

INSPECTION REPORT

LYNDON GREEN JUNIOR SCHOOL

Sheldon, Birmingham

LEA area: Birmingham

Unique reference number: 103228

Headteacher: Mrs J Burgess

Reporting inspector: Ian Nelson
2220

Dates of inspection: 7th – 10th October 2002

Inspection number: 246273

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7 – 11
Gender of pupils:	Mixed
School address:	Wensley Road Sheldon Birmingham
Postcode:	B26 1LU
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Appropriate authority:	The Governing Body
Name of chair of governors:	David Hughes
Date of previous inspection:	November 1997

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1189	Sharon Brown	Team inspector	Equality of opportunity Special educational needs English as an additional language English Music	
18346	Rod Bristow	Team inspector	Mathematics Religious education	
12013	Juliet Joy	Team inspector	Information and communication technology (ICT) Art and design Design and technology	
26405	Carole Bond	Team inspector	Science Geography	How good are curricular and other opportunities?
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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	10
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	12
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	14
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	17
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	18
HOW WELL IS THE SCHOOL LED AND MANAGED?	19
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	21
THE UNIT FOR PUPILS WITH SPEECH AND LANGUAGE DIFFICULTIES	22
PART C: SCHOOL DATA AND INDICATORS	25
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	30

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Number on roll	370 (Above average)
Pupils entitled to free school meals	11.3% (Below average)
Pupils with English as an additional language	4.6% (Higher than most schools)
Pupils on the register of special educational needs	3.2% (Broadly average)

Lyndon Green Junior School is a large community school for pupils aged from seven to eleven. It serves an area of private and local authority housing in Birmingham. A small number of pupils are from ethnic minority backgrounds and some of them speak English as an additional language. Few pupils enter or leave the school during the course of the school year. At the time of the inspection the school had an acting deputy head while trying to make a permanent appointment. It had also undergone several other staff changes. The headteacher had been seconded to another school recently. The school includes a unit for up to eight pupils with speech and language difficulties (the Unit). Attainment on entry to school is above average.

HOW GOOD THE SCHOOL IS

Lyndon Green Junior School provides a satisfactory quality of education. Standards in English, mathematics and science are above average and most pupils make satisfactory progress in their learning. Teaching is satisfactory overall with some significant strengths in Year 6. However, some of the more able pupils could achieve higher standards and some subjects should be taught in more depth. Overall the leadership of the school good and management is satisfactory. The school provides satisfactory value for money.

What the school does well

- Standards in English, mathematic and science are above average.
- Attendance is well above average.
- Pupils are enthusiastic about their work, and have very good relationships with each other.
- Provision for the social development of pupils is very good.
- Support for pupils with special needs in the classrooms is good and enables them to participate well in lessons.

What could be improved

- The use of assessment procedures to help more able pupils to achieve higher standards.
- The use of classroom computers so that pupils build upon what they learn in the computer suite.
- The depth to which some subjects are studied.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in November 1997. Since then it has addressed the key issues from that report although it still needs to ensure that all pupils achieve as much as they can by setting them challenging tasks. Since the last inspection standards have not risen as fast as standards nationally. However the school has recognised this issue, investigated the reasons for it and taken action to rectify it. There are signs that the action is having a positive impact as standards seen during the inspection in English, mathematics and science were above average by Year 6. The school has created a new computer suite to provide better facilities for information and communication technology (ICT). Overall, therefore, improvement since the last inspection has been satisfactory.

STANDARDS

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

Key Stage 2 Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	C	C	C	C
Mathematics	C	C	C	D
Science	A	C	B	B

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

The table shows that in the 2001 national tests for eleven year olds the school gained average results in English and mathematics and above average results in science. At the time of the last inspection the school was above average in the national tests in all three subjects. Compared with similar schools the results in the 2001 tests in English were average, in mathematics below average and in science above average. The school has not been raising standards as fast as schools nationally because not enough pupils have been gaining the higher than expected level 5 in the tests. It has improved the numbers gaining the expected level 4 and therefore reduced the numbers falling below that level. The standard of work seen during the inspection shows that pupils are currently attaining above average standards in English, mathematics and science by Year 6. In all other subjects standards are in line with those expected for their age by the time pupils are eleven. Most pupils, including those with English as an additional language, make satisfactory progress in their learning although some of the more able could achieve more. Pupils with special educational needs make good progress towards their targets in lessons. The school sets challenging targets for English and mathematics and fell just short of them in the 2002 national tests. It is committed to raising attainment and has set high targets for the future.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils enjoy coming to school and are enthusiastic about their work. They listen to instructions and mostly work hard.
Behaviour, in and out of classrooms	Good. Pupils behave well in lessons and around the school.
Personal development and relationships	Very good. Pupils get on very well with each other and enjoy taking responsibility when they can. They have a very caring attitude towards each other and support and befriend those who need it.
Attendance	Very good. Attendance is well above average.

TEACHING AND LEARNING

Teaching of pupils in:	Years 3 – 6
Quality of teaching	Satisfactory

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

Teaching overall is satisfactory with significant strengths in some areas. It is good at Year 6 and some of the lessons observed were very good. Only two lessons were judged unsatisfactory during the inspection because the pupils did not make enough progress in their learning. The strongest teaching is based upon effective planning that says what pupils will learn. The objectives of these lessons are shared with the pupils and they are expected to say at the end what they have learned. Through a good range of teaching methods and appropriate tasks, most pupils learn effectively. The pace of these lessons is brisk so that pupils know they have to achieve a lot in a given time. The teachers have established good relationships with the pupils so that they want to work hard. In lessons where pupils do not learn fast enough the tasks they are given are not always appropriate and teachers are less effective at managing classroom behaviour. Classroom support assistants make a valuable contribution to the learning of pupils with special educational needs within all classrooms so that these pupils make good progress towards their targets in lessons. Teaching of English and mathematics, including literacy and numeracy, is satisfactory overall. Pupils with English as an additional language make good progress. While most pupils make satisfactory gains in their learning some of the more able ones are not challenged enough by the tasks they are given. Teaching does not make enough use of the computers in the classrooms. In the best lessons they are used effectively to build upon what pupils have learned in the computer suite but in too many lessons they are not used.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The school covers all subjects of the National Curriculum and religious education. However, some subjects are not studied in enough depth.
Provision for pupils with special educational needs	Satisfactory overall. Although pupils with special educational needs are well supported within classrooms and make good progress in their lessons, some of the targets in their individual education plans are not precise enough.
Provision for pupils with English as an additional language	Satisfactory. The school provides adequate support for pupils with English as an additional language within lessons.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Good. The school makes good provision for the spiritual, moral and cultural development of pupils. Provision for social development is very good. Pupils are encouraged to take responsibility on the school council or as peer mediators and to help to care for each other and those less fortunate than they are.
How well the school cares for its pupils	Satisfactory overall but with some good features. This is a caring school, dedicated to providing a comfortable, safe and secure place where pupils can learn and grow. Although it has some good assessment systems it does not make the most effective use of them to help all achieve their best.

The school has good links with parents who mostly feel comfortable approaching staff about any concerns over their children. However, there are some who feel the school does not work closely enough with them.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good leadership, and satisfactory management. The headteacher and senior staff have a clear sense of the kind of school they want and have worked hard to establish its caring nature. They are committed to raising standards and have increased the numbers of pupils reaching the expected levels. They have been less successful in improving the number reaching the higher levels in the national tests.
How well the governors fulfil their responsibilities	Good. The governors are committed and enthusiastic. They understand how well the school is doing. Some, however, are not as rigorous as they might be in holding the school to account for its achievements.
The school's evaluation of its performance	Good. The school has effective systems in place to monitor its performance although too often they focus on processes and procedures rather than results.
The strategic use of resources	Good. The school ensures that the budget is based upon the priorities identified in the school improvement plan and that grants for specific purposes are appropriately used.

The school has a good number of suitably qualified staff. It has very good accommodation with spacious rooms and corridors and makes effective use of the space it has. Learning resources are good in most subjects. The governors have a satisfactory knowledge of the principles of best value.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The school expects children to work hard and do their best • Teaching is good • The school helps their children to become mature and responsible • Their children make good progress • The good leadership and management of the school 	<ul style="list-style-type: none"> • Being kept well informed on how well their children are doing • The after-school clubs and activities the school offers • How closely the school works with parents • The amount of homework their children receive

The inspectors generally agree with the parents over what pleases them most. They consider that teaching is satisfactory overall rather than good and that, although some children make good progress, for the majority it is satisfactory. They find that there is plenty of information for parents and an adequate range of after-school clubs and activities. They think the school does try to work closely with parents and provides appropriate levels of homework.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1 The results of the 2001 national tests for eleven year olds showed the school to be achieving standards in line with the national average in English and mathematics and above the average in science. Compared with similar schools, standards were average in English, below average in mathematics and above average in science. At the time of the last inspection standards in English and science were judged to be above average and in mathematics standards were judged average but with some high achievement. Standards at Lyndon Green have not risen as fast as standards nationally since the last inspection. Overall standards in English and science tests are near to the levels they were at the time of the last inspection in 1997 and standards in mathematics showed a slight decline from that time. Consequently, although the school has largely maintained its standards in the tests, the rest of the country's schools have improved theirs. The result is that Lyndon Green has gone from above average to being average in the tests. The reason for this situation is that the school has focused on raising standards by helping more pupils to gain the expected level 4 in the tests and reducing the numbers falling below this level. In this the school has been successful. However, it has not been as successful in increasing the proportion of pupils gaining the higher than expected levels. The results of the 2001 tests show that the proportion of pupils attaining a level 5 was below the national average in English and mathematics and above average in science. The 2002 results show slight increases in the proportions gaining the higher than expected level 5 in English and mathematics compared with the 2001 results but no higher than that achieved four years ago. The proportion gaining a level 5 in science dropped in the 2002 tests. The table below illustrates this trend over recent years.

		Level 4	Level 5	Level 6	Average points scores*
2002	English	61%	25%		
	Mathematics	59%	24%		
	Science	62%	38%		
2001	English	62%	22%		27.3
	Mathematics	55%	19%		26.2
	Science	55%	40%		28.3
2000	English	52%	26%	1%	27.3
	Mathematics	32%	35%		27.1
	Science	40%	41%		28.7
1999	English	50%	26%		26.9
	Mathematics	43%	29%		26.8
	Science	46%	44%		29.0

Table showing the proportion of pupils gaining the expected and the higher than expected levels in the national tests for eleven year olds over recent years and the average points scores gained. (*Points are given for the numbers of pupils who gain each level. The higher the level the more points gained. This is how the government determines the national average in the tests.)

2 The standards of work in English, mathematics and science seen during the inspection are above average. Pupils enter the school with above average standards. Most make satisfactory progress although recently the emphasis on raising the attainment of the lower achieving pupils has led to some of the more able not progressing as fast as they

might. There are clear indications that, as far as test results go, the school has not been achieving well enough in recent years. With pupils entering at Year 3 with standards above average and test results at eleven indicating average standards, the school was clearly not building effectively enough on earlier learning for all pupils. The measures taken to find the causes and address this problem appear now to be bearing fruit. The standard of work from the current Year 6 pupils is better than that seen in the work sample from last year's eleven year olds. The standards in all other subjects are at levels to be expected for pupils of this age. The school fell just short of the challenging targets it set for English and mathematics and has demonstrated its commitment to raising standards by setting high targets for the future.

3 Standards in English are above average. Standards in speaking and listening are good. Pupils speak confidently in class discussions and in drama and role-play. They listen carefully to the contributions of others and try to build upon them. Standards in reading are good. By the time they are eleven pupils have a good grounding in basic reading skills and many are using higher order skills to read between the lines and deduce meaning. They know how to find information in the library although they are not all confident with the Dewey classification system used there. In writing, standards are good. Pupils write imaginatively and generally correctly. They appreciate the need to match their writing to the particular reading audience.

4 Standards in mathematics are above average. A good proportion of the Year 6 pupils are working beyond the levels expected for their age. By the time they are eleven pupils understand averages, including terms like mode, mean and median. They are confident in the four rules of number, confidently solving long multiplication problems. Pupils calculate areas and perimeters of shapes and have a good knowledge of fractions and decimals.

5 Standards in science are above average. By the time they are eleven most pupils have a good knowledge and understanding of the various aspects they study. They know about the earth, sun and moon, for example, and have a good grasp of the bones that make up the human skeleton and how they are connected. They know how sound is created through vibrations and what materials conduct electricity effectively.

6 The attainment on entry to the Unit for pupils with speech and language problems is below national averages and expectations, and their learning is inhibited by lack of language skills, which often include listening and understanding, as well as speaking. However, pupils make at least satisfactory and sometimes good progress towards the communication targets set for them. Progress in mathematics is satisfactory overall. Their progress in other subjects is not as secure, as they receive a restricted curriculum.

7 The standards achieved by pupils with special educational needs in mainstream classes are below average with a few well below average. However, teachers plan carefully for these pupils in lessons, ensuring that support is appropriately directed. As a result, most of them make appropriate progress towards their targets, which focus mainly on English, given their prior levels of attainment.

8 Although there is no additional support for pupils with English as an additional language, their teachers provide appropriate support within lessons so that they learn as well as others in the class.

9 Standards in all other subjects are around the levels expected for pupils of this age, although in some aspects of some subjects the lack of depth means that learning is rather superficial. In history, for example, learning focuses more on acquiring some factual information rather than on the skills needed to research and find it independently.

Pupils' attitudes, values and personal development

10 Pupils have good attitudes to their work. The last inspection report judged them very good. They are very enthusiastic and hard working. In the main, pupils listen well to their teachers and they always listen with great respect to each other. This is a strength of the school. Pupils settle to their work quickly and work well, alone or in groups as required. In particular, pupils make a positive contribution to each other's learning when they evaluate their lessons and offer each other praise and ideas for improvement. This was seen in a combined Year 6 drama lesson where groups of pupils performed short pieces about the lives of children evacuated during World War II. As pupils move through the school they develop good independent learning skills. They use reference books confidently and access information from computers and the Internet. However, opportunities for pupils to use these skills are sometimes missed.

11 The behaviour of pupils is good overall. The last inspection judged behaviour very good. In a small number of lessons behaviour is less good and has an adverse effect upon learning. This occurs occasionally where pupils' work is not sufficiently challenging and teachers do not make high enough demands with regard to good behaviour and attentiveness. Where behaviour in lessons is very good this is often because the teaching motivates and interests the pupils. Praise is used effectively in many lessons to motivate pupils and promote good behaviour. Bullying and racist incidents are rare and the school deals with them promptly and effectively. The school has had no exclusions in the past year but suitable procedures are in place should they be needed.

12 Pupils' personal development and relationships are very good. The last inspection report judged this area as very good. Pupils play and work alongside each other amicably and they take care of each other well. Pupils are friendly and helpful and are attentive to the needs of others, particularly those with disabilities and additional needs. Most pupils are sensible and mature although in a small number of lessons some display a lack of self-discipline. Pupils respond very well to opportunities to take responsibility; for example, they undertake duties in the classrooms and at lunchtime. Older pupils have expressed a wish to take on greater responsibility for serving the school community through the school council. Pupils feel those that act as peer mediators (older pupils who help others resolve disagreements) are especially beneficial to the school and are effective at resolving some worries and conflicts.

13 Pupils in the Unit have good attitudes to learning. Their behaviour is very good. Most pupils are willing to sit still and to try new activities; for some, this is a good improvement and is leading to better learning all round.

14 Attendance rates have improved and are currently well above the national average and are very good. The school works hard to maintain this. The provision of a learning mentor to support attendance is very effective and has brought about considerable improvement during the last year. For the most part, pupils arrive at school on time eager to start the day. Registration periods are efficient and the time is well used for individual study.

HOW WELL ARE PUPILS TAUGHT?

15 The overall quality of teaching and learning is satisfactory. At Year 6 it is good. During the inspection 49 per cent of lessons were judged to be good or better while another 48 per cent were judged satisfactory and three per cent unsatisfactory. At the time of the last inspection teaching was judged to be good, although the report included a key issue on improvements needed, including assessment of pupils' work, the level of challenge to pupils and teachers' knowledge and confidence in some subjects. The progress of pupils was judged to be sound. Since then the expectations of the quality of teaching have been raised

considerably and more emphasis is placed on what the sample of pupils' work indicates about teaching quality over time.

16 The strongest teaching is in Year 6 and consequently pupils in the year group make good progress in their lessons. The best teaching includes a variety of teaching methods to hold pupils' interest and develop their social skills as well as their subject skills. For example, group work features strongly in some lessons. In a Year 6 mathematics lessons, for example, pupils were encouraged to discuss the issue of probability, to negotiate what they would need to cover in the following lesson, and to evaluate what they felt they had learned from the lesson. In a Year 4 dance lesson, pupils were expected to work together to create and refine a dance in the style of a Tudor one. In a Year 6 art lesson, pupils discussed the task they were working on together. In a Year 6 English lesson, the teacher used drama effectively to encourage pupils to explore ideas and work together. During these lessons pupils learned not only skills in the subjects effectively but also developed their understanding of teamwork. They behaved well because the teachers expected them to and gave them the chance take responsibility and show some initiative. These lessons illustrated how the school expects pupils to try hard, grow in maturity and become more responsible. In other lessons, however, pupils had fewer opportunities to take the initiative and opportunities were lost. In physical education, for example, the activities within a games lesson were dictated by the teacher. Pupils were not given the chance to choose the size or shape of ball to use or to set themselves targets to achieve. The sample of pupils' work showed that in some subjects, like history, the tasks were very simple with very little opportunity for pupils to make decisions or set their own challenges. The opportunities for independent research, deciding what they needed to know and how to find the information they needed, were limited.

17 The best lessons make effective use of ICT. For example, in a Year 6 history lesson pupils were encouraged to find web sites with relevant information about World War II. In an English lesson effective use was made of a digital camera and video recorder to capture dramatic performances. However, these lessons are the exception rather than the rule and too often the computers in the classrooms are not used to build upon what pupils learn in the computer suite. The teaching of literacy and numeracy is satisfactory overall, although some good lessons were observed during the inspection.

18 Teachers make effective use of classroom assistants, particularly in supporting pupils with special needs. Consequently these pupils make appropriate progress in their learning in lessons. Classroom assistants also ensure that all pupils, regardless of ability or aptitude, are enabled to take part in activities with other pupils. This was well illustrated when a boy with mobility problems was helped to take an active role in a games lesson with other pupils. Such work ensures that all pupils have a mature awareness of the needs of others, including those less fortunate than themselves, and epitomises the nature of the school. They give appropriate support to pupils with English as an additional language so that they learn as fast as other pupils. The school now has a draft policy for identifying and supporting gifted and talented pupils but this has not yet been fully implemented.

19 In most lessons pupils are well managed so that they get on with their work well and behave well. Teachers have a good rapport with their pupils and know how to harness their enthusiasm. In Year 6 lessons, the teaching effectively uses humour to encourage pupils and to make lessons more interesting. However, where lessons are not good enough, teachers do not manage behaviour effectively, so that some pupils misbehave and do not learn enough. Learning is also too slow in lessons where teachers give tasks that are too hard or too easy and pupils become frustrated or bored. Although in some of these lessons the pupils eventually learn what was intended, the pace is too slow to hold their interest and they do not learn enough in the time allocated. Consequently the quality of teaching and learning in them is unsatisfactory.

20 Although some of the teaching seen during the inspection showed teachers setting work at different levels to match the needs of different groups of pupils, this was less obvious in the sample of pupils' work from last year. Too often in some subjects all the pupils were expected to complete the same task at the same level and this leads to the higher attaining pupils not learning as fast as they might or achieving what they are capable of. Insufficient use is made of assessments to plan tasks to match the needs of all pupils in some subjects. This was felt to be a weakness at the time of the last inspection.

21 The teaching of pupils with special educational needs is satisfactory overall. They are well supported by learning support assistants and are fully included in all lessons. This contributes effectively to the progress these pupils make. Pupils from the speech and language unit, as well as some pupils from the nearby Brays Special School are integrated into the main school at various times. Those from the Unit usually join for art and physical education. Although this integration ensures that pupils with special needs are included in the normal life of the school and aids the social development of all pupils, the learning is not always appropriately planned to meet the specific needs of those pupils integrated from Brays Special School.

22 The teaching in the Unit is satisfactory overall. The teacher and classroom assistant work well together and have a sound understanding of the problems of the pupils. They are well supported by a professional speech and language therapist who provides an essential input to the assessment of the pupils and to the teaching. Major strengths of the teaching are the relationships that staff have with the pupils and their management of problem behaviour. Weaknesses of the teaching include the lack of detailed planning of work for pupils of all abilities within subjects other than English, and day-to-day assessment. Insufficient use is made of ICT.

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

The curriculum

23 The range of learning opportunities provided by the school is satisfactory, as it was at the time of the last inspection, but there are strengths and weaknesses in the provision. All National Curriculum subjects and religious education are included, and the curriculum meets statutory requirements. There is not a rigorous overview of how each class timetable works in practice, however, and for some pupils, particularly Years 3, 4 and 5, the study of history, music and geography is too superficial at times. There is also an excessive amount of time allocated to English in every year group, with the daily literacy hour following 'morning writing', reading, or spelling sessions. This amounts to almost a third of all teaching time and means less time for other subjects.

24 A lot of the teaching time in the Unit is, quite rightly, devoted to English and especially communication. However, pupils do not have full access to all the subjects of the National Curriculum; the work is not always adapted according to pupils' needs. A positive feature of the provision is the way that pupils from the Unit are integrated into the main school classes for a few lessons. This is effective, and all pupils benefit.

25 Teachers have worked hard to implement successfully the national initiatives for teaching literacy and numeracy. The setting arrangements in mathematics are beginning to prove effective in raising standards. All subjects successfully follow adapted versions of national guidelines. There is a wide and appropriate range of content in English, mathematics and science, and in art and design and design and technology. In other subjects, such as history, music and geography, the depth of pupils' learning is not always

given sufficient focus. Lessons are sometimes split in order to accommodate swimming sessions, as they are for geography in Years 4 and 5. Some lessons are shared between two subjects, for example, religious education and music so that neither receive quite enough time. Pupils' learning is then superficial. This is creating a lack of balance in the curriculum, even though there is an appropriate allocation of time for each subject when the weekly sessions are added together. Overall, however, the quality of the curricular provision has been maintained since the last inspection.

26 The new computer suite has improved the learning opportunities in ICT as all classes have timetabled lessons. Work in the suite often includes a strong focus on other subjects, including literacy and numeracy. However, the ICT skills acquired there are not followed up effectively enough in the classrooms by making the most of the computers there.

27 The school places a strong emphasis on pupils' personal development so that all pupils feel valued and confident throughout their school life, and value each other. There is good provision for health and social education, with regular involvement of the Life Education Trust which provides a structured drugs education programme. The governors have agreed a sex education policy that is followed throughout the school. These personal, social and health lessons build a good foundation for pupils' future development in adult life.

28 The school's provision for extra-curricular activities is satisfactory. Boys and girls take part in football clubs and training after school each week and girls from Years 5 and 6 play netball. Several pupils play in local music-making sessions, including orchestras and bands in nearby secondary schools, where there are good links. The school also makes good use of local community links. Older pupils take part in Challenge events, sponsored by local businesses, as well as Masterclass sessions in design and technology, science and ICT. Pupils from the school participate in a regional Book Quiz and visit the Symphony Hall every year for an orchestral concert. Each class takes part in visits to nearby places of interest that enhance the quality of learning. For example, there are visits to Lunt Fort and Sarehole Mill for history topics, and Birmingham Museum to study Egypt. The majority of Year 6 pupils spend a residential week at an environmental study centre during the autumn term. The school has just negotiated with the centre to take all those pupils who wish to go this year. The school encourages and supports some more able pupils to extend their learning by attending the University of the First Age, which takes place at a neighbouring school on Saturday mornings during term time, but not all the pupils who are offered places take them up.

Equal opportunities

29 Since the previous inspection, the newly devised equal opportunities policy has been successfully implemented and the key issue arising at that time has been addressed successfully. In the main, the school endeavours to ensure equality of access to the full range of learning opportunities provided. Occasionally pupils are withdrawn from lessons for extra support and this is carefully monitored to ensure they do not regularly miss the same lesson. More able pupils are not always challenged with sufficiently demanding work. As a result, they do not always achieve as well as they could. This contributes to the lower number of pupils than expected achieving the higher levels in the national tests. The school makes satisfactory provision overall for pupils with special educational needs. These pupils are well supported in lessons, particularly by classroom assistants, and therefore make appropriate progress towards their learning targets. Although their individual education plans are satisfactory overall, they would be improved by making the targets more precise and specific.

Provision for pupils with English as an additional language

30 Although a proportion of pupils are from ethnic minority backgrounds, and some of them have English as an additional language, there are no pupils at an early stage of English acquisition. There is a clear policy for social inclusion, which includes guidance on the provision for pupils with English as an additional language.

31 The majority of bilingual pupils speak Urdu as well as English, whilst two pupils speak Chinese and English. The majority of bilingual pupils make good progress in their English acquisition, enabling them to access all aspects of the curriculum as others in the class do. There is no additional support. All needs are currently met within the classroom.

The spiritual, moral, social and cultural development of pupils

32 The school promotes pupils' spiritual, moral, social and cultural development well with whole school, year group, and class assemblies playing a significant role in creating an atmosphere in which pupils flourish. This reflects the findings of the previous report and the quality of provision has been largely maintained.

33 Spiritual development is good with pupils encouraged to grow in an atmosphere of mutual respect that develops a greater understanding of the value and beliefs of others. Displays around the school create opportunities for pupils to appreciate the beauty of art, literature and poetry. Opportunities are created in lessons for pupils to reflect on their achievements, as when they write down what they have learned at the end of a lesson.

34 Moral development is good. Staff are a model of fairness and respect, reinforcing and promoting the school's clear moral code consistently. They apply the behaviour policy consistently and usually expect good behaviour from pupils. Pupils know the difference between right and wrong. They are aware of sanctions, and that good behaviour may be rewarded by extra playtime. This necessarily takes away valuable teaching time. Pupils said, in discussion with inspectors, that they used to get small gifts like pencils as rewards and some would prefer them to the extra playtime they get now. Pupils are involved in establishing the school and class rules so they fully understand them.

35 Social development is very good. Relationships and mutual respect are very good, with pupils thriving on their contact with others. Co-operation is encouraged and is especially effective when pupils share their learning with each other. In discussion, pupils in Year 6 say that they find that sharing their learning with a partner is stimulating and makes them feel important. The school council and the promotion of citizenship encourage pupils to discuss environmental issues and to resolve conflict. Older pupils act effectively as peer mediators to help other pupils sort out playground problems. Residential visits contribute to good social development. This year all those who want a place will be able to go after pupils talked with staff about finding a fairer way to allocate the available places or to enable all pupils to go. They had the confidence to discuss this issue with inspectors before approaching the head. The school promotes good relationships and tolerance of different cultures and beliefs. Staff show respect and value all those involved with the school. Consequently, the outcome is a racially harmonious school where there are very good relationships between all members of the community.

36 What pupils learn about their own heritage and culture is good. They study the work of famous artists and musicians and learn about famous historical characters. They learn about their own locality, as when they study old census information. Although the school promotes respect for other cultures and faiths it does not make enough use of them across the subjects. While pupils learn about other faiths in religious education lessons, visits to places of worship and invitations for visiting speakers from other beliefs are limited. The

school does not make effective enough use of music, literature, art and dance from a wide range of other cultures.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

37 The procedures for the care, safety and well-being of pupils are satisfactory overall but with some strengths. The school offers an attractive and caring environment. All in school are treated with sensitivity and respect. There is a satisfactory health and safety policy that is reflected in careful daily practice. The school also has a satisfactory Internet safety policy. Pupils move around the school sensibly, having due regard for the safety of others. Lunchtimes are well supervised although some pupils feel that this is a time of the day when not everyone listens to them as well as they would wish. The procedures for child protection are also satisfactory. Teaching staff are appropriately trained and aware but at present this does not extend to all adults working in school.

38 Whilst the school has no formal whole school system for monitoring and recording pupils' personal progress, it does have a good variety of informal systems including teachers' knowledge, notes and incident records. These allow the school to identify any problems and to provide pupils with personal targets for improvement when needed.

39 The educational support and guidance provided for pupils are satisfactory. Pupils are encouraged to think about and record what they have learnt in each lesson and to evaluate the success of their own learning and that of others.

40 The procedures for assessing pupils' attainment and progress are satisfactory overall. At the time of the last report they were said to be thorough but the report included key issues about the use of assessment. This remains an issue and has contributed to the school not raising standards as fast as those nationally by identifying the need to help more pupils gain the higher levels in the national tests. In English and mathematics detailed records are maintained of a variety of tests and assessments. Pupils are involved in assessing their own work and this is an improvement since the last inspection. In the other subjects, records of pupils' attainment are also maintained but in less detail. The use of assessment information to inform the planning of the curriculum is unsatisfactory overall. Information gained from assessments and tests is used to set group targets in English and mathematics but this is not so in the other subjects. Consequently some higher attaining pupils have not progressed as fast as they might.

41 The support and guidance given to the pupils in the Unit are good. There is a warm atmosphere and pupils feel cared for. Parents are appreciative of this. The assessment of pupils' progress in learning in the Unit is unsatisfactory overall. It is satisfactory for language areas. Staff do not keep detailed enough records of attainment on entry and also of the progress made in the development of skills, knowledge and understanding in most areas of the National Curriculum. The speech and language therapist gives sound support in the assessment of pupils' communication skills. The targets in pupils' individual education plans are insufficiently specific to ensure that the progress can be measured over the short term.

42 Pupils with special educational needs in mainstream classes are well supported by classroom assistants and specialist staff, individually or in a small group. There are satisfactory systems to identify pupils with special needs. Class teachers write the individual education plans and discuss the planned provision with the co-ordinator for special educational needs. Not all staff are sufficiently confident when writing the individual education plans in order to ensure very specific targets are set. The school has identified training needs in this respect.

43 The procedures for monitoring and improving attendance are very good. The school meets statutory requirements and the administration procedures are very efficient. The attendance records of all pupils are closely monitored and unexplained absences investigated swiftly. The learning mentor has a strong role in this aspect of school life. Good attendance is recognised and rewarded and parents are provided with clear messages about the need to maintain such high levels of attendance.

44 The procedures for monitoring and promoting good behaviour are satisfactory. The school has a suitable behaviour policy that is shared with parents but it lacks clarity and the school's system of rewards and sanctions is not clearly explained. Whilst the school's expectations are clearly explained the school code of conduct is less clearly provided. Pupils are involved in forming their own classroom rules and these are effective. However, in the school as a whole there are too many differing rules and the inclusion of some negative comments distracts from the value of others. Pupils with behavioural problems are monitored closely and are well supported with daily record books and incentives. Parents are well involved in this process. The procedures for eliminating oppressive behaviour are good. There is a good quality policy and good records are maintained of the few incidents that occur. This area is well supported by work done in lessons and in assemblies. The success of the school's procedures is evident in the very good relationships that exist.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

45 Parents' views of the school are satisfactory. Parents feel that the school offers good teaching, has high expectations and helps their children become mature and responsible. They feel that their children make good progress and that the school is well led and managed. For the most part the inspection findings support parents' positive views. Teaching and expectations are satisfactory overall and pupils make satisfactory progress. The school does provide good support for pupils and they do present themselves as sensible and mature citizens. A small number of parents are unhappy with the information they receive about how their child is getting on and with some aspects of the school's work with parents. Some parents are also unhappy with the provision of activities outside lessons and with the amount of homework provided. The provision for extra-curricular activities is satisfactory and there is a good range of visits to places of interest to enrich pupils' lives. Overall, the use of homework is judged satisfactory.

46 The effectiveness of the school's links with parents is good. The school is keen to involve parents in the life of the school and in supporting their children's education. Parents are invited to various events that allow them to gain insight into the work their children do. For example, class assemblies allow pupils to show their work to their parents and school performances do much to build confidence and share success. 'Inspire Workshops' allow parents to learn about different aspects of the school's work, for example, writing and mathematics, and there are opportunities for parents to take part in shared learning at school.

47 The impact of parents' involvement on the work of the school is good. Parents are supportive of the school and want their children to do well and support the home-school agreement. A good number are able to help in school with various activities such as reading and cookery and this helps pupils to learn. There is a strong Parents Association that arranges popular social and fund-raising events.

48 The quality of information provided for parents is satisfactory. The governing body's annual report, the school brochure and the weekly newsletters are all detailed and informative. Parents receive good information about forthcoming work their children will do. Despite the wealth of information provided, some of it lacks clarity and the language is not always as accessible as it might be. Reporting on pupils' progress is made at termly

consultation evenings and with a written report in the summer term. Written reports are satisfactory but do not clearly identify pupils' difficulties or provide enough guidance for improvement. This is a situation similar to the last inspection. Parents of pupils in the Unit are well informed about their children's activities in school through home-school books and also by visits from specialists.

49 The contribution of parents to children's learning at home and at school is good. Parents want their children to succeed and homework is generally supported well. Parents are provided with clear information about the requirements of homework and this is an improvement since the last inspection. Good use is made of homework books by parents to indicate their support and involvement in their children's education. The school has recognised parents' concerns about the consistency of homework and it is now closely monitored.

50 Good links have been established with the parents of pupils with special educational needs. Local authority support services work closely with the school. In particular, the pupils' support teacher and educational psychologist provide very good support. Individual education plans are shared with parents at regular, planned intervals. Most parents attend annual reviews to discuss their child's progress.

HOW WELL IS THE SCHOOL LED AND MANAGED?

51 Overall leadership and management are good. The previous report judged them very effective but, given changes of staff recently, the number of staff new to leadership roles and the lack of a permanent deputy head, the current judgement is that overall they are good rather than very good.

52 Leadership is good. The headteacher has a clear vision of the kind of school she wants and shares this effectively with the staff and governors. She has been very successful in achieving part of this vision and creating a school with care at its core. Consequently the school has a very positive and caring atmosphere throughout and is a place where pupils feel safe, secure and valued. A good team spirit pervades the school so that pupils and staff get along very well together and show mutual respect for each other. The strong emphasis on integrating and including all pupils, including those with special needs, into the life of the school ensures that no one feels left out or neglected. The school works hard to ensure that all pupils have equality of opportunity, and has a satisfactory race equality policy. The headteacher is committed to raising standards. She has tackled this in recent years by focusing on helping more pupils to achieve the expected level 4 in the annual tests for eleven year olds and reducing the numbers not reaching this standard. In this aim the school has been successful. However, this focus has led to a lack of emphasis on helping the more able pupils to gain the higher levels. This resulted in a situation where the school had achieved standards in the national tests in the past above or well above the national average but not maintained that position as the national average rose over the years. The headteacher and governors have investigated the reasons for the trend, identified the cause and begun to tackle the issues, and there are signs that things are beginning to improve.

53 Overall management of the school is satisfactory. The school is currently without a permanent deputy head. Until a new one is appointed, an acting deputy is in place with a strong and supportive administrative role. Several of the subject leaders are new to their roles. Although all are committed to school improvement they do not all have the experience or expertise to undertake the full responsibilities that their positions demand. The school has good systems in place to identify the professional development needs of staff, having been awarded Investors in People status recently. The school does need to ensure that, while those who are new to their roles are gaining the experience and expertise they need to be fully effective, any aspect of their role they are not undertaking is covered by another

member of staff. The procedures for the induction and support of staff new to the school are good. New staff feel well supported and the school makes effective use of experienced teachers as mentors to new ones. The school has built effectively upon its former appraisal system to create a good performance management system that was praised by the Threshold Assessor (the person who assesses the school systems for checking which teachers are performing well enough to move to the higher points of the pay scale). Although the school has well-developed systems for evaluating the quality of teaching and learning, these focus mainly on English, mathematics and science. Consequently some other subjects are not monitored effectively enough to ensure that high standards are maintained. History is an example where much of the work in some topics has been unchallenging and uninspired. Because there has been no subject leader for two years, this was not picked up and addressed.

54 The day-to-day management of the provision for special educational needs is satisfactory and pupils receive appropriate support within classes. However, some aspects of the management need attention. The co-ordinator has not yet received training for the revised Code of Practice and this has implications for how well she is able to advise other staff about changes and developments. The policy and procedures for special educational needs have yet to be revised to take account of the new Code of Practice. Not all teachers are familiar with all aspects of the revised code. Further improvement is needed to individual education plans to ensure that targets are more specific and that the progress made is regularly and rigorously evaluated. Whilst pupils sign their individual plan, greater involvement of pupils would help them to know how well they are doing. The funds designated for special educational needs are used appropriately, although the impact of such spending has yet to be evaluated.

55 The governors are keen and committed. Their impact on the school is generally good though at times some respond uncritically when considering the school's strengths and weaknesses. They carry out all their statutory duties effectively, although they have not updated some of the school's policies to ensure that they comply with current requirements. Some know how to interpret the statistical information they receive about the school's performance against all schools and against similar schools. They are fully involved in setting the school's priorities in the school development plan and in matching the budget to those priorities. The school development plan is comprehensive but many of the targets are not expressed in measurable enough terms, so it will be difficult to assess whether they have been achieved. The plan focuses on what will be done rather than on how the tasks in it will help to improve standards or efficiency. The headteacher and governors monitor the budget carefully, ensuring that it is effectively used and that grants for specific purposes are used for their intended purposes. Financial management is good. The clerk keeps a close check on the budget on a day-to-day basis so that she can alert budget holders of any issues. Given the standards the school achieves, the progress most pupils make and the funding it receives, it provides satisfactory value for money.

56 There is a good number of teachers and support staff to meet the requirements of the school curriculum. They work well as a team and support staff are used effectively to support pupils in classrooms. They make a positive contribution to the standards achieved by pupils. The accommodation is very good although the school lacks a sports field for games and athletics. Classrooms are a good size with adequate storage space for resources. The development of the 'Fun Factory' provides a very good music room and drama facility that is well used. The air-conditioned computer suite is an excellent facility used by all the classes. The use of the staircase as an 'Art Trail' is particularly imaginative and the quality of display around the school is very good. There is an attractive and welcoming library area. The subject co-ordinators oversee resources for their subjects, which results in a good standard of resources in most subjects. Resources for music, design and technology and physical education are satisfactory, and for art and design they are very good.

57 The leadership of the Unit is satisfactory overall. The Unit teacher has set high expectations of behaviour, and this is having a positive effect on the learning of pupils. However, there is no separate policy for the Unit and the governors have not considered admission arrangements for pupils for a considerable time. The management of the Unit is satisfactory; it runs very well on a day-to-day basis. However, the management of the curriculum is unsatisfactory, and this is the basis of most of the weaknesses in the provision. The curriculum provided is too narrow as it is limited by the timetable of the main school and this is an important issue for the management to address.

58 The staffing of the Unit is satisfactory, but the arrangements for staff's professional development do not ensure that they are up-to-date with their knowledge and understanding of the teaching of pupils with speech and language problems. The accommodation is generally satisfactory, but there is no quiet area for the speech and language therapist to work. Resources for the Unit are satisfactory, and include three computers, one being networked. The ICT resources are insufficiently used.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

59 In order to raise standards further and improve the progress pupils make in their learning, the school should:

- make more effective use of its assessment systems to ensure that all pupils, particularly the more able, are sufficiently challenged and achieve high enough standards;
(*paragraphs 1, 9, 16, 18, 19, 20, 21, 22, 29, 40, 41, 42, 52, 62, 66, 67, 71, 76, 79, 88, 89, 90, 97, 106, 115, 124, 141*)
- make more effective use of computers in the classrooms so that pupils build more effectively upon what they learn in the computer suite;
(*paragraphs 17, 26, 121, 124, 135*)
- develop a timetable which ensures that all subjects are studied in sufficient depth.
(*paragraphs 9, 23, 24, 25, 53, 68, 70, 80, 125, 126, 127, 128, 140, 141, 149.*)

THE UNIT FOR PUPILS WITH SPEECH AND LANGUAGE DIFFICULTIES

60 There are currently seven pupils attending the Unit for pupils with speech and language difficulties, but there are places for eight pupils on roll. All the pupils attending at present are boys. Pupils all enter the Unit after careful assessment by education professionals and speech and language therapists; some join the school from the similar Unit at the infant school. Many have complex difficulties that impede their learning, which may be a combination of language difficulties and emotional, behavioural or physical problems. All the pupils have statements of special educational needs, which specify extra specialist provision. The attainment of pupils on entry to the Unit is below national averages and expectations and their learning, generally, is inhibited by lack of language skills, which often include listening and understanding, as well as speaking. Judgements, therefore, are made on the basis of the progress that pupils make in their learning, towards the targets set for them.

61 The quality of education provided in the unit is satisfactory; this is not such a positive judgement as was made at the previous inspection, although some sound improvements have been made. The arrangements for pupils' admission, the staffing and the Unit's arrangements for teaching are essentially the same as they were in 1998. Aspects of the provision are good, and lead to gains in learning for all pupils. Other aspects have weaknesses that need addressing in order to provide a more comprehensive programme for the pupils.

62 Pupils' progress towards the targets set for them to improve their language and communication skills is at least satisfactory and sometimes good for those pupils with the greatest difficulties. Pupils often make good progress in their pronunciation and vocabulary and also their ability to follow instructions. However, their progress in other aspects of the whole curriculum is not as good, and may be unsatisfactory, as there are very few records that establish a baseline of their attainment on entry and their progress. Pupils' individual education plans only set targets for communication skills and do not cover areas such as mathematics, where a few pupils have difficulties with sequencing, which limits understanding. Neither are there targets for the development of physical skills that, for some, are a problem. Pupils' achievements were satisfactory in the lessons seen and most showed sound improvement in their comprehension and their skills of prediction, which help them interpret social situations.

63 Pupils' reading is generally below the level expected. Although some pupils appear to read fluently, they do not understand what they are reading, and have little idea of the text, or its implications; this is due to their particular language problems. Other pupils, however, are making satisfactory progress in their knowledge and understanding of sounds, and can spell out words accurately and enjoy talking about the text. Pupils' writing is below average standard; this is because it is difficult to write if one has problems in speaking, and a few pupils have physical difficulties which prevent the careful control of a pencil. But pupils do make satisfactory progress in this aspect of English and are always willing to try.

64 Due to the ethos of care and support set by the staff of the Unit, pupils have good attitudes to their learning. Most pupils show a good motivation to work because they want to please the staff and like the work set. Pupils' behaviour is very good in the classroom and for some this is a great step forward. Pupils' improved abilities to follow instructions, and the fact that they are less distractible, means that they get down to work eagerly and try hard.

65 The reason for this good progress in their social and communication skills is that the staff in the Unit have due regard for pupils' emotional needs. The teacher and the learning support assistant have worked together for several years and have established a good rapport with pupils and their families. They are well supported by a speech and language

therapist who is in the Unit for two days a week. She is essential in setting targets for pupils' speech and language development. All the adults who work in the Unit play a full part in the teaching of the pupils and in setting a nurturing ethos.

66 Teaching is satisfactory, overall, with some strengths, but also some weaknesses which are inhibiting pupils' learning. The major strengths are the good relationships that allow pupils to try hard, and sometimes fail but not feel silly. Staff give pupils in the Unit security and time to develop, and these promote pupils' confidence and self-esteem. However, this ethos of care and support means that the lessons sometimes lack challenge; staff often do too much for pupils and talk too much, which means that pupils do not talk enough. The significant weaknesses are in planning of lessons and day-to-day assessment of pupils' learning. Work is planned as activities to be carried out, rather than objectives to be learned in subjects other than English. There is far too little use of ICT, even though there are three computers available for seven pupils.

67 The main weakness in the teaching is that work is not always provided that is appropriate to the needs of all pupils. Apart from work in English, and especially in language development, most work is the same for all pupils and this means that older and more able pupils miss aspects of work that they should be given in other subjects.

68 Pupils in the Unit benefit from being in a mainstream school, and they join for a few lessons with classes in an appropriate year group. Mostly, this integration takes place in lessons that are skills-based, such as art and design and physical education, and pupils in the Unit make appropriate progress in these subjects, and also benefit from mixing with pupils without such great special educational needs. More use could be made of integration into main school classes for other subjects, especially for more able pupils in the Unit.

69 A lot of the teaching time is, quite rightly, devoted to English and especially communication. This is paying dividends, and many pupils are showing a great improvement in their listening skills, even though a couple have only been in school this term. There are strengths in the curriculum provided. There is a special emphasis on drama and music that helps pupils to overcome shyness and language difficulties; even more could be made of these. Some good work across the curriculum has been done in following up a visit to an environmental centre early this term; this work is entirely appropriate to the needs of the pupils. Pupils also go swimming with their main school peers, and are making sound progress. The swimming sessions, and the travelling and changing, help to reinforce their personal, social and emotional development, which is such a crucial factor to their success in learning.

70 However, the curriculum is not broad enough. Pupils do not have full access to all the programmes of study of the subjects of the National Curriculum. The Unit's timetable is determined by the main school timetable and this means that too little work is provided in some subjects. Work in most subjects is not adapted for individuals and groups, according to their needs. Opportunities are missed to develop pupils' knowledge and understanding in subjects such as design and technology within language lessons. As very few records are kept, and assessment for most subjects of the National Curriculum is minimal, it is not possible to determine exactly how much progress pupils make in most subjects.

71 The support and guidance given to the pupils in the Unit are of high quality. There is a warm atmosphere and pupils feel cared for. Parents are highly appreciative of this. But the assessment of pupils' progress in learning is unsatisfactory overall. Staff do keep records of pupils' language and communication skills on entry and their progress in the acquisition of these skills, and in their personal and social development. The speech and language therapist gives good support in the assessment of communication. However, the targets in pupils' individual education plans are often general and are not specific enough for progress

to be measured. Pupils do make progress but the Unit staff cannot demonstrate how much or how it has been achieved.

72 The Unit's partnership with the parents is good and this enhances the quality of the pupils' education. Parents are given opportunities to be involved in the work with their child. Many do take these opportunities and their children, consequently, benefit. The staff also provide very good support for parents in the difficulties they face because of their child's low skills in communication.

73 The leadership of the Unit is satisfactory, with strengths but some weaknesses that need to be addressed. The teacher has set the tone of care and high expectations of behaviour, which is having such a positive effect on the attitudes of pupils. She ensures that pupils succeed in improving their speech and language skills. The school's headteacher is appropriately involved with the admission of pupils, and chairs the annual reviews of pupils' progress, but has little to do with the day-to-day running of the Unit. This leaves the Unit teacher rather isolated, with little appropriate professional support, either from within the school, or without. She is not aware of the latest thinking in this field and has had little training recently.

74 The Unit runs well on a day-to-day basis. However, there are few systems and structures in place, such as a policy or Unit staff handbook, which would help another teacher if the Unit teacher were not in school. The Unit is well staffed and this is necessary due to the specialist nature of the work. The Unit's accommodation is satisfactory, although there is not an appropriate 'quiet' room for the speech and language therapist to assess pupils. The cost per pupil in such a Unit is, clearly, quite high. The funds are spent well enough in helping pupils' with the communication and language problems, but more could be done to include these pupils in the main school's activities and to give them a wider curriculum.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	69
Number of discussions with staff, governors, other adults and pupils	30

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	11	22	33	2	0	0
Percentage	1	16	32	48	3	0	0

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

Information about the school's pupils

Pupils on the school's roll	Y3 - 6
Number of pupils on the school's roll (FTE for part-time pupils)	370
Number of full-time pupils known to be eligible for free school meals	42

FTE means full-time equivalent.

Special educational needs	Y3 - 6
Number of pupils with statements of special educational needs	11
Number of pupils on the school's special educational needs register	12

English as an additional language	No of pupils
Number of pupils with English as an additional language	17

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	5
Pupils who left the school other than at the usual time of leaving	4

Attendance

Authorised absence

	%
School data	5.3
National comparative data	5.6

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	46	45	91

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	36	33	42
	Girls	40	34	44
	Total	76	67	86
Percentage of pupils at NC level 4 or above	School	84 (79)	74 (68)	95 (84)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	32	31	34
	Girls	38	37	38
	Total	70	68	72
Percentage of pupils at NC level 4 or above	School	77 (72)	75 (70)	79 (79)
	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	325	0	0
White – Irish	0	0	0
White – any other White background	1	0	0
Mixed – White and Black Caribbean	9	0	0
Mixed – White and Black African	3	0	0
Mixed – White and Asian	8	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	6	0	0
Asian or Asian British - Pakistani	5	0	0
Asian or Asian British – Bangladeshi	2	0	0
Asian or Asian British – any other Asian background	2	0	0
Black or Black British – Caribbean	6	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	2	0	0
Any other ethnic group	1	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: Y3 – Y6

Total number of qualified teachers (FTE)	16.5
Number of pupils per qualified teacher	23.9
Average class size	28.5

Education support staff: Y3 – Y6

Total number of education support staff	8
Total aggregate hours worked per week	217

FTE means full-time equivalent.

Financial information

Financial year	2001/2002
	£
Total income	890498
Total expenditure	830816
Expenditure per pupil	2246
Balance brought forward from previous year	93155
Balance carried forward to next year	152837

Recruitment of teachers

Number of teachers who left the school during the last two years	5.5
Number of teachers appointed to the school during the last two years	6

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0.4
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	460
Number of questionnaires returned	44

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	48	43	5	5	0
My child is making good progress in school.	50	41	9	0	0
Behaviour in the school is good.	45	36	11	2	5
My child gets the right amount of work to do at home.	39	43	18	0	0
The teaching is good.	45	55	0	0	0
I am kept well informed about how my child is getting on.	27	50	16	5	2
I would feel comfortable about approaching the school with questions or a problem.	46	39	7	2	5
The school expects my child to work hard and achieve his or her best.	70	27	2	0	0
The school works closely with parents.	27	50	20	2	0
The school is well led and managed.	50	41	7	2	0
The school is helping my child become mature and responsible.	52	39	7	0	2
The school provides an interesting range of activities outside lessons.	23	48	16	9	5

Rows may not total 100 because of the effects of rounding

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

ENGLISH

76 Standards are above average in Year 6. Standards in speaking and listening are good throughout the school. Standards in reading and writing are above average in Year 6, although writing for the higher levels is not as good as at the time of the previous inspection. Over time the school has increased the proportion of pupils gaining level 4, but has not placed sufficient emphasis on higher attaining pupils in order to ensure more pupils achieve the higher levels. Standards seen during the inspection were above average and better than in work seen from the previous year. Overall, pupils are making satisfactory progress. Pupils with special educational needs, in mainstream classes, and those with English as an additional language make good progress towards their targets because work is planned to meet their needs and they are well supported by learning assistants in lessons. More able pupils do not always progress as well as they could because tasks are not sufficiently demanding and expectations of these pupils are not always high enough. Progress is accelerated for the older pupils, particularly in Year 6 where good and very good progress was seen in lessons. Accelerated learning for the older pupils is contributing to improving standards and also reflects the strongest teaching.

77 Since the last inspection, the National Literacy Strategy has been soundly implemented throughout the school, although some aspects such as guided reading are not well embedded in some classes. Other factors influencing standards include the focus on writing outside of the literacy hour. The quality of planning has improved with teachers planning effectively to the national literacy guidelines. The quality of planning is good.

78 Standards in speaking and listening are above average throughout the school. Many pupils in Year 6 speak fluently and confidently. They articulate clearly, drawing on a wide vocabulary. They are happy to engage in more extended conversations. For example, Year 6 pupils spoke with inspectors discussing their work and aspects of school life. They spoke with clarity, providing clear explanations about systems such as their self-evaluations of learning at the end of lessons using a series of adhesive notes, and systems of rewards and sanctions. They listened carefully to each other, taking time to speak and showing a good level of maturity. They were eager to give their views and opinions and were very supportive of their peers. Most teachers and support staff provide good opportunities for pupils to speak aloud to an audience, particularly at the end of lessons when many teachers engage pupils in self-evaluation. There are good opportunities for pupils to engage in drama and role-play, which is an improvement since the previous inspection. In a very good lesson involving all Year 6 pupils in the drama studio, pupils worked together in small groups to role-play scenarios based on evacuation during the war. Pupils listened very attentively to teachers and to each other. They explored the emotions involved in evacuation, working together well in their groups. Pupils were confident when speaking to an audience and mature in their critical analysis of each other's performance.

79 Standards in reading are above average at the end of Year 6. Most pupils enjoy reading and many read widely, although lower down the school standards are average. The accelerated progress for the oldest pupils moves learning on well. However, approaches to reading vary between classes and year groups. In some classes, pupils are not heard reading individually by an adult and there is no check on reading capabilities other than tests. The use of reading diaries varies across the school. In a Year 4 class these were rarely completed and did not include targets to move learning forward. Year 6 pupils maintain their own reading record, but standards vary.

80 Library skills are not developed systematically as pupils move through the school. In spite of the Dewey system on display in the library, pupils were not familiar with it and could not explain how it worked. Few pupils in Years 3 and 4 made use of a library outside school, although a number of pupils in Year 6 belonged to a public library. The oldest pupils know how books are organised and most can locate and retrieve information. Many pupils in Year 6 read fluently and with good expression. Phonic skills are secure for most pupils. The majority have a good knowledge and understanding of fiction and non-fiction texts. The school library is an excellent resource, spacious, well organised and well stocked with a wide range of reading material which includes pupil-made books, newspapers and magazines. It is bright and attractive with good displays. It is used well for changing library books and sometimes for class visits, but not enough use is made of the library for research and private study skills. Pupils complete reading journals at home. Many take pride in the presentation of this work and regularly write about their reading. In the best practice, teachers take a good interest in the journals and value pupils' efforts through their marking comments.

81 By the end of Year 6, many pupils make use of higher skills of inference and deduction as they read and a good proportion are reading at above average standards. Most of the others are reading at the expected level. Pupils have a good knowledge of a range of authors. They acquire good skills which support their learning in other subjects.

82 Standards in writing have improved this year and are above average overall. The school has been successful in raising the attainment of many lower attaining pupils with its strong focus on writing, although until recently there has not been the same emphasis on extending the writing skills of higher attaining pupils. Pupils write for a wide range of purposes and audiences. A particular strength is the use of writing across other subjects. For example, pupils in Year 6 write reports about Russia and Germany signing a friendship agreement. They also explore words from other languages such as Indian words like 'Memsahib' and 'Ayah'. There are good examples of writing contributing to pupils' personal development. For example, when writing about friends, one pupil wrote, "They always stick by me and when I feel sad they cheer me up". Story openers are imaginative, such as, "The tall dark cave filled the dancing shadows of the night." More able pupils make good use of paragraphs when writing and extend their writing well. Pupils are presented with a good range of texts including Shakespeare and traditional stories such as *The Secret Garden* as a stimulus for writing. Pupils make use of word-processing skills when writing, but the use of computers to support writing is limited.

83 Many pupils use a good range of imaginative vocabulary in their writing. For example, a Year 4 higher attaining pupil began a poem about the moon:

*'The moon sleeps
Creeps into the sky
Like an open mouth
Moonlight'*

84 The pupil makes good use of similes and rhyming words to add effect. In a Year 6 example of a poem, one pupil wrote:-

*'Softly sneaks through winding vines,
His shoulder blades up, down, like machinery making steel...his eyes shimmer like a rippling stream in the moonlight...'*

85 There are good opportunities for pupils to redraft their work in order to improve. Many pupils choose words adventurously, for example,

'The sky was grey, with deep dark patches. The land had turned from a beautiful green hue to a drab brown... A haze appeared, an indication that rain was on its way.'

86 Spelling skills are developed systematically and many pupils demonstrate good skills in building unknown words using a variety of strategies such as spelling strings and patterns.

87 Most pupils are proud of their work and many present their work neatly and carefully. This is particularly the case in Year 6, although lower down the school, handwriting and presentation skills vary between classes, and are directly linked to the expectations of teachers. For example, pupils in some classes write with a variety of pens and pencils and little attention is paid to ensuring pencils are sharp or suitable for school work. Where this is the case, it is reflected in the presentation of work. In the best practice, pupils write in ink and all pupils conform to the same standards.

88 The quality of teaching and learning is satisfactory overall, with good features in some classes. Teaching and learning for the oldest pupils are consistently good or better and are characterised by high expectations and interesting tasks which motivate pupils to learn. Purposeful questioning, well-directed support and firm management ensure all pupils are included and the lesson moves on effectively. Tasks are matched to the differing needs. Very good links are made to other subjects. Where teaching is less effective it is directly linked to the slow lesson pace and lack of challenge, for higher attaining pupils in particular.

89 English is well led and managed by the recently appointed co-ordinator, who has a good understanding of the strengths and weaknesses of the subject and is already addressing issues such as the needs of the more able pupils with consideration being given to teaching pupils in sets according to their ability, for example, in order to raise their standards.

90 A wide range of assessment procedures is in place but teachers do not always make enough use of the information to adjust planning and inform teaching and learning. Examples of very good marking were seen, with clear guidance for improving work. This is not yet consistent in all classes. The use of targets for individual pupils is also inconsistent. Not all teachers realise the impact that target setting has upon progress.

91 Overall, there has been steady improvement this year, but much remains to be done to ensure a consistent, coherent approach to literacy through an exciting and challenging curriculum that fully meets the needs of all pupils, in particular the more able.

MATHEMATICS

92 When compared with all schools in the 2001 national tests, standards in mathematics were average. However, standards were judged to be below average when compared with similar schools, particularly at the higher level 5.

93 Standards for pupils aged eleven are currently above average, which is an improvement on the 2001 test results. An analysis of current work indicates that one in three is attaining, or working towards, the higher level 5. This is an improvement since 2001 when one in five achieved the higher grade in the national tests and also an improvement since the last inspection in 1997 when standards were judged to be average. Teaching pupils in sets according to their ability has helped to improve their progress and raise standards.

94 By the end of Year 6, most pupils show a very good understanding of place value to more than 1000 and use fractions and percentages confidently. Pupils have a secure grasp of basic number facts and use them effectively in their mental calculations. Pupils multiply and divide decimals to two places, and know how to use and interpret co-ordinates. They calculate the mode, mean and median; multiply three-digit numbers by two-digit ones; classify two-dimensional shapes and three-dimensional objects; and measure perimeters and calculate areas of shapes. In discussion, pupils of average attainment demonstrated a

very good understanding of factors and multiples and showed a good understanding of place value including decimal fractions. They have been challenged, along with higher attaining pupils, to use all four operations to two places of decimals and use brackets and simple formulae to solve problems. They interpret line graphs and pie charts. They explain their methods and are aware of the value of checking their answers. Lower attaining pupils have a good understanding of the place value of numbers to 1000 and round numbers to 100 and 1000. They calculate simple percentages, such as 20 per cent of a total and use simple formulae to calculate perimeters and areas of regular shapes. Although pupils have an increasingly secure grasp of mathematics they do not have enough opportunities to apply this knowledge in practical situations. Teachers and their assistants support pupils with special educational needs well by matching activities to group and individual needs. Lower attaining pupils receive good support. An increasing number attain the typical level 4 in lessons. There is no difference between the standards of boys or girls or those pupils for whom English is an additional language.

95 Pupils have very good attitudes to learning. This is an improvement since the last inspection. Pupils gain their enjoyment for mathematics from the enthusiasm of their teachers and thrive when their contributions are valued. They benefit enormously from being able to share their knowledge and understanding with their 'learning partners'. They collaborate well in investigations. Pupils behave very well in most lessons, and this behaviour contributes very well to the quality of learning. They respond positively to challenge and are attentive and eager to contribute to lessons and use their skills and strategies. Work in books is well presented and, at its best, reflects the high expectations of teachers and the effort of pupils. In one excellent lesson, pupils negotiated what they would learn the next day. These qualities contribute well to the spiritual, moral and social development of pupils.

96 Overall teaching and learning of mathematics are satisfactory. Although much of the teaching observed during the inspection was good or very good, the sample of work and the lack of pupils gaining the higher levels in national tests indicate that this quality has not been sustained over time. The quality of teaching and learning reflects that at the last inspection. Where teaching was good or better, relationships were very good and teachers' subject knowledge was secure, and expectation was high. The direct teaching of skills was effective and pupils were given the maximum time to apply their skills. Pupils were increasingly being urged to explain their methods for solving problems. Good lesson planning matched to each ability group was evident with an increasing challenge for higher ability pupils, especially in Year 6. For example, in a lesson where pupils were using the memory button on their calculators, higher ability pupils were given more difficult problems involving more complicated decision making as to which operations should be used.

97 Where teaching was less effective, over-long introductions gave pupils insufficient time to carry out their activities and the pace of the lesson was less vigorous. All pupils were given the same initial work to do, with higher ability pupils then being given extra work. This strategy reduces the pace of learning for higher ability pupils who are eager to be challenged in these lessons.

98 In the lessons observed learning was often good or better, especially in Year 6 where targets for improvement have a sharper focus. The sample of work from last year, however, showed that this quality of learning was not as apparent and consequently pupils did not make fast enough progress. If the quality of learning observed in lessons during the inspection can be sustained, then pupils can expect to make faster progress and achieve higher standards than in the recent past.

99 Teachers know their pupils well. The information collected from school tests, together with information gained by analysing previous strengths and weaknesses in national tests, is

used to identify areas for greater focus. Similarly, the evaluation done at the end of each unit of work highlights the needs of groups of pupils when the topic is revisited in the second half of the term.

100 Where this information is used to set targets for groups of pupils rather than for the whole class, this promotes a greater pace to the quality of learning. Where teaching and learning are at their most effective and progress is at its best, individual targets are shared with pupils. This strategy is supported where the quality of marking informs pupils of their achievements and provides challenges to improve. The recently introduced diaries check the acquisition of skills and understanding and provide opportunities for teachers to comment on the rate of progress. Pupils are very well informed about what they are about to learn, and have no difficulty in writing what they have learned that lesson.

101 Homework is used consistently to reinforce learning, and the use of 'Springboard' (extra mathematics work) after school, for targeted pupils and their parents in Year 5, has contributed to the raising of standards.

102 The school has made satisfactory progress in implementing the National Numeracy Strategy and it is contributing to an improvement in standards. Numeracy skills are practised effectively in other subjects, with charts and graphs in science, the reading of scales and bearings in geography and time-lines in history where for example the 'reigns' of the wives of Henry VIII were calculated accurately. During the period of the inspection, ICT was not used enough to support learning in mathematics.

103 Mathematics is led by an enthusiastic co-ordinator. She has a very good vision of what is needed for the future, which includes the use of computer technology to support teaching and learning. There is a need to match planning more closely to the needs of each ability group more consistently to give a sharper focus to learning by introducing group targets. There are good records of progress. The monitoring of the quality of provision by observing teaching and learning, talking to pupils, examining teachers' planning and analysing the work of pupils has contributed to the raising of standards. Resources for mathematics are good.

SCIENCE

104 Attainment in science is above the national average, as it was at the time of the last inspection. This reflects the results of the 2001 national tests. Most pupils achieve the expected standards or better by the age of eleven.

105 Most pupils make satisfactory progress as they move through the year groups. However, pupils are given too few opportunities to use scientific language through explaining their work during investigations. Some of the practical activity sessions are curtailed in Years 3, 4 and 5. This limits the progress pupils make in learning how to plan and carry out practical scientific investigations. Pupils, including those with special educational needs and with English as an additional language, make satisfactory progress overall in their knowledge and understanding of science. Teaching is satisfactory overall, with some good features in Year 6 when pupils revise previous work in great depth. Higher achieving pupils demonstrate very good use of research skills when extracting information from videos, books and the Internet to support their findings from practical experiences.

106 The planned curriculum is broad and well balanced, covering all relevant elements of the National Curriculum. A system for assessing and recording pupils' learning has recently been introduced by the newly appointed co-ordinator. This is beginning to address the need to raise standards further by identifying areas for improvements such as the need to enable pupils to become more proficient in the use of scientific language. The co-ordinator has also

highlighted other key needs in developing provision for science, particularly in building on teachers' subject knowledge. The subject co-ordinator checks year group planning, but at present there is little systematic monitoring of the effectiveness of provision across the school. There have been no opportunities for her to share her knowledge and expertise by working alongside staff as they teach, or to monitor teaching and learning in the classroom, and this has had a negative impact on the development of science.

107 Teachers plan in detail, working from national guidelines that give pupils opportunities to improve their scientific knowledge, such as how a switch works and fits into a circuit in Year 4, or the medical names of the human skeleton in Year 6. Through investigations, pupils begin to build up an understanding of scientific enquiry as they conduct experiments. Year 3, for example, investigate the comparative suitability of different types of paper for making a bag to carry books. Some pupils are able to work collaboratively, sharing ideas and equipment well as they predict outcomes and judge findings against their expectations. At times, however, these practical sessions are too short. This happens when pupils are not clear about the prime purposes of the experiments. Their enthusiasm for exploring the equipment provided then deflects from the scientific content of lessons, and teachers curtail the session in order to maintain discipline. This limits the opportunity for pupils to plan and work scientifically, and to develop the use and application of technical language to explain their actions and results. Some year groups are able to make detailed diagrams of their experiments and label them appropriately, but pupils in Years 3 and 4 find the requirement for great detail in these diagrams reduces their enthusiasm for science, particularly when they have had limited opportunity to experience the practical aspects of a lesson. Year 5 pupils are able to demonstrate a clear understanding of scientific processes such as investigating the effect of light on plants, and use an appropriate format for recording their experiments. Year 6 pupils know how to establish evidence of air exerting pressure on moving objects and explain friction accurately. Pupils throughout the school have appropriate opportunity to record their evidence in a variety of ways, although they still make too little use of ICT, as the previous inspection found.

108 Lessons move at a brisk pace, and pupils generally participate with enthusiasm, showing good concentration and application. There is a range of appropriate, good quality resources that are easily accessible. Pupils with special educational needs or who have English as an additional language are given effective support through pairing arrangements with their classmates and through well-structured worksheets. Review sessions are used well to help pupils think about a key element that they have learned in that lesson. In Year 6, pupils also outline the level of their knowledge as the lesson starts, and then add their new learning to a 'mind-map' in their exercise books at the end. This enables teachers to track individual pupils' knowledge and understanding, and to measure them against pupils' performance in the end of unit assessment tasks. This is proving to be a positive innovation. Individual class teachers mark work thoroughly, adhering to the school's effective marking policy, and pupils find this helps their learning.

ART AND DESIGN

109 By Year 6, pupils achieve the expected standards for their age. This standard is below that reported at the time of the last inspection and is explained by the greater demand on time for subjects such as literacy and numeracy. The standard of display around the school remains very good. Pupils, including those with special educational needs and those for whom English is an additional language, make satisfactory progress in developing their skills and understanding of art and design. They successfully learn a range of techniques and incorporate this knowledge into their artwork. There are very good links with other subjects, for example work with clay to make Greek pots in history. Good use is made of ICT to research designers and to store images of work in progress, taken with digital cameras.

110 Pupils in Year 3 make satisfactory progress working individually on one section of a group mosaic. They learn how to enlarge their section by drawing on squared paper. Other pupils use direct observation to draw faces. There is also stored evidence on the school's computer network of pupil experimentation with the 'pointillist' style of Georges Seurat.

111 In Year 5, pupils make at least satisfactory progress in studying the patterns and colours in the designs of William Morris. Some pupils make good progress as they use viewfinders accurately to study a small section of the pattern and reproduce it in their sketchbooks. Classroom computers are used well in these lessons to research the work of William Morris.

112 Year 6 pupils make at least satisfactory progress, working together in groups of two or four to produce composite pictures of either a landscape or a seascape. They successfully draw on their knowledge of the techniques they have learned from their portrait work based on Van Gogh and landscape work of L S Lowry and Alfred Wallis. Good progress, and in some cases very good progress, is made in some classes by pupils as their pictures develop. Pupils make informed decisions about which colours to use and which types of paper and glue to select to produce the background of their joint landscape or seascape. Pupils are encouraged to use digital cameras to take images of their work in progress, which they then upload to the school's computer network for reference.

113 Pupils enjoy their art lessons and have good attitudes to the work they are given. Relationships are very good and they talk easily about their past and present work in lessons. Pupils are independent when working and organise both their work and the resources involved. Behaviour is good and they are happy with their own ideas. They are keen to help each other and offer and receive constructive advice. They apply themselves well and sustain interest in the activities.

114 The quality of teaching is satisfactory. In some of the lessons observed during the inspection it was good and occasionally very good. This expertise has been recognised and it is beginning to be shared both between and across year groups, which will ensure equality of opportunity for all pupils. In the best teaching, the very good subject knowledge of some teachers enables them to encourage pupils to take the techniques they have learned from other artists and apply them in their own designs, as they work towards developing a style of their own. There is also good pace to these lessons.

115 The art curriculum has been modified to include elements based on national guidance, and meets statutory requirements. Teachers in the same year group plan lessons together. This planning includes clear lesson objectives and the structured activities the pupils will follow. There is little guidance, however, on how the work is to be assessed and against which criteria. This limits some teachers' ability to help pupils to undertake realistic evaluation of their work.

116 The subject co-ordinator is new to the role this year. She has a clear vision for the subject and has written a comprehensive action plan, outlining priorities for development. She sees developing pupils' use of sketchbooks as key to raising standards in the subject. The impact of this can already be seen in the work of some pupils, especially in Year 6. She also recognises the value of visits to the art gallery. There is a useful portfolio of pupils' work. Some teachers use it to provide ideas and examples to pupils in their class. The subject is very well resourced and materials are easily accessible to all. The school staircase 'Art Trail' is an excellent art resource for all, pupils and staff alike. There are numerous examples of art and crafts from a variety of times and cultures from which to take inspiration for work in art and design. This resource would be further enhanced by the inclusion of more multi-cultural artefacts.

DESIGN AND TECHNOLOGY

117 Only two lessons in design and technology were observed during the inspection. However, from the scrutiny of the pupils' past and present work, together with discussions with staff and pupils, it is possible to judge that standards at Year 6 are in line with those expected. At the time of the last inspection standards of attainment were above those normally expected and this change is explained by the greater demand on time for subjects such as literacy and numeracy. The school has, however, ensured that pupils continue to have the experience of working with a wide range of materials and mechanisms. There is evidence of work in pneumatics where pupils have made a vehicle move along a street constructed from card. In food technology pupils have evaluated biscuits before making their own, and they have used wooden frames to build Tudor houses. Links to other curriculum areas remain strong, such as the Tudor houses in history and making of musical instruments. Pupils with special educational needs, and those for whom English is an additional language, also make satisfactory progress and achieve satisfactory standards.

118 Pupils in Year 4 work with the teacher to evaluate torches. They make satisfactory progress, learning how to evaluate the strength of a light source by considering the reflector used. They also investigate the on/off mechanism in preparation for designing and making their own. Year 5 pupils make satisfactory progress exploring, as a class, the quality of sound produced with non-tuned instruments in order to begin designing their own instruments. They sketch their instrument carefully and accurately and list the materials they will need. They identify where they will obtain the materials, from school or home, and some pupils provide costs for items to be purchased.

119 Pupils enjoy design and technology lessons and behaviour is good. There are very good relationships and this contributes to the sound learning. They co-operate and work well together as they evaluate existing items such as torches. They talk supportively to each other, offering helpful suggestions as they work on their individual designs. They respond well to teachers' questioning and this is effective in extending their individual thinking as well as contributing to the development of their social skills.

120 The quality of teaching is satisfactory. Teachers work effectively with the pupils as a class and as individuals. Teachers use probing questions to ensure that pupils really think about their work, for example, evaluating light sources in order to design their own. This has a positive effect on learning and ensures that pupils are able to select design features they like and dismiss those they do not before creating their own designs. Teachers have high expectations of the outcomes of lessons as shown by the quality of the finished work, like the vehicles on display. However, pupils' evaluation of their finished products is overlooked and this is a weakness.

121 A subject policy and scheme of work that includes elements from the national guidance for the subject are in place and meet statutory requirements. There are, however, only limited opportunities for the use of ICT to support the subject, for example when pupils use *clip art* to make a street from card along which to move a vehicle when exploring pneumatics. These opportunities should now be extended.

GEOGRAPHY

122 Attainment is average across the school, so that most pupils have achieved the nationally expected standards by the time they leave the school. Pupils make satisfactory progress in all year groups, although the depth of study in Year 6 is greater than in the rest of the school. There has been satisfactory improvement since the last inspection when there was some inconsistency in progress between the younger and older pupils. Teaching is satisfactory overall, but pupils' learning is adversely affected by the need to split up the time

allocated to geography. For some Year 5 pupils, for example, the key learning for a lesson is outlined before pupils leave to go to the swimming baths, with the main focus taking place 90 minutes later. For other pupils, in Year 4, geography lessons are shortened to accommodate swimming requirements. In a Year 3 class, geography shares a slot with music this term. These arrangements affect the depth and quality of learning that pupils can achieve.

123 The subject content is well planned, so that all elements of the National Curriculum are covered, and there are effective links with history and science. Year 4 pupils, for example, visit a nearby Tudor village, and consider how the buildings have changed over time, and how the use of land has evolved. They record their questions and observations using computers, and evaluate their evidence appropriately to draw conclusions. Pupils in Year 5 explain the workings of a compass using correct geographical language, and most name and record the eight main compass points. Map skills are given a high priority in every year group. Year 5 pupils successfully use their knowledge of grid references to locate the school on an A-Z of Birmingham, but still find it difficult to apply their knowledge of compass points when asked to name a feature for each of the points around the school. Good teaching in this lesson ensures that all pupils have the opportunity to reinforce a practical understanding of using a compass. Pupils will use these skills in orienteering later. Only two lessons were observed during the inspection, but an appropriate emphasis on the practical application of knowledge to enhance understanding was evident in both. Educational fieldwork visits to local towns, gardens and a study centre enhance learning appropriately.

124 Pupils are asked to complete evaluation sheets about their learning at the end of each topic. These are at an early stage of development and are currently limited, relating mainly to likes and dislikes. Their use is being monitored by the newly appointed co-ordinator in order to sharpen the focus on assessment. Teachers assess pupils' progress against the statements of expected learning for each year group, but there is little scope in the current system for gauging individual pupils' learning needs, or for tracking the development of key skills. Pupils generally enjoy geography, displaying good attitudes and well-presented work. Teachers mark work systematically, providing helpful comments that move learning on. There is a wide range of appropriate resources, including aerial photographs, globes and atlases and computer programs, which are readily accessible to all staff. The school uses the space of the wide corridors and staircases to good effect by displaying creative paintings of volcanoes and the water cycle, but classrooms have few displays of geographical learning or pupils' work. The co-ordinator has appropriate plans to raise the profile of the subject in the school, and to monitor lessons.

HISTORY

125 Overall standards in history are at the level expected for the pupils' ages. This reflects the judgements made in the previous inspection report. However, the previous report also judged that standards in 'the selection, organisation and evaluation of sources of information' exceeded the expectations of the pupils' ages. This was not evident in this inspection. Pupils have a satisfactory, though in some cases superficial, grasp of some factual knowledge of periods of history. They are much less secure in their understanding and application of historical skills.

126 By the time they are eleven, pupils have acquired some basic facts about the periods of history they study. They put the historical periods they have studied (Greeks, Romans, Victorians, Vikings, Tudors, Egyptians) in the correct chronological order after some discussion about the relative places of some of them. They quote simple facts about life in those periods or about the people: "Queen Victoria had a sweet tooth and she proposed to Prince Albert"; "In Victorian schools they used the cane and the dunce's hat"; "Henry VIII killed some of his wives because he wanted a son". The work sample from last year indicates that much of the learning throughout the school was at a very superficial level.

Much of the work was simple worksheet exercises requiring very little effort. For example, in the Tudors topic in Year 4, pupils had coloured six or seven pre-printed pictures of Henry VIII and each of his wives. They had cut out simple printed pictures of aspects of the period and glued them into their books, sometimes with no annotation at all. The work was at a very low level throughout the school and, although there were some pieces of writing arising from research, these were few and far between. On the basis of the work sample it would be hard to justify many of the pupils having made satisfactory progress. The more able were certainly not challenged by the tasks set and there was little obvious difference in the work done by the most and least able pupils. However, the lessons and work seen during the inspection indicated a much better picture. For example, at Year 6, pupils were expected to find information from a wide range of sources including the Internet, video and audio tapes and books. In Year 5, pupils examined census returns to find out what life was like in the locality in the past. In Year 3, pupils considered how the Romans and the Britons might have perceived Boudicca's character differently. Because of the way these lessons were structured, the pupils were very interested and enthusiastic, worked hard and learned effectively. Lessons made good links with literacy, numeracy and ICT. For example, Year 6 pupils used the Internet to find information on World War II. Year 4 pupils calculated the length of each of Henry's marriages and Year 3 pupils described Boudicca from different perspectives.

127 Teaching and learning are satisfactory overall with some good teaching observed throughout the school. This reflects the findings of the last inspection. The best lessons made use of a range of source material and managed a balance between collecting facts about the period being studied and developing research skills. They gave pupils the chance to consider how perspective might colour the way characters are presented, as in the case of Boudicca already mentioned. They also encouraged discussion and literacy skills as pupils debated issues and found information from the variety of sources on offer. The need to share resource material also helped the social and moral development of pupils. Consequently, in these lessons most pupils made good progress in their learning. Some lessons still rely upon too many worksheets, however, and there is a tendency for teachers to dictate what pupils will learn and how they will learn it rather than encouraging them to consider what they need to know, how they might find the information they need and the most suitable ways of presenting it. Pupils with special educational needs and English as an additional language are supported effectively and enabled to make satisfactory progress.

128 Overall the curriculum is satisfactory in as far as it covers the National Curriculum requirements. However, the work sample and discussions with pupils indicate that much of the learning has been very superficial. There is a clear need for the school to review how the subject is timetabled in order to enable all pupils, but particularly the more able, to study each topic in more depth and to take more responsibility for their own learning.

129 The leadership of history is satisfactory. The subject leader is new to the post and is enthusiastic about her new role. However, the subject has been lacking a leader for two years and has clearly not been monitored effectively. There is a clear need to ensure that the subject leader receives appropriate training to fulfil her role. Until she has acquired the experience and expertise she needs to accept all the responsibilities of subject leadership, the school needs to ensure that elements of the role for which she does not have direct responsibility, like monitoring teaching, are undertaken by other senior staff. Assessment procedures are currently unsatisfactory and have not been used effectively to plan work to match the needs of all pupils.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

130 By Year 6, pupils achieve the expected standards for their age, particularly in the area of communicating information. This is similar to the findings of the last inspection when there were computers in each classroom. This provision has been significantly improved and there is now a good air-conditioned 31-station networked computer suite and two additional networked computers in each classroom. Pupils develop and apply their ICT skills across a range of curriculum areas more efficiently because whole classes at a time use the suite once a week. However, there are missed opportunities to further extend learning as computers in classrooms are generally underused. All pupils can individually log on to the computer network and find their stored work. Pupils have also used email. Pupils, including those with special educational needs and those for whom English is an additional language, make satisfactory progress particularly in communicating information using words and pictures.

131 Pupils in Year 3 retrieve a document and continue to develop their word-processing skills as they type a paragraph about themselves, taking the information from their own fact sheet. They also learn how to insert a photograph of themselves, which is stored on the network.

132 Pupils in Year 4 consolidate mathematical concepts by making satisfactory progress in transferring the skills they have learned controlling a programmable robot to an on-screen 'Turtle' which they make predictions about. They determine the distance and turn they will need to use before drawing two-dimensional shapes and letters on screen.

133 Year 5 pupils copy and paste paragraphs from one application to another. They have to collect only the relevant diary entries for a particular character seen on video in a history lesson linked to their work about the Victorians. This activity is preparing them to be discerning about the information they will collect from the Internet for their project research. Some pupils in Year 5 access the Internet successfully in their art lessons to research the designs of William Morris.

134 In Year 6, pupils design posters. They use text and *clip art* to convey the dangers of substance abuse studied in their science lessons. Pupils have email accounts. They know they can access them at home, and have used them to contact each other.

135 In the computer suite all pupils are able to work independently at a computer. They talk to each other easily, making helpful suggestions to one another, which enables them to improve their work as it progresses. They support each other well and respect each other's efforts. Behaviour is good and relationships are very good. Concentration is maintained and pupils remain on task throughout the lessons. They enjoy self-reviewing the skills they have learned and used during lessons. However pupils do not enough opportunities to follow up what they have learned about ICT in the suite by using computers in the classrooms.

136 Teaching is satisfactory. All teachers have undergone training through the New Opportunities Fund initiative. Teachers have the necessary skills, knowledge and understanding to support the development of their pupils in ICT. In all lessons seen there was a support member of staff and this has a positive impact on the standards of work achieved by pupils. Some teachers use ICT in the classroom to support work in art and this also has a positive impact on pupils' learning. The 'Netop' facility, enabling teachers to control pupils' screens in the computer suite, is very well used to demonstrate new skills.

137 At the end of all lessons seen, teachers developed pupils' self-assessment skills as they became aware of their achievements in lessons.

138 The subject co-ordinator is new to the post this year. He has a clear view of how the subject should be developed and assessed and has begun to put this in place. The curriculum network is used effectively to store teachers' planning and pupils' work. The school has an Internet Policy, which is available to all in the computer suite.

139 Resources for the subject are good overall. There is appropriate software to deliver the ICT curriculum and some subject specific software to support work in other areas, for example, in history, mathematics and geography. An ICT technician visits the school regularly to check the computer network for faults.

MUSIC

140 By the end of Year 6, standards are average and are much the same as were reported at the last inspection. Although standards have been maintained, few developments have taken place to improve music. For example, although music notation books have been introduced, these contain very little written evidence of pupils' achievements and pupils are still not required to produce much in the way of written comments in their music appraisal lessons. Progress throughout the school is satisfactory for all groups of pupils, including those with special educational needs, many of whom enjoy music greatly and achieve as well as others in the class. The few pupils with English as an additional language also achieve as well as other pupils because they have a secure grasp of English.

141 Pupils sing well in assemblies, singing tunefully with accurate pitch, a good sense of rhythm and timing, and good enthusiasm. Sometimes singing in lessons lacks sparkle, with a number of pupils taking a passive role. Pupils acquire and develop an increasing musical vocabulary, understanding terms such as 'dynamics' and 'rhythm'. In a Year 3 lesson, pupils work in pairs to develop a rhythmic pattern. Expectations are not always high enough and, as a result, the more able are not sufficiently challenged. A significant number of boys had difficulty in this lesson because they could not always recall a rhythm accurately to repeat it and they had difficulty co-ordinating hand claps and foot stamps. The limited time allowed for music means that it is difficult to cover work in much depth. Opportunities are missed to reinforce the names of composers and their work, or to draw attention to the structure of the music and the instruments playing, in order to extend pupils' knowledge and understanding. Skills in the use of percussion instruments are not sufficiently developed. This was highlighted in the Year 6 lesson when some pupils played a steady beat while others tried to play on each note of the song. Some opportunities are provided for pupils to compose simple tunes in each year group, but skills vary depending on the skill of the teacher.

142 Whilst teaching and learning are satisfactory overall, some teachers lack confidence and skills in teaching music. Where teachers have expertise, basic skills are taught well and there is a good balance of musical elements in lessons. In a Year 5 lesson, for example, pupils were expected to sit correctly in order to improve singing. In this same Year 5 lesson, pupils showed greater interest when clapping rhythms than singing. They listened attentively to extracts from Mussorgsky's *Pictures at an Exhibition*, and when asked to move in response to the music many could interpret the music well. Teachers often make very good links to other subjects. Pupils in Year 6 for example, exploring wartime songs, made good links to literacy and history. They identified aspects of war such as rationing, which could be inferred from the song. In this lesson, pupils demonstrated a good level of independence and responsibility because teachers had high expectations and gave good encouragement. This resulted in a good standard of singing. Pupils tried hard and sang with enjoyment, demonstrating positive attitudes to the subject. Effective questioning by the teacher in this session helped pupils to evaluate their own performance, identifying difficulties such as the speed of the music and lack of rests. Good use was made of the tape recorder in this lesson to enable pupils to critically appraise their performance and improve. This lesson made a particularly good contribution to pupils' spiritual, moral, social and cultural development.

143 Talented pupils and those with an interest in learning an instrument have the opportunity to play a brass, wind or stringed instrument. They are taught well by visiting specialist teachers who have good expertise and high expectations. This is enabling these pupils to make good progress and to play with increasing skill and confidence. On occasions, pupils perform for the wider school audience, for example in assemblies. There are no opportunities for musical activities such as a regular choir or recorder group out of school hours, which would do much to raise the profile of music in the school. A few pupils who play instruments belong to a local band formed and funded by the school music service for schools in the area. This enhances their musical skills and contributes well to their personal development.

144 In discussion, pupils state that they enjoy the way music creates a calm mood in assemblies and provides a time for listening and for quiet thought. When given the opportunity, pupils are keen to take part in musical experiences and performances.

145 Most teachers plan for listening, performing and to a lesser extent composing in their lessons. As yet, assessment of attainment and skill progression has not been developed. Resources in lessons are adequate, but some teachers lack expertise and confidence in managing a range of tuned and untuned instruments. More limited are resources of a multi-cultural nature. This aspect of music, including learning songs from other cultures, has not been fully developed. Resources are easily accessible to pupils in the newly developed music and drama suite which is a very good resource, contributing very positively to pupils' learning in these areas. The use of computers to support music has not been developed.

146 The subject co-ordinator has good expertise, but has not developed the subject as well as he could. Recommendations from the previous inspection, such as the formation of a choir, have not been acted upon. The policy has yet to be updated to take account of the national guidance for music. As yet, the co-ordinator does not undertake monitoring and evaluation of teaching and learning. Development of this will help the school to identify the gaps in expertise, skills, progression and learning.

PHYSICAL EDUCATION

147 Only a small sample of physical education lessons was observed during the inspection. Lessons in dance, gymnastics and games were observed. Overall standards in physical education, including swimming, are in line with those expected of pupils of this age. The last report also found standards in line with expectations, with those in gymnastics exceeding that level. In the small sample of lessons seen on this inspection, dance was the strongest element. Standards overall therefore have been maintained since the previous inspection.

148 In games, Year 5 pupils throw, catch and dribble large balls with appropriate levels of skill. They put these skills to use in a game situation. In Year 3 gymnastics they show appropriate control in moving around the hall and apparatus, making balances and sequencing them into more refined movements. In Year 4 dance they learn some movements from Tudor dances and go on to devise their own group sequences making use of what they have learned. They refine their dances, improving the timing and quality of the movements.

149 Teaching and learning are satisfactory overall. In the dance seen they were very good, with pupils making very good progress in refining and improving their dance sequences. The strengths of the teaching lie in the relationships teachers have with their classes. This ensures effective management of pupils, who respond with enthusiasm. Teachers maintain a good pace to lessons with an appropriate balance between direct

teaching and giving pupils time to practise the skills taught. In the best lessons, pupils get good direct teaching of skills, encouragement to use those skills, practising and refining them throughout the lesson, and the opportunity to work in groups with appropriate teacher support. This ensures good progress and high quality work as in the dance observed. In other lessons, however, the teaching dictates exactly what pupils will do, the equipment they will use and the length of time they will practise each element being covered, as in games for example. It does not encourage pupils to make decisions about what size ball to use, to set targets about how many throws and catches to aim for or to devise and organise their own games around the skills they have been developing. Consequently some good learning opportunities are missed and these would ensure that all pupils, particularly the more able, would make faster progress. Physical education lessons provide good opportunities for the moral and social development of pupils as they work in pairs and groups and share apparatus and equipment. They provide very good opportunities to integrate pupils with special needs, including physical disabilities, into the life of the school; they are very well supported and make good progress as a result.

150 The physical education curriculum covers all aspects of the National Curriculum. It is well supported by a comprehensive scheme of work. A satisfactory range of after-school sports clubs and activities enhances the skills pupils learn during lessons. Leadership and management are satisfactory. The subject leader is new to the post and is enthusiastic about her new role. The school needs to ensure, however, that she receives appropriate training in order to carry out the role effectively. It also needs to ensure that any elements of the role, for which the subject leader does not have direct responsibility, are covered by another member of staff. Assessment in physical education is satisfactory. It includes a series of sheets on which pupils can record how effectively they have achieved various skills as well as recording various awards they have achieved in swimming.

RELIGIOUS EDUCATION

151 During the week of the inspection it was only possible to see four lessons. Evidence from past and present work, talking with teachers and pupils and observing lessons, indicates that standards have been maintained since the last inspection and are typical of what is expected for pupils aged eleven. All pupils, including those with special educational needs and English as an additional language, make satisfactory progress.

152 Planning for each year group follows the requirements of the Birmingham Agreed Syllabus and takes into consideration recent national guidelines. Religious education contributes significantly to the spiritual, moral, social and cultural needs of the pupils, and to a greater understanding of citizenship. Pupils thrive in a learning environment which respects each as an individual, and encourages each to respect the beliefs and values of others. Pupils experience the stories from special books such as the Bible and the Qur'an and learn about customs and traditions and beliefs that are important in Hinduism, Islam, and Christianity.

153 Pupils in Year 3 recall the Festival of Diwali, and pupils in Year 6 discuss the similarities and differences between the festivals of Christians with those of Muslims and of Hindus. In discussion, pupils state that, "It is important that you respect the values and beliefs of each other especially when you go on holiday." Pupils in Year 4 consider places of worship and know church 'furniture', such as 'font', 'pulpit' and 'chalice'. Pupils in Year 5 consider relationships and how people express faith through music, dance and poetry.

154 There are good links with other subjects. Pupils are encouraged to use their speaking and listening skills, which they do with increasing confidence. In Year 5, pupils discussed 'Friendship' before being challenged to reflect on reasons why friendships may be broken. During the inspection computers were not used enough to support learning.

155 In the four lessons observed, teaching was good overall. In each lesson, time was used effectively and the use of a pupil in Year 6 to read the Qur'an to her class had a stunning effect on the class. However, the quality and quantity of work in pupils' books do not always reflect the quality of teaching and learning in the lessons seen. Overall, therefore, teaching and learning are judged satisfactory.

156 The co-ordinators have a very good understanding of the subject and the review in 2000, together with termly action plans, has contributed to the maintenance of standards since the last inspection. School assemblies and acts of collective worship add to the range of experiences, providing opportunities for pupils to reflect on their values and beliefs as well as those of others.

157 Recent developments, for assessing what pupils know, understand and can do, are leading to the development of an assessment strategy as recommended in the last inspection. The co-ordinators have provided useful termly planning and they support colleagues when planning for year groups. However, they have not been able to contribute to the raising of standards by monitoring the quality of teaching and learning.