning in the subject is not in place so the subject coordinator is unsure of the quality of teaching in other classes. There are plans to introduce a system to assess and monitor individual pupil progress in the near future. Links with the community are good and pupils' work is regularly exhibited at local events and in the parish church.

DESIGN AND TECHNOLOGY

- 125 Attainment at the end of Years 2 and 6 is below that expected and the achievement of pupils, including those with special educational needs is unsatisfactory. The achievement of all groups of pupils, including those with English as an additional language and those with special educational needs, is unsatisfactory. The judgement was based upon a scrutiny of work, lesson observations and discussion with staff and pupils. At the time of the last inspection there was insufficient evidence to make a judgement about standards at the age of seven, and attainment was in line with national expectations at the age of 11.
- 126 Year 2 pupils were observed beginning to design a raft. However, their understanding of the design process is insecure. Despite direction from the teacher they were finding it difficult to organise their ideas and plan what they would need to do to construct the raft. The pupils were not confident anticipating how to use materials and what might occur when making the model. Years 5 and 6 had designed posters linked with their science work promoting health and giving information about micro organisms. Year 6 pupils were making slippers from designs. However, in several instances pupils had lacked the confidence to identify ways of developing some of their ideas. Year 3 pupils were observed making masks from card and clay using their own designs. The teacher was encouraging them to develop the skills of evaluating their own work through questions. However, this is an aspect underdeveloped across the school. There is little evidence of pupils evaluating the success of their designs, identifying alternative solutions and modifying them.
- 127 The pupils are aware of the safe use of tools and use equipment appropriately. There is limited evidence of the use of mechanisms and control technology in the design process. Similarly, there was no evidence of the use of information and communication technology to collect information that could aid the design process. Food technology is also restricted because of access to cooking facilities. Some work has to be planned to coincide with the availability of a cooker in the nursery.
- 128 Pupils are enthusiastic about the subject and enjoy the practical activities. They persist and try hard to succeed. Pupils work cooperatively when sharing tools. They recognise and celebrate the success of others.
- 129 In the lessons seen, teaching was satisfactory. Where teachers are less confident in the process, there are weaknesses in the full range of skills pupils need to progress satisfactorily. The

teachers frequently direct outcomes and choice of materials with limited opportunities for pupils to develop confidence and independence in these areas. Books are marked but some comments are superficial and do not give the pupils information about how to improve.

- 130 The coordinator has only recently taken responsibility for the subject. She is enthusiastic and has identified areas for development. There is a good policy and scheme of work in place to ensure coverage of the curriculum. However, monitoring of teaching and learning in the subject is underdeveloped. There are plans to introduce an assessment process to monitor individual pupil progress in the subject.

GEOGRAPHY

- 131 Inspection evidence indicates that attainment at the ages of seven and eleven matches national expectations. The school has maintained the standards identified at the last inspection. Pupils, including those with special educational needs and with English as an additional language achieve satisfactorily as they move through the school.
- 132 In Years 1 and 2, pupils learn about different regions of the world, together with the names and location of different countries. They discover information about them, such as whether the climate is hot or cold. They understand that the weather affects how people live and the clothes they wear. Pupils' understanding of maps develops well. Pupils in Year 1 can use a compass and can record what they can see from one place when they are looking in a specific direction. Pupils in Year 2 understand that maps use symbols to show particular places and features. They can talk about their route to school, naming the streets and describing the landmarks they pass on the way. By the age of eleven, pupils have a clear understanding of how places are different around the world. They have good understanding of the effect of human activity on the environment through pollution, deforestation and developments such as road building. They can use coordinates to locate places on a map.
- 133 During the inspection, due to the timetable arrangements, two lessons of geography were seen. One of these was a good lesson, but scrutiny of pupils' work and teachers' planning shows that, over time, teaching is satisfactory with pupils making steady progress in acquiring the skills, knowledge and understanding across all aspects of the subject. In the good lesson seen in Year 1, the teacher attached great emphasis to developing pupils mapping and observational skills. Pupils were managed very effectively so they worked well together in pairs and helped each other to do the task. The strength of the relationships between adults and pupils was evident. For example, the learning support assistant gave pupils with special educational needs sensitive and constructive help with the task without completing the activity for the pupil. In some classes, such as Year 5, pupils are given many opportunities to develop their literacy skills to write in different styles and formats such as letters and to present an argument, but opportunities for pupils to use their numeracy and information and communication technology skills topics are limited. Higher attaining pupils produce work appropriate to their increased knowledge and understanding, but the high standards of presentation seen in some classes is not consistent across the whole school reflecting the variation in the detail and purposefulness of teachers' marking.
- 134 The subject is soundly managed. The coordinator introduced the revised scheme of work in September 2001 to match the national guidance. The planned curriculum is good and gives pupils a rich breadth of experiences through visits out of school including some fieldwork for older pupils as part of the residential visits. All pupils have equal access to these activities however; the inconsistent implementation of the scheme where teachers can choose how to teach the year's units in conjunction with history results in some instances of different provision and experiences for pupils. There are no whole school procedures to assess pupils'

achievements and the coordinator does not have enough opportunities to observe lessons or look at pupils' work so he is unable to get a clear understanding of how well this has been introduced or strengths in teaching and pupils' learning.

HISTORY

- 135 Evidence from pupils' work and lessons indicates that all groups of pupils achieve satisfactorily as they move through the school and standards are in line with national expectations.
- 136 By the age of seven, pupils know the names of some important figures from the past, such as Guy Fawkes, and can tell the story of what he did. Pupils relate these events to the present day and understand the links between them and the present day. They use historical language such as past and present appropriately in class discussions and understand how peoples' lives change over time. For example, in a Year 2 lesson on the Queen's Golden Jubilee, they showed that they understood that people's knowledge about current affairs is much better today due to television than it was then.
- 137 Pupils in Year 6 talk enthusiastically about what they have studied and some of the activities they did during some recent topics such as the Greeks. However, their breadth of understanding of different periods of history, of the various civilisations and characters from the past that have shaped the modern world and how evidence and sources are used to study the past is not secure. This is due to the previous unsatisfactory scheme of work. The current scheme of work was introduced in September 2001 to match national guidelines so younger pupils in the juniors are developing a much more secure understanding of a broad range of topics as their teachers' use this to plan lessons. For example, pupils in Year 4 are learning about the lives of people in the Tudor age and know about the clothes and how rich and poor people lived. Similarly, pupils in Year 5 have studied the Victorian age and appreciate how life then was different to their own lives. When they are discussing history, pupils are enthusiastic and interested. They have positive attitudes to the subject and have clearly enjoyed the activities their teachers have planned for them.
- 138 History is taught satisfactorily. During the inspection, there were few opportunities to observe lessons due to the topic plan, but teacher's planning matches the scheme of work and provides pupils with sufficient opportunities to develop their skills, knowledge and understanding. Visitors and visits to historical places effectively enrich activities in lessons. These also make a good contribution to pupils' cultural development. For example, during the inspection, pupils in Year 4 enjoyed a session from two 'Tudor' gentlemen. Pupils learnt about the pastimes, costumes and music of the period and thoroughly enjoyed the visit. They listened very attentively and joined in with the session appropriately. However, pupils' work shows that written activities are not always varied sufficiently to match different pupils' abilities and the opportunities topics present for pupils' to use their information and communication technology or literacy skills to, for example, write in different styles, are not always explored effectively. Marking of work is inconsistent. The best examples give pupils a clear understanding of what they have done well and what they need to improve, but in some classes the comments are limited to notes of praise.
- 139 Since the last inspection, the coordinator has introduced the new scheme of work so the curriculum provides pupils with a broad range of experiences. However, the inconsistent implementation of the scheme where teachers can choose how to teach the year's units in conjunction with geography results in some instances of imbalance. This is leading to the improvements in pupils' attainment, but the coordinator does not have enough opportunities to check the quality of teaching or how well pupils are achieving resulting in the inconsistent marking and match of work to pupils' abilities in lessons.

INFORMATION AND COMMUNICATION TECHNOLOGY

- 140 Standards are about the same as at the time of the last inspection and remain as expected for pupils of this age at the end of Years 2 and 6. All groups of pupils, including those with special educational needs and pupils with English as an additional language achieve satisfactorily. The provision of a computer suite and training for all staff, which has raised the level of expertise, has had a significant impact on pupils' learning.
- 141 By the end of Key Stage 1 most pupils access the relevant systems, understand that a variety of information can be entered and stored on the computer and save and print out their work. They enter and organise text, using the shift key to produce capital letters, and are getting familiar with the positions of letters and numbers on the keyboard. They use an appropriate art programme to produce simple designs and pictures.
- 142 By the end of Year 6, pupils use a variety of fonts and sizes of fonts in the presentation of their texts and can combine appropriate text with pictures. In Years 5 and 6 they can save and print out their work. Pupils understand that information can be stored in a database as in the Year 4 lesson where pupils entered data into a spreadsheet, and with the help of a number program, used this to calculate the length of Tudor monarchs' reigns. In Year 5 pupils draw or choose shapes and develop basic skills in rotating and reflecting them to produce attractive designs that resemble wallpaper borders. This also helps develop their ideas about reflections, rotations and symmetry in mathematics. Year 6 pupils use simulations such as the Crystal Rainforest to develop their control skills. Using logo commands they find their way around maps competently to work their way through the maze and respond to commands and clues given to them. This also effectively develops their thinking skills.
- 143 The quality of teaching is satisfactory throughout the school, as at the time of the previous inspection. Teachers plan lessons well and explain and model tasks clearly on the classroom computers. A good example of this was in a Year 6 lesson where the teacher showed the pupils how to use logo commands to draw increasingly complex shapes. Teachers make good use of their timetable lessons in the computer suite in order to raise the skills of the pupils. However, because of space limitations, the suite is only big enough to accommodate half a class at most. When a learning support assistant is available, younger pupils are well supervised and supported, whilst older pupils work very reliably and competently without the direct supervision of the teacher. Pupils are expected to work well together in pairs when this is appropriate and this they generally do well. Teachers use information and communication technology in support of other lessons satisfactorily.
- 144 The information technology curriculum is broad and balanced and based on a national scheme. The coordinator is well organised and has worked with the senior management team to develop assessment in information and communication technology as part of the whole school procedure. The role of the coordinator has been developed since the time of the last inspection but is not developed fully in its monitoring function. Resources have been improved and there is now a small information and communication technology area and two compatible computers in each classroom. The governing body have been fully supportive of development in this subject and ensured that the expertise of teachers and learning support assistants is adequate to support pupils' work, partly through extended loan of computers to all staff before implementing the scheme. The school has worked hard to improve aspects of the subject provision since the last inspection.

MUSIC

- 145 Attainment in music is good at the end of Years 2 and 6. Observations of lessons and discussions with staff and pupils confirm that in some parts of the music curriculum, such as singing and performance, attainment is very good. Standards have been maintained at the level reported at the time of the last inspection.
- 146 Pupils sing well, sustaining a tune, rhythm and accompanying actions. This was illustrated clearly in assemblies and by the choir. All pupils benefit from specialist music teaching in addition to other work in the classrooms. Pupils at both key stages reflect the impact of this in their skill composing and performing their work. Pupils are confident in the skills of composition throughout the school, however, their skills evaluating performance and suggesting improvements are less secure. Pupils have limited knowledge of the work of famous composers or musical appreciation. Music from different cultures is used to make curriculum links with other subjects.
- 147 Year 6 pupils have a secure understanding of notation and successfully combine their voices and percussion instruments to make short compositions in rondo form. Year 1 pupils use a variety of instruments to conjure up images of different types of weather and then arrange the sounds to represent a storm. They had also used music as a stimulus for some art about weather.
- 148 Pupils enjoy music lessons and join in with enthusiasm. They are keen to share their ideas, support and listen to each other. They cooperate well in a group and take turns. In one lesson their enthusiasm to use the instruments prevented them from listening to instructions and responding effectively to the task.
- 149 In the lessons observed teaching was always at least satisfactory and in the lesson led by the specialist teacher it was excellent. Class teachers work with the music teacher and plan to develop the work done by her. This provides professional development for the teachers as well as consistently high expectations. Both teachers and learning support assistants work hard to ensure that all pupils have full access to the music curriculum. All pupils, including those with special needs and those with English as an additional language make good progress. A large number of pupils also take advantage of the additional music tuition available in the school. This is reflected in the high standards of the wind band, recorders and school choir. Care is taken to ensure that pupils receiving tuition do not consistently miss other curriculum subjects.
- 150 The coordinator for the subject has only held this responsibility for a short time. However, together with the music teacher has developed a system to monitor pupil progress fitting in with a whole school initiative to be introduced soon. The monitoring of teaching and learning in the subject has yet to be developed and this will enable the coordinator support the non specialist teacher and further improve standards throughout.

PHYSICAL EDUCATION

- 151 Standards at the end of Year 2 are in line with national expectations and by the end of Year 6 they are above. Pupils' achievement in the infant classes is satisfactory, but good in junior classes. This is different from judgements made at the time of the previous inspection, when standards were above expectations at the end of Year 2 and in line at the end of Year 6. This is an improvement at the end of Year 6, where standards are better. Since then teachers have changed classes, there is a new coordinator in place and a new scheme of work.
- 152 By the end of Year 2, pupils are competent in moving confidently around the hall, running, skipping and hopping, and showing suitable awareness of space and other pupils. They successfully perform a range of gymnastic movements, including jumps, rolls, stretches and balances, and they readily develop these movements both on the floor and on an appropriate

range of apparatus. By Year 3, pupils' achievement improves. They develop actions and balances into more complex movements and shapes. Working in pairs, they physically support each other well and create 'body obstacles', which other pupils have to climb through and over. This is done with great skill and care, with pupils moving carefully and balances held skilfully. Older pupils develop their movement skills well and incorporate them into impressive dance sequences. Year 5 pupils are developing a good understanding of how a message can be conveyed through movement and they develop a sequence of movements around a specific theme.

- 153 By the time they reach Year 6, pupils combine a good range of movements and skill to create a dance sequence of very high quality. Based on the fight scene from *West Side Story*, large groups of pupils perform prolonged dance sequences that are artistic and convey the theme very well. Some cartwheel across the hall to advance on the opposition, and this is very skilfully and impressively done. Movement is very well controlled and although often rapid, no physical contact was made during the sequences. Pupils also make positive comment about others' performance, respectfully suggesting what could be improved and what they thought was good. Very good examples of the inclusion of all pupils were seen. Pupils with physical disabilities are fully included in all activities and perform very well within their limitations.
- 154 Pupils can maintain prolonged and vigorous physical activity. In circuit training activity, pupils managed to keep going for a long, but safe amount of time. They are aware of what is happening to their bodies whilst exercising. All pupils attend swimming lessons and the vast majority achieves the Year 6 standard well in advance of this. Standards in swimming are above those expected nationally with pupils achieving the required standards well before the end of Year 6.
- 155 The overall quality of teaching and learning are good. Some very good teaching was seen at Key Stage 2. Teachers plan well and they make suitable use of an appropriate range of resources which help pupils develop pupils' skills. Clear instruction and demonstration is provided, and this allows all pupils, including those with special educational needs, to make good gains in their skills. They have good subject knowledge, and make suitable demands of the pupils' performance. Teachers often use pupils to demonstrate good performances, and often the chance is taken to discuss the quality of their work. This helps pupils identify the areas where they might improve themselves. Teachers usually show good behaviour management skills, but occasionally a few pupils do not always listen to their teacher well enough, preferring instead to continue with their activities. Pupils usually join in appropriately, enjoying themselves and making a good, physical effort. The pace of lessons is generally brisk. Teachers provide help and support to pupils, in all aspects of their work, and in particular they emphasise the need for safety. In turn, pupils generally show good attitudes, behave well overall and work well alone and with a partner or group.
- 156 The school has a good scheme of work, and all aspects of the National Curriculum are suitably covered. The scheme is new and the enthusiastic and knowledgeable coordinator has developed this by combining the best from the previous scheme and new National Curriculum guidelines. Good procedures are developing to assess various aspects of pupils' work, including swimming, and to provide information to help develop their skills further. The coordinator is enthusiastic, and she supports her colleagues well when requested. At present, however, she has no opportunity to support teachers or to observe lessons taking place. Physical education is effectively supported by the very good provision for extra-curricular activities.