

# INSPECTION REPORT

## **STARBANK PRIMARY SCHOOL**

Birmingham

LEA area: Birmingham

Unique reference number: 103258

Headteacher: Mrs C Woodin

Reporting inspector: Mr C Kessell  
20695

Dates of inspection: 18<sup>th</sup> – 21<sup>st</sup> September 2000

Inspection number: 224102

Inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
School address:	Starbank Road Small Heath Birmingham
Postcode:	B10 9LR
Telephone number:	0121 772 2638
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Appropriate authority:	The governing body
Name of chair of governors:	Mr M Sultan
Date of previous inspection:	8 <sup>th</sup> July 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Names of team members	Subject responsibilities	Aspect responsibilities
Mr C Kessell Registered inspector OIN 20695	Information and communication technology Physical education	What sort of school it is The school's results and achievements How well the school is led and managed What the school do to improve further
Mr B Silvester Lay inspector OIN 09883	Pupils' attitudes, values and personal development How well the school cares for its pupils How well the school works in partnership with parents	
Mrs S Brown Team inspector OIN 01189	Art English	Equal opportunities The curricular and other opportunities offered to pupils
Mrs J Cox Team inspector OIN 25074	Areas of learning for children in the Foundation Stage History	How well the pupils are taught
Mr J E Cox Team inspector OIN 25623	Provision for pupils with special educational needs	
Mr E B Gill Team inspector OIN 08577	Geography Mathematics	
Mrs J Greer Team inspector OIN 22805	Design and technology Science	
Mrs M Spark Team inspector OIN 18342	Provision for pupils with English as an additional language Music Religious education	

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

### **INFORMATION ABOUT THE SCHOOL**

The school has 678 pupils on roll, and is much bigger than the average primary school. The school offers nursery provision for 120 part-time pupils. Nearly sixty per cent of the pupils are of Pakistani heritage with most of the other pupils from Bangladeshi, Indian, white United Kingdom or black Caribbean heritage. The percentage of pupils speaking English as an additional language is very high when compared to the national average. The number of pupils entitled to free school meals is well above average. The proportion of pupils who leave or join the school part way through the academic year is high and the percentage of pupils identified as having special educational needs is above average. Attainment of the children when they start the nursery is very low. The school operates on a split site, with a Year 6 centre operating about half a mile from the main school building.

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

This is a good school that provides a friendly, caring environment for its pupils. The teachers are hardworking and the quality of teaching overall is good. Although standards are well below average, they are rising steadily and there is a strong commitment to continue raising standards amongst the staff and governors. The school is very well managed, effective and provides good value for money.

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

- Consistently good teaching enables pupils to learn well.
- The headteacher provides very good leadership.
- Pupils have positive attitudes to school. Behaviour is good.
- The provision for pupils' spiritual, moral, social and cultural development is very good overall.
- Procedures for ensuring pupils' welfare are very good.
- The Foundation Stage of the school provides children with a good start to their education.
- The curriculum planning is well organised and assessment is used very effectively.

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

- Attainment in English, mathematics and science through the school.

*This area for improvement will form the basis of the governors' action plan.*

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school has developed very well since the previous inspection in July 1996. The quality of teaching has improved, and curriculum planning and the use of assessment have improved significantly. It is now very clear what will be taught in each year group and how subjects will develop through the school. In the majority of lessons pupils are given demanding work and are sufficiently challenged. This is particularly effective in Year 6. The school now has a good school development plan that is an effective document for moving the school forward and continually improving the quality of education. More support has been provided for pupils who have English as an additional language. Although standards are still well below average, they have improved since the last inspection.

## STANDARDS

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

Performance in:	Compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	E*	E	E	C
Mathematics	E	E	E	C
Science	E	E*	E	D

**Key**

Well above average    A

Above average        B

Average                C

Below average        D

Well below average   E

*E\* indicates the bottom 5% of all schools' results nationally*

Results of the 1999 national tests indicated that English, mathematics and science were well below the national average. When compared with schools of a similar nature, standards in English and mathematics were average and science, below average. Although they are taught very effectively when they join the school in the nursery and reception classes, the pupils start Year 1 with language skills that are still well below average. This also impacts on the pupils' learning in other subjects. The results of the 2000 national tests show an improvement in English and mathematics in Key Stage 2 and a significant rise in science standards. The national test results for Key Stage 1, in reading, writing and mathematics have also improved significantly. At the time of the inspection, national comparisons were not available. Evidence from inspection indicates that standards are still well below average in English and mathematics at the end of Key Stage 2 and below average in science. The school is very determined to raise standards. Pupils' achievements are well monitored and they learn effectively. Pupils' progress is often good especially in the Foundation Stage and in Year 6. Along with the pupils' poor language skills, the percentage of pupils with special educational needs is above average and the number of pupils who move in and out of the school is very high. All of these factors have an adverse effect on standards. The targets set by the school in English and mathematics for 2001 are based on good monitoring processes and effective data analysis, but could be more challenging.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils demonstrate a positive attitude to learning.
Behaviour, in and out of classrooms	Pupils' behaviour in the classroom, in the playground and when moving around the school is good.
Personal development and relationships	Personal development is good overall. Pupils enjoy the responsibilities that they are given. Relationships are good.
Attendance	Attendance is below the national average but the school is working extremely hard to improve attendance rates.

## TEACHING AND LEARNING

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

Although teaching was judged to be good overall, twenty-five per cent of teaching was very good particularly in the nursery and reception classes and Year 6. All the lessons seen were satisfactory or better, with no unsatisfactory teaching. The majority of lessons are well organised and teachers have a good understanding of the subjects they are teaching. Literacy and numeracy lessons are well planned allowing pupils to learn effectively and make good progress. Behaviour is managed very well and lessons are conducted in a calm and orderly atmosphere. Time and resources are used well and most lessons are conducted at a brisk pace and much is achieved in the available time. Pupils learn well in the school and the needs of individual pupils, for example, those with special educational needs, are well met.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school offers a broad, balanced and well-planned curriculum that offers interesting and challenging opportunities for learning.
Provision for pupils with special educational needs	The school makes very good provision for pupils with special educational needs. Pupils' individual education plans move their learning forward very well.
Provision for pupils with English as an additional language	The level of provision has improved since the previous inspection. The level of support is satisfactory but is not always matched to the needs of specific pupils.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school's provision for pupils, spiritual, moral, social and cultural development is very good overall and a strength of the school.
How well the school cares for its pupils	Starbank Primary School takes very good care of its pupils.

The school works very well with parents.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school has a very caring ethos where all staff work well together. The headteacher provides very good leadership and is well supported by her senior management team. The curriculum and teaching are well monitored and this has a positive impact on teaching and pupils' learning.
How well the governors fulfil their	The governing body is very supportive of the school. They have a



responsibilities	good understanding of their responsibilities and know the school well.
The school's evaluation of its performance	Data and assessment information are used very effectively. The school is always looking to improve and move forward. There is no complacency.
The strategic use of resources	Staff, time and resources are generally used well. The school accommodation is adequate although some areas, for example the Year 6 annex, are in poor decorative state. Space is very limited. Resources are satisfactory overall and there is very good number of suitably qualified teachers who offer a range of expertise and experience. The school is always striving to achieve best value for money.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>The school is well organised, friendly and welcoming.</li> <li>The staff are approachable.</li> <li>There is always someone available to help translate.</li> <li>The pupils settle very well.</li> <li>The school is well led and managed.</li> </ul>	<ul style="list-style-type: none"> <li>The amount of work to do at home.</li> <li>A 'proper' library, a bigger hall and a separate dining room.</li> </ul>

The above views are taken from the pre-inspection meeting that was attended by 11 parents and from the 137 responses to the parents' questionnaire. Evidence from inspection supports the parents' positive views. The school has a good homework policy and regular homework is set. The inspection team would agree that the school library is inadequate and restricts pupils' opportunities for developing their research skills. The school hall is small considering the overall size of the school, and the fact that it is used as a dining room puts further pressure on its use. The school manages this situation very well.

## **PART B: COMMENTARY**

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

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

1 Pupils enter the school with very low levels of attainment. This is confirmed by the school's baseline assessment and inspection findings. The children under five achieve good progress with their personal, social and emotional development. Starting with poor social skills as they enter the nursery, by the time they leave the reception classes the majority of children have achieved the learning goals in this area. Starting with immature skills they develop self-confidence with their work and learn to play co-operatively together. Most of the children develop constructive relationships with adults and each other. They make good progress in developing their communication, language and literacy skills. However, by the end of the reception only a small minority of children reach the expected standards and most children talk using a limited vocabulary. In the reception classes many of the children are silent when working in small groups and play and work side by side with little communication. They enjoy listening to stories and handle books correctly. Although very few children achieve the expected levels in mathematics they make good progress in their mathematical development having started at a low level of understanding. Their mathematical language is limited and by the time they have joined the reception classes few children can count to ten. Children enter the nursery with a limited factual knowledge. However, they are provided with a good range of experiences to extend their knowledge and understanding of the world around them and all children make good progress. They are very interested in the computer and successfully control the mouse to produce simple pictures using an art program. The children make good progress in physical development and by the age of five achieve standards that are in line with national targets. They develop good physical control, mobility and awareness of space. Good opportunities are provided for the children to work with scissors, paintbrushes and crayons. Many children reach the expected standards in their creative development by the time they are five. Their paintings are of a good standard and in art, music and their imaginative play, they listen and observe carefully.

2 National test results for 1999 at the end of Key Stage 1 show that the attainment was well below average in reading and writing and very low in comparison with the national average in mathematics. When compared to similar schools reading and writing were below average and mathematics was well below average. The national test results for 1999 for Key Stage 2 show that attainment in English, mathematics and science was well below average, although when compared with similar schools, standards were average for English and mathematics. Science standards were below average when compared with similar schools. Although these standards are not high enough at both key stages, trends over time indicate a steady improvement. By the end of Key Stage 2, the school's improvement is broadly in line with the national trend. In addition, the school's test results for 2000 show significant improvement in reading, writing and mathematics at Key Stage 1 and improvement in the core subjects of English, mathematics and science at Key Stage 2. However, there were no national comparisons available at the time of the inspection. Although there are no significant differences in the performance of boys and girls at Key Stage 1, girls do not perform as effectively as the boys by the end of Key Stage 2. Evidence from inspection indicates that the school is not complacent about standards and is working very hard to improve them against a background of socio-economic and educational disadvantage. The percentage of pupils who speak English as an additional language is very high and the majority of pupils join the school with very poor language skills. The children make good progress in the Foundation Stage and learn effectively but still enter Key Stage 1 with literacy skills that are well below those found nationally. The pupils' limited language also impacts on their learning in other areas of the curriculum. The number of pupils who join and leave the school is very high, the

percentage of pupils identified as having special educational needs is above the national average and the percentage of pupils eligible for free school meals is well above the national average. Although the school has done its best to restrict this practice, a number of pupils still take extended holidays abroad and this restricts their learning. Against these difficult circumstances, the pupils in the school learn effectively and often make good progress.

3 Lesson observations, scrutiny of pupils' work and displays and discussions with teachers and pupils indicate that attainment is currently well below average in English and mathematics at the end of both key stages. In science standards are well below average at Key Stage 1 and below average in Key Stage 2. In religious education standards are in line with those expected by the locally agreed syllabus by the end of both key stages. In the foundation subjects of art and design and history standards are average. There was insufficient evidence to make judgements about attainment in information and communication technology, design and technology, geography and music.

4 By the time they are seven, pupils' speaking skills are well below average. Many of the pupils have a limited command of English that restricts their conversational skills. Although pupils listen attentively, many listen passively and do not always respond to questions or in discussion. Reading is well below average and pupils do not read fluently. Their reading is affected by a limited vocabulary although most enjoy books. Very few are confident about explaining the contents of a book. The quality of written work is well below average although the higher attaining pupils write independently and are able to organise their writing. Many pupils are able to use capital letters and full stops correctly, but their use is inconsistent. Handwriting is often not joined. The pupils' mathematical knowledge and understanding are well below average. They use addition and subtraction facts up to ten and also use this knowledge to solve money problems. They have a very basic understanding of tens and units but their limited vocabulary restricts their understanding of mathematical terms such as 'less than' and 'difference'. Pupils are provided with an appropriate range of scientific experiences, for example, looking at forces by studying the distances that toy cars travel over different surfaces. However, because of the pupils' limited literacy and numeracy skills much of their scientific knowledge lacks depth.

5 At the age of eleven many pupils still have a limited vocabulary but always listen carefully to each other and their teachers. Although some opportunities are provided for pupils to engage in debate and argument many pupils still respond with one-word answers. Reading is well below average although higher attaining pupils are able to read fluently and with expression. Many of the pupils have a limited range of strategies to establish the meanings of words they do not understand or cannot read. Although pupils use dictionaries confidently, library and research skills are weak. Pupils present their work neatly and use a joined style. However, many pupils cannot express their opinions clearly and vocabulary is limited. In mathematics only the higher attaining pupils have a secure knowledge of place value, work with decimals and identify the essential information in a mathematical problem. Lower attaining pupils have a very limited recall of basic number facts. Although pupils discuss the areas of science that they have covered, many pupils have great difficulty in recording their observations in writing. It is only the higher attaining pupils who are reaching standards that are in line with those expected for pupils of this age.

6 Pupils' achievements in the school are often good and given the low starting point of many pupils learning is effective. However, there are some inconsistencies. Although pupils' progress is never less than satisfactory, it is good in the Foundation Stage where teaching is consistently very good and accelerates in Year 6 particularly in English, mathematics and science. During lessons for literacy and numeracy pupils are grouped according to ability and provided with appropriate work. This enables pupils of different ability to learn effectively. Additional time provided for extended writing in ability groups across the school is having a

positive impact on improving standards and the teaching of science in ability groups in Year 6 is also effective. However, there are some areas of the curriculum that could be developed. In art, work is not always sufficiently demanding for the higher attaining pupils and some learning in geography would be more efficient if pupils were presented with their tasks more quickly and greater challenges were offered.

7 Pupils with English as an additional language make sound progress overall and they make particularly good progress in the Foundation Stage. Pupils with special educational needs make good progress towards the targets in their individual education plans. Many have a poor grasp of English words and phrases and are placed in ability groups in literacy lessons to match their levels of attainment. They respond well to extra help from teachers and support staff and benefit from work that is accurately matched to their individual needs.

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

8 Pupils are keen to attend the school and play a full part in its life, including the good range of extra-curricular activities. They have a good attitude to their work. Pupils pay attention to their teachers, concentrate and persevere with the task given. They are keen to respond to questions and contribute to the lessons. Pupils respond positively and listen attentively.

9 The behaviour of the pupils, in class and around the school, is good. The behaviour policy is well understood by the pupils. Parents are very happy with the standard of behaviour achieved in the school. Pupils are courteous and show respect for others. The good behaviour of the pupils assists their learning. There were no exclusions in the last school year.

10 Relationships, between pupils and between pupils and adults are very good. The different ethnic groups in the school work and play together well. Name-calling is rare but when it does happen, it is taken seriously and dealt with speedily. Pupils work well with each other and are generally able to take turns and share.

11 The personal development of the pupils is good. They are given a good range of opportunities to take responsibility. Year 5 pupils act as prefects and monitors. They take responsibility for door duties, look after plants and lunch boxes and help the younger ones to remember to wash their hands after going to the toilet. Year 4 and 5 pupils identify local derelict areas and assist in their improvement. All pupils have responsibilities within their classes. The school's reward system includes weekly certificates and house points for attitude and helpfulness. Pupils show initiative by originating ideas for raising money for charity, such as the Blue Peter appeals. Year 6 pupils have participated in the Lord Mayor's Citizenship week and debated in the Young Persons' Parliament.

12 Attendance has improved substantially since the last inspection but is still unsatisfactory compared with the national average. In 1998/99 unauthorised absence was 2.2 per cent, which was well above the national average. One of the main reasons for this is that all holidays longer than two weeks are treated as unauthorised absences, whereas many schools do not adopt this policy. The main reasons for non-attendance are extended holidays, illness and some condoned absences. There is a high turnover of pupils and this has a negative impact on attendance. Acts of truancy are very rare. Most pupils are punctual with only a few arriving late.

13 In the previous inspection report it stated that attitudes and levels of responsibility were good and this is still the case. Attendance, behaviour and relationships have improved since the last inspection.

## HOW WELL ARE PUPILS TAUGHT?

14 The quality of teaching is good overall, with very good teaching in the Foundation Stage and in Year 6. Of the lessons observed during the inspection all were judged to have been at least satisfactory, 38 per cent were good and 25 per cent very good. No unsatisfactory teaching was observed. This is a significant improvement over the previous inspection when 13 per cent of lessons were judged to be unsatisfactory. The school has worked very hard to address the weaknesses in teaching identified in the previous report.

15 Teaching is very good in the nursery and in the reception classes. The particular strengths are the excellent planning, the sensitive and caring way in which the children are treated and the excellent team approach, which involves and values all the staff. This high quality provision results in children making very good progress in their learning especially in acquiring personal and social skills and in their general physical development.

16 In English, the quality of teaching is satisfactory in both key stages, with some good and very good teaching particularly in Year 6. The teaching of mathematics and science is good or very good in both key stages, with one science lesson judged to be excellent in Year 6. This is a considerable improvement since the previous inspection when most of the unsatisfactory teaching was seen in English, mathematics and science. Teaching in history, information and communication technology and religious education lessons was good and teaching in geography and art was satisfactory. No teaching was observed in design technology and only one lesson in music.

17 Teachers generally have a secure grasp of the subjects they are teaching, and some individual teachers have particular strengths in specific subjects, for example science and physical education in Year 6. On some occasions teachers are not so secure in their knowledge. There was some confusion, for example in teachers' minds between 'growth' and 'germination' in Year 4 science lessons. Teachers' knowledge and understanding have improved in information and communication technology and some teachers, particularly in Year 6, show great confidence when integrating computer based activities into a lesson.

18 Teachers conduct literacy and numeracy lessons to the recommended structure and timing and plan work well using the national strategies, which allows many pupils to make good gains in their literacy and numeracy skills. Ability groups for English, mathematics and science in Year 6 are a particular strength as they enable teachers to closely match their teaching to pupils' previous attainment, resulting in pupils making good progress in many lessons.

19 Lessons are planned well and build carefully on what pupils know, can do and understand. Joint planning between the parallel classes is very effective and means that all pupils have similar learning experiences. At the beginning of lessons, most teachers state clearly what it is that they want pupils to have learned by the end of a lesson. This enables pupils to focus their thinking, stimulates their interest and motivates them to concentrate and learn. For example, in a Year 6 history lesson, the teacher referred constantly to the learning objective, which resulted in all pupils writing five pertinent questions to research about the Victorians. In some lessons, the learning objectives are too broad and lessons lack clear direction.

20 The methods and organisation used by teachers are satisfactory. One particular strength is the clear instructions given to pupils so they know exactly what they have to do in the lesson. Some teachers consistently pose questions, which check and extend pupils' learning, for example checking that pupils understand the terminology used when exploring

soluble and insoluble substances in a Year 3 science lesson. However, this is not always the case, as some teachers do not appreciate the difficulties that bilingual pupils have in acquiring specific subject vocabulary and assume that because pupils sit quietly that they are listening and understanding.

21 Behaviour is managed very well, and in the majority of lessons in both key stages, a calm, orderly atmosphere is established which enables all pupils to concentrate well. Relationships with pupils are very good throughout the school and this has a significant impact on the quality of teaching. Teachers have clear, well-established ground rules, they value pupils' contributions and give positive praise when appropriate.

22 Time and resources are used well. Most lessons move at a brisk pace and much is achieved in the available time. Whole-class mental arithmetic sessions in mathematics lessons, for example in Year 3, move at a brisk pace and pupils respond positively to the challenge of 'keeping up'. Support staff are used very effectively throughout the school. They are confident and well briefed by class teachers. This is particularly evident in literacy and numeracy lessons where effective support enables lower attaining pupils to make good progress.

23 Teachers' day-to-day assessments are a particular strength. Plenary sessions are used well to evaluate progress against the learning objectives of the lesson. Marking of books, however as a means of assessing what has been learned is inconsistent. In the best examples, teachers write perceptive comments that support pupils and give suggestions on how work could be improved next time. Homework, which is usually centred on English and mathematics, is given to all pupils and this is satisfactory.

24 The teaching for the pupils who have English as an additional language is sound overall and it is very good in the Foundation Stage where they receive extra support from bilingual assistants who work alongside children using both languages fluently to ensure complete understanding in all areas of the curriculum. This support is less effective in Key Stage 1 and Key Stage 2 where teaching is not focused on clearly identified language needs and progress is consequently inconsistent.

25 The quality of teaching for pupils with special educational needs is good. Teachers are supported well by an active and experienced special educational needs co-ordinator. They write targets for pupils' individual educational plans and closely match the work to the needs of pupils. Individual education plans are reviewed regularly to ensure that pupils make progress. Extra teachers and learning support assistants are used very well to support lower attaining pupils and give good quality support.

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

26 In the previous inspection the curriculum together with planning and assessment were identified as key issues for action. Since then, there has been considerable improvement to the curriculum offered to pupils and curricular provision is now good.

27 Planning for the Foundation Stage is excellent and ensures that a range of stimulating and exciting activities are provided for the children in the nursery and reception classes. There is a very good balance of teacher-directed and child chosen activities. The children's activities are well linked to learning objectives that are planned to nationally identified targets.

28 A broad and balanced curriculum is now in place that offers interesting and challenging opportunities for learning. The school has been successful in its efforts to maintain the breadth of the curriculum whilst addressing initiatives such as the National Literacy and Numeracy Strategies. Schemes of work have been developed which outline the knowledge and skills to be taught in each year group. The criticism that work was not sufficiently demanding has been addressed through improved planning and organisation, effective assessment strategies and the very good use of these to guide planning, and the very effective use of target setting. The structures for teaching literacy and numeracy have been effectively implemented. A careful review of time allocated to subjects has been undertaken to ensure an appropriate balance of time for each subject.

29 All subjects of the National Curriculum are taught with religious education that follows the locally agreed syllabus. Statutory requirements are met. The school has made good progress with the curriculum. Planning now builds more effectively on what pupils know, understand and can do, and, through the use of setting in Year 6 and throughout Key Stage 2 and Key Stage 1 for writing, it is contributing effectively to the progress being made, and to the accelerated learning in Year 6.

30 The National Literacy and Numeracy Strategies have been well implemented and are having a noticeable effect on raising standards in these subjects as well as contributing to learning in other curricular areas. A weakness lies in the key skills of speaking and listening, particularly in participation in group discussions. Bilingual support assistants ensure that pupils with English as an additional language have good access to the curriculum in the Foundation Stage.

31 Pupils with special educational needs and those pupils for whom English is not their first language have full access to the same curriculum as their peers. Very good provision is made for such pupils who are sometimes withdrawn for individual or group support. Within classes, tasks are adjusted to meet their requirements. Pupils have good access to a wide range of extra-curricular activities. These are well supported by pupils and include computers, gardening, recorders, choir, art and girls' and boys' football clubs, enhancing the curriculum offered. A programme of educational visits, such as to the museum and art gallery, and a range of visitors to school make a good contribution to pupils' learning and to their personal development.

32 The provision for pupils' personal, social and health education including citizenship is good and is a strong feature which permeates the school's curriculum. The planned programme for all pupils indicates the importance placed on this aspect of development. The programme includes provision for sex education, awareness of the use and misuse of drugs and the development of life skills. It is well supported through the good links established with outside agencies such as the police and there are good cross-curricular links, for example, with science and religious education. Outcomes include the development of self-esteem,

personal responsibility and care for others and the environment. An example of citizenship was the involvement of pupils in a debate in the council chambers on recycling. The pupils participate in the Lord Mayor's Charity Appeal.

33 The school makes very good provision for pupils with special educational needs. This represents an improvement since the last inspection and is a strength of the school. Pupils' individual education plans move their learning forward very well and teachers set clear targets for all pupils. Teachers refer closely to the plans to make sure that work for these pupils links to the targets agreed. The school makes efforts to involve parents at every stage of assessment. Meetings to review pupils' individual education plans are often held on parents' evenings, which most parents attend. Parents of pupils with special educational needs are invited to workshops to show how they can help with their children's education. Although the school provides word processors for individual pupils, information and communication technology is not used sufficiently to support pupils with special educational needs and insufficient progress has been made in this aspect since the last inspection.

34 The school's provision for pupils' spiritual, moral, social and cultural education is very good. This remains a strength of the school, as at the last inspection. Provision for spiritual development has improved greatly since the previous inspection.

35 The school places great value on the beliefs the children bring from home and this permeates religious education lessons and collective worship. Collective worship takes place in a calm and peaceful atmosphere. Pupils are very receptive and visiting speakers hold them in rapt attention during assemblies. Teachers make time to discuss spiritual and moral matters, to sing tuneful worship songs, and for quiet prayer. Teachers develop pupils' spiritual understanding through the use of music within assemblies, and a candle is lit to denote the time of worship. Teachers also provide opportunities that help pupils explore the values and beliefs of other major world faiths. In religious education, teachers help pupils develop their spiritual awareness well. In a Year 6 lesson, for example, pupils discussed with high levels of perception and understanding the meaning of commitment in their own lives. By the time they are eleven, pupils have a good understanding of the precepts of the major world faiths and the impact their beliefs have on the lifestyles of ordinary people. There are few systematically planned opportunities, however, to develop spiritual awareness in lessons such as music, art and English.

36 Teachers promote a very strong moral code and act as very good role models, reinforcing the teachings of the home. They provide clear guidelines for acceptable behaviour and for caring attitudes, and they display the rules of the school prominently in classrooms and playgrounds. Pupils are taught the difference between right and wrong from the earliest age, and teachers expect them to behave very well and to respect the rights of others. Teachers foster values such as honesty and fairness and the school places a strong emphasis on the need for self-belief. In an assembly, for example, pupils were given a telling demonstration of the importance of self-belief and the impact this can have on one's achievements, as demonstrated through the lives of Gandhi and Martin Luther King. As pupils progress through the school, they have many opportunities to consider wider moral and ethical issues. By Year 6, their growing maturity enables them to discuss moral issues sensibly in lessons about the environment, pollution, and caring for the planet.

37 The school provides many opportunities for pupils to take responsibility, to show initiative and to develop an understanding of community living. Teachers use assemblies to celebrate and encourage good work, achievements in and out of school and pupils' attitudes and behaviour. Pupils gain confidence on occasions when they are encouraged to tell others of their successes. They accept the rules of the school. Pupils have good relationships with their teachers and with one another. Teachers encourage pupils to work co-operatively. In



one lesson pupils discussed mathematical problems with a partner and then reported back to the rest of the class on their preferred method of tackling the problem posed. Pupils throughout the school are given monitor duties within the classroom and Year 5 pupils enjoy one term as prefects for the school. They are given whole-school duties, such as helping younger pupils at playtimes. Rotas are displayed on classroom walls. The school house system is organised so that pupils have an increased sense of responsibility for their own actions and for others. Pupils are involved in the development of the school improvement plan and self-evaluation forms an integral part of assessment. Consideration for others is promoted through a considerable amount of charitable work. Pupils are made aware of the needs of others, such as those made homeless by the recent floods in Bangladesh, where the school worked closely with Islamic Relief to bring aid to the region.

38 Teachers provide a number of opportunities to promote pupils' cultural development. In subjects such as history, geography, music, and religious education, teachers plan work about different cultures and civilisations from the past and present. Pupils learn about the styles of European artists. They learn to play on musical instruments from different cultural traditions. British culture is studied in history, as well as that of ancient civilisations. Pupils visit Coventry Cathedral and a local church but visits to other places of worship do not currently form a regular part of the curriculum. Bilingual support within the school is a clear recognition of the pupils' culture and language and a valued addition to the development of self-esteem.

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

39 The steps taken to ensure the pupils' welfare, health and safety are very good. The class teachers know their pupils well, recognise their needs and give them very good support, guidance and care. The school has a good health and safety policy. Any concerns about the buildings and grounds are picked up on a day-to-day basis. An annual inspection is completed and a verbal report is made to the governing body. Fire drills are held termly and all the moveable equipment is checked annually. The school emphasises the importance of healthy living and road safety. All pupils have weekly 'life skills' classes. Two health and safety concerns were observed during the inspection week. The Key Stage 1 playground surface is badly potholed and in need of repair. In the Year 6 hall one of the external walls is badly cracked and is in need of attention.

40 The school has an appropriate child protection policy that follows the guidelines of the local authority. The headteacher is responsible for the implementation of the policy and has received training. All teachers have received training in child protection and non-teaching staff are aware of the procedures to follow.

41 The school's procedures for monitoring and supporting the pupils' personal development are very good. The personal development of the pupils is monitored by their class teachers. Profiles are maintained for all pupils and individual targets for personal development are set. The pupils' annual reports contain a reference to these targets. Teachers know their pupils well and care well for their personal development.

42 The school's procedures for monitoring and improving attendance are very good. Attendance and punctuality are monitored by class teachers, learning support assistants, the school secretary, the deputy headteacher and the home/school liaison officer. Any concerns are followed up by telephone and by home visits. There is some first day calling to parents whose child is absent without any known reason. The educational social worker visits regularly and works closely with the school. The school has a wide range of certificates, prizes and house points to encourage good attendance and punctuality. Pupils with poor attendance and/or punctuality records are given targets for improvement, which are

monitored weekly. The very good monitoring of attendance and punctuality has contributed significantly to the improvement in these areas.

43 The schools' procedures for monitoring and promoting good behaviour and eliminating oppressive behaviour are very good. There is an effective behaviour policy which contains an appropriate range of rewards and sanctions to encourage good behaviour. These are well understood by the pupils. Racial incidents or bullying are rare but, when they do occur, they are treated very seriously and speedily. There is early parental contact and good records are kept.

44 The school is very well supported by the school's special educational needs team and has improved on the good provision noted in the previous inspection. A wide range of tests is used to measure pupils' abilities and the results enable teachers to plan work suited to the needs of individual and groups of pupils.

45 Pupils with English as an additional language are appropriately monitored regarding their acquisition of basic language skills in the Foundation Stage and assessments are completed annually. This careful analysis is not continued across Key Stage 1 and Key Stage 2 and teaching is consequently not always focused sharply enough to meet identified needs.

46 In the previous inspection report it stated that effective support and guidance were a strength of the school; the school successfully promoted the health, safety and well-being of the pupils; effective measures were in place to promote good behaviour. All these strengths are still evident in the school.

47 The school has made good progress since the previous inspection in improving the quality and use of assessment and this is now a strength of the school. There are now very good procedures for assessing pupils' attainment and progress. Teachers build assessment into their planning and many use questions skilfully during lessons to check how well pupils are learning. Clear targets are set for all pupils and these are reviewed termly and at the end of the summer term discussed with next year's teacher. In this way, the school ensures that teachers know the capabilities of pupils coming into their class. Statements about attainment targets have been re-written so that teachers, parents and children all use the same phrases and language and can understand each other more easily when pupils' work is assessed.

48 Teachers make very good use of information gained from assessment of pupils' work to guide their planning. The school analyses the results of the national tests and other tests it gives to pupils, which give a clear picture of how pupils are progressing and in which areas they need help. Assessment results are used very well to form ability groupings of pupils to enable teachers to provide work suited to pupils' specific learning needs. Teachers are compiling individual pupil profiles, containing samples of work, which show progress that is made.

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

49 Parents are supportive of the school and the links between the school and parents have a positive impact on the pupils' learning. The previous inspection report stated that there were strong parental links and this is still the case.

50 The quality of information provided to parents is very good. There are termly opportunities for parents to discuss their child's progress with the class teacher. Attendance at the parents' evenings is monitored and is gradually, at around 80 per cent, increasing. The pupils' annual reports are good. They tell parents what their child knows, understands and

can do and sets targets for improvements in the core subjects. Weekly newsletters are sent out and translations are available on request.

51 Parents' workshops and meetings are held on curriculum subjects, such as reading and mathematics. Courses are held for parents in the community facility adjacent to the school. The school is trying to raise parental awareness of effective learning attitudes. Termly information is provided on the curriculum their child will be following.

52 In the nursery and reception, parents are interviewed before their child enters and home visits are made. The school sends out parental questionnaires and action is taken on the resulting returns. Parents are also asked to contribute to the school development plan.

53 The school's links with its parents are effective and their involvement has a good impact on the work of the school. The contribution of parents to children's learning, at school and at home, is satisfactory. Staff from minority ethnic communities provide invaluable support in forming good relationships with parents who feel that their language and culture are valued and respected by the school.

54 The views of the parents, in the parental questionnaire and the parents' meeting, were very supportive of the school. The only exception was that in the questionnaire 24 per cent of those who responded did not think their child received the right amount of homework. The school has a good homework policy. Regular homework is set and the homework provision is monitored by the senior management team. The homework diaries record the homework done and also give advice to parents on how they can help their child. The inspection evidence does not support the parental criticism about homework. Parental help at home, however, is mixed. The school has a home/school agreement, which most parents have signed.

55 Parents are encouraged to help in school and a number take up the opportunity. They help in class and on visits. Some parent helpers have gone on to work in the school. There is an effective home/school liaison teacher who knows the families well. The school staff organise fundraising events to raise money for the school, and these are supported by some of the parents.

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

56 The headteacher provides very good leadership and is well supported by her deputy head and senior management team. There is clear direction in the school and although standards are still well below national averages, the school is not complacent and the majority of staff have high expectations. The headteacher was a key appointment after the previous inspection and has contributed much to the significant improvement that has occurred in the school. The purposeful ethos found during the previous inspection has been maintained, but there is now a very strong 'team approach' with the teaching and non-teaching staff working very well together. This whole school approach ensures that pupils receive a good, consistent and balanced education as they move through the school. The school management structure that includes a senior management team of headteacher, deputy head and four phase leaders, who have responsibility for two-year groups, allows effective delegation. Dividing the school into phases also provides smaller forums for professional discussion which are essential in a school with such a large teaching staff and split site. Phase leaders are also provided with non-teaching time so that they can monitor and support the curriculum and teaching. At the previous inspection the role of the subject co-ordinators was underdeveloped. This has changed quite fundamentally. There are now two co-ordinators for the core subjects of English, mathematics and science, representing the two key stages, and annual meetings with the headteacher ensure that work is reviewed

and yearly targets for each subject manager are produced. Although this is a major improvement since the previous inspection, a minority of co-ordinators are still not as effective as they could be.

57 The school monitors the teaching and curriculum very successfully and all class teachers are involved in target setting. The monitoring process started as regular classroom observations and scrutiny of pupils' work by the senior management team and the literacy and numeracy co-ordinators. To ensure that the process was more focused the school then introduced a bi-annual phase review where each phase in the school went through a 'mini inspection'. The review team then produced written reports and highlighted areas for development. This process has contributed well to the continued development in the school although there is a need to look at the curriculum beyond literacy and numeracy. All class teachers are expected to set individual pupil targets in the three core subjects that are reviewed every term. Simple databases have been set up for each class so that teachers can carefully monitor the progress of each pupil. At the end of an academic year the current class teacher meets with the new class teacher to set targets for the next academic year. This good practice enables all teachers to use data from tests and assessments not only to monitor individual pupils, but also different groups of pupils, for example the performance of girls. This process focuses teachers' thinking on the performance of their pupils and contributes significantly to the overall drive and commitment to raise standards. All of this information contributes to the statutory targets set by the school. However, these targets were exceeded quite significantly at the end of the last academic year and need to be more challenging, thus reflecting the good progress the pupils make, particularly at the end of Key Stage 2.

58 The previous inspection criticised the school development plan for lacking cohesion and direction and made it one of the key issues. The school development plan is now an impressive document that clearly identifies the school's priorities for the future with a particular emphasis on raising standards and improving the quality of education. All of the stakeholders in the school are involved. This includes teachers, non-teaching staff, parents, governors and pupils. Once the views of these groups have been ascertained, the senior management team and the staff undertake a period of prioritising. The final document has very clear targets to move the school forward and these are reviewed termly for the governors.

59 The governing body is extremely supportive of the school and staff and fulfils all of the statutory requirements. They know the school well, and have a good understanding of the school's strengths and weaknesses and are well informed about what is actually happening in the school. They are a well organised body with a number of committees that support the smooth running of the school. Many of the governors visit the school regularly, often to help in classrooms or to take part in other activities, such as hearing pupils read. They are clear about the standards the school achieves and are supportive of any strategies that will continue to raise standards, but they also understand the community that they live in well and appreciate the very low attainment level of the pupils when they start the school. Many of the governors are new appointments and have undertaken training in the areas of finance, literacy and numeracy, offered by the local education authority, to improve their understanding of the role. Parents' surgeries have been started by the governors on open evenings to extend the opportunities for parents to contribute or comment on the life of the school. This is good practice.

60 The school's budget setting processes are good and are well linked to the priorities identified in the school development plan. The school also makes good use of specific grants, for example funding for pupils with English as an additional language is well spent. The principles of best value are also well applied and the school looks for good value and to

manage resources efficiently. The school is always looking to consult with parents, for example, when producing the school development plan and is willing to compare itself with other schools by providing opportunities for staff to visit schools in similar social and educational circumstances. The most recent audit report in 1999 described the overall management arrangements as 'effective and efficient'.

61 The school makes very good provision for pupils with special educational needs and makes good use of extra funding provided for those pupils. The experienced co-ordinator manages her support staff well to provide additional help for teachers and pupils. Very good use is made of tests to track pupils who may be working below their expected level and all pupils are provided with personal targets for improvement. Pupils' individual education plans are reviewed regularly and amended to take account of their needs.

62 The teaching staff is well qualified to meet the demands of the curriculum and there is a good range of teaching experience and service at the school. Staff are appropriately deployed to make best use of individual expertise. Arrangements for the induction of newly qualified teachers are satisfactory, based on the local education authority programme of support. There is a comprehensive and helpful staff handbook and staff share a commitment to good teaching. Targets for professional development are set on an annual basis and training opportunities for teaching, support and midday supervisory staff are very good. Administrative staff make a good contribution to the smooth running of the school.

63 The accommodation is adequate to deliver the full curriculum. The split site has its disadvantages but is used well. The main site has been imaginatively decorated to make it attractive and stimulating for the pupils. Most of the hard play areas are in an unsatisfactory state of repair. The surfaces are uneven, patched and cracked making them hazardous. When it rains large pools of water collect, requiring them to be swept before pupils can use them. There is a pleasant grassed play area, which has sufficient trees to provide shade in the summer. The annex provides a useful centre for Year 6 pupils. However, the decor is in a poor state and the hard play areas are very restricted. The large playing field is frequently unusable because poor drainage causes waterlogging.

64 The main school library is situated in a corridor. Although it is attractive and cushions are available so that pupils can browse through the books, it is unsatisfactory as pupils cannot use it for individual research projects. Facilities for food technology are inadequate. The multi-purpose hall is small for the number of pupils. Year 6 pupils have a small multi-purpose hall with limited facilities for physical education. Pinder House is part of the school site and a very good community education facility. It provides good opportunities for training for teaching and non-teaching adults through links with higher education. It is a focus for developing good relationships with parents and others in the community. The computer suite is sometimes available for use by pupils. The buildings and site are kept clean, and well maintained within the limitations available, by a dedicated caretaker and cleaning staff.

65 Resources in the school are satisfactory overall, although there are some areas for development, for example in religious education. Resources for mathematics, science and design and technology are good. Although resources for information and communication technology are satisfactory overall, not all pupils have access to a computer suite. The majority of resources are stored well and are accessible to teachers.

66 Although standards are well below average, with rising standards, the consistently good teaching, the pupils' positive attitudes and behaviour and the very effective management, the school provides good value for money.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

67 The inspection team recognises the school's drive to raise standards. In addition to the good work already being undertaken, to further improve the standards achieved and the quality of education in English, mathematics and science the headteacher, staff and governors should:

- (1) Use examples of very good teaching to further improve the quality of teaching across the school.**  
*(See paragraphs 6, 14, 15, 18, 19, 21, 22, 23, 75, 98, 105 and 110)*
- (2) Provide further planned opportunities for speaking and listening including drama, extended conversations and debates.**  
*(See paragraphs 94, 95 and 98)*
- (3) Ensure the consistent use of subject-specific vocabulary and encourage the continued use of this vocabulary in lessons through challenging questions and discussion.**  
*(See paragraphs 4, 5, 20, 30, 69, 94, 95, 98, 99 and 103)*
- (4) Improve the quality of some learning objectives so that they are more focused.**  
*(See paragraphs 19, 98 and 105)*
- (5) Review the provision for pupils with English as an additional language to ensure that all support is matched to pupils' identified needs and targets.**  
*(See paragraphs 24, 45 and 69)*

## **THE PROVISION FOR AND STANDARDS ACHIEVED BY PUPILS WITH ENGLISH AS AN ADDITIONAL LANGUAGE**

68 Nearly 85 per cent of the pupils are considered to have English as an additional language and this is a fundamental reason for the low attainment in English in the school. The children make good progress in the Foundation Stage where they are very well supported by bilingual assistants who develop language skills very effectively across all areas of the curriculum. The children's skills in spoken English are, however, still very low on entry to Key Stage 1. Results show that although pupils make sound progress as they move through the school, standards in English, mathematics, science are still well below the national average by the age of eleven when they leave the school.

69 The school has improved the level of provision since the previous inspection. The criticism about the support for pupils being inconsistent is, however, still an issue. Basic English language and literacy skills are very effectively promoted across the curriculum in the Foundation Stage and bilingual staff in nursery and reception use their linguistic expertise very well to enable pupils to develop a clear understanding of concepts. The previous report stated that pupils across Key Stage 1 and Key Stage 2 would benefit from more teaching in the construction of English grammar and intonation in speech. This has not been fully addressed. Teachers usually give clear instructions to pupils and demonstrate what they expect their pupils to learn. However, there are insufficient planned opportunities to develop clear and confident speaking skills and few teachers put enough emphasis on this in lessons. Teachers do not always reinforce subject specific vocabulary sufficiently for pupils who have limited English and speaking skills are not consistently promoted across all subjects.

70 Teachers and non-teaching staff give sound support within lessons when working alongside small groups of pupils but this support is not matched to identified needs and no targets for language development are set. There is therefore no certain way of ensuring that progress is being made and that the level of support is effective.

71 The local education authority funds pupils with English as an additional language after the school has submitted the required annual assessment. This additional funding is appropriately spent. Additional bilingual staff work alongside children throughout the Foundation Stage, and there is further support available in Key Stage 1 and Key Stage 2. The school has very effectively supplemented this grant from its own budget to ensure the best available support for young pupils with English as an additional language. A family worker is based at the school and works very effectively alongside parents of children in the Foundation Stage.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	107
Number of discussions with staff, governors, other adults and pupils	26

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2	25	38	35	0	0	0

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

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	60	618
Number of full-time pupils eligible for free school meals	0	323

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	4
Number of pupils on the school's special educational needs register	10	168

English as an additional language	No of pupils
Number of pupils with English as an additional language	599

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	77
Pupils who left the school other than at the usual time of leaving	70

### Attendance

Authorised absence		Unauthorised absence	
	%		%
School data	6.3	School data	2.2
National comparative data	5.4	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	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	1999	47	35	82

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	25	20	27
	Girls	31	26	28
	Total	56	46	55
Percentage of pupils at NC level 2 or above	School	68 (69)	56 (63)	67 (63)
	National	82 (80)	83 (81)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	23	28	27
	Girls	28	31	31
	Total	51	59	58
Percentage of pupils at NC level 2 or above	School	62 (68)	72 (71)	71 (78)
	National	82 (81)	86 (85)	87 (86)

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

### Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	1999	39	50	89

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	20	24
	Girls	31	27	29
	Total	48	47	53
Percentage of pupils at NC level 4 or above	School	54 (48)	53 (36)	53 (37)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	19	25
	Girls	28	25	29
	Total	43	44	54
Percentage of pupils at NC level 4 or above	School	48 (46)	49 (40)	61 (40)
	National	68 (65)	69 (65)	75 (72)

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

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	9
Black – African heritage	2
Black – other	0
Indian	25
Pakistani	310
Bangladeshi	59
Chinese	2
White	67
Any other minority ethnic group	45

*This table refers to pupils of compulsory school age only.*

### ***Exclusions in the last school year***

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

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

### ***Teachers and classes***

#### **Qualified teachers and classes: YR– Y6**

Total number of qualified teachers (FTE)	29.3
Number of pupils per qualified teacher	21
Average class size	29

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

Total number of education support staff	13
Total aggregate hours worked per week	305

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

Total number of qualified teachers (FTE)	2
Number of pupils per qualified teacher	30

Total number of education support staff	5
Total aggregate hours worked per week	102

Number of pupils per FTE adult	9
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*FTE means full-time equivalent.*

### ***Financial information***

Financial year	99/00
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	£
Total income	1,384,710
Total expenditure	1,319,846
Expenditure per pupil	1,973
Balance brought forward from previous year	0
Balance carried forward to next year	64,864

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	678
Number of questionnaires returned	137

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	69	27	1	1	1
My child is making good progress in school.	50	42	4	1	2
Behaviour in the school is good.	52	39	1	2	7
My child gets the right amount of work to do at home.	31	39	18	6	5
The teaching is good.	65	32	1	0	1
I am kept well informed about how my child is getting on.	53	36	9	1	1
I would feel comfortable about approaching the school with questions or a problem.	61	29	2	1	7
The school expects my child to work hard and achieve his or her best.	64	30	3	0	3
The school works closely with parents.	55	36	4	0	5
The school is well led and managed.	61	29	1	1	7
The school is helping my child become mature and responsible.	51	43	1	1	4
The school provides an interesting range of activities outside lessons.	45	38	7	1	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**

72 Children under five are taught in the nursery and in three reception classes. They are admitted to the nursery on a part-time basis as soon as possible after their third birthday and join the reception classes in the September prior to their fifth birthday. At the time of the inspection there were 103 children under the age of five attending part time in the nursery. There were 88 children under the age of five, also attending part time in the three reception classes.

73 The quality of provision for all these children is very good and this is an improvement on the provision that was observed at the time of the previous inspection. Children enter the nursery with levels of all-round development and maturity that are very low when compared with children of a similar age. Most children have poor language skills and have English as an additional language. Although they make good progress in the nursery, particularly in their personal, social and emotional development, attainment on entry to the reception classes is well below that expected of most four-year-olds. The school's baseline assessment indicates that children's attainment is very low when compared to the local education authority average.

74 Children make good progress in the reception classes. However, by the end of reception, only a few children attain all the nationally identified targets or 'early learning goals'. This is due to the difficulties associated with learning another language.

75 The nursery is a calm and stimulating learning environment where the children feel happy, confident and secure. This was very evident, during the inspection, when those children who were unhappy when attending nursery for the first time, were handled with sensitivity, love and patience. Excellent planning for a range of stimulating and exciting activities ensures that the early years' curriculum meets the needs of all children. There is a very good balance of teacher-directed and child-chosen activities and tasks are very well matched to the planned objectives for each session. The planned objectives for each task are displayed next to the activity, which ensures that all adults are very aware of what children are to learn.

76 The accommodation is spacious and organised efficiently and provides an attractive learning environment. The outdoor play area has been dramatically improved since the previous inspection because of the hard work and devotion of the two early years co-ordinators. Teachers and support staff in both the nursery and the reception classes work very effectively as a team, promoting good progress, especially in children's communication skills.

77 Links with parents and carers are very good. There are home visits prior to admission to the nursery and personal invitations to parents and children to visit the nursery. A bilingual pre-school worker provides an invaluable service in assisting parents with assessments of their children and in ensuring a smooth transition between home and nursery. Parents and carers are encouraged to work in the nursery and they sensibly stay within earshot whilst their children are settling in.

78 Detailed and comprehensive records of observations of children's learning are kept from the start of their time in the nursery. Children's progress continues to be tracked effectively in the reception classes.

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

79 Provision for the personal, social and emotional development of children in the nursery and reception is good. Nearly all the children enter the nursery with immature skills in personal and emotional development. By the time they leave the reception classes, the majority of children are achieving the early learning goals in this area. The nursery staff place great emphasis on this area of development and the children make good progress, developing self-confidence as they learn to understand school routines. Children are encouraged to choose activities for themselves, select their own materials for artwork and share bikes and large toys outside. Most children in the reception classes are learning to concentrate and persevere with an activity to finish it. The children respond positively to adults. They are learning to play co-operatively together, for example, in the 'home corners' where they are learning to take turns and share the resources fairly.

80 The children's personal and social development are very well promoted by the staff who are kind and caring and infinitely patient and who work together very well. The adults provide excellent role models for the children; always treating each other, parents and the children with courtesy and respect. The children are constantly encouraged to become socially independent by hanging up their own coats and by collecting and putting away their own equipment. The staff expect the children to put their own aprons on and encourage all the children to manage their own personal hygiene. The very good teaching ensures that the children under five are learning to work, play and co-operate well with other children.

### **Communication, language and literacy**

81 Provision for communication, language and literacy is good. In relation to their attainment on entry, most children make good progress in acquiring speaking, listening, reading and writing skills. Nevertheless, by the end of the reception year only a small minority of children meet the expected standards for communication, language and literacy. Staff in the nursery and in the reception classes take every opportunity to encourage children to communicate, for example leading daily nursery rhyme sessions in the nursery. However, only a few children know any of the words and most have very limited oral communication. Children are encouraged to listen to stories and to predict what will happen next. In the reception classes, children are learning to interact with their teachers but are very silent when working in small groups, playing and working side by side with very little communication.

82 The higher attaining children in the reception classes are beginning to recognise that words and pictures convey meaning in stories and can confidently and carefully handle books. A small number of higher attaining children can already recognise and write initial letters in response to the letter sounds. All children are learning to recognise their own names and many children can produce a recognisable version of their own name, although not with the appropriate use of upper and lower case letters.

83 The quality of teaching is very good in language and literacy in both the nursery and in the reception classes. Teachers makes good use of literacy sessions to raise the children's attainment and progress in speaking and listening, reading and writing because they have a very good understanding of how bilingual children learn to speak English and an enthusiasm which is successfully conveyed to the children. There are high expectations for the children and teachers work hard to ensure that they are all kept busy and little time is wasted. Good use is also made of resources such as the big book *No Lunchbox* to encourage and interest

the children. The teachers use good intonation and clear diction when reading aloud, which provides a very good role model. In both the nursery and reception classes a very good range of practical activities is provided to follow up class discussions.

### **Mathematical development**

84 Provision for mathematical development is good. Children make good progress in comparison to their attainment on entry to the school. Few children are attaining at a level expected for their age because most lack a wide vocabulary and do not know the right word to describe a process. In the nursery, children are learning to discriminate between and name different colours. Nursery staff help children to see the mathematics all around them. For instance, children help the teacher count fruit in the Asda role-play shop.

85 Children in the reception classes are learning to count to three. The higher attaining children can count objects to at least ten and they can match objects one-to-one. They are familiar with number rhymes and songs and enjoy saying and singing them, displaying very good progress when compared to children in the nursery who knew very few words of *Baa Baa Black Sheep*. Teaching is very good. Planning is very detailed and teachers ensure that children have many opportunities to practise their developing mathematical skills in an exciting range of activities. For instance, children in the reception classes are very interested in making shape sandwiches.

86 Teachers and support staff have an enthusiasm and vitality, which ensures that learning is exciting and stimulating for all children which raises attainment and accelerates progress.

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

87 Provision to develop children's knowledge and understanding of the world is very good. Children enter the nursery with very few experiences of the world around them. The staff take every opportunity to extend the children's experiences of the world around them, so that in relation to their prior attainment all children make good progress. Exciting visits and visitors, such as a farm road show complete with ducks, goats and hens, provide children with very good opportunities to touch and talk about animals.

88 Children in the reception class can answer simple questions about their homes and families and are learning to sequence pictures to show how people change from baby to child and then to adult. Sequencing is difficult for many children as their home language Urdu is written from right to left. They use their slowly developing literacy skills with increasing confidence to talk about their observations and to record pictorially what they have discovered. The children show a keen interest in the computer and can use the mouse control with skill and confidence when using simple art programs.

89 Teaching is good. The early years staff skilfully provide a range of opportunities for the children to explore the environment outside the school and also encourage them to talk, draw and paint or model what they discover, using a range of materials.

## **Physical development**

90 The provision for physical development is good. By the age of five many children's attainment is in line with the national targets in their general physical development. They are developing good physical control, mobility and awareness of space. During an outdoor play session in the nursery, the children demonstrated that they have a good awareness of space and other children, and successfully control their body movements when driving the bikes around. Reception children were learning to use the hall safely and are developing good physical control as they follow the teacher's instructions carefully. Fine motor skills are developing well. Children are making good progress using scissors, paintbrushes and crayons. The teaching, which promotes physical development, is good. Staff participate enthusiastically and provide the children with clear, precise instructions so that they know exactly what they have to do. Planning for outdoor activities is excellent and has improved considerably since the last inspection.

## **Creative development**

91 Children receive good opportunities to promote their creative development and by the end of reception, many achieve the expected standards for children in this age group. They can use dry and wet powder paint and other media to represent in two and three dimensions what they see and their paintings are of a good standard. The children enjoy exploring collage for example when drawing self-portraits on paper plates. The quality of teaching is good. In art, music, and in their imaginative play, the children show an increasing ability to use their imagination and to listen and observe carefully.

## **ENGLISH**

92 The results of the 1999 National Curriculum tests at the end of Key Stage 2 show that standards in English are well below the national average. When compared with similar schools, however, they are average. Evidence from the inspection indicates that standards are well below average, with weaknesses in speaking and listening, writing and independent research skills. Attainment over time indicates a steady improvement in standards, with boys outperforming girls in English. Results of the 1999 National Curriculum tests for Key Stage 1 show that standards at the end of Key Stage 1 are well below the national average in reading and very low in writing when compared to the national average. When compared to similar schools, standards are below the national average. Indications from the national test results for 2000 are that standards are continuing to rise. Standards are affected by the high proportion of pupils for whom English is an additional language together with a high percentage of pupils entering and leaving the school during the year. Although standards are well below average, pupils are making satisfactory progress overall, although this is uneven, with accelerated learning taking place for pupils in Year 6.

93 At the time of the previous inspection, attainment was below the national average, with a key issue being to raise standards in English. Steady progress was made in speaking and listening, reading and writing, but there was insufficient focus for pupils with English as an additional language, on the construction of English grammar in speech, the use of tenses and the importance of intonation and expression to make speech more meaningful. Since then, the National Literacy Strategy has been successfully implemented which is contributing to improving standards.

94 Standards in speaking and listening are well below average at the end of both key stages. Many pupils in Key Stage 1 have very limited skills in conversation. They have a limited command of English and do not always respond in sentences. Many listen passively,

and do not participate actively in responding to questions and in discussion. Not all teachers encourage pupils to expand their oral response sufficiently from a single word or phrase to use sentences, to speak aloud to an audience and to engage in group discussion. Although most pupils listen attentively, too often their role in lessons is passive. Many pupils are reluctant to respond orally in discussion. Insufficient attention is given to engaging pupils in more extended conversations, although older pupils sometimes engage in debate and argument, such as the opportunity to debate the environmental issue of recycling in the council chambers. The implementation of the National Literacy Strategy is beginning to have a positive effect, involving pupils more in discussions about texts. However, not enough emphasis is given to negotiating and discussions in groups and oral presentations in plenary sessions, which are often superficial. Many pupils need help to encourage them to expand beyond one-word answers. Pupils with English as an additional language often lack confidence because they do not have an extensive vocabulary and are often unsure about tenses and the correct use of English. In both key stages opportunities for reading aloud from shared texts is helping to improve expression and intonation, enabling pupils to read in a more meaningful way.

95 At the end of both key stages standards in reading are well below average. Higher attaining pupils in Key Stage 1 read accurately although fluency varies, understanding being affected by a limited vocabulary. Most pupils enjoy books and teachers work hard to develop oral language in group reading. Few pupils discuss their reading at length because conversational skills are not extended. Lower attaining pupils recognise few words and letters, relying strongly on picture cues and adult support. Their limited knowledge of English is affecting their ability to apply knowledge of syntax and comprehension to their reading. Discussion is very limited. Most pupils understand terms such as 'author', 'illustrator' and 'title', and enjoy sharing texts during the literacy hour. Higher attaining pupils at the end of Key Stage 2 read fluently and with reasonable expression. They are able to discuss their reading preferences and talk about their favourite authors. Average pupils do not have a wide range of strategies to help them establish meaning and self-correct words that they have not understood. The majority of the lower attaining pupils are not aware of errors and have limited strategies for reading unfamiliar words. Most pupils use dictionaries confidently because teachers consistently reinforce these skills. However, library and research skills are weak. The unsatisfactory library provision does not contribute to the development of such skills. This has an adverse effect on pupils' personal development. Few pupils read regularly to an adult at home.

96 Standards in writing are well below average at the end of both key stages, but efforts made to address this are having a positive effect. The National Literacy Strategy is having a positive effect on standards at both key stages. Pupils write for an increasing range of purposes and audiences and teachers present interesting and purposeful tasks. These include letters, stories, notices and labelling in Key Stage 1. At Key Stage 2 pupils write formal and informal letters, reports, stories, poetry, play scripts and persuasive writing such as whether school uniform should be worn. Many pupils lack the skills required to express opinions clearly and choice of vocabulary is also limited. By the end of Key Stage 1 high attaining pupils write independently and are able to organise their writing. Many pupils use capital letters and full stops correctly but inconsistently. Handwriting is not joined and presentational skills are not secure for a significant minority of pupils. By the end of Key Stage 2 the majority of pupils present work reasonably neatly, using a joined style and taking pride in their work. Higher attaining pupils show a good understanding of the different purposes for writing and organise their writing thoughtfully with increasing choice of adjectives in their descriptive writing. Weaknesses remain in the use of standard English. Many pupils have difficulty with the use of tenses and a significant minority do not spell with accuracy. They have a good understanding of the purpose of re-drafting writing, and many are developing skills such as note-taking to good effect. Additional time provided for extended



writing is having a positive effect on improving standards, particularly for older pupils in Key Stage 2.

97 Pupils with special educational needs are very well supported and make good progress towards their targets in individual education plans. Those pupils for whom English is an additional language make satisfactory progress but insufficient emphasis is given to oral skills in order to improve expression and help pupils to construct sentences correctly and to understand the correct tense. This was an issue in the previous inspection.

98 Teaching is satisfactory with good teaching observed in both key stages. It is particularly good at the end of Key Stage 2, resulting in accelerated learning for many of these pupils. Pupils are well motivated because most teachers present tasks clearly in an interesting way. Teachers are confident in their understanding of the literacy hour and most use time effectively covering a good amount of work in lessons. They enjoy good relationships with pupils, using praise effectively to build confidence and encourage pride in work. The best teaching presents pupils with challenging tasks and well-chosen texts capture their imagination, resulting in sustained effort, concentration and good gains in learning. In a Year 6 higher attaining group, pupils shared eagerly in the text of *The Diary of Anne Frank*. Effective questioning by the teacher extended their knowledge and understanding of vocabulary and promoted deeper thinking. Pupils attempted new vocabulary in guided reading because they felt confident to do so. The plenary session was used effectively to reinforce pupils' understanding of 'biography' and 'autobiography'. The good use made of information and communication technology to identify nouns, verbs and adjectives increased pupils' understanding of grammar and developed their ability to use skills such as highlighting, using the computer. Skills in information and communication technology to support English were less apparent in many other lessons. Where teaching is weaker a lack of clear learning objectives fails to identify what is to be learned. Overlong introductions to some lessons leave too little time for pupils to engage in written tasks.

99 Both subject co-ordinators have a secure understanding of English and know what needs to be done to improve standards. They provide sound support to teachers. Very good assessment strategies are securely in place. Careful analysis of data from national tests and other information is used very well to inform planning and to ensure teachers have a clear understanding of what pupils know and can do, and the progress they are making. As a result of assessments clear targets are set, for both individuals and classes, incorporating weaknesses highlighted through assessments. These are helping to raise standards. In some classes targets are indicated in work-books but this is inconsistent. The standard of marking varies. In the best marking, pupils receive positive encouragement and indications about how they might improve their work. In many subjects across the curriculum teachers focus on specific vocabulary to support literacy. This is helping to extend pupils' understanding of English. The good resources for the literacy hour contribute effectively to its success.

100 Library provision is unsatisfactory. Its cramped, corridor position and lack of space to work make it difficult for pupils to access, particularly Year 6 pupils who are not based at the main school. As a result, library skills and independent research skills are weak. This is compounded by the lack of books at home and lack of reading support for many pupils. Very good procedures are in place for monitoring pupils' learning which are contributing to the steady improvement in standards. The staff have worked hard to address issues raised in the previous inspection.

## **MATHEMATICS**

101 In the previous inspection report it was stated that standards of attainment in mathematics were below the national average and progress was generally satisfactory. Results in the national tests for 1999 showed that standards of attainment at Key Stage 1 were very low in comparison with the national average and well below average at Key Stage 2. When compared with similar schools attainment at Key Stage 2 was broadly in line with the average but was well below at Key Stage 1. Since the previous inspection the trend in attainment, whilst remaining very low in comparison with the national average, has steadily improved. The present inspection evidence shows that attainment in mathematics is well below the national average for both key stages but that the school has made good improvement as a consequence of the strategies it has introduced. It is anticipated that the development seen across the school will result in levels continuing to rise in the future.

102 At Key Stage 1 Year 1 pupils are able to read and write numbers but have difficulty adding one to a given number. Some are able to solve number problems and use recalled addition and subtraction facts. More able pupils can add two to a dice throw and recognise the properties of three-dimensional shapes. For some children, whilst they are able to count, they need help in forming their numbers and are not able to match them accurately to cubes. Year 2 pupils can complete number lines and, in the case of the more able, complete number squares, counting forwards and backwards in tens. They can use addition and subtraction facts up to ten and use that knowledge in money problems. They are beginning to carry out two step problems and use digital time. Several children can form two digit numbers but not place them correctly in order. Whilst they can count in tens, adding in twos and fives is less secure. One teacher correctly emphasised vocabulary in her lesson and the children responded with a range of terms for addition and subtraction. They still find difficulty with terms such as 'less than' and 'difference'.

103 At Key Stage 2 the higher attaining pupils in Year 3 can carry out addition tasks with two, and in some instances three digit numbers, estimate and confirm by measuring and know about right angles and turns. Most children recognise that addition can be carried out in any order but mistakes are made because place value is not fully understood. They are able to partition numbers. When counting on, less able pupils need support for adding in twos. Year 4 pupils know number bonds in twos, fives and tens to one hundred and choose the right operation when carrying out a real life problem. In tasks using money they are able to add two amounts together but do not consistently find the correct change from a given amount. Scrutiny of their work shows they have difficulty with multiplication and division and for the less able particularly with all problems involving language. Year 5 pupils are developing written and short methods for multiplication. For a number, lack of knowledge of tables means a severe problem in completing the work without access to wall displays or their books. The more able understand equivalent fractions, multiples of numbers, can measure angles, weight and capacity and are beginning to use inverse operations in the solution of problems. More able pupils in Year 6 can multiply three digit numbers by two digit numbers and round up as a strategy for multiplication. They are learning the importance of identifying the essential information in a problem. They have secure understanding of place value, work in decimal notation, can calculate area and perimeters and interpret line graphs. Other pupils know their 7, 8 and 9 times tables well, enabling them to identify factors and multiples in numbers. For several pupils, the use of mathematical language remains a problem, particularly when finding verbal examples for given sums or explaining the processes. Less able pupils have difficulty in the basic understanding of place value, ordering numbers, and mental recall for doubling and halving is limited.

104 Achievement in mathematics is satisfactory across both key stages. The school's introduction of the National Numeracy Strategy and the detailed planning of lessons, including the use of focus time have been effective in ensuring pupils' progress in mathematics is consistent. The introduction of ability groupings for mathematics in Year 6 is having an

accelerated effect on learning. Working in five groups enables teachers to match work very closely to the needs of the pupils and give closer attention to individual strengths and weaknesses. The analysis of national tests and other testing in the school, including half-termly assessments, has strengthened curriculum provision. The use of class and individual targets has encouraged learning and progress in mathematics. Pupils are consolidating their mental skills in terms of speed and familiarity with the four operations and are being encouraged to use the correct terminology and vocabulary. Focus sessions emphasise and reinforce the key elements of each unit so the recall of number facts, vocabulary, use of strategies for problem solving and multiplication skills are developed. Despite these efforts, these elements of pupils' mathematical knowledge and understanding remain insecure. There has been a steady growth in their understanding of shape and measures, angles and data handling which were criticised in the previous inspection.

105 The quality of teaching in mathematics is good, with instances of very good and satisfactory teaching and this reflects an improvement over the previous inspection. Teachers have secure subject knowledge and build on pupils' experience with activities that are well matched to their previous attainment. Criticisms in the previous inspection that activities that extended children were not planned have been answered. Different levels of work are provided in lessons and teachers have realistic expectations of what pupils can achieve. In most classrooms lesson objectives are shared with the children and written in their books, but some objectives are too broad and imprecise for all the aspects covered by whole-class or group learning. Lessons are well organised and managed, with teachers sensitive to individual children and their needs. Several teachers emphasise the teaching of basic skills well and make good use of subject specific vocabulary. The best teachers use questioning well to target children, assess their understanding and make them explain their reasoning, especially when interpreting problems. Resources including white boards, number squares and games are used effectively and where support staff are present in classrooms they are well briefed and used to good effect. The computer was only observed in use in one classroom where Year 6 pupils worked with a support assistant on a multiplication program. Ongoing assessment is good with good reference made to previous learning, adjustments made to teaching methods and reliable pictures of children's understanding established. Better use could be made of the plenary session and there is a need to reinforce points more strongly and intervene in group work to check on progress and understanding in some lessons. Teachers' marking at its best is typified by informative or helpful comments identifying where children have problems. All give correct emphasis on standards of presentation for pupils' work.

106 As the previous inspection reported, the pupils' response to mathematics is good throughout the school. They are interested in all aspects of the subject, sustain concentration and work with purpose on their tasks. Pupils want to learn and are motivated to participate. Sometimes they don't always listen carefully to instructions and can be quick to tackle problems without having read each element of the task correctly. They work well in pairs sharing ideas and resources. If there is any noise it is generated through interest and involvement with the experiences.

107 The school policy and guidelines are built around the National Numeracy Strategy that acts as the main core of the scheme, and together with the detailed phase and year group planning, ensures consistent learning from year to year. This is supported by the comprehensive assessment and record keeping of pupils' progress and achievement. This is an improvement on the previous inspection. Staff with expertise in mathematics have been deployed across the school and are adding to the progress in learning of their pupils. Monitoring of planning and classroom delivery is strengthening good practice in classrooms. Resources for mathematics are good and are effectively used. Both co-ordinators give good

leadership and are enthusiastic for mathematics. They understand fully how to take the subject forward and the steps needed to raise standards.

## **SCIENCE**

108 Results of the 1999 teacher assessments showed that standards in science at the end of Key Stage 1 were well below the national average. The national tests in 1999 at the end of Key Stage 2 also showed standards to be well below the national average and below average for similar schools. Year 2000 national test results showed a significant improvement at the end of Key Stage 2 with 28 per cent more pupils achieving at or above the expected Level 4. There was also a significant increase of 19 per cent of pupils achieving the higher Level 5 in 2000. Comparative national data were not available at the time of the inspection. Boys' achievement was slightly better than the girls. Evidence from inspection indicates that current standards are well below average in Key Stage 1 and below average at Key Stage 2.

109 Since the last inspection there has been a good improvement in planning for science lessons. Both key stage co-ordinators have worked together closely to produce a detailed programme of study and scheme of work which ensures that all pupils cover the required curriculum. The planned programme enables pupils to build on what they have learned previously. It provides opportunities to revisit topics at appropriate intervals to reinforce earlier learning. The work presented is now more closely matched to pupils' individual ability levels, with suitable challenge for more able pupils. There is much less reliance on commercially produced worksheets. Use of information and communication technology in science has not improved.

110 Teaching of science is good in both key stages. In Key Stage 1, teachers plan the lessons carefully to include as many practical activities and demonstrations as possible. Teachers make lessons interesting and relevant so that pupils listen and concentrate well. Many pupils have very limited language skills and very limited life experiences. Teachers and classroom assistants use skilful questioning techniques to develop pupils' speaking and thinking skills. In this way pupils begin to understand the concepts being taught. In Year 2, as part of a topic on forces, pupils run toy cars over different surfaces to see what effect each texture has on the distance travelled. Pupils compare the distances travelled across a table with the distances travelled when letting the cars run down a slope. Pupils are excited by the differences observed. They learn new words associated with pushes and pulls, distances, materials and textures. Teachers encourage pupils to measure distances, practising counting and number recognition on a ruler. Pupils have difficulty using the language and grasping the concept of fair testing. Although attainment is well below that expected for their age, pupils make satisfactory progress through the key stage.

111 At Key Stage 2, teaching is often good and very good in Year 6. Pupils in Year 6 are taught in ability groups so the work is more closely matched to their ability levels. Work for lower ability sets is very practical and includes a lot of discussion. Pupils gain confidence in explaining their observations orally, but many have great difficulty recording it in writing. In the topic on teeth, lower attaining pupils understand the function of different teeth and the relationship between diet and the teeth of different animals. The very skilful teaching of this group leads pupils to develop their understanding beyond that planned for them. When the differences between the teeth of carnivores and herbivores, and the reasons for them, had been grasped, a pupil asked about animals that eat both plants and meat. When this was explained another pupil asked about human vegetarians. Pupils in the middle group used disclosing tablets to appreciate the need for good dental hygiene to combat tooth decay. More able pupils learned all the different sugars, then checked a wide range of food product labels. Pupils were amazed at the amount of sugar they consume unknowingly. These pupils record

their findings in different ways, using tables, graphs and reports, in line with the expected level for their age.

112 In Year 4, teachers have some difficulty when teaching pupils how to set up a fair test. Pupils try to devise a test to find the optimum conditions needed for seed germination. Teachers are confusing seed germination with plant growth. These require different conditions but the school scheme of work does make a clear distinction between them. Many pupils are still unsure how to achieve a fair test by having only one variable. They are not yet confident in planning the test or how and when observations should be made, or how to record their observations so that a conclusion can be drawn. With different groups within the class undertaking different investigations at the same time, pupils become further confused.

113 The science co-ordinators, in addition to producing the very good scheme of work in use, are well aware of changes required by Curriculum 2000. The current scheme is being reviewed and amended. A very good assessment procedure is already in use. At the end of each topic, teachers assess, through the work undertaken, how well pupils have understood what has been taught. This is recorded on a class record sheet. The records are passed to the next teacher. The assessments are used to inform future lesson planning, to set targets for individual pupils and to set class targets in science. A new individual pupil record sheet is ready for implementation to record pupils' progress in scientific enquiry skills. Assessment procedures and the scheme of work are contributing to raising standards. Ability groupings in Year 6 are also having a significant impact in raising standards. Extra time allocation to science in Year 6, and the regular use of revision materials, has helped more pupils reach the expected levels of attainment.

114 Literacy skills, both oral and written, are developed well in science throughout the school. Numeracy skills of measuring and graphs are practised when recording and interpreting data. Resources for practical work are good. They are stored efficiently, making it easy for teachers to retrieve them. There is insufficient use of information and communication technology to research and record investigations. More resources for measuring sensory inputs are needed.

## **ART AND DESIGN**

115 At the time of the previous inspection, standards were average at the end of both key stages and satisfactory progress was made throughout the school. Within the context of a reduced curriculum in art and design, standards have been maintained and are in line with expectations at the end of both key stages. All pupils make satisfactory progress, including those with special educational needs and those for whom English is an additional language. Pupils develop techniques in the use of pencil, pastels, charcoal and paint and use paper, card and fabric to produce a variety of work in two and three-dimensions, although evidence of three-dimensional work is limited. Pupils in Year 1 paint self-portraits and use paper to make a colour collage. In Year 2, colour-mixing techniques are reinforced and pupils are introduced to prints by Mondrian. There are good links to literacy as pupils design book covers and extend their artistic vocabulary of colour. Bold friezes such as *The Lion and the Mouse* demonstrate sound skills in printing, painting and collage.

116 In Key Stage 2, pupils in Year 3 use a variety of drawing tools, including pencils and charcoal to create different tones and lines building effectively on previous experiments in sketchbooks. The well-planned lessons and variety of resources, together with careful explanations by the teacher extend pupils' understanding of drawing techniques and the different effects of shading.

117 Pupils in Year 4 explore techniques used by artists to represent animal coverings. For example, having looked at *The Hare* by Diver and *The Sleeping Cats* by Fonjita, they experiment in sketchbooks using various drawing implements, to represent fur. Although some pupils produce imaginative work, a significant minority resort to 'colouring in', forgetting the use of shading techniques. Pupils in Year 5 study the work of Van Gogh and Cezanne as they consolidate colour-mixing techniques. The majority mix and blend cool and warm shades with reasonable competence as a result of the teacher's careful teaching of basic skills and sound management of the lesson. Year 6 pupils study artists such as William Morris linked to topic work on the Victorians. By the time they are eleven, the majority have developed sound skills in observational drawing and increasing knowledge and understanding of the visual and tactile elements of colour, pattern, texture, line and tone. Limited attention is given to the roles and purposes of designers working in different times and cultures and three-dimensional work and work with textiles is relatively limited.

118 Attitudes to art are positive. Most pupils work with reasonable care, and with enthusiasm and enjoyment. The majority share resources well and help each other. The experiences gained in art contribute effectively to pupils' personal development. Although no teaching was observed in Key Stage 1, work seen indicates satisfactory teaching. In Key Stage 2 teaching is also satisfactory, with good teaching seen on occasions. Most teachers have a sound understanding of the subject and present tasks imaginatively which motivates pupils to learn. Lessons are usually carefully planned and resources well prepared, but overlong introductions limit the time for practical involvement of pupils in some lessons. Pupils respond well to teachers' high expectations for good behaviour. Sometimes tasks are not sufficiently demanding for the higher attaining pupils and this limits the progress that they make. Basic skills and techniques are carefully introduced and systematically developed enabling pupils to build on previous learning. The good focus on artistic vocabulary in most lessons contributes effectively to pupils' developing literacy skills. Insufficient emphasis is placed on selecting appropriate resources at times. For example, older Key Stage 2 pupils do not select appropriate brushes, these are given out by the teacher. This does not encourage initiative or enable pupils to make decisions for themselves. Plenary sessions are sometimes superficial. They do not develop skills in critical awareness and self-evaluation, enabling pupils to know how they can improve.

119 Since the previous inspection the co-ordinator has begun to develop a scheme of work. A policy has been produced but is currently in draft form. Both of these documents have yet to take account of the revised curriculum. Resources have been improved and these are well organised. The previous inspection was critical of the lack of assessment opportunities. This remains outstanding. The development of art is hampered by the fact that the co-ordinator has only limited opportunities to provide guidance and support through monitoring. She is aware of the need to address changes outlined in the revised curriculum, particularly with reference to the broader requirements of art and design.

120 Visits to museums such as the Birmingham Museum and Art Gallery, make a positive contribution to learning and enhance the curriculum offered. The three-dimensional time-line, a result of an artist's input, is a source of interest for pupils and is an example of effective links between art and history.

## **DESIGN AND TECHNOLOGY**

121 There is insufficient evidence to make a secure judgement on standards in either key stage. The co-ordinator has a portfolio of examples of work produced during the previous year. This is mainly photographic evidence, consisting of limited examples from each year group. This evidence suggests that pupils make satisfactory progress through the school. Model toys incorporating cams produced by Year 6 pupils are in line with national

expectations. In the one Year 6 lesson observed, pupils were engaged in a similar task. The teacher gave clear instructions and circulated well among pupils so that they co-operated well to make the necessary parts and then assemble the models. Pupils followed instructions well and used tools safely to cut materials accurately. They showed lively interest and care in producing good working models.

122 It was possible to observe only two lessons during the inspection which is insufficient evidence to make a secure judgement on teaching through the school. Teaching in these lessons was at least satisfactory.

123 Design and technology is led by a very capable co-ordinator who has a good grasp of the subject. She has produced a very good scheme of work with helpful suggestions, guidance and support for teachers. She is aware of the amendments needed to meet changes in Curriculum 2000. The co-ordinator is drafting an individual pupil skills development record sheet to monitor progress and achievement.

124 The school has a good stock of materials, tools and equipment that are well organised and stored for easy access by teachers. There is a lack of appropriate facilities for food technology. Inadequate use is made of information and communication technology for design and evaluation by pupils.

## **GEOGRAPHY**

125 In the previous inspection report, standards and progress in geography were found to be satisfactory at both key stages. Because it was only possible to observe a limited number of lessons reliable judgements can not be made on present attainment levels. Scrutiny of pupils' work from the previous year, display evidence and examination of teachers' planning and portfolios indicate that achievement in geography across the key stages is satisfactory. Evidence from the work showed a variety of themes being explored. Pupils' understanding is built on a range of experiences, including fieldwork at different levels that moves the pupils from local to wider and contrasting environments.

126 Pupils in Year 1 can identify objects and locate them in their homes and observe features in the local street. They are able to produce maps showing the location of the school and describe the immediate local area. They can name people who help and describe a visit to the farm. Older children can provide instructions and routes for a visit to the local park. Several have good local knowledge and use appropriate geographical vocabulary. In the previous summer term Year 2 pupils had compared a rural area with their local environment and could show the differences.

127 At Key Stage 2, Year 3 pupils are beginning to develop keys to identify buildings and use of space. As part of their work in Year 3, present Year 4 children had carried out surveys of the local area, observed weather patterns and made comparisons across the world. By the end of the key stage pupils can produce graphs of the change in numbers of the population in a rural area, use aerial photographs and understand the climate, flora and fauna of the rainforests. The present Year 6 pupils have undertaken some very imaginative and exciting work on river systems, plotting the course of the local river and investigating practically transportation and deposition. They have also focused on the physical and human differences between two contrasting areas in the Midlands.

128 Pupils enjoy geography lessons especially when practical mapping skills are being developed. They are keen to learn and respond confidently when describing where they live or visit. They support each other when working co-operatively and are eager to show one

another how successful they are at locating places. In one lesson they especially liked the challenge of another group setting the task for them.

129 As the previous inspection found, teaching is satisfactory. Teachers work from a sound knowledge base, planning their lessons carefully and making lesson objectives clear to pupils. Lessons are invariably well managed but sometimes teaching methods need to be adjusted so learning is more efficient, with pupils being placed on task more quickly and greater challenge given.

130 The school has a well developed policy which has been updated to meet the new National Curriculum changes and meets the criticisms of the previous inspection. A portfolio of evidence based on teachers' assessment of above, average and below average work is in place and a format for recording knowledge and understanding in geography has been developed. Very strong cross-curricular links are made with subjects such as information and communication technology, mathematics, literacy and science. The school has developed links with an environmental agency so children can explore green issues and carry out site work as part of the citizenship programme. Resources are satisfactory and good use is made of the school grounds and local environment.

## **HISTORY**

131 Pupils make satisfactory progress and attain standards at age seven and eleven that are in line with national expectations. Younger pupils are beginning to understand changes, for example they know that many things are different today from what they were long ago, especially transport, homes and toys. Year 1 pupils learn about Guy Fawkes and the origins of Bonfire Night and begin to develop a sense of chronology. Year 2 pupils build on this knowledge to learn how homes and buildings have changed through the ages.

132 Pupils in Key Stage 2 develop their knowledge and understanding of historical events and periods by learning about the Ancient Greeks, the Romans and the Tudors. Pupils in Year 6 learn about Victorian Birmingham and the history of the Indus Valley. Pupils use photographs, books and artefacts effectively to compare the past with the present. Year 6 pupils are using a sufficiently wide range of sources for research purposes and they are developing an understanding of how to interpret and record historical evidence. This was evident when they 'brainstormed' life in Victorian times. Pupils make good use of the Internet to gather photographs and illustrations for historical research.

133 Provision is appropriately supported with visitors and visits to places of historical interest. For instance, pupils visit Aston Hall to learn that life was harder for many people years ago because of the absence of labour saving devices. Year 6 pupils visit the Birmingham Jewellery Quarter and work scrutiny shows that they put their new knowledge to good use when they write detailed accounts of life in Victorian Birmingham.

134 History has improved since the previous report with the implementation of a new policy and scheme of work, which ensures that the pupils' historical understanding, is developed very effectively. Additional artefacts and books have also been purchased to aid historical research.

135 The quality of teaching and learning that was observed was good. Teachers showed good subject knowledge and provided good opportunities for pupils to work together. For example, pupils in Year 5 were asked to discuss photographs of British life in the 1930s and to draw conclusions, thereby illustrating the difficulties in ensuring reliability from historical sources. There are good opportunities for pupils to strengthen their skills in literacy. Pupils in Year 6 were asked to write five full sentences detailing exactly what they wanted to find out about the Victorians.



136 There is an appropriately qualified and enthusiastic subject co-ordinator. There is now a policy and scheme of work, which is an improvement since the last inspection. However, the co-ordinator has insufficient opportunity to monitor the effect of developments on teaching and learning in lessons. Resources have been improved since the last inspection and are satisfactory.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

137 Only a limited number of information and communication technology lessons were observed during the inspection and there is insufficient evidence to make an accurate judgement about pupils' attainment and progress. The previous inspection found that pupils' progress slowed by the end of Key Stage 2 because of inadequate access to resources and classroom organisation. This situation has improved significantly as resources have improved, the curriculum is now delivered more effectively and teachers' knowledge and understanding of the subject has improved through in-service training.

138 In the three lessons observed the quality of teaching was good overall. Year 1 pupils discussed different examples of how computers contributed to our lives, for example, in banks, supermarkets and with electronic games. Although the class were well managed and the majority of pupils showed an interest in the discussion, because of the pupils' restricted language skills and their limited out-of-school experiences, contributions to the debate were somewhat restrained. Although behaviour was very good, a number of pupils sat passively through the debate and their contributions were negligible. It was clear in this lesson that a significant number of pupils did not have access to computers out of school. Year 2 pupils participated in teacher-led whole-class sessions to improve their familiarity with the computer keyboard. In two good lessons the work was well presented by the teachers and linked to the pupils' work in their literacy lessons by using the 'big book' and the class 'poem of the week'. In both lessons the teachers made very good references to subject-specific vocabulary and continually reinforced these words and their meaning with the pupils. Although the lessons were short, time was used well to emphasis teaching points and the pupils were well prepared for working on the class computer in pairs. In all of the lessons observed there was a good positive atmosphere and pupils were fully engaged in listening to their teachers' explanations and questions. However, given that the pupils had access to only one computer for these activities it was going to take some time for the whole class to complete their exercise on the computer. This impacts on effective learning.

139 During the inspection there were some good examples of information and communication technology supporting other areas of the curriculum. Year 6 pupils used the computer to identify nouns, verbs and adjectives and a small group of Year 5 pupils found an *Alice in Wonderland* website on the Internet as part of their literacy work. Again in Year 6, a classroom support assistant worked with pupils at the computer improving and reinforcing their understanding of multiplication and pupils in reception used a simple art program to develop their mouse skills. However, in a number of lessons observed, information and communication technology did not support the curriculum, for example in science. Although some Year 5 pupils had worked on the Internet, other pupils had not worked on a computer since the beginning of term.

140 The subject is well managed by the co-ordinator who has good subject knowledge and is driving the subject forward so that it develops further. The school has a good policy and scheme of work that is being currently reviewed to consider the implications of the new National Curriculum. However, although resources are satisfactory and will improve further under the current budget, because of the split site and cramped accommodation the resources are not easy to manage. Although Year 6 and 5 pupils have access to mini

computer suites, the younger pupils, particularly those in Key Stage 1, only have access to one computer in their classrooms. The school has suffered from theft in the past and this has left some classes without any access to a computer. The school also uses the good computer suite in the Pinder House community education centre; however, at the time of the inspection this access had not been timetabled. Given the limited time that is available for Key Stage 1 pupils with computers, the school may need to consider providing them with time at Pinder House. Assessment procedures are good, with pupils monitoring and recording their own progress with the class teacher. These individual records can provide good information about pupils' knowledge and understanding of the subject, however, not all of the records are dated. The school provides good opportunities for pupils to work at the subject outside school hours and this is good practice.

## **MUSIC**

141 No lessons were observed at Key Stage 2, and only one lesson was seen at Key Stage 1. Pupils' singing was heard at school assemblies but there was insufficient evidence to make a judgement about pupils' attainment. Pupils develop their listening skills and discuss the feelings evoked by an evocative piece of music. They portray their own interpretation of the music through artwork. They recognise that different instruments make different sounds, and appreciate that contrasting dynamics are used to convey different moods. Pupils make satisfactory progress across the key stages and this is an improvement on the previous inspection findings.

142 Pupils of all ages have plenty of opportunity to appreciate music during school assemblies and appropriate music is used well to create a suitable atmosphere for collective worship. Pupils regularly enter and leave assemblies to a variety of recorded music. The composer and the title of the music are displayed at the front of the hall, and opportunities are taken to discuss the music during assemblies. Pupils sing a wide variety of modern worship songs enthusiastically and with good diction, accurate rhythms and some variation in dynamics. Worship songs at whole-school assemblies are chosen very carefully so that even the youngest children can join in the actions enthusiastically.

143 Insufficient teaching was seen to judge the overall quality of teaching. In the lesson, assemblies and hymn practices observed, teachers' knowledge and understanding are generally sound, though individual teachers' musical expertise varies greatly. Teachers plan their work carefully, and individual lessons have sound learning objectives. Teachers use a variety of teaching methods, and make satisfactory use of a range of tuned and untuned percussion instruments. Pupils are well managed, and effective use is made of day-to-day assessment to evaluate pupils' work and to improve standards.

144 The music co-ordinator provides sound leadership of the subject. The policy document and scheme of work are in the process of being updated to meet the needs of Curriculum 2000 and ideas have been discussed with the music adviser for the local education authority. The scheme of work helps pupils to develop musical skills in a logical progression. No formal assessment of musical skills takes place, and little use is made of information and communication technology to assist the teaching of music.

145 The school has a good range of percussion and other instruments, including a number of instruments from other cultures. These are easily accessible. No visiting instrumentalists perform in school but the school has developed good links with the City of Birmingham Symphony Orchestra through participation in 'Sounds like Fun' at the Symphony Hall. Pupils sing at school concerts and carol services and the school choir rehearses enthusiastically after school.

## PHYSICAL EDUCATION

146 Standards are in line with national expectations for most aspects of physical education at the end of both key stages. The exception to this is in swimming where the majority of pupils are unable to swim unaided for a sustained period of time over a distance of 25 metres. Pupils make satisfactory progress through the school, including those with special educational needs and pupils who use English as an additional language. The good practice identified at the previous inspection has been maintained.

147 Pupils make good progress in their physical development while they are in the nursery and reception classes and by the time they begin Key Stage 1 pupils' attainment is in line with that expected nationally. Much of this is due to the good provision made during the Foundation Stage. Planning for lessons in Key Stage 1 is good, making clear what is intended that the pupils should learn. This enables teachers to build well on the good work that has been undertaken earlier. In Key Stage 2, Year 3 pupils show appropriate co-ordination and control as they explore the theme of 'balance' in educational gymnastics. Year 5 pupils develop their passing and receiving skills as they throw and catch large balls as part of the developing work in passing, defending and marking in netball. In Year 6, pupils demonstrate precision and control as they pass and receive a ball using hockey skills. They talk confidently about the effects of exercise on their bodies and work safely together. The older pupils have been provided with good outdoor and adventurous activities that have included orienteering, skiing and climbing. Pupils from Year 1 through to Year 5 attend swimming lessons at the local leisure centre. Given that for many pupils in the school this is the only time that they ever visit a swimming pool, it is a valuable experience, but also explains why many pupils do not achieve the required swimming distance by the end of Key Stage 2.

148 The quality of teaching is good and many pupils learn effectively. During the inspection some very good teaching was also observed. Lessons are well planned and any health and safety issues are considered. Teachers have an appropriate subject knowledge and lessons have a good structure which includes opportunities for pupils to warm up and cool down. Many of the warm-ups are good and prepare pupils well for their main activities. For example, a Year 3 gymnastics lesson contained a good balance between running and stretching. Occasionally the momentum of a lesson is lost when teachers spend too much time on instructions or asking questions. Very good teaching is characterised by very good pace, good use of time and continual activity. There are high expectations of what pupils can do and achieve. In a very good Year 6 games lesson, the physical effort maintained by all pupils, particularly in the very active warm-up session, was exceptional. They clearly understood what was expected of them and remained on task and active. The pupils' attitudes and behaviour towards physical education are good. A grounds maintenance team cutting the grass, continually interrupted a Year 5 games lesson, but the pupils worked hard at their activities and listened carefully to the classteacher.

149 The subject is very well managed by the co-ordinator. She is enthusiastic, has a good subject knowledge and has written a good scheme of work. The changes required by the new National Curriculum have been identified and will be implemented. The scheme of work ensures good development of the subject through the school. This was a strength at the time of the previous inspection and has been developed even further. Pupils are provided with competitive sport through inter-house competitions; for example, in netball and football, they compete in district athletics and there is a school sports day. Extra-curricular activities include boys' and girls' football and athletics in the summer term. The pupils enjoy and appreciate these opportunities. Although resources are satisfactory overall there are some limitations which are generally well managed by the school. The school hall on the main site is small and is also used as a dining room. This restricts the space available for lessons

such as gymnastics and storing large apparatus. Time can be wasted in lessons with pupils having to queue, for example, when getting out mats. Because the hall is being constantly used, lessons outside that are cancelled because of bad weather cannot be transferred indoors. This is possible at the Year 6 annex, but again, the hall is very small and space is restricted. The outside hard areas at the main school are uneven and the field available for Year 6 is often waterlogged.

## **RELIGIOUS EDUCATION**

150 By the end of both key stages attainment in religious education matches the requirements of the locally agreed syllabus. Standards have risen since the previous inspection. The pupils make good progress, including those with special educational needs and pupils who use English as an additional language.

151 By the time they are seven, pupils gain a satisfactory knowledge of the festivals and traditions of Christianity, Islam, Sikhism and Hinduism. They understand why Christians celebrate Christmas and Easter. They recount events such as the story of Guru Gobind Singh and the water carrier and the celebrations of Baisakhi and Diwali. They understand that Jesus was a good and special person. They relate well to their classmates and talk thoughtfully about 'My own special place'. They consider the courage of Joan of Arc and of Queen Esther and relate this to the courage needed to stand up to racism in their own lives.

152 By the time they are eleven, pupils consider the courage needed for commitment to a principle, or a belief, in greater depth. They are familiar with the main features and traditions of all the major world faiths. Younger pupils in Key Stage 2 study rules, prayers, and the ideals of Martin Luther King and Gandhi. They consider bereavement and sorrow and write bereavement cards to Mole about the death of Badger. By Year 5 pupils extend their knowledge of other faiths to include Judaism and study of the Torah.

153 The quality of teaching is good at both key stages. Teachers plan lessons thoroughly and share the aims of the lesson with pupils so that they know what they are expected to learn. Teachers' secure knowledge and understanding of the subject enables them to provide pupils with valuable opportunities to gain insights into religious and moral values, feelings and traditions. Teachers' strong control and good relationships with pupils create a calm atmosphere of quiet, reflective learning. In a Year 6 lesson, for example, positive teaching with thoughtful moral and spiritual content led pupils to gain considerably in their understanding of the concept of commitment. Teachers give positive support to pupils as they work at their tasks, encouraging them to put forward their own ideas and opinions, which are treated with respect and clearly valued.

154 Leadership in the subject is good. The co-ordinator has a clear over-view of the curriculum and has planned it carefully so that pupils progress steadily through the age groups. She has recently introduced the idea of more pupil participation in lessons through activities that involve them in their own learning. Where teachers have felt confident to experiment with these ideas learning is moving forward at a good pace. The school is part of the Small Heath consortium of schools for religious education and this is clearly beneficial in promoting new ideas to challenge learning. The introduction of Life Skills into the curriculum is very supportive of religious education and complements pupils' learning very effectively. The co-ordinator is working to improve resources for learning in religious education but the supply of reference books in order that older pupils may develop their research skills is inadequate for needs. There is a strong moral and spiritual content throughout the locally agreed syllabus and religious education makes a significant contribution to the school's promotion of pupils' spiritual, moral, social and cultural development. The school has improved the quality of provision since the last inspection report.

