

INSPECTION REPORT

SUNDRIDGE PRIMARY SCHOOL

Kingstanding, Birmingham

LEA area: Birmingham

Unique reference number: 103266

Headteacher: Jean Turner

Reporting inspector: David Marshall
27681

Dates of inspection: 3rd – 6th February 2003

Inspection number: 246278

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

© Crown copyright 2003

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 4 to 11

Gender of pupils: Mixed

School address: Sundridge Road
Kingstanding
Birmingham

Postcode: B44 9NY

Telephone number: 0121 464 7720

Fax number: 0121 464 6799

Appropriate authority: The Governing Body

Name of chair of governors: Mrs J Biddle

Date of previous inspection: January 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
27681	David Marshall	Registered inspector	Science Information and communication technology Geography History Foundation Stage	How high are standards? How well are the pupils taught? How well is the school led and managed?
9884	Maureen Roscoe	Lay inspector		How well does the school work in partnership with parents? Pupils' personal development and attendance
18703	Christine Canniff	Team inspector	English Art and design Design and technology Music Equal opportunities	How well does the school care for its pupils?
20948	John Linstead	Team inspector	Mathematics Physical education Religious education Special educational needs	How good are the curricular and other opportunities offered to pupils?

The inspection contractor was:

Schoolhaus Limited
Suite 17
BPS Business Centre
Brake Lane
Boughton
Newark
Nottinghamshire
NG22 9HQ

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

Page

PART A: SUMMARY OF THE REPORT

7

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?

11

The school's results and pupils' achievements
Pupils' attitudes, values and personal development

HOW WELL ARE PUPILS TAUGHT?

14

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

16

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

18

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

19

HOW WELL IS THE SCHOOL LED AND MANAGED?

20

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

23

PART C: SCHOOL DATA AND INDICATORS

24

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

29

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Sundridge is an average size primary school and has 202 pupils. Of the full-time pupils, there are 109 boys and 93 girls. There is no nursery. In January 1996 the school moved into new, purpose-built premises situated on the Kingstanding/Great Barr borders of Birmingham. Ninety per cent of pupils live in Kingstanding, an area north of the city with high levels of social deprivation. Of the statutory age pupils, 13 per cent are from an ethnic minority background, which is around the national average. Attainment on entry to the reception class is well below average, especially in language acquisition. Certain cohorts of children have a high level of special educational needs. Twenty-three per cent of children are on the special needs register – 47 pupils, five with statements, which is above the national average. Around 40 per cent of pupils are eligible to claim free school meals, which is well above the national average. There are five pupils with English as an additional language, but none at an early stage of acquiring English. There is average pupil mobility. The school is in an Excellence in Cities Education Action Zone known as RAIK (Raising Achievement in Kingstanding).

HOW GOOD THE SCHOOL IS

Sundridge is a good school. It has continued to improve since the positive inspection in 1998. The quality of education provided is good overall and the school is effective in raising standards. Pupils achieve well as they are suitably challenged and make good progress whatever their ability. Their personal development is very good. The school provides a very broad curriculum, with a very wide range of additional activities. The quality of teaching is good. The headteacher provides good, clear leadership and is backed up by an enthusiastic staff who support her well. Lesson planning is thorough and there is careful use of assessment in the core subjects of English, mathematics and science. The school provides good value for money.

What the school does well

- The headteacher is providing clear educational direction for the school, in partnership with the teachers.
- Pupils achieve standards above those expected for their age by the time they leave school in science, music and information and communication technology (ICT).
- Provision for pupils with special educational needs is good; these pupils have access to the full curriculum and make good progress.
- The provision for the pupils' moral and social development is very good.
- There are very good opportunities for personal development and so pupils acquire very good attitudes to school; they behave well and are very enthusiastic. They have very good relationships with one another and with adults in the school.
- The school has a very good relationship with the local community.

What could be improved

- Pupils' written English, particularly when used in other subjects.
- Pupils' achievements in problem solving in mathematics.
- Pupils' attendance.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good progress since its last inspection in 1998. The quality of teaching has improved and standards are now rising well in the core subjects of English, mathematics and science. There is good provision now for ICT. Very many opportunities are planned, and taken, for pupils to use computers and other equipment such as video and tape recorders in different areas of the curriculum. Pupils now achieve standards above those expected for their age by the time they leave school in science, music and ICT. Assessment procedures, particularly in the core subjects of English, mathematics and science, are now being used well. Pupils are, therefore, given appropriate targets that are regularly checked and this enhances their learning well. Since the last inspection the school has become a part of an Education Action Zone (EAZ) and this has extended and enriched their curriculum to good effect. Pupils are now given a very good variety of educational experiences that not only promote their learning but also raise their confidence and understanding of the world well. For instance, outstanding examples such as the 'BEAT Competency' in the reception class, the overall music provision, the very exciting physical education input, and the work with higher attaining pupils in Years 5 and 6,

are enabling pupils to make much greater progress and enjoy all lessons. The school has worked hard to maintain the quality of its relationships in the local community.

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	2000	2001	2002	2002	
English	C	D	E	C	well above average A above average B average C below average D well below average E
Mathematics	E	E	E	D	
Science	D	E	E	C	

In the 2002 national tests and assessments for pupils aged seven, standards in reading and mathematics were above average when compared nationally and well above average in writing. When compared with results from similar schools, reading, writing and mathematics were well above average. Pupils aged eleven achieved standards that were well below the national average in English, mathematics, and science in the national tests in 2002. Compared to those in similar schools, standards at the end of Key Stage 2 were average in English and science and below average in mathematics. The trend over the last three years has been in line with the upward national trend. In the last two years, pupils in Key Stages 1 and 2 have reached their challenging targets in National Curriculum tests. The targets set for 2003 are for more improvement. This continued progress is due to the teachers' careful use of assessment and the implementation of the National Literacy and Numeracy Strategies. Also the very good variety of learning opportunities provided through the additional provision available through the Education Action Zone has already had a significant effect in Key Stage 1 and for Year 6 pupils. As a result, pupils of all abilities achieve well, including those with special educational needs, or with English as an additional language.

Children in the Foundation Stage learn well and make a good start to their education. However, they still go into Year 1 with standards below those expected for their age due to their starting point that is often well below the expected level for their age. Standards observed during the inspection in English and mathematics for seven and eleven year olds were average, but improving for older pupils as they make good progress as they go through the school. Pupils' standards in speaking and listening and reading are higher than in writing. Pupils' standards in numeracy are in line with expectations for their age, but they have still to achieve satisfactory standards in using these numeracy skills in other aspects of mathematics. In science, pupils achieve well and due to the very good learning opportunities are reaching standards that are above average for their age by the age of eleven. Standards in music are good in Year 2 and Year 6. Pupils' attainment in ICT is in line with national expectations at the end of Year 2 and above average by the time the pupils leave school. Pupils achieve satisfactory standards in all other subjects of the National Curriculum.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are eager to learn. They respond enthusiastically to stimulating and well-planned lessons. They concentrate well and work hard.
Behaviour, in and out of classrooms	Good. There is sensible behaviour both in class and around the school. There is no bullying or oppressive behaviour.
Personal development and relationships	Very good. Pupils relate well to others and to visitors to the school. They enjoy each other's company, and show high levels of tolerance and respect.

Attendance	Unsatisfactory. Despite the school's efforts to improve pupils' attendance it is still below the national average, and further efforts are required to raise the attendance level.
------------	--

Pupils enjoy school. Their relationships with each other and with adults are very good throughout the school. They consistently work well together. The very considerable efforts that the school has made through using the funds from the EAZ means pupils' personal development is a strength of the school and makes a considerable impact on the quality of their learning and the progress they make.

TEACHING AND LEARNING

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

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

The overall good quality of teaching enables pupils of all ages to make good progress. The range of opportunities the teacher and assistant create in the Foundation Stage is very good and ensures children make a good start to their education.

Teachers' knowledge and understanding of the curriculum, and of the individual needs of pupils, are good throughout the school. This means they teach English and mathematics effectively to all pupils, who learn the essential basic skills of literacy and numeracy well. Teachers have high expectations of pupils, which result in good behaviour and a good rate of learning. Questions are carefully thought out and bring all pupils into class discussions that are lively and challenging. Lessons move along at a good pace. Pupils learn to listen carefully and concentrate for longer periods as they get older.

A wide variety of teaching methods is employed to make lessons interesting, and pupils enjoy their work. The additional opportunities, such as those in English, music, drama and physical education afforded by the EAZ funding, enable teachers to really engage pupils' attention and ensure they are well motivated to learn. The school has identified the need to establish a more effective way to teach pupils writing and to use their language skills in other subjects and to provide more opportunities for problem-solving in mathematics. Teachers relate very well to their pupils and they manage classes well. The teaching and support of pupils with special educational needs, and those with English as an additional language, are good and they achieve sound standards in their work.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of learning opportunities for pupils are very good. The curriculum is enriched by the variety of activities enabled through the EAZ funding. The school provides a very good range of extra-curricular activities.
Provision for pupils with special educational needs	The provision for pupils with special educational needs is good and they play a full part in lessons and the life of the school generally.
Provision for pupils with English as an additional language	Good. Provision and support in this area are good when required. Pupils make good progress and achieve appropriate standards.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Pupils' personal development is very good. Provision for pupils' moral and social development is very good. Provision is good for their cultural development and satisfactory for their spiritual development.
How well the school cares	A good level of care is provided. Pupils' attainment and progress in English,

for its pupils	mathematics and science are checked regularly and the teachers use the information gained to plan lessons well. Action taken to improve attendance needs reviewing in order to make it effective.
----------------	---

The school works well in partnership with parents. The quality of information provided by the school about the pupils' progress is satisfactory. Parents are involved in fund-raising activities and extra-curricular activities and this provides good support to the school in its work. This is a caring school. The way that all adults look after pupils and assess what they can do and need to do next to improve is very effective.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides good leadership and gives a clear direction to the work of the school. Other staff make a good contribution to developing the curriculum and improving standards, and have formed a good team with the headteacher.
How well the governors fulfil their responsibilities	The headteacher keeps the governors well informed and so they understand the strengths and weaknesses of the school. They are very supportive but could play a more effective role in shaping the direction of the school.
The school's evaluation of its performance	The headteacher evaluates the quality of the school's work well. Very good systems are now in place to monitor teaching and learning and the school is well placed to make improvements in all areas.
The strategic use of resources	The school has a clear improvement plan to guide the use of resources. It is able to set priorities and allocate resources well for the future.

The staffing, resources for learning and the accommodation are all good. The good teamwork that the headteacher has created amongst all staff enables them to give of their best and create a supportive learning environment. The building services supervisor and school administrator make valuable contributions to the life of the school.

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's ethos – the respect for others. • The caring, family atmosphere. • Teachers are good at enabling children to do well. • The size of the school so children are well known. • Teachers are friendly and approachable. • The school is enabling their children to become mature and sensible. 	<ul style="list-style-type: none"> • The range of information they receive about their children's progress and well-being.

Inspection evidence supports the largely positive view of parents. A very small number of parents informed the inspection team of their concerns over communications from the school. Inspection evidence shows that parents receive adequate information about their children's progress and well-being at school.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. When children are first admitted to the school their attainment is generally well below that expected for their age, although this varies considerably from year to year. Children in the reception class make good progress in their learning as a result of good teaching. However, by the time they start in Year 1 most children will not have achieved the Early Learning Goals¹ in all areas of learning, and will be below standards expected for their age in their knowledge and understanding of the world, communication, language and literacy, and mathematical work. In their creative, physical and social development children achieve standards in line with expectations for their age. The reception class teacher and support assistant work very closely together in planning and assessing children's achievements. This helps to promote the good progress the children make.
2. In the national tests for pupils aged seven in 2002, the proportion attaining the level² expected in reading was above the average results for their age nationally, and well above average when compared with pupils from similar backgrounds. There was little difference between the results of boys and girls. In writing pupils attained standards that were well above average when compared both nationally and with similar schools. The pupils who are on the special needs register make good progress in reading and writing and their results are a testament to the way the school now assesses their individual needs well and plans appropriately. The results in 2002 indicate a considerable improvement in both reading and writing, particularly for those pupils attaining the higher Level 3, where the proportion increased to almost half of the pupils in reading. In writing the increase is less pronounced. Pupils aged eleven, at the end of Key Stage 2, attained standards in the English tests that were well below average when compared with the results attained by pupils nationally, but in line with the national average when compared with similar schools.
3. In 2002 in mathematics the results in the tests for pupils aged seven were above the national average. They were well above average when compared with the results for schools in similar circumstances, and the percentage of pupils who achieved the higher level was also above average. In the 2002 tests for pupils at the end of Key Stage 2, the proportion of eleven year olds achieving the expected level for their age was well below the national average. The number achieving the higher levels was also well below average. Comparisons with schools in similar social circumstances indicate that these results were below average for eleven year olds. Results in mathematics over the four-year period to 2002 show that the school is raising levels of attainment in line with the national trend of improvement.
4. In 2002 the teacher assessments of pupils aged seven in science showed results that were above the national average overall and well above average when compared with similar schools. At the end of Key Stage 2 the results last year were well below the national average but in line with the national average when compared with similar schools. There was little difference between the results of boys and girls, and the school is raising levels of attainment in line with the national trend of improvement.

¹ Planning in the Foundation Stage is geared towards pupils achieving standards known as the Early Learning Goals in six areas of development – personal, social and emotional development; communication, language and literacy; mathematical development; knowledge and understanding of the world; physical development; and creative development.

² Pupils who achieve standards in line with expectations for their age will reach Level 2 in the English and mathematics national tests or by teachers' assessments in science at the age of seven. By the age of eleven pupils who achieve standards in line with expectations will reach Level 4 in English, mathematics and science.

5. Evidence from the inspection shows that by the end of Years 2 and 6, standards in English are broadly in line with those expected nationally. This is despite the fact that pupils' language and literacy skills when they start school are often well below average. The standards achieved by eleven year olds are similar to those at the time of last inspection. Progress throughout the school is good as teaching is good and pupils gain from the intervention projects, such as the EAZ 'Raising Achievement in Kingstanding' (RAIK) and booster groups. As a result pupils achieve well over time. Likewise, pupils with special educational needs make good progress, because teachers plan work to meet their needs and they are well supported in lessons. Pupils make good progress in their speaking skills, because teachers extend pupils' vocabulary and promote an interest in new words. Pupils take good opportunities to speak in different situations and become confident speakers. By the time they leave school, pupils' listening skills are good. They are encouraged to take books home regularly and learn to read well. Basic reading skills are taught thoroughly so that younger pupils are confident in trying to work out words by sounding out the letters. When studying a text most pupils are able to identify the key themes and moods and recognise how characters are presented. The school has placed emphasis on improving pupils' writing skills. The teaching of how to structure writing for a range of purposes is effectively planned and this is contributing to the recent rise in standards, which are similar to those expected for seven and eleven year olds. The technicalities of writing, such as spelling, the use of punctuation and sequencing of ideas, are appropriately addressed. Pupils' spelling has been identified as a priority and the focus on regular practice and a more structured approach is helping to provide younger pupils with more solid foundations for word building. The school has identified this, the presentation of pupils' work, and the use of literacy skills in other subjects, as developments on which they must focus this year. Year 2 pupils use their knowledge of sounds to help them spell more accurately, although some pupils are not always consistent and different versions of the same word can be found in their work. Pupils in Year 6 increasingly use more descriptive vocabulary and complex sentences, but some pupils pay inadequate attention to punctuation and spelling.
6. Inspection findings show that pupils' attainment in mathematics is in line with expectations for their age at the ages of seven and eleven. This means pupils make good progress because when they join the school their attainment is below expected levels for their age. Pupils with special educational needs make good progress because of the quality of the support they receive. Standards are improving and in the Key Stage 2 classes they are now above those achieved in the 2002 national tests. This is because the standard of teaching has risen in both the infant and junior classes and the school completed the introduction of the National Numeracy Strategy well. By Year 2 pupils have good number skills. They mentally calculate using different strategies, for example by knowing number bonds to ten, being able to double and halve and by using their knowledge of tables. Pupils also understand simple fractions, and the properties of some three-dimensional shapes. They can make reasonable estimations of weight and length and then measure accurately to test these estimates. By Year 6 pupils' mental skills have developed appropriately and they have added well to their ways of solving problems. These include the use of rounding, near doubles and their greater knowledge of more tables. Pupils are familiar with more complex fractions, percentages and making calculations using large numbers. Their knowledge too of the properties of regular shapes and solids has increased along with a greater accuracy in their measuring. Pupils' knowledge of the operations of numbers is adequately developed but they are not so good at selecting the correct one to solve problems. The school is also aware that it needs to provide more opportunities for pupils to use their mathematical knowledge to solve problems. Older pupils use calculators to check their work and the use of ICT is now exploited well.
7. Inspection evidence shows that pupils make good progress in science throughout the school and standards are above average in Year 6 and broadly average in Year 2. The school has improved standards from where they were at the time of the previous inspection. Only a small minority of pupils in the current Year 2 cohort are unlikely to achieve the expected Level 2 in science by the end of the current year and overall attainment in Year 6 is above what could be expected for their age. The practical approach to learning, that the school has successfully introduced with the help of EAZ funding, builds pupils' confidence. They become eager to ask

as well as answer questions, providing the teacher with a good insight into how their learning is progressing. During Years 3 to 6, pupils build on the skills and knowledge gained in earlier years through a range of practical investigations, and achieve levels above expectations for their age by the time they leave school. By the end of Year 6, pupils have a good understanding overall of how to carry out a scientific investigation. Pupils are alert to health and safety issues relating to the different tests. Year 6 pupils make sensible predictions, and clearly describe their findings using the correct scientific terminology. They are becoming more secure in their ability to draw conclusions, which relate to the intentions of the investigation. Years 5 and 6 pupils make good use of ICT for recording their work. They use different formats to record the results of investigations, including tables and graphs. This and the taking of measurements, such as temperature, are links made to use and develop their numeracy skills.

8. In design and technology, ICT, religious education, art and design, physical education, geography and history, standards achieved by pupils at the end of Year 2 are in line with what is expected for their age. Pupils continue to make at least sound progress in all subjects in Years 3 to 6, and achieve levels expected for their age in these subjects by the time they leave school. In ICT and music, pupils reach standards that are above those expected for their age by the time they leave school.
9. Pupils with special educational needs, whatever their level of need, make good progress reaching levels of attainment at least in line with their abilities. They achieve well in relation to their prior attainment and against the targets set for them in their individual education plans. Work for all pupils matches targets set in individual education plans, and their progress is reviewed rigorously and measured against these goals each term. Very good support from classroom assistants enables pupils to complete tasks successfully and make good progress as a result. When required the school provides well for pupils with English as an additional language. Their quality of learning is good and they make good progress over their time in school, due to well-organised in-class, group and individual support.

Pupils' attitudes, values and personal development

10. The majority of pupils have very good attitudes to their work, and because of very good relationships they behave well. These factors have a beneficial effect on their attainment and progress. The parents who responded to the questionnaire or attended the pre-inspection meeting agree that behaviour is good.
11. Pupils enjoy their well-planned lessons and are eagerly involved in activities. They co-operate with others, take turns, and readily help their peers. For example, one Year 2 pupil hurried to get another a marking pen to fill in the 'Star of the Week' chart. Most pupils are attentive in lessons and listen well when others are speaking. A few, despite the teachers' best efforts, fidget and become distracted. This occasionally disturbs the learning of others. On formal occasions, such as assemblies, pupils listen well and show a high standard of behaviour. Classroom relationships are very good, characterised by comfortable, polite exchanges. Pupils readily volunteer answers, and are pleased to receive the praise or rewards that can be earned in each lesson. Pupils who have special educational needs have good attitudes to their learning, and like the majority, try hard in most lessons.
12. Behaviour is good. At the time of the previous inspection in 1998 it was judged to be very good, but with 11 excluded pupils. Since then, a comprehensive behaviour policy has been implemented which pupils understand and follow. Exclusion from school is now used sparingly and is at a low rate. Pupils are often heard gently chiding each other: "Are you sure you are allowed to do that?" Teachers play their part by informing pupils about the different types of behaviour expected, such as understanding when it is necessary to chat to another during 'talking partners', or when laughter and applause is acceptable. Year 2 pupils groaned loudly as they came to the end of their work on the Great Fire of London. Yet, not missing a moment's time, they swallowed their obvious disappointment and became instantly attentive to

the teacher's next words. This reflects very good social and moral development and the confidence parents have in their children's growing maturity is well founded. Pupils' behaviour occasionally causes problems for teachers and ancillary staff. Consistent handling of situations as they arise and a well-established reward structure solves these everyday concerns effectively.

13. The good standard of behaviour extends to most breaks and lunchtimes. Movement around the school can be noisy because some children find it hard to behave well without constant supervision or reminders about school rules. There was no evidence of bullying during the inspection.
14. Personal development is very good. Pupils relate very well to others and to visitors to the school. They enjoy each other's company, and show high levels of tolerance and respect. They are polite, and happy to recognise and share others' successes. This reflects the school's practice of providing accurate and immediate feedback to pupils about their behaviour and attention levels at the end of lessons. The majority of pupils are gaining confidence in working in socially acceptable ways and developing self-esteem. This is a direct result of the school's provision, which includes a good range of educational visits and experiences.
15. When required, pupils take on responsibilities for resources in class and in the assemblies. Older pupils help around the school. Members of the School Council take on additional responsibilities. In carrying them out, they gain insights into citizenship and the contribution their part makes to the success of the whole community.
16. Attendance is below the average. Teachers record pupils' attendance and punctuality correctly. Some steps are taken to monitor and improve attendance. However, these are not comprehensive enough to enable the school to target its efforts in following up each absence effectively to improve attendance levels.

HOW WELL ARE PUPILS TAUGHT?

17. Teaching is good throughout the school. The teaching has improved since the last inspection; the proportion of unsatisfactory teaching is very low and outweighed throughout the school by the good, very good or excellent teaching. Where the one example of unsatisfactory teaching occurred it resulted from a specific weakness in lesson organisation and the match of tasks to pupils' abilities from a visitor taking the class.
18. Teachers plan lessons well. Planning is detailed and clear about how the lesson will progress and specifies what pupils are to learn. Teachers plan for identified priorities to be a focus for a series of lessons. For instance the speaking and listening element of the curriculum is a key objective. There was an example of this in a Year 6 lesson in geography when the pupils were trying to put themselves in the roles of characters either for or against countryside development. They were given the opportunity in turn to be interviewed as different characters by the rest of the class who had prepared and written key questions. At first the interviewers accepted the answer and moved on to the next question, but as they gained confidence they abandoned the script and asked supplementary questions so that a good dialogue developed. This enhanced the experience and increased knowledge and understanding of the original text for everyone. The way that the teacher in the reception class introduces each day with care and then the children are organised into two groups so that greater attention can be paid to individuals is working well and enabling them to make a good start to their education.
19. Teachers have good subject knowledge. They draw on whole-school planning that is thorough, well informed and secure. This helps to ensure that learning progresses smoothly within lessons and from class to class. This was evident in the very good Year 6 lesson in the computer suite, where the teacher was careful to build on the pupils' existing knowledge and skills and also to make good links with their work in geography. Most lessons are carefully structured to promote smooth progress. In the most effective lessons the teacher shares the

outline and objectives of the lesson with pupils, linking these to previous learning. A good example of this was seen in a Year 1 literacy session. Pupils accompanied the teacher in exploring words and their meanings, sharing ideas and shaping them together to make poems. The quality of learning was high; pupils grew in confidence and responsibility.

20. The previous inspection judged that some lessons did not challenge pupils enough and that teachers' expectations of pupils were too low at times, due to a lack of careful assessment and recording of their progress. These weaknesses in assessment have been remedied. Secure procedures are now in place for assessing and recording pupils' overall progress in English, mathematics and science. Teachers and learning support assistants know their pupils well and watch the progress of their learning closely, but assessment is still occasionally informal in some lessons in the non-core subjects.³ However, teachers use all assessments systematically to inform and modify their lesson planning in all subjects. This results in appropriate challenges for able pupils, and for lower ability pupils who are given good support. Marking in most subjects is sufficiently detailed and informative but occasionally does not do enough to show pupils what they should do to improve further. The school has made good progress with the teaching of ICT, which was unsatisfactory at time of the last inspection. Lessons in the computer suite include work that gives good support to other subjects such as English, mathematics, geography and science.
21. The teaching of pupils with special educational needs is good. Teachers plan literacy and numeracy work closely matched to the different levels of understanding. This is supplemented well through the withdrawal of small groups or individual pupils for additional help. Learning assistants make an invaluable contribution to the progress pupils make through the quality of the support they give. Teachers and assistants work well together, sharing assessment information and experiences. In many lessons, the support for different ability groups is shared between teachers and assistants. In the past, when required, all staff have taken responsibility well for supporting pupils with English as an additional language and the teaching has been good. Good individual targets were set to support the pupils in the initial stages of language acquisition
22. In all parts of the school, teachers manage pupils very well. All teachers create a pleasant, constructive ethos for learning. As a result, pupils enjoy learning, behave well and are fully committed to their work. This was very evident in a very good Year 5 mathematics lesson. The teacher had devised a very good co-ordinates game. This competition involved every pupil and generated a great deal of excitement that he used to enable them all to practise the plotting exercise many times, and therefore, gain the skill he wanted. Teachers instil good work habits in pupils, so that most pupils are well organised and responsible. Teachers and non-teaching staff provide strong examples of personal effectiveness and teamwork. This helps to promote very good relationships among pupils. It teaches pupils to behave thoughtfully, work constructively alongside one another and co-operate well.
23. Teachers value pupils' contributions in lessons and use praise very effectively. This motivates pupils and gives them pleasure in their work. In many infant and junior lessons, for example in mathematics, teachers explore and build on pupils' answers and suggestions. This increases the immediacy and relevance of learning. This was clear in a Year 1 mathematics lesson in which the pupils were learning to name and describe three-dimensional shapes. The teacher was very careful to use the words – faces, sides, angles and edges – in all her responses to those of the pupils. She produced a very large picture of the Wizard's Kitchen in the final plenary session and invited pupils to come out and name the shapes they could see. Their excitement was a joy to see, and their accuracy in using the correct terms proof that the lesson had worked very well.

³ The core subjects of the primary curriculum are English, mathematics and science. The non-core (or foundation) subjects are art and design, design and technology, geography, history, information and communication technology, music, physical education and religious education.

24. Teachers question skilfully. This consolidates and extends pupils' knowledge, challenges pupils to formulate their own answers and, at its best, promotes insight and reflection. For example, in an effective Year 6 English lesson, the teacher's varied questioning improved pupils' use of language well. The whole class was delighted when one pupil who was challenged to find alternative words said, "He had just taken a handful of sweets and he was petrified." In a Year 3 literacy lesson the teacher's questions enabled pupils to notice and comment on the effective repetition of words and how the punctuation had been used on other occasions.
25. Teachers engage and sustain pupils' interest well. They achieve this by means of skilled, sensitive management, by giving clear explanations and by providing varied, interesting activities. They also make good, cross-curricular links between subjects that make learning relevant to all pupils. In some lessons, for example in science, teachers make good use of ICT. Also in a very successful Year 2 English lesson, the teacher made good use of sea music and artefacts to engage pupils' interest in the beginning of stories and to make learning more tangible, rewarding and secure. The Year 4 science lesson that explored air resistance used parachutes that the pupils had made in a design and technology lesson earlier in the week. This effective planning is now being addressed in order to provide pupils with greater opportunities to use their literacy and numeracy skills in other subjects.

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

26. The quality and range of learning opportunities for pupils are very good. This represents a significant improvement since the last inspection when the curriculum lacked sufficient breadth and balance. This was mostly because the school's provision for ICT was not good enough. This has now been successfully addressed so pupils are making good progress and reaching good levels of attainment in the use of computers and other equipment. The very many additional activities provided through funding from the EAZ make a significant contribution to the breadth and relevance of the curriculum. Outstanding examples, such as the 'BEAT Competency' in the reception class, the overall music provision, the very exciting physical education input, and the work with high attainers in Years 5 and 6, are enabling pupils to make much greater progress and enjoy all lessons.
27. All statutory requirements are now met including the teaching of religious education. The school provides well for pupils' personal, health and social education as well as the dangers of the misuse of drugs. In this the curriculum is enhanced by the regular 'health weeks', when many local agencies combine to provide information and guidance on a wide range of health related issues. The school gives due priority to the teaching of English and mathematics but retains a good balance of other subjects to give a good breadth to the curriculum. Two years ago the school changed its strategies for the way English was taught which has resulted in significant gains in pupils' attainment. The school has completed the introduction of the National Numeracy Strategy well. This has helped improve the standard of teaching in all year groups.
28. At the time of the last inspection several subjects lacked appropriate guidance for teachers on what should be taught in each year group. This meant teachers' planning did not always build on what had been learned before. This has now been improved because the school follows national guidance when planning work and every subject has an appropriate scheme of work. However, the school has now identified the need to review their schemes in some subjects in order to provide more opportunities for pupils to use their literacy and numeracy skills in other subjects.
29. The curriculum for pupils with special educational needs is good and they play a full part in lessons and the life of the school generally. The school provides additional lessons for groups of pupils in the younger classes who need extra help in literacy. It also provides support for older pupils to help them achieve higher attainments in English, mathematics and science.

The school makes good use of funds and expertise from the EAZ RAIK project to provide pupils with a wide variety of additional experiences. These include strategies for building self-esteem and confidence, accelerated learning methods and practical and sporting activities.

30. A very significant feature of the school is the enrichment it provides through visitors to the school. These are many and varied and include a large number of musicians, especially as part of the 'music weeks' the school holds. Pupils have enjoyed steel bands, African drummers and a range of singers and other musicians. At other times visitors have included actors from the Birmingham Hippodrome, Professor McGinty, the RSPCA and theatre groups. Pupils also benefit from the range of places they visit such as museums and art galleries, theatres and environmental study centres. Pupils in Years 5 and 6 are able to take part in an annual residential visit and engage in a range of outdoor activities.
31. The school's provision for extra-curricular activities is good. These include a range of sports, art and Internet clubs as well as instrumental lessons available at different times of the year. Pupils have also had the experience of working with a number of sports teams. These have included Villa Football Club, Birmingham Bullets Basketball Team and hockey with international players. Pupils attending an after-school building club have provided the school with a considerable asset. Working under the close supervision of adults they have transformed an overgrown part of the school grounds into a large activity area. This includes an assault course, gardens and conservation areas.
32. The school's links with the community and other schools are good. The school makes its premises available for sports coaching which is taken up by a good number of its pupils. The school choir sings to the elderly at a local home, as well as in different festivals and concerts in company with those from other schools. They are proud of having sung at the Birmingham Hippodrome and at the Symphony Hall Gala Concert. The local health clinic plays a large part in the school's strategies in health education and there are regular visits from the local police and RSPCA. Pupils visit the local church as part of their studies and the vicar comes to school to take assemblies at least once per term. The school's involvement with the RAIK project has meant the provision of a large number of teachers and others with expertise in a wide range of subjects. The experience and knowledge the school has gained from their work with other schools are shared and used well in this school. A council of local headteachers, following extensive consultations, drew up the project's main areas of focus. The work of the project is carefully considered and evaluated by them.
33. Overall the provision for pupils' spiritual, moral, social and cultural development is good, which maintains the position found in the last inspection.
34. The school makes a satisfactory provision for pupils' spiritual development. Assemblies make an appropriate contribution to this with pupils given times in them to reflect on what has been said and to offer a prayer if they wish. In religious education lessons pupils learn about other faiths and their central beliefs. Pupils also reflect on what makes each of us special and how humans have the capacity to wonder about the nature of things in the world. The school shows off pupils' work very well and offers colourful and imaginative displays. These contribute well to pupils' sense of wonderment and are uplifting in themselves. Much of the school's involvement with the RAIK project is in the raising of pupils' self-esteem which it feels underpins the chances of pupils making good progress and adopting positive attitudes to learning.
35. The school's provision for moral development is very good. Pupils are well aware of the school rules and the reasons why they are needed. 'Good' behaviour is encouraged and rewarded with verbal praise or stickers. Each class has a termly target for improving or maintaining behaviour with clearly identified strategies for achieving this. Teachers provide good role models, showing respect for pupils and the work and responses they make. Teachers are courteous and share their own failings. For example, one teacher apologised to the school for

forgetting to give out stickers in assembly. Another teacher shared her worries and emotions with a story in an assembly about her personal life.

36. The school's provision for pupils' social development is very good. Pupils bear testament to the success of the school's strategies by the ways in which they interact with each other, for example in their encouragement and help for each other in a game during a mathematics lesson in Year 5. They learn of the benefits of co-operation in the after-school team building club and in the activities during the residential visits made by pupils in Years 5 and 6. Pupils in Year 1 danced together and in pairs produced a sequence of steps. Good use is made of the school's outdoor/adventurous area, itself created by the work of groups of pupils. Here pupils may play or work together to solve practical problems, for example of how to negotiate the various obstacles there.
37. The school's provision for cultural development is good. Pupils' understanding of their own culture is advanced through the curriculum and especially through the use of visits to places of interest. These include the Black Country Museum, Sarehole Mill and art galleries and theatres. The school invites visitors from a wide selection of countries and cultures. These have included a baroque choir, African drummers and steel bands. Pupils have sung French hymns, and listened to Zulu songs as well as Peruvian music and Gaelic blessings. Pupils study world faiths and handle artefacts from the Jewish, Hindu and Islamic religions.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

38. All staff know the pupils well. They work hard to ensure pupils' happiness, their personal support and educational guidance.
39. Since the last inspection the school has made considerable improvements to its procedures for assessing pupils' attainment and progress and how it uses this information. The procedures are now very good. As well as the statutory national tests for seven and eleven year olds, pupils in Year 1 and Years 3 to 5 take an annual test in English and mathematics. In addition, termly assessments for all year groups are carried out in English and mathematics. Teachers make very good use the information from these assessments to set personal targets for all pupils to help them improve their learning. Teachers refer to these targets when setting or marking pupils' work and pupils keep a record of these in their exercise books. However, reference to targets in teachers' marking of pupils' work is not quite as consistent as it might be. The information is also used to group pupils within the class and identifies pupils needing extra help to ensure that they are well supported and work is matched to their needs. Teachers are also collecting a bank of good information about pupils' attainment in science and other subjects, because they make assessments against the key learning intentions when each topic is completed. This takes account of national guidance.
40. The recording of assessment information is now well organised, enabling teachers to track pupils' individual performance in reading, writing and mathematics over the years in school. Results of tests are carefully analysed to identify areas of strengths and weaknesses in pupils' answers and comparisons made between the performance of different groups of pupils, and boys and girls. This information is used to establish priorities for curriculum development and to improve the quality of teaching and learning. For example, this has resulted in the recent focus on developing pupils' writing skills and the purchase of resources to improve pupils' spelling.
41. The assessment of pupils with special educational needs is good. Their progress is well monitored through extensive discussions between teachers and the special needs co-ordinator and through the contributions of support assistants. This information is used well to set and monitor targets on individual plans.

42. The school makes good provision for the care of pupils. This results in safe and secure children, who have the confidence to cope effectively with school life. The school is an orderly place with good systems and useful procedures to ensure this is maintained. Most parents are happy with the care their children receive. Some provided examples of 'staff going the extra mile' for them. Equally, inspection evidence agrees with a small number who would like to see a formal system set up that acknowledges and investigates their concerns about arrangements for care of pupils when they are out of lessons.
43. Good procedures are in place for child protection, and for eliminating all forms of harassment. Pupils are urged to seek help from adults when upset, and this works well for most. Staff have a good awareness of most health and safety procedures, and incorporate these into everyday working practices. Statutory regulations relating to the recording of all hazards and the completion of necessary corrective action have not been met however.
44. First aid is always available with treatments recorded as standard practice. Toilet facilities are good and access for the less mobile has been improved. Pupils are encouraged to eat sensibly, and they enjoy plentiful supplies of fresh drinking water.
45. Very good procedures support the monitoring and promoting of good behaviour. These are used effectively by teachers, who make use of report sheets to identify and improve inappropriate behaviour. Pupils help to draw up class rules and a system of rewards helps pupils to keep to them. Behaviour is managed well. Pupils get immediate benefit from reminders and then staged warnings if they disrupt others' attention in class. This good guidance and support is helping maintain good levels of concentration, and allows pupils of all abilities to contribute to class discussions.
46. Procedures for monitoring and supporting pupils' personal development are good. Teachers know pupils well and are prepared to speak to parents as concerns arise. Parents of pupils with special needs find provision generally good. Classroom assistants encourage and guide pupils well, building their self-esteem, as well as supporting their learning. The opportunities presented by pupils participating in the School Council are good, and give pupils a chance to help fund-raise and discuss school issues.
47. Trained and experienced midday staff help to promote and monitor pupils' good behaviour. They relate well to pupils and work towards providing an orderly lunch hour, where pupils' needs are generally catered for. The monitoring of lunchtime provision, however, has not been searching enough to remedy occasional issues. This has resulted in some dissatisfaction in this aspect of the school's provision from a minority of parents.
48. The school does not use all available opportunities to bring about a rise in attendance levels, which, just as in 1998, are unsatisfactory. Pupils receive attendance awards, but systems to monitor and promote attendance are under-developed. Effective action does not happen when absence occurs and this means the school relies too heavily on parents to let the school know about their children's absence. Also, insufficient is done to publish attendance rates or to engage parental interest in increasing them. The extent to which holidays are taken in term time is an issue for the school to address with parents' co-operation, as it has a detrimental effect on the progress pupils make.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

49. The school maintains satisfactory links with parents, and this area of its work is making a satisfactory contribution to the standards that pupils achieve. In questionnaire returns and in spoken and written comments, most parents made it clear that they hold very positive views of the school. Most are pleased with the care it provides and agree that this is helping their children become more self-adjusted and responsible. The majority of parents describe teachers as 'brilliant' or 'willing to always give that extra bit'.

50. Most parents responding to the questionnaire feel that their children like school and make good progress because teaching is good. These views were echoed during a meeting attended by 18 parents who described their satisfaction with many aspects of school provision.
51. The school's welcoming style encourages most parents to be involved to an extent in school life, and many enjoy this opportunity. The headteacher shows that the school never stops trying to encourage the involvement of parents in the different ways they can support their children's learning at home, or in attending meetings planned for them.
52. The quality of information is satisfactory. Progress reports meet the expected standard but do not indicate what pupils need to do next in order to improve aspects of their academic and personal development, or how parents could help speed their progress. Published information does not meet all requirements. For instance, the prospectus fails to explain the full extent of parents' rights to make choices about some school provision and the charges that may be requested from them for certain activities. Three parents' meetings are provided for face-to-face contact during the year between parents and teachers, which, despite the school's best efforts, are not always well attended.
53. Regular newsletters are provided and innovative measures are taken to reach out to parents, asking them for their views on all matters. Most parents have confidence in the school's partnership with them, but some feel the school is not quick enough to tell parents of the outcomes of concerns they raise. This has led to dissatisfaction with arrangements for the resolution of complaints amongst a very small minority of parents.
54. Parents make a satisfactory contribution to children's learning at school and at home. Some attend meetings to hear what is being planned for their children over the term. Some are involved in their children's reading at home. Parental support for reading at home is under-developed because it is not consistently encouraged. Home-school reading diaries are not used consistently as parents do not always use these to the best effect. The school provides a base for adult courses through initiatives such as the government-funded EAZ. Take-up has been good. The participants have enjoyed their learning, and appreciate the increases in their skill level, which they have used to good effect in helping their children with homework.
55. The school involves parents of pupils with special needs well. They invite parents to contribute to the setting of individual plans and to the reviews of progress. There is good liaison between teachers and parents on a day-to-day basis.
56. Many parents make a good impact on the work of the school. A committed group of parents make a very good contribution to fund-raising activities. Many more attend Friday celebration assemblies, showing their support for the school's values. They appreciate the school's work in recognising and rewarding their children's strides in personal achievement.

HOW WELL IS THE SCHOOL LED AND MANAGED?

57. The leadership and management of the school are good. There has been a good response to the key issues identified in the last report. Regular assessments of pupils' achievements are now made and are beginning to have a positive impact on day-to-day planning. More time is allowed for ICT, the staff use ICT well, and pupils are now achieving standards above those expected for their age by the time they leave school.
58. The headteacher, supported well by her able deputy, provides good leadership. Her role in motivating and enabling staff to focus on the diverse needs of the pupils, the way she has gained the confidence and support of the parents and governors and the commitment of all involved to school improvement, are key factors in creating this effective school. All the staff work well as a team and are anxious to continue to improve the quality of teaching and learning throughout the school. The aims of the school are clearly reflected in the way the whole school community cares for each other and especially the pupils, focusing on raising standards and pupils' achievements irrespective of ability, gender, background or culture. The

recognition of achievement, the effective use of praise and the boosting of self-esteem make a strong contribution to the very good attitudes and good behaviour of the pupils. The school's commitment to including all pupils is very good, ensuring that they all, including those with special educational needs and those for whom English is an additional language, take part in all activities.

59. The day-to-day management of the school is good. A senior management team consisting of the headteacher, deputy and senior teachers meet regularly to review whole-school issues. All subjects are well led by co-ordinators, although some of these have only recently been appointed. Time is allowed for the co-ordinators to monitor teaching and the progress pupils make in their subjects, and the practice is consistent and based on priorities agreed by the whole staff. As a result all co-ordinators have a clear and detailed view of the strengths and weaknesses in each subject. The headteacher recognised the need to improve the procedures for monitoring teaching, and planned carefully for the necessary changes in the school improvement plan.
60. The special educational needs co-ordinator provides good leadership and manages the provision for special educational needs very well. She has introduced systems to ensure that pupils' progress is tracked and that action is taken to meet identified needs as and when necessary. She liaises well with support services from the local authority, which offer good support, and also with parents who are kept very well informed, both by the co-ordinator and the pupils' class teacher. Currently, very informal arrangements exist for managing the considerable amount of paperwork and arranging to meet visiting specialists and parents, and the co-ordinator has opportunities to monitor the teaching of pupils with special educational needs.
61. All staff, both teaching and non-teaching, work well together in reviewing the school improvement plan and establishing priorities for the year ahead. The performance management process has been embraced by the school as a tool to improve the quality of teaching and learning and is linked to well-planned in-service training. The training of all learning support assistants is also seen as a high priority and the school ensures that they all attend the comprehensive induction course offered by the local authority soon after their appointment. Two have also attended a six-month course covering, in depth, all aspects of their role.
62. Governors are committed and supportive of the school and carry out their statutory duties well. Each has a curriculum responsibility and makes regular visits to the school, especially governors with links to the core subjects. These visits and detailed reports and analysis of data by the headteacher keep the governors informed, and they have a very clear idea of the strengths and weaknesses of the school and what is needed to take it forward. Governors regularly discuss longer-term needs and aspirations for the school. However, the outcomes of these discussions are not recorded as longer-term objectives or discussed in sufficient detail in committee and therefore, despite the fact that the headteacher has produced a longer-term plan, the governors' role in strategic planning needs to improve.
63. The quality of financial planning and management is very good and the work of the very efficient administrative officer and the effective use of ICT make a very good contribution to this. Very good use is also made of specific grants. For example, the curriculum is enhanced very effectively through the carefully managed use of EAZ funding. Spending is carefully evaluated to maximise the impact on pupils' learning. The apparently large carry-forward figure is very misleading. The school has been involved in the final part of its rebuilding work – to provide a second computer suite for Key Stage 1, adaptations to the Early Years' area and enhancements to the adventure areas outside – and has kept three year's worth of its capital grant to pay for this and other completed work. When these committed changes are finally paid for, the actual carry-forward figure will be just over three per cent of its annual budget. Principles of best value are applied well and all concerned, headteacher, administrative officer and governors, are anxious that these principles are consistently applied.

64. A good number of teaching and support staff make the best of the good range of resources available. Teachers work to their strengths and the headteacher is responsive to staff initiatives such as supporting and encouraging the rich programme of educational visits undertaken. There is a good number of learning support assistants who are well trained and deliver high quality support for pupils' learning, including pupils with special educational needs and children in the Foundation Stage. The building services supervisor is a full and valued member of the team and is fully involved in many school activities.

65. The accommodation is good overall and includes a large hall and two withdrawal areas; the welcoming entrance hall houses the library and there is good size special educational needs room, and space for peripatetic music lessons and work groups. There is a computer suite, which is very well used and there are agreed plans for a further one, exclusively for the younger pupils.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

66. In order to raise the overall standards of pupils' attainment in all subjects, the governors, headteacher and all staff should jointly:

(1) Raise standards of achievement in written English by:

a) providing additional planned opportunities to ensure that the pupils' writing skills are suitably enhanced and reinforced by use in other subjects;

b) ensuring that this includes a focus on the presentation of pupils' work and a consistent implementation of the school's policy to improve spelling and handwriting.

Paragraphs 5, 18, 25, 28, 40, 83, 84, 86, 109, 115

(2) Continue to raise standards in mathematics by:

a) ensuring that there is clear planning that enables pupils to have full opportunities to use their mathematical skills in problem solving and identifies clear criteria against which pupils' achievements can be assessed.

Paragraphs 6, 28, 89

(3) Improve pupils' attendance by instigating a more rigorous approach to identifying and tracking absence and punctuality.

Paragraphs 16, 48

OTHER MINOR ISSUES WHICH THE SCHOOL SHOULD CONSIDER

- Ensure that the school's marking policy is implemented consistently and systematically in order to make sure all pupils know what they do well, and what they must do to improve further.
Paragraphs 20, 39, 85, 92, 99, 115

- Consider the role of the governing body so that they consistently monitor, appraise and evaluate the work of all staff so that they help to shape the direction of the school and act as the necessary 'critical friend'.

Paragraph 62

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

40

Number of discussions with staff, governors, other adults and pupils

14

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	10	18	8	1	0	0
Percentage	8	25	45	20	2	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 two percentage points.

Information about the school's pupils

Pupils on the school's roll

YR – Y6

Number of pupils on the school's roll (FTE for part-time pupils)	202
Number of full-time pupils known to be eligible for free school meals	85

FTE means full-time equivalent.

Special educational needs

YR – Y6

Number of pupils with statements of special educational needs	5
Number of pupils on the school's special educational needs register	47

English as an additional language

No of pupils

Number of pupils with English as an additional language	5
---	---

Pupil mobility in the last school year

No of pupils

Pupils who joined the school other than at the usual time of first admission	14
Pupils who left the school other than at the usual time of leaving	9

Attendance

Authorised absence

	%
School data	6.3
National comparative data	5.4

Unauthorised absence

	%
School data	0.2
National comparative data	0.5

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

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	17	13	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	14	14	16
	Girls	12	12	13
	Total	26	26	29
Percentage of pupils at NC level 2 or above	School	87 (75)	87 (89)	97 (93)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	14	16	16
	Girls	12	13	11
	Total	26	29	27
Percentage of pupils at NC level 2 or above	School	87 (93)	97 (100)	90 (100)
	National	85 (85)	89 (89)	89 (89)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	11	17	28

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	4	5	8
	Girls	16	10	15
	Total	20	15	23
Percentage of pupils at NC level 4 or above	School	71 (64)	54 (57)	82 (71)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	4	5	8
	Girls	15	11	16
	Total	19	16	24
Percentage of pupils at NC level 4 or above	School	70 (68)	57 (57)	86 (75)
	National	73 (72)	74 (74)	82 (82)

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	176	2	2
White – Irish	1	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	12	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	3	0	0
Mixed – any other mixed background	3	0	0
Asian or Asian British - Indian	3	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	4	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	9.4
Number of pupils per qualified teacher	21
Average class size	29

Education support staff: YR – Y6

Total number of education support staff	11
Total aggregate hours worked per week	179

FTE means full-time equivalent

Financial information

Financial year	2001/2002
	£
Total income	564061
Total expenditure	537668
Expenditure per pupil	2636
Balance brought forward from previous year	90808
Balance carried forward to next year	117201

Recruitment of teachers

Number of teachers who left the school during the last two years	4.6
Number of teachers appointed to the school during the last two years	2.6

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0.6
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	202
Number of questionnaires returned	26

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	85	12	0	0	4
My child is making good progress in school.	88	8	4	0	0
Behaviour in the school is good.	73	19	4	0	4
My child gets the right amount of work to do at home.	73	23	4	0	0
The teaching is good.	88	8	4	0	0
I am kept well informed about how my child is getting on.	73	23	0	0	4
I would feel comfortable about approaching the school with questions or a problem.	77	15	4	0	4
The school expects my child to work hard and achieve his or her best.	81	15	4	0	0
The school works closely with parents.	81	12	4	4	0
The school is well led and managed.	85	8	8	0	0
The school is helping my child become mature and responsible.	73	19	4	4	0
The school provides an interesting range of activities outside lessons.	73	12	8	0	8

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

67. Most children's attainment on entry to the school is well below what can be expected for their age in all areas of learning, especially in their language development. This is confirmed by the initial assessments conducted at the start of the reception year. Although children achieve well, by the time they are ready to start in Year 1 most will not attain the Early Learning Goals of the Foundation Stage curriculum. These findings are in line with the findings of the last inspection report. All children with special educational needs make equally good progress. These young children receive good support to enhance their progress in the reception class.
68. The Foundation Stage curriculum provides experiences that are very good. They are relevant, imaginative and enjoyable – for example, creative work such as collage, painting or making biscuits out of play dough, and the use of the very good outdoor area. The additional musical activities, such as the 'BEAT' workshop enabled through the EAZ funding, are very valuable and make an important contribution to children's creative development. The planning reflects all areas of learning and is appropriately linked to the advancement of children's skills, knowledge and understanding. In the summer term it is extended to link with the work children will experience in Year 1 in the literacy and numeracy strategies. The reception teacher plans very effectively to provide a stimulating range of activities with clear learning outcomes. The weekly and daily planning clearly outlines suitable learning intentions for all areas of learning, and provides a balance of teacher-directed and children's self-initiated activities. There are very effective and consistent procedures for assessing children on a day-to-day basis, in order to check and record their progress and to plan for their specific learning needs.
69. The overall quality of teaching in the Foundation Stage is good in all areas of learning. The staff know how young children learn and extend their responses sensitively. The staff's expectations of work and behaviour are very high and the tasks effectively match children's levels of functioning and skill. Homework in the form of borrowing books is used particularly well to enhance children's progress. The staff work excellently as a team and support one another well.

Personal social and emotional development

70. Children enter the school with below average personal, social and emotional skills. They are skilfully encouraged to develop their confidence and the ability to sit quietly and concentrate. This is seen every day where regular opportunities to participate in activities give children the opportunities to listen to others and start to take turns at speaking in a familiar group, for example when sharing a book or refreshments. Children listen quietly, show respect for equipment and take turns fairly. They settle down quickly and feel both happy and secure at school. During whole-class activities and discussion, children are encouraged to always put their hands up and wait to be asked, for example when answering questions and discussing a story about 'saying sorry'. Children are helped to form very good relationships with others through the many good opportunities to work as part of a group independently or with an adult.
71. Due to the skilful teaching children achieve well and by the time they leave the reception classes most children will reach expected levels of achievement in this area. Children are encouraged to feel confident about what they can achieve in a variety of learning situations. The staff act as good role models for children and explain clearly what is expected of them. Some simple classroom rules are shared with all. Children listen and concentrate for a fair length of time and clearly understand set routines for both indoor and outdoor work. They are taught the difference between right and wrong and guided to behave sensibly at all times. They are attentive and eager to learn, and enjoy sharing their work with any available adult. The

teacher and classroom assistants manage children well and enjoy very good relationships with them all. The children's play and responses are supported and extended very sensitively.

Communication, language and literacy

72. When children start school their language skills are often at a very low level. From the start it is clear that all staff value children's efforts at communicating. The teaching of basic skills, such as speaking clearly or holding a pencil correctly, is very good. Children are encouraged to talk about their experiences and develop new vocabulary during discussions and social occasions such as 'snack time'. While some willingly talk about the aspects of their work, some find speaking clearly and in full sentences quite difficult. Some older children are beginning to draw and paint with increasing control. Almost all reception class children write their own names unaided by the end of the year. Very good progress is made when adults work in small groups or on a one-to-one basis to give children individual attention. Despite this most children will not achieve standards in line with expectations for their age by the time they enter Year 1.
73. The introduction of the literacy strategy towards the end of the year for those for whom it is appropriate makes a significant impact. The children enjoy using the big books and are given well-planned opportunities to develop new vocabulary as they collectively talk about pictures and focus on key words. All the adults use talk to very good effect and are good active listeners. Children like the imaginative play-corners, which are well set up using a good range of appropriate and interesting items and which motivate children's talk. The assessment procedures and the regular recording of children's progress in language activities are very good. This is because all adults are very thorough and are involved in making daily observations of individual children so they can consistently build on what they have already achieved.

Mathematical development

74. Children's progress is good overall, but due to their low start most children will not reach the expected levels for their age in mathematics by the end of Foundation Stage. Most children, although able to count to ten, do not yet recognise the number symbols. Opportunities for practical activities are well planned for children to make representations and write the number symbols correctly. A few children can recognise basic shapes and gain some knowledge of capacity and weight from practical experiences with sand and water. Older children are able to describe objects by position, shape, size, colour and quantity and begin to solve simple problems involving addition and subtraction.
75. Adult involvement in children's activities is very good. The teacher and support assistant successfully use their early assessments to help plan suitable activities and useful timely assessments are made of the individual children's ongoing progress. Children are effectively supported to move forward, through talk and practice, for example when working with basic shapes and recognising their properties, or making repeating patterns. The effective use of number rhymes and songs further enhances children's learning.

Knowledge and understanding of the world

76. Most children enter the reception classes with below average general knowledge for their age, and despite the good teaching, and very good provision, will still be below expectations for their age by the time they leave the reception class. Adults support children's understanding, and encourage learning of, for example, how children have grown since they were babies. The children work with sand, water and play dough, and freely explore properties of malleable materials. They use paint and mix different colours, and can name basic colours correctly. There are opportunities for them to explore everyday objects of interest in the home corner and play-kitchen.

77. Teaching is good. For example, in one lesson, the teacher showed the items needed to make sandwiches and the children practised the related vocabulary. They then worked with two other adults to make the sandwiches. During this session the learning assistant constantly reinforced mathematical and language ideas and vocabulary. For example, "How many jam sandwiches are there?" This led to the use of more, less, least and same. The cutting up of sandwiches led to identifying shapes like triangle and square. In common with most lessons no opportunity was lost to reinforce important ideas. Children use different materials, such as paper and textiles, and develop cutting, joining, folding and building skills. Most children confidently name main parts of the body. They have opportunities to build with construction materials, for example Lego and Duplo, and many have sufficiently developed skills to ask questions to find out how things work. Most children demonstrate developing computer skills expected for their age. They show increasing control in the use of mouse, to move items on the screen. There is effective adult intervention in activities and encouragement for children to explore new ideas.

Physical development

78. Most children meet the expectations of Early Learning Goals in this area. They have opportunities to use the very good range of large and small outdoor resources such as bikes and prams and fixed apparatus. The outdoor provision enhances children's body control skills effectively. It is spacious, very stimulating and well equipped. In the main school hall, children learn to be aware of space, and develop co-ordination and control in movement. In their use of construction toys, a significant number of children demonstrate reasonable hand and eye co-ordination. They are developing confidence in the use of different tools and joining materials, such as sellotape and glue when making models. Children select from a range of materials and use scissors carefully. Adults prepare well and provide calm and sensitive support. They have a sensitive awareness of children's safety.

Creative learning

79. Most children are on course to meet expectations for their age in this area of learning. They experiment with paint and use their observations and imagination to create pleasing results. They are given opportunities to explore colour and texture, and work with a range of materials such as sequins and coloured stickers to create collages or to paint pictures. Children sing and clap nursery rhymes and express enjoyment. Support staff work closely with teachers and make very positive contributions to children's learning. They talk to the children and ask relevant questions to extend their vocabulary, for example when mixing colours. The children explore colours and shapes as in reception class 'self-portraits', as well as use computer programs such as *Artist* or *Paintbrush* to enhance their artistic skills.

ENGLISH

80. By the end of Years 2 and 6, standards in English are broadly in line with those expected nationally. In 2002 more seven year old pupils reached the expected level in the national reading tests than in the previous year. Standards achieved by seven year olds are not quite as high as at the time of the last inspection. However, pupils' language and literacy skills when they start school are now well below average and they make good progress in their learning. The standards achieved by eleven year olds are similar to what they were at the last inspection. Progress from Year 2 to Year 5 is satisfactory, but accelerates in Year 6, because teaching is especially good and pupils gain from the intervention projects, such as those provided by the EAZ RAIK funds and booster groups. As result pupils achieve well over time. Likewise, pupils with special educational needs make good progress, because teachers plan work to meet their needs and they are well supported in lessons.

81. Pupils start school with well below average levels of language, but make good progress in their speaking skills, because teachers extend pupils' vocabulary and promote an interest in new words. In writing lessons, they challenge pupils to find more interesting and descriptive words and phrases. They plan opportunities for pupils to speak in different situations and to become confident speakers, including the use of puppets for younger pupils and debates and poetry recitals for older ones. Pupils sometimes have difficulty in finding the words to express what they wish to say. However, teachers give pupils time to marshal their thoughts through paired and group discussion and prompting pupils with questions that encourage clearer and more extended answers, for example, in a Year 1 personal and social education session when pupils were learning the difference between hurtful actions and hurtful words. Pupils' listening skills are good. In a lesson focusing on the poem *Night Mail*, the teacher encouraged Year 5 pupils to listen to the sound and rhythm of the words to support their reading. The addition of one group creating the rhythmic sound of the train helped pupils to recite the poem with more measured pace and expression.
82. Pupils enjoy the texts chosen by teachers for studying in literacy lessons. In all age groups, pupils demonstrate a wide range of ability, but no one group is overly enthusiastic about reading. They are encouraged to take books home regularly, but the reading diaries show that many pupils do not read as often as the school expects. Their choice of reading matter is, for the most part, fiction. Basic reading skills are taught thoroughly so that younger pupils are confident in trying to work out words by sounding out the letters. Older pupils understand breaking words down into syllables, although some lower attainers are not confident in using a range of methods to help them read unfamiliar words. Lower attaining pupils and some average attainers have poor recall of what they have previously read, although younger pupils are able to make use of the illustrations to retell the story. When studying a text most pupils are able to identify the key themes and moods and recognise how characters are presented. Higher attainers are more confident than other pupils in hazarding a guess at what might happen next.
83. The school has placed emphasis on improving pupils' writing skills. The teaching of how to structure writing for a range of purposes is effectively planned and this is contributing to the recent rise in standards, which are similar to those expected for seven and eleven year olds. Teachers provide pupils with good advice on how to sequence and structure their writing by using a variety of planning guides and methods to make learning to write more interesting. However, there are not enough opportunities for pupils to use what they have learned in writing in different styles in other subjects, for example in religious education. In English lessons, exciting activities are planned; for example in a Year 2 lesson, pupils performed the actions describing activities on board ship, such as climbing the rigging and scrubbing the decks, when deciding how to structure the middle of a story about life at sea. Teachers' good questioning helped pupils to develop their ideas and encouraged them to use connecting words, adjectives and consider use of tense in order to improve their writing. Similarly, in a Year 6 lesson the teacher presented the lesson in an enjoyable and accessible way that helped pupils to understand how to present different points of view. Using the story *The Three Little Pigs*, higher attainers presented their arguments, in role, as to whether the wolf had deliberately set out to kill the pigs. Other members of the class challenged them to give evidence to support their claims. This session was very effective in helping pupils to understand how to structure this in writing.
84. The technicalities of writing, such as spelling, the use of punctuation and the sequencing of ideas, are appropriately addressed. Pupils' spelling has been identified as a priority and the focus on regular practice and a more structured approach is helping to provide younger pupils with more solid foundations for word building. Year 2 pupils use their knowledge of sounds to help them spell more accurately, although some pupils are not always consistent and different versions of the same word can be found in their work. Pupils in Key Stage 2 increasingly use more descriptive vocabulary and complex sentences, but some pupils pay inadequate attention to punctuation and spelling and this is now a priority for the school in their planning.

85. The quality of teaching is good throughout the school and sometimes very good. It has improved in Years 1 and 2 since the last inspection. Teachers have good understanding of the National Strategy for Literacy and make it clear to pupils what they are going to learn in each lesson. Improvements made to the gathering of information about pupils' previous attainment enable teachers to pitch the work more appropriately for different groups. Lessons have good pace and teachers balance questioning and telling well, to fully involve pupils in a range of activities and maintain their interest. For example, in a Year 6 lesson pupils worked with whiteboards, so that they were able to revise and improve upon their ideas to create more interesting story openings. Also, in a Year 1 lesson, one group used the computer to write a sentence in the plural to match a scene from the story *Goldilocks and Three Bears*. Lessons are well staffed and all adults have a good understanding of what pupils are required to do. The support provided by teachers from the EAZ RAIK project is very good and enables different groups of pupils to receive more focused guidance during lessons, and pupils make good progress because of their involvement. There are some good examples of teachers' marking drawing pupils' attention to their targets for improvement, although this is not always the case.
86. The leadership and management of the subject are good. The co-ordinator gives a good lead and knows what needs to be done through looking at teaching, checking pupils' work and analysing test results. As a result, teachers plan more appropriate tasks for the different attainment groups, regularly include the teaching of reading within literacy lessons and identify opportunities for speaking and listening. Assessment procedures have been improved since the last inspection and the school is better able to track individual and groups of pupils' progress. Teachers use the information well to set targets for pupils, to adapt planning and to provide support programmes and booster sessions to help pupils improve.

MATHEMATICS

87. Pupils' attainment is average by Year 2. This is good progress because when they join the school pupils' attainment is below this. They make satisfactory progress in the junior classes so that by Year 6 their attainment is average. Overall, pupils with special educational needs make good progress because of the quality of the support they receive. Standards are improving and in the older classes are considerably above those achieved in the 2002 national tests. This is because the quality of teaching has risen in both the infant and junior classes and the school has completed the introduction of the National Numeracy Strategy well.
88. By Year 2 pupils have good number skills. They mentally calculate using different strategies, for example by knowing number bonds to ten, being able to double and halve and by using their knowledge of tables. Pupils also understand simple fractions, and the properties of some three-dimensional shapes. They can make reasonable estimations of weight and length and then measure accurately to test these estimates.
89. By Year 6 pupils' mental skills have developed appropriately and they have added well to their ways of solving problems. These include the use of rounding, near doubles and their greater knowledge of more tables. Pupils are familiar with more complex fractions, percentages and making calculations using large numbers. Their knowledge of the properties of regular shapes and solids has increased along with a greater accuracy in their measuring. Although pupils construct bar charts and block graphs, their understanding is not sufficiently extended to include line graphs, charts and tables. Pupils' knowledge of the operations of numbers is adequately developed but they are not so good at selecting the correct one to solve problems. The school is also aware that it needs to provide more opportunities for pupils to use their mathematical knowledge to solve problems.
90. The standard of teaching throughout the school is good with considerable strengths in the older classes. The good teaching seen is characterised by the ways in which teachers engage the interest of their pupils and sustain it throughout each lesson. Teachers do this by providing activities well matched to the learning objectives, the imaginative use of resources

and the quality of the support given. In the best lessons seen all of these factors were present with the result that pupils were highly motivated and made good progress. For example, in Year 5 pupils played a game to practise plotting co-ordinates on a large-scale projected grid. This involved all pupils, focused their attention on the work and provided a lively introduction to the lesson. The ensuing group work made good use of the computer suite and a variety of tasks matched to different abilities and resulted in very good progress being made. In other lessons games were used very effectively to capture pupils' interest. For example, in Year 2 and Year 6 imaginative ball games provided pupils with imaginative ways of practising number skills and shape properties. In the same Year 6 lesson pupils considered how to make a cuboid from nets they designed. They made good use of transparencies and the overhead projector to illustrate their ideas as they shared their thoughts with the rest of the class. As a result of teachers' efforts to provide stimulating work, pupils are well motivated and try hard to carry out the work they are given. They readily share their ideas with each other and are keen to respond in class discussions. All teachers take care to check pupils' understanding as lessons progress. In some instances this leads to a change in the planned work and in others to providing extra support from teachers or assistants when pupils work in groups.

91. The quality of teachers' planning has improved since the introduction of the National Numeracy Strategy and work is appropriately matched to pupils' different abilities. In some lessons, though, not enough is expected of higher attaining pupils and they could achieve more. When they are challenged these pupils show they can rise to it. For example, pupils in Year 5 were expected to move quickly from considering co-ordinates in the first quadrant to working in all four. With good support they were able to do this and by the end of the lesson were plotting such co-ordinates with confidence and speed.
92. The co-ordinator manages the subject well with the result that standards are rising. The quality of teaching and learning is checked on well through the observation of lessons, teachers' plans and pupils' work. Good use is also made of the assessments of pupils' progress to set targets and form groups of pupils who would benefit from additional support. The quality of marking varies but is never less than satisfactory. Where teachers' marking is good pupils are given additional targets and advice on how to build on what they can already do. Careful analysis is made of pupils' responses in national tests to identify areas of weakness. The knowledge gained from this checking and analysis has enabled the co-ordinator to set appropriate plans to continue the improvements in the subject's development.

SCIENCE

93. Pupils' work shows that standards are broadly average in Year 2 and above average in Year 6. All groups of pupils, including those with special educational needs or English as an additional language, achieve well as they move up from Year 1 to Year 6. The school has improved standards from where they were at the time of the previous inspection. The practical approach to learning the school has successfully introduced with the help of EAZ funding builds pupils' confidence. Teachers have focused successfully on scientific investigations and reinforcing pupils' knowledge and understanding by giving them a range of activities, and this has not only raised the standards being achieved but also the level of enjoyment in science. Several Year 6 pupils interviewed said that science was their favourite lesson.
94. Currently in Years 1 and 2 standards are broadly average in all aspects of science. Pupils are developing appropriate skills in scientific enquiry as they make simple predictions and test out their ideas. For example, in Year 1, pupils explore a range of materials, using their senses to taste, feel and smell. By experimenting with torches and different materials, they notice that shiny materials reflect light. Through simple investigations, pupils in Year 2 are beginning to develop knowledge and understanding of forces, such as pushes and pulls, and of materials and their properties. Pupils describe their actions when testing different materials. They can construct a simple circuit to make a bulb light. They represent a complete circuit using a labelled drawing. They use suitable equipment and record their observations using simple

tables when appropriate. Pupils capable of higher attainment are able to compare different sorts of circuits. They recognise when a circuit is incomplete or open and can give reasons why, for example, a bulb will not light up. In a Year 2 lesson pupils showed a good understanding of the human life cycle and could explain the differences between a child and a teenager. They were able to make good comparisons between this work in science and their work on the cycle of life in religious education.

95. By Year 6 standards are generally above average; most pupils have the body of scientific knowledge expected for their age. This very significant improvement since last year is due in the main part to the very good teaching in Year 6 now, from the teacher who also took this class in Year 5, and the high priority the school and co-ordinator have given to the subject in the last two years. In addition the many opportunities available due to the EAZ funding have been exploited very well. The pupils' understanding of life processes and living things is above average, in many cases. For example, older pupils demonstrate an understanding of the conditions needed for the survival of plants. They know that plants use carbon dioxide and have a simple understanding of photosynthesis. They investigate the habitats of worms, spiders, millipedes and molluscs in the school environment, classifying them according to special characteristics. They use keys based on observable features to assist them in systematically identifying flowers such as the poppy, snowdrop and buttercup. Their descriptions, in a Year 5 lesson, of the process of pollination were very detailed and accurate. Pupils appreciate the feeding relationships between plants and animals in food chains, describing them as producers and consumers. They understand what is meant by 'predator' and 'prey'. Pupils recognise that there are micro-organisms such as bacteria, fungi and viruses. They demonstrate understanding that some of these are harmful and cause illness and disease. They are familiar with the work of Edward Jenner and Louis Pasteur. Pupils record the steps followed to test whether micro-organisms feed and grow, for example on food such as bread and fruit. They make careful observations and present their findings in meticulously drawn diagrams.
96. As they move from Year 3 to Year 6 pupils develop their skills in scientific enquiry well. This is because teachers plan and organise lessons so that pupils learn through first-hand investigation. For example, in Year 3, pupils showed a developing awareness of 'fairness' as they made a set of pitch pipes and demonstrated an understanding of vibrations and sound. In Year 4, when investigating air resistance, pupils were able to plan an investigation and were helped to raise questions such as "What might make a difference to the way the parachute works?" and "Will the height it is dropped from make a difference?" When investigating materials that change when mixed with water, pupils in Year 6 are aware of the need for accurate measurement when testing. They have a secure understanding of factors that might influence their results. For example, they suggest that the speed of stirring or the time allowed for stirring might affect how quickly or slowly solids such as salt, sugar and coffee dissolve. The most able pupils have a clear understanding of the constant and variable elements of an investigation and apply them as a matter of course.
97. The overall quality of teaching and learning in Years 1 to 6 is good. Teachers manage pupils' behaviour very effectively. This means that pupils are attentive and settle to tasks with the minimum of fuss. They share equipment and resources sensibly and work collaboratively in pairs or groups. Lessons are well planned and organised effectively, with a good balance between whole-class sessions and group or individual work. Lessons begin with a review of earlier work so that learning builds progressively on prior knowledge and understanding. Teachers have good subject knowledge and their enthusiasm is conveyed to pupils, who in turn are well motivated and enjoy learning. Pupils with special educational needs are given good help by support assistants, that allows them to access the same work as other pupils and to make good progress.
98. One feature of good and very good teaching is high quality questioning. Such questioning challenges pupils' thinking and picks up on their answers to develop ideas further. Another good feature is the organisation of lessons so pupils have the opportunity for first-hand

investigation. In one outstanding lesson in Year 5, the teacher had high expectations about the pupils' ability to plan and set up their own fair test. He ensured that they had access to a range of materials and equipment, and expected them to make predictions based on previous knowledge and to plan and carry out their test independently. Good open-ended questions and intervention at appropriate stages guided them towards conclusions. In other good lessons, the closing sessions were used effectively to consolidate and review the knowledge and understanding gained from practical activities.

99. The quality of teachers' marking of pupils' work is inconsistent. In some cases it is perfunctory and does not guide pupils sufficiently. The incorrect spelling of scientific and other frequently used words are not always corrected or drawn to pupils' attention. In other cases, marking is good and suggests ways that pupils can improve their work. Computers are used well to support pupils' learning.
100. The range and quality of learning opportunities in science are good overall, and enhanced through the effective use of EAZ funding. A long-term plan ensures that coverage of the National Curriculum is ensured. Schemes of work based on national guidance are supported effectively by a published scheme, which provides useful information for planning investigative work. The organisation of topics allows an appropriate balance between investigative activities and more formal study and research.
101. The good science co-ordinator has focused on providing additional opportunities for science investigations throughout the school. Pupils respond very positively to these opportunities. They are enthusiastic and work intensively and intently throughout. The activities involve practical activities, which effectively reinforce pupils' understanding of the process of scientific investigation and the notion of a 'fair' test.
102. There are good procedures for checking and supporting pupils' attainment and progress in science. National Curriculum test results are analysed well to identify strengths and weaknesses in the curriculum and to check on the progress of boys and girls. Test and assessment results of pupils in Years 1 to 6 are recorded well and passed on to the next teacher. They are used appropriately to set targets for Year 6 and Year 2 in the National Curriculum tests and assessments. In addition to the statutory tests in Years 2 and 6, there are also assessments at the end of units of work. The school checks carefully the progress of pupils who have been identified as needing additional support. There has been satisfactory improvement in assessment procedures and their use since the previous inspection. Day-to-day assessment of pupils' learning in lessons is good and evaluations are recorded regularly on a daily and weekly basis, helping teachers to plan future lessons accordingly.

ART AND DESIGN

103. Standards in art and design are broadly in line with expectations for pupils aged seven and eleven. Their carefully mounted and displayed work shows an appropriate range of two and three-dimensional projects. By the time they leave the school, pupils are familiar with a satisfactory range of materials, tools and techniques, including paint, pencil, chalk, fabric, card and clay.
104. Pupils begin to develop their observational skills in Year 1 by making self-portraits using collage techniques. They extend these skills in Year 2 by carefully examining objects using a viewfinder to focus their observation. Their drawings, that expand a portion of a leaf, show that they pay close attention to the shape and details of the veins. Pupils in Year 5 draw on the work of well-known artists to learn about the effects of light and shadow on objects. In their still-life pictures they demonstrate the use of line and tone more effectively when using charcoal than when painting. The projects undertaken by Year 6 enable them to extend their skills satisfactorily. In preparation for making three-dimensional artworks, they collect a range of pictures showing different designs to help stimulate ideas. They draw pictures of their own

design taking into account the range of materials available for the making of these items. They practise some of the skills and techniques that they need to employ. The designs for their clay containers for “holding their wishes” are carefully considered and in many cases reflect the contents; for example, one pot is finished with a design of musical notation reflecting the pupil’s wish to become “an expert keyboard player”.

105. Teaching is satisfactory overall. Planning for art is firmly based on the most recent national guidelines and this ensures that pupils receive a balanced programme of activities. However, sometimes opportunities to explore techniques and for pupils to evaluate their work are missed. In two of the lessons seen teaching was good. These lessons built well on previous experiences. For example, in a lesson on paper weaving the teacher helped Year 1 pupils to recall what they had seen and learned when a parent brought in a loom for them to try. In both lessons teachers gave clear demonstrations and explanation of the techniques that pupils needed to use. When making ‘Mad Hatter’ hats, Year 6 pupils drew on and extended the skills they had used for making party hats.
106. The subject co-ordinator is new to the role, but has a clear understanding of what it entails. She monitors and supports teachers’ planning and sometimes shares her subject expertise by working alongside other teachers in the classroom. She monitors pupils’ work through the displays around the school and has in place an appropriate action plan to further develop the subject. Pupils are provided with regular opportunities to work with visiting artists and be involved in special projects, such as ‘art and feelings’. These further enhance pupils’ experiences and successfully support their learning, making a valuable contribution to their cultural development.

DESIGN AND TECHNOLOGY

107. Standards in design and technology are in line with national expectations by the end of Year 2 and by the time that pupils leave the school at the end of Year 6. All pupils, including those with special educational needs, make satisfactory gains in the skills of investigating, designing, making and evaluating products, as they move through the school. Standards are similar to those reported at the previous inspection and pupils now have more opportunities to evaluate their products.
108. Teachers’ planning and pupils’ work indicates that teaching is sound overall. Teachers base their planning on the national guidance for the subject and they provide suitable experiences through a balanced range of activities. They develop the lesson plans well and ensure that refining ideas, designing, making and evaluating feature regularly in pupils’ work. In Years 1 and 2, pupils carry out some aspects of the work orally or as a whole class. For example, Year 2 pupils produce a whole-class plan to show what tools and materials they require for making wind-up toys. They are aware that designs need to meet certain criteria, such as the inclusion of a winder and an attractive finish to make the toy look good. Pupils use a variety of paper and card, wood and string to make their mechanical toys. They evaluate the effectiveness of their designs and identify which aspects might be improved.
109. Most topics begin with simple investigations that allow pupils to see how real things work and to collect ideas and information for their own projects. Pupils in Year 5 collected ideas for making bread through tasting and evaluating a range of products. They developed an understanding of which features are of particular importance, including the relevance of cost. Using what they had learned they developed their own ideas about what ingredients could be added to the basic dough to change the flavour and texture. Pupils created their own criteria against which to evaluate the success of their own bread. Photographs of pupils at work show that they greatly enjoyed the bread making and worked well together in their groups. By the end of Year 6, pupils know that they need to think about fitness for purpose. When planning the designs for making slippers, they considered what size they would have to be, what type of person they were for, for instance a child, and the materials they might use, in particular to

make them warm and comfortable. They took great care with the making and finishing, creating some really fun designs for children. Pupils do most of their design and evaluation work on standard worksheets. These tend to limit the use of their literacy skills and do not encourage enough independence or meet the needs of different groups of pupils as well as they might.

110. Management of the subject is effective and the co-ordinator is very enthusiastic about the subject. She is evaluating the implementation of the national guidance and monitors teaching and learning through discussion with teachers and looking at pupils' work. Her findings, along with an audit of resources, have informed the identification of the changes that need to be made in order to bring about further improvements.

GEOGRAPHY and HISTORY

111. Because of the school's cycle of topics it was possible to see one geography lesson in each key stage and one history lesson. Judgements are based on these lessons, scrutiny of work, teachers' planning and talking to staff and pupils. Standards in both subjects are broadly in line with expectations in Year 2 and Year 6. Pupils make satisfactory progress in both subjects because of a well-planned curriculum and some enthusiastic teaching.
112. In geography, by the end of Year 2, pupils are beginning to develop an appropriate vocabulary to describe the area in which they live. They are able to draw simple maps showing journeys they make in the area. They look at contrasting localities, through "Where in the world is Barnaby Bear?" and highlight differences in lifestyle for people in other countries compared to Birmingham. They write their reasons why they would or would not like to live in other places. Older pupils by the end of Year 6 consider their local environment in greater detail. They study their locality in detail and the effect of industry and commerce. They carry out litter surveys and identify what can be re-cycled. Older pupils make good use of literacy skills in finding information on rivers and mountains, and in writing detailed comparisons between their own locality and those of other villages following residential visits.
113. In history, some of the youngest pupils consider old and new toys, are able to classify them as "wooden", "paper" or "game" and can identify some of their characteristics. Year 2 pupils show sound understanding of events in the Great Fire of London, and come to understand the importance of eyewitness accounts such as those of Samuel Pepys in his diary. Older pupils develop a greater understanding of changes over time and what it was like to live here in the past. They learn about the different lifestyles of rich and poor in Tudor times. They become aware of similarities and differences between schools in Victorian times and now. They use literacy skills to tell the story of a child, using such vocabulary as 'scullery', 'chores' and 'fever', and write detailed instructions on how to make a woollen doll. By the time they leave school pupils have gained an appropriate sense of chronology in history and know something about the main events and people they have studied.
114. The teaching seen was never less than satisfactory and one of the lessons seen was very good. Teachers have a good range of stimulating resources to hand and these are well used. Tasks are clearly explained and the teachers' expectations are passed on so that no one is in any doubt about what they should aim to attain. The fact that in the geography lesson taken by the co-ordinator the five groups were engaged in different activities such as recording a radio debate, creating a poster on the computer and making a video of interviews of 'local inhabitants' shows the care taken to interest and stimulate pupils' interest. Questions were consistently posed and pupils were encouraged to hypothesise about "What would happen if...?" and "Why would it matter?" Another strength of the history and geography provision is the use made of educational visits to provide an additional dimension to learning. Effective use is made of artefacts to foster enquiry, and teachers plan different activities that are appropriate to different abilities. Consequently all pupils, including those with special educational needs, are well supported and achieve well.

115. The same teacher leads both subjects. There is a consistent level of appropriate, well-organised resources to support teachers. The co-ordinator monitors planning and gives good feedback that is both supportive and developmental. Overall, she is working hard to raise the profile of the subjects, through developing assessment procedures, improving the developmental nature of the marking and increasing the use of ICT to support the humanities curriculum. She has already identified the need to further enhance the opportunities for pupils to use their literacy skills in both subjects.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

116. There have been significant improvements in ICT since the last inspection, with improved resources and more time for teaching and learning. Teachers make good use of the resources now available. These improvements have contributed positively to raising the standards of pupils' attainment and standards are in line with expectations for pupils of seven years. Standards are above those expected of eleven year olds.

117. The majority of pupils are confident, enthusiastic users of ICT; they enjoy working with the computers and are developing their skills effectively. In Key Stage 1 pupils learn about the potential of computers as a tool and use them to access a word bank, for example, to label illustrations and to present information graphically. They understand the basic skills of opening and closing programs and saving and printing their work; by Year 1 they can use the mouse effectively to control what they do and they use appropriate terminology, like 'icon' and 'loading', confidently. At this stage they begin to use a word-processing program to present their work and they can use CD-ROMs to search for information in history and geography.

118. In Key Stage 2 pupils make good progress in developing their skills. By this age, pupils use a graphics package to move and colour shapes, and can resize them and rotate them; some pupils created a spiral with them as they all worked on creating a picture of a snail in the style of Matisse. Pupils in Year 4 write a program to create a regular shape, such as a pentagon or octagon, using *Logo*. By Year 6 pupils have good keyboard skills and work with the computers very confidently. They are able to use a spreadsheet, successfully creating columns of separate scores and using formulae to work out total and average scores.

119. A key feature in the improvement made since the last inspection has been the increased resources now available and the organisation of a computer suite that is available at all times. This enables each class to have direct skills teaching and is contributing to the progress pupils are now making. This arrangement has served to increase the amount of time pupils have to work with the computers, enabling them to grow in confidence. Most are now well able to work independently with them and to manage the various programs for themselves.

120. Teaching is consistently good during whole-class sessions and often better. Teachers are confident, their instructions are clear and they manage lessons most effectively. They have developed good strategies for using the computer suite; both teachers and classroom assistants provide very good support to individuals as they work with the computers. Where teaching was particularly good, as observed in one Year 5 lesson, the teacher used a number of these skills very effectively. There was a lively and animated start to the lesson, which engaged pupils' interest and enabled them to contribute to the initial discussion about sources of information. Direct teaching, about the database program that pupils were going to use to search for information in order to solve a crime, was very effective. The teacher used questions effectively, as he built on what pupils already knew about the program, constantly posing further questions to make the pupils think about the sequence of links they needed to get their answers. As pupils worked on their own the teacher provided very good support, taking the opportunity to extend some pupils' skills with further questions. He paused the lesson to review some of the commands and to draw pupils' attention to some of the different information and their use, and towards the end of the session there was a very good review of

the activity to reinforce pupils' learning. Such effective teaching ensured that pupils' learning was very good and that they made good progress during this lesson.

121. Leadership and management of ICT are good. There has been substantial development of the subject since the last inspection. The co-ordinator has ensured there is a clear statement of approaches to teaching and learning in the policy and guidelines on how ICT contributes to teaching and learning in other subjects. The co-ordinator has time for monitoring planning and this enables him to support colleagues effectively. The monitoring of teaching, although often informal, is helpful in enabling the co-ordinator to identify aspects for improvement, and in supporting teachers' overall use of the equipment. The co-ordinator has a well thought out plan for further development.

MUSIC

122. Standards achieved by seven and eleven year olds are above those expected for pupils' ages. Whilst they remain the same for seven year olds, standards at the end of Year 6 are higher than at the previous inspection. Pupils benefit from regular weekly music lessons, which are planned and taught by a visiting specialist teacher. The teacher systematically develops pupils' skills in all aspects of the music curriculum.
123. Pupils know a wide range of songs, which they sing confidently and with evident enjoyment. All year groups follow instructions well. They listen carefully to the teacher's high quality demonstration of technique and style and try hard to match and improve their performance. Pupils in Year 2 use their voices expressively through singing and chanting. They match their voices well to the melody, helped by the teacher's clear hand signs that indicate the rise and fall of the different pitches. Pupils are becoming more confident and accurate when singing partner songs, on which they have to maintain two independent melodic parts. They are developing good rhythmic skills and keep in time well when accompanying their singing with actions and rhythmic patterns. Pupils are making good progress in their ability to internalise and recall sounds, because the teacher pays close attention to the development of their listening skills.
124. Year 6 pupils sing tunefully with clear diction and good control of pitch. Under the teacher's careful guidance, they are gradually increasing their vocal range. They are developing a good control of breathing and phrase. They sing expressively and match the tone quality of their voices to the style of the music, because they take careful note of the teachers' good example. They maintain their independent line well when singing in two and three parts, demonstrating an awareness of how their part fits within the whole. Rhythmic skills are good. They use these well to integrate stamping and clapping patterns into some of the vocal repertoire.
125. The quality of teaching is very good. The repertoire is well chosen, and inspires and motivates pupils to strive for high standards as it is wide ranging, including songs and games from various cultures through which all skills are well taught. Planning indicates that pupils cover all elements of the curriculum. During the year the school organises a number of music weeks, during which there is a stronger focus on composing and very good opportunities for pupils to hear and work with visiting musicians, covering a broad range of styles and cultures. For example, visitors include a baroque choir, African musicians and a professional percussionist. Besides listening, pupils learn much from these musicians through music workshops. These opportunities are well supported through the EAZ funding.
126. The visiting music teacher has an excellent relationship with the school and the subject is very well managed through the good communication and collaboration of the music teacher and the headteacher. All staff are highly committed to children's development through this subject. They take a full part in lessons, which communicates to pupils a valuing of the subject and also contributes to their own professional development. During the year pupils take part in a good range of activities, including musical productions and concerts in assemblies, and for

important occasions, such as Christmas and end of term. Pupils also have opportunities to perform in the local community. Over the course of the year the school offers a good range of extra-curricular activities and also the opportunity for junior pupils to learn a woodwind instrument. Overall, music makes a very good contribution to pupils' spiritual, social and cultural development.

PHYSICAL EDUCATION

127. Year 2 pupils' attainment is in line with that expected of pupils of this age. Pupils were observed in Year 2 which, when taken with other evidence, suggests they make appropriate progress. The majority of pupils reach the expected levels of attainment by Year 6.
128. Pupils in the infants have developed an adequate range of movements in order to carry out the movement and dance tasks set by their teachers. They can link one movement with another to form simple sequences. They also show an appreciation of the quality of movements required. For example, they learn how fast, slow or high movements are to be carried out or how they are to be linked to those made by other pupils.
129. All classes attend swimming lessons provided by the school, with the majority being able to swim at least 25 metres by the time they leave in Year 6. The school provides excellent opportunities for pupils to acquire a range of games skills through the use of its outdoor activity area. This together with the residential visits means pupils learn simple orienteering skills and how to work with others to overcome obstacles or solve practical problems.
130. Too few lessons were seen to make an overall judgement about the standard of teaching but in the lessons seen it was satisfactory. In a Year 2 lesson, pupils were asked to devise dances using *Cinderella* as a stimulus. This lesson was successful because the teacher made good use of pupils to demonstrate to others. This gave pupils ideas to build on and enabled the teacher to focus on the quality of the movements. In this way, pupils gained confidence from an uncertain beginning to the lesson and all managed an appropriate sequence. Pupils worked in pairs and after some initial self-consciousness, combined well to produce a sequence of steps suited to the music and setting.
131. The school's provision of learning opportunities is enhanced through the use of out-of-hours activities. Pupils in Year 4 especially benefited from a ten-week coaching course in golf that culminated in a visit to a local course. An evaluation by personnel from the EAZ RAIK project revealed a depth of learning and enjoyment on the part of pupils, teachers and parents. Other pupils at various times have learnt well from their experiences with Aston Villa Football Club, Birmingham Bullets Basketball Club and members of the England hockey team.
132. The co-ordinators for physical education are very enthusiastic and have very clear plans for the development of the subject. These include extending pupils' opportunities for competitive sport against other schools, enlarging the outdoor adventurous area and introducing more sports, including touch rugby.

RELIGIOUS EDUCATION

133. By Year 2 pupils' attainment is in line with that expected of pupils this age. They learn how everyday ideas are seen by different religions and then go on to learn more about these faiths. For example, they have looked at leaves and seen how each is different. This idea has been extended to help them understand how each person is different and how these differences are respected in different religions. Pupils were not shy when telling of their own attributes, for example describing themselves as 'handsome,' 'cheeky', 'kind and helpful', 'sensible' or 'cute.' They know some of the different tales or beliefs associated with different religions. These include the story of Noah, the meaning of Mendi patterns in Hinduism and the significance of Seder plates in Judaism.

134. By Year 6 pupils have made appropriate progress so that their attainment is in line with that expected of pupils this age. The knowledge pupils gained earlier has been built on well. Pupils speak with confidence about the festivals of different faiths and the beliefs associated with them and express their own opinions about them. For example, pupils in Year 6 were able to talk knowledgeably about the similarities and differences between Ramadan and Lent and what these mean to the followers of the Muslim and Christian faiths. Pupils explore a range of spiritual and religious ideas that enable them to learn appropriately about and from the major religions of the world.
135. The teaching of religious education is satisfactory. The guidance from the local education authority on what should be taught is being followed and its requirements fully met. Teachers' knowledge of the different faiths is sufficient to allow them to provide appropriate support for pupils in discussions. The most significant feature of the teaching, however, is the variety of activities provided to help pupils learn. These include the opportunities for personal research, role-play, story telling and writing at some length. In Year 3, for example, pupils retell Bible stories in their own words. In Year 6 they write letters to a friend describing a baptism while in Year 1 they make Muslim prayer mats. Pupils enjoy their lessons and show a good recall of work they have done. For example, in Year 2 pupils recounted the flight of the Jewish people from Egypt under the leadership of Moses. They knew the significance of Passover and could remember most of the plagues sent by God.
136. The co-ordinator is clear about how the subject will continue to develop. Resources have been steadily added to and teachers' planning improved. This has been achieved by good checking on what is being taught and the standard of work being produced.