

INSPECTION REPORT

HALL GREEN INFANT SCHOOL

Birmingham

LEA area: Birmingham

Unique reference number: 103210

Headteacher: Mrs J Lates

Reporting inspector: Mrs A Dawson
11608

Dates of inspection: 11 – 15 September 2000

Inspection number: 224248

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Community
Age range of pupils:	3 - 7
Gender of pupils:	Mixed
School address:	Petersfield Road Hall Green Birmingham West Midlands
Postcode:	B28 0AR
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Appropriate authority:	Governing body
Name of chair of governors:	Mrs J Davies
Date of previous inspection:	8 – 10 July 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Anna Dawson 11608	Registered inspector	Mathematics; art and design; religious education; the foundation stage.	The characteristics and effectiveness of the school; the school's results and pupils' achievements; key issues for action; teaching; leadership and management;
Mary le Mage 9348	Lay inspector		Pupils' attitudes, values and personal development; partnership with parents and carers; pupils' welfare, health and safety.
Alan Hardwicke 14991	Team inspector	Science; information and communication technology; design and technology; geography; equal opportunities.	Quality and range of opportunities for learning.
Therese Kenna 30205	Team inspector	English; history; music; physical education; special educational needs.	
Surdarshan Abrol 27718	Team inspector	English as an additional language.	

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PART A: SUMMARY OF THE REPORT INFORMATION ABOUT THE SCHOOL

The school is larger than most other infant schools. It is a community school. Most pupils have experience of nursery or playgroup provision and enter the school in the year they become five. Attainment on entry is broadly average. There are 52 part time-pupils in the nursery and 267 in the main school; of these 164 are girls and 155 are boys. 2.5 per cent of pupils are on the register for special educational needs including 2 pupils with statements of special educational need, which is below the national average of 20 per cent. Thirty four per cent of pupils speak English as an additional language, which is very high compared to the national average. The percentage of pupils who are eligible for free school meals is six per cent, which is below average. The national average is 20 per cent. The characteristics of the school are broadly similar to those previously reported in 1996 except that the number of pupils who speak English as an additional language has increased this year from one third to approximately one half of the new entrants. This is a settled roll with very little pupil mobility.

HOW GOOD THE SCHOOL IS

This is a very effective school with many good features. The school is very well led and there is an excellent commitment by everyone to improvement and success. The quality of the teaching is good throughout the school. Consequently pupils achieve very well. By the time they leave school they are attaining well above average standards in English, mathematics and science. In geography, history, information and communication technology, music and physical education pupils achieve well and attain above average standards. Pupils with special educational needs achieve very well and make very good progress in their learning. Those who speak English as an additional language make good progress. Even though the unit costs are high, the school provides good value for money.

What the school does well

- The pupils achieve very well and attain well above average standards in reading, writing, mathematics and science and above average standards in geography, history, information and communication technology, music and physical education. Pupils make good progress in the Foundation Stage.
- The quality of teaching is good throughout the school.
- The headteacher is a very good leader. She gives strong direction to the work of the school and is supported very well by a hardworking deputy headteacher, senior management team and staff.
- The provision for pupils with special educational needs is very good and these pupils make very good progress. The able and talented pupils are challenged effectively.
- Where available, there is good provision for pupils with English as an additional language and these pupils make good progress.
- There is an excellent commitment for improvement among the pupils, parents, governors, staff and excellent relationships with the junior school.
- There are positive, harmonious relationships within the school, that are enhanced by the excellent play project at lunchtimes.

What could be improved

- There are insufficient trained members of staff to support the pupils for whom English is an additional language.
- There is insufficient rigour in the assessment of pupils' skills in art and design, design and technology, geography, history, information and communication technology, music and religious education.
- Pupils' cultural development is insufficiently integrated into the everyday life of the school.
- There is insufficient information on pupils' annual reports to parents about their children's learning.
- The re-induction procedures for pupils returning to school after long holidays are not fully effective.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good improvement since the previous inspection in 1996. The school has addressed well the areas for improvement that were pointed out at the time of the last inspection. There is very good improvement in the strategic management of the school and the work of the governors. Good improvement has been made in the assessment of pupils' work, in English, mathematics and science and in the development of schemes of work for all subjects. There has also been good improvement in parents helping their children learn and the development of extra-curricular activities. There has been satisfactory improvement in pupils' cultural development. Since 1996, there has been good improvement in the standards that children attain by the age of seven. The quality of teaching has improved and the school has successfully implemented the National Literacy and Numeracy Strategies. A nursery class has been established. Curricular provision, particularly for pupils with special educational needs and those who speak English as an additional language has improved and the partnership with parents and the community have improved.

STANDARDS

The table shows the standards achieved by 7 year olds based on average point scores in National Curriculum tests.

Performance in:	Compared with			
	all schools			Similar schools
	1997	1998	1999	1999
English	A	A	A	A
Mathematics	A*	A*	A*	A
Science	A	B	A	B

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

The results of National Curriculum tests and assessments in 1999 show that attainment at seven in reading was well above average and in writing it was very high. In mathematics, pupils' attainment was well above the national average. In the teacher-assessed tasks in science, pupils' attainment was well above average. The school is ensuring that very good standards are maintained and have kept pace with the national trend over the last three years. In comparison with similar schools, pupils achieve standards in English and mathematics that are well above average and above average standards, in science. In English, mathematics and science pupils currently in Year 2 are attaining standards that are well above average. The differences between year results are largely due to the varying abilities of the different cohorts of pupils. In other subjects pupils attain above average standards in geography, history, information and communication technology, music and physical education. In art and design, music and religious education standards are average. The school has set challenging targets for further improvement. Most pupils in the Foundation Stage make good progress in all areas of learning except creative development, and are on course to exceed the nationally expected goals by the end of the reception year. In their creative development, pupils make satisfactory progress and are on course to achieve the learning goals for this area. Pupils with special educational needs make very good progress towards their set targets. Pupils with English as an additional language make good progress and the majority attain the standards nationally expected by the age of seven.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Most pupils have good attitudes to learning. They are enthusiastic and keen to learn.
Behaviour, in and out of classrooms	The behaviour of the pupils is good overall. They respond well to instructions and the code of behaviour. They clearly understand the difference between right and wrong. However a small minority find it difficult to settle down and ignore the teachers' instructions at the beginning of the term.
Personal development and relationships	There are good relationships between the pupils, staff and other adults, which have a positive impact on children's learning. Most pupils including those who speak English as an additional language are considerate towards one another and are willing to take turns and share their resources fairly.
Attendance	The vast majority of pupils enjoy coming to school, which is reflected in their good attendance.

Encouraging good behaviour and attitudes to work for all pupils is central to the school's ethos. There is a clear focus on encouraging pupils to become confident and independent learners who have self-respect and respect for others. This is evident in the good relationships that exist in the school.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years
Lessons seen overall	Good	Very good

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

The children are taught very well. Out of 55 lessons observed, 30 per cent were very good, 44 per cent were good and 22 per cent were satisfactory. Four per cent of lessons were unsatisfactory which was mainly due to insufficient management of pupils returning to school after the summer break and work that was not matched well to the attainments of the pupils. There were other observations made of children at work. All subjects of the curriculum are taught well and there are particular strengths in the teaching of English, mathematics, science and physical education. Information and communication technology is particularly well taught in all subjects. The staff plan very well and effectively link subjects together to be taught as topics. Where teaching is not satisfactory in two lessons, the staff had not effectively inducted the pupils into school at the beginning of the term. The teaching meets the needs of the vast majority of children but there is limited support for the increasing number of pupils who speak English as an additional language because there are insufficient staff. Literacy and numeracy skills are promoted well throughout all areas of the curriculum. The effective teamwork of the staff contributes significantly to the good quality teaching that the children receive.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum for pupils in the Foundation Stage are well planned and leads effectively into the programmes of study for the National Curriculum. The curriculum for pupils throughout the school is rich and broadly based. The planned visits to the locality and visitors into school support pupils' learning effectively.
Provision for pupils with special educational needs	Very good provision is made for children with special educational needs. They are supported very well and make very good progress. The school identifies the pupils' needs early and involves their parents effectively to meet their needs.
Provision for pupils with English as an additional language	Where provision is available, it is of good quality, but there are insufficient staff to meet the needs of the growing number of these pupils. The pupils are integrated well into the everyday life of the school.
Provision for pupils' personal, including spiritual, moral, social and cultural development	There is very good provision for children's moral and social development. There is good provision for children's spiritual development and satisfactory provision for pupils' cultural development.
How well the school cares for its pupils	The school cares very well for the children. It has very good systems for promoting good behaviour and attendance and effective systems for supporting children's personal development. There are satisfactory systems for assessing and monitoring pupils' progress.

The school has a very good partnership with parents. The vast majority of parents are appreciative of the work of the school, particularly the high standards of work and behaviour. A small number of parents regularly help with small groups of pupils in school and most parents help with their children's learning at home, which contributes positively to pupils' attainment and progress. Those who attend courses within school feel it helps them with their children's learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is very well led and managed. The headteacher with the deputy and the staff work very effectively together to achieve the aims of the school. They are successfully maintaining high standards and improving the quality of education.
How well the governors fulfil their responsibilities	The governors are knowledgeable, experienced and very supportive of the school. They receive good information from the headteacher and work very well with her to meet the school targets and fulfil their statutory responsibilities.
The school's evaluation of its performance	The school evaluates its performance well and monitors its strengths and weaknesses. The headteacher and the staff evaluate teaching and learning successfully, particularly in English, mathematics and science to improve the quality of education provided.
The strategic use of resources	The accommodation is satisfactory overall. The school makes good use of time and staff and very good use of the building and the budget to help children learn. There is a shortage of staff to support the pupils who speak English as an additional language.

There is very good leadership of the school. The school has successfully identified its strengths and weaknesses and staff work very effectively together as a team to improve standards. There is very good management of pupils with special educational needs and good management of those who speak English as an additional language. There is good management of pupils in the Foundation Stage. The governors take very good care to ensure the school gets the best value in relation to its expenditure. Pupils enter school with attainment that is broadly average and leave with standards that are well above average in English, mathematics and science. However, there are insufficient trained staff for the rising number of pupils who speak English as an additional language. The limitations of the cramped temporary accommodation restrict the pupils' opportunities in Year 1 for practical and large-scale work.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> Parents feel the school is well led and managed. They are pleased with the quality of teaching and the standards their children achieve. Parents feel comfortable approaching the school. Their children enjoy school. 	<ul style="list-style-type: none"> A few parents would like their children to get more homework. A few parents would like more extra-curricular activities for their children. A few would like more information about the curriculum.

The inspectors agree with the very positive view of the school held by the parents. A small number of parents feel their children do not get sufficient homework. While the amount may vary between year groups it falls within the normal range expected nationally for pupils of this age. Some of it is very effective as parents help children to consolidate and extend what their children have studied during the day. This has a positive impact on pupils' attainment and progress. The range of extra-curricular activities is good for pupils of this age. The inspectors agree that more informative comment on pupils' reports about pupils' progress would put parents in a better position to help their children at home.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. The school has many strengths. Attainment at seven is well above average. There are strengths in all the core subjects of English, mathematics and science where pupils attain standards that are well above average. In other subjects there are strengths in geography, history, information and communication technology, music and physical education by the age of seven where standards are above average. Standards in art and design, design and technology and religious education are average at seven.
2. For pupils aged seven, the results of National Curriculum tests in 1999 show that attainment in speaking and listening and reading was well above average and in writing it was very high. In mathematics, pupils' attainment was well above the national average. In the teacher-assessed tasks in science, pupils' attainment was very high. Almost all pupils gain the expected levels in English, mathematics and science. In English and science just over a half achieve at the higher level 3. In reading, 51 per cent and in writing and mathematics 31 per cent attained the higher level 3. In science 50 per cent attained level 3. In comparison to similar schools, pupils' attainment was well above average in reading and writing and above average in mathematics.
3. Pupils did better in English and science than in mathematics in the 1999 tests and assessments. In mathematics, the school identified that some pupils who speak English as an additional language, did not score as highly at level 3. This was mainly due to difficulties with understanding the language of mathematics when solving problems. In the academic year 1999-2000, the school targeted language across the curriculum for development and additional teaching for those who needed extra help. This strategy effectively has already raised the pupils' attainment this year and 40 per cent gained the higher level 3 in the 2000 tests and assessments, which is an increase of nine per cent.
4. In English the main focus in literacy for the school has been the development of reading and writing skills. The school has also promoted the development of speaking and listening skills this year. In mathematics, there has been a strong emphasis on the raising of attainment to higher levels for those who speak English as an additional language. In science increased resourcing and use of information and communication technology in science has been a particular focus this year. Attainment at the age of seven fluctuates from year-to-year because of the changes in the cohorts of pupils in each year group. This is particularly evident in the number of pupils reaching the higher levels. The school is responsive to change and government initiatives and in the core subjects it analyses its data effectively to raise attainment.
5. Trends over the last three years indicate that the school is sustaining its high standards. From 1996 to 1999 the pupils have achieved very high standards in reading and writing and well above average standards in mathematics. The school has improved its curricular provision and the quality of teaching from the last inspection and is clearly improving. There is a focus on meeting individual needs and setting individual targets for improvement. The school has set challenging targets for the future to raise attainment further. The school has set challenging targets for improvement and is making good progress towards them.
6. Pupils do well where there are curriculum initiatives in the school and where there is detailed guidance, such as in literacy, numeracy and physical education. Both the national strategies and the physical education scheme of work provide detailed guidance for teachers for each year group. This has a positive impact on teaching and pupils' understanding of reading and mental mathematics and their development of physical education skills. In other subjects consistency

in teachers' planning and good quality teaching has had a positive impact on raising standards; this is the case in geography, history, information and communication technology, music and physical education. Standards in these subjects are higher than at the time of the last inspection. The school has plans to refine and develop assessment of pupils' key skills and monitor teaching in the light of the new curriculum that has been introduced to schools this term. This is particularly the case for art and design, design and technology and religious education where standards are average.

7. Attainment on entry is broadly average. In English overall, pupils achieve very well throughout the school. Their listening skills are well above average throughout the school. Most read accurately and discuss confidently their favourite authors and preferences in reading with understanding. Pupils enjoy reading a wide range of texts. Most enjoy writing and punctuation is generally accurate. In speaking, the pupils speak fluently and confidently in discussions. The school has developed well the teaching of basic skills and the use of English throughout the curriculum, which has had a major impact on standards.
8. In mathematics, pupils throughout the school achieve well. By the age of seven, pupils have acquired effective strategies for mental arithmetic as they work with numbers to 100 and beyond, doubling and halving numbers. They count in multiples of two, five and ten. The higher attaining pupils are quick to solve problems using more than one strategy and have a good understanding of place value.
9. In science, pupils achieve well by the age of seven. The teaching motivates the pupils to investigate and find their own solutions to problems. By the age of seven, pupils investigate the properties of materials and come to some early understandings of what constitutes a fair test. Their understanding of life processes is enhanced by the very good use made of the environmental resources in the school grounds.
10. In other subjects, pupils achieve above average standards in geography, history, information and communication technology, music and physical education by the age of seven. In art and design, design and technology and religious education they achieve satisfactorily and attain average standards. Subjects such as geography and history are effectively linked together in topic work. Where pupils have the opportunity to apply their knowledge and understanding in a range of subjects, it has a positive impact on standards. For example, in geography, pupils have a good understanding of the variety of habitats and their skills in mapping are well developed. Pupils' work in information and communication technology across the curriculum is a strength of the school. For example, pupils work confidently on the computers in art and design, science, mathematics and English throughout the day, as well as researching topics of interest on the Internet or from CD-ROM. In physical education, there is a well-developed scheme of work to challenge pupils to achieve well in all areas. Pupils work well individually and in pairs, to develop their sequences of movement. In music, pupils enjoy singing and composing and are quick to identify and continue a variety of rhythmic patterns. Participation in festivals and musical celebrations contribute positively to pupils' attainment. In religious education, pupils' attainment at the age of seven is in line with the expectation of the locally agreed syllabus and pupils achieve targets satisfactorily. By the age of seven, pupils are aware that there are some similarities and differences between the major world faiths. Visits to the local areas and a variety of visitors into school enrich the curriculum and help to raise standards. Standards are above average because of the demand made on pupils through challenging work.
11. From the previous report there has been good improvement in all subjects except art and design, design and technology and religious education where standards remain similar. The lack of space for Year 1 pupils has an adverse effect on their attainment in some of the practical subjects of art and design, design and technology and investigational work in science and

mathematics. Religious education has had a minimum of curriculum time. Both these factors have adversely affected pupils' attainment and progress.

12. Pupils throughout the Foundation Stage make good progress and achieve well to attain above average standards by the age of five in all areas of learning, except in creative development where they attain average standards.
13. Pupils with special educational needs and those who speak English as an additional language are identified early and set challenging work. The pupils with special educational needs receive very good support through effective teaching from the support staff and their teachers and consequently make very good progress on their set targets. These targets for improvement are reviewed regularly and the majority of pupils with special needs achieve national expected standards by the time they are seven. Pupils with English as an additional language receive good support and make good progress. Most achieve national standards, including those who are at an early stage of language acquisition. A small minority achieve at the higher levels. However the number of trained staff is insufficient to meet the needs of these pupils, which have increased in numbers within the last two years. The progress these pupils make academically in their subjects and in their personal and social education prepares them well for their next stage of learning. There is no significant difference in the attainment of boys and girls. Both achieve equally well. The more able pupils are challenged effectively to reach level 3. The school is very conscious of equal opportunity and access issues, and has taken care to meet the needs of all the pupils.

Pupils' attitudes, values and personal development

14. Pupils' attitudes to school are good. They come to school enthusiastically, ready to settle to the first activity of the day and they show interest in what the teachers have to offer them. Behaviour in lessons is generally good, especially when pupils are engaged by their lessons and suitably challenged. However, in a small minority of lessons, behaviour is unsatisfactory. In these lessons the majority of pupils show little respect for the wishes of the teacher, for example, ignoring the wishes of the teacher. These pupils maintain a level of chatting amongst themselves and general inattention throughout the teaching. This has an adverse effect on the learning of all pupils in the class.
15. Personal development and relationships are good. Pupils are courteous to visitors and they use equipment with care. There have been no exclusions. All pupils have only spent a very short time with their current class teacher and relationships between pupils and the adults who teach them are generally good. In lessons, pupils relate well to each other, sharing resources and co-operating well for their age. There are harmonious relationships between all cultural groups in the school. Pupils show concern and a desire to help when someone is hurt or upset. In the playground relationships between the pupils are very good. The playground project to engage pupils in supervised play activities has an excellent impact on behaviour and relationships in the playground. No incidents of bullying, sexism or racism were observed. Playground behaviour is a strength of the school and makes a very positive contribution to attitudes and learning in the classroom because pupils come to lessons with no issues to resolve, able to concentrate and focus on their learning.
16. Throughout the school pupils accept responsibility for tasks in the classroom and around the school, for example, returning registers and conducting litter patrols. They undertake such duties with enthusiasm and efficiency.
17. Pupils' attendance is good. The attendance figures are in line with the national picture for all primary schools and unauthorised absence is below the national average. Absence is rigorously monitored. Punctuality at the school is very good, with lateness being rigorously

recorded, as are instances of unauthorised absence. The positive picture at the time of the previous inspection has been broadly maintained

HOW WELL ARE PUPILS TAUGHT?

18. Overall the quality of teaching is very good. Lessons were observed in only the reception and Year 1 and Year 2 classes. The nursery pupils were not admitted to school at the time of the inspection. In 30 per cent of lessons teaching was very good. In 44 per cent of lessons it was good. In 22 per cent of lessons teaching is satisfactory and in only 4 per cent it was unsatisfactory. There has been good improvement since the previous report.
19. The quality of teaching is a major strength of the school. The good quality teaching is spread fairly evenly across all age groups and in most subject areas. The teaching of English, mathematics, science and physical education, are particular strengths. These subjects are well established in the curriculum and contain detailed guidance to help teachers plan work. The basic skills of literacy and numeracy and science are taught very well. The teachers have very good knowledge of these subjects and have very high expectations of pupils' work, setting challenging tasks which are matched well to the pupils' individual attainments. Effective co-ordination of the evaluation of pupils' work and monitoring teaching, has helped the staff to improve the quality of their work.
20. The teachers' planning is very good and they ensure work is prepared appropriately for all pupils, including those with special educational needs and those for whom English is an additional language and the more able pupils. The staff plan very efficiently together in year groups. By sharing ideas they not only ensure that there is consistency in the teaching between classes of the same year group but they increase their subject knowledge effectively as they learn from one another. Because teachers have very good subject knowledge, they generally give clear explanations and plan interesting and motivating tasks, which encourage the pupils to learn. For example, teachers make very good use of the effective teaching methods that are advocated in the National Numeracy and Literacy Strategies in other subjects. Learning objectives for lessons are often established at the start of the lesson so that pupils are aware of what new knowledge and understanding they are expected to learn. Evaluative sessions at the ends of lessons to discuss the progress made help pupils to consolidate their learning. For example, in a Year 1 art and design lesson, the techniques of the work of Piet Mondrian were clearly demonstrated. Pupils were shown how to apply his techniques to their work. During the last part of the lesson, pupils discussed and evaluated their own success, listening and contributing well to one another's ideas.
21. Subjects are often linked successfully together. This helps the pupils to understand the relationships between the subjects and challenges them effectively to study in depth. This has a positive impact on their attainment and progress. In some subjects such as religious education effective use is made of pupils' cultural backgrounds to explore the diversity of different values, traditions and beliefs. This makes a valuable contribution to the pupils' cultural development. However this is not as well planned as it should be in other subjects such as art and design, geography and design and technology.
22. Standards of discipline are generally good throughout the school. Teachers expect the pupils to behave well and are good role models. This has a positive impact on standards. Because of the good teaching, pupils learn well. The pupils are encouraged to work productively, and at a good pace. Most concentrate well, putting a lot of effort into their work. However, there is inconsistency at present in the management of pupils. As the staff have only taught their new classes at the beginning of the term for a very short time, they do not know all their pupils very well. Some of the pupils are slow to settle down after a long summer holiday. As a result in two lessons observed, the pace of pupils' learning was unsatisfactory as much of the lessons were taken up with managing talkative and noisy pupils.

23. Support staff are well organised so that pupils with special education needs and those with English as an additional language, benefit well. Equality of access and opportunity is given appropriate consideration in all aspects of the school's work. Teachers and other staff have a good understanding of issues of inclusion, so that pupils with special educational needs, those for whom English is an additional language and those from different ethnic and cultural backgrounds are enabled to participate fully in all aspects of the life of the school. The more able pupils are challenged well in their learning. The support for pupils with English as an additional language is limited and although these pupils learn well, insufficient staff inhibits these pupils from making better progress.
24. Teachers effectively use day-to-day assessment of how well their pupils are doing and make good use of formal testing and the recording of results. The results of these assessments are well used to plan next steps in learning. The teachers are successful in praising pupils for their efforts and informing them of how to improve. This is evident in their marking of the pupils' work. The provision made for pupils with special educational needs and of those for whom English is an additional language and the more able pupils, is also a strength. Work is very well planned to match each pupil's individual needs. This enables pupils to achieve well and at times very well. The staff are particularly skilled in encouraging pupils to be independent in their work and in evaluating their own achievements through discussion and reviews of their set targets.
25. English and mathematics homework is well organised and is effectively integrated with the work that pupils are doing at school. This enables homework to make a useful contribution to pupils' work and enhances their learning. Individual targets for improvement are set for the older pupils and shared by the teachers, parents and the pupils. The needs of both boys and girls are fully met. This gives parents and pupils a clear understanding of how to improve the quality of their work and raise attainment further.

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

26. The school provides all its pupils with a very broad and balanced range of curricular opportunities, that meet the requirements of the National Curriculum and of the locally agreed syllabus for religious education.
27. The school's strategies for literacy and numeracy are very good. Detailed provision is made for promoting literacy, in line with the requirements of the National Literacy Strategy. Work is very well planned in order to ensure consistency across classes and throughout the school. Opportunities to develop literacy skills in other subjects are also carefully planned. For instance, in science, pupils are encouraged to use correct language when describing their observations. Teachers are generally very skilful at using opportunities for language development in all subjects. They use subject specific language, and encourage pupils to answer questions using appropriate words in the context of the subject. Basic skills in numeracy are also very well promoted and the school follows the policies laid down in the national strategy. In information and communication technology, for example, pupils use their numeracy skills to produce pictograms on the computer.
28. The school's provision for pupils' personal, social and health education enriches all aspects of the curriculum. Much work has been done on developing a wide range of excellent play activities during playtimes. These activities are centred on encouraging pupils to play together, sharing, co-operating and thinking of the needs of others. Pupils take turns at looking after those who have no one to play with or who are solitary. In school, pupils discuss and agree on rules, which are appropriate for their class.

29. There is a minority of pupils who find it difficult to give their full attention to the teacher. There is insufficient guidance in this area of personal and social education, so that when pupils come into a new class they understand that they must look at the teacher, listen carefully, and participate fully in the lesson.
30. Pupils with special educational needs, and those for whom English is an additional language are fully included in all aspects of the curriculum. The learning opportunities provided for these pupils are of very good quality, and the teaching strategies which teachers use to develop their literacy and numeracy skills are also very good. They are provided with a broad and balanced curriculum, well-constructed individual education plans, and language programmes, together with good assistance from support staff who are well deployed and sensitive in their work. The more able and talented pupils are challenged effectively to deepen their knowledge and understanding and succeed in achieving higher than average standards.
31. The school provides a good range of extra-curricular activities which are appropriate for pupils of this age, including games and gymnastics clubs in the summer, and tennis coaching from the local club. The school's link with Bourneville College allows them to offer 'French for Families' classes, which have been very popular.
32. Links with other schools, and other partner institutions, are excellent. As well as sharing a site with Hall Green Junior School, subject co-ordinators from both schools meet regularly to discuss curriculum and other issues, so as to ensure continuity as pupils move to the new school. The schools have joint plans to develop the site for the benefit of all their pupils. There is a shared parent and teacher association which supports the school through raising money and organising social events. Parents help around the school on a regular basis, for instance in maintaining the high-quality nature garden, as well as in lessons and other school activities. Parents are enthusiastic and committed in their work in school.
33. The school makes excellent use of students from a variety of local colleges. It is also involved in initial teacher training.
34. The moral and social education of pupils is very good. They are taught to help others, to distinguish right from wrong and work together sensibly, both in the classroom and around the school. The well thought-out and developed play provision makes a very valuable contribution to moral and social development. Provision for pupils' spiritual development is good. They are taught about the beliefs of Christianity and other faiths and are given opportunities to reflect on spiritual matters, for instance when an opportunity for a period of quiet thought or prayer is given in assembly.
35. The school's provision for pupils' cultural development is satisfactory overall, and has shown satisfactory improvement since the last inspection. The school celebrates the major festivals of the major world faiths that represent the cultural backgrounds of the pupils. However, the range and variety of cultural traditions that the pupils represent are not sufficiently evident in the everyday life of the school.
36. There has been good improvement in some aspects of the curriculum since the last inspection. All subjects now have up-to-date policies and schemes of work and subject co-ordinators undertake their duties conscientiously. The use of assessment has improved in English, mathematics and physical education but there is a need to continue this so that assessment procedures are in place for all subjects. The school is still in the early stages of making regular use of assessment data to inform planning and teaching.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

37. The steps taken by the school to ensure pupils' welfare, health and safety and child protection are very good. The school places high priority on the welfare of its pupils and has created an environment where pupils feel safe, and confident. The school is maintained to a high standard of internal furnishing and decoration and high standards of cleanliness are achieved. Consistent and effective attention is paid to health and safety during lessons. Child protection arrangements are very effective with appropriate procedures being known by all staff including the lunchtime staff. Awareness of child protection policy and associated procedures is raised annually with all members of staff.
38. The school carries out all statutory assessment requirements and reports the results to parents. In addition to statutory assessment, a range of very good assessment procedures is in place for English, mathematics and physical education and is being developed for science. However, as yet, there is no formal assessment and recording of the acquisition of skills across the rest of the curriculum. Increasing the influence of assessment of pupils' attainment on planning in order to set clear and understood targets for learning was a key issue at the last inspection and it has been well addressed by the school for individual pupils. The school has concentrated on English and mathematics in line with the national focus. Data from statutory assessments are analysed and results inform future school planning. However, the procedures to track and analyse the progress of individual pupils precisely and use this information to guide curricular planning are not yet fully in place. Overall, the effectiveness of the school's assessment and monitoring of pupils' academic performance is satisfactory.
39. The educational and personal support and guidance pupils receive is very effective in raising pupils' achievements. At this school the very high quality of marking is a corner stone of the process to support pupils' academic progress. Regular individual target setting, which may include non-academic targets, is another positive feature of the process. There are very good procedures in place to monitor and promote attendance and the school works effectively with parents to ensure good levels of attendance. In addition, the school works closely with the Education Social Worker on isolated cases of poor attendance. The systems in school to monitor behaviour of individuals and promote desired behaviour are very good, enabling staff to identify patterns of behaviour, ensure consistency of approach and plan further initiatives. The school's procedures for monitoring and eliminating oppressive behaviour, built around the excellent playground project, are very effective.
40. Support for pupils at all major changes in their school life is very good. The integration of pupils into the nursery is built on visits to the nursery by the child and home visits by the nursery staff. Integration into reception is structured to give pupils a phased introduction to school life, building up the time spent in school each day and the number of pupils attending full time school in a class of 30 pupils over several days. Contact with the junior school is organised so that all pupils build awareness of the junior school and its staff throughout their time in the infant school.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

41. Parents' views of the school are very favourable and the effectiveness of the partnership between the school and the home is good. This is because the school, including the nursery, welcome parents, greatly valuing the contribution made by parents to their pupil's learning. The impact of parents' involvement on the work of the school is very good and the school has improved provision in this aspect of the life of the school since the time of the last inspection. Parents welcome the opportunities for them to take part in courses such as information and communication technology, the management of children's behaviour and family French.

42. Parents are very satisfied with the school's provision and achievements. The parents' questionnaires completed for the inspection revealed that parents are particularly pleased with the quality of teaching in the school, the expectations the school places on pupils and the standards of pupil-behaviour. They feel comfortable approaching the school with questions or problems. A small minority of parents think that the school does not provide an interesting range of extra-curricular activities and feel that their pupils do not get the right amount of homework. The inspection broadly endorses parents' positive viewpoints and judges homework and the provision of extra-curricular activities, to be good.
43. The quality of information provided for parents is satisfactory overall. The parents are well informed through the comprehensive school prospectus and there is regular contact with parents via a variety of means, including reading diaries, newsletters, parents' evenings and an annual report on their child's progress. The reading diaries form an effective dialogue between home and school and are used to give high quality guidance to parents about how they can support their child's acquisition of reading and comprehension skills. Twice yearly parent consultation evenings offer a good vehicle for parents to make a contribution to the review and setting of targets for their pupils and in this way monitor their progress. However, the annual reports on pupils' progress do not report on all subjects of the National Curriculum explicitly, grouping some foundation subjects together under general headings which is unsatisfactory. The reporting on English and mathematics gives detailed information as to what the pupil knows, understands and can do but does not set this information in a personal, school or national context. In other subjects, it is frequently the case that attitudes to the subject, or experiences offered, are reported, rather than progress in learning. In part this is caused by the lack of formal assessment in these subjects. A strength of the reports is that they are unique to each pupil.

HOW WELL IS THE SCHOOL LED AND MANAGED?

44. There is very effective leadership and management in the school. The school places a high priority on raising standards in English, mathematics and science and developing the achievements and self-esteem of individual pupils. The headteacher provides strong leadership, taking the leading part in ensuring clear educational direction and is supported effectively by a very hardworking and efficient deputy. There is an excellent shared-commitment to succeed among the staff, parents, governors and pupils. The school aims for academic success and aims to develop pupils' self-esteem and confidence in learning. It is successful in doing so. Parents are pleased with the way these aims are reflected in pupils' achievements and support their children well with their learning at home. All policy documents give due regard to issues of inclusion. The school is successfully meeting its aims, which are fully reflected in everyday practice. Pupils are encouraged to work hard to achieve good standards by the time they leave school.
45. Many of the governors are either regular visitors or work on the premises and are in a good position to monitor the curriculum as they work effectively with the school on a day-to-day basis. All staff and governors are fully involved in school development planning and effectively monitor the progress of the school through their various committees. The main strengths and weaknesses of the school have been identified and the school is meeting the challenging targets which it has set for improvement. There is very good improvement in the work of the governors since the last inspection. Their committee work and the close liaison with the adjacent junior school is a strength. The governors of both schools work very well together for the benefit of all the pupils. The school development plan is an effective tool, based on raising standards. It is regularly reviewed. Priorities are set and carefully costed for the present year and projections and outline plans are set for the next five years. Best value for money is sought before committing to expenditure when new initiatives are prioritised for spending. Statutory requirements are met.

46. The headteacher and the staff are very conscious of the need to ensure that all pupils have equal opportunity and access to all school activities. There is very good management of special educational needs and good management of pupils with English as an additional language. There is a named governor with responsibility for pupils' special needs who is very well informed. The recommendations of the Code of Practice are closely followed. Members of the support staff are appropriately trained and work closely with the class teachers to ensure pupils with special educational needs are fully integrated into the life of the school and that they make good progress against their set targets. While there is a good match of staff to the needs of pupils with special educational needs the school has not appointed sufficient staff to meet the growing number of pupils who have English as an additional language, which inhibits their learning. However the existing staff work hard to support pupils who learn well but who could be challenged further with additional staff. The more able pupils are effectively challenged in their work.
47. There is excellent teamwork as staff work together with a common purpose. Most teachers have at least one area of subject responsibility and carry out effectively their responsibilities. The main focus of curriculum development has rightly been English, mathematics and science which are managed very well. However, the other curriculum subjects lack sufficient detailed guidance to enable staff to assess effectively pupils' learning in key skills. The school has recognised this area for development and coordinators have already included it as one of the identified areas for development in the new curriculum orders. These have been prioritised on the five year school development plan. There is very good management of the pupils in the Foundation Stage and the staff have a good awareness of the early learning goals and the early requirements of the National Curriculum. There are effective induction procedures in place for new staff. All members of staff have professional development interviews and are appraised on their work and professional requirements by the headteacher within the spirit of the new requirements for performance management. Their personal needs as well as those for in-service training in subject areas, are carefully prioritised according to the targets set on the school development plan.
48. The headteacher takes the leading role in day-to-day management and works closely with the deputy headteacher and the senior management team. The headteacher regularly monitors with the help of other teachers the quality of teaching and the standards achieved by the pupils. Teachers plan very successfully together and informally share their expertise. The school undertakes some analyses of its data on pupils' performance. The outcomes are used well to identify some strengths and weaknesses within subject areas and the progress of pupils through the school. However, this is in its early stages and the school is in the early stages of a detailed analysis to identify groups of pupils for further teaching.
49. Since the previous inspection, teachers have improved their expertise particularly in English, mathematics, science, information and communication technology and physical education.. The National Literacy and Numeracy Strategies have had a major impact on improving teaching techniques, contributing effectively to pupils' learning across the curriculum. The basic skills are managed and taught well and there is an emphasis placed on developing language across the curriculum. This has benefited all pupils, especially those with English as an additional language. However some staff and pupils have insufficient guidance on induction procedures at the beginning of the new academic year and are unclear about the expectations of the school with regard to behaviour and its management.
50. The accommodation is generally satisfactory and it allows the curriculum to be taught effectively. The outdoor facilities are very good. Although there is limited grassed play space, there are large hard surfaced areas for pupils. These have been enhanced with seating, flowers and excellent play facilities for all pupils. A wildlife garden, which is well maintained with the help of parents, makes a good contribution as a natural resource for environmental science. The school makes very good use of the cramped accommodation

indoors. The Year 1 pupils are in cramped temporary buildings. This limits the teaching of some aspects of the curriculum. For example, there is very limited space for sand and water for work in mathematics. This area of the curriculum has to be covered outside during the summer term. Pupils are restricted in developing work on a large scale or making independent choices of materials to use in art and design and design and technology. There is limited space for pupils in Year 1 and in the nursery to move around which has an adverse effect on their concentration. The accommodation is very well maintained by the site manager and premises staff.

51. Learning resources in most subjects are good, both in quantity and quality. They are very good for information and communication technology and good in English, mathematics, science, art and design, design and technology, history and music. Resources are good for pupils in the Foundation Stage and for pupils with special educational needs and those for whom English is an additional language. There are satisfactory resources for geography, physical education and religious education.
52. Financial planning is approved by the finance committee and then is taken to the full governing body. The school has a high income per pupil and is currently saving reserves. These monies are designated principally to pay for new building initiatives. The specific grants the school receives to support pupils with special educational needs are used effectively and for the designated purpose. However, although the monies designated for pupils with English as an additional language are spent appropriately there is insufficient staffing to fully meet the needs of these pupils. All other monies designated for specific purposes such as staff training are spent appropriately.
53. The day-to-day administration of the school is good. The school administrative staff have a good understanding of both the school and the Local Education Authority systems. All the points raised in the latest audit report have been resolved. The school provides good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

54. The governors, headteacher and staff should:

- (1) develop their procedures for the assessment of pupils' progress in the key skills of art and design; design and technology; geography; history; information and communication technology; music and religious education; (Paragraphs: 38,47,93,98,102,108,116,121,126,130);

increase the number of staff and provide training for all staff, to support the pupils who speak English as an additional language; (Paragraphs:13,23,46,64);

- (2) provide further opportunities for the cultural development of the pupils in the everyday life of the school by:
 - (i) increasing pupils' awareness of the aspirations, achievement; traditions and values of others in art and design; design and technology; geography and music;
 - (ii) increasing the number of bi-lingual books;
 - (iii) make more use of the cultural backgrounds of the pupils to enrich the curriculum. (Paragraphs 35, 46, 73, 92,99).

Although these are not major issues to address the governors, headteacher and the staff should consider the following points for inclusion in their action plan:

- improve the quality of information about pupils' progress on annual reports to parents;
 - improve the induction procedures for returning pupils after the summer break.
 - address the cramped accommodation that is restricting learning for the Year 1 pupils.
- (Paragraphs 14,22,29,43,49,78, 88,91, 93, 98,129).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	55
Number of discussions with staff, governors, other adults and pupils	20

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	30	44	22	4	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 – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	52	270
Number of full-time pupils eligible for free school meals		17

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y2
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	5	6

English as an additional language	No of pupils
Number of pupils with English as an additional language	135

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	13
Pupils who left the school other than at the usual time of leaving	7

Attendance

Authorised absence	%
School data	5.2
National comparative data	5.4

Unauthorised absence	%
School data	0.1
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	41	49	90

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	41	41	41
	Girls	49	49	48
	Total	90	90	89
Percentage of pupils at NC level 2 or above	School	100 (94)	100 (97)	99 (92)
	National	82 (81)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	41	41	41
	Girls	49	49	49
	Total	90	90	90
Percentage of pupils at NC level 2 or above	School	100 (97)	100 (94)	100 (98)
	National	82 (81)	86 (85)	87 (86)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	5
Black – African heritage	0
Black – other	0
Indian	31
Pakistani	24
Bangladeshi	1
Chinese	1
White	106
Any other minority ethnic group	12

This table refers to pupils of compulsory school age only.

Teachers and classes**Qualified teachers and classes: YR – Y2**

Total number of qualified teachers (FTE)	12
Number of pupils per qualified teacher	25
Average class size	30

Education support staff: YR – Y2

Total number of education support staff	6
Total aggregate hours worked per week	26

Exclusions in the last school year

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

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

Financial information

Financial year	1999
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	£
Total income	59,3157
Total expenditure	59,2938
Expenditure per pupil	2,004
Balance brought forward from previous year	18,788
Balance carried forward to next year	19,007

**Qualified teachers and support staff:
nursery**

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26

Total number of education support staff	1
Total aggregate hours worked per week	41.25

Number of pupils per FTE adult	13
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FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	296
Number of questionnaires returned	108

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	74	22	2	0	2
My child is making good progress in school.	68	27	3	0	2
Behaviour in the school is good.	67	28	3	1	1
My child gets the right amount of work to do at home.	44	40	7	2	7
The teaching is good.	70	26	3	0	1
I am kept well informed about how my child is getting on.	62	31	4	1	2
I would feel comfortable about approaching the school with questions or a problem.	70	27	3	0	0
The school expects my child to work hard and achieve his or her best.	75	22	1	1	1
The school works closely with parents.	51	42	7	0	0
The school is well led and managed.	75	20	4	0	1
The school is helping my child become mature and responsible.	66	27	4	0	3
The school provides an interesting range of activities outside lessons.	37	42	6	3	12

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING IN THE FOUNDATION STAGE

55. The Foundation Stage refers to the pupils from the time they enter the nursery until they reach the end of their year in one of the reception classes. At this school, there are 52 nursery pupils who attend the nursery part-time from the age of three. During the year in which they become five, provision is made for all to enter the reception year at the start of the autumn term. Most of the pupils from the nursery along with others from playgroups and private nurseries enter one of three reception classes. There are ninety pupils altogether in the reception classes and 50 per cent of them speak English as an additional language.
56. The inspection took place at the beginning of the autumn term. At the time of the inspection there were no nursery pupils in school as the staff were carrying out home visits for the pupils who were to be admitted to the nursery. The pupils in the reception classes were being admitted in small groups of 15 on a part-time basis as part of the induction process into full time education. The staff ensure all groups have equality of opportunity on entry to the nursery at the age of three.
57. The initial assessments undertaken indicate that there is a wide range of attainments on entry to the nursery and pupils make good progress to achieve above average standards in personal, social and emotional development, communication, language and literacy and mathematical development by the time they are ready to transfer to the reception class and attain just above average standards. The initial assessments on entry to the reception class of a much larger group of pupils reflect a wider range of attainments of the pupils from playgroups and other nursery classes. Overall the attainment on entry for the majority of this larger group into the main school is average. Most pupils start their full time education with average levels of skill in language and mathematics skills and in their personal and social development. The pupils make good progress in all areas of learning except in creative development where learning is satisfactory. Most are on course to exceed the expected early learning goals by the time they reach the end of the reception year in personal, social, and emotional development; communication, language and literacy; mathematical development; knowledge and understanding of the world and physical development. In creative development most pupils are on course to attain the expected learning goals.

Personal, Social and Emotional Development

58. Pupils make good progress in this area of learning and achieve very well. Most are on course to exceed well above their expected goals by the end of the reception year. Some show good levels of skill on entry to the reception classes. They settle quickly into the routines of school life and they relate well to each other. They talk to one another about their work and learn to take turns as they share equipment and resources. Pupils show increasing levels of concentration and they remain on task well, especially when they are supported and encouraged in their activities by adult supervision. For example, in a circle time, pupils sing their song 'We Can Share'. They take turns in participating in a snail race. This was particularly well taught, as this was the pupils' first day at school. The excellent playground project makes a very good contribution to the pupils' development in this area as they share, take turns and make friends with one another. The pupils who belong to the 'Friendship Squad' ensure that all the pupils have someone to play with at lunchtimes. The teaching of personal, social and emotional development is very good. The associated skills are planned very well into the daily activities. Staff consistently reinforce the need for good manners, sharing and caring. Equality of opportunity and access to the curriculum for all pupils are emphasised by the staff as pupils are taught to take account of the views and needs of others.

Communication, Language and Literacy

59. Pupils make good progress in this area of learning. Most achieve well and are on course to exceed the learning goals expected of them by the end of the reception year. Pupils often start the day with reading activities of recognising common words to make a simple sentence. They participate fully and confidently in these activities. Many can read simple key words such as 'I, the, mum and school'. Pupils listen well and many express themselves clearly and confidently when answering questions. The quality of the teaching is good. The staff question the pupils skilfully and encourage them to speak at increasing length. The reception pupils especially those with special educational needs and those for whom English is an additional language are supported well by the classroom assistants and additional staff. However the staffing for pupils with English as an additional language is insufficient for the increasing number of pupils, which limits their progress. Pupils are encouraged to use language imaginatively as they dress up and take on roles for playing in the house. Most recognise their names and are beginning to write them. Most letter shapes are formed correctly and pupils are developing good pencil control. By the time pupils reach the end of the reception year most are on course to write their own simple stories and while a minority may become fluent readers, most will be developing fluency.

Mathematical Development

60. The pupils make good progress in their mathematical development and the majority achieve well and are on course to exceed the early learning goals that are expected of them by the end of the reception year. They are able to sort colours and shapes into simple sets and successfully complete jigsaws. The good variety of toys and containers available in the sand and water play contributes positively to the good progress that they make. Most understand number to five and count to ten and beyond. They are developing a good awareness of capacity as they empty and fill containers in the water trays. Pupils make good progress in their understanding of pattern as they make a repeating pattern of two colours by threading beads. The quality of teaching is good. The staff intervene effectively to promote mathematical thinking. Tasks are well-planned and organised with due regard for the National Numeracy Strategy. Pupils are on target to solve simple addition and subtraction problems recording numbers to 10. Most are on course know the names of common shapes, create symmetrical patterns and order successfully numbers to 30 by the time they reach the end of the reception year.

Knowledge and Understanding of the World

61. Pupils make good progress in their knowledge and understanding of the world. The pupils achieve well and the majority are on course to exceed the early learning goals by the time they are five. They are able to talk about their families and have a good grasp of the main features within their immediate locality. The regular and frequent visits to the local shops and places of interest and the visitors into school such as the local services and mothers with young babies extend the pupils' understanding of the wider world. These experiences provide a good foundation for historical, geographical, scientific and technological learning. The celebration of major festivals such as Eid, Diwali and Christmas contribute effectively to the pupils' growing multi-cultural awareness. The pupils are beginning to be aware of the different ways people celebrate events. Pupils are developing a good understanding of time as they sequence daily events and study how they change and grow from babies to the present day. They use the surrounding garden area and playground well in exploring the features of living things. They have constant access to information and communication technology and use the mouse independently to control simple computer programs such as dressing a teddy and drawing. Although no direct lessons were observed, from the observations of small groups of pupils, their past work and discussions with the staff, the quality of teaching is good

and the staff plan very effectively a wide and interesting range of activities and confidently make use of technology.

Physical Development

62. The pupils achieve well and make good progress in physical development. The majority are on course to exceed the learning goals by the end of the year. In lessons, pupils are developing a good appreciation of space. Many can move around independently without bumping into one another. All pupils were confident in participating for their first lesson in the hall. They are very attentive and listen well to the instructions given by their class teacher. The pupils hop, sit down, and walk forwards and backwards on command. The staff are very good role models and manage the pupils very well, motivating, encouraging and providing an effective challenge. Most pupils have a good sense of direction and balance. They are confident and demonstrate very good self-control. Pupils become aware of the effects of exercise as they warm up and slow down at the beginning and end of their lessons. There is an appropriate provision of play space exclusively for the nursery. The pupils in the reception areas use the facilities in the main school but at different times from the rest of the main school. There are good resources for indoor and outdoor physical development which are used well. The provision of physical activities from the play leaders at lunchtime makes a considerable contribution to the pupils' development. They learn physical skills and social skills as they play games and learn how to take turns fairly and share their resources. All pupils are well supported in physical activities and show good levels of skills and enjoy working with one another. The quality of teaching is very good. The curriculum is very well planned to develop the skills of building with construction materials, cutting, sticking and threading beads, which promote effectively pupils' coordination skills.

Creative Development

63. The pupils make satisfactory progress in this area of learning and the majority are on course to achieve the expectations of the early learning goals by the end of the reception year. There is a good range of creative activities available for the pupils. They are able to explore colour through painting and they have good opportunities to use their imagination through role-play, music and stories. Opportunities are provided for pupils to explore their feelings and express themselves and many are confident to do so whether in a small group or in the whole class. All pupils are well supported in these activities by their teachers and classroom assistants. The quality of teaching is good overall and the activities are well planned. The staff reflect the cultures of the pupils through a range of resources such as dressing up clothes and musical instruments. However, some opportunities to encourage pupils to choose their materials and paints are missed, which limits pupils' thinking and learning about the qualities and textures of materials.

Teaching and Learning

64. The quality of teaching is good. No unsatisfactory teaching was observed. In a short time the teachers have established good routines for pupils to follow and are making a positive impact on their learning. Each teacher in the reception class is well supported by a non-teaching assistant. However, not all are trained in teaching English as an additional language. The staff who work as bi-lingual assistants work hard to meet the needs of the pupils. As the numbers of these pupils have increased to approximately 50 per cent there is insufficient staff to support these pupils effectively. Lessons are well planned to meet the needs of reception pupils. Where teaching is very good the staff challenge the pupils very well and motivate them to learn as they make learning fun. Skilled questioning promotes further thinking and reflection on the tasks in hand. Pupils respond very well to the staff as they feel secure and happy even though they have just started school. Very good use is made of time and resources for the pupils in the reception year. Good links are frequently made between

different areas of learning. The staff are good role models and provide a secure environment with a wide range of appropriate activities. The staff identify pupils with special educational needs and those for whom English is an additional language early and support pupils effectively in their learning whenever possible. Up-to-date termly records are shared with parents.

65. The nursery class is a positive addition since the last inspection. There has been good improvement in the quality of teaching and learning since the previous inspection. The pupils respond well to the good emphasis placed on personal, social and emotional development, communication, language and literacy, and mathematical development. The school has very good procedures to introduce the pupils effectively to the start of their education in the nursery and the main school. The school provides a wide range of stimulating activities to challenge pupils' thinking. There are very good assessments made on entry to both the nursery and the reception classes, which are used very effectively to plan work for the pupils. There are good procedures for the assessment and recording of pupils' progress. The school has built effective relationships with the neighbouring providers for early learning. The parents are very supportive of the school. They are encouraged to help pupils at home and informative brochures and learning packs, some in other languages enable parents to help their children at home. There is very good management of this stage of learning.

ENGLISH

66. The results of the 1999 National Curriculum tests show that by the age of seven, pupils' standards of attainment overall was well above the national average. Pupils' attainment in speaking and listening and writing was very high and in reading it was well above the national average. Standards are well above the national average in comparison with similar schools. Over the past three years similar standards have been maintained.
67. By Year 2, pupils' attainment in reading, writing, speaking and listening is well above the level expected for their age.
68. Since the last inspection, standards throughout the school have improved. Standards in the last report that were judged to be above average in reading, writing, speaking and listening, are now well above the national average. The quality of teaching has remained good overall. In less than a quarter of lessons seen teaching was satisfactory, more than three quarters were good and very good. No unsatisfactory teaching was seen. Since the last inspection the roll of the co-ordinator has developed further. As the literacy hour has been introduced, a team of three teachers led by the co-ordinator has successfully developed the subject. The library is greatly improved and is a focal point for the whole school.
69. Pupils throughout the school make very good progress in speaking and listening skills and achieve very well. For instance, they responded well in a discussion, suggesting alternative connectives to use in their story about a giant. During assemblies the majority of pupils listen attentively to stories and are able to discuss the morality of them. Pupils with English as an additional language, and pupils with special educational needs, are actively encouraged to join in all discussions, particularly when supported by a class assistant.
70. Pupils' achievement in reading is very good. Most have a good knowledge of frequently used and familiar words and read with fluency, expression and understanding. Pupils know the roles of author and illustrator, and the functions of the contents and index pages. They enjoy reading a range of texts for both information and pleasure. Pupils use computers well to help them learn sounds and new words. Pupils with special educational needs are very well supported with their reading both inside and out of the classroom. Pupils with English as an additional language are very well supported within the classroom, when this support is available.

71. Pupils' attainment in writing is well above the average at the age of seven. Pupils' achievement is very good in spelling and writing. They form their letters correctly, and most write in a joined legible style. They have very good knowledge of the sounds of letters and spell correctly the most commonly occurring words and those that they use in their everyday work. The majority write in sentences that are punctuated with full stops and capital letters and are beginning to consider the audience that they are addressing. Pupils very enthusiastically wrote e-mails to send to 'Sebastian Swan' telling him about themselves. This resulted in very good progress being made. Good use is made of support staff in order to sustain the achievements of pupils with special educational needs and also those with English as an additional language.
72. The quality of teaching is very good overall. In 44 per cent of lessons it is very good and in 56 per cent it is good. This is throughout the school. Teachers have good subject knowledge, which they use well to review and assess pupils' progress frequently. Teachers' expectations of pupils' work are high and provide effective challenges for them. Teachers take every opportunity to develop pupils' language skills across the curriculum. For example, in a physical education lesson, mathematical language such as 'tall' and 'wide,' was reinforced. Most pupils have good attitudes towards all aspects of English. They are eager to learn and they enjoy their work. Most pupils behave well in lessons. Pupils work well in small groups and respect the views of others. Teachers are skilled in questioning and engage all pupils well in meaningful discussion. Resources are effectively used. Marking is very good; with teachers comments used to assess pupils' work and set clear objectives. The lower attaining pupils learn well from the contributions of others. Activities are often planned to meet the needs of all the pupils. The teaching of pupils with special educational needs is very good, enabling them to be fully involved in class lessons and to make good progress. The teaching of pupils with English as an additional language with a minimum of support staff is good. These pupils also make good progress.
73. There is very good co-ordination and management of the subject. The effective use of a subject management team, led by the co-ordinator ensures continuity in this. All staff work very well together in order to implement the National Literacy Strategy throughout the school. Teaching, planning, and assessment are regularly monitored by the co-ordinator, as are all pupils' workbooks. Written assessment and comment are given to each teacher. Teachers in individual year groups meet to plan and assess pupils' work across the three classes. Challenging targets are set and these are closely monitored. The subject is well planned for development across all subjects. Subject specific vocabulary is systematically introduced for example. The English skills that pupils consistently use throughout the curriculum contribute effectively to their attainment and progress. The governor responsible for literacy has received training and regularly helps support literacy throughout the school. Resources for English are good overall. The quality and quantity of books to support the literacy hour are good and the books have been well chosen. The library has recently been refurbished and is now a focal point of the school, offering excellent opportunities for individual research. Parents show good support by helping to maintain it. The range of fiction books in individual classes is also good, however a very limited number of bilingual books are available to support pupils who have English as an additional language.

MATHEMATICS

74. The results of the 1999 National Curriculum tests for seven year olds show that pupils attained well above average standards. Over the past three years, results in the national tests have been well above average apart from 1998 where standards were above average. In comparison with similar school standards were above average. The school has successfully targeted a number of pupils for improvement. This has had a positive impact in increasing the percentage of pupils attaining higher levels this year.

75. By the age of seven pupils' attainment is very good in number work and pupils' skills in mental mathematics are well developed. Other aspects of mathematics are covered thoroughly and are equally strong throughout the school. Information and communication technology and the use of mathematical language are used well across the curriculum, for example, data handling in science, or pattern work in art.
76. Since the last inspection in 1996, when standards were average there has been very good improvement. The structure and pace of work expected in the National Numeracy Strategy has had a positive impact, particularly on pupils' skills in mental mathematics. Last year some of the pupils who speak English as an additional language were identified for extra support in language and achieved very well to reach the higher standard.
77. By Year 2, the majority have a secure understanding of the value of two digit numbers and add and subtract in tens and units to one hundred. Pupils understand odd and even numbers and their mental skills are developing well as they halve and double simple numbers. Most use more than one strategy to solve problems of addition and subtraction and effectively use mathematical vocabulary in discussion. For example, as they apply their knowledge to solving problems with money, pupils solve simple problems of addition and subtraction of varying amounts between fifty pence and one pound. Pupils have a secure grasp of mathematical vocabulary. They know the names and properties of common shapes and work out simple problems on time and weight. Information and communication technology is used well to make simple graphs and charts.
78. The quality of teaching and learning is very good overall. In lessons observed, 58 per cent of teaching was good and 8 per cent was very good. One lesson, constituting 8 per cent, was unsatisfactory. The main reason for this unsatisfactory teaching was that at the beginning of the term, the teacher did not know the pupils well enough. The planned work was too challenging and pupils did not have a firm grasp of the concept being taught. As a result concentration was lost and insufficient learning took place. Generally, pupils learn very well because of the high quality of the teaching. Teachers have good subject knowledge and high expectations of behaviour and work. Effective demonstration of mathematical thinking and modelling of solutions is helping the pupils to understand how to solve problems. Lessons are very well planned and taught at a brisk pace. The successful methods promoted by the National Numeracy Strategy and a fast pace of learning encourages pupils to maintain their interest and enthusiasm. Teachers are skilled at asking questions that build on pupils previous learning and understanding. The staff systematically assesses pupils' progress and provide them with challenging work. Consequently, all pupils, including those with special educational needs and those who have English as an additional language, make very good progress overall.
79. A positive climate for learning is set at the beginning of each lesson with lively mental discussion. As a result relationships are good and pupils enjoy their lessons. Because the teachers have good subject knowledge, most pupils respond well to questions. This helps to build their self-esteem. However, at the beginning of term, not all pupils have settled down to listening to their teachers and concentrating on their work.
80. The subject is well coordinated. All members of staff work together effectively as a team to plan and implement the curriculum to meet all the needs of the pupils in the school. Teaching and learning is benefiting from the introduction of the National Numeracy Strategy and the advice and support from the very able co-ordinator. She has effectively demonstrated lessons for colleagues and monitored teaching and learning across the school. In particular there have been good improvements in the development of mathematical language across the curriculum and the use of information and communication technology to improve standards. Some limitations are placed on the curriculum for Year 1 pupils who are unable to investigate

capacity in a practical way because of restricted space in the temporary accommodation which adversely affects their attainment and progress.

SCIENCE

81. The results of the 1999 National Curriculum assessments for seven year olds show that pupils attained very high standards. The school is maintaining well above average standards. This year, 31 per cent of pupils attained level 3, compared with 50 per cent in 1999. The variation in results is mainly due to differences between the cohorts of pupils taking the tests.
82. Standards in science are well above national expectations by the time pupils reach Year 2. Pupils are offered a good range of curricular opportunities throughout the school. At the time of the last inspection standards in science were good, although there was a need to focus more clearly on learning objectives. Teacher assessments in the latest National Curriculum assessments show that standards are well above average. The findings of the inspection confirm this. There is also now much clearer focus on learning objectives during lessons. The school has therefore improved standards in the subject since the last inspection.
83. By the age of seven pupils know how to carry out investigations, and, with appropriate support from teachers and other classroom helpers, make careful observations and record what they have seen. The large majority of pupils can understand basic life processes and they use their knowledge in this area to distinguish between living and non-living things. They explain why some materials are better suited to particular purposes than others and some can see that some changes are reversible. Pupils use appropriate scientific vocabulary well, often very well. Pupils for whom English is an additional language are given effective support so as to be able to participate in activities fully.
84. In a Year 2 lesson on the similarities and differences between different materials, pupils were able to compare observed objects, describe them in scientific language and record their observations using simple tables. They use correct scientific language very well to describe their work and this makes a very good contribution to their basic literacy development. Their use of a simple table to record their observations, as well as their use of comparative terms such as 'larger', 'smaller', 'heavier' and 'lighter,' also makes a good contribution to their basic numeracy development.
85. Pupils generally show a sense of enjoyment and enthusiasm in their science work, particularly when it is of a practical nature. Pupils on the whole are able to share and co-operate well, and listen carefully to the ideas of others. A few find it difficult to settle and listen attentively to the teacher, particularly when the introductions to lessons are over-long. When talking about their work pupils show very good use of correct scientific vocabulary, and are able to give clear explanations of their ideas.
86. The quality of teaching and learning is very good overall. Of the six lessons observed, 17 per cent were very good, 67 per cent were good and a further 16 per cent were satisfactory. As most science work is part of planned cross-curricular topics teachers are very good at making clear links between different subjects, so that pupils are able to see the relevance of what they are doing to other areas of the curriculum. Where the teaching is good or very good, it is very thoroughly planned, activities are well chosen to match the interests and abilities of all the pupils and the good quality of the teaching gives appropriate levels of challenge to pupils of all abilities. In a Year 1 lesson on the similarities and differences between different living things the teacher's good subject knowledge enables her to lead whole-class discussion well, showing confidence and enthusiasm, which promoted very good learning for all the pupils. She used correct subject language well, and encouraged the pupils to reply in the same way. A lively pace of work was maintained, and pupils for whom English is an additional language, and those with special educational needs as well as the more able were fully

included in all parts of the lesson. This was achieved both through the skilful teaching, and by effective work from the support assistant. The pupils make very good progress throughout Key Stage 1 because they are very well challenged in their work. They effectively build on their previous skills of observation, prediction, recording and evaluating their work as staff plan their lessons.

87. Some work has been done since the last inspection to develop effective assessment procedures but this is recognised as an area for development so that assessment information can be efficiently gathered and recorded, and then used to inform planning. The subject co-ordinator is aware of this need and there are plans to develop this area, in line with the school development plan. The subject is well managed overall and the co-ordinator is appropriately qualified and experienced. Monitoring of teaching and learning has taken place, making use of the school's overall monitoring framework. This includes provision for feedback and discussion with teachers, so as to develop individual expertise. Work has also been done to ensure that opportunities for the use of information and communication technology are fully exploited.
88. The school has a good range of high quality resources, which are well-organised and easily accessible to staff. There has been excellent development of the school's site, so as to provide opportunities to study all areas of environmental science. Despite being a restricted site, excellent use has been made of many areas. There is a good variety of trees and shrubs, and a well-planned environmental garden, which is enthusiastically maintained by a rota of parents. However, Year 1 pupils are in cramped accommodation, which limits their opportunities for practical investigative work inside.

ART AND DESIGN

89. From four art lessons observed during the inspection, the scrutiny of pupils' work on display, teachers' planning and discussions with staff and pupils, standards indicate that the pupils, including those with special educational needs and those who have English as an additional language, make satisfactory progress throughout the key stage, and produce work that are is appropriate to their age. Standards were similar at the time of the last report.
90. By the age of seven, the pupils use notebooks for their initial designs and ideas. They closely observe the work of artists like Van Gogh and discuss the effects that different colours have on the mood of a painting. They develop investigative skills, for instance, combing a variety of materials to make collage pictures. The pupils acquire the appropriate knowledge, skills and understanding of the subject throughout Key Stage 1. For example, pupils in Year 1, evaluate the work of Piet Mondrian. They understand the pattern and colour in his work and successfully recreate patterns, using a variety of materials in his style. Art and design is used to support other areas of the curriculum such as mathematics and information and communication technology. For example, some pupils use the computer to make their Mondrian pictures. This makes a good contribution to their information and communication technology skills. However, the range of three-dimensional work and of art and design from non-western cultures that the pupils investigate is limited.
91. In lessons and discussion with the pupils, it is clear that their attitudes to the subject are generally good and they enjoy their work. Most are well behaved in lessons and talk enthusiastically about what they have learnt and are trying to achieve. They encourage each other as they work and share resources. However a minority find it hard to settle down to listening and starting work in a new class at the beginning of term which slows the pace of work and pupils' progress.
92. The quality of teaching is satisfactory overall. The best teaching is demonstrated by good planning and good subject knowledge. In these lessons, the teachers demonstrate practical

skills well and monitor effectively the pupils' work to help them achieve well. Demonstrations of techniques are particularly effective and enable pupils to gain insights into applying techniques. However, there is insufficient emphasis placed on the assessment of pupils' developing skills and techniques in Key Stage 1. This results in some elements of the curriculum being less well represented, as for example, the work of artists from non-western traditions and three-dimensional work.

93. The coordinator for art and design is knowledgeable and has a clear view for the development of the subject throughout the school. The assessment of art and design, the extension of three-dimensional work and the inclusion of art and design from non-western traditions are planned future developments. There are good resources for art and design. These are well deployed. The displays throughout the school are thoughtfully designed to celebrate the pupils' work and show the development of the pupils' skills. The accommodation for Year 1 pupils in temporary accommodation is cramped and restricts pupils' opportunities. The subject makes a good contribution to pupils' spiritual development and a satisfactory contribution to their cultural development.

DESIGN AND TECHNOLOGY

94. Standards at the end of Key Stage 1 are in line with national expectations. Pupils are given a series of worthwhile activities as part of their cross-curricular topics and they make satisfactory progress in their learning. Although no teaching of design and technology was seen during the inspection, evidence from other sources, such as pupils' previous work, displays around the school and discussions with pupils and teachers, made it possible to judge standards overall. Although the curriculum is improved standards were similar at the time of the last report.
95. By the end of Year 2, pupils have developed a satisfactory understanding of ways of joining and combining materials. They can select appropriate tools, techniques and materials with appropriate support and are developing an understanding of the need to consider safety in what they do. They can also produce plans and ideas about their work, and consider the suitability of materials and components.
96. In discussions, pupils showed that they enjoyed these practical activities and, overall, showed positive attitudes towards the subject. Pupils collaborate well in their learning which makes an effective contribution to their social development.
97. The school has a good range of resources for design and technology, and the subject coordinator has worked hard to organise them and ensure that they are readily accessible to staff. She has a good overview of the subject and has undertaken monitoring activities, both of teaching and planning. Subject documentation has been reviewed and updated and attention is now to be given to ensuring systematic development of design and technology skills. Work has also been done on integrating the use of information and communication technology more fully into design technology activities.
98. At present little systematic assessment takes place in the subject. Teachers do use the school's marking policy effectively, and there is a good common approach between the classes in the same year group. There is a need to develop assessment procedures for the subject, so that the outcomes of ongoing assessment can inform next steps in learning. The curriculum is improved from the time of the previous inspection and the scheme of work has been updated in line with the national guidance. However, the curriculum is restricted for Year 1 pupils who are in cramped accommodation. They are unable to make their own choices of materials to use or work on large-scale pieces of work. Pupils benefit from the help of members of the community who work with small groups on specific projects.

GEOGRAPHY

99. By the age of seven, pupils' attainment in geography is above the national expectation, and, in some areas, it is well above average and pupils make very good progress. Pupils are given a range of interesting activities which develop their understanding of the local area. They learn about the human and physical features of the area and begin to show awareness of localities beyond their own. Teachers make good use of opportunities to introduce appropriate geographic vocabulary, and this makes a valuable contribution to pupils' basic literacy development. This is an improvement since the last inspection when standards were average. All the areas of the curriculum are covered but better use could be made of the cultural backgrounds of the pupils to deepen understanding of other countries and cultures.
100. Because the work is presented to them in interesting and stimulating ways, pupils generally enjoy the work and respond with enthusiasm. In a lesson using a simple map of the school grounds, pupils looked at different environments. They were involved and interested in the practical activities, and could mark their plans correctly, using their own symbols. They enjoyed the work, and attitudes and behaviour were very good overall. This, and similar, work makes a worthwhile contribution to the basic numeracy development of pupils.
101. The teaching of geography is good. Teachers use subject vocabulary well, and activities generally are well planned and well suited to the interests and abilities of the pupils. The teacher in the lesson previously outlined, planned carefully including options for dry or wet weather. She used questioning skilfully and praised pupils when appropriate. The pupils were very well managed, both around the school grounds, and when they went back to the classroom.
102. Assessment strategies, which enable teachers to track individual progress are underdeveloped. Such assessment information informs the next stages in individual learning for all pupils to be more effectively challenged. At present work is systematically marked according to the school's marking policy, but assessment is identified as an area for development.
103. The subject is effectively co-ordinated and the co-ordinator has had opportunities to monitor teaching and planning. Resources are just sufficient for the needs of the curriculum, although they are stored in cramped conditions. It is therefore difficult to keep the resources organised and accessible. Some resources are outdated and in need of replacement but are satisfactory overall.

HISTORY

104. One lesson was observed, discussions were held with pupils and staff and the pupils' previous work was scrutinised. By the age of seven, pupils achieve well and make good progress to attain above average standards. This is an improvement on standards at the time of the previous inspection. Then they were average.
105. Good work came from comparing food from different historical periods. The pupils learned for example, that people ate and cooked differently in Roman, Medieval Times and today. They are developing an understanding of chronology through the use of time lines and the development of cars, boats and aeroplanes.
106. The quality of the teaching in the lesson seen was good. Pupils were challenged when looking at photographs, a hundred years apart, of the same scene and comparing them. They were further challenged when asked to give reasons for the differences. All responded well and were enthusiastic. Pupils with special educational needs and those with English as an

additional language make good progress when given support with their differentiated tasks. They are fully integrated and involved in the lesson.

107. Regular visits are made to areas of interest as part of topic work. These support the history curriculum. For example, pupils visited The Black Country Museum. Outside agencies such as the Warwick Castle Knights also give presentations within the school. These experiences make the subject come alive for the pupils and enrich their learning. This increases their interest and motivation to learn and has a positive impact on standards. It makes a good contribution to pupils' spiritual, social and cultural development.
108. The co-ordinator takes a strong lead in developing the subject throughout the school. She monitors planning well. This ensures consistency between classes. The resources for history are of good quality and quantity. They are very well stored in topic boxes for easy access. However, assessment procedures are not yet in place to assess the pupils' development of key skills. The co-ordinator has had no release time yet to monitor the quality of teaching and learning in the subject across the school. These needs have been identified as areas for future development. The co-ordinator maintains good levels of resources that are well catalogued and stored.

INFORMATION AND COMMUNICATION TECHNOLOGY

109. In information and communication technology pupils attain above average standards. Standards have improved since the last inspection when they were average. All pupils, including those with special educational needs and those who speak English as an additional language have equal access and equal opportunities when using the computers. Most pupils make good progress in their learning.
110. By the age of seven. Pupils know how to use the computer in a variety of situations. The large majority of pupils can produce, organise, amend and present ideas using information and communications technology in a range of cross-curricular situations, with appropriate support. They can share and exchange ideas both with their classmates and with a wider circle by means of the Internet. They are learning about the possibilities offered by electronic mail. They can discuss and describe their own use of information and communication technology, both in school and in the world beyond.
111. In a Year 1 lesson, for instance, pupils used the school's networked computers and the Internet to enhance their Literacy Hour work. They were able to look at an animated version of a 'big book' and also attempted to send electronic mail messages to characters in the story. The lesson promoted pupils understanding of the usefulness of information technology in the context of their basic literacy development.
112. The curriculum for information and communication technology is wide-ranging; although at present the area of using sequences of instructions to control and make things happen is relatively under-developed.
113. Pupils generally show very positive attitudes towards their work in information and communication technology. Numerous examples were seen during the inspection, in all curriculum areas, of pupils making effective use of the computers. In an art and design lesson, for example, pupils used the computer, with appropriate software, to investigate shape and colour. In an English lesson, several Year 1 pupils used word-processing software to draft electronic mail messages. Year 1 pupils used appropriate software to match pairs of animals during a science lesson on similarities and differences.
114. The quality of teaching of information and communication technology is good. Teachers have generally good subject knowledge, and are able to provide appropriate

information and communication technology activities to supplement the work in all curriculum areas. Much has been done by the school to develop teachers' confidence in working with computers. All teachers have been provided with a laptop computer for their own use and this has had the effect of rapidly developing individual skills. Teachers keep many aspects of school documentation on the laptops, including individual education programmes for pupils with special educational needs and those who speak English as an additional language. This improves the quality of teaching for these pupils.

115. The information and communication technology co-ordinator has worked hard to oversee the introduction of networking. This has been successfully implemented for the main building, and there are plans, dependent on building developments, to extend this to all classes. Much work has been done to update both hardware and software so that the school now has very good provision in these areas. This ensures that all pupils have full access to all areas of the curriculum for information technology. The school has had the services of a technician, who has been able to provide support for the co-ordinator in setting up computers and systems, installing software, and maintaining hardware and software. The result of this is that the school makes maximum use of its resources.
116. Systematic assessment procedures are insufficiently developed. This limits teachers' planning for the next steps in learning. The subject now has an up-to-date policy and schemes of work, and teachers have been given appropriate in-service training in areas where they lacked confidence. Some monitoring of planning and teaching has been undertaken. This has had a positive impact on standards.

MUSIC

117. Two lessons were observed. Pupils' attainment is above average standards by the age of seven. They achieve well and make good progress in their learning. The school has improved the standards that were seen at the last inspection which were average.
118. Standards of performance are good at the age of seven and throughout Key Stage 1. They sing a variety of songs confidently. Sometimes these are accompanied and sometimes unaccompanied. Whether or not, the pupils sing tunefully with obvious enjoyment. Singing is used well by teachers to focus pupils' attention and to develop social skills. For instance, 'The Farmer's in his Den' was used very well to integrate a pupil with special educational needs into the lesson.
119. The quality of teaching and learning is good. During lessons pupils learn well. They were challenged, for example, to memorise a rhythm pattern they made, then repeat it and then add words. At the beginning of the key stage, pupils put great concentration, perseverance and effort into their work when working together on soft and loud musical phrases.
120. The school makes good use of outside agencies to widen pupils' learning. For example, pupils have had the opportunity to listen to a South American band and a brass band. On other occasions pupils have taken part in local music festivals and community and school events such as a World Music Festival where they performed music they composed to resemble the sounds of a rainforest. They join the local community to sing at the Friends Meeting Hall. Past pupils are invited to assemblies to play Asian instruments. Such experiences contribute well to pupils' spiritual, social and cultural development.
121. The curriculum for music is developing well under the leadership of the recently appointed co-ordinator. She monitors teaching and planning regularly. However, there is no system in place for assessing pupils' progress in the key skills. The co-ordinator has identified this as an area for future development. A good selection of well-maintained

instruments is available. However the subject co-ordinator recognises that the present scheme of work and the resources available to support it, do not fully reflect the range of ethnic origins of the pupils. This is an identified area for development. She also plans to extend the use of information and communication technology with the purchase of a keyboard for use with a computer.

PHYSICAL EDUCATION

122. Five lessons were observed. The quality of the pupils' work was also discussed with the co-ordinator. The pupils achieve well, are making very good progress in lessons, and attaining standards above that expected for their ages. In the aspects of the subject that were observed, the school has improved the standards that were reported at the last inspection.
123. This inspection was at the beginning of the school year. All physical education lessons observed were either gymnastics or dance. The pupils rise to challenges, willingly working together. For example, they practised making animal shapes when experimenting with curled and stretched shapes. They did this with enthusiasm. When doing this they accept their teachers' criticisms of their work and use them to improve their standards. They also assess their own and other pupils' performances, using these assessments to improve the quality of their work. They understand the effect of exercise on their bodies when for example, they dance to the 'Iron Man' music or to the song 'Cotton Eye Joe'. They also understand the need to warm-up and cool-down before and after exercise.
124. The quality of the teaching seen during the inspection ranged from satisfactory to very good and is very good overall. During lessons pupils learn very well. The best lessons are challenging and make demands on the pupils that engage their whole attention, physically, mentally and socially. All pupils enjoy physical education and enthusiastically take part. They work hard to achieve and improve the tasks set. In a very good lesson about fitting a sequence of movements to music, pupils responded very well, putting great concentration, perseverance and effort into their work. The pupils generally work well in pairs and individually. Most respond willingly to instructions and observe rules. Pupils with special educational needs and those who speak English as an additional language make very good progress when supported by an integration assistant. This contributes effectively to pupils' moral, social and cultural development.
125. The school is involved in the 'Tops Scheme', which is ranging from the Foundation Stage to the end of Key Stage 1. Many activities are incorporated into the playground provision. Extra-curricular activities organised during the Summer Term contribute to pupils' physical education. They are planned by staff and supported by parent helpers. They have included a games club and top sport tennis. Through team work the subject makes a good contribution to the pupils' social development.
126. The subject is well led. The co-ordinator takes a lead in developing the use of the 'Tops Scheme' throughout the school. She monitors teaching and planning regularly, however schemes of work are incomplete and there is no system in place for assessing pupils' progress in the key skills. The subject development plan identifies these needs as an area for future improvement. The co-ordinator liaises with the health and safety co-ordinator, and Junior School physical education co-ordinators and outside agencies such as Hall Green, and Billesley Tennis Clubs. She ensures that all Health and Safety rules are adhered to both during lessons and at lunchtime. She maintains an appropriate range of well-maintained equipment to enable the subject to be delivered and she is aware that the provision of larger equipment needs to be reviewed.

RELIGIOUS EDUCATION

127. Pupils meet the expectations of the locally agreed syllabus. They achieve satisfactorily to attain standards which are expected for pupils of this age. Standards were similar at the time of the last inspection.
128. By the time pupils are seven, they understand that different faiths have similar features. For example, pupils understand that there are important traditions and rules to live by. There are well-established links with the local clergy and pupils have a satisfactory knowledge of Christianity. By the age of seven, pupils know a range of stories from the Bible and have some understanding of Islam, Sikhism and Hinduism. The staff work effectively towards raising attainment by developing community links so that pupils have a better understanding of the range of cultural traditions and beliefs, within our society. For example, pupils throughout the school celebrate Eid and Diwali. with the help of some parents and visitors. They dance, sing and wear traditional clothes and prepare and eat traditional food. This makes an effective contribution to pupils' spiritual and cultural development.
129. The quality of teaching is good overall and pupils achieve well. Four lessons were observed of which three were good and one was unsatisfactory. The good lessons were characterised by teachers' good planning and effective questioning to lead discussion and promote pupils' thinking and learning about the importance of rules at home and school. Pupils' responses, personal development and behaviour are generally good. They listen carefully, value what others have to say, want to know more and ask sensible questions to find out more. They make well thought out comments when discussing the consequences of breaking rules. They respond well to the quiet times in circle time and assemblies and are willing to put forward their own ideas and suggestions. Where teaching was unsatisfactory, the pupils' responded poorly in discussion by not listening or following instructions. Much of the lesson time was spent in managing the class, which resulted in pupils' insufficient learning by the end of the lesson. From scrutiny of teachers' planning, teachers have a good knowledge and understanding of the subject and plan their lessons conscientiously. There are high expectations of pupils to explain their thoughts clearly and develop their speaking and listening skills. Overall, as there has been a minimum of time allocated for the teaching of this subject.
130. The curriculum is coordinated well and linked to the school assemblies and the major religious festivals. There has been a focus on improving liaison with the community to develop a better understanding of the traditions and beliefs of a range of faiths. Resources are satisfactory and help promote learning but there are insufficient artefacts to support the curriculum. The resources are of good quality and easily accessible. The procedures for the assessment of pupils' attainment and progress are at an early stage of development and the co-ordinator has made plans to develop assessment. Resources were similar at the time of the last report.