

## **INSPECTION REPORT**

### **ST GEORGES CE FIRST SCHOOL**

Redditch, Worcestershire

LEA area: Worcestershire

Unique reference number: 116843

Headteacher: Mr Martin Allen

Reporting inspector: Mr Robin Wonnacott  
2787

Dates of inspection: 6 – 10 November 2000

Inspection number: 225193

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	First
School category:	Voluntary Controlled
Age range of pupils:	3 - 9
Gender of pupils:	Mixed
School address:	Stevenson Avenue Redditch Worcestershire
Postcode:	B98 8LU
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Appropriate authority:	The Governing Body
Name of chair of governors:	Rev. Andrew Smith
Date of previous inspection:	23 March 1998

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Robin Wonnacott 2787	Registered inspector	Art and design	What sort of school is it?
		Physical education	What should the school to improve further?
			The school's results and pupils' achievements
			How well are pupils taught?
			How well is the school led and managed?
Valerie Bradley 9009	Lay inspector		Pupils' attitudes, values and personal development
			How well does the school care for its pupils?
			How well does the school work in partnership with parents?
Margaret Buck 23997	Team inspector	Mathematics	
		Geography	
		Music	
		Children in foundation stage.	
		Special educational needs	
Jean Blunt 20953	Team inspector	English	How good are the curricular and other opportunities offered to pupils?
		History	
		English as an additional language	
Giles Job 2755	Team inspector	Science	
		Information and communication technology	
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		Religious education	

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

### **INFORMATION ABOUT THE SCHOOL**

Saint George's Church of England First School is situated in the Lodge Park ward of Redditch, close to the town centre. The school has just over two hundred and twenty pupils on roll, between the age of three and nine years. This makes it an average sized school compared with the size of primary schools nationally. The pupils come from homes in the immediate area of the school. This is a mixture of low cost owner occupied accommodation, and rented accommodation. The percentage of pupils entitled to free school meals is above the national average. The percentage of pupils who have English as their second language is very high compared with national figures. It is currently close to forty per cent. The percentage of pupils with statements of special educational needs is similar to that typically found nationally. Pupils enter the school as under-fives with varying levels of attainment. Overall, attainment on entry is much lower than that typically found for the age group, a substantial minority of pupils have very low attainment.

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

The school has effectively addressed the issues that were identified as serious weaknesses during the last inspection.

This is an improving school where the standards attained by pupils are showing steady improvement. Pupils join the school with standards that are very low, particularly in language. Up to forty per cent of pupils have English as their second language. Pupils make good progress as they move through the school to attain standards that are generally close to the average for pupils aged nine years. The very good provision for pupils with English as a second language enables this group to make very good progress. The hard work of the headteacher, teaching and support staff has led to the steady improvement in standards. Standards in English and mathematics have improved in recent years. Since the last inspection the quality of education provided by the school has improved.

The headteacher is a good leader. He is supported by a hard working staff who know the pupils well. Many of the governors are new to the role but they are keen to be fully involved in the general management of the school. The governing body has established satisfactory procedures that enable it to fulfil all aspects of its role; it uses money to good effect and numerous specific grants are sensibly used to help raise standards. The extensive range of help provided for pupils is used effectively. The school provides satisfactory value for money.

### **WHAT THE SCHOOL DOES WELL**

- Pupils' standards in the important skills of reading, writing and number work are steadily improving.
- New national strategies for developing the pupils' skills in literacy and numeracy have been effectively established into the work of the school.
- Pupils with English as a second language make very good progress as they move through the school.
- Relationships in the school are good. Pupils from different cultures are successfully integrated and they respect each other's views. Racial harmony in the school is very good.
- Overall, behaviour throughout the school is good. In lessons this has a positive impact on the way pupils learn.
- The school has made good progress in strengthening relationships with the local Muslim community.

### **WHAT COULD BE IMPROVED**

- Information about pupils' levels of attainment could be used to better effect to plan new learning.
- The headteacher's programme for monitoring teaching and learning needs to be more regular and should focus on further improving the quality of teaching.
- Levels of attendance among particular groups of pupils are too low, this affects the progress they make.

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

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

Since the last inspection in 1998, the school has made good progress in addressing the issues that were identified as being in need of further development:

- Standards in English, mathematics, science and information technology have improved. This is a result of improved teaching.
- A coherent plan is in place that shows how the curriculum will be delivered. Arrangements for using assessment information to sharpen lesson planning are still in need of further work.
- The school's management team is now more effective. More work still needs to be done on monitoring pupils' attainment and using the information that is collected.

The quality of teaching has improved. The number of lessons observed in this inspection where teaching was unsatisfactory was low. Much of the teaching is good. The school is on course to meet its targets for attainment in English and mathematics.



## STANDARDS

The table shows the standards achieved by seven-year-olds based on National Curriculum test results.

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
Reading	E*	E	E	D
Writing	E	E	D	D
Mathematics	E*	E*	E	D

  

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E
very low in comparison	E*

In the last three years standards have improved. Although the school's results for 2000 have not been published they show further improvement. The school is meeting the targets it set for end of Key Stage 1 assessments.

The 1999 results for writing were below the national average. In reading and mathematics the results were well below the national average. When compared with similar schools, the results were below the average in all three of these aspects of the pupils' development. The results are affected by the pupils' very low levels of attainment when they enter the school as five-year-olds. The assessment results do not reflect the good progress pupils make as they move through the school.

The test results for 2000 show further improvement, with a higher percentage of pupils reaching both the expected level and the higher level of attainment. The work of the Year 2 pupils indicates the school's results will be lower in 2001, but results will still be close to the national average.

Standards in other subjects show variation. Higher attaining pupils generally reach a level of attainment typical of that expected for seven-year-olds and by the age of nine they attain standards typical for the age group. However, in most subjects there are a large number of pupils who reach standards that are on the low side. This is largely due to the emphasis the school has rightly placed on raising standards in English and mathematics. Although there are variations in the standards attained by pupils, overall, pupils age seven and nine attain standards that are typical for the respective age groups.

Pupils enter the Nursery with language skills that are much lower than those typical for the age group. Many pupils have no spoken English, this limits their performance in many subjects. As a result of good well-planned teaching, pupils make at least good progress in their learning as they move through the school. Pupils for whom English is a second language make very good progress.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Attitudes to work are good. In most lessons pupils are keen to be involved in activities and they want to succeed. In the best lessons teachers use praise to very good effect.
Behaviour, in and out of classrooms	Behaviour in the school is good. When pupils' behaviour is unsatisfactory it is generally well managed by teachers.
Personal development and relationships	The personal development of pupils is good. Relationships in the school are good. When pupils are provided with the opportunity to take responsibility they respond well.
Attendance	Attendance levels are lower than those typically found in primary schools. Those pupils who have long periods of absence make slow progress in learning.

The positive relationships in the school play an important part in helping pupils to develop good attitudes to their work. Pupils are keen to take responsibility but opportunities for this aspect of their development are too limited.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	Aged 5-7 years	Aged 7-9 years
Lessons seen overall	Good	Good	Satisfactory

*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.*

Overall, the teaching observed in the inspection was good. During the inspection, forty-eight lessons were observed. In ninety-four per cent of lessons teaching was judged to be satisfactory or better. In fifty-three per cent of lessons teaching was judged to be very good or better. In six per cent of lessons teaching was judged to be unsatisfactory; this was just three lessons.

Where the teaching was at its best the lessons were well planned and teachers used good questioning techniques to help pupils think carefully about answers. Where the teaching was unsatisfactory the teachers were not in complete control of the class. The unsatisfactory behaviour of a small number of pupils affected the progress of the majority.

Overall, good teaching was observed in English lessons where pupils were developing skills in reading and writing (literacy skills). In mathematics lessons, where pupils were developing their skills in number (numeracy skills) the teaching was good overall, but varied from being very good to unsatisfactory.

In all other subjects of the curriculum the teaching observed was generally of a good quality.

Evidence collected through talking to pupils, and through examining their books, shows that they make good progress as they move through the school. Pupils for whom English is a second language make very good progress. The lesson observations made during the inspection supported the view about the longer-term good progress made by pupils' in their learning.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum provided by the school is satisfactory. The school gives appropriate emphasis to developing the pupils' skills in reading, writing and number work. The provision of activities outside of teaching time is satisfactory.
Provision for pupils with special educational needs	Overall, provision is good. Teachers and classroom assistants, who help small groups with all aspects of their work, provide pupils with good support.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Overall provision is good. Opportunities for social and cultural development are good. Opportunities for spiritual and moral development are satisfactory. The multi-cultural diversity in the school is used to good effect to help pupils understand diversity in society.
How well the school cares for its pupils	The arrangements for monitoring aspects of pupils' well-being and academic development are satisfactory.

Although good records of pupils' attainment are kept, these are not sufficiently related to nationally agreed standards and are not consistently used to plan new learning. The school makes satisfactory arrangements to involve parents in their children's education.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Leadership and management are good. Under the leadership of the headteacher and the senior management team the school has made steady progress in providing pupils with a good standard of education. The role of the subject co-ordinators is well developed.
How well the governors fulfil their responsibilities	Many of the governors are new to the role. They are involved in a satisfactory way in the general management of the school. They have satisfactory procedures in places that enable them to hold the school to account for its actions. They are totally supportive of the school's work.
The school's evaluation of its performance	There are satisfactory procedures for the school to evaluate its work. Although test results are analysed thoroughly they are not used to set targets for pupils' learning.
The strategic use of resources	The school governors make good use of the financial resources available. Numerous special grants are targeted effectively to support particular groups of pupils.

The level of staffing in the school is very good. As well as good levels of teaching staff, the school has an extensive range of support staff, particularly staff who help pupils for whom English is a second language. The school has a very good range of suitable accommodation. Resources are generally good. The governing body and headteacher work very well together and use financial resources effectively. The governors understand and apply the principles of best value when making decisions about expenditure.

## **PARENTS' AND CARERS' VIEWS OF THE SCHOOL**

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"><li>• Parents feel that they can approach members of staff.</li><li>• Parents report that their children like coming to school.</li><li>• Parents judge that the school is well led and managed.</li><li>• Parents judge that the school is helping their children to mature.</li></ul>	<ul style="list-style-type: none"><li>• An analysis of the questionnaires, and the response at the parents' meeting, did not identify any areas where parents would like to see improvement.</li></ul>

Parents returned thirty-four questionnaires. Two parents attended the meeting with the registered inspector.

The inspection team supports the positive views identified by the parents.

### **OTHER INFORMATION**

The governing body is responsible for drawing up an action plan within forty days of receiving the inspection report, showing how the school will tackle the improvements needed. This action plan will be circulated to all parents at the school.

## PART B: COMMENTARY

### HOW HIGH ARE STANDARDS?

#### The school's results and achievements

- Pupils enter the Nursery with standards of attainment that are much lower than those typically found for the age group. The number of pupils who have little English when they enter the Nursery is higher than that typically found nationally. By the age of seven years standards have improved. Evidence from the 1999 assessments for seven-year-olds indicates that the pupils' performance in reading and mathematics was well below the national average. In writing standards were below the national average. By the age of nine, the majority of pupils attain the standard in English and mathematics that are typical for this age group. Standards in science are lower than that typically expected for pupils age nine. Pupils make at least good progress as they move through the school.*
- The national arrangement for assessing pupils' attainment is based on a scale with eight levels. The target for seven-year-olds is Level 2 of the scale; higher attaining pupils should reach Level 3. As well as comparing the school's results with the national picture it is possible to make comparisons with schools that are 'in a similar context', that is, schools who have a similar proportion of pupils entitled to free school meals. When the school's results in the 1999 tests are compared with this group of schools, then the pupils' results in reading, writing and mathematics were below the average for similar schools.
- The 1999 results for reading show that the percentage of pupils attaining the expected standard for seven-year-olds (Level 2) was well below the national average. The percentage of pupils attaining at a higher level (Level 3) was well below the national average. The results for writing and mathematics show a similar pattern. A relatively high proportion of pupils has English as a second language, this can be close to forty per cent of pupils, and this has a significant impact on the school's overall performance in national tests.
- There are no national tests for science at age seven. In this subject the class teachers make an assessment of the pupils' attainment, as they reach the end of their time in the school. The 1999 assessments indicate that the percentage of pupils attaining the expected level was well below the national average. The percentage attaining at the higher level was in line with the national average. When compared with similar schools, the school's results show that the percentage of pupils attaining at the expected level was well below the average for similar schools, the percentage attaining at the higher level was above the average for this group of schools.
- The school's results for 2000 indicate a further improvement in performance. The percentage of pupils who attained the expected Level 2 has increased. Similarly the percentage that attained the higher Level 3 has increased. Standards attained in national tests are improving. However, the evidence gathered through examining the pupils' books, and through discussion with pupils, indicates that the 2001 results are unlikely to be as good.

6. An examination of the Year 2 pupils' English and mathematics books indicates that the majority will attain the nationally expected standard by the end of this school year. The standard of work seen suggests that the number of pupils attaining the higher level will be smaller than in 2000. Work in the books of the Year 4 pupils indicates that the majority will reach the level of attainment expected of nine-year-olds. The work in the Year 2 and Year 4 science books, indicates that standards are lower than that typical for pupils age seven and nine years respectively.
7. The headteacher has undertaken a thorough analysis of the school's test results. This information is being used to make predictions about the school's future results. However, sufficient use is not being made of the data to help teachers set targets for individual pupils, then plan learning to help them reach the goals set. This approach is enabling the school to meet the targets it has set for levels of attainment in the national assessments for seven-year-olds.
8. The inspection was early in the new school year, only limited evidence was available for a range of other subjects. The evidence indicates that in art and design, information and communication technology, music and physical education standards are similar to those typically found for pupils in a first school. Standards in geography, design and technology and history are lower than that typically found for the age group. In religious education the pupils' attain standards that are in line with those expected in the locally agreed syllabus for the subject. The low standards are largely the result of the focus the school has given to raising standards in English and mathematics.
9. When the performance of boys and girls is compared over the period of the last two years, the variation in the results is small. In reading, the boys have performed slightly better than the girls. In writing and mathematics, the girls have performed slightly better than the boys. The school has undertaken some analysis of the results; this shows that pupils for whom English is a second language are doing as well as those pupils for whom English is the first language.
10. ***Pupils enter the Nursery class with attainment that is much lower than that found nationally, by the age of five pupils they have made good progress to attain standards that are still lower than those typically expected for this age group. By the end of their time in the Key Stage 1 classes most pupils have attained standards that are typical for seven-year-olds; they have made good progress. By the age of nine pupils have attained standards typical for this age group; they continue to make satisfactory progress.***
11. In reading and writing all pupils make good progress. By the age of seven years the pupils' standards are typical of the national standard, they have done really well. A small number of higher attaining pupils are generally working at a level above that expected for seven-year-olds; they too have made good progress. Pupils who have little English when they enter the school make particularly good progress. This is the result of the teaching that makes very good use of the high quality support staff. Progress in mathematics shows a similar picture.

Many pupils enter the Nursery with no skills in number work. By the age of seven the majority are working at the nationally expected level.

12. When pupils enter the school very few have any pre-reading skills. As they move through the school they make good progress in reading, so that by the time they reach the age of seven many are performing at the nationally expected level. The steady improvement in the pupils' reading skills is a result of the way the teachers use every opportunity to involve the pupils in reading. For example, during the inspection the teachers made very good use of books in a science lesson to help Year 4 pupils with reading, linking the science work to work in literacy lessons.
13. In number work (numeracy skills) pupils generally make good progress. Most pupils join the school with little knowledge of numbers and how they operate. By the age of seven the majority of pupils can do simple calculations quickly and accurately. In other aspects of mathematics pupils attain the nationally expected standard. For example, they have a satisfactory understanding of shape and money. The staff are making very good use of the national guidance for teaching reading, writing and number work. The approach is having a positive impact on the pupils' standards of attainment. Progress in the Key Stage 2 classes is satisfactory, so that pupils attain the standard typically found nationally for nine-year-olds.
14. A particular strength of the school is the progress made by pupils who have English as a second language. Most pupils enter the Nursery with little or no spoken English. As a group, they make very good progress so that their results in the Year 2 national assessments are typical for the school. In the Key Stage 2 classes pupils continue to make good progress.
15. Pupils with particular learning difficulties achieve standards appropriate for their age and ability. They make good progress in developing skills in reading and number work. The pupils are well supported in lessons by adults who are clear about pupils' needs. Support staff provide opportunities for pupils to develop their self-confidence in their learning.
16. The evidence gathered during this inspection, shows that there has been a steady improvement in standards in English and mathematics, from that reported following the last inspection.

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

17. *Pupils' attitudes to learning are good throughout the school. Behaviour in lessons is rarely less than good. Behaviour around the school is good, characterised by the good quality of relationships. Pupils know what is expected of them, and respond well to the praise and encouragement given to them. The school has a positive, friendly ethos, which provides a good basis for learning. Attendance is unsatisfactory.*
18. In the majority of the lessons observed, pupils were interested in the work and their attitude to learning was positive. Pupils generally concentrate very well, although the ability of some

to sustain concentration is limited. When pupils become restless, it is often because the work they are doing is not sufficiently challenging, or that they have not understood the instructions given to them.

19. Pupils know the difference between right and wrong, and most enjoy pleasing their teachers. They enjoy the opportunity to present good work to others during the weekly Good Work assemblies.
20. Pupils who have special educational needs respond positively to help from both teachers and support staff. Pupils with English as an additional language have positive attitudes to their work and become fully involved in all class activities. Pupils discuss beliefs held by people of other faiths. Pupils' own experiences relating to their particular cultural background are valued and shared.
21. Pupils form constructive friendships, and relationships between pupils of different cultural backgrounds are very good. There are a few pupils who are not well behaved, do not listen to their teachers well, and sometimes disrupt others who wish to work. Generally inappropriate behaviour is well managed. No evidence of bullying was seen during the inspection. There were no exclusions during the last school year.
22. When pupils who have behaviour problems have been attending the local Pupil Referral Unit, there is good liaison to support a successful integration into the school.
23. Pupils' personal development is good. The youngest pupils respond well to the teachers and support staff in the Foundation Stage. They settle into the routines of school quickly and steadily gain in confidence, self-esteem and language skills.
24. Pupils respond well to the opportunities given to show initiative and responsibility. They deliver registers, help with classroom routines, and clear plates at lunchtimes. In general, however, opportunities for independent learning and for pupils to take responsibility are too limited.
25. Attendance levels for the last academic year were well below the average nationally. Although the attendance record of most pupils is good, a substantial number of pupils are taken for extended visits abroad. These long periods of absence have a detrimental effect on the progress of pupils for whom English is an additional language. There are also a number of parents who do not appreciate fully the importance of regular attendance at school. Liaison with the education welfare officer is satisfactory, and legal procedures are instituted when necessary. The attendance record of some pupils is regularly affected by illness, partly caused by poor living conditions.
26. Most pupils arrive in school punctually, ensuring a prompt and effective start to the school day.



## HOW WELL ARE PUPILS TAUGHT?

27. *The teaching observed during the inspection was of a good standard. In lessons where the under-fives were being taught as a group (Foundation Stage), teaching was judged to be good. In the Key Stage 1 classes, teaching was also judged to be good. In the Key Stage 2 classes, teaching was judged to be satisfactory. Evidence gathered by examining pupils' past work and teachers' records, supports the judgements made about the quality of teaching through classroom observation. Over the longer period of time teaching is judged to be good.*
28. There are nine classes in the school. The Nursery and two Reception classes make up the Foundation Stage of education. Three classes make up Key Stage 1. There is one Year 1 class, one Year 2 class and one class with both age groups. Three classes make up Key Stage 2; there is one Year 3 class, one Year 4 class and one class with both age groups.
29. During the inspection, forty-eight lessons or part lessons were observed, in total thirty-nine and a half hours of teaching and learning was inspected. Teaching was judged to be very good in six lessons, good in nineteen lessons, satisfactory in twenty lessons and unsatisfactory in the remaining three lessons. Teaching that was at least of a good quality was observed in all three stages of education. These figures show a clear improvement on the judgements about teaching that were made during the last inspection.
30. Common strengths that were identified in the lessons observed where teaching was judged to be at its best were:
- the detail in the teachers' planning;
  - the way teachers used questions to help pupils develop their ideas;
  - the use made of support staff, who were always clear about their role;
  - the way the staff supporting pupils for whom English is a second language helped and encouraged this group of pupils to give answers.
31. These strengths played a major part in the good progress made by the pupils.
32. In the three lessons where teaching was unsatisfactory, not enough attention was paid to ensuring that pupils were on task. As a result, a small number of pupils disrupted the flow of the lesson and the progress made was too slow.
33. *The quality of teaching observed in the Foundation Stage was good. In total, eleven lessons were observed; this equated to just over nine hours of teaching. In three of the lessons the teaching was judged to be very good. Teaching was judged to be good in four lessons and satisfactory in the remaining six lessons.*
34. Teaching in the Nursery unit is shared by two teachers, one teacher works in the morning sessions the second, in the afternoon sessions. The teacher and the support staff showed that they had a clear understanding of the needs of individual pupils. They had identified the need to develop the language skills of the pupils and used every opportunity to do this. For example, in a lesson where pupils were using a range of materials to make models, the

teacher and other adults used the opportunity to increase the range of language used by pupils. Teachers make very good use of praise to help pupils with their learning. In a physical education lesson, pupils' performance was used to help others improve their work; this was effective. Six sessions were observed in the Nursery, teaching was consistently good and in three lessons it was very good. Teaching in the Reception classes was satisfactory overall, in one lesson it was good. The good teaching was observed in a physical education lesson where pupils were being encouraged to develop a range of movements over mats. The lesson went with a swing, and there was clear evidence of pupils improving the quality of their movement, whilst enjoying the work.

35. ***Overall, the quality of teaching that was observed in the Key Stage 1 classes was good. In total, twenty lessons were observed; this equated to sixteen hours of teaching and learning. In two lessons teaching was judged to be very good, in twelve lessons teaching was judged to be good, in five lessons teaching was judged to be satisfactory and in one lesson it was unsatisfactory.***
  
36. Good and very good teaching was observed across a number of subjects, including English, mathematics and science. The teachers made very good use of the new national strategy for teaching reading, writing and number work. During English lessons the teachers made very good use of the pupils' first efforts at spelling words before they were given an accurate spelling. For example, in a Year 1 class where pupils were having a go at spelling a range of words they were praised when they made an attempt at a word. The teacher and support staff then provided them with sensible strategies to help them correct their spellings. Very good teaching was observed in a Year 2 mathematics lesson where pupils develop a clear understanding of the ways numbers operate. The teacher used very good strategies to include all pupils in the activity. When a small number of pupils started to go off task, she made effective use of a quiet voice to help them concentrate again. The detailed planning helped the lesson go with a swing; pupils made clear progress in their learning.
  
37. In all classes there are a number of pupils with English as their second language. The support staff were used to very good effect in all lessons. Where their work is most telling they sit close to the pupils and encourage them to have a go at giving answers, often checking the answer before the pupil puts up a hand. This approach provides the pupils with confidence and they feel a full member of the class.
  
38. ***Overall, the quality of teaching that was observed in the Key Stage 2 classes was satisfactory. In total, seventeen were observed; this equated to fourteen hours of teaching and learning. In one lesson teaching was judged to be very good, in three lessons teaching was judged to be good, in eleven lessons teaching was judged to be satisfactory and in two lessons it was unsatisfactory.***
  
39. Very good teaching was observed in a mathematics lesson where pupils were developing sensible strategies to find the double of different numbers. The lesson was planned in detail and the range of activities provided for pupils was well linked to their past learning. There was a calm and orderly atmosphere throughout the session, this enabled pupils to make very good progress in their learning. Good teaching was observed in an English lesson where the

teachers had made good use of the new national guidance for teaching the subject. The pupils found the work interesting and they concentrated for good lengths of time on the activities. The unsatisfactory teaching occurred in the Year 3 class. In both a mathematics lesson and a science lesson the behaviour of pupils was unacceptable and meant that they did not make sufficient progress.

40. ***The teaching observed in English was good.***
41. Twelve lessons were observed where pupils were developing their language skills. Teaching was judged to be very good in one lesson, good in seven lessons and satisfactory in the remainder. The school is making good use of the new strategy for raising standards in reading and writing. Lessons are well planned by teachers and the pupils find the materials provided stimulating. Teachers make particularly good use of the strategy when teaching spelling.
42. ***The teaching observed in mathematics was good.***
43. Twelve lessons or part lessons were observed in mathematics. Teaching was judged to be very good in two lessons, good in five lessons, satisfactory in three lessons and unsatisfactory in the remaining two lessons. A common characteristic of the very good teaching was the way the teachers used questions that made pupils think about their answers. In the best lessons, plans are detailed and the work provided for the pupils is stimulating and relevant to their lives outside school.
44. Overall, in all the other subjects of the curriculum, the teaching observed was judged to be satisfactory. Good teaching was observed in science lessons and a history lesson. A particular strength of the good science teaching was the way the teacher encouraged pupils to explore how they could make an electric circuit before giving them any advice. As a result the pupils were excited when they finally got the bulb to light.
45. ***As pupils move through the school they make good progress in their learning. Many pupils enter the Nursery with no knowledge of English; this group of pupils makes very good progress so that by the age of seven many have attained the standard typical for the age group.***
46. The good teaching is reflected in the way the pupils are making progress. Work in the pupils' books shows that over a period of time they are developing their knowledge, skills and understanding across many subjects. The school has rightly concentrated on developing skills in reading, writing and number work and progress in these areas is particularly strong. The good progress pupils make is also apparent in the school's improved results in national tests for seven-year-olds.
47. In over half of the lessons observed during the inspection the pupils were judged to have made good, or very good, progress in their learning. Very good progress was observed in the Nursery where pupils with little English were seen to develop language quickly. In

English lessons pupils were observed to make good progress, this was often due to the way the lesson was structured, enabling different groups of pupils to get on with their work.

48. Pupils who have been identified as having special educational needs made good progress in lessons building on their past learning; they are well supported. Pupils for whom English is a second language made very good progress in lessons; the way they are supported is very effective. A very small number of pupils who show high levels of attainment did not always make the necessary progress in all lessons. Too often the work provided for this group did not recognise their level of attainment and did not build on their past learning.
49. These judgements are a clear improvement on those recorded following the last inspection.

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

50. *The school provides a satisfactory range of worthwhile learning opportunities for pupils. All aspects of the National Curriculum are taught along with religious education, personal, social and health education, sex and drugs education. The curriculum is generally broad and balanced. However, both the planning and teaching of design and technology barely meet requirements. The school has rightly focused on raising the pupils' standards in the skills of English and mathematics.*
51. Teachers have worked very hard to give greater depth and consistency to the curriculum. The new planning for English and mathematics takes full account of the national strategies for literacy and numeracy; it is making a good impact on teaching and learning. This is a clear improvement on the findings reported following the last inspection.
52. With the exception of design and technology, other subjects of the National Curriculum, and religious education, are satisfactorily planned. Most subjects have sufficient time allocated for the national programme of work to be covered.
53. In the Foundation Stage, learning opportunities are stimulating and effective across most areas of learning. The school has worked hard to adapt the national literacy and numeracy initiatives for pupils in the Reception classes, so that this builds on work in the Foundation Stage.
54. In both Key Stage 1 and Key Stage 2, curriculum opportunities are sensibly planned to emphasise basic skills and ensure pupils progress in learning year-on-year. The two-year rolling programme for delivering the subjects of the curriculum takes account of mixed-age classes. Teachers are able to plan the work in teams, this ensures that there are opportunities for pupils to build on past learning.
55. Good links are made between subjects, this help to reinforce the pupils' understanding, in particular it strengthens their understanding of language. For example, in a Year 1 lesson on electricity pupils were sequencing and talking about objects used to iron clothes, both now

and in the past. In the Year 4 history topic pupils write with empathy about a Saxon sea crossing, “*At first we pulled our heavy oars strongly and then our journey began. The wind was howling and the rain was falling...*”

56. A visit to a local study centre at Bishopswood was used well during the inspection week, and was clearly developing learning for Year 4 pupils. They returned from the visit full of ideas about Saxon times and had clearly enjoyed their day.
57. New national guidance is being used to good effect to plan for history and geography; However, more thought needs to be given to using the cultural diversity in the school to enhance pupils’ learning, particularly in geography. The locally agreed syllabus for religious education provides the school with a good structure for the subject; the syllabus is used well by the school. Arrangements for sex and drugs education are satisfactory. Personal, social and health education has recently benefited from an injection of new resources and further planning is needed and scheduled.
58. Learning opportunities are generally well matched to the abilities of different groups of pupils. Teachers have a good knowledge of the backgrounds of pupils learning English for the first time, and those with special educational needs. This means that appropriate steps in learning are planned and delivered. As a result pupils make at least good progress. Teaching methods, especially the clear structure set out in the National Literacy and Numeracy Strategies, enable pupils to make good progress as they move through the school. However, a small number of very high attaining pupils need greater challenge in their work, so that they can get to the very high levels of which they are capable.
59. The school enjoys a very high level of additional adult support, particularly to help pupils for whom English as a second language. Extra support for pupils with specific learning needs is also available. This support is well planned and used to ensure pupils can access the curriculum and make good progress in their learning. A concentration of resources, including teaching time, for English and mathematics is appropriate for the school. The breadth of the curriculum is generally satisfactory. A regular audit of time spent on the foundation subjects, particularly design and technology, is needed to make sure the nationally prescribed programmes of work are covered.
60. Displays around the school are of good quality and add to pupils’ learning, by asking questions. Displays also encourage pupils to reflect on their achievements and aim for higher standards. Of particular note are the displays of well-known stories in the hall. Class reference banks such as those in Year 4 on *Adjectives For Sale and Adverbs Wanted*, add to the pupils’ learning. There are many examples of the school’s environment supporting the curriculum, most notably in the Nursery.
61. Provision for out of school activities is satisfactory. Though no after-school clubs were operating during inspection week, there was photographic evidence of school plays, concerts staged by the school choir and games activities run by local sports coaches. Visits to nearby centres are enhancing the curriculum. There is a good range of visitors to school, including representatives of local communities. With the support of a school governor,

pupils visit the local Mosque and there are very strong links with St George's Church.

62. ***Provision for pupils' spiritual and moral development is satisfactory. Provision for social and cultural development is good.***
63. Provision for pupils' spiritual development is satisfactory. The work is enhanced by lively storytelling in assembly. Time is also provided for prayer and reflection, and music is played to create a suitable atmosphere. In Key Stage 1 assemblies birthdays are celebrated and the dignity of the individual is highlighted. Pupils are invited to use a moment or two to reflect on their own beliefs. This is important in this multiethnic school. Acts of collective worship are planned and well supported by links with the community. In lessons, pupils occasionally experience a sense of wonder. For example, pupils in the Nursery commented excitedly on ice melting and the feel of cabbage leaves. Displays encourage Key Stage 1 pupils to look at the patterns in shells and peacock's feathers and then to reflect on their natural beauty.
64. Satisfactory provision is made for pupils' moral development. Teachers emphasise pupils' successes in their work. The Good Work assembly reinforces the value of working hard to succeed. The Gold Book lists pupils who have completed "lovely work" and pupils value an entry in the book. The Behaviour Policy recommends ways of dealing with misdemeanours and encourages staff to use praise and reward. House points and choice time are also used as incentives. However, the approach is not systematic nor consistently used across the school to make a strong impact on behaviour, and to foster sustained positive attitudes to learning.
65. Provision for social development is good. Pupils and teachers generally get on well together. Each pupil is valued and encouraged to participate, even when a very small number are disruptive. The school's approach to partnership teaching gives pupils a working model of co-operation. The Good Work assembly is calm and supportive with pupils encouraged to value the work of their peers and applauding their achievements. At lunchtimes and playtimes pupils learn to play together without tensions. Lunchtimes in the hall provide good contexts for social development. At these times pupils sit in mixed ethnic and gender groups in a calm and safe environment. This is helping to integrate the different cultures in the school. Adults walk in and out and speak to pupils on a social level. Pupils are pleased to see their teachers in this setting. Pupils have good relationships with lunchtime staff and one or two pupils take responsibility for moving chairs and collecting plates. Pupils are not rushed outside and they make the most of lunchtimes time for social interaction. Fundraising for Children in Need is undertaken. The programme for personal, social and health education is due to be revised.
66. Provision for the pupils' cultural development is good. There is a clear celebration of the school's cultural diversity through displays, policies, resources and in parts of the curriculum. There are welcomes in different languages and posters to promote the world's ethnic diversity. Teaching resources range from dolls in different ethnic clothing to dual language storybooks. The school provides some information for parents in Urdu. Places of cultural interest are visited. Appreciation of cultural and sporting achievement is encouraged through

displays such as those of the artist Klimt, and posters of Olympic athletes in action.

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

67. *Relationships within the school are good. Teachers and support staff provide caring and thoughtful support to pupils; they are accessible and responsive to pupils' needs. The good relationships throughout the school are a significant strength, and have a positive impact on pupils' learning. Support for pupils for whom English is an additional language is very good, and helps them to make good progress throughout the school. Information collected through the assessment of pupils' work is not used, in a consistent way to plan the next stage of learning*
68. The school successfully creates a climate for good behaviour by having high expectations. Most pupils respond well to the praise and encouragement given, although praise is not always used consistently by all teachers. A minority of pupils present challenging behaviour, and in most of the lessons observed the poor behaviour was well managed. In a small number of lessons the inappropriate behaviour of a few pupils hindered the progress of the other pupils. In these lessons teaching was judged to be unsatisfactory.
69. Behaviour at lunchtime is good. The school considers its initiative of making hot meals available for pupils has been beneficial, and results in pupils displaying better concentration and behaviour in the afternoon lessons.
70. The school's procedures for monitoring pupils' social development are informal, but very effective. Teachers know their pupils well, and any concerns are discussed at regular staff meetings.
71. Pupils' assessment files record the work covered by pupils during the school year. The lack of assessment against national standards limits the effectiveness of the files as a means of monitoring pupils' academic progress.
72. Assessment of pupils' attainment in the Nursery is very good, and is used well by teachers when planning future lessons. There continues to be good monitoring of pupils' progress in the Reception classes. The monitoring of pupils with special educational needs and those for whom English is an additional language is also effective.
73. The requirements for recording and reporting pupils' attendance are met. Registers are marked in accordance with statutory requirements, and parents know the procedures to inform the school of the reason for pupils' absence. Arrangements to monitor the attendance of pupils are good, and there is satisfactory liaison with the education welfare officer. The school is making good efforts to ensure that parents are aware of the detrimental effect on their child's progress of long periods spent abroad. The school is endeavouring to support pupils who are absent for a long period by providing school work to be completed while away. In addition, there are some parents who do not fully appreciate the importance of regular and sustained attendance at school.

74. Child protection procedures are satisfactory, and meet statutory requirements. Teachers and support staff are regularly reminded of the importance of being vigilant about child protection issues. The school nurse provides valuable support when there is cause for concern. Liaison with social services, when necessary, is satisfactory. The health, wellbeing and safety of pupils are given an appropriately high priority. Regular safety checks are regularly carried out, and a governor with appropriate experience is effectively involved in health and safety matters.
75. Overall, the school provides satisfactory support, advice and guidance for its pupils.
76. These judgements are similar to those reported following the last inspection.

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

77. *The school encourages parents to be involved in the education of their children, and is increasingly successful in so doing, despite the continuing reluctance of some parents to come into the school. Parents confirm that they are welcome in school, and that support and guidance is freely offered and available. An analysis of the parents' questionnaires provided a very positive view of the school.*
78. The school is working hard to involve parents in their children's education, but the support from parents is not reciprocated. For example, only two parents attended the parents' meeting for this inspection. However, attendance at parents' evenings has increased, following the provision of crèche facilities. Parents are able to have informal discussions with teachers at the start and end of the school day.
79. There are very good arrangements to inform the parents of children who are just starting at the school. The teacher identified as having responsibility for home-school liaison is successfully extending the links between the families of the youngest pupils and the school. The school is making every effort to develop links with the parents of pupils from the local Asian community. A project that encourages parents to become involved in pupils' education (SHARE project) is making a valuable contribution to the help parents are able to give their children. Parents have welcomed the recently introduced family numeracy project. Parents are able to be involved in their child's education by hearing them read, and by supporting learning activities, for example spellings to be learned.
80. The school prospectus gives parents a wide range of useful information. However, it does not fully meet requirements as it does not give national assessment results, so that parents are able to compare the attainment of their own children with those nationally. The Governors' Annual Report to Parents, which is published in Urdu as well as English, gives parents a good picture of the school's activities. It does not give sufficient information regarding the school's policy for pupils with special educational needs, nor details of the implementation of that policy during the year.
81. Overall, the annual reports of pupils' work are satisfactory. The reports give parents a



satisfactory range of information concerning what their child knows and can do, and gives details of the work covered during the year. Reports tell parents how their child has progressed, but as at the last inspection, the lack of assessment of pupils' attainment compared with national standards limits their effectiveness.

82. A small number of parents help in the classrooms on a regular basis, others are regularly in school to participate in the SHARE project and the family numeracy project. Parent governors from the Asian community have been elected, strengthening the school's links with the local Asian community. The "Friends of St. George's" provide useful support through their fundraising activities.

## HOW WELL IS THE SCHOOL LED AND MANAGED?

83. *Overall, the leadership and management of the school are good. The headteacher provides the school with good leadership. He has undertaken a thorough analysis of the school's test results and is starting to use them to raise standards to an even higher level. Many of the governors are new to the role; they are very supportive of the headteacher and the teaching staff. They are beginning to develop clear procedures that will help them to manage the school very effectively. The serious weaknesses that were identified during the last inspection have been successfully overcome.*

84. The headteacher is well respected by all those connected with the school. Since the last inspection, the senior management team has been strengthened and is now more effective and there is evidence of their work improving the quality of teaching and learning. The headteacher has undertaken a detailed analysis of the pupils' attainment; the data gathered from this is not being used to best effect to ensure that teaching always meets the needs of pupils. In particular, the learning needs of a small group of higher attaining pupils are not always considered. The headteacher has effectively delegated responsibility to staff for a range of subjects, including the new and important national strategies for teaching reading and number work. The members of staff who have responsibility for these areas of the curriculum have also undertaken classroom observations; these visits have enabled them to help and guide other members of staff. All the staff take their responsibilities seriously and carry out their duties efficiently.

85. Overall, the work of the school governors is satisfactory. In the past there have been difficulties appointing governors. As a result, at the time of this inspection many of the governors were new to the role. Two of the new governors are from the local Asian community, their inclusion is helping to strengthen relationships between the school and the community; this is a welcome development. The governors are beginning to establish a set of procedures that will enable them to be fully involved in the management of the school. They have established a clear committee structure that enables them to meet the many national requirements of school governors. Individual governors have taken responsibility for particular aspects of the school's work, for example, work in reading, writing, number and special educational needs provision. These governors take their responsibilities very seriously; they have attended training to help them understand the new methods of teaching.

The governors can demonstrate the need to use the principle of best value when spending money. For example, they have explored a range of options regarding the most effective way of using specific grants, so that the money is used to support pupils.

86. The staff and governors have written good, and detailed, plans for the school's further development. The priorities they have identified are appropriate for a first school. The plans show how the priorities are to be addressed in a given time scale. The governors review the targets on a regular basis and make adjustments to the plan as the need arises. The governors are fully involved in setting the school's budget. Future planning regarding the budget is effective. The governors use grants given for particular purposes very effectively. For example, the money provided to support pupils with special educational needs has been used well to provide extra support in the classes. Although the day-to-day classroom provision for these pupils is of a good quality, the education plans that support the teachers' work do not contain sufficient detail. The money allocated to support pupils for whom English is a second language is used to very good effect. As a result this group of pupils make very good progress. This is working well and helping to raise standards for these pupils.
87. Clear procedures are in place to enable the school to meet requirements regarding staff appraisal. There are two newly qualified teachers in the school, they are being given good support and their programme of induction meets the criteria that have been set out in national guidance.
88. In the period since the last inspection the school has made good progress in addressing the issues identified for its further development. Standards in English, mathematics and information and communication technology have improved. This is the result of better planning and improved teaching. Detailed plans are in place that show how all aspects of the National Curriculum will be covered. The work of the senior management team has been strengthened so that it makes a positive contribution to the school's work.
89. Analysis of past national assessments have been used to help the school set targets for improvement. This work is at an early stage, it does not yet involve the pupils sufficiently. Pupils are not clear about what they need to do to reach a particular level in the nationally set assessments.
90. ***Staffing levels in the school are very good. The range and size of the school's accommodation are very good. The school has a good range of learning resources.***
91. The teachers are suitably qualified to teach the age group in the school. Their work is enhanced by the effective deployment of very good support staff. All the adults show a good understanding of the way young pupils learn; this knowledge is having a positive impact on standards in the school. The classrooms are of a good size and enable teachers to provide pupils with a good range of learning experiences. The school hall is a good size and is equipped with a suitable range of gymnastics equipment. The facility is well used by the pupils and has a positive impact on standards in physical education. The play areas outside the school are satisfactory. The area provided for pupils in the Foundation Stage is

imaginative and of very good quality, it provides the pupils with a range of stimulating challenges. A temporary classroom that is not in use is a health and safety hazard. During the inspection the area was fenced off, but until the building is removed and the ground reinstated the potential for accidents remains.

92. The school is well maintained and very clean. The caretaker and cleaning staff make every effort to provide the pupils with a clean environment.
93. Resources in the school are at a good level. The number of fiction books is good; non-fiction material is plentiful. The computers available in the school are of varying quality; they are all used to good effect to help pupils with the development of their computer skills.
94. ***The ethos in the school is good. It runs smoothly and efficiently***
95. In classes the teachers encourage and support pupils to work hard. As a result the pupils generally show positive attitudes to their work and are able to sustain their levels of concentration for long periods of time; this enables them to make good progress in lessons. There are a number of pupils with challenging behaviour. Where staff use praise to help pupils the behaviour is managed effectively.
96. The day-to-day management of the school is good, being both effective and efficient. The school secretary is making good use of information technology to support her in her work. Routine day-to-day budgetary, administrative and organisational procedures are good.
97. The school complies with all statutory requirements.
98. These judgements indicate a clear improvement in the management of the school since its inspection in 1998.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

99. The school governors, in conjunction with the headteacher and staff, should take the following actions to raise standards further in the school. (Further reference to these issues can be found in the numbered paragraphs of the full report).

I. Ensure that information about pupils' levels of attainment is used when planning new learning by:

- Analysing what pupils can already do;
- Relating this attainment to the nationally agreed standards, in all subjects;
- Deciding what level of attainment each pupil should attain;
- Devising steps in learning programmes that will move pupils from their present levels of attainment to their target level;
- Planning lessons that enable pupils to make the necessary steps in their learning;
- Explaining to pupils the learning goals they are being set.

(Paragraphs: 7, 58, 71, 81, 83, 84, 86, 89, 132 and 162)

II. Further develop the quality of teaching by:

- Extending the programme for monitoring teaching and learning;
- Providing teachers with clear goals for higher quality teaching resulting from the observations;
- Using the insights gained to design learning programmes that enable individual pupils to move forward with learning;
- Using praise, encouragement and rewards more systematically in promoting good behaviour and attitudes to learning.

(Paragraphs: 32, 39, 58, 64, 81, 84, 86, 131, 145 and 155)

III. Improve levels of attendance by:

- Helping the local communities to understand the importance of regular attendance at school;
- Considering a reward system for regular attendance at school.

(Paragraphs: 17 and 25)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	48
Number of discussions with staff, governors, other adults and pupils	30

### *Summary of teaching observed during the inspection*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	12	40	42	6	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*

<b>Pupils on the school's roll</b>	Nursery	YR – Y4
Number of pupils on the school's roll (FTE for part-time pupils)	21	203
Number of full-time pupils eligible for free school meals	0	67

*FTE means full-time equivalent.*

<b>Special educational needs</b>	Nursery	YR – Y4
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	9	69

<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	90

<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	18
Pupils who left the school other than at the usual time of leaving	15

### Attendance

Authorised absence	%
School data	89.8
National comparative data	94.4

Unauthorised absence	%
School data	0.3
National comparative data	0.5

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

### Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	23	20	43

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	17	20	22
	Girls	17	19	20
	Total	43	43	43
Percentage of pupils at NC level 2 or above	School	79 (73)	91 (79)	97 (81)
	National	83 (82)	84 (83)	90 (86)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	18	21	19
	Girls	16	16	15
	Total	43	43	43
Percentage of pupils at NC level 2 or above	School	79 (67)	86 (71)	79 (72)
	National	84 (82)	88 (86)	88 (87)

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

### Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	5
Indian	1
Pakistani	62
Bangladeshi	2
Chinese	1
White	84
Any other minority ethnic group	1

This table refers to pupils of compulsory school age only.

### Exclusions in the last school year

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

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

**Teachers and classes****Qualified teachers and classes: YR – Y4**

Total number of qualified teachers (FTE)	13.0
Number of pupils per qualified teacher	19.8
Average class size	26.0

**Education support staff: YR – Y4**

Total number of education support staff	12
Total aggregate hours worked per week	140

**Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	1.5
Number of pupils per qualified teacher	14

Total number of education support staff	2
Total aggregate hours worked per week	25

Number of pupils per FTE adult	6
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*FTE means full-time equivalent.*

**Financial information**

Financial year	1999/2000
	£
Total income	566403
Total expenditure	575377
Expenditure per pupil	2568
Balance brought forward from previous year	11943
Balance carried forward to next year	2969

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

### **Questionnaire return rate**

Number of questionnaires sent out	224
Number of questionnaires returned	38

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	24	13	1	0	0
My child is making good progress in school.	18	20	0	0	0
Behaviour in the school is good.	16	18	2	0	2
My child gets the right amount of work to do at home.	22	14	1	0	1
The teaching is good.	22	14	0	1	1
I am kept well informed about how my child is getting on.	17	15	4	0	2
I would feel comfortable about approaching the school with questions or a problem.	27	10	1	0	0
The school expects my child to work hard and achieve his or her best.	19	17	0	0	2
The school works closely with parents.	18	16	1	1	2
The school is well led and managed.	21	12	3	0	1
The school is helping my child become mature and responsible.	21	15	1	0	1
The school provides an interesting range of activities outside lessons.	16	10	5	0	6



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

### **AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE**

100. *Overall the provision for children in the Foundation Stage is good. In Nursery it is very good and children make good progress. By the time they enter Year 1, although children make at least sound progress in Reception, a significant number are below the standard expected of a typical five-year-old. Work on the new national Foundation Stage curriculum is still under development and staff appreciate the current organisation in the Reception Year does not fully take account of the learning needs of young children.*
101. The under-fives are taught in three classes. A Nursery unit provides education for forty-two children on a part-time basis, either in the morning or afternoon session. Two Reception classes provide full-time education for forty-eight children.
102. Very good provision is made for children when they start school. In the Nursery parents are invited to complete a profile of their child's personal details and interests, they can draw on the support of a bilingual speaker to help completion of the form. In Reception classes, parents are invited to take advantage of a home visit, with the support of a bilingual speaker if necessary. There are a number of opportunities for parents to visit Nursery and Reception classes and take part in workshop sessions to become partners in their children's learning.
103. On entry to the Nursery standards of attainment are well below those typical of this age group. The majority of children have poorly developed skills in most aspects of the nationally defined six areas of learning. Many of the children have little or no English. Children make very good progress in the Nursery unit. However, the attainment of the majority when they enter the Reception Year is still well below that typically expected for the age group. Children continue to make at least sound and often good progress in Reception classes. When they transfer to Year 1, the number of children reaching the level expected at age five is still lower than that typically found nationally. The majority of pupils have not attained the standards expected for pupils leaving a Reception class.
104. The Nursery unit is part of the main school building and provides a good range of accommodation. The outdoor area available to Nursery and Reception classes, is very good, with some excellent features. In Nursery the space is used as an outdoor classroom to plan activities to support all six areas of learning; this approach has a positive impact on children's personal, social and emotional development as well as their physical development.
105. Overall teaching observed in the Foundation Stage was good. In Nursery teaching was at least good and often very good. In Reception teaching was sound and sometimes good. Particularly good teaching occurred when pupils were developing their skills in language, and their physical skills.

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

106. The majority of children enter Nursery with immature skills in personal, social and emotional development. The school gives significant attention to this area of learning. By the time children reach the age of five the majority have developed skills typical for their age. Progress reflects the very good start in Nursery, where children are sensitively encouraged 'to have a go' and feel confident and pleased with their achievements. This approach continues when the children enter the Reception classes. Good and often very good relationships between adults and children develops an atmosphere of trust and nurture children's confidence. It encourages the desire to share talk and reflect on work. For example in Nursery a child shared her amusement and laughter with the teacher about bath-time experiences.

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

107. The vast majority of children enter Nursery with poor speaking and listening skills. Through the use of a structured play-based curriculum and by nurturing relationships that emphasise the importance of developing spoken language, children make very good progress, particularly in listening. In Reception classes, elements of the national guidance for literacy teaching are used well to help children learn about books and the sounds that letters make. However, the use of an hour for literacy lessons does not meet the learning needs of young children, as the sessions are often too long. One of the consequences of this organisation is the need for 'finishing off' time, and in these sessions some of the activities do not have a clear focus for learning. By the time children join Year 1 a significant proportion of children still have language skills below those typically found in this age group.
108. When pupils come into the Nursery their language skills are very low for their age. Many find it difficult to communicate and a significant number of pupils are at the early stages of learning English as an additional language. Skilful teaching, support and organisation in the Nursery gives pupils a very good start.

### ***Mathematical development***

109. Standards on entry to Nursery are well below those expected for children of this age. Children make very good progress in Nursery in acquiring the language needed to talk about numbers, and shape. Carefully planned activities and skilled explanations and questioning by adults, are a major factor in the rate of progress. In Reception classes children make sound progress overall. Elements of the national guidance for numeracy are used well to ensure good progress in counting. Some children recite number names without secure understanding of the correspondence to quantity. Many count within the range one to five and recognise some numerals. A few more able children count irregular arrangements of numbers up to ten and identify numerals to five. However, the organisation of a discrete hour for numeracy means the range of learning needs for young children are not fully met. For example, when children are provided with opportunities to learn through play, the purpose of the activity is not always clearly thought through. By the time they enter Year 1 a significant proportion of children have number skills below those typically expected of this

age group.

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

110. Children enter Nursery with poor general knowledge. They make very good progress in the Nursery unit and continue to make sound progress in Reception classes. A well-planned curriculum and purposeful activities enable children to build progressively on their previous learning. They learn to explore the world around them, both within the school environment and further afield, including a visit to a farm. They begin to observe carefully. They handle objects in everyday life. Good adult support helps children reflect on, and begin to describe, the properties of materials. For example, they were fascinated by what happens to ice and jelly in water, they thoroughly enjoyed the experience talking about it with gusto. Some children are beginning to project into the future; they share the anticipation of events, such as birthdays and festivals, with a growing awareness of the passage of time. Children select resources and use equipment safely to construct and build. Children learn to use a mouse and enjoy simple computer programs. In Reception classes children learn about colours and the sounds fireworks make. They continue to develop their skills in using the computer mouse.

### ***Physical development***

111. Standards on entry to Nursery are lower than those typically expected for children of this age. During their time in Nursery children make very good progress. The provision for outdoor play, and the use of the hall and Physical Education equipment is having a very positive effect on children's attainment and rate of progress. The opportunities for outdoor play are planned well, activities in the hall ensure that children develop confidence and skill. They learn to move around their environment with increasing safety and regard for others. Children ride their bikes with due care. They move along benches with increasing confidence and balance. Some refuse the offer of a helping hand and others copy the example and advice of the nursery nurse to improve their skill in jumping and landing. Children make good progress in manipulating and controlling simple tools such as scissors, knives and sieves and in painting and drawing. In Reception classes, children continue to develop their ability to handle a range of simple tools.

### ***Creative development***

112. Most children enter Nursery with poorly developed creative skills. They make very good progress in the Nursery unit, the progress continues in the Reception classes. However, a significant proportion are still below the standard typically expected of this age group by Year 1. In the Nursery, children are given the opportunity to explore and use a range of materials such as paint, dough, and shaving foam. Very effective planning ensures there is a balance between adult-directed activities and opportunities for children to explore, to experiment and be creative. Children can recognise primary colours. They draw pictures to represent special people in their lives. In Reception classes, children learn the names of colours such as purple and orange; they paint bears and introduce first-hand experiences into role-play, for example going shopping.

These judgements confirm those reported following the last inspection.

## ENGLISH

113. *In the 1999 tests for English for seven-year-olds the school's results in reading were well below the national average. Results in writing were better but still below the national average. When compared with similar schools, results in both reading and writing were below the average for this group of schools. There has been steady improvement in standards, especially in writing. Over four years, the results from national tests show that, by age seven, pupils attainment has improved at a faster rate than the national average. At age nine in the 1999 non-statutory end of year English assessments, pupils' standards were well below national standards across reading, writing and spelling. However, the picture is one of improvement over the last two years. Evidence gathered during the inspection reflects that standards continue to rise across the school and are now close to those expected for both seven and nine-year olds.*
114. The results for the 2000 tests for seven-year-olds are available and indicate a substantial improvement in reading and writing, with pupils performing well, in comparison to similar schools, especially in writing. Evidence gathered during the inspection regarding the attainment and progress of the current Year 2 pupils suggests the 2000 results will be difficult to match in 2001. However, the evidence indicates that the majority of pupils are working close to the standard typically found for their age.
115. The 2000 end-of-year assessments in English for nine-year-olds show improvement on those for 1999, but standards were still lower than that expected for the age group. The present Year 4 pupils' attainment is judged to be broadly in line with national expectations.
116. There are no notable differences in levels of attainment by gender. Girls outperformed boys in 1999, reflecting the national picture, whilst in previous years the boys did better than the girls. There is no gender difference in attainment for pupils with English as an additional language.
117. Overall, though good progress is made across the school, attainment at age seven and nine is satisfactory in listening skills and barely satisfactory in speaking skills.
118. The school as a whole works very hard to help pupils improve their language skills, through planning high levels of language enrichment work supported by additional staff, including those with bilingual expertise. Since September 2000, Key Stage 2 pupils have also benefited from additional staff to help targeted pupils improve their language skills.
119. The very good ratio of teachers and adults to the numbers of pupils in the school, and their effective deployment, is clearly raising standards. Pupils with special educational needs and those with English as an additional language clearly benefit from the high level of provision.

120. In the Key Stage 1 classes, teachers and language assistants use every opportunity to encourage pupils to develop vocabulary and talk in longer phrases and sentences. By the age of seven most pupils have moved from a very low base to being able to listen carefully in the literacy hour and make suitable responses, though their vocabulary is sometimes limited. The additional staff employed to support pupils in rehearsing and developing spoken English, helps both bilingual pupils and those with special educational needs to take part confidently in lessons. A few pupils respond fluently and reflectively when they are selected to contribute.
121. In the Key Stage 2 classes, the picture is similar with most pupils able to offer slightly more extended answers to questions and talk to visitors about their reading choices and their feelings about school. A handful of pupils have a good sense of audience and adapt their speech patterns to respond well to teachers, peers and visitors. They read aloud with verve and expression in the literacy hour. Most children have developed quite considerable listening stamina and wait patiently to be asked for their views. On the rare occasions during the inspection when more creative ways of developing speaking and listening were used, for example, when pupils were talking about their feelings about light during a lesson on Divali or re-enacting a Saxon sea journey in history, responses were much improved.
122. Overall, attainment in reading at Key Stage 1 is very close to that typical for pupils who are seven years old. Whilst the lower attaining pupils are still struggling with very simple sentences in their reading, the highest attaining group can read books and pass opinions on them, talking about favourite authors and their enjoyment of reading. Pupils can work out unknown words by using phonics, meaning and picture cues. They read enthusiastically from the Big Book during literacy sessions but have greater difficulty with reading for deeper meaning. Given their starting point this represents good progress from a point below the expected standard at the beginning of the key stage. Most pupils can explain the difference between fiction and non-fiction.
123. In Years 3 and 4, pupils are well provided with individual reading books. The average and higher attaining pupils read confidently and talk simply about what they have just read. A very small number of pupils can give a mature response to books they have read. This is often well above the standard expected for their age. The lower attaining pupils are still having difficulty with attempting new words. When asked, pupils in Key Stage 2 were able to use reference books to find information. Overall, pupils make satisfactory progress.
124. Attainment in writing across the school is better than the standard of reading. This is to be commended, as there is national concern about standards in writing. An examination of a sample of English books of Year 2 pupils illustrated impressive extended writing, though this was mostly descriptive or retelling of stories. However, the regularity of writing is clearly improving the standards in writing. The independence of much of the writing, even with its idiosyncratic spellings and constructions is developing confidence in the pupils. For example, the library display of images of dragons labelled with "*gruesome claws*", "*hot nostrils*" and "*spiky scales*" serves to extend vocabulary. Computer aided instruction writing was well used in a literacy lesson. In Year 1 classes, teachers sensibly emphasise the phonic nature of English to develop the spelling of simple key words and support early

writing.

125. In Key Stage 2 pupils continue to make good progress in writing. They write structured and imaginative pieces in Year 3, though basic errors such as '*had bring*' and '*we was*' are sometimes evident. The less able write shorter pieces and focus on basic sentence construction. By the first term in Year 4 the highest attaining pupils are already attaining well within the level expected for this age group. Some of the writing shows a good feel for language. For example, '*I explored with my torch. All of a sudden, in the spotlight, I saw the dragon*'. The experiences provided for pupils, together with good planning for the literacy hour, are enabling pupils of all levels of attainment to make good progress with their writing.
126. By the age of seven and nine, pupils' attain standards in the important skills of literacy that are typical of those found nationally for the respective age groups.
127. Pupils make good progress in developing a handwriting style. A whole school approach and the use of a well-practised script ensures that pupils make good progress. By Year 2, pupils are introduced to the school's joined style of handwriting. In Year 3, systematic teaching results in a widely used impressive cursive style being used. Pupils make good progress.
128. The high quality of provision for pupils with English as an additional language helps them generally to make very good progress in English. Pupils with special educational needs make good progress. Careful planning by teachers enables pupils to build on their past learning.
129. Overall, the quality of teaching observed in English lessons was good. In total twelve lessons were observed, this equated to just under ten hours of teaching. In one lesson teaching was judged to be very good, in seven lesson teaching was judged to be good, and in the remaining lessons teaching was judged to be satisfactory.
130. In the Key Stage 1 classes, teachers use the literacy hour to good effect. They place the appropriate emphasis on helping pupils to develop an understanding of words, sentences and general text. Both planning and the use of resources, including additional adults, are strengthening teaching and enhancing gains in learning. Lessons are most effective when clear planning centres on a lively topic and pupils' different language needs are taken into account. For instance, in a Year 2 class, pupils and teacher shared the writing of *How to make a Tree House*. A variety of examples of materials including plastic, wood, and carpet were skilfully used to elicit suggestions and enrich vocabulary. The class teacher and her support teachers managed different groups of pupils so that all made good progress. Similarly, in a Year 1 class, lively, partnership teaching between the class teacher and the language support teacher provided pupils with small steps in their learning. At the end of the lesson the pupils had produced an amusing rhymes based on the *Little Miss Muffett* nursery rhyme.
131. In the Key Stage 2 classes, the implementation and management of the literacy hour has

been successful. Teachers make good use of their planning to underline what it is they want pupils to learn. Targets for particular lessons are clearly displayed and shared with the pupils. Teachers experiment with different techniques for involving the whole class. For example, an overhead projector was used to good effect to help pupils understand how a play is set out. Generally, small group work is planned appropriately and the plenary session of the literacy hour reinforces learning. In Year 4, a particularly print-rich environment and displays of writing make a further good contribution to learning. On occasions, pace is lost when only a handful of pupils make direct contributions to the whole class session and pupils' movement to small group work is leisurely.

132. Assessment in the subject is extensive. Systems such as Milestones, group records, class targets, and detailed data analysis are used. In Key Stage 1, profiles for bilingual pupils are comprehensive and effective. Marking comments are encouraging to pupils. Work is collected and portfolios are being built up. There is now a need for the evaluation of what is manageable and useful. More specific targets and learning programmes, especially for pupils capable of the higher levels of work, would help to drive attainment even higher.
133. The library is located in a pleasant central area, it is well stocked and used by pupils. Reading resources are usefully arranged in easily accessed levels of difficulty. Appealing Big Books, some used across subjects are stored effectively. Classroom and corridor displays reinforce language development with key words, class targets and celebrations of pupils' work all having an important role to play.
134. The subject co-ordinator has made good use of advice from the Local Education Authority's consultant. The co-ordinator has worked successfully to implement the National Literacy Strategy across the school, and the school management has rightly given priority to this aspect of the curriculum.
135. All these judgements show clear improvement on those reported after the last inspection.

## **MATHEMATICS**

136. *In the 1999 tests for seven-year-olds the school's results were well below the national average. When compared with similar schools, the school's results were below the average for this group of schools. Taking the results for the last four years together, the pupils' performance in mathematics was very low compared with the national average. Overall, by the time pupils leave the school, standards in mathematics are broadly in line with those expected for nine-year-olds. Evidence gathered during the inspection indicates that standards in mathematics are improving.*
137. Evidence gathered during the inspection indicates that the school's results are improving. The 2000 test results for pupils age seven are available and they indicate further improvement in standards in mathematics. The percentage of pupils who attained the expected Level 2 has increased. Similarly the percentage of pupils attaining the higher Level 3 has increased. The evidence gathered during the inspection indicates that test results for

2001 may not be quite so good as those for 2000.

138. A scrutiny of the work in pupils' books supports the results of assessments made through national tests. By the end of Key Stage 1, pupils generally produce work typical of that found nationally for seven-year-olds. By the end of Year 4 pupils attain standards in mathematics that are typical for this age group.
139. Year 2 pupils began the year learning about odd and even numbers. Currently, they are learning to count on or back in ones and tens from any number up to a hundred; they are able to order numbers to a hundred. The majority of pupils are able to use centimetres to measure objects. Pupils who are identified as being of average attainment are able to add and subtract numbers to a hundred in their head; lower attaining pupils are less secure with this standard of work and they find it difficult to use a range of strategies to find answers. The higher attaining pupils use their knowledge of numbers to solve problems. For example, they can work out the cost of a pear if it was eight pence more than an apple; however, they are less sure in estimating ten centimetres or working out mental multiplication. Lower attaining pupils are likely to make random guesses and mix up addition and subtraction. Pupils for whom English is an additional language often need support in their first language to understand the specific mathematical language. The support provided is of a high quality and enables the pupils to make good progress in lessons.
140. In Year 4, pupils began the school year ordering numbers up to a thousand and working out change from five pounds. Currently, they are developing strategies that enable them to double numbers to a thousand; learning about two-dimensional shapes such as hexagon and octagon. They have also been involved in work to help them see patterns in numbers, including negative numbers.
141. By the age of seven and nine, pupils' attain standards in the important skills of numeracy that are typical of those found nationally for the respective age groups.
142. The evidence gathered through talking to pupils in different year groups shows that they make good progress in mathematics as they move through the school. In the Nursery many pupils cannot recognise numbers. By the time pupils are in Year 2 they are able to add and subtract numbers between one and a hundred. The same progress is made in other aspects of mathematics. Pupils in Year 2 can name and explain the properties of a number of mathematical shapes. Progress in the Key Stage 1 classes is good. The rate of progress in the Key Stage 2 classes is satisfactory but not as good as in the Key Stage 1 classes. Too often the work in these classes lacks the necessary challenge. In a small minority of lessons observed, pupils became bored and behaviour was unsatisfactory.
143. Pupils who have special educational needs make good progress as they move through the school. They are well-supported in lessons and the support staff are generally clear about the purpose of the lessons. Pupils who have English as a second language make particularly good progress. Teachers and support staff work together to ensure that this group of pupils understands mathematical language and what is being taught.



144. In the lessons observed, progress was at its best when teaching was carefully planned to build on previous learning. Resources and high quality classroom support for pupils for whom English is an additional language, were used to very good effect to help individual pupils move forward with their learning. A small number of higher attaining pupils did not always make the progress that could be expected. This was usually because work was insufficiently challenging. Overall, teaching was carefully structured to meet the needs of pupils and made good use of suggestions in the national guidance for teaching numeracy. For example, pupils made good progress in a Year 2 lesson when they were being asked to put events in order, *first, second, third and so on*, they were also able to read the words.
145. Overall, the teaching of mathematics observed during the inspection was judged to be good. Twelve lessons or part lessons were observed in mathematics. Teaching was judged to be satisfactory in three lessons, good in five lessons and very good in two lessons. Two unsatisfactory lessons were observed. All the teaching followed the structure set out in the national programme for teaching mathematics and it was generally used to good effect. Teaching was usually well planned, with interesting, purposeful activities and good resources. A common characteristic of good teaching was the quality of teachers' explanations and demonstration. This approach enabled pupils to move to independent or supported work with confidence and understanding of what they had to do. For example, in a Year 1 lesson, pupils listened carefully to the teacher's explanation of how to combine numbers to six, practised using their individual counters and plates, before going back to their tables to record the combinations they could make. Good relationships and expectations of pupils' behaviour encouraged pupils to have positive attitudes to learning; they behaved well. In many lessons, good adult-pupil ratios and the quality of additional language or special educational needs support enhanced the quality of teaching. For example, in a Year 2 lesson the bilingual assistant was able to use pupils' first language to check their mathematical understanding and then support them in making and ordering numbers to a hundred. Where teaching was unsatisfactory, the teachers did not ensure that all pupils were listening and paying attention; they often continued trying to teach over pupils who were calling out, chatting or restless. Sometimes work was not well matched to pupils' previous learning; explanations were confusing; or demonstrations were insufficient to enable pupils to work independently.
146. There are some useful examples of teachers effectively using mathematics to support work in other subjects. For example, in geography pupils learn to use co-ordinates in map work and in art they make patterns with two-dimensional shapes.
147. The mathematics co-ordinator has been able to observe other staff teaching numeracy, she has given time to analysing answers to questions in test papers. The co-ordinator has some understanding of what needs to be done to further raise standards.
148. The school has a good range of equipment that helps pupils understand their work in mathematics.
149. The judgements recorded following this inspection show that the school has made good progress in teaching mathematics since the last inspection. Standards in the subject are

improving.

## SCIENCE

150. *Standards in science, although below average, are improving. Pupils experience a good range of activities based on the national programme of work for science. They generally make good progress throughout the school.*
151. In the national assessments of pupils up to the end of Year 2, based on teachers' judgements of each pupil's level of attainment, the results for pupils reaching the national target of Level 2 have in recent years, including 2000, been well below the national averages. They have also been below the average for schools with similar numbers of pupils having free school meals. However, the gap between the school's results and those for national and 'similar schools' has narrowed markedly in the last two years. The proportions of pupils attaining the higher Level 3 in the last two years have been much closer to national averages, and also to those for 'similar schools'. These results represent an overall improvement in recent years, although science results are still below those for English and mathematics. A scrutiny of teachers' collections of marked work indicates that they are applying appropriate standards in their judgements.
152. Discussions with Year 2 pupils and examination of recent pupils' work suggest an overall standard that is lower than that typical for the age group.
153. There are no formal national tests at the end of Year 4, and teachers have not made formal, detailed assessments of their pupils' science levels when they leave the school. Their recorded judgements suggest that in recent years standards have risen but are overall below national averages. Discussions with current Year 4 pupils, scrutiny of their work and limited observations of lessons bear out this picture. The standards of work seen are below average overall, but show a wide range of attainment, with some above average.
154. The range of work done and planned covers the national programme for science well. Pupils enjoy their work, and their books and discussions show good progress in developing their scientific skills and ideas. Pupils with learning and language difficulties are well helped by their teachers and classroom assistants, to make satisfactory progress and show worthwhile achievement. The relative weakness in scientific investigations identified in the last inspection is now less obvious. Some older pupils, for example, have made impressive tests of the strength of magnets, and the overall programme for investigations is ambitious. At times, the ambition taxes the scientific capability of some teachers, for example in how to explain the unexpected findings in a rather complex series of experiments on plant growth in Years 3 and 4. Pupils and their teachers had to draw on some advanced ideas about plant growth and nutrition that were difficult, and to relate them to practical ideas and tests. Some pupils not surprisingly got confused and failed to grasp key points.
155. Overall, however, the programme of work is well structured to build up pupils' knowledge and skill from their early years onwards. Teachers' assessment of their pupils' progress is based on a useful set of Milestones specifying a sequence of key learning points across

Years 1 to 4. These are not specifically related to national standards. Also, in practice, teachers' use of these Milestones for recording pupils' learning and using the information to set suitably challenging work for each pupil is variable and overall capable of considerable development.

156. The quality of the science teaching observed during the inspection was satisfactory. During the inspection six lessons were observed. Teaching was judged to be good in two lessons, satisfactory in three lessons and unsatisfactory in the sixth lesson. Good teaching was observed in a Year 1 class when pupils were developing their knowledge of the way a battery can be used in an electric circuit. The teacher gave the pupils every opportunity to explore different ways of making a circuit. She used effective questioning techniques to help pupils come up with a solution. In a Year 3 lesson where the teaching was unsatisfactory, the behaviour of pupils was unsatisfactory, the lesson was too noisy and as a result pupils made little progress.
157. The subject is enthusiastically led by a co-ordinator who has had appropriate training and some opportunities to monitor the quality of teaching and learning across the school. The quality of work in science is enhanced by a sound range of resources, and by some effective use of computers and the Internet.
158. These judgements are a clear improvement on those reported following the last inspection.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

159. *By the age of seven and nine pupils attain standards in information and communication technology (ICT) that are generally in line with those expected for pupils of this age group. As pupils move through the school, they make good progress in developing their knowledge and skills, and are mostly confident users of ICT. Teaching is at least satisfactory. Teachers are making good use of computers to support pupils' work in a number of subjects.*
160. Pupils in all years are having good opportunities to become familiar with computers and some of their uses. From an early age most pupils become confident users of keyboard and mouse. They are taught an appropriate range of graphics and word-processing skills, and respond well. They also have some opportunities to record data in databases and to manipulate and display the information gained. Many older pupils are confident in logging-on to the computer network, saving and retrieving files; and in beginning to understand these procedures. Some initial ideas in programming are soundly introduced from Year 2 onwards through the use of a programmable robot. Pupils have some knowledge and experience of finding information using CD-ROMs, and some older pupils are beginning to make use of the Internet for communications and finding information. These aspects are relatively under-developed, largely because of limited resources and facilities.
161. The school is making good uses of specific grants and its own budget in building up its ICT facilities and in developing the knowledge and expertise of staff, both teachers and classroom assistants, in using ICT. The deputy headteacher co-ordinates the subject

purposefully, and is well placed to monitor what goes on and what needs to be done. The school's resources, although not extensive, are well deployed. Staff are generally managing well to ensure that all pupils receive adequate individual and small-group attention to develop their skills. These skills are well used and reinforced through a variety of tasks in other subjects. Good examples were seen of graphics work linked to an art study of the work of Mondrian. ICT is well used to support pupils with special educational needs, and in developing some pupils' basic English skills.

162. Pupils' progress in ICT is monitored with a useful checklist of learning Milestones. These set a general expectation of what typically might be achieved in each year-group. A portfolio of pupils' work is being developed to exemplify what teachers might expect of pupils. Whilst useful and positive, these features are relatively informal. They lack a clear relationship to national standards and expectations. It is not clear to teachers how best to use the Milestones system in deciding challenging further work for each pupil. These approaches represent a good system capable of further development.
163. Overall, ICT is an aspect of the curriculum in which there has been improvement since the last inspection.

## **RELIGIOUS EDUCATION**

164. *Pupils receive a well-structured course in Religious Education (RE), take their work seriously, and make at least satisfactory progress through the school. By the age of seven pupils attain standards that are typical for the age group. Standards by Year 4 are broadly in line with those expected for their age by the locally agreed syllabus for RE. Links between topics studied and pupils' other knowledge and their understanding of local faith traditions are capable of further development.*
165. The course followed by pupils is closely linked to the structure laid down in the Worcestershire local syllabus. Teachers make use of a very thorough scheme of work, and have access to a good range of teaching resources, including collections of religious artefacts for the main religions studied in the course. Since the last inspection, the school has extended its links with faith communities outside the school. Older pupils have visited the local church, and have regular contact with its vicar, who is chair of governors. They have also visited a synagogue and a Hindu temple as part of their work in RE.
166. In addition to work on broad themes, such as 'signs and symbols' and 'journeys', pupils study several aspects of Christianity, Judaism and Hinduism. Although over a third of pupils come from a Muslim background, with many families active in the local Muslim faith community, Islam is not systematically studied. Some important aspects do feature, such as learning about the Hajj in work on 'journeys'. There is also some evidence that teachers in practice are generally sensitive to pupils' faith backgrounds and relate to them in their lessons. There is also evidence that the school has had some productive discussions with the local Muslim faith community, particularly through school governors, about worship and religious education; and has considerable support for its work in these areas.

167. Only one lesson in RE was observed during the inspection. This was well taught, and pupils showed a willingness to relate the story of Rama and Sita to their understanding of good and evil. Discussions with pupils and scrutiny of their work indicate that pupils, by Year 4, are developing a sound, factual basis of the topics they have studied. They have a good feel for the key messages in religious stories they have heard, and some grasp of the role of signs, symbols and rituals in people's beliefs and their response to the world. They are less secure in relating the factual aspects of the religions they have studied to their geographical and historical knowledge, for example in knowing where and to whom Hinduism and Judaism are important. Some generally knowledgeable Year 4 pupils were also unsure as to whether an important religion in the local community was 'Pakistani' or 'Muslim'.
168. Overall, however, the subject has maintained the strengths reported in the last inspection. It has made some important steps, capable of further development, in relating the subject more firmly in pupils' own experiences and family traditions; and linking it to work in other subjects.

#### **ART AND DESIGN, DESIGN AND TECHNOLOGY, GEOGRAPHY, HISTORY, MUSIC AND PHYSICAL EDUCATION**

169. *The governors and headteacher have raising standards in English and mathematics as a priority. As a result, standards in other subjects are variable. The limited evidence gathered during the inspection indicates that in art and design, history, music and physical education, standards are in line with those typically found for the age group. In design and technology and geography standards are lower than those typically found for the age group.*
170. By the age of seven and nine pupils attain standards in **art and design** that are typical of that seen for the age groups. There are many artwork displays of satisfactory quality around the school that show the range of work undertaken in this subject. Scrutiny of planning documents and discussion with teachers shows how the complete nationally prescribed programme for art will be covered over a period of time.
171. Good use has been made of range of techniques, so that pupils can express themselves freely. For example, work using collage techniques has enabled pupils to develop ideas about a city skyline. Pupils in the Key Stage 1 classes have made careful line drawings of a range of everyday objects. The standard of some of this work is very high. For example, the work of one pupil who had drawn a coffee machine showed a very good understanding of size and proportion.
172. Sensible links are made between this subject and others in the curriculum so that pupils make best good progress.
173. Resources for art are good.
174. The limited evidence available indicates that standards in **design and technology** (D&T) are below average, mainly because there has been too little systematic teaching in the

subject. Pupils' experiences do not adequately cover the full range of the national programme in this subject.

175. During the inspection, no teaching of D&T was observed, and none was planned. Teachers' teaching plans for this academic year indicate that, in most classes, pupils are likely to do little systematic work in developing their knowledge and skills in designing and making things, and in evaluating the quality of what have make. The co-ordinator for the subject is on maternity leave. A clear and thorough policy and an outline scheme of work for D&T have yet to be translated into a practical, detailed teaching scheme for each class. The subject is one of the last due for monitoring and review in the school's internal review cycle.
176. There is some evidence that pupils have made, and enjoyed making, objects and models such as purses, model houses and cars, using fabric, paper, card, straws and occasionally balsa-wood. They have had some involvement in planning their designs and evaluating the outcomes. Some have learned some simple skills of food preparation. There is less evidence of their planning or making working mechanical or electrical devices, although the school is adequately resourced for such work. The limited work done has mainly been linked to scientific and other topics. Year 4 pupils talked with great enthusiasm of building a full-scale shelter using willow and other natural materials as part of their 'Saxon' fieldwork.
177. The school has not recently given priority to developing this subject. Pupils are hence not receiving the range of experiences laid down in the national programmes of work for D&T. This shows little change in this area since the last inspection.
178. The limited evidence gathered during the inspection indicates that standards in **geography** are below those typically expected for the age group. In Year 1, pupils draw a story map illustrating the action in a story. In Year 2, pupils have drawn sketch maps of the scene from the mobile classroom. In Year 3 and Year 4, pupils are learning to describe the main features of towns, cities and villages. They are using appropriate geographical terms such as 'man-made', 'natural' and 'river'. They use an atlas to label maps, identifying the location of the capital cities of the British Isles. Pupils draw simple sketch maps and some pupils have the opportunity to use letter and number co-ordinates to identify features on their maps. Since the beginning of term pupils in Year 3 and Year 4 have made satisfactory progress.
179. No geography lessons were observed during the week of inspection.
180. Teachers have a plan for a two-year cycle for teaching geography. The long-term plan does not take account of the special context of the school in its choice for studying a different locality; it does not make full use of the opportunities offered though having a high percentage of pupils from Pakistan.
181. Overall, standards in **history** are typical for pupils of this age group. Pupils are developing a sense of change across time. They are able to answer questions about the past using a variety of sources, including a visit to a local site of historical interest. They are also able to

explain the major differences between Saxon and modern day lifestyles. Whilst their knowledge of events, people and changes in the past are developing well, the opportunities for practising the skills of historical enquiry are less evident.

182. By the age of seven pupils attain standards that are typical for the age group. In Key Stage 2, the standard of work seen was close to what is expected for nine-year-olds, though it comprised only one study unit on the Saxons.
183. In the two lessons observed responses from pupils were positive. They enjoy history and described the Saxon experience at the local study centre at Bishopswood as “exciting”. They were enthusiastic about discovering the sea routes of the Saxon invaders and imagining the hazards of the journey. Questioning with pupils confirmed that there was a good understanding, even amongst the lower attaining group of the terms “invaders” and “settlers.”
184. The limited evidence gathered indicates that in *music* pupils attain standards that are typical for this age group. In Key Stage 1 pupils enjoy singing in assembly and they sing in tune. No music lessons were observed during the week of inspection and so no judgements were made about the progress pupils make in developing their skills in the subject.
185. Resources for music are good. There are displays around school, including tabla and dholak drums that celebrate music-making in different cultures. Other displays provide an insight into the outcomes of pupils making and using their own instruments. In Year 1 pupils have made shakers, scrapers, guitars and rattlers and explore the sounds they make.
186. Because limited evidence was gathered in *physical education*, it is difficult to make secure judgements about the standards attained by pupils. Informal observations gathered through observing pupils at playtimes indicates that they are attaining standards typical for the age group in aspects of their development. For example, pupils are able to throw and catch balls and show a range of other movement typical for the age group.
187. In the two physical education lessons that were observed the standards attained by pupils were in line with those expected for the age group. In both lessons pupils made satisfactory progress in their learning.
188. The teachers’ planning is clear and covers all aspects of the subject. The good range of resources available to pupils, including the school hall that has a range of good gymnastics equipment, would enable them to attain standards typical of those found nationally.
189. During the inspection six lessons were observed covering the full range of subjects in this section of the report. Overall, the teaching observed was judged to be satisfactory. One lesson was observed in art and design, two lessons were observed in history, and two lessons were observed in physical education. In one of the history lessons teaching was judged to be good, in the other five lessons teaching was judged to be of a satisfactory standard.

## **Provision for pupils with English as an additional language**

190. *Provision for pupils with English as an additional language is very good. Pupils are very well supported in lessons and they make very good progress.*
191. Seventy-eight pupils, representing forty per cent of the school population, come from ethnic minority groups where English is not the home language. Of these pupils eighty-seven per cent are Pakistani children who arrive in Nursery lacking confidence in basic communication skills.
192. The pupils' needs are identified through comprehensive assessments that include home visits and school-based interviews, usually with staff present who can speak to parents in their mother tongue. Members of the support team are well led by the team co-ordinator. In the school there is considerable knowledge of the language patterns and cultural heritage of the pupils who "live in two languages".
193. Provision for pupils in the Foundation Stage is effective. Gains in language learning were evident during inspection. Of particular note are the bilingual story sessions where the use of both Urdu and English encourages pupils to participate. For example, in an end-of-day session a language assistant read the story of "*Lima's Red Hot Chilli*", using both Urdu and English. This approach motivated the pupils; their level of concentration was very high. After reading the story the assistant used skilful questioning to encourage pupils to use key words and phrases in English, to recall parts of the story. Gains in both learning and confidence were clear.
194. In the Key Stage 1 classes, pupils continue to make very good progress. The very good provision is strengthened by the partnership between teachers and classroom assistants. Adults work together in an effective manner focusing on the language needs of individual pupils. The best practice occurs when language assistants sit close to particular pupils and encourage them to answer questions; pupils can be seen to grow in confidence. In the 2000 national tests for seven-year-olds pupils with English as a second language attained results comparable to those of their peers. This represents considerable improvement over time and has prompted the school to extend ethnic minority support into Key Stage 2, as part of a local project to support pupils in this key stage.
195. The new provision at Key Stage 2 is already making a difference to confidence and attainment, though it is too early to evaluate how far it accelerates progress.
196. The support team is committed to improvement in standards for the pupils it supports. There are clear and detailed policies for bilingual and multicultural education. These underline the commitment to raise standards. The policies are translated into practice that helps teachers understand the effect of ethnic background on teaching and learning. Full records based on national advice are kept. With this information, targets are devised to fit individual pupil needs. On occasions extended visits abroad interrupt progress in developing English.



197. These judgements suggest that the provision for pupils learning English as an additional language is a continuing strength of the school.