

INSPECTION REPORT

BORDESLEY GREEN PRIMARY SCHOOL

Bordesley Green

LEA area: Birmingham

Unique reference number: 103172

Headteacher: Miss Jane Davies

Reporting inspector: Mrs Chris Field
9479

Dates of inspection: 30th September to 3rd October 2002

Inspection number: 246263

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	3-11
Gender of pupils:	Mixed
School address:	Marchmont Road Bordesley Green Birmingham
Postcode:	B9 5XX
Telephone number:	0121 772 1601
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Appropriate authority:	The governing body
Name of chair of governors:	Reverend Graham Turner
Date of previous inspection:	January 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
9479	C A Field	Registered inspector	Educational Inclusion	Information about the school The school's results and achievements How well are pupils taught? What should the school do to improve further?
31754	C Roberson	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
31334	B Atcheson	Team inspector	Provision for children in the Foundation Stage Religious education	
31801	Y Bacchetta	Team inspector	Science Design and technology	
4099	R Braithwaite	Team Inspector	Geography Physical education	How well is the school led and managed?
15023	A Haouas	Team Inspector	Provision for and achievement of pupils with English as an additional language English Art and design	
21277	S Hill	Team Inspector		
10611	M James	Team Inspector	Mathematics Information and communication technology	How good are the curricular and other opportunities offered to pupils?
31853	G Williams	Team Inspector	Provision for pupils with special educational needs History Music	Pupils' attitudes, values and personal development

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is situated in Bordesley Green, an area of high-density housing and some overcrowding to the east of Birmingham city centre. There are 615 pupils on roll: 322 boys and 293 girls aged between four and eleven years and this makes it much bigger than most primary schools. The school also provides for 52 children who attend its nursery either full or part-time. Children's attainment on entry to reception is well below average. The majority of pupils are from Asian backgrounds although there are other groups in school from White European, Black Caribbean, Black African or dual heritage. A small proportion of pupils are asylum seekers from Somalia. Around 88 per cent of pupils speak English as an additional language; most speak either Punjabi or Urdu at home but speak English at school. Some 20 per cent receive additional support in school to help them learn English. About 44 per cent of pupils are eligible for free school meals, a proportion that is well above average when compared to other primary schools. Some 12 per cent of pupils have special educational needs that cover a range of difficulties. Nine pupils have a statement of special educational needs. Overall, the number of pupils in school with special educational needs is below average.

HOW GOOD THE SCHOOL IS

This effective school provides a warm and welcoming environment for pupils from different backgrounds. Relationships are very good; pupils have positive attitudes to their studies and one another and there is very good racial harmony. The very good provision for pupils' personal, spiritual, moral, social and cultural development ensures that everyone is assisting pupils in becoming responsible future citizens. Teaching is good across the school and is enabling most pupils irrespective of background, ability or gender to achieve well in most subjects and to attain good standards measured against their prior attainment. The headteacher provides good leadership and everyone with management responsibilities is determined to press ahead with making standards even better. The school makes efficient use of all the resources at its disposal and provides good value for money.

What the school does well

- Good leadership is ensuring clear educational direction in this very large school.
- Teaching is good across the school and enables pupils to achieve well.
- Pupils make good progress from 3-11 in English, mathematics, religious education and music; the standards attained in music are well above average by Year 6.
- The provision made for the very high proportion of pupils who are learning to speak English is good as is the provision for those with special educational needs, including those with statements.
- The provision for pupils' personal development including spiritual, moral, social and cultural, development is very good. It assists pupils in developing positive life skills.
- A particular strength is the way in which the school enables pupils to appreciate and celebrate one another's culture and there are very good relationships that ensure a high level of care and welfare.

What could be improved

- Standards are not yet high enough, especially in science.
- Attendance levels are unsatisfactory.
- Approaches to identifying strengths and weaknesses are not sharp enough.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The previous inspection took place in 1998 and identified a well-led, effective school, and one becoming increasingly successful in raising pupils' educational standards. The four issues identified at that time have all been attended to appropriately. The school has made satisfactory progress since then. The school's performance shows an upward trend, but the raising of standards continues to be its number one priority. The school has the capacity to sustain a good rate of improvement in the future.

STANDARDS

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

Performance in 2001 SATs:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	D	D	D	B
Mathematics	C	D	E	C
Science	C	D	E	D

Key	
Well above average	A
Above average	B
Average	C
Below average	D
Well below average	E

NB Similar schools are those with 35-50 per cent of pupils eligible for free school meals.

The standards attained by eleven-year-olds in the 2001 SATs were below average in English and well below average in mathematics and science. When compared to similar schools, the standards were above average in English, average in mathematics and below average in science. The trend in the school's performance is keeping pace with schools nationally. Girls are performing less well in English tests than boys in school, but not to a significant degree in mathematics and science. Pupils' performance in the 2002 SATs showed a marked improvement on the previous year's results in mathematics.

The trend in the school's performance in the Year 2 SATs presents a 'roller coaster' picture in all tested subjects. The standards attained in 2001 were very low in reading and well below average in writing and mathematics. When compared to similar schools, the standards were well below average in reading and writing and below average in mathematics. Teachers assessed science as below average overall. Pupils' performance in 2002 was much improved on the previous year.

Findings from inspection show that the standards achieved are respectable given the low base from which many pupils start. Pupils achieve well in most of the subjects they study, irrespective of gender, ability or ethnicity. However, the rate of progress from infants to juniors declines in science and standards are not high enough by Year 6. In some subjects, for example geography, there are missed opportunities to promote independent research skills and this is a weakness. Pupils' writing skills are greatly improving due to the school's effective improvement strategies; speaking skills, however, are not sufficiently promoted across all subjects. Pupils achieve high standards in music and this is a strength. Although the school is getting better at setting targets they are still not challenging enough.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very positive attitudes to learning are helping pupils achieve well.
Behaviour, in and out of classrooms	Pupils' behaviour is good both in and out of class. The two exclusions last year, were fully warranted.
Personal development and relationships	Pupils are enabled to grow as respectful and responsible young people The school is free from racial tension and is a happy and harmonious multi-ethnic community.
Attendance	Attendance levels remain below average and this is unsatisfactory. Some pupils are missing out on essential parts of their education because of extended holiday and this affects their learning.

TEACHING AND LEARNING

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

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

Teaching has improved since 1998 with two-thirds being good or better. Some excellent teaching and learning was observed in infant classes. Teaching for children in the nursery and reception classes (known as the Foundation Stage) is good overall. There is sound work undertaken by the nursery team who assist the very youngest children in school to get off to a secure start in their education. Teaching is good overall, with strengths in the teaching of basic skills, English as an additional language, special educational needs, religious education and music. There were just four unsatisfactory lessons observed where pupils failed to make sufficient progress. These involved temporary staff or those very new to teaching. Most teachers have high expectations, manage behaviour very well and use time, support staff and resources effectively. Some very good marking helps pupils improve their work in English. These are key factors in helping pupils to make gains in their learning. All pupils irrespective of their background or gender share in this good teaching. However, some pupils of higher ability are not being given consistent opportunities to do their best work. There are too few opportunities to promote speaking skills across the curriculum. The response of girls in lessons is sometimes overshadowed by the more dominant behaviour of boys, and this has an adverse impact on their progress. Pupils with learning difficulties benefit from the additional support given to them, and learn successfully as a result. Those learning English as an additional language are helped successfully to become more confident in their command of English. Classrooms are productive and purposeful places of learning in which pupils work hard and show enthusiasm for their studies. The pace at which they learn is slow but sure as many have only limited general knowledge on which to draw when they answer questions or record new learning. Teachers rightly have to pay extra attention to reinforcing key points of information. Relative weaknesses in lessons are the lack of precision in identifying exactly what different pupils need to learn so that they are challenged at the right level and involved in reviewing how well they are doing.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	A good curriculum enriches pupils' experiences, though investigation skills are not properly planned for, especially in science and geography.
Provision for pupils with special educational needs	Early assessment and good provision helps these pupils do well.
Provision for and achievement of pupils with English as an additional language	Provision for pupils who speak English as an additional language, including those who are asylum seekers, is good. By the time they leave school, the majority of these pupils achieve well and make good progress against their prior attainment.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision is very good. The strong emphasis placed on the importance of cultural diversity and its celebration, makes this a particular strength of all aspects of pupils' development.
How well the school cares for its pupils	The school is caring and responsive to pupils' needs. Child protection, health, welfare and safety procedures work well. The school has made very good progress in developing effective procedures for assessing pupils' attainment and progress. However, the tracking of progress and the use of assessment are two areas that need more work.
How well the school works in partnership with	The school's partnership with parents is good. Written information is translated into many languages and a positive feature is the good spoken

parents	exchanges and greetings with parents involving teaching assistants who speak Punjabi and Urdu.
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HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher's good leadership is providing clear educational direction. Senior managers each have good skills to support school improvement, but have yet to fully develop their team role. Subject leaders, some of whom are new to roles, are not yet sufficiently involved in evaluating the quality and standards in the subjects on which they lead.
How well the governors fulfil their responsibilities	Governors are well informed about, and very proud of, the school. They fulfil all responsibilities effectively, represent their community well and actively seek to apply the principles of best value to their work.
The school's evaluation of its performance	There are adequate systems in place for senior managers to look critically at the strengths and shortcomings in provision. However, too little use is made of good quality data to identify strengths and weaknesses in teaching and learning.
The strategic use of resources	The very large budget is well managed and all resources are put to good use in providing a good quality of education for pupils from many different backgrounds. Specific grants, for example for pupils who learn English as an additional language, are used efficiently and effectively.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like school, are helped to become mature and responsible, behave well and make good progress. • Teachers have high expectations and keep parents well informed about how their children are doing. • The school works closely with parents and most feel comfortable to speak to the school when necessary. • The school is well led and well managed. 	<ul style="list-style-type: none"> • The amount of homework set is inconsistent.

Inspectors agree with all the parents' positive views and would reassure them that the provision for homework is satisfactory.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The previous report in 1998 showed that standards across the board were requiring substantial improvement. A key issue identified the raising of standards in design and technology in particular. Since then the school has worked hard, and with growing effectiveness, to raise academic standards. The school's performance shows an upward trend, but the raising of standards continues to be its number one priority. Over the last four years, there has been good improvement in standards in English, mathematics, religious education, design and technology and music and satisfactory improvement in all other subjects except for science. Standards in science by Year 6 are not good enough and this is a key issue for the school to address. There is growing use of a range of data to assist the accurate targeting of future achievements. The school is developing useful records of how well different pupils are achieving in the end of year tests. For example it knows how well both girls and boys from different ethnic backgrounds are performing and keeps track of those who are fluent English speakers and those who are learning English as an additional language. This is a positive feature in supporting a more brisk rate of progress towards the raising of academic standards in the future.
2. The standards attained by eleven-year-olds in the 2001 SATs were below average in English and well below average in mathematics and science. When compared to similar schools the standards were above average in English, average in mathematics and below average in science. The trend in the school's performance is keeping pace with schools nationally. Girls are performing less well in English tests than boys in school, but not to a significant degree in the other tested subjects. Pupils' performance in the 2002 SATs showed a marked improvement on the 2001 SATs results in mathematics with a broadly similar picture in the other two subjects.
3. The trend in the school's performance in the Year 2 SATs presents a 'roller coaster' picture in all tested subjects. The standards attained in 2001 were very low in reading, well below average in writing and mathematics. When compared to similar schools the standards were well below average in reading and writing and below average in mathematics. Teachers' assessed science as below average overall. Pupils' performance in 2002 SATs was much improved on 2001.
4. Children start school in the nursery with very limited skills and knowledge across the areas of learning. Most transfer to reception classes still well below the level expected in communication, language, literacy and mathematical skills, creative aspects and knowledge and understanding of the world even though they have made steady progress. For many, the barrier they face in acquiring English language skills gets in the way of more speedy learning in other areas. These young children are very reliant on the early years team to give them lots of support and most learn slowly but surely with some acceleration in the later stage of their first two years in school because of the good provision made. By the time they start in Year 1, the majority of children will have made good progress to achieve the expected standards in personal, social and physical development, below average standards in mathematical aspects, creative aspects and knowledge and understanding of the world and well below average standards in communication, language and literacy.
5. Findings from inspection show that the standards achieved by pupils in most subjects are respectable given the low base from which many pupils start. Standards are well below average in English, below average in mathematics, average in science and above average in music by Year 2. Standards are below average in English and mathematics, well below average in science and well above average in music by Year 6. Throughout the school standards are average in religious education (RE), information and communication technology (ICT), art and design, design and technology, history and physical education (PE) and below average in geography.

6. Pupils of all ages achieve well from a low base to reach respectable standards even though they remain below the national average. Potentially, higher attainers are not achieving to their full capabilities, for example in science and this is one group of pupils the school has yet to identify and ensure that work is of a consistent level of challenge. Inspectors could find no significant variation between the standards that boys and girls are achieving, or in their good enthusiasm for school. There is no significant difference between the achievements of pupils from different ethnic backgrounds. Boys and girls from Asian, Black and White backgrounds are represented in all ability groups and are given the same good equality of opportunity to succeed. Pupils new to school who are seeking asylum and have very limited English language are receiving appropriate support to help them settle into routines and feel secure whilst staff assess their particular needs.
7. Although pupils achieve well in most of the subjects they study, the rate of progress from infants to juniors declines in science and standards should be higher by Year 6. This is largely because of an inappropriate curriculum in science in the junior-phase that limits pupils opportunities to follow their own lines of enquiry and record findings independently. Additionally, there is too little time to enable the depth of study required. There is also an over-use of worksheets in science higher up the school that seek to assess pupils' *knowledge* rather than *understanding* of scientific concepts. In some subjects, for example science and geography, there are missed opportunities to promote independent research skills, particularly for the very highest attainers and this is a weakness. Pupils' writing skills are greatly improving due to the school's effective improvement strategies; speaking skills however, are not sufficiently promoted across all subjects. Pupils achieve high standards in music and this is a subject strength of the school. The involvement of a music consultant adds enormous value to the school's provision for music and this pays off in the high achievement seen.
8. Skills in the use and application of ICT are developing well. The new ICT suite is time-tabled intensively to enable pupils ample time to develop skills and knowledge, and class based computers are put to generally sound use in fostering cross-curricular use of ICT, though in a number of subjects there is room for improvement. A narrow range of software is limiting the potential use of ICT to support learning in some subjects, for example geography, and this is a shortcoming.
9. The sampling of pupils' work shows that strengths in teaching basic skills ensure that most pupils make sound progress in developing their literacy and numeracy skills during their time at school and achieve appropriately. Lesson observations show that throughout the school there has been positive impact on the achievements of pupils from the successful implementation of both the National Literacy and Numeracy Strategies. The school's setting arrangements which places pupils in Year 2 to 6 into ability groupings for mathematics are working well. The school has no immediate plans to set pupils by ability in science and this may be an area to look at again in view of the much better standards being achieved in mathematics by Year 6.
10. Pupils with special educational needs, including those with statements make steady progress towards achieving the targets set for them. They achieve appropriately, relative to their low starting levels. The systems for identifying the needs of these pupils enable staff to define appropriate targets and support, both in lessons and in small groups outside normal lessons. In some classes, pupils with learning difficulties are grouped to work with other pupils of similar ability and receive additional support with their literacy work from well-deployed learning assistants. This is a good strategy that is having a positive impact on accelerating the progress these pupils make and assists the raising of standards. The additional literacy strategies in school in Year 1 and Year 3 and 4 were seen to have good impact on pupils' work.
11. There are 541 pupils from reception age to Year 6 for whom English is an additional language (EAL); 90 of these are at an early stage of learning to speak English, some of whom are asylum seekers from Somalia. Punjabi and Urdu are the main spoken languages. The proportion speaking Pushto and Mirpuri is relatively low but increasing. About 20 per cent of pupils are learning to

speak English which is very high compared to the national picture and has increased substantially since the time of the previous inspection. The school has responded to the growing numbers positively and has increased the number of bi and multi-lingual staff so that English language needs of pupils can be supported by the use of mother tongue when appropriate. This was seen to work very effectively in early years classes in helping the youngest children in school leave their parents and carers without anxiety. By the time they reach Year 6, the majority of these pupils, irrespective of gender or ability are enabled to achieve well and most make good progress against their prior attainment. Pupils learning English as an additional language are spread across the ability groups in class and the mathematics sets in Year 2 to Year 6. Some of these pupils also have assessed special educational needs and benefit from co-ordinated provision that works in their best interests. Pupils from across the ability range achieve best when class teachers and the specialist staff work in partnership to both plan and deliver appropriate work programmes.

12. Since the appointment of the assistant headteacher some twelve months ago, there has been good improvement to establishing systems that assist the school in checking up on how well different pupils are doing. The school is making more effective use of data to help set targets that project realistic expectations for pupils' achievements. However, the school is not using fully the data to review targets in order to raise expectations. Those agreed with the local education authority for 2003 in English and mathematics are comfortable targets but do not show sufficient challenge. The school plans to revise these targets upwards at the end of this term. The school does not set targets in science and this is a missed opportunity. The inspection team judges that the school has good capacity to raise standards and has set the right priorities to assist it in reaching its goals.

Pupils' attitudes, values and personal development

13. The school provides a warm and welcoming environment for pupils from different backgrounds. Pupils show very good attitudes to the school and have very good relationships. Behaviour and personal development of the pupils are good. This indicates an improvement since the previous inspection when they were satisfactory overall. During the previous inspection attendance was judged to be unsatisfactory overall at 90 per cent because the rate was well below average. There were no issues raised over punctuality. This is still the case today. Attendance remains unsatisfactory and continues to be a high priority for the school.
14. Children in the Foundation Stage show confidence, good self-esteem and develop positive attitudes to learning. The children are developing a good sense of belonging and respond well to the responsibilities they are given. The very good role models of the staff in the nursery ensure that children are motivated to persist and learn.
15. Pupils are very keen to come to school and show high levels of interest in all aspects of school life, and in the wide range of external and enriching activities that are offered. Most pupils have good attitudes to learning and are keen to do well; typically quite a few hands shoot up when teachers ask questions. The oral response of girls in lessons is sometimes overshadowed by the more exuberant behaviour of boys, and this is one aspect for closer monitoring. Pupils say they like coming to school because "all the staff are friendly and we all get on". They said they feel safe and there is no bullying. Pupils know and respect the boundaries set for appropriate behaviour and, as a result there is a relaxed and purposeful atmosphere in the school. They confidently speak to visitors and every offer of help by a pupil is warm and accompanied with a smile. There is a large choir and a range of physical activities after school that are very well attended.
16. Parents' views that pupils' behaviour is good are supported by inspection findings. Pupils behave well in lessons and in and around the school. They are polite and courteous and show high levels of respect to their peers and to adults. They enter the hall for assemblies quietly and are very attentive to the contributions of others. Pupils are quick to praise achievements and readily applaud other pupils who receive awards. In lessons, they listen carefully to instructions and respond very well to the school's management systems. Very positive behaviour was observed in

a Year 6 lesson, where pupils researched aspects of Greek Gods in a mature way, openly offering opinions, which were highly valued by others in the class. Routines are well established and pupils respond immediately to adults' instructions and expectations. In the dining hall pupils sit and chat in a civilised manner. There is no evidence of racial harassment or unkind behaviour as all staff are involved in consistently promoting good behaviour. The very small numbers of exclusions, last year, were for unacceptable behaviour, and were fully warranted.

17. The quality of relationships is very good. Teachers and pupils relate well to each other and pupils respond by forming good relationships of their own. A caring ethos is evident both in class and around the school. Pupils' show empathy and understanding to others and respect the many, varied differences in one another's cultures and beliefs. They show significant understanding of the social and cultural diversity and talk sensibly about a wide range of issues during personal and social education lessons. Pupils' personal development is good. Pupils benefit from the good team points system that helps to promote collaborative learning styles. All pupils in the school develop good understanding of citizenship, through involvement in the election of representatives for the school council. The body has a significant part to play in the daily life of the school, influencing decision-making. For example, they have looked at the school rules and made changes where necessary. Pupils in each class take on many simple responsibilities in a sensible way. They help to organise the hall for assemblies and physical education, help to give out and collect resources and are responsible for keeping their classrooms tidy.
18. Reported attendance rates appear to have improved over the last two years although they are still lower than those found nationally. This apparently improving picture is in the light of changes that the school has made to the way it records absences. For example, extended visits to Pakistan, which typically involve pupils being out of school for six weeks, are taken by around 15 per cent of pupils every year. The school, which follows local authority advice, is not including absences for family holidays of over two weeks in yearly figures. The school is aware that its practice is masking the fact that a significant proportion of pupils miss key aspects of their studies and their learning. There is currently no whole school approach to checking up on the impact of this. Attendance is recognised as a priority for improvement within the school improvement plan. The school is clearly sensitive and sympathetic to individual circumstances, but a thorough analysis of the impact on learning and standards for those pupils who are absent from school for long spells, has yet to be done. The school tracks pupils performance by ethnicity and gender but is not looking to see which ethnic groups are most affected by prolonged absence. These are areas for improvement.

HOW WELL ARE PUPILS TAUGHT?

19. Teaching has improved since 1998 with two-thirds being good or better. Teaching is good across the school and is enabling pupils to achieve well in most subjects and attain standards that match those in similar schools by Year 6, but are better than these schools in English. This is testament to the bi and multi-lingual support provided. Teaching was satisfactory or better in 96 per cent of the lessons observed in this inspection.
20. There were just four unsatisfactory lessons observed where pupils failed to make sufficient progress. Either temporary staff or teachers very new to teaching taught all of these lessons. Staff recruitment has presented a problem for senior managers and there are still issues to be resolved. However, the current situation provides stability for the next year and will enable the school to forge ahead with its declared priorities. The staff team show good determination to provide an even better education for all pupils; morale is high and the sense of common purpose is tangible.
21. Teaching for children in the nursery and reception classes (known as the Foundation Stage) is good overall. There is sound work undertaken by the nursery team who assist the very youngest children in school to get off to a secure start in their education. The children benefit from exciting

and stimulating experiences that assist them in gaining in confidence in all the areas they experience. The focus is very much on enabling the children to learn at their own pace and this results in most making slow but sure progress from their low starting point. As the children move to reception classes the attention paid to enabling the children to take initiative and make their own choices within the well structured learning environment is paying dividends in building their confidence and self-esteem. The reception team continue to build on these very good early learning gains, and the progress children make accelerates. Despite overall good quality teaching that enables most children to make good progress many will not reach the targets expected by the time they transfer to Year 1 because of their starting point.

22. There are particular strengths in the teaching of basic skills, religious education and music. Teaching in science is unsatisfactory in the junior phase largely because teachers have too little time to develop the practical and investigative aspects of the subject and this impedes the pace at which pupils develop their skills. The setting arrangements in mathematics is enabling teachers to plan with precision for groups of pupils of similar ability. The school has not yet considered whether this approach has value for teaching and learning in science. Teachers use ICT successfully to enhance the learning in a number of subjects, such as mathematics, art and design and history but do not use it sufficiently in science and geography. The good achievements of those pupils who learn English as an additional language owes much to the good quality of teaching they receive, where teachers make use of the pupils' home language to help them understand their work more easily. The collaborative work of specialist EAL teachers, class teachers and teaching assistants is pivotal to the good learning taking place for pupils who learn English as an additional language. Pupils with special educational needs, including those with statements are well supported in the classroom. Effective use is made of their individual education plans to aid the planning of generally suitable work. This group of pupils, some of whom are also learning to speak English, achieve well against their individual targets because of well co-ordinated provision.
23. Teachers have high expectations, manage behaviour very well and use time, support staff and resources effectively. Very good relationships in lessons support the great enjoyment that teachers and pupils feel in working together successfully. This shows in the good class environments evident in all years. Some very good marking helps pupils improve their work in English. These are key factors in helping pupils to make gains in their learning. All pupils irrespective of their background or gender share in this good teaching. Classrooms are productive and purposeful places of learning in which pupils work hard and show good levels of interest and independence. There are three aspects of teaching that are relative areas for improvement; the precision with which learning objectives are set for different pupils, the use of assessment to target improved performance and enable pupils to have consistent levels of challenge in their studies, especially higher attainers and the consistent marking of pupils' work to identify the next steps in learning. Additionally, a sharper focus on weighing up the quality of teaching and its impact on learning would enable the school to identify the features of the most effective practice and to promote this more widely.
24. The school's positive strategies for literacy and numeracy are resulting in good teaching and learning in lessons. The school's concerted approach to improving reading and writing skills is paying off well. The area for improvement now is the promotion of speaking skills. There is some good practice on which to draw. In mathematics lessons pupils are given time and opportunity to respond to questions and share their reasoning and this is helping others develop their own problem solving skills. In literacy sessions, most teachers pay good attention to involving all pupils in answering questions about the text they share in the opening session but there is too little emphasis on pupils' involvement in evaluating progress in the plenary session and this is a missed opportunity for pupils to tell others what they have learnt. There are missed opportunities to promote purposeful talk in other subjects. For example, in PE lessons there is not enough attention paid to seeking pupils' evaluations of their own and others performance. There are occasions when girls defer too much to boys when teachers ask questions; some staff are better than others in targeting

questions to ensure that all pupils' contributions are invited and this is one aspect for closer monitoring.

25. There are particular strengths in the teaching of music and RE throughout the school. Music teaching and learning is extremely well supported through the involvement of a music consultant who teaches all years and the choir for one day each week. Teachers show good levels of confidence in these subjects, all the lessons observed were very successful in enabling pupils to manage appropriate aspects of their own learning, build on earlier experiences and this gave them confidence to learn new things quite quickly. These good features are not always apparent in otherwise effective lessons in some other subjects, for example science and geography, particularly where the tendency is for the teacher to talk too much and provide instructions that restrict pupils' research and enquiry skills.
26. Pupils with special educational needs benefit from the additional support given to them, and learn successfully as a result. This is because of the good teaching and the good assistant support they receive when included in lessons and also because of the range of support programmes they access. Pupils with special educational needs achieve good standards measured against their starting point. One-to-one withdrawal support when pupils work with a teacher on language and speaking skills helps them gain confidence in their literacy and numeracy skills. Effective use is made of specific targets in pupils' individual education plans to help them develop strategies to tackle their learning process. Pupils with statements make good progress in relation to the literary, physical and behavioural needs. Pupils with English as an additional language who also have special educational needs, achieve as well as other groups of pupils in the school because of good assessment that feeds forward into planning work that helps them learn in the small steps required.
27. The quality of support provided by the EAL teachers in the majority of lessons observed by inspectors is effective and results in pupils consolidating learning and making good progress. This works best when class teachers and EAL teachers plan the work together and work collaboratively. This is reflected in the most effective lessons by the care taken in the opening sessions to explain and consolidate key vocabulary and in matching questions to pupils' current knowledge and understanding. This approach was well illustrated in a very good mathematics lesson in Year 3. As part of her introduction the teacher introduced all of the key vocabulary to be used in the lesson. She wrote words such as *quadrilateral*, *equal*, *sides*, *faces*, *corners*, on the white board and asked everyone to repeat them. She asked pupils a series of questions to elicit what they knew about quadrilateral shapes and ensured that pupils used accurate terminology in their oral descriptions. This good practice enabled pupils to learn new vocabulary, which many transferred into their recorded work.
28. Teachers make effective use of modelling techniques to encourage pupils to write for different purposes and audience. This approach was well demonstrated in a range of lessons across the school. For example, in a literacy lesson in Year 2, the teacher took whole class contributions as she built up a storyline based on a fiction text the pupils had shared. Her good input ensured that pupils of all abilities knew what to do and could develop and sequence their own story at an appropriate level. A group of high attainers that comprised English, Punjabi, Urdu and Bengali speakers worked to a good level. One boy read out his work to the inspector, "*were going on a dragon hunt-were going to catch a gigantic one...*". His spellings were inaccurate but the story showed good sequential language and interesting vocabulary. All pupils in the group showed confident secretarial skills in remembering the correct use of capital letters and full stops. Much of the success in these lessons hinged on the teachers' knowledge of the most effective ways of developing English language within a meaningful context. However in other instances, where no specific EAL staff support is available, most commonly in non-core subjects, pupils' language needs are not as consistently and explicitly addressed, especially with respect to the range of methods used to support pupils in coping with the English language demands of the subject and the

opportunities it affords for developing their language and literacy skills in context. On these occasions, the opportunities for purposeful talk are more limited.

29. The school has given good attention to setting targets aimed at raising achievement in writing as part of performance management. The use of targets to support learning across other aspects of English and other subjects is very much in its infancy and practice varies. There are good examples on which to draw. For example, in some English books, the teacher sets clear goals for the pupils to aim for. In other subjects however, there is often too much emphasis on praising effort and not enough on targeting improvements. The school does not set specific targets to support pupils' work in science and this is a missed opportunity to support their progress. There is variable use of time targets to aid the pace of individual's learning when the teacher's attention is focused elsewhere. Most plenary sessions are used to reinforce the lesson objectives, but few take stock of what has been learnt by different pupils or look forward to enable pupils to identify what they need to do next to improve. These features are impeding potentially consistently high quality teaching and learning.

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

30. The quality and range of opportunities for learning provided by the school are good for children in the Foundation Stage, and good for pupils in Years 1 to 6. With the exception of the provision for science, suitable improvements have been made since the time of the previous inspection. All statutory requirements are now met.
31. The well-planned curriculum in the Foundation Stage is carefully constructed and effectively based on national guidance. There is good support for those children who are learning to speak English and the curriculum is adapted well to ensure that language is not a barrier that restricts the children having equality of access to the exciting activities available. For example, provision is well planned with creative and practical activities to support the children's learning through well-structured play and first hand experience. There is good emphasis within the curriculum on promoting the children's linguistic skills as much as they can and full advantage is taken of all learning situations to promote purposeful talk.
32. The curriculum in Years 1 to 6 is appropriately broad and reasonably balanced, and a suitable provision is made for most subjects. At the time of the last inspection there were a number of weaknesses in the curriculum, such as a lack of schemes of work and an overall lack of adequate coverage in subjects such as design and technology and science. Suitable schemes of work are in place and the issues raised previously have been adequately addressed, except that there is still a lack of adequate practical work in science, especially in Years 3 to 6. Currently there is only limited provision for some aspects of geography, for example the development of mapping skills, and this is contributing to the lower standards being achieved. The provision for music, however, now goes beyond that expected, and this is contributing significantly to the high standards being achieved. ICT is used successfully to enhance the learning in a number of subjects, such as mathematics and art and design. There are however a shortage of software resources to extend learning in other subjects. A strength of the curriculum is the development of cross-curricular links whenever possible. For example, design and technology and science complement each other in some classes, as do history and geography, for example in Year 6 where pupils have undertaken an in-depth study of Birmingham. The length of the school day is adequate and the time allocations for most subjects are satisfactory, with the exception of science.
33. Appropriate and relevant policies and schemes of work are now in place for all subjects, and they contain suitably detailed information to provide for a full coverage of all subjects, except science where development of the scheme is required. There is a useful policy for the development of pupils' speaking and listening skills that is in need of up-dating. As a result, whilst there is some

planning for the development of pupils' speaking skills, it is inadequate to fully tackle this aspect of pupils' learning. The school has successfully adopted the National Literacy and Numeracy Strategies. Numeracy has been effectively implemented, with, for example, a most appropriate use of mental activities in numeracy lessons and an adequate use of mathematics in other subjects of the curriculum, such as design and technology. In literacy, many opportunities are provided for pupils to develop their reading and writing skills, both within English itself and across the range of curriculum subjects, such as history and religious education.

34. Teachers produce a range of sound curriculum plans that generally helps to ensure the steady and effective development of pupils' knowledge, skills and understanding as they move through the school. Planning usually makes some allowance for the various needs of pupils, particularly in the core subjects of English and mathematics. It is particularly effective in mathematics, where the planning of work in sets is having a beneficial effect on standards for pupils of all abilities. This planning is not so detailed in science, where pupils of different abilities, are typically presented with the same activities and tasks. On occasions, therefore, the work is too difficult for some and too easy for others. The school makes good provision for the equality of pupils' access to the whole curriculum, with the staff making sure that pupils are involved, as far as possible, in a full range of activities. In particular the school ensures that pupils from the wide range of ethnic backgrounds, as well as boys and girls, are equally and fully involved. In making suitable efforts to include pupils in all appropriate activities, the school enables them to achieve as much as they can. Provision for those with special educational needs is of good quality with tailor-made programmes that work to the advantage of pupils. These arrangements greatly benefit everyone involved. Good provision is made for pupils' personal, social and health education. Important issues are discussed in assembly as well as in class, and the school contributes well to pupils' social skills development. The importance of healthy eating is also regularly emphasised to pupils. At present the schools' policy is that sex and drugs education should not be taught. However, discussions are currently taking place, involving staff, governors, parents and members of the local community to review the position.
35. The school provides a good range of extra-curricular activities, including football, netball, rounders, cricket, choir, recorders and keyboard. These activities are particularly well supported, both by teachers and pupils. The school welcomes many visitors, including the police, members of the medical profession, local residents, representatives of the different faiths and the local mayor, as well as drama and music groups. A wide range of educational visits is arranged to places such as the Twycross Zoo, the Thinktank and the Kingfisher Centre, and a residential trip is arranged for pupils in Years 5 and 6 to North Wales. These activities make a significant contribution to pupils' personal and social development, as well as to their learning in various subjects.
36. The provision for pupils' personal, including spiritual, moral, social and cultural development is consistently very good and assists pupils in taking full advantage of the good quality of education provided and in becoming responsible future citizens. These high standards have been sustained since the previous inspection.
37. The school's provision for spiritual development is very good. Clear spiritual and moral values underpin the curriculum and teaching in the school. There is an expectation that every pupil will wish to take an active part in the religious life of the school. Assemblies are clearly made a special period of the day signified with the lighting of a candle. Pupils are attentive and take an active part in the act of worship. They are given appropriate time for a quiet reflection. Whole school assemblies offer occasions for the celebration of the achievements and teaching of the need to accept responsibility in family and community life and for pupils to praise and to reflect upon how others may evaluate their deeds. This was particularly noticeable in the achievements assembly. Pupils' spiritual development is well fostered in religious education lessons and the school values, celebrates and learns from the wide ethnic range in the school. This serves to promote a healthy respect for all individuals and their own personal beliefs.

38. The school's provision for the moral development of pupils is very good. Pupils are encouraged to value and respect all others in the school; and to give respect to property, whether that of the school or of other people. Pupils of all ages have a very good understanding of what is right and what is wrong. Pupils strive hard to obey the school rules because they know that they benefit everyone. Teachers have high expectation of pupils' actions and this results in no vandalism or graffiti to books, displays or the building. All members of staff present very good role models to pupils and pupils act in a like manner. Pupils respond with gifts to support school charities. They receive much-coveted certificates and praise in recognition of their effort, behaviour and attitude at fortnightly achievements. Talks in assemblies help pupils to understand the need for being responsible for and to others.
39. The school's provision for social development of the pupils is very good. Teachers organise groups in their classrooms to provide opportunities for pupils to gain experience in broadening their social contacts. Pupils respond by co-operating well in sharing and equipment and by collaborating to find information and solutions to problems. At break times, pupils play and interact amicably in groups, sometimes composed of boys and girls of mixed ages. A range of visits and visitors, together with sporting events and after-school clubs enable pupils to interact with pupils from other classes and other schools, for example, participating with pupils from other schools in a singing festival in the Birmingham Indoor National Arena. Older pupils support younger pupils in the dining hall when they are new to the school. The school council, democratically elected, trawls the views and opinions of all pupils. These are then discussed at their meetings to respond back appropriately and thus improve communication and work collaboratively with all concerned to raise even further the values that pupils, staff, governors and parents already have for the school.
40. Provision for cultural development of pupils is very good. The cultural diversity of pupils is used very positively to promote tolerance and respect and good understanding of multi-cultural similarities and differences. Cultural development is a way of school life. It is the cornerstone of the inclusive ethos of the school. Pupils continuously learn to appreciate their own cultural traditions as well as the richness of other cultures. Very good opportunities are made for pupils to experience the range of cultural influences through art and music. Pupils are involved in projects locally and internationally. These projects together with the effective promotion of differing cultural diversity enhances pupils' knowledge and understanding of Britain's multicultural community, which the school celebrates and promotes so successfully.
41. The school has continued to develop its links within the community, with industry, with local charities, with sporting associations and with schools and institutions and together these links are having a beneficial impact on the range of experiences pupils are receiving. The community is supportive of and loyal to the school, which in turn seeks to be involved in community events and initiatives. Overall links with the community are good. It is part of the Coleheath cluster of schools, which is beginning to share policies, ideas and practice of benefit to all. Despite some time constraints there are satisfactory links established with secondary schools for Year 6 pupils. The school welcomes students from secondary schools, colleges and the university for short work placement experiences although this last year because, of staffing difficulties in the school, partnership with the university has temporarily lapsed.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

42. There are many good features in the way pupils well-being and general care is promoted and many of the positive features identified in the previous inspection have been further strengthened. The school has made very good progress in developing effective systems for assessing pupils' attainment and progress and these are well managed. The school is building a comprehensive picture of how well different pupils are doing in school, for example pupils from different ethnic groups. The next step is to use this data to better support both planning and teaching. All staff are proactive in ensuring pupils are listened to and well cared for and they work together to enable all

pupils in the school to progress and achieve. A new programme for supporting pupils' personal; social and health education (PSHE) is a positive feature. The school promotes inclusion very successfully. It is a welcoming place where expectations are high for pupils' behaviour and there are many successful opportunities given to pupils to promote their social skills. For example, the youngest children in the Foundation Stage are taught to share, take turns and to try hard in all they do. Arrangements to support and advise pupils are good but with the exception of attendance where pupils who take extended visits to Pakistan are not usually given work to take with them. The procedures to encourage all to attend as regularly as they should sometimes meet with limited success.

43. Procedures to promote and encourage positive behaviour are appropriate and generally followed by all staff. Routines are very well established and all understand the importance of keeping to them with so many pupils in what is sometimes a restrictive environment. Pupils line up in a very orderly fashion because they have been taught that that is what is expected. During whole school assemblies and dinner breaks behaviour is as good as it is because of the necessary well-managed systems in place which are closely followed. Arrangements to promote good behaviour in classes are usually effective but occasionally groups of older boys need extra disciplining which senior members of staff, who follow consistent guidelines, carry out. Whole school training for all staff, including mid day supervisors, in behaviour management is effective in maintaining good standards generally. A deputy head teacher who records and logs incidents appropriately monitors behaviour, and she involves parents promptly, which is good practice. The school is harmonious and free - from racial tension and has very good practice in this respect. A race awareness policy that meets current requirements is well implemented. Incidents of serious bullying and tensions are rare and the school carefully logs any racial incidents, as it should according to recent legal requirements.
44. Arrangements to support pupils' wide range of welfare needs are good. Procedures for child protection are appropriate and adhere to local requirements and all staff including those new to the school receives training in this important area. The headteacher oversees the few children who are in public care who have individual care plans and records show that they receive the same equality of opportunities as others. The school has a safe use of the Internet policy in place. Many staff have first aid training and minor accidents are properly recorded and sensitively handled. The environment is well cared for and standards of cleanliness are good. The site manager who has worked at the school for very many years and lives on site reports that there is very little vandalism or graffiti. Pupils are well supervised at play which is not an easy task in the cramped playgrounds when all pupils are out together. A conscientious member of staff to whom adults turn to for any extra advice oversees health and safety. Fire drill records are thorough and purposeful. Pupils enjoy fruit during mid morning break and they are taught simple rules to follow for keeping healthy and safe. The subject leader for PSHE is fully aware that the next step is to more closely monitor the delivery of the health education programme, which is still fairly new in the school.
45. Importance is given to promoting good attendance within the school, however procedures to monitor attendance have shortcomings and the school does not assess the impact that poor attendance has on learning. Attendance is given high profile through displays in every classroom and in both halls. Good attendance is rewarded weekly with certificates and praise and at the end of the school year with a planned visit for the very best class. The school has worked hard in many respects to raise the importance of good attendance and together with regular support from the education welfare service, with some success. It is very strict in recording those absent for no known reason with an unauthorised mark in registers. This is reflected in the high recording for unauthorised absence. The school does try to discourage parents from taking extended family visits but many inevitably do. Last year 89 pupils were away for at least 6 weeks, some for over a term. The school is not following national guidance in how it logs such absence. The procedures to monitor, track and assess the impact this has on learning, have not been put in place. The big

picture is one of a school which every day has a significant proportion of pupils on its role who are absent for one reason or another.

46. The arrangements for promoting pupils' personal development are highly effective and a strength of provision. With outside funding the school receives one days support a week from a learning mentor who works with small groups of pupils in turn on the development of their social skills. Six weekly sessions enable less confident, shy or quiet pupils from all backgrounds to work together under the experienced guidance of a very caring adult in a very effective programme called "Social Skills" which pupils really enjoy. Across the school, procedures for the monitoring of personal development are informal and satisfactory overall. Many staff use the daily planner to record and evaluate pupils' personal development.
47. Teacher assessments are carried out on entry to the nursery and again in reception. These assessments are useful in the early identification of children with special needs and in those who have specific English language needs. Baseline assessment is usefully carried out on entry to the reception class but there are concerns about the validity of the current scheme's ability to tie into expected achievements by the end of Year 2. The school in line with national policy is implementing a new assessment scheme that should address the problem.
48. Careful observation of children in nursery and in reception to meet their on-going needs which track their progress towards the early learning goals represents very good improvement since the previous inspection. Although they make good progress during the Foundation Stage many pupils who enter Year 1 are still working towards these goals and the school is planning to make even better use of assessment to accelerate language development. There are appropriate procedures for identifying pupils who need extra support and guidance in school which leads to pupils of all abilities and ethnic background being fully involved in lessons and school life. Co-ordinated assessment of the needs of pupils who speak English as an additional language and of those who have a special educational need has led to effective provision for these pupils who make good progress in relation to their ability and home background. Support staff are dedicated to supporting pupils with statements of special educational need and the warm relationships and caring attitude pupils experience are key factors in their good progress. Effective liaison between teachers and support staff who share in monitoring pupils' responses during lessons enables lower attaining pupils and pupils with different home languages progress well. Pupils' progress towards their targets in English, mathematics and social needs are regularly reviewed and reviews inform target setting.
49. The school's procedures for assessing progress are effective. Staff have yet to make full use of them. There are exceptions in mathematics and in writing where good assessment procedures have been developed and they are now being used most effectively to identify pupils' current attainment, and to provide suitably challenging work. The school has a wide-ranging policy which provides very good guidance for assessment which have yet to impact fully on standards and achievement across the curriculum. Teachers use a comprehensive and manageable system to record how well pupils of different abilities learn in the non-core subjects. Subject managers do not make enough use of these records to level pupils' work and monitor their progress in relation to nationally expected standards. Receiving teachers have yet to use them effectively to match activities to pupils of different ability to provide important continuity in teaching and learning.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

50. The school has developed its links with parents and carers since the previous inspection when strengths and weaknesses were identified. In some areas since then, notably through the *INSPIRE* project, it has been very successful in encouraging families to get more involved in their children's learning. For example, all places for parents to serve on the governing body are filled. The information that parents and carers receive has many good features. Parents' and carers' views

of the school are very positive. There are however still many families who for whatever reason are not involved in the life of the school; there is no single member of staff responsible for this important area, no Parent/teacher association and no voluntary help in classes. A small minority, are not giving the school their full support in ensuring that their children attend quite as well as they could.

51. Parents' and carers' views of the school are good. Only a small number attended a meeting held before the inspection and only about one in eight responded to a questionnaire sent out them. Several parents were spoken to during the week of inspection. Parents and carers find teachers easy to talk to, accessible and approachable. Almost unanimously they believe their children like school, that they make good progress, and achieve their best and that the school expects high standards. Nearly all parents and carers who responded think the teaching is good and that the school is well led and managed. The only area that prompted some concern, was homework; with a significant minority responding that they were not convinced the school sets homework consistently. Parents and carers are supportive of the way the school is helping pupils to become mature and responsible. Inspectors agree with all the parents' positive views and would reassure them that the provision for homework is satisfactory.
52. The school recognised that the strengths and weaknesses reported on at the time of the previous inspection accurately reflected the position then. It has prioritised the strengthening of these partnerships especially in relation to the impact on pupils' learning and therefore on standards. A very well organised strategy, called *INSPIRE*, which encourages and supports parents in supporting learning at home, is now in its fourth year. Take up by parents is very high and each pupil has four sessions throughout their seven years at the school to work and play alongside a member of their family in a well planned activity run by all class teachers in turn. A teacher, who evaluates parents' views every year, oversees the programme. Responses demonstrate their enjoyment and approval.
53. Information is good generally and parents and carers feel well informed especially through the school newsletter. They are invited to termly consultations with class teachers and many attend all three evenings. Written reports meet statutory requirements. The school reports that when pupils get help with reading and spellings at home they clearly benefit. Written information is translated into many languages and a positive feature is the good spoken exchanges and greetings with parents of nursery age children involving teaching assistants who speak Punjabi and Urdu. The headteacher and staff seek information from and the views of parents and carers both formally through questionnaires and informally, on a regular basis. Overall the impact of parental involvement on the work of the school and in supporting children's learning is positive.

HOW WELL IS THE SCHOOL LED AND MANAGED?

54. At the time of the previous inspection, the newly appointed headteacher was described as having a clear vision for the development of the school shared by governors and staff. The school was reported as effective, and one becoming increasingly successful in raising pupils' educational standards. The four issues identified at that time have all been attended to appropriately. The school's performance shows an upward trend even though the proportion of pupils who are learning English is rising. Nevertheless, the raising of standards continues to be its number one priority. There is growing use of data to support this and the assistant headteacher appointed a year ago to lead on assessment has made a very positive start in refining procedures. The school is aware that monitoring and evaluation processes have now to focus more sharply on tracking pupils' progress, identifying strengths and weaknesses and targeting future improvements. The school has the capacity to sustain a good rate of improvement in the future.
55. The headteacher leads her staff with a strong vision for the improvement of educational standards in school and the successful development of the whole child. She is quietly firm and decisive, and has established an effective multi-tiered management structure that ensures good communication. The leadership group comprises the headteacher, two deputies and an assistant head. Between them the group has much experience and wide ranging expertise that they put to effective use in managing this large school. They give a powerful impetus to the main school aim of enabling pupils, whatever their ability, gender, background, race or religion, equality of opportunity to succeed. However, although there exists this shared purpose, the leadership group are currently considering the most effective ways to use their complementary skills in order to drive the school to even greater success. It is timely for the group to review its role and remit as part of the action plan process. The next tier of management; the senior management team (SMT) comprises four phase co-ordinators who each manage two year groups in school, together with the leadership group. This extended team works well as the key vehicle for strategic decision-making. Meetings are held to an agreed cycle and this enables everyone to prepare for the level of participation they wish to have. Subject leaders, are enthusiastic in their desire to make positive contributions to the school's improvement strategies and most have good impact. Some subject leaders are not yet sufficiently involved in evaluating the quality and standards in the subjects that they lead, and this is an area for development.
56. As a consequence of the headteacher's good leadership of such a large school, the whole staff is fired with the same determination to achieve high standards and provide their multi-ethnic community of pupils with an aesthetically pleasing and stimulating learning environment in which they feel happy, secure and safe. The school is rightly proud of its reputation within the wider community as a caring school with a strong family atmosphere. This is reflected clearly through its very good learning ethos, driven by the high standards of its spiritual, moral, social and cultural provision for its pupils.
57. Although standards, particularly as measured through SATs results, have varied in recent years, the inspection shows that there is continuing improvement generally. The award of the government's Achievement Award is recognition of this. Pupils achieve well and the school is effective in supporting pupils in over-coming barriers to learning, for example, in providing good quality provision for the very high proportion with English as their second language (in some classes there are up to seven different mother tongues amongst pupils). Many children start school in nursery with low levels of skills and knowledge. Value is clearly added to pupils' skills, knowledge and development through the school, though there are variations in the school's trends in improving standards as shown by the peaks and troughs over the last four years in SATs. The school is building up a good bank of information to show how well different pupils in school are doing. It has yet to make the best use of the data available to help target pupils' expected progress year-on-year and attempt to iron out the pattern seen in SATs. One way in which this can be achieved is to sharpen the monitoring and evaluation of teaching and learning throughout the school. Although teachers are producing a mass of statistical evidence on pupil progress through

good detailed assessment, the tracking and specific targeting of information on individual pupils is not yet being used effectively enough. As a result of staff shortages, planned classroom monitoring by subject leaders has fallen by the wayside in the last year other than in numeracy and literacy. Additionally the monitoring that does take place is of variable quality and focuses more on *teaching input* than *learning outcome*. There is a need for the training of staff in the techniques of effective classroom observation.

58. The governing body meets all of its statutory requirements, and is a thoroughly supportive group, representing strongly the wider interests of the whole local community. It is particularly well led by an experienced and knowledgeable chairman who has a very clear understanding of the strengths, weaknesses and needs of the school. He has forged a strong link between the governing body and the school through the headteacher. The governing body maintains a keen interest in school improvement, the curriculum, through advice and information from staff, and school financial management. Governors have good knowledge of the principles of best value, which are applied consistently when taking decisions. The governing body has introduced an effective performance management policy, which is applied and understood by all staff. The governing body plays a supportive role in shaping the direction of the school, especially in promoting links within the community, although it has yet to develop fully its role as a ‘critical friend’ by questioning more rigorously the information presented. In addition to the shared aims of the management staff, all teachers, teaching assistants, outside specialist support (including very effective special educational needs staff, English as additional language staff and music contributors), administrative officers and site officer make substantial and effective contributions to helping the school to move forward. There is a strong commitment to educational inclusion.
59. The school makes good use of its financial and other resources. The school improvement plan identifies clearly areas for improvement, such as ICT provision, language development and buildings improvement on an ongoing basis over several years. Although the school is always cautious in its budget, maintaining a healthy carry forward provision, it always has priorities where it can direct any ‘spare’ finances. Nevertheless in an old building some items can be very expensive, and as a consequence, for example, the playground with its pronounced slope and under maintained surface, is badly in need of improvement, but the cost has so far proved prohibitive. This is a safety issue, and also has a negative effect on standards in PE, where the school does not have a field to help alleviate the unsatisfactory nature of outdoor provision. Specific grants are well and appropriately used. For example, the Ethnic Minority Achievement Grant (EMAG) is used very effectively to promote English language development. The school has a strong partnership with a local schools’ consortium that has been awarded Excellence in Cities grants aid. This has resulted in a very good weekly input by advisors on the development of pupils’ social skills. The school is soon to appoint learning mentors to support its work in raising standards and these will be funded by the Excellence in Cities initiative. The large carry forward in the budget is already committed for future improvements as mentioned earlier. The carry forward shown on page 31 also includes £27,000 for orders placed that were not received at the time of reconciliation. This leaves around £30,000 in planned savings and proportionally is a reasonable carry forward for the size of school.
60. The school administrative officers and finance officer use technology well, and are very effective in their day-to-day management of the school office and finances. Induction of new staff and the potential for training new teachers is satisfactory. New staff, including newly qualified teachers, have appropriate opportunities for training, and always know that they have a mentor or other sympathetic listening ears available when needed.
61. The school makes continuing efforts to improve its adequate accommodation and environment, with the exception of the playground, which is in a poor state of repair. Smaller classrooms are sometimes rather crowded, as are the halls when larger classes are involved in PE. The outdoor play area for children in the Foundation Stage is in need of further enhancement. The school uses high quality displays of pupils work throughout the public areas which considerably enhance its

internal appearance; a few classrooms, though, actually have so much display that all windows and doors are covered preventing observation from outside. The quality and range of resources in the school are good except in geography and ICT. Learning resources are accessible and used well throughout the curriculum. A range of cultures and positive images of people from different ethnic backgrounds are well represented in the library. This is a positive feature.

62. Bordesley Green Primary School is an effective and improving school with a well-led and committed staff. This gives it a good capacity to succeed in future and continue improving its standards. The school provides good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

63. The school has moved ahead successfully in the last four years to improve provision and retain the strengths flagged at that time. The school improvement plan clearly indicates how the school intends to strive for continued success. The prospects for the future improvement look bright. In order to press ahead with making improvements the headteacher, staff and governors should:

1. Continue to raise standards, especially in science

By

Reviewing the science curriculum to ensure that there is breadth, depth and quality in what is studied.

Promoting wider opportunities for junior-age pupils to follow their own lines of enquiry and devise ways of recording what they find out.

Improving the ways in which assessment is used to inform the planning of suitable work for pupils of different abilities.

Making sure that higher attaining pupils and the gifted and talented consistently have work that is challenging enough.

Setting targets for each year group that are regularly revised in the light of on-going assessment.

Widening the opportunities for pupils in all years to use language, including sufficient time and opportunity for them to talk about what they are learning across the areas they experience.

Widening the opportunities for pupils to plan and manage appropriate aspects of their work in lessons.

Sharpening the focus on investigation, problem solving and research in the work in geography.

Reviewing the use of worksheets to ensure that these offer pupils sufficient opportunities to develop their own ideas and make contributions.

Taking effective steps to promote girls' learning.

Identifying all gifted and talented pupils in school.

Identifying the highly effective marking of pupils' work seen in English and extending it to other subjects.

Sharpening up the tracking system to identify when and how improvement to progress is due and setting measurable targets that can be shared with pupils and their parents.

See paragraphs 1, 6, 7, 22, 32, 33, 34, 88, 99, 101, 103, 120.

2. Improve attendance rates

By

Tightening up the recording of absence of pupils from different ethnic groups and charting the impact that lengthy absence has on pupils' achievements and the school's performance.

Ensuring that those pupils who go on extended holidays have suitable work to do whilst they are absent from school.

Seeking to strengthen further the partnership with parents in the interests of improving attendance.

Exploring good practice for making improvements used in other schools with a similar intake.

See paragraphs 13, 42, 45.

3. Improve monitoring , evaluation and target setting systems

By

Setting challenging targets for every year group (and learning sets) that are regularly reviewed and adjusted upwards as necessary.

Identifying the role that the leadership group is to take in leading monitoring and evaluation geared towards raising academic standards.

Establishing a rigorous criteria by which the subject leaders can track and target the standards being achieved by different groups of pupils across the school.

Setting out a clear plan for senior managers and subject leaders to undertake direct observations of teaching and learning, with the emphasis on learning outcomes.

Providing staff training as appropriate in the techniques of effective classroom observation to ensure a high level of consistency in monitoring.

Promoting more widely features of the best teaching and learning to be found in school.

See paragraphs 12, 18, 23, 24, 29, 49, 54, 55, 57, 93, 105, 106, 111, 123, 133, 144, 147, 152.

Although not identified as separate issues, in preparing their action plan the Governing Body should also pay attention to the following:

- Secure the main playground re-surfacing and improve the outdoor provision for children in the Foundation Stage.

See paragraphs 59, 61, 147.

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

64. The provision for pupils with English as an additional language, including those who are asylum seekers, is good. This represents a substantial improvement since the last inspection when many pupils' needs were not being met. The school has made a wise investment in increasing the number of bi-lingual and multi-lingual support staff who work alongside teachers and are able to speak to pupils in their home language if needed. Two specialist EAL teachers work from well resourced class bases, one located in the infants and one the juniors that provide stimulating, language-rich environments for learning. Well-managed provision is ensuring that by the time that they leave school, the majority of these pupils will have achieved well and have made good progress against their prior attainment. Pupils achieve best when class teachers and the specialist staff work in partnership.
65. The quality of support provided by the EAL teachers in the majority of lessons is effective and results in pupils consolidating learning and making good progress. This works best when class teachers and EAL support staff plan the work together and work collaboratively. This was well exemplified in a literacy lesson in Year 1. In this instance, the EAL teacher and the teaching assistant were fully involved in shared support work from the beginning of the lesson as they targeted specific pupils and intervened positively under the guidance of the teacher whose own awareness of the needs of pupils who are learning to speak English was exemplary. This was reflected in the care taken in the introductory session to explain and consolidate key vocabulary and in matching questions to pupils' current knowledge and understanding. Individual pupils were praised for their effort and were totally absorbed in the lesson. In another equally effective lesson, also in Year 1, activities were judiciously structured so that learning was constantly reinforced. After modelling the writing of a sentence with the whole class, the teacher asked the pupils to rehearse oral variations on the model sentence and to write their own on white boards with other adults giving support as required. Further consolidation was provided as pupils lined up in front of the class with individual words and together the class had to decide the right word order, followed by another activity where pupils had to decide whether what was being shown on a card was a sentence or not. All of the independent activities were effectively devised with the EAL support teacher working further on developing sentence level work. Much of the success in these lessons hinged on the teachers' excellent knowledge of the most effective ways of developing English language within a meaningful context. However in other instances, where no specific staff support is available, most commonly in foundation subjects, pupils' needs are not consistently and explicitly addressed, especially with respect to the range of methods used to support pupils in coping with the English language demands of the subject and the opportunities it affords for developing their language and literacy skills in context. On these occasions, the opportunities for purposeful talk are more limited.
66. Pupils with English as an additional language mix well with their peers and are keen to participate fully in activities and school events. They are motivated, keen to learn and enjoy the attention given to them when they are supported in their learning. This contributes significantly to the progress they make. In some instances, however, a number of pupils, especially girls are less forthcoming and tend to be diffident. This often leads to a predisposition not to speak and remain passive. This is one aspect that the school is aware it needs to target as part of the focus on improving pupils' achievements. Where EAL pupils are taught as a set, clear evaluation is needed to ensure that they achieve maximum progress and more flexibility introduced in using the literacy framework as many of these pupils are not yet at a stage where they can work without some support.
67. Admission procedures are effective and appropriately focus on collecting the most useful information about pupils' backgrounds and their linguistic competences in English. However, although, pupils first languages are identified on admission, these are not transferred on to class profiles except in terms of the number of pupils speaking any particular language. Given also that

a number of pupils for instance speaking Pushto and Mirpuri cannot name or acknowledge them, the school needs to celebrate these languages and dialects more openly as an important part of pupils' linguistic identities and heritage.

68. There are some good examples of ongoing assessment profiles developed by one of the specialist EAL teachers based on observations and including useful diagnostic comments which she uses to inform the planning of suitable work for the pupils she teaches. The school's assessment procedures, especially in English, serve EAL pupils well, particularly in reading and writing. However, tracking and target setting systems are not fully developed across the curriculum and this is a shortcoming. There is inconsistent practice in sharing learning targets with pupils and parents in order to have the maximum desirable impact on progress and this is a missed opportunity.

69. The deployment of the Ethnic Minority Achievement Grant (EMAG) which is fully delegated to the school is effectively targeted to provide for specialist staffing. There are effective systems for team-work and EAL and special educational needs staff work well together. The school staff includes a number of ethnic minority teachers and support staff who act as positive role models for pupils. In order to improve provision for EAL pupils further, the school needs to adopt a whole school approach to identifying clear targets in its school development plan with the good practice of effective mainstream teaching and learning being replicated in other subjects. There is much to celebrate about the way the school provides for its multi-ethnic community, not least in the very positive approaches to promoting racial harmony and tolerant attitudes. This is very evident in the sensitive way the school has welcomed asylum seeking families into school and has helped pupils from Somalia to settle this term. The funds available to support pupils' learning English as an additional language are effectively used, and as such provide good value for money.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	103
Number of discussions with staff, governors, other adults and pupils	44

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	19	47	30	4	0	0
Percentage	3	18	46	29	4	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	26	615
Number of full-time pupils known to be eligible for free school meals	0	271

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	9
Number of pupils on the school's special educational needs register	3	75

English as an additional language

	No of pupils
Number of pupils with English as an additional language	541

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	52
Pupils who left the school other than at the usual time of leaving	55

Attendance

Authorised absence

	%
School data	5.2
National comparative data	5.6

Unauthorised absence

	%
School data	3.2
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 (Year2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	42	47	89

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	25	25	32
	Girls	26	28	37
	Total	51	53	69
Percentage of pupils at NC level 2 or above	School	57 (59)	60 (68)	78 (80)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	23	32	32
	Girls	27	37	32
	Total	50	69	64
Percentage of pupils at NC level 2 or above	School	56 (63)	78 (77)	72 (69)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	45	45	90

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	31	24	33
	Girls	30	20	29
	Total	61	44	62
Percentage of pupils at NC level 4 or above	School	68 (75)	49 (61)	69 (77)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	30	32	33
	Girls	31	33	37
	Total	61	65	70
Percentage of pupils at NC level 4 or above	School	68 (64)	72 (66)	78 (69)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils**Exclusions in the last school year**

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	49	2	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British – Indian	5	0	0
Asian or Asian British – Pakistani	377	0	0
Asian or Asian British – Bangladeshi	21	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	9	0	0
Black or Black British – African	10	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	54	0	0
No ethnic group recorded	0	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.

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

Total number of qualified teachers (FTE)	29
Number of pupils per qualified teacher	22.7
Average class size	29.3

Education support staff: YR – Y6

Total number of education support staff	16
Total aggregate hours worked per week	388.5

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	52
Total number of education support staff	1
Total aggregate hours worked per week	27.5
Number of pupils per FTE adult	26

FTE means full-time equivalent.

Financial information

Financial year	2001/2002
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	£
Total income	1,571,006
Total expenditure	1,569,244
Expenditure per pupil	2,404
Balance brought forward from previous year	112,418
Balance carried forward to next year	114,180

Recruitment of teachers

Number of teachers who left the school during the last two years	11
Number of teachers appointed to the school during the last two years	11

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	675
Number of questionnaires returned	86

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	77	23	0	0	0
My child is making good progress in school.	58	40	1	0	1
Behaviour in the school is good.	57	35	5	1	2
My child gets the right amount of work to do at home.	37	31	19	12	1
The teaching is good.	69	29	1	1	0
I am kept well informed about how my child is getting on.	58	33	7	2	0
I would feel comfortable about approaching the school with questions or a problem.	60	33	3	2	1
The school expects my child to work hard and achieve his or her best.	74	26	0	0	0
The school works closely with parents.	56	35	5	3	1
The school is well led and managed.	67	30	1	1	0
The school is helping my child become mature and responsible.	63	36	1	0	0
The school provides an interesting range of activities outside lessons.	42	37	9	2	9

NB Rows may not total 100% due to rounding

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

70. The school has nursery provision for 52 children and there are currently twenty-six children who attend part-time in the nursery. There are 3 reception classes to meet the needs of the eighty-eight children, who started school full-time in September. Staff are a well-bonded team who are responsive to the children's needs and who have good relationships with the parents. This is a positive feature and is helping most of the children to leave parents and carers readily and come into school in a confident manner. There are however a few children, particularly in nursery, who have not yet reached this stage. There is a useful two-way flow of information that is supporting the children in settling well into their classes. Staff meet with parents at the beginning and end of each day to pass on information to one another and there is a notice board in the Nursery which keeps parents well informed about class matters and other initiatives. Nursery provision ensures that each child is offered developmental experiences irrespective of which session they attend. The curriculum is well established and enables the children to make effective progress in line with the guidance for the Foundation Stage. There is good support for those children who are learning to speak English and the curriculum is adapted well to ensure that language is not a barrier that restricts the children having equality of access to the exciting activities available. Children are provided with appropriate teaching activities, which extend their skills, develop their confidence, build on what they already know and also give them time to explore ideas and interests in depth. There is no significant variation in the achievement made by boys and girls from different ethnic backgrounds. As the previous inspection found, the children are given an effective start to their education and a sound basis upon which to build when they enter Year 1. The school is currently enhancing the outdoor play provision which will add to the children's experiences in the physical area of learning.
71. Attainment on entry to the nursery is below average in all areas of learning, in particular the children start from a very low base in language skills. As a result of its early and accurate assessment of individual needs, all children have a secure start and make broadly similar progress. Satisfactory teaching with some good features in the nursery and overall good teaching in reception classes ensures that the children make effective progress in all areas of learning. The children's achievements however, are very much restricted by limited language development. By the time they enter Year 1, most children meet the requirements of the early learning goals in personal and social development and physical development. Although the curriculum is well planned with interesting activities, most children enter Year 1 with a standard of attainment that is well below that found nationally in knowledge and understanding of the outside world, creative development, mathematics, communication and language and literacy.

Personal, social and emotional development

72. Staff in both nursery and reception put great emphasis on promoting children's personal social and emotional development. Children feel valued because the staff engage in their play, support their interests and converse with them. As a result the children have a positive approach to new experiences. Children interact with staff but few interact with each other. They learn about health and hygiene, washing their hands after going to the toilet. The children are developing a good sense of belonging and respond well to the responsibilities of tidying up. The very good role models of the staff in the nursery ensure that children develop their self-confidence and are motivated to persist and learn.
73. As they move through the reception class the children's concentration span increases. They have a positive attitude to work and most use resources independently. They form good relationships with adults and are beginning to co-operate with each other when playing in the role-play area. They are learning to *say thank you* to each other when the mid-morning biscuits are handed round. When getting ready for cookery they wash their hands. They play co-operatively with each

other in the role-play area. By the time the children enter Year 1 most are in line to reach the early learning goals in this area.

Communication, language and literacy

74. Every opportunity is taken by staff to extend the development of the children's literacy, language and communication skills through careful planning and their own very good use of language and questions. In the nursery, children give one word answers to carefully framed questions posed by the teacher. Conversation between each other is limited. Most children do not communicate with each other but when they do they use single words. The children listen to finger rhymes and a few are learning to join in the refrains. Children given the chance to imagine and recreate experiences in the role-play area. Staff interact appropriately and model behaviour such as answering the telephone. Communication, language and literacy are incorporated at every opportunity in planned activities. All children listen but for many their speech is indistinct. Many children do not hold a pencil correctly but with encouragement they begin to make marks and a few trace over their names.
75. By the end of the reception year most children are beginning to form recognisable letters, making satisfactory progress from a very low base. Most children have a good pencil hold and are given time and opportunities to capture their actions in drawing and early writing. Each class has an 'office' where children 'write' letters, put them in envelopes and answer the telephone. Teachers work hard to increase children's vocabulary for example asking them to repeat the names of the colours in an art lesson. Elements of the literacy framework are used well by staff and children begin to develop a good understanding of phonics as they play to reinforce initial letter sounds. By the end of reception most children are beginning to hear and say some of the initial sounds in words and are beginning to know that the letters which represent certain sounds.
76. Most children handle books carefully and know how to turn pages. At the time of the inspection some of the most able children were beginning to join in with nursery rhymes, supplying the last word, whilst the majority of children still did not understand that print carried meaning or understand the concept of a word. Good and sometimes very good teaching in the Foundation Stage enables children to make measured progress but language skills are very limited and most children will not achieve the early learning goals in this area of learning by the time they enter Key Stage 1.

Mathematical development

77. Due emphasis is placed on mathematical development in the nursery. Children enter the nursery with a below average level of mathematical skills. They are given jigsaws and opportunities to help them consolidate and extend their knowledge and understanding through using every day objects such as telephones to dial numbers. They develop positive attitudes to number as they take delight in pressing the buttons on a calculator to display numbers. The teacher talks about the two dimensional shapes in the jigsaws to a small group of children who become very involved. At the time of the inspection children had been in the nursery such a short time they were still at a very early stage of familiarisation with their surroundings and just beginning to learn routines.
78. By the time that they reach the reception class most children still need support in counting to five, matching one to one. Children are beginning to recognise numbers and enjoy finding numbers hidden in the sand. Children are given the opportunity to extend their learning and practice their mathematical skills by playing with named 3 dimensional shapes on the carpet. At the time of inspection most children were at a very early stage in learning number, not yet secure in counting two and three. By the end of reception, higher attaining children are able to recognise numbers to ten with confidence but most children need help in counting and some do not know the names of two-dimensional shapes. In an exciting lesson in the outdoor classroom, imaginative activities help children to begin to recognise size and shape and to use mathematical language as they try to find which spider will fit down the correct sized drainpipe. Higher attainers are able to successfully

complete a pattern by hanging spiders and webs on a washing line. In another lesson outdoors children learn to use mathematical language appropriately as they build the clock for Hickory Dickory Dock. Very clear, very effective planning provides the children with a wealth of very rich experience but their mathematical base is low. Basic numeracy skills such as counting one to one are not well developed and most children will not achieve the early learning goals in this area of learning by the time they enter Key Stage 1.

Knowledge and understanding of the world

79. Many contexts and activities are planned, based on first hand experience that encourage exploration and observation in order to increase the children's knowledge and understanding of the outside world but the children enter the nursery with limited language skills knowledge and understanding of the outside world. In the nursery children are given practical activities, which help them find out about the world, how to use tools correctly and safely. They are taken on visits to the Nature Centre in animal week, which extends their horizons and gives them a wider experience of the outside world. They use construction toys, carefully fitting pieces together, although their attention span of most children is limited. Teachers interact with the children in a very supportive manner. Children are finding out about information and communication technology. Most can name the parts of the computer by the end of a lesson and can click and drag pictures on the computer screen in order to compose a picture.
80. These experiences are developed efficiently in the reception class. Children learn how ingredients change as they make the icing to go on biscuits. Children are given good opportunities to handle horse chestnuts and leaves and their vocabulary is increased by the teachers' effective use of language. The children are entranced by the idea that a tree can grow from a little acorn. The children's home language is used and valued in helping them to understand the theme of autumn. Children develop concepts of geography and history and learn about different religions through stories. Children make satisfactory progress but having come into the nursery with such limited language skills and knowledge and understanding of the outside only a few will achieve the early learning goals in this area of learning by the time they enter Year 1.

Physical development

81. The children make sound progress in physical development in the nursery because they are given a wide range of opportunities to develop their skills in a safe environment. They have plenty of time to persist and perfect their skills and as a result grow in self-esteem. The children play happily and sensibly, exploring hoops with varying degrees of concentration. Some are able to roll their hoops along, others carry them experimenting with how to hold the hoop. The teacher uses good questioning skills to reinforce the children's vocabulary as they are given time to explore experiment and refine their movements. Children use the climbing frame confidently having been reminded of health and safety issues by the staff. Most children move around the available space negotiating pathways. They have opportunities to use large wheeled toys and use smaller apparatus such as beanbags and balls.
82. When using large wheeled toys in a reception class lesson out of doors, all the children can pedal, negotiate corners and reverse, but they do so at a very controlled pace. The children practice balancing on stilts and experiment with playground chalks. In an imaginative lesson the children learn to have an awareness of space as they delight in exchanging places under a parachute. The teacher takes every opportunity to reinforce the children's language as the children move with safety and with confidence. They are beginning to learn how to control their movements as they work together to roll two balls off the parachute. A well-planned opportunity is used well to enhance the children's spiritual development as the lesson ends with a song under the parachute and then absolute silence as they lie on the floor to reflect on their learning. Children make very good progress in this area of learning and attain what is expected for their age.

Creative development

83. To encourage their creative development the children are given many opportunities to develop their own ideas, discover, explore and express their creativity in sand water play, role-play and painting. They engage in imaginative role-play based on their own experiences when using the role-play area working largely on their own. At the beginning of the year, children are beginning to participate in actions songs and to build a bank of familiar rhymes and songs. When painting children select different colours but often paint one colour over another, using their whole body to carry out the action. They are often unsure of the names of colours and need a lot of support to learn them. They are also using ICT to create pictures successfully.
84. By the time they reach reception, children have made steady progress and are ready to build successfully on previous learning. The manipulative skills of a few children are below average. Holding paintbrushes is a problem and attention span is limited. They learn to create pictures on the computer and take real pleasure in their creations. The children make effective progress and most are more securely on their way to achieving the early learning goals in this area of learning than others by the time they enter Year 1.

ENGLISH

85. Progress since the last inspection has been good and this is amply reflected in pupils' achievement over time.
86. The standards attained in 2001 were very low in reading and well below average in writing in Year 2. When compared to similar schools the standards were well below average in reading and writing. The standards attained by eleven-year-olds years in the 2001 SATs were below the national average in English but were above those of similar schools. The trend in the school's performance is keeping pace with that seen nationally. English performance shows good improvement since 1998 for all pupils. Girls are performing less well in English tests than boys in school. Pupils' performance in the 2002 SATs showed a similar picture to that in 2001. Inspection findings largely corroborate these test results.
87. Although pupils start from a low base, the majority, who come from a range of ethnic backgrounds and speak a range of first languages achieve well against their prior attainment by the time they leave school. This is due in the main to the quality of teaching, the effective support provided for pupils learning English as an additional language and the valuable feedback pupils receive especially in the marking of their written work. The school has tackled the shortcomings in writing flagged at the previous inspection very effectively. It has done this via a number of strategies that have been implemented across the school. For example, all teachers plan for specific writing tasks and these are marked and levelled by a number of teachers who together moderate one another's findings. Additionally, all pupils are set individual targets that are specific and regularly reviewed. Teachers have a secure grasp on exactly what pupils are achieving in their writing and therefore can plan to develop learning appropriately for pupils of different ability. These features of good practice have yet to be transferred to consistently promoting pupils' speaking skills and this is an area that the school can draw on good practice in writing to assist improvement.
88. Pupils' attainment in speaking and listening is well below the national average for seven-year-olds and below average for eleven year olds. By the age of seven, higher attaining pupils listen well in a range of contexts. Because of the good quality of teaching in literacy and the contribution of assistants and specialist teachers, pupils are growing in confidence and respond well to prompting. However for the majority, verbal responses are tentative, succinct and often require a great deal of prompting from the teacher. Given the very low attainment on entry, the majority make satisfactory progress. By the age of eleven, pupils listen well and high attainers often respond well to questions. However, a sizeable majority are passive and do not directly engage in discussions especially girls. This is due in the main to pupils' social and language norms and to a certain degree to the lack of opportunities for the use of talk as a vehicle of learning in other areas of the

curriculum. Although elements of speaking and listening are identified as a cross-curricular dimension in the school's planning, this is not always translated into clear teaching strategies or learning objectives. Monitoring and evaluation has yet to be focussed on ironing out such inconsistencies.

89. Attainment in reading by the age of seven is well below and by eleven below the national average for the majority of pupils. By the age of seven, higher attaining pupils read with a fair degree of fluency and accuracy although many lack expression. They enjoy reading, talk about the storyline and compare their current reading with material read previously. They express their preferences and demonstrate basic word retrieval skills. Average pupils tend to decode and mostly use pictures as their main clue to meaning. When attempting to summarise the plot, they tend to retell part of the story. Many lower attainers, some of whom have special educational needs read hesitantly and are much less forthcoming when invited to comment on the plot, characters or their preferences. In the individual education plans in place for special educational needs there are suitable targets to support reading skills. The school has a good diagnostic system of assessing pupils' progress in reading and this enables the slowest readers to be picked up early and given appropriate support. By the age of eleven, high attaining pupils use a range of strategies to help them in their reading and discuss a variety of texts. They predict what might happen using their knowledge of the plot and characters and justify their predictions. Average pupils read with hesitancy and do not confidently speak about the content of what they read. Few have developed sufficient skills to infer and deduct beyond the literal meaning and refer to texts to support their views. However, despite a low starting point, pupils make good progress. This is mainly linked to the effective management of reading with increasingly improving provision for guided and shared reading. Teachers' records are well organised and include diagnostic information against agreed learning objectives. However, this information is not systematically used to set individual targets for all pupils, specifically to place appropriate demands on the higher attainers. Library facilities are good and effectively used to develop pupils' skills in choosing books and develop their retrieval skills. Book resources are well organised and easily accessible to pupils with timetabled sessions conducted by teachers.
90. Attainment in writing, by the age of seven is well below and by eleven below the national average. This good picture is due to the school's push on writing that is paying dividends in enabling pupils to see themselves as writers and to take full advantage of the exciting opportunities provided. By the age of seven, higher attaining pupils develop their ideas in sequence and use capital letters with most words correctly spelt. They choose vocabulary imaginatively and some begin to develop a secure grasp of complex sentences and write extensive pieces on a range of topics. By the age of eleven, higher attainers write extensively and produce a range of writing in different genres including, for instance summaries, character profiles and poetry. Pupils of average ability write imaginatively and clearly and extend their ideas in a logical way. However a high proportion among the lower attainers lack confidence and understanding to produce work using vocabulary that is rich or is arranged in a way that captures and holds the reader's attention. Pupils' spellings improve as they grow older. Because writing is often modelled and has been given particular emphasis, pupils of all abilities make good progress with clear improvements over time in handwriting, spelling and the quality of content. The marking of written work is effective and well focussed on guiding pupils to improve their work. In some cases it is used creatively as an effective tool for improvement with the teacher constantly checking pupils' understanding through additional questions which are meticulously followed up by pupils.
91. The quality of teaching is good overall with the best teaching often in infant classes. In the best teaching, learning objectives are thoroughly rehearsed with the pupils to focus their attention and are revisited at the end to check understanding. Effective questioning with helpful prompts is used to support pupils in the early stages of acquiring English, for instance when discussing the book cover as a clue to its content with attention given to subject terminology. Shared reading and writing are modelled effectively with the lesson structured to reinforce learning. Both phonics and guided reading are effectively taught with approaches being consistent across classes. Given the

fact that pupils start from a low point in terms of their language development, modelled learning is a key strength and a common approach. This was clearly reflected in a Year 3 lesson. In order to encourage pupils to ask questions, the teacher in this lesson adopted the part of a character in the story and used the teaching assistant as a model interviewer. After a few questions and under the spell of a transformed teacher, the pupils could no longer resist and wanted to know more about the character with many hands shooting in the air. The opportunity for pupils to rehearse these questions and brainstorm ideas for the beginning, the middle and an end of the story, scribed on the board by the teaching assistant, enabled pupils to develop the use of note taking and planning for their writing. The lesson was also a good example of how speaking and listening can be effectively promoted. Where teaching is less effective, this is mainly due to the lack of clarity in learning objectives to enable higher attaining pupils to make sufficient progress or when EAL pupils are taught as a separate group to the lack of flexibility in adopting a methodology and a structure more carefully tailored to the needs of these pupils.

92. The school uses the national literacy strategy well and has focused on continuous development and improvements that have led to increased provision for writing and an agreed system to teach guided reading. Literacy skills are effectively promoted in history where historical content is effectively used in extended writing. This needs to be extended in a more systematic way to other subjects where the content is harnessed to emphasise opportunities for speaking and listening. The school carries out a range of assessment tasks and collates assessment information. Assessment is effective in reading and particularly in the use of unaided writing each half term to document pupils' progress. However, the information arising from assessment is not systematically used to set individual targets.
93. The subject leader is enthusiastic, has good subject knowledge and is constantly looking for improvements. She has a good overview of aspects needing further development but the criteria for success as set out in the subject action plan is too vague and needs to be more focussed on learning in a way which is measurable. The targets currently set for English are in need of a boost to reflect the school's aims for raising standards.

MATHEMATICS

94. Standards at the end of both Year 2 and Year 6 are below average. However, based on these pupils' low prior attainment, they are making good progress overall. In the SATs in 2001, standards were well below the national average. The subject leaders carefully analysed the results and identified the main weaknesses in pupils' performance. New setting arrangements were introduced, and the particular needs of different groups of pupils were carefully addressed. Very good assessment procedures have been developed and they are now being used most effectively to identify pupils' current attainment, and to place them in appropriate sets for lessons. These initiatives, together with consistently good teaching, have helped to raise standards in mathematics. The SATs results in 2002 show significant improvements at the end of both Year 2 and Year 6, and inspection evidence shows that this upward trend is continuing. In the SATs at the time of the school's previous inspection standards were found to be well below average. Standards are therefore significantly better than they were at that time because of the school's concerted efforts to make improvement. The subject has good capacity to continue to improve.
95. At the end of Year 2, pupils undertake an appropriate range of practical and problem solving activities, although a number of pupils have difficulty in finding the correct language to explain their work clearly. Most pupils can count to 20 and beyond, and many can confidently identify odd and even numbers. However, not all pupils are able to identify the correct number of objects to match a particular number. Most pupils write their numbers correctly, although a small number of pupils occasionally reverse their digits. Most pupils have an appropriate understanding of addition and subtraction, but a significant number are less certain in tackling exercises involving multiplication. Most pupils show a sound understanding of such things as halves, money, in the

context, for example, of simple shopping bills, and time on the hour. They are less certain of time on the half-hour. Most pupils can correctly name a range of two and three-dimensional shapes, and identify various properties such as number of sides and corners. In measuring activities, most pupils are able to explain and use non-standard units of measure, as well as using expressions such as 'heavier' and 'lighter'. However, some pupils are currently less certain in using the various standard measures. Pupils collect data, for example on their favourite sweets, and they produce simple graphs to display their findings.

96. At the end of Year 6, pupils undertake appropriate practical activities, and they are also provided with opportunities to tackle problems. However, a good number of pupils have difficulties in tackling these problem-solving activities because of limitations in their understanding of mathematical language. In particular they find it difficult to identify the correct form of computation required to answer a problem. This is having a significant overall effect on the current standards being achieved by pupils in the school. Most pupils are confident in undertaking work in addition and subtraction, and many have a clear knowledge of place value to a million. However, most pupils lack confidence in saying the times-tables and this has an adverse effect on their ability to successfully undertake tasks in multiplication and division. Most pupils can explain decimals to two places and many are able to use them accurately in the context of measurement and money. Many pupils have an appropriate understanding of fractions, and they can identify equivalent fractions and mixed numbers, as well as converting one fraction into another. Whilst many pupils are able to calculate the perimeters of simple shapes, a significant number find calculating the area more difficult. Pupils collect data on a variety of issues, such as in Year 6 where they find information about favourite sports teams, and they successfully produce a range of suitable graphs to illustrate their findings. However, pupils are less confident in interpreting data which is presented to them in graphical form.
97. The overall quality of teaching and learning is good. Examples of very good teaching and learning were also observed. Lessons are carefully planned, based on the pattern of the National Numeracy framework. In particular teachers make careful allowance for the provision of problem solving activities, successfully recognising this as an area for particular development in pupils' work. Teachers also plan for the provision of work to suit pupils' particular needs, through the setting arrangements made in Years 2 to 6, and this helps pupils proceed at a pace and level which is suited to them. This is a significant improvement since the previous inspection. Most teachers make good use of mental activities at the beginning of lessons, and they are also very aware of the need to extend pupils' mathematical vocabulary. However, whilst teachers themselves make good use of suitable terminology, they do not always provide pupils with enough opportunities to express their own thoughts and ideas at length. This would help to develop this aspect of pupils' work further. Teachers have good subject knowledge, and, although introductions are occasionally too long, they generally provide clear instructions and give much well directed support. As a result, pupils, including those with special educational needs and English as an additional language, make good gains in their knowledge and understanding. Where teaching is very good, and where, for example, subject knowledge is particularly good, the lesson is especially brisk in pace and pupils are provided with stimulating activities which suit their individual needs, pupils make very good progress in their mathematical knowledge during the lesson. Most pupils enjoy their work, the mental activities in particular, and this has a significant effect on their learning. They settle to their written and practical tasks with interest and enthusiasm, they work well with other pupils and they make every effort to accomplish their tasks. Pupils are usually very well behaved, they then concentrate well and this contributes towards their progress. Teachers hold very appropriate plenary sessions to check pupils' understanding and review some of the work done. In the light of this, teachers often provide pupils with the opportunity to 'go-over' work that they have not understood at the start of the next lesson. This helps to ensure that pupils know how to proceed in that lesson. Pupils are usually most careful with the presentation of their work, and most take a pride in its appearance. Teachers mark pupils' work promptly, and detailed and helpful comments of advice and praise are now always added. Most suitable use is also made of homework to enhance pupils' learning.

98. The school's scheme of work is based on the National Numeracy guidelines, and good plans are produced for the different classes and sets. The strategy has been implemented most effectively. The subject leaders are knowledgeable, and they support their colleagues well. They also have suitable opportunities to see work being undertaken in the classrooms, to see for themselves the standards being achieved. They are fully aware of the main weaknesses that remain in pupils' performances, such as those relating to problem solving and data-handling, and strategies are in place to tackle them. Assessment procedures are very good, and they are being used most effectively to identify pupils' current attainment, and to place them in appropriate sets for lessons. As a result pupils are now provided with most suitable work, and this is a considerable improvement since the last inspection. ICT is used effectively to help further develop pupils' mathematical knowledge and understanding. Mathematics is also used appropriately in some subjects of the curriculum, although opportunities are sometimes missed in science and geography to undertake measuring and counting activities, which would further enhance pupils' numeracy skills.

SCIENCE

99. Standards in science overall have declined since the 1998 inspection. Pupils do not achieve as well as they should and the raising of standards in science is a key issue for the school to improve.
100. In 2001, the standards attained in science by Year 2 pupils, were assessed by teachers to be well below national expectations. Teachers' assessments for 2002 indicate some improvement in standards. In the same year, the standards attained in the SATs by Year 6 pupils were well below the national average. When compared to similar schools the standards were below average. Science results in Year 6 dipped to a level below that in 1998.
101. Inspection evidence shows that children start school with very limited awareness of the world about them. Their scientific skills are well below average. Standards at Year 2 reflect good progress and are close to the national average. Pupils make unsatisfactory progress in the junior-phase and standards are well below average at Year 6. The great majority of pupils speak English as an additional language and older pupils in particular, suffer from a 'wordy' science curriculum. The much better standards at Year 2, are due to the well-planned opportunities for pupils to undertake and record their own scientific investigations, predictions and conclusions that clearly reflect an understanding in scientific terms for what has taken place and why. Teachers in infant classes take time to build pupils' understanding and use of key vocabulary. In the junior phase, a preponderance of worksheets limits the opportunities for pupils to demonstrate flair and initiative in scientific recordings. Additionally, insufficient time is allocated in lessons for all pupils to explore and investigate through first hand experience. Subject management has identified the development of science enquiry skills in the School Improvement Plan and the head teacher and assistant head teacher are very aware of curriculum matters to provide a clear direction to support them.
102. By the age of seven pupils match pictures of animals and plants to different places and recognise the parts of a plant and say correctly that seeds need light and water to grow. Pupils recognise when a test is fair but do not say if what happens is what they expected. They appropriately measure and record different distances cars travel but higher attaining pupils are insufficiently challenged to write explanations for simple patterns in the bar charts they produce. The limits posed on pupils' learning in terms of English language use were evident in Year 1 lesson where pupils found difficulty in naming materials even though the teacher had provided them with good opportunities to decorate titles with a range of different materials. In contrast, pupils' faces lit up when they saw how a magnet attracts a key. The teacher's effective delivery of a 'hands on' experience with time for them to discuss and share their scientific opinions about magnetic and non-magnetic materials. Appropriate new words were introduced so that pupils could build on these in the future, though there was some confusion about some of the terms used.

103. By the age of eleven pupils have insufficient curriculum time to develop a secure understanding of all they need to know, understand and do in science and in particular in the aspect of forces. The curriculum jumps about in the coverage of this aspect and this is a shortcoming as pupils are not able to develop their learning securely. Pupils are provided with too few opportunities to plan and carry out investigations to improve their understanding of science facts. Higher attaining pupils explain correctly why a test is fair and draw conclusions from results but do not understand the importance of repeated tests. Lower attaining pupils find difficulty in recording their work carefully enough to help them spot patterns in their results. Most pupils have a secure understanding about how to separate materials. In a lesson observed in Year 6, pupils demonstrated good understanding about the relationship between plants and animals. Their learning was accelerated as they explored places where plants and animals live together in the school grounds. Pupils in Year 5 often fail to graph results and a scrutiny of work in their books shows that all pupils frequently copy the same facts irrespective of their ability to find things out for themselves. Pupils in Year 4 recognise how different joints allow movement. In one lesson observed, the teacher engaged the pupils' attention well by asking them to show her how a hinged, plane and ball and socket joint move. This resulted in pupils clearly understanding in which parts of their body these joints were as for example, they made swimming movement with their shoulder blade to show the ball and socket movement. The teaching approach reinforced learning successfully. The second part of the lesson involved pupils completing a worksheet which lacked challenge for many and was soon completed. Books on body parts around the room were unused although many pupils would have been more than capable of looking up further information about joints and recording this too. Good opportunities are provided for speaking and listening in science but the lack of focus on words-specific to the topic limits pupils' ability to use them correctly in their spoken and written work.
104. Pupils work with enthusiasm in most science lessons and make a very good effort to succeed in tasks which they do not always fully understand. Their behaviour is good because they are interested in the topics set for them. Pupils with English as an additional language and those with special educational need receive good support from teaching assistants during lessons which enables them to progress in relation their abilities as other pupils in the class.
105. Teaching overall is judged as unsatisfactory because pupils under-achieve. The work shows up the problems that teacher's face in trying to teach a subject that is not well-planned or resourced well enough. The picture is not wholly negative as there were some satisfactory and one good lesson observed. Planning does not identify which enquiry skills pupils are to develop in lessons. Frequently teaching is over directed and lacks expectations for pupils to suggest their own ideas, provide reasons for predictions or for pupils to plan how they could find out what happens for themselves. As at the previous inspection, greater opportunities need to be made for pupils to use the computer as part of learning in science. Currently they do not enter their own data to assist their understanding of change over time such as the growth of bones in Year 4, or to understand cause and effect of forces act on objects in Year 6. Data logging is planned but no evidence of work was seen using this technology. Pupils in Year 4 correctly use a branching database to identify small animals and current science topics in Year 2 and Year 3 are appropriately reinforced by computer generated pictures and writing. Pupils use software that does not always help their understanding about earth and space when more practical observation of shadows could have more impact. There are good examples in the school where marking of pupils' work importantly includes comments that inform pupils how to improve their understanding and knowledge in science. This good practice is inconsistently displayed by all teachers to identify further learning and raise standards.
106. The school has adopted national guidance, to plan for science but has not modified it to meet the needs of the pupils in the school adequately. Subject management is beginning to focus appropriately on how pupils learn since from their monitoring of teaching and learning they have observed how well pupils' speaking and listening and enjoyment of practical investigations impacts

on how well they understand what is taught. The monitoring of standards and purposeful targeting for pupils' achievement is an area for school improvement of which the school is fully aware. Teachers work hard in the school but are disappointed in pupils' learning and the school's test results. The school makes insufficient use of information from science tests to identify weaknesses for school improvement or to set targets geared to raising standards at the end of the school.

ART AND DESIGN

107. It was not possible to observe any lessons in infant classes and only two lessons were observed in the juniors. On the basis of discussion with pupils and the subject leader, scrutiny of sketchbooks and display, inspectors judge pupils' attainment to be broadly in line with what is expected of pupils at seven and eleven. Standards overall have been maintained since the last inspection.
108. Pupils in Year 2 have a basic understanding of how to use and mix primary colours and how to obtain shades by adding white. In their study of buildings, the majority use observation to make sketches. They use print blocks, texture pads and sponges to make rubbings and prints based on different surfaces such as bricks and tiles. They show understanding of patterns and use a variety of tools to print regular patterns in straight lines, rows and irregular patterns. In Year 6, pupils continue to build on skills acquired earlier. They collect information using close observation of Greek masks and experiment with a front and a side view. In discussion they note the variety of facial expressions, pointing for instance to the large mouth and their meaning in Greek drama. They use striking colours to enhance facial features. They evaluate their work, comparing the final sketch with their original intention and the degree of success in representing facial emotions. Much of what the pupils achieve in this work is due to a large extent to the positive interventions of the teacher and the teaching assistant. Pupils irrespective of background, ability or ethnicity achieve appropriately as they learn a range of techniques and styles often using the work of other artists to inspire them and employ appropriate techniques to communicate their ideas. The majority of pupils use their sketchbooks well to gather ideas and test particular techniques. Pupils' attitudes are positive and contribute to the progress they make. They listen attentively, participate in discussions and evaluate their work at the end of lessons. They share resources sensibly and show responsibility when asked to clear away and store resources.
109. The quality of teaching is satisfactory overall. Teachers introduce lessons effectively and use exposition judiciously to focus pupils' attention on key ideas. They build on pupils' previous knowledge and use the end of lessons effectively to enable pupils to evaluate their own and other pupils' work. Pupils with special educational needs are effectively supported by the teaching assistants. The majority of teachers have a secure knowledge of the subject which is reflected often in well timed and helpful interventions and opportunities for pupils to evaluate their work. Teachers manage pupils effectively. They organise resources well and prepare them in advance, enabling them to focus pupils' attention on key concepts and development of specific skills and techniques.
110. The art curriculum is enhanced through work with artists and extra curricular activities such as book making and competitions to improve the playground. Information and communication technology is used appropriately to develop pupils' skills in digital photography but more software is needed to develop it further. The subject contributes very well to pupils' social and cultural development in the sensitivity they show when evaluating each others' work and the range of art from different cultures. Work is effectively evaluated by teachers with achievements identified on a half termly basis.
111. The subject leader has good subject knowledge and provides helpful guidance to her colleagues. She has identified priorities for developing the subject. However, these are not sufficiently focussed on raising standards and this is partly due to the lack of opportunities for monitoring in

order to identify clear targets for improvement. Nevertheless the subject has good capacity for improvement.

DESIGN AND TECHNOLOGY

112. Improvement since the last inspection is good because standards in pupil's designing skills by the age of seven and pupils' standards overall by the age of eleven have improved. There were opportunities to see design and technology lessons during the inspection. Further evidence was gathered by looking at pupils' planning and evaluations, displays, photographs, and talking to pupils about their work. Because of the effective use of very good resources and well-managed practical activities, pupils from a wide range of ethnic home backgrounds increase their understanding of products in their everyday life. Pupils with poor manipulative skills are provided with good support from teaching assistants and so make satisfactory progress over time in harmony with other pupils in school.
113. A good feature in designs for slippers by pupils in Year 6 is how carefully they apply their understanding of the properties of materials to select fabrics appropriate to the needs of a specific person, for example, warm cosy fabric and non-slip soles for an elderly lady. This represents good improvement since the previous inspection. Few pupils include measurement to indicate the size of a finished product such as a shelter to guide the making or to evaluate the accuracy of a product. Pupils in Year 2 follow instructions well and say how they enjoy learning new skills for joining and decorating fabrics to make a 'Teddy coat' and properly evaluate the neatness of their finished work.
114. Teaching quality overall is satisfactory with good teaching seen during the inspection. Many pupils who find difficulty in talking to the class at the beginning of lesson improve their confidence towards the end of a lesson. Pupils in all year groups are very well managed, they make a sustained effort and work together well in groups but teaching and learning to plan ahead step by step to fully develop teamwork needs improvement. Pupils experience a range of suitable activities which suitably reinforce pupils' science ideas. In addition to the work referred to in Year 6, pupils in Year 5 benefit from observing how pitch is changed when making musical instruments. Pupils in Year 3 and Year 4 explore how air in a balloon can be part of a simple mechanism to create an attractive moving toy or pop-up pictures and they are encouraged to include healthy food when designing sandwiches. Pupils lack opportunities to accurately use wood for construction, or to design and make a model that includes an electrical mechanism. Teaching expectation for pupils to undertake research and testing for designs is not fully exploited.
115. Subject management is good and the subject now has a secure place in the curriculum. Monitoring of the implementation of the work is appropriate but the collections of work has yet to be annotated to indicate standards across the school. A manageable system of teacher assessment is a useful aid for subject management to monitor pupils' who are of different creativity, progress. Resources are very good and well organised.

GEOGRAPHY

116. When they enter the school in Year 1, pupils have a very limited knowledge of the world, Britain or their own local area. During their time in the school, they make good progress in their learning of geographical facts and satisfactory progress in their skills development. Nevertheless, because they are starting from a very low base, their standards in the subject are below national expectation at the end of Year 2 and at the end of Year 6. This applies to pupils of all abilities, to pupils from a wide range of ethnic backgrounds, and to pupils with special educational needs. Although the last inspection described standards as being broadly in line with national expectation, there is no clear evidence that standards have deteriorated since then. The school is very well

aware of the difficulties in learning for its pupils in this subject, and is now carefully analysing the impact of Curriculum 2000 and comparing this with the specific needs of its pupils.

117. In Year 1, pupils begin to develop an understanding of the world when they look at the postcards sent to them by Barnaby Bear from the USA and holiday resorts in the United Kingdom. They look at local road signs and traffic and link this with their development of social skills by devising their own signs with messages such as, 'Do not kick or punch people'. They also understand the necessity to wear reflective clothing in the streets at night, and can colour in pictures of their houses. Their work is usually on worksheets and tasks are similar for all abilities. Year 2 pupils last year had further opportunities to learn about other countries when they studied countries playing in the World Cup, looking at their flags and map locations and making simple statements like 'My favourite team is Saudi Arabia'. The majority of pupils can identify shops and buildings in Bordesley Green and also on the isolated island in the story book they are reading – 'The Isle of Struay'. Many pupils are developing the skill of comparing life in their homes with that of children in a different country like Mexico. In one lesson observed by inspectors they made comparisons of Mexican foods like tortilla and guacamole with their own favourites – and they also made good guesses at the ingredients! However, as in all year groups, pupils' oral responses were often limited by their difficulties with spoken English.
118. In Year 3, pupils can remember simple compass directions, for examples north, south, east and west (NESW) by the use of amusing phrases like 'Naughty Elephants Squirt Water' and can explain the meaning of 'birds eye view', and terms such as 'island' and 'compass'. In a lesson introducing the idea of 2 digit grid references for their own locality, a small number understood rapidly how to use the coordinates to place key features. However, many pupils become confused in their learning of this skill, mainly because of their difficulties in reading questions and instructions on the work sheet provided, but also because of their difficulty in understanding 'keys' and 'symbols'. The focus of the teacher on one group resulted in other pupils recording inaccurate work and not being shown where they were going wrong which was clearly unsatisfactory.
119. Pupils in Year 4, know what an atlas is used for but have some confusion in differentiating between capital cities and countries. In one lesson observed most pupils' demonstrated that they knew that the North and South Poles are cold areas and could identify similarities and differences, although one pupil strongly believed that people at the bottom of the world walk about upside down! Pupils generally show more limited awareness about the world map. There is confusion about countries in Europe for instance some stated that countries include Sheffield, Australia and America. A few pupils, however, are developing their skills well, as for example, the boy who explained at length how water can be extracted in very dry areas of Pakistan.
120. In their learning in Year 5, pupils study a topic about *Water and Rivers, Tropical Rainforests and Mountains*. In conversation they can recall facts quite well. For example, that rain forests are between the tropics of Cancer and Capricorn, in Brazil and Australia. They also have competent knowledge about local environmental issues such as the anti-litter campaigns ('Keep it clean') and can suggest good ideas for improving the school environment ('we had new outside benches because the school council suggested it'). There is little depth to developing arguments further however in either spoken or written work in geography and this is a short coming.
121. Year 6 pupils make an extensive study of Birmingham, with a strong link to history through events identified on a time line. Their improvement in learning comes mainly from outside visits to places like the 'Think Tank' at the new Millennium Point and the Sea Life Centre. They can identify major changes to Birmingham as being to the roads and houses and buildings. Many pupils have very limited knowledge of the city, several maintaining that they never go there, and are unable to name many landmarks. With some help they can find places like the Town Hall and Centenary Square on a map. Pupils enjoy the practical nature of finding out about their neighbourhood and city, and most are developing a strong sense of local identity.

122. The quality of teaching and learning overall is satisfactory, although not yet leading to standards reaching national expectation. The pupils are generally cheerful and interested in the subject. They approach tasks with relish but rely heavily on their teachers for direction. Pupils have very limited background knowledge from an early age, because they have limited investigational skills, because their skills in reading, writing and speaking do not yet match up to the demands of their present geography curriculum, and because they have very limited geographical experiences in their daily lives. Teacher's planning and delivery of the lessons in geography is satisfactory, but their resources are limited and not varied enough to meet the specific needs of their pupils. The contribution made to pupils' cultural development is therefore not as good as in other subjects. In particular, the school lacks resources in ICT, which would benefit learning as many seen in other schools effectively "opens a window on the world" that pupils can look through to increase their experiences. The use of CDROM is a particularly good source to widen pupils' knowledge and understanding of geography. The more hands-on approach to geographical studies in Year 2 and Year 6 is tending to promote a better rate of learning. Methods and approaches that engage pupils early on in investigative and practical activity is one aspect flagged up by this inspection for wider application - it is something to be considered within the geography curriculum.
123. Leadership and management of the subject are satisfactory. The subject leader is aware that the present curriculum introduced 2 years ago is not meeting the needs of the pupils and that resources are inadequate. Assessment procedures are well conceived, but the information is not feeding back into planning as the way to improving standards. There is also a need for much more sharply defined monitoring of teaching and learning in order for the subject leader to inject more speedy and successful improvement.

HISTORY

124. Pupils of all levels of prior attainment and from all ethnic groups make satisfactory progress in their learning due to the good quality of teaching they receive. They attain in line with national expectations by the ages of seven and eleven. This reflects the judgements of the previous inspection.
125. By the end of Year 2, pupils find their history lessons interesting as several pupils told an inspector during a conversation in the dining hall. They enjoyed learning about Samuel Pepys, the Fire of London and the Great Plague. They found the life of Florence Nightingale interesting and learned about the journey to Scutari and the work she did there. Their history was made more interesting by being given the opportunity to compare Florence Nightingale's nurses and the nurses of today. The work in their books indicated that all pupils irrespective of ability make an effort to present their work as neatly as possible as they record what they have learnt.
126. In Year 5, pupils have discussed Victorian classrooms and compared the classroom, teaching and discipline with that of today. They use key vocabulary, such as *evidence*, *objects and artefacts*. By the end of Year 6, pupils have learned about different aspects of the Tudor period, including exploration of great sailors, such as Sir Thomas Drake and features of life at sea. They also study the civilisation of Ancient Greece in its various contexts, including the beliefs and religions, the government, the army, the navy, its culture and the use they made of slaves. In comparison with ancient Greece they have compared and contrasted similar aspects of Sparta. The pupils told inspectors that they found the period of history fascinating and spoke about it enthusiastically. They enjoyed collaborating together when researching information and were developing their research skills appropriately.
127. The quality of teaching is judged to be satisfactory overall with some good features in Year 6 classes. Teachers create an interesting learning environment in which pupils use their initiative to research and develop good enquiry skills to evaluate a rich variety of evidence about different periods of history. Effective questioning directed to pupils of different abilities during the

introductory and plenary sessions ensures that all, including higher ability pupils and pupils with special educational needs and English as an additional language are suitably included in class discussions. Tasks are suitably adapted for different abilities and there is good focus on small group decision-making, which promotes pupils' social skills and the sharing of ideas. This promotes speaking, listening and writing skills. When pupils have to decide whether they would have preferred to be a citizen of Ancient Greece or Sparta, their use of their persuasive skills to present their different points of view well.

128. Subject leadership is sound and is making appropriate impact on the quality of the curriculum. Planning is based upon a government scheme. Links are well made with other subjects, such as geography but the use of ICT to support historical research and enquiry is under-developed.

INFORMATION AND COMMUNICATION TECHNOLOGY

129. Standards by the end of Year 2 and Year 6 are in line with national expectations. Pupils, irrespective of their background, gender or ability make satisfactory progress through the school. At the time of the school's previous inspection standards were reported to be higher than expected. Current findings do not show a fall in standards, but rather reflect the significantly higher expectations now made of schools following the introduction of Curriculum 2000.
130. By the end of Year 2, pupils confidently name items of computer equipment such as monitor, mouse and keyboard. They successfully use a keyboard to type text. Pupils in Year 1, for example, write their names and short phrases, and pupils in Year 2 are beginning to write simple sentences, such as about themselves. Pupils readily place gaps between words using the space bar and many are able to introduce capital letters and full stops into their writing. Using an appropriate paint package pupils produce an interesting range of pictures, such as those of trains and bears produced in Year 1, and animals and 'favourite' meals in Year 2. Most pupils confidently and independently access the menu to print their finished work. Many pupils successfully undertake simple modelling activities, exploring aspects of real and imaginary situations presented on the screen, although a small number find this difficult, especially in relation to understanding the written instructions. Most explain how to give instructions to a floor turtle to make it move over varying distances.
131. By the end of Year 6, most pupils show sound skills in word processing, being confident in changing the font, colour and the size of their work. Many can successfully move portions of text from one place to another. Pupils in Year 4, for instance, have written letters to express their concern about the environment, and pupils in Year 6 successfully merge their writing about, for example, Birmingham, with appropriate pictures and photographs. Pupils can use the mouse accurately to help produce various forms of art, and, for example, pupils in Year 4 produce good representations of the work of Mondrian. Pupils in Year 5 have produced plans of a Victorian classroom. Pupils in Year 3 recognise patterns and relationships in, for instance, adventure games, and they confidently predict the outcome of different decisions. Older pupils further improve their modelling skills through successfully producing a range of spreadsheets involving, for instance, organising a party. Pupils develop their skills in control technology, through using a screen turtle to produce patterns or follow a set course presented on the screen. Pupils as yet have limited opportunities to further extend their skills through, for example, using a computer to control lights. Pupils are becoming increasingly confident in using electronic mail, and those in Year 3 readily send messages to other pupils.
132. The quality of teaching and learning is satisfactory, with some examples of good practice also being observed. Whilst a small number of teachers readily admit to some lack of subject expertise, they are all keen and enthusiastic, providing pupils with suitable opportunities to use the computers, both in the classrooms and in the computer suite. Teachers, the ICT technician and teaching assistants usually provide clear instructions for pupils, as well as careful demonstrations on using

the machines. Occasionally the introductory session is too long, however, and a small number of pupils find it difficult to maintain their concentration. Also, on occasions, whilst teachers ask most appropriate questions, limited opportunities are provided for pupils to provide extended answers. Planning is satisfactory, showing sound subject knowledge, and a most appropriate range of activities is provided, enabling all pupils, including those with special educational needs and English as an additional language, to make satisfactory gains in various computer skills and techniques. Where teaching is good, and where subject knowledge is good and especially detailed instruction and support is provided, pupils make good progress. Teachers generally plan well for the use of ICT in other subjects, such as mathematics and art and design, and this allows pupils further opportunities to develop their skills. This is an improvement since the previous inspection, but there is still room for growth in the use of ICT in some non-core subjects. Pupils respond to the opportunities provided by usually showing very good attitudes. They are enthusiastic and interested, they settle well to their work and they show high levels of concentration. They clearly enjoy the subject, they share computers amicably and they are careful in their use of all forms of equipment. Teachers and other adults provide well-directed and suitably informed help and advice where necessary, and this enables the pupils to make the required progress.

133. The school has an appropriate scheme of work, and all aspects are adequately covered. The subject leaders, who have only recently taken over the subject, are keen and enthusiastic, and they support their colleagues well when required. They do not yet have the opportunity to observe other lessons taking place, although they do collect samples of the work produced. The school makes particularly effective use of the ICT technician, not only to ensure that all equipment is running smoothly, but also to help pupils during lessons with his considerable expertise. Satisfactory assessment procedures are now in place, and records are kept of the work that pupils have covered. Satisfactory use is made of this information to set new work for pupils. Many pupils find the use of computers exciting, and the excitement generated, such as when producing images on the screen or printing out completed work, helps enhance pupils' spiritual development.

MUSIC

134. Standards have improved since the previous inspection when they were judged to be satisfactory. Standards at the end of Year 2 are above those expected for that age and for Year 6 they are well above. All pupils, including those with special educational needs and English as an additional language make good progress in the infant and very good progress in the junior phase. Music provision in school makes a highly effective contribution to pupils' spiritual, moral, social and cultural development. Singing in school is particularly joyous and uplifting and inspectors found it a pleasure to hear.
135. A significant contribution to musical development is the liaison between the subject co-ordinator and the musical consultant. Together with useful planning, and working together with staff they ensure that pupils are exposed to a variety of musical opportunities within the formal curriculum to enrich pupils' musical experiences. Music provides many very good opportunities to promote pupils' spiritual, social and cultural development both in school and within the extra-curricular programme. All pupils have been provided with opportunities to listen to a steel band, cello player, brass player, an opera singer and Cafayata Shah. These visiting performers and groups provide pupils with a variety of music not only from different performers but also from different countries. The school involves itself in sharing its musical talent in a variety of ways. For example, it has its own school concerts, performs in different residential homes, and is to participate as part of a 7000 pupil musical concert in the National Indoor Arena in Birmingham in November. On the wider international stage it is shortly to take part in a world wide singing event in an attempt to enter the Guinness Book of Records for the highest number of singers at one time.
136. All pupils enjoy music making activities. In Year 2, pupils participate enthusiastically in making music. Pupils sing in groups and sometimes solo. They use un-tuned instruments to support their

singing. Pupils copy the teacher's rhythms using their voices and their hands. They know the difference between high and low parts and in assembly they sing displaying obvious enjoyment and showing control of pitch and rhythm. In Year 4, pupils build successfully on previously taught skills and clap in time copying complicated rhythms and then developing their own rhythmic patterns. In Year 6, pupils compose their own rhythmic patterns to tunes like "Twinkle, Twinkle Little Star" and combine them together creating a different rhythmic harmony to a traditional tune. All pupils, including those with special educational needs, show good levels of achievement and understanding of musical participation and relevant vocabulary. Standards in singing are good throughout the school. Pupils are taught good techniques by a visiting consultant and are challenged to do their best to improve and they respond accordingly. The investment the school has invested in the consultant has resulted in raising standards, improving the quality of music teaching in the school and has created a broad and balanced music programme, which ensures musical development with enjoyment and an appreciation of music.

137. Teaching and learning is good overall throughout the school and enhanced by input from a music consultant and peripatetic tutor. Younger pupils are introduced effectively to simple notation and to listen carefully to musical patterns. They are becoming familiar with simple vocabulary, such as pitch and rhythm. Older pupils work successfully on composition – writing and performing their own melody for such tunes as "Twinkle, Twinkle Little Star". Skills in appraising music are generally developed during assembly times. Staff introduces pupils to a range of music that promotes well pupils' awareness of cultures other than their own. Information and communication technology is used extensively with the use of the tape recorder.
138. Leadership and management are very good and this has helped raise standards in music. Planning for the teaching of music has improved significantly since the previous inspection. The school is using the nationally recognised scheme of work and this is giving good guidance and raising teachers' confidence in teaching music. The school uses procedures for assessing pupils' knowledge and skills very consistently to ensure good development of skills across the school. Pupils at Bordesley Green enjoy and appreciate music and reach very good standards. Music is strength of the school.

PHYSICAL EDUCATION

139. Pupils attain standards in line with those expected nationally, by the ages of seven and eleven. Pupils' progress, irrespective of gender, ability, different ethnic background, or specific educational needs is satisfactory. The findings of this inspection broadly reflect those of the previous inspection.
140. The majority of pupils in Year 1 use space well in the warm up activities like the 'beans' game. Many can throw beanbags accurately into a hoop on the floor about 1 metre away. Nearly all can throw and catch a beanbag with a partner, performing simple actions with control and co-ordination. Year 2 pupils similarly use space well in their small hall when skipping. They are developing a good knowledge of dance through learning the steps of the Circassian circle and putting together a sequence of movements with a partner. Most pupils can learn and achieve this successfully although a minority bunch up or forget their steps or directions. A small number of pupils with very limited understanding of English still achieve well by observing and copying the movements of others.
141. Pupils in Years 3, 4 and 5 have the opportunity to go swimming regularly to Small Heath Leisure Centre. This is an excellent facility and teachers combined with pool instructors are able to develop pupil learning very effectively through targeting small groups with the right match of skills progression and practice. The school indicates that 63 per cent of pupils could swim 25 metres or more at the end of Year 5 in the past summer. Pupils do not go swimming in Year 6, so it is not known whether all pupils will manage to swim the expected 25 meters expected of 11 year-olds.

All pupils show confidence in the water and are making satisfactory progress in the development of water skills and strokes.

142. Most pupils in Year 3 can hold a unihoc stick correctly and control a tennis ball when dribbling it around the hall. A significant number, though, cannot do this and lack control of the stick and ball. Other pupils in Year 3 show imagination and good co-ordination in creating a sequence of balance movements on apparatus like benches. They can also erect and dismantle apparatus safely.
143. Pupils in Year 4 are steadily developing ball skills such as passing a ball accurately to a partner about 4 metres away and developing good eye/ball co-ordination. A minority do not have effective co-ordination, because of lack of practice and previous experience, and kick and throw the ball inaccurately. Year 6 pupils can warm up vigorously and effectively and most can hold a hockey stick correctly and are learning the push stroke accurately in addition to goal keeping skills.
144. Pupils throughout the school in PE are not encouraged sufficiently to make evaluative comments on their own or others skills and movements. They therefore do not have enough knowledge of their own performance and opportunities are missed to develop their speaking skills sufficiently.
145. Teaching and learning in lessons is generally satisfactory, sometimes good and on one occasion during the inspection, very good. Teachers are well prepared and manage their classes effectively. They have good relationships with the pupils, which enables them to enjoy their learning. However, teachers generally miss opportunities to develop pupils' speaking and self-knowledge by failing to direct questions to pupils or if they do, then answering them themselves. Teachers cope well with quite limited space in the halls and an unsatisfactory playground surface.
146. Pupils' attitudes and behaviour are usually positive to physical activity in their lessons. They greatly enjoy PE and approach it with excitement but sometimes over exuberance. On occasion, though, behaviour especially by boys, becomes unsatisfactory and even poor when they shout or ignore instructions, which can lead to safety being compromised. One teacher, rightly, curtailed a lesson when a number of boys in the class stepped well outside the boundaries of acceptable behaviour.
147. An extremely enthusiastic new subject leader was appointed this September. He has many exciting plans for the development of the subject, having already been fired by the success of the mixed gender football team. Plans are afoot for an increase in extra curricular clubs, outdoor education including orienteering in the school grounds, and more opportunities for matches against other schools. An audit and review of the curriculum, is also planned. In order to be successful, full support will be needed from the school and friends of the school. In addition, more and sharper opportunities for monitoring and evaluation of teaching and learning and the effective use of the evidence provided will be essential. The school indoor and outdoor facilities are limited. Although there are two halls, they are quite small or narrow for the class sizes, and the school does not have its own field. The playground, which sometimes becomes a safety hazard in wet weather, has a heavily sloped and unsatisfactory surface with fading markings and does not help to improve standards in its present state. Nevertheless, the identification of these areas for development and the new subject leader give the school a good capacity for the improvement of standards.

RELIGIOUS EDUCATION

148. By the age of seven and eleven pupils attain standards in Religious Education that are in line with those expected by the Locally Agreed Syllabus. Standards have been maintained at this good level since the last inspection. Pupils study the world faiths of Judaism, Islam, Hinduism, Sikhism and Buddhism alongside Christianity in line with scheme of work as set out by the Locally Agreed Syllabus. This gives them valuable insights into the faith and beliefs of others and is a contributing factor to the very tolerant and respectful attitudes pupils show to one another.

149. Across the school, pupils with special educational needs, those who are learning English as an additional language and those who come from a wide range of ethnic backgrounds make good progress. As a result of the good support that they receive from teachers and teaching assistants, they achieve in line with that of the rest of their class-mates. There is no discernable difference in the progress of girls to that of boys. Pupils' attitudes to the subject are good in all years.
150. Teaching is good in infant classes with examples of very good and some excellent teaching. Lessons are well planned are paced appropriately and as a result pupils learn successfully. Teaching and learning is enhanced by the effective use of good quality resources. Teachers have secure subject knowledge and their planning is focussed. As a result, pupils are developing an appreciation of others and learn to think about the things for which they should be grateful. This is well demonstrated in all classes by the rules on display that pupils have drawn up together and promoted widely for example by the moving display of "thank yous" in Year 1 that include pupils' own appreciation of school, their families, toys, pets, and the world about them. Well-structured activities provide a challenge for higher achievers and this was evident in work in books which showed a good level of originality and personal flair. There are good cross-curricular links with literacy and music. For example, in a lesson in Year 1 that had explored the moral issues included in the story about *the bad baby and the elephant*, pupils were observed to compose a song, which they then performed to the class. The performance was confident, and showed well that the pupils had understood the differences between right and wrong; a point that everyone else picked up on as they listened respectfully before applauding their class-mates. A quiet moment at the end of the lesson in which pupils were invited to *put their hands on peaceful hearts* gave everyone time for reflection in a deep and meaningful way. The teachers real empathy for the focus of the lesson and her excellent relationships with the class enabled everyone to go home at the end of the school day feeling good about themselves and their celebration together.
151. In the junior phase the quality of teaching and learning is good with some very good teaching. Teachers' knowledge and understanding is secure and as a result pupils develop an understanding of and respect for those who hold views differently from their own. Teachers use good questioning skills, which develops pupils' powers of reasoning. At the beginning of a lesson that focussed on the commitment that Sikhs show to their religion, pupils shared the practices of their own religion. This type of approach gives pupils a firm context upon which to build new knowledge and understanding and is very worthwhile. Pupils were given good opportunity to have first hand experience of real artefacts and to extend their awareness of another faith as they respectfully handled the resources linked to the five Ks of Sikhism. Following the introduction pupils were able to contribute to discussions presenting informed opinions and using appropriate vocabulary. In lessons where the teaching and learning is very good teachers often take the opportunity to give pupils time to pause for reflection not only on what they have learnt, but also on how it applies to their own lives. There are examples of interesting work in books such personal writing about an *invitation to heaven*, the Lord's Prayer re-written in a modern format using terms gathered from a data base during an ICT lesson and text messages that pupils might send to God. These all make RE more meaningful in the lives of the pupils. Where the marking of books is good there is a dialogue between pupil and teacher which can demonstrate not only self-evaluation but also progress in attitudes over the course of a year.
152. The management and leadership of the subject are both good. The previous leader had established very supportive systems and resources to enable the subject to maintain its standards. Assessment procedures are effective and used to inform planning. The present subject leader has been in post for a very short time and she has had little opportunity to monitor and evaluate the quality of teaching and learning across the school or to be influential in promoting the best practice in order to raise standards in RE. She is keen to extend her role in this way and is confident that RE will continue to develop well. There is good capacity for RE to continue to improve.