

# INSPECTION REPORT

## **REDDAL HILL PRIMARY SCHOOL**

Cradley Heath

LEA area: Sandwell

Unique reference number: 103954

Headteacher: Mrs E J Hill

Reporting inspector: Mrs Janet Gill  
18706

Dates of inspection: 3<sup>rd</sup> - 6<sup>th</sup> February 2003

Inspection number: 246331

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

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## INFORMATION ABOUT THE SCHOOL

|                              |                                 |
|------------------------------|---------------------------------|
| Type of school:              | Infant and junior               |
| School category:             | Community                       |
| Age range of pupils:         | 3 - 11                          |
| Gender of pupils:            | Mixed                           |
| School address:              | Trinity Street<br>Cradley Heath |
| Postcode:                    | B64 6HT                         |
| Telephone number:            | (01384) 569053                  |
| Fax number:                  | (01384) 637827                  |
| Appropriate authority:       | The governing body              |
| Name of chair of governors:  | Mr P Wears                      |
| Date of previous inspection: | 1 <sup>st</sup> December 1997   |

## INFORMATION ABOUT THE INSPECTION TEAM

| Team members |                 |                      | Subject responsibilities   | Aspect responsibilities  |
|--------------|-----------------|----------------------|--|--|
| 18706        | Janet Gill      | Registered inspector | English<br>Art and design<br>History<br>Physical education   | What sort of school is it?<br>The school's results and pupils' achievements<br>How well are pupils taught?<br>How well is the school led and managed?<br>What should the school do to improve further? |
| 8991         | Pamela Goldsack | Lay inspector        |  | Pupils' attitudes, values and personal development<br>How well does the school care for its pupils?<br>How well does the school work in partnership with parents?                                      |
| 12394        | Carole May      | Team inspector       | Mathematics<br>Geography<br>Religious education<br>Areas of learning for children in the Foundation Stage<br>English as an additional language |  |
| 13754        | Judy Morris     | Team inspector       | Science<br>Information and communication technology<br>Design and technology<br>Educational inclusion  | How good are the curricular and other opportunities offered to pupils?   |
| 28882        | Barbara Jones   | Team inspector       | Special educational needs  | Music  |

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

### **INFORMATION ABOUT THE SCHOOL**

Reddal Hill Primary School is situated in Cradley Heath in the West Midlands. The area has undergone considerable change – many of the traditional industries have now disappeared and this has had an effect on the socio-economic situations of many of the families. The majority of pupils that attend the school live in the local community of housing association and privately owned properties. It is a close-knit community of many second and third generation Pakistani families. Few of these pupils speak English on entry – the overall figure is well below average. Attainment on entry to the Nursery is well below average. Thirty-six per cent of all pupils are from an ethnic minority background, which is high; all these pupils speak English as an additional language; approximately a fifth of the pupils in the school are in the earliest stages of learning English. The most frequent languages spoken at home by the ethnic minority pupils are Urdu and Panjabi. There are no refugees or traveller pupils. There are 164 full-time pupils aged from three to 11 years, which is about average and the same number as at the time of the last inspection. There are 91 boys and 73 girls. Forty-one children attend the Nursery part-time. There is a greater than average number of pupils that enter and leave the school other than the usual transfer time. This has an adverse impact on the performance of the school. Around 27 per cent of pupils have special educational needs and four have statements; this is above average. The school has additional provision - Enhanced Learning Provision (ELP) - for ten pupils with speech and communication difficulties, behavioural difficulties and moderate learning needs.

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

Reddal Hill Primary School provides a satisfactory education. The newly appointed headteacher, strongly supported by staff and governors, provides the school with very good leadership and management. Good quality teaching and effective support from learning support assistants are helping pupils achieve well. Pupils behave well, have very positive attitudes and respect for each other's cultures and ethnic backgrounds. All pupils are included in all aspects of school life and there is good racial harmony. The school provides sound value for money.

#### **What the school does well**

- Leadership and management are good. The headteacher has a very clear educational direction for the future work of the school, which is strongly supported by staff and governors.
- The quality of teaching is good and together, with the effective help from the learning support staff, is having a positive impact on the better progress pupils are now making in English, mathematics and science.
- The role of the co-ordinators has improved, particularly in English and mathematics, where they are very effective.
- Provision for pupils' spiritual, moral, social and cultural development is good and has a positive impact on the very good attitudes pupils show, their good behaviour and positive relationships.
- Assessment in English and mathematics is very good.
- Provision for pupils with special educational needs and for those who speak English as an additional language is good; for those in the Enhanced Learning Provision it is very good.

#### **What could be improved**

- Standards of English, mathematics and science are not yet high enough for pupils throughout the school.
- Some aspects of the curriculum and provision for children in the Foundation Stage.
- Systematic procedures for assessment in science and the foundation subjects are not fully in place.

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

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

Overall, there have been good improvements since the appointment of a new headteacher in April 2002 but overall progress since the last inspection school in December 1997 has been unsatisfactory and standards in the core subjects have declined. Nevertheless there is a good capacity to improve, as shown in the rapid improvements made recently. Many effective strategies, including the tracking and monitoring of pupils' progress and attainment, have been implemented. This has contributed to an improvement in the achievement pupils make, particularly in Years 3 to 6. Teaching has also improved. There is a strong

commitment towards raising standards and the school is now well placed to continue to tackle its priorities.

## 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 |      |      |                 |
|-----------------|---------------|------|------|-----------------|
|                 | all schools   |      |      | similar schools |
|                 | 2000          | 2001 | 2002 | 2002            |
| English         | D             | E    | E    | D               |
| mathematics     | C             | E    | E    | E               |
| science         | D             | E    | E    | E               |

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

In the National Curriculum tests in 2002, standards in reading, writing and mathematics at the end of Year 2 were well below national averages and when compared with similar schools. Standards were similar in science according to teacher assessment. At the end of Year 6, standards achieved were well below average in English, mathematics and science. Compared with similar schools, standards were below average in English and well below average in mathematics and science. Over the last two years standards have fallen and the overall trend is below the national pattern. However, since the appointment of the new headteacher in April 2002, effective strategies have been put into place to remedy the situation. Whilst all these initiatives are too new to have made a significant impact on standards this year, the outlook is considerably better for the future, as can be seen in the better standards pupils are achieving in Years 4 and 5.

Inspection evidence shows standards in writing, mathematics and science in Year 2 are well below average; they are better in reading but are still below average. In Year 6, standards are well below average in English, mathematics and science. This is because still too few pupils are gaining the higher levels. In other subjects, standards are in line with national expectations, except in religious education (RE) and music where they are above average. Children enter the Nursery with well below average attainment; they make good progress throughout the Foundation Stage. By the end of Reception overall attainment is below average, but average in personal, social and emotional development, physical and creative development and generally below average in communication, language and literacy, mathematics, knowledge and understanding of the world. Many pupils make satisfactory progress through Years 1 and 2 because of good targeted support. Progress in Years 3 to 6 is satisfactory overall; pupils are now achieving well and making good progress. However, this was not the case in the past; progress was unsatisfactory, hence the low standards in core subjects in the present Year 6.

## PUPILS' ATTITUDES AND VALUES

| Aspect                                 | Comment   |
|--|---|
| Attitudes to the school                | Very good. Pupils enjoy school, are enthusiastic and interested in their lessons. Children in the Foundation Stage have settled well in school.   |
| Behaviour, in and out of classrooms    | Pupils' behaviour in lessons and around the school is good. There is no oppressive behaviour, boys and girls get on well with each other and there is a good level of racial harmony. There have been three exclusions for misbehaviour over the last reporting year. |
| Personal development and relationships | Relationships are good and pupils co-operate well with each other in lessons and share ideas. Pupils' personal development is good. They have a very good sensitivity for the feelings, values and beliefs of others.   |
| Attendance                             | Attendance is satisfactory. Most pupils arrive promptly each day. A few parents do not accept their responsibility to ensure children attend school regularly and holidays are sometimes taken during term time.  |

The school's very good systems for monitoring attendance and lateness together with pupils' good behaviour and very good attitudes are having a positive impact on their learning.

## TEACHING AND LEARNING

| Teaching of pupils in: | Nursery & Reception | Years 1 – 2  | Years 3 – 6 |
|------------------------|---------------------|--------------|-------------|
| Quality of teaching    | Good                | Satisfactory | 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 quality of teaching overall is good and has improved since the last inspection. Virtually all teaching was at least satisfactory. Teaching in three-quarters of all lessons observed was good or better, with a third being very good or better. However the better teaching has not yet had sufficient time to make a significant impact on standards. For example in Year 6, although the pupils benefit from high quality teaching, a lot of ground has had to be made up. In addition a high percentage of pupils have special educational needs and 50 per cent of the pupils have joined the class since Year 2. Teaching is better now because planning has improved, there is a clear focus for the lesson, the tracking of pupils' progress and attainment is rigorous, which means that lessons are matched to pupils' needs and those requiring extra support receive it. The quality of teaching for pupils with special educational needs, including those in the ELP and those who speak English as an additional language, is good. This is because they receive good targeted support from specialist teachers and from learning support practitioners, which helps them to make good progress. There were good and very good features in teaching in several subjects, including English, mathematics, science, ICT, RE, PE and music. Children in the Foundation Stage in both the Nursery and Reception receive good teaching, which helps them to make good progress in their learning. The quality of teaching is better in Years 3 to 6 than in Years 1 and 2. In Year 2, expectations are not high enough for the quality, quantity and presentation of work. This has an adverse impact on the progress these pupils make.

## OTHER ASPECTS OF THE SCHOOL

| Aspect   | Comment   |
|--|---|
| The quality and range of the curriculum  | Satisfactory, including the Foundation Stage. The emphasis on the core subjects is beginning to help raise standards. Extra-curricular provision is good. There is good equality of opportunity for all pupils.   |
| Provision for pupils with special educational needs  | Good. There are good arrangements in the main school to support pupils' learning, particularly in English and mathematics. Individual Education Plans are specific to the individual and address needs well. ELP provision is very effective and pupils make good progress.   |
| Provision for pupils with English as an additional language                                  | Good. Provision for English as an additional language is good. Pupils are effectively supported and fully included in all aspects of school life; this helps them make good progress and achieve well.  |
| Provision for pupils' personal, including spiritual, moral, social and cultural, development | Good. Spirituality is promoted through visits to churches and mosques and through a range of artistic and cultural experiences. The school promotes racial, religious and other forms of equality well, it helps pupils to develop respect for one another and positively promotes cultural experiences.  |
| How well the school cares for its pupils   | Satisfactory. The school is friendly and welcoming and the welfare of all pupils is important to staff. The procedures for child protection and ensuring pupils' welfare meet statutory requirements. Procedures for assessing and monitoring pupils' progress in English and mathematics are good and information is used well to assist planning. |

Parents have positive views of the school and make a satisfactory contribution to their children's learning and the work of the school. Information for parents, including information on pupils' progress, is good.



## HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect   | Comment  |
|--|--|
| Leadership and management by the headteacher and other key staff | Good. The headteacher has provided a very clear direction for the school and is aware of what the school needs to do next to improve. She is strongly supported by staff and governors. The role of co-ordinators, although improved, needs to include monitoring of teaching and learning.                                      |
| How well the governors fulfil their responsibilities             | Satisfactory. The governors have a satisfactory understanding of the strengths and weaknesses of the school and are better informed now than previously about the performance of the school. The governing body fulfils most of its statutory duties, with the exception of carrying out risk assessments.                       |
| The school's evaluation of its performance                       | Good. The school now has effective strategies to evaluate its successes and weaknesses and is well aware of its overall performance and the steps it needs to take to continue to improve.   |
| The strategic use of resources                                   | Good. Educational priorities are now linked well to financial commitments. Financial monitoring and day-to-day management are good. Specific grants are used effectively to support special educational needs and English as an additional language – pupils make good progress. The school offers satisfactory value for money. |

The headteacher is applying the principles of best value well and the governors are developing a better understanding of monitoring and evaluating the school's performance. This is having an impact on raising achievement. Provision for staffing is good and accommodation and resources are satisfactory.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

| What pleases parents most   | What parents would like to see improved   |
|---|---|
| <ul style="list-style-type: none"> <li>• Teaching is good.</li> <li>• Pupils make good progress.</li> <li>• Pupils are expected to do well.</li> <li>• Pupils are helped to become mature and responsible.</li> <li>• Pupils like school.</li> <li>• The school is approachable.</li> </ul> | <ul style="list-style-type: none"> <li>• The information about pupils' progress.</li> <li>• How closely the school works with parents.</li> </ul> |

Inspectors agree with the positive views expressed by the parents. They disagree with some parents' comments and found the information provided for parents to be good and the school strives to work closely with all parents.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and pupils' achievements**

1. A new headteacher was appointed to the school in April 2002. This followed a period of uncertainty as to whether the school would close because it had many surplus places. The previous headteacher, who had been at the school for a considerable time, retired; therefore temporary management was put in place to lead the school. In addition, due to staff absence one class – the present Year 6 – had many temporary teachers. During this period of around two years, standards of achievement declined in English, mathematics and science and were lower than the last inspection in December 1997 when attainment was said to be in line with the national average in the core subjects. However, from National Curriculum test results later that year standards achieved by Year 2 pupils were lower in reading and mathematics than the last inspection had indicated and were well below average, but average in writing. In Year 6 they were below average in English, average in mathematics and well below average in science.
2. In the 2002 National Curriculum tests, standards at the end of Year 2 and Year 6 are well below average in the core subjects and the overall improvement over the last five years has been below the national trend. Results are depressed by the standards usually reached by pupils in the Enhanced Learning Provision (ELP). At the time of the last inspection the provision for these pupils did not exist. In addition the high level of mobility of pupils, both entering and leaving the school at other times than is usual, has a significant impact upon standards achieved. In the present Year 6, up to 50 per cent of these pupils have entered the school since their last national tests when they were in Year 2.
3. Standards of attainment of 11 year-olds in the National Curriculum tests in 2002 were well below average in English, mathematics and science. This represents an improvement from 2001 in English and science but a decline in mathematics. More pupils gained the average Level 4 and above than previously. When compared with similar schools, results were below average in English and well below average in mathematics and science. Standards of attainment of seven-year-olds in the National Curriculum tests in 2002 were well below average when compared with national figures and against similar schools, in reading, writing and mathematics. Teacher assessment in science indicated that the proportion of pupils gaining Level 2 and above was well below average. However, this represented a significant improvement from 2001. There were no significant differences in the performance of boys and girls for both year groups.
4. Since April 2002 there have been significant improvements in assessment and tracking, which helps to accurately predict pupils' progress and attainment – a very good improvement from the last inspection. This has been carried out with extreme rigour by the headteacher, literacy and numeracy co-ordinators. The school carefully analyses a variety of test results in English and mathematics by gender and ability to ensure pupils are appropriately supported and are placed in the correct ability groups. From this data, intervention strategies such as ELS, ALS and Springboard<sup>1</sup> have been implemented successfully for pupils not achieving as well as they should. In addition, specific targeting to cater for pupils' individual needs and planning to match pupils' prior attainment in lessons has been improved. This means that generally higher attaining pupils are given more appropriate work to extend and challenge them. This is an improvement. In addition, five Year 5 pupils join Year 6 for literacy to enable them to work at a higher level and an able mathematician from Year 4 joins Year 6 for numeracy. The school is very aware that raising standards in the core subjects is the key priority for the school and, as such, set out clear action plans in the school improvement plan.
5. Measures introduced since April 2002 have led to better teaching, planning and assessment which impacts equally on all groups of pupils. Those who speak English as an additional language or who have special educational needs have effective support and make good progress. The support that is given to these pupils is effective and ensures they achieve well. Progress is checked at the end of the term for all pupils to ensure that they are on target. A detailed analysis of progress throughout the autumn term indicates that pupils in Years 3 – 6 are making good gains in their learning.

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<sup>1</sup> ELS – Early Literacy Support, ALS – Additional Literacy Support, Springboard – mathematics – all systematic programmes for teaching basic skills, delivered by trained learning support assistants.

Inspection evidence confirms this. However, pupils in Years 1 and 2 are making satisfactory progress, while those who have targeted support make good progress. All pupils throughout the school have their own targets in literacy and numeracy and older pupils know what they have achieved so far this academic year and what they need to do to reach the next level. This information is also shared with parents, so they are also fully aware of the next steps in learning for their child.

6. When children start in the Nursery their attainment is well below average in all areas of learning and sometimes lower in communication, language and literacy. Children make good progress, including those with special educational needs and who speak English as an additional language. Children enter the Reception class with attainment still below average in all areas of learning, with the exception of communication, language and literacy, where standards for a few children are still well below average. They continue to make good progress and, by the end of the Reception year, many children attain average standards in personal, social and emotional, creative and physical development. However, standards are below average in mathematical development, knowledge and understanding of the world and communication, language and literacy, but for a few children standards are still well below average. Pupils currently make satisfactory progress overall in Years 1 and 2. Progress made in Years 3 to 6 is satisfactory overall but currently it is good and pupils are making up lost ground, although in the past pupils did not make enough progress.
7. Inspection evidence indicates that pupils in the present Year 6 are working at well below average levels in English, mathematics and science. This particular class has a high number of pupils with special educational needs and around 50 per cent of the pupils in the class did not start their school career at this school. The week before the inspection two children had left and two had joined but the school has such good integration procedures it isn't apparent which pupils are new to the school but this nevertheless has an impact on the class. The teaching in Year 6 is very effective and the rate of learning is now good, but there is much ground to make up considering the disrupted year they had as Year 5 pupils and their standards when they came into the class in September. Detailed records kept by the teacher and inspection evidence confirm that pupils are now making better progress in Year 6. The school 'value added' analysis for Year 3 – 5 shows good progress since September. This is borne out by inspection evidence. Many of the new initiatives are too new to make a significant impact on standards for the Year 6 National tests. However the trend has begun to turn for pupils in Years 4 and 5 and the outlook is considerably better for the future.
8. Inspection evidence indicates that pupils in the present Year 2 are working at well below average levels in writing and mathematics and below average in reading. The standards are higher in reading than previously because there are more pupils working at Level 3.<sup>2</sup> In science pupils are achieving standards that are well below national expectation.
9. Pupils with a wide range of special educational needs in the main school show good achievement against individual targets. Sometimes improvements are very good. In literacy and mathematics, for example, some pupils with special educational needs almost reach the expected level, as they do in some other subjects, especially in creative or practical activities.
10. The attainment of children who are in the initial stages of learning English is below that of the rest of the children in the class because of their inability to understand and speak English. By the end of Year 2, most pupils are comfortable communicating verbally in English in most situations. However, a significant minority of children in every class do not yet have a secure grasp of English grammar, nor do they have a wide vocabulary. This has the effect of depressing their results in the national assessment tests at the ages of seven and eleven.
11. By the end of Year 6, whilst most pupils who started school in the Nursery or Reception classes are able to make their meaning perfectly clear, many still do not speak grammatically. Lack of fluency in English means that, in those subjects which depend on a child's ability to read, understand and write in English, the standards they achieve are below that of most other children of their age. Pupils at the early stages of learning English throughout the school make good progress because of the skilled support provided for them.

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<sup>2</sup> In the National Curriculum tests, Level 2 is the average level that seven-year-olds achieve, Level 3 is above the national average.

12. Standards in almost all the foundation subjects have been maintained in Year 2 and are average in Years 2 and 6 in history, information and communication technology (ICT), physical education (PE); in Year 2 they are average in music and religious education (RE) but above average in Year 6. It is an achievement that standards have been maintained in ICT because the nationally expected standards have been raised considerably since the introduction of Curriculum 2000. The improvement is due to ICT being taught on a regular basis in the new suite by teachers with better expertise and used more effectively in other subjects. In addition, the school has started to use intervention programs, for subjects such as English, which are proving beneficial. Standards have declined from above average in art and design and design and technology throughout the school and in geography and music for seven-year-olds because the focus has been on the core subjects and in art and design the scheme of work needs to be put fully into place. Standards in Year 6 have been raised to above average in RE and maintained at that level in music.

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

13. Pupils' attitudes towards learning continue to be very good. In lessons, pupils are eager, hard working and take pride in their accomplishments. The direct link between good teaching and good responses among pupils was evident throughout the inspection. For example, a pupil in a Year 2, ICT lesson really enjoyed working with computers, treated the equipment sensibly and improved his/her skills during the lesson. To their credit, pupils continue to be willing learners even in lessons that are not as exciting as some others. This reflects improvement since the last inspection. Parents confirm that their children enjoy school. Pupils' very good level of enthusiasm is also reflected in their active participation in the full range of clubs and extra-curricular activities available to them.
14. Pupils' behaviour in lessons and around the school is good and the school is an orderly and pleasant community with a good atmosphere for learning. Pupils have a good sense of moral development and clearly know right from wrong. They support the school's behaviour code well and look forward to having their efforts praised during awards assemblies each Friday. There is no oppressive behaviour and boys and girls get on well with each other. Bullying, or perceived bullying, is a rare occurrence and is addressed immediately according to the school's guidance on behaviour and anti-bullying. Teachers are skilful at directing pupils' natural high spirits into enthusiasm for their work. Pupils' ethnic and religious backgrounds are diverse and there is a good level of racial harmony. However, behaviour is not as good as it was judged in the last inspection report where pupils were praised for being naturally courteous and polite. In general, saying 'please' and 'thank you' does not come naturally to the pupils when they relate to each other. Relationships are good and pupils co-operate well with each other in lesson, share ideas and often applaud each others' best efforts. However, relationships would be even better if they were as courteous to each other as they are to adults. There have been three exclusions for misbehaviour over the last reporting year.
15. Pupils' personal development is good and they are well aware of their specific targets for improvement in learning. This raised awareness, particularly on the part of older pupils, reflects improvement since the last inspection. Pupils have a very good sensitivity for the feelings, values and beliefs of others. Their own artwork and projects on display around the school along with their participation in assemblies show their awareness and respect for other cultures and religions. This good level of spiritual development is evident among pupils in Year 6 who take turns visiting residents and reading with them at a nearby home for the elderly. This mutually productive link enables pupils to have an insight into the lives of older neighbours and share their own experiences with them. Another example also involved a member of the older generation. To extend teaching in a Year 6, history lesson the class teacher arranged a visit from a World War II veteran who had been a teenage airman. Pupils treated this distinguished visitor with the utmost respect and thoughtful questions. Their understanding and knowledge of the war were greatly enhanced by their ability to empathise with their guest and reflect upon his wartime experiences. Parents agree that the school helps their children become more mature and responsible.
16. Pupils' social development is good and they willingly carry out monitoring jobs in their classrooms and around the school. Pupils treat the building and equipment with respect. A large playground divides the two school buildings and pupils move around to each building efficiently and this adds to the smooth running of the school day. Pupils who join the school at different times of the year are made to feel welcome quickly and settle with the help of a 'buddy' from within their new class. Pupils make good use of the opportunities within Personal, Social, Health and Education (PSHE)

lessons to discuss the importance of behaviour and social issues that affect them. The School Council provides a forum for pupils to discover how they can work together to improve the school community. It is still in its early days and pupils have not yet taken the lead in running the council themselves. Social skills are improved for the small groups of pupils in Year 6 who attend the West Bromwich Albion Football Club Study Support Centre.

17. The school places a strong emphasis on personal development for pupils with special educational needs, especially for those with emotional and behavioural problems. Targets are set to raise standards. The school uses a range of personal and general incentives to motivate pupils with special educational needs to have good attitudes towards learning and behaviour. Generally these pupils make a good effort to achieve targets. Those who need help to develop their speech and language try very hard with daily exercises, showing a determination to improve. The good policy of inclusion has been greatly beneficial towards personal development. Very good relationships are formed with others across the school. Pupils are positive in their responses in the classrooms, or when in small groups, or on a one-to-one basis. Behaviour is good. Pupils integrate into their classes well and work happily together.
18. Children in the Foundation Stage settle into school well and quickly adapt to school routines. Teaching in personal, social and emotional development is effective because it helps children to have positive attitudes and behave well which contributes to the good learning and developing independence in the Nursery, when these young children choose their own activities. However, in the Reception independence is not as effectively promoted due to the organisation of the curriculum. When children are engaged on a task that really interests them, they concentrate well. They enjoy sharing and playing with others.
19. In the Nursery children who speak English as an additional language have a very good attitude to school. From their earliest days in the Nursery, they try hard and are well motivated to learn. They are very attentive and can concentrate for long periods when supported by the nursery staff. With adult encouragement, most children are happy to attempt speaking in English and quickly acquire enough English to make their needs known. By the end of Year 2, they are confidently choosing friends and working with partners from all nationalities. They share experiences and ideas and join in lessons with confidence. This good approach to learning continues throughout the school.
20. Pupils' attendance continues to be satisfactory and is about the national average. However, some parents allow their children to have days off for no valid reason and there are extended family holidays to native homelands. These factors have a negative impact on the continuity of pupils' learning. Most pupils arrive promptly each morning but a very small number are consistently late despite the school's best efforts to improve their punctuality.

## **HOW WELL ARE PUPILS TAUGHT?**

21. Improvement in the quality of teaching has begun to make a contribution to the rise in achievement in English, mathematics and science as evident in the tracking data. The overall quality of teaching is good, as in the last inspection. However, there is now a greater percentage of good and better teaching than previously. Around three-quarters of lessons observed were good or better and a third very good or better. Virtually all teaching was at least satisfactory. Teaching for pupils in Years 1 and 2 is satisfactory overall, although in some lessons led by the temporary Year 2 teacher there was good and very good teaching. However, in Year 2 there are unsatisfactory elements in teaching - expectations are not high enough for the amount of work pupils complete and their presentation is not good enough. There is little reference to the school system for marking which relates to the learning objective for the lesson or to pupils' individual targets. In Years 3 to 6 the quality of teaching is good overall with a high percentage of very good lessons. At times teaching is inspirational, particularly in Years 4 and 6.
22. The quality of teaching in the Nursery and Reception is good, as it was at the time of the previous inspection. The Nursery is organised well and has recently achieved a quality mark for the standard of provision. The teacher and nursery nurses work effectively together to promote children's learning, placing appropriately high emphasis on fostering personal, social and emotional development and to promote the children's understanding and use of English. The good groundwork done in the Nursery is built on effectively in the Reception class where planning of lessons is satisfactory and interesting activities provided. All members of staff are specially trained to work with children of Nursery and Reception age and understand how young children learn.

Children acquire skills well in all areas of learning, are absorbed by their activities, enjoy learning and working with their teachers and other adults. This is why children make good progress and by the end of Reception many children are likely to achieve the Early Learning Goals<sup>3</sup> in personal, emotional and social development, creative and physical development. However, most will not achieve these goals in communication, language and literacy, mathematical development and knowledge and understanding of the world but this still represents good learning because children start in the Nursery from a very low base.

23. Pupils who have special educational needs are taught well which helps them to learn effectively and make good progress. Individual Education Plans are written in collaboration with the class teacher and the co-ordinator, with good involvement by learning support practitioners and pupils themselves. Careful records are kept of each child's attainment and progress; liaison between staff across age groups ensures continuity and progression. Teachers are more aware of personal targets now and individual plans are more thoroughly used in class. This is an improvement since the last inspection. Work that is generally matched to pupils' needs is appropriate in class subjects. Teaching is thorough in withdrawal groups for numeracy and literacy, including speech and language. The strong team of learning support practitioners contributes to the effectiveness of the programme.
24. The quality of teaching for pupils at the earliest stages of learning English is good throughout the school, especially when there is support available from the specialist teacher or the classroom assistant employed specifically to help children learn to speak English. In a good lesson with pupils from Year 2, the specialist teacher was helping children to read with understanding and to write answers to written questions about the texts they had read. She encouraged pupils to read 'in their heads' and then checked pupils' understanding by asking searching questions. She praised the children for their efforts, made them feel appreciated and helped to raise their self-esteem. When they were writing down their answers she reminded children to refer back to the text. The homework she gave supported the pupils' learning in the lesson well. However, the lesson took place whilst the rest of the school were engaged in the daily act of worship. This is not acceptable.
25. The increased focus of the National Literacy and Numeracy Strategies, together with other recent developments in literacy and numeracy, has given teachers better expertise in these subjects. As a result, the majority of basic skills, particularly in Years 3 to 6, are taught effectively in lessons and pupils learn well. However, in Year 2 there is insufficient work in the books in literacy and numeracy and other subjects for pupils to practise their writing skills and this has an impact on the standards pupils reach. The promotion of speaking and listening skills is a high priority for the school. Teachers take every opportunity to encourage pupils to articulate their thoughts because many older pupils find this difficult. For example, in RE speaking and listening skills were promoted very well indeed and pupils were able to express their feelings verbally in response to hearing three very different pieces of music. However, there are a few pupils in each class that have difficulty expressing themselves in English. However, with good support from teachers, the pupils try hard and are gaining in confidence. In a Year 3 literacy lesson, good intervention from the specialist teacher for pupils learning English enabled pupils to join in the introduction and review of the lesson very effectively.
26. Literacy is well taught across the curriculum in subjects such as history and design and technology. There are some good opportunities for pupils to write at length, as in the Year 6 news report on Britain at War and in design and technology where pupils in Years 3 to 6 evaluate their work. Teachers promote the use of numeracy skills to aid learning in other subjects, such as in science when pupils in Year 5 lesson plotted on a line graph the temperature change of melting ice throughout the day. Since the completion of the computer suite pupils are developing their ICT skills sufficiently well to make good use of them in other subjects such as art and design and mathematics. This is because teachers have greater expertise and teach skills well in ICT lessons and reinforce key subject-specific vocabulary.
27. The quality of lesson planning has improved since the last inspection and is now good. A good feature of the planning is the clear learning intention about what is to be taught in each lesson. This

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<sup>3</sup> Early Learning Goals, covers six areas - communication, language and literacy, mathematical development, personal, social and emotional development, knowledge and understanding of the world and physical and creative development. They form the recommended guidance upon which the curriculum is based for children between the ages of 3 to 6 years.

is effectively shared with pupils, which helps them to be clear what it is they are learning. In literacy and numeracy, teachers prepare work that is appropriately matched to pupils' prior ability. However, in other subjects work is not always as well matched and pupils often carry out the same task. Teachers and support staff work hard to ensure that all pupils can understand and benefit from lessons. Most teachers have support in the classroom for pupils of lower ability and learning support practitioners are deployed well. This helps these pupils learn effectively. This is one of the reasons why pupils with special educational needs and those for whom English is an additional language make good progress. For example, the English as an additional language teacher effectively supported Year 3 pupils in a literacy lesson and very carefully explained the difference between the first person, second and third person. This meant in the review session at the end of the lesson one pupil correctly told the class what he had learnt.

28. An effective range of teaching methods is usually employed, being adapted well to both the requirements of different subjects and the needs of most of the pupils in the class. When teachers explain things clearly, and use effective demonstrations by themselves or other pupils, such as in PE, pupils make good progress. Teachers use effective questioning that encourages pupils to think hard and generate well thought out answers in subjects such as science. It also ensures all pupils in the class are involved in this activity. This encourages pupils to think hard, maximise their creative and practical effort and generate well thought out answers. Teachers are generally skilled in maintaining a good pace in the lesson and virtually no time is wasted; this ensures that pupils remain focused and work hard. However, in a few lessons where there is too long allocated for a particular subject, such as science in Year 1, the pace slackens and the lesson fills the time set for the lesson. This is more a problem with some of the timetable arrangements rather than teaching.
29. The good relationships, together with the consistent application of the good behaviour management procedures, ensure that the organisation and control of pupils in lessons are usually very good. Pupils behave well, which helps them to learn effectively. Pupils work well together within groups, for example, sharing resources in practical lessons. During such lessons as art and design, teachers circulate effectively and support pupils as they need help. The atmosphere at these times is very positive, friendly and good humoured between pupils and the teacher and pupils.
30. Some marking is of good quality, but there is some variation in younger pupils' work. Good marking includes helpful comments, encourages improvements and acknowledges when the learning objective of the lesson or when pupils' personal targets in literacy and numeracy have been achieved. This is good practice. Homework is used effectively to support pupils' learning, particularly in Years 3 to 6, and in English and mathematics.

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

31. The school places justifiable emphasis upon literacy and numeracy in order to meet the needs of the higher proportion of pupils who enter the school with a narrow range of experiences. The National Literacy and Numeracy Strategies have been fully implemented and planning for English and mathematics adheres closely to the guidelines. Ways of supporting learning in these core subjects are effectively incorporated into other subjects; for example, ICT is used to support literacy when pupils use graphics to illustrate their poetry and use control technology to reinforce their understanding in mathematics that angles are measured in degrees.
32. The school has responded to the latest national advice on curriculum planning and since the beginning of the academic year has updated timetables and allocations of time to subjects in order to provide a more broad and balanced curriculum. The percentage of time allocated to particular curricular areas is mostly appropriate except that in Year 1 a large block of time is allocated to literacy and science on the same day and is inappropriate for pupils of this age. During this time the activities chosen are limited and are expanded to fit the time available. There is also an uneven amount of time allocated to science and ICT across classes.
33. Planning for other subjects is largely based on Qualifications and Curriculum Authority (QCA) national guidelines. This is an improvement since the last inspection when, in some instances, there were no schemes of work in place to ensure pupils built on previously learnt skills. However in design and technology, ICT and RE the schemes have not been sufficiently adapted to meet the needs of the school or the attainment of the pupils. Often all pupils follow the same work and higher-attaining pupils are insufficiently challenged. This was noted at the last inspection and is a

weakness. In science the recommended levels of work in the scheme are closely adhered to, although many pupils could work at a higher level than the scheme suggests. The school has identified the development of mathematics and scientific skills as a priority and a start has already been made to improve these areas.

34. The curriculum recommended nationally for the youngest children has changed since the last inspection. The Foundation Stage<sup>4</sup> now encompasses the Nursery and the Reception class. At the time of the previous inspection, the Reception class followed part of the National Curriculum. The Foundation Stage co-ordinator and all the staff have worked hard to bring about the changes recommended and to unite the Nursery and Reception classes into a cohesive stage. The Reception class teacher oversees the work of the Nursery and, as a result, the nationally recommended curriculum has been successfully implemented and all areas of learning are taught well in both classes. Appropriate improvements have been made since the last inspection and it is a satisfactory curriculum overall. However, the school is aware that there is further work to do in implementing an activity-based curriculum throughout the Foundation Stage and to provide more planned opportunities in the outdoor area.
35. The quality of provision for pupils with special educational needs is good and has developed well since the last inspection. Documentation is up to date. Individual Education Plans are specific to the individual; address needs appropriately and are securely implemented with a good system of assessment and evaluation in place. Extra tuition is given to pupils on an individual or small-group basis to promote literacy and numeracy skills. Good specialist help for speech and language or movement problems is available. The school ensures all pupils with special educational needs gain experience in music and that withdrawal for specific individual or group teaching is not always from the same subject. This is an improvement since the last inspection. Where pupils are necessarily taught separately from the class in areas of numeracy and literacy, this is entirely appropriate.
36. Most pupils have full access to the National Curriculum as provided by the school. However pupils on the ELP programmes who have been identified as requiring extra support sometimes miss valuable parts of lessons from both the core and foundation subjects. Sometimes pupils are withdrawn from lessons to learn to play recorders and/or other musical instruments. Gifted and talented pupils are identified, mainly in literacy and mathematics at present in Years 4 to 6, and the school makes special efforts to meet their needs. The curriculum for pupils who speak English as an additional language is planned in partnership with class teachers to meet the needs of all these pupils. For example, pupils in Year 6 are provided with a short effective lesson to ensure that they understand the scientific language and concepts covered in the subject.
37. Teachers make sure that the curriculum draws on areas of interest to pupils of all ethnic groups. They do this in a wide variety of ways including ensuring that the everyday resources used within the school are very good and free from racial bias. Notices and posters around the school are written in Urdu emphasising the inclusive nature of the school. Special resources are provided to meet the needs of specific groups. For example, children whose parents do not read English are provided with dual language books to take home so that parents can share and enjoy together the stories that their children listen to in school.
38. The variety of cultures, religions and traditions represented in the school are used well to support all areas of the curriculum. For example, in RE lessons in Year 4, Muslim parents had been into class together with the local Church of England Vicar. They told the children about the two religions. The pupils were very interested to discover many similarities and differences between the two. The children often have the opportunity to join in celebrations and dances from a variety of other cultures. In an assembly during the inspection, a story was told about Chinese New Year. In another, New Zealand day was celebrated and pupils performed a Maori dance.
39. Provision for personal, social and health education is good. It is developed in assemblies, circle time and in lessons. All classes have timetabled regular periods each week either as circle time or for PSHE. Pupils discuss issues such as behaviour and anti-bullying and other issues that affect them personally. In a Year 4 lesson pupils discussed the differences between wants and rights as an ongoing theme. Skills of speaking and listening are promoted well in these classes. Pupils learn about the dangers of medicines and how to keep their body healthy as part of the science curriculum. The governing body has decided against the specific provision for sex education,

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<sup>4</sup> The Foundation Stage is for children aged three to the end of the Reception Year.



although this is under review. The school uses the expertise of a nurse to support and inform older pupils with regard to their health and development. The current policy for PSHE has been formulated but has yet to be fully implemented throughout the school.

40. The curriculum is enhanced by regular visits to local places of interest and shortly there is a residential visit to Wales for Year 6 pupils and later in the term a visit for Year 2 and 3 pupils to Worcester. There are also visits to the zoo for younger pupils and to the theatre for older pupils. The choir takes part in the Young Voices Concert. The school's provision for extra-curricular activities is good and all pupils, whatever their attainment or gender, have full access to all the sports and other activities, including use of the computer suite for French Club. Pupils with special educational needs have access to all areas of the curriculum and are welcome to join extra-curricular activities. All pupils are included with their peer group in external visits and take part in whole-school events.
41. Links with business and the local community are good and enrich the curriculum. Local residents come in to talk about their experiences in World War II and Asian parents support the school by the provision of food to enrich the "Celebration" topic. A local bakery contributes towards the expertise and costs of ingredients for food technology. Members of the West Bromwich football team provide coaching in football skills. A visiting theatre group performs for the pupils in Years 4 to 6. There are also visits by the Fire Service, Road Safety organisers and the Police to enhance work on citizenship. The school works well with the other two local primary schools as part of a Federation. The aims of the partnership are to support each other in raising attainment, managing financial implications and community development. The partnership works well by sharing the more expensive resources and the cost of residential and local visits enjoyed by the pupils.
42. At the time of the previous inspection the provision for pupils' spiritual, moral, social and cultural development was judged as very good. In the current inspection it was found to be good. Pupils' spiritual development is fostered well and is good. The school teaches pupils to respect and value one another and teaches them to understand about the different faiths held by pupils within the school. There were two very good examples of this in RE lessons during the inspection. Both these lessons had involved visitors to the school and discussions about differing beliefs. The school sets out to celebrate the important religious festivals of all the faiths within the school and, during the inspection, preparations were under way to celebrate Eid with a party planned and prepared by parents. Spirituality is promoted through the school offering very good opportunities such as visits to churches and mosques and through a range of artistic and cultural experiences. Spirituality is also fostered in the music played and pupils are asked to reflect on the emotions roused by different types of music, for example as seen in a RE lesson and in assemblies. The daily act of worship, however, does not always meet requirements. On occasion there is no opportunity provided for prayer or quiet reflection and no mention at all of God.
43. The school's stated aims of helping to make pupils aware of the needs and rights of others are met well. The school is promoting racial, religious and other forms of equality through its policies on tracking pupils' progress; ensuring pupils' needs are met in the curriculum. Good behaviour is promoted well and the pupils' behaviour and attitudes towards the staff and visitors to the school demonstrate an awareness of good codes of conduct in their politeness and good manners. Lessons in the recently enhanced programme of PSHE provide the pupils with opportunities to express their views and respect those of others. Pupils also learn to care about the welfare of others and regularly collect for charities such as Jeans for Genes Day and The National Children's Homes. Year 6 pupils regularly visit a group of local elderly people to chat and read to them. This helps to develop an empathy and understanding of what it is like to grow old.
44. The school places a high priority on pupils' personal and social development and this is enhanced through events such as school journeys and residential visits. Opportunities are also provided for pupils to work together to discuss their views and put forward their ideas through the School Council. However, this has only recently been re-established and has not made any significant impact on developing pupils' independence, decision making or ability to take on responsibility. Pupils' personal and group achievements are celebrated regularly in assemblies. This helps to promote the values the school holds dear, such as working hard, attending school regularly and being on time.
45. Opportunities are provided for pupils to explore both their own and others' cultural values and traditions through a variety of activities and events in the curriculum, for example music, art and

design, history, RE, visits to churches and mosques and visits from touring theatre companies. In addition, teachers bring news items to school to discuss with pupils and to help them take an interest in world affairs. These cuttings are then displayed in the classrooms for the pupils to read and refer to later in the day. Posters around the school advertise and promote the services of the local library and the children are encouraged to join. Pupils are also encouraged to join in the extra-curricular clubs. The new ethnic minority achievement policy makes the curriculum entitlement for all pupils in the school clear. It reflects the inclusive nature of the school and positively promotes the cultural and linguistic diversity of the pupil population through a greater attention to dual language materials and new multi language directions and welcome signs.

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

46. This continues to be a friendly and welcoming school where the wellbeing of all pupils is important to all members of staff. The procedures for child protection and ensuring pupils' welfare are satisfactory and meet statutory requirements. The headteacher is responsible for child protection and is supported by the deputy headteacher. Members of staff are aware of procedures and their role in providing for child protection. The school follows the local education authority's policy for child protection. The school is aware that its own policy needs to be updated and a regular programme of staff training organised in order to strengthen provision in this area. The local education authority carried out a risk assessment of the site just before the inspection. However, the governors are not playing a leading role in ensuring health and safety in school. The governors' premises committee does not meet regularly nor carry out risk assessments. Policies and routines are not sufficiently up to date. Fire drills are carried out each term and fire safety equipment is inspected regularly.
47. There is an adequate number of staff trained to administer first aid. Arrangements to care for pupils with specific medical needs are appropriately established and pupils who become ill at school are cared for sympathetically in the administration area as they wait for a parent to collect them.
48. The procedures to monitor and improve attendance are very good. Registers are called promptly at the beginning of each session and recorded electronically. Attendance figures are reviewed weekly and the education welfare officer visits each week to help encourage regular attendance. Parents are reminded regularly about the importance of prompt, regular attendance and are asked not to take family holidays during term. To off-set the negative effects of long term absence pupils who take part in long-term visits to their homelands are given education packs to complete whilst abroad. Parents are made well aware of the difference between authorised and unauthorised absences. However, some persist in taking their children out of school for frivolous reasons such as shopping for clothes. Classes with the best attendance are rewarded each week and pupils with perfect attendance receive a certificate each term.
49. Procedures for checking on and promoting good behaviour and eliminating oppressive behaviour are good. The school has adapted an assertive discipline method that is well suited to the needs and personalities of its pupils. Teachers have high expectations of behaviour and skilfully promote good behaviour with little interruption to teaching activities. Teachers apply sanctions and rewards fairly. The headteacher plays a leading role in monitoring incidents of misbehaviour and working with pupils and their parents to improve behaviour at school. The school sends out helpful information to parents about the warning signs of bullying and makes it clear that they will respond promptly whenever necessary.
50. Class teachers know their pupils well and keep good records of their personal development. Progress in personal development is included in pupils' end of year reports to parents. Teachers show care and consideration for their pupils and the pupils know they can approach them if they have any personal concerns.
51. The school is monitoring closely the progress of pupils on the register for special educational needs and is identifying particular needs at an earlier age. Regular meetings between relevant staff and constant up-dating ensures ongoing development. The school is very well supported by outside agencies. The Speech and Language Therapist visits each term to review programmes. Support staff in school ensure daily practice of the exercises. Occupational therapy is sought when needed and exercises practised in school. Blinds to reduce glare are being provided to help pupils with visual problems and all requirements of the Disability Act are being reviewed to ensure standards are met. The school values the support given from the outside agencies.

52. The care taken of pupils who speak English as an additional language is good. All members of staff understand that, for children new to English, helping them to adapt to the school environment is as important as is the acquisition of English. The level of children's English is assessed on their entry to school and their progress checked each term. This information is used to adjust lessons and activities to help pupils move forward in their learning.
53. The school's procedures for assessing the attainment and progress of pupils have improved significantly since the beginning of the academic year and are good overall. This is an improvement since the last inspection when procedures were identified as being unsystematic. The school has focused much effort on assessments in English and mathematics and the results are being used well. They provide much valuable information relating to the overall performance of the school and the progress made by individuals. The information is used diligently to identify strengths and weaknesses in provision and to identify whether any particular groups of pupils are not progressing as well as might be expected. The information gained is used to set targets for pupils for future improvement. These targets are shared with both pupils and parents in order that they know what pupils have to do to improve their work.
54. In science there has been insufficient analysis of data from formal test results or of the development of pupils' scientific skills, knowledge and understanding that would help identify weaknesses in curriculum provision and teaching and learning. There is a mis-match between teacher assessment and actual test results at the end of Year 6 and there is no portfolio of moderated work to assist teachers to develop their skills in this area. The school is planning to introduce shortly assessment of progress of pupils in Year 1. There are no clear systems to assess pupils' progress in all of the foundation subjects and the school is aware that these require further development and consistency throughout the school.
55. Assessment arrangements in the Foundation Stage are satisfactory overall. Children are assessed on entry to Nursery against the Stepping Stones in the Early Learning Goals and most attain well below that of other children of their age. The teachers throughout the Foundation Stage plan activities to help the children meet the Early Learning Goals that most children are expected to achieve by the end of the Reception year. Members of staff keep detailed records of each child's progress. This is especially effective in the Nursery where the Key Worker System is in place. This means that one member of staff is responsible for recording the progress of a group of children and, as a result, knows these children and their abilities very well. At present the results of these assessments are not analysed systematically to set targets for different groups of children, nor are the actions staff and children need to take to achieve these targets identified clearly enough.

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

56. Parents have positive views of the school. The school values its partnership with parents and is proactive in furthering the link between home and school. As at the last inspection, the effectiveness of the school's link with parents is appropriate. The home school agreement is signed by nearly all parents and formalises the responsibilities that parents and the school share in supporting the pupils.
57. The quality of information provided by the school for parents is good and has improved since the last inspection. The prospectus and governors' annual report to parents both contain all of the required information. The prospectus is particularly informative and user-friendly. Newsletters are issued regularly about all areas of school life and parents are given further information about the curriculum their children will be studying. Newsletters are issued in different languages as required. Display boards for parents in both buildings are kept up to date. Pupils' end of year reports to parents are of good quality, fully meet requirements and clearly inform parents about how well their child is doing in each subject. Pupils' targets for improvement in literacy and numeracy are shared with parents during the year and are included in the end of year reports. There are regular consultation evenings where teachers and parents meet to discuss the pupils' progress. Many signs on the school buildings in Urdu and Punjabi welcome newly arrived parents and pupils. The school works hard to make good arrangements to relay information to parents who have limitations in reading and speaking English. Often other parents, siblings or pupils help by acting as translators. The headteacher, deputy headteacher and all teachers are friendly and easy to approach.

58. The impact of the parents' involvement on the work of the school is sound. As at the last inspection, few parents respond to the school's invitation to help in lessons. However, on occasion a parent will bring their expertise to a lesson to help extend pupils' knowledge. For example, during the inspection a Muslim mother visited a RE lesson on Islam and showed the class examples of traditional dress worn during festivals.
59. The Parent/Teacher Association (PTA) is led by a small, hard-working group who organise social and fundraising events over the school year. Although many parents refrain from volunteering to help organise events they do show their support on the day by attending activities. The PTA helps raise valuable funds and most recently provided playground toys, bookbags and computer software. Although only a minority of parents read with their children at home, this help does support learning for these pupils.
60. The partnership between school and home is not better because a significant minority of parents do not share the school's high expectations for their children's educational future. Nearly one third of parents do not attend consultation meetings, although the school will arrange additional time to suit parents' schedules. There is unauthorised absence because some parents ignore the school's guidance about the importance of prompt, regular attendance. Prior to the inspection some parents expressed negative views about how well they are informed about the pupils' progress. Such criticism is not justified as the school makes good provision in this area.
61. Relationships between staff and parents and staff and children are good in the Foundation Stage. Parents are pleased with the education their children receive when their children first start school and with the educational advice and guidance the school provides for them. The school has plans to develop this aspect of home and school liaison further by introducing home visits prior to children starting Nursery to help parents understand the importance of Nursery education and the need for their children to attend every day.
62. The school has good contact with parents of pupils who have special educational needs. They are invited regularly to the school to discuss their child's development and attend annual reviews. They are aware of targets within Individual Education Plans. The school welcomes comments on these and parents know they can make an appointment to discuss concerns. Most parents of pupils with special educational needs support homework and daily exercises for speech and language problems or exercises for movement difficulties.
63. Parents are encouraged to attend the weekly adult literacy class where they can not only improve their own skills in English but also learn how to help their children at home. Lessons are also planned in Urdu so that parents and children alike can keep up with their mother tongue. Parents help to provide the notices around the school and translate letters home when necessary. One parent has put a favourite children's story onto tape for the Reception children so that they can enjoy both versions. The school is actively trying to encourage more parents to attend consultation evenings and, as a result, more Asian parents than white ones attended the most recent meeting.

## **HOW WELL IS THE SCHOOL LED AND MANAGED?**

64. Reddal Hill Primary School is well led and managed. The school has undergone a period of uncertainty about its future, which has had an adverse impact on its work and the standards pupils achieve. This has now been resolved. There have been good improvements since the appointment of a new headteacher in April 2002 but overall progress since the last inspection school in December 1997 has been unsatisfactory. Since April 2002, improvement has been rapid and issues that previously had not been tackled have been addressed well. This is because the headteacher has a very clear vision and direction for the work of the school. She is very aware about what the school needs to do next to improve further; this is shared effectively with staff and governors. For example, the co-ordinators and governors with responsibility for literacy and numeracy are very clear about the strengths and the weaknesses in those subjects. The school is very aware that raising standards is an urgent priority and has effective strategies in place. The school is beginning to see the results of these strategies, as evident in the better progress that is being made by pupils in Years 3 to 6. It is now in a stronger position to meet its targets and the capacity for improvement is good.
65. Delegation to staff of management responsibilities is sound overall. The deputy headteacher offers satisfactory support to the headteacher in the day-to-day running of the school. Co-ordination is

very good of English and mathematics, and in special educational needs, English as an additional language, ICT, RE, music and PE it is good. In science it is unsatisfactory because there has been little analysis of data from formal tests or of pupils' work that would help identify weaknesses in curriculum provision, teaching and learning. The role of the co-ordinators has developed well since the last inspection. Co-ordinators have a greater management responsibility for their subjects and this is beginning to have an impact on curriculum development and standards. They control their budgets, sample pupils' work and check teachers' planning. Some staff are relatively new to their roles, are enthusiastic and keen to ensure they gain subject knowledge and expertise through training.

66. Monitoring and evaluating procedures are being developed well since the last inspection with very good input from the headteacher and, in particular, the English and mathematics co-ordinators. Rigorous monitoring of teaching and learning is taking place with the headteacher and key co-ordinators, as well as with the local education authority, and action is being taken to improve teaching through performance management and training. In addition whole school priorities in lesson planning and in providing sufficient time for subject coverage have been tackled and substantially improved. As yet, many co-ordinators in the foundation subjects have had limited opportunities to monitor teaching and learning in the classroom. National test data is analysed rigorously by gender, special needs, mobility and ethnic groups and then the school improvement plan is used effectively for forward planning to tackle standards. Well-trained learning support practitioners are working effectively to implement intervention strategies to raise standards. Evaluation is set against national and local standards and data has been used effectively to show that pupils in the school are making good progress against their prior attainment. Individual targets are set for pupils. They take great pride in explaining what they have achieved since September; this is helping move their learning forward.
67. The management and co-ordination of the Foundation Stage are good. The co-ordinator and all other staff are specially trained to work with this age group and understand how young children learn best. Resources are generally sufficient and in a satisfactory condition. The rooms housing the Foundation Stage are dull and the layout of the building is inconvenient. However, the staff have mounted bright and attractive displays to enhance the environment. The outdoor play area is in need of improvement, which has been identified as a priority on the school improvement plan. There is also a need to rethink the timetable of how the outdoor area is used and the way in which the Foundation Stage children access some of the whole school resources such as the computer room.
68. The management of special educational needs is good. The Code of Practice is implemented correctly and the school is aware of its close connection with the Disability Act. The co-ordinator works three days a week, is well qualified, very experienced and committed. The co-ordinator's role has changed since the last inspection, with the emphasis now on administration, plus group teaching with Year 6 and back-up work for some individuals. Responsibilities include testing, liaison with parents and relevant agencies, arrangements for reports and annual reviews, advice and training for teachers. In addition she maintains contact with additional staff who provide help for pupils who speak English as an additional language or who give backup in literacy for those who may not be on the special needs register. The headteacher is directly involved in the concerns of special educational needs throughout the school and ensures that provision is an integral part of the school improvement plan. The governing body supports the policy for special educational needs and the governor for special educational needs is fully up to date with all aspects of the provision, expressing much interest, understanding and respect for what is being done for these pupils.
69. The leadership and management of the education of children who are learning English as an additional language are good. The co-ordinator is very knowledgeable and, since her appointment two years ago, she has helped to raise the profile of the needs of children from ethnic minority backgrounds, especially those at the earliest stages of acquiring English. She has made a significant contribution to ensuring that all pupils are fully included in all aspects of the curriculum. She is supported well by a support assistant and both work very closely with the class teachers and nursery nurses.
70. Most members of staff give a high priority to language development because they know that language is the key to learning. They know that children who speak English as an additional language can understand more than they can speak. They have adapted the curriculum to provide a greater emphasis on speaking and listening. There is, however, a need for further training for both

class teachers and classroom assistants in strategies to meet the needs of these children and in both assessing the children's stage of English acquisition and in teaching children at the earliest stages of learning English to speak, read and write in English.

71. The school improvement plan is a good, working document and governors have recently been involved in the consultation process, which is an improvement since the last inspection. However they are aware that they need to take a greater lead in strategic management and monitoring the outcomes of the plan, but there have been improvements. This is being achieved well by the governors with responsibility for literacy and numeracy. They have monitored teaching and learning and are aware of the strengths and weaknesses of the subjects by having regular, effective liaison with the co-ordinators. The school improvement plan quite rightly identifies school priorities in terms of higher achievement and sets out clearly time scales, roles and responsibilities.
72. The governing body has developed its role satisfactorily since the last inspection but much more rapidly since the arrival of the new headteacher. It fulfils most of its statutory duties soundly, including agreeing performance targets for the headteacher. However, it does not fulfil its duty towards regular risk assessment and needs to review its arrangements. Governors are beginning to have a better understanding of the strengths and weaknesses of the school and becoming aware of the performance data, under the direction of the headteacher who now keeps them very well informed.
73. Arrangements for the induction and development of staff are good and the newly qualified teacher feels well supported by the mentoring scheme in place. Teachers are well qualified and learning support staff is well matched to the needs of the school. They make a positive contribution, particularly to pupils in Years 3 to 6.
74. Resources are satisfactory in most subjects and are good in ICT, RE and music. For example, keyboards are available and older pupils use ICT music programs for composition. Resources are good for pupils with special educational needs. Well-chosen computer programs are in use to promote aspects of learning, with adaptations for pupils with visual impairment. There is a good selection of books for guided reading. The accommodation is satisfactory but the school is at a disadvantage because the two buildings are separated by a large playground. During inclement weather pupils have an uncomfortable time moving to and from each building. The hard surface playground is expansive but there is no shaded area for the pupils to play during the summer. Classrooms are generous in size, the music room is a very good facility and there is a new computer suite, which is helping to raise standards in ICT.
75. The school makes good use of its resources and closely links its development planning with its spending intentions. Improvements in the quality of the financial information by the local education authority and the closer communication links forged with the current headteacher have enabled the school's budget to be more carefully monitored by the finance committee of the governors. This is an improvement since the last inspection. The strategic planning of financial resources is effective in ensuring that carry-over funds are minimised, yet within the recommended limits. The school has prepared a set of forecast figures for the following three years and is aware that the issue of the possibility of a deficit in funding, caused by low pupil numbers, will need to be addressed.
76. When major purchases are made, the governors are concerned to ensure that they get best value for money. This means that the resources available to the school are now being used better to promote pupils' progress. For example, by using the budget to provide effective learning support practitioners to help pupils in their lessons, this is helping pupils make better progress than previously. One of the most significant improvements has been in the school's provision for and use of ICT. Well-targeted expenditure has resulted in greatly improved facilities for teaching the subject and is already impacting on standards. Good use is made of ICT for administrative purposes. Pupils' attendance is recorded electronically and results studied to identify areas of concern. The school secretary is very efficient. Budgetary procedures are very good and the school's finances are very carefully monitored and controlled. The school is aware of the benefits of the use of ICT to hold assessment data and the headteacher has put into place good systems to track pupils' progress and attainment – the data is then analysed and appropriate strategies implemented to raise standards. This is helping the school monitor and evaluate its effectiveness well.
77. Specific grants are used appropriately for the designated purposes. The special educational needs funding in the school is adequate and spent effectively on classroom support staff to work alongside

pupils for literacy and numeracy. The effectiveness of the funding for ELP is very good and the management of EMAG grant is appropriately directed to maximise support according to needs, which helps pupils make good progress. Weaknesses from the last inspection have been tackled well recently. Teaching and learning have improved and pupils have very good attitudes and enthusiasm towards school. The capacity to improve still further is good and shared by staff and governors. The school at present offers satisfactory value for money but, given the rate of improvement at present, this is likely to improve and return to good, as at the time of the previous inspection.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

78. In order to improve standards in the core subjects the headteacher, governors and staff should:

I. Raise standards in English by:

- ensuring pupils have sufficient experience of writing in different forms, at length, including independent, creative writing;
- emphasising the importance of correct spelling, taking greater care of handwriting and presentation, including writing in subjects other than English;
- continuing to increase the use of ICT in raising standards of literacy;
- increasing the use of the library to enable pupils to develop their library and research skills; and
- ensuring that all teachers have the same high expectations of the amount of work pupils carry out and that marking is supportive in helping pupils to understand what it is they need to do next to improve.

*(Paragraphs: 3, 7, 21, 25, 110, 113, 114, 116 and 117)*

II. Raise standards in mathematics by:

- ensuring that the quality of work in all pupils' books is improved, work is finished and presentation better;
- ensuring that work is planned at the right level so that pupils are sufficiently challenged in their lessons and do not repeat skills that they have mastered; and
- ensuring that all teachers help to develop learning by the use of constructive marking.

*(Paragraphs: 3, 7, 21, 28, 118, 119 and 122)*

III. Raise standards in science by:

- ensuring that work is planned at the right level so that higher attaining pupils are challenged more;
- ensuring that the scheme of work meets the needs of the pupils in the school;
- ensuring lessons have a sharper focus, with learning objectives more clearly identified;
- ensuring that science lessons for younger pupils are of an appropriate length;
- planning a greater use of ICT to support investigative work;
- developing assessment procedures to track pupils' progress more effectively; and
- developing the role of the science co-ordinator so that data is analysed effectively to identify weaknesses in curriculum provision and teaching and learning is monitored.

*(Paragraphs: 3, 7, 8, 21, 28, 32, 33, 54, 65, 125 and 128 - 131)*

IV. Improve the Foundation Stage curriculum by:

- ensuring a greater use of the outdoor play area for all children and a more appropriate use of the time allocation in the ICT suite;
- making better use of assessment information in order to set targets for different groups of children;
- reducing the use of worksheets in Reception; and
- developing more daily links with parents and stressing the importance of attending Nursery or Reception regularly.

*(Paragraphs: 18, 34, 61 and 67)*

- V. Develop systematic assessment systems in science and all foundation subjects in order to monitor pupils' attainment and progress over time.

*(Paragraphs: 55, 136, 141 and 174)*

In addition these minor issues should be addressed:

- Provide further opportunities for curriculum co-ordinators to carry out their management role by ensuring all co-ordinators have regular opportunities to monitor teaching and learning.

*(Paragraphs: 66, 136, 141, 149 and 171)*

- Review procedures to ensure the governing body carries out regular risk assessments.

*(Paragraphs: 46 and 72)*

- Ensure all pupils attend assembly and the daily act of corporate worship.

*(Paragraphs: 24 and 42)*

## **ENHANCED LEARNING PROVISION**

79. The Enhanced Learning Provision (ELP) is funded directly by the LEA to cater for up to ten children with certain special needs. Similar provision is operating in other schools in the area. The ratio is usually four pupils with statements of moderate learning difficulties, two with emotional and behavioural problems and three with communication difficulties. Currently the number is four and flexibility allows for the inclusion of a child with visual impairment. Three other pupils, however, are under review for inclusion in the provision at present and places remain open to give access as required.
80. The quality of provision within this resource is very good and features mentioned in the last report have been maintained to a high level. All pupils are on roll in mainstream classrooms and take part in all aspects of school life with their peers. They are fully supported by three skilled learning support practitioners, who either work with the ELP pupils individually or with others in small groups in the resource base or with the class teacher. The exceptionally good qualities of the most experienced practitioner have helped to enhance greatly the work of the ELP. There is full co-operation by all staff.
81. ELP pupils are working well. They make good, and sometimes very good progress against their targets and sometimes are able to achieve sound levels of national expectation. One child, for example, has just been assessed as reaching average levels of national expectation in spelling and reading and now attends a mainstream class for literacy.
82. Pupils who have difficulties in moving are helped through the advice of an occupational therapist; daily exercises are suggested to correct problems. Speech and language exercises are set by the speech and language therapist and conducted by the practitioners on a regular basis. These sessions are invaluable for pupils and extend to others in the school who need the resource. These activities are in addition to the daily work of the learning support practitioners.
83. Pupils show a positive attitude towards learning. They try hard with their work and respond well to the stimulation provided by the teachers and practitioners. In lessons in the base room they concentrate very well and are keen to achieve new goals. This applies to speech and language objectives as well as for literacy and numeracy. Behaving well is also a high priority for ELP pupils. Often a pupil will work in a small group with others who have similar targets. ELP pupils have a very good relationship with their peers and adults. Their personal development is very good. One pupil has just been elected to join the School Council by his classmates. Responsibility is given to pupils for their own learning.



84. Parental support is very positive. Regular meetings occur in school and frequent contact is maintained through letters and a home-school diary. Parents are involved in all reviews and are encouraged to discuss individual targets for work and behaviour. Feedback from a parent at an annual review during the inspection was impressive – as were a pupil's own feelings about his education and life, as recorded by the parents. Generally parents of the ELP pupils support homework tasks, including those involving speech and language exercises.
85. Resources are good and are carefully thought out to assist learning. Computer programs are used well and a computer has been carefully adapted for use by a pupil with visual problems. Further improvements have been suggested and action is being taken to improve ICT facilities both in school and at home for this pupil. Resources include creative materials, using music and puppetry to stimulate interest and learning for younger pupils. Fun activities using games ideas are used very well to promote understanding. The accommodation is good; this being a large resource based room in which individuals or small groups are taught or meetings take place when teaching staff are working elsewhere in the school.
86. Management of the Enhanced Learning Provision is good. All documentation is in place and strategic planning is effective. Regular meetings are held between staff. Recording and reporting is ongoing and is thorough. Reviews are carefully structured to meet individual needs. The co-ordinator for special educational needs liaises with other members of staff, parents and outside agencies as needed. She is responsible for testing children and developing their Individual Education Plans and for the general administration of this unit provision. The co-ordinator makes sure she and the support practitioners in the ELP are kept up to date with current developments. They all attend courses and are willing to try out new ideas, which could benefit their pupils and extend their own understanding and knowledge.
87. The curriculum arrangements for the children who have this specialised provision are complicated but work well. The governing body firmly supports this facility which is a strength of the school.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed

64

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

41

### Summary of teaching observed during the inspection

|            | Excellent | Very good | Good  | Satisfactory | Unsatisfactory | Poor | Very poor |
|------------|-----------|-----------|-------|--------------|----------------|------|-----------|
| Number     | 3         | 18        | 28    | 14           | 1              | 0    | 0         |
| Percentage | 4.7       | 28.125    | 43.75 | 21.875       | 1.56           | 0    | 0         |

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

### Information about the school's pupils

| Pupils on the school's roll   | Nursery | YR – Y6 |
|---|---------|---------|
| Number of pupils on the school's roll (FTE for part-time pupils)      | 19      | 169     |
| Number of full-time pupils known to be eligible for free school meals | 0       | 26      |

FTE means full-time equivalent.

| Special educational needs   | Nursery | YR – Y6 |
|---|---------|---------|
| Number of pupils with statements of special educational needs       | 0       | 4       |
| Number of pupils on the school's special educational needs register | 2       | 49      |

| English as an additional language                       | No of pupils |
|---|--------------|
| Number of pupils with English as an additional language | 83           |

| Pupil mobility in the last school year                                       | No of pupils |
|--|--------------|
| Pupils who joined the school other than at the usual time of first admission | 38           |
| Pupils who left the school other than at the usual time of leaving           | 33           |

### Attendance

| Authorised absence        | %   |
|---------------------------|-----|
| School data               | 5.0 |
| National comparative data | 5.4 |

| Unauthorised absence      | %   |
|---------------------------|-----|
| School data               | 0.4 |
| 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 | 15   | 15    | 30    |

| National Curriculum Test/Task Results       |          | Reading | Writing | Mathematics |
|---|----------|---------|---------|-------------|
| Numbers of pupils at NC level 2 and above   | Boys     | 8       | 9       | 11          |
|   | Girls    | 13      | 14      | 15          |
|   | Total    | 21      | 23      | 26          |
| Percentage of pupils at NC level 2 or above | School   | 70 (77) | 77 (77) | 87 (95)     |
|   | National | 84 (84) | 86 (86) | 90 (91)     |

| Teachers' Assessments                       |          | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 2 and above   | Boys     | 10      | 11          | 10      |
|   | Girls    | 14      | 15          | 14      |
|   | Total    | 24      | 26          | 24      |
| Percentage of pupils at NC level 2 or above | School   | 80 (77) | 87 (77)     | 80 (50) |
|   | 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 | 15   | 14    | 29    |

| National Curriculum Test/Task Results       |          | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above   | Boys     | 8       | 7           | 10      |
|   | Girls    | 10      | 6           | 9       |
|   | Total    | 18      | 13          | 19      |
| Percentage of pupils at NC level 4 or above | School   | 62 (46) | 45 (54)     | 66 (58) |
|   | National | 75 (75) | 73 (71)     | 86 (87) |

| Teachers' Assessments                       |          | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above   | Boys     | 8       | 8           | 11      |
|   | Girls    | 12      | 8           | 13      |
|   | Total    | 20      | 16          | 24      |
| Percentage of pupils at NC level 4 or above | School   | 69 (33) | 55 (50)     | 83 (54) |
|   | National | 73 (72) | 74 (74)     | 82 (82) |

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

## Ethnic background of pupils

| Categories used in the Annual School Census         |
|---|
| White – British                                     |
| White – Irish                                       |
| White – any other White background                  |
| Mixed – White and Black Caribbean                   |
| Mixed – White and Black African                     |
| Mixed – White and Asian                             |
| Mixed – any other mixed background                  |
| Asian or Asian British - Indian                     |
| Asian or Asian British - Pakistani                  |
| Asian or Asian British – Bangladeshi                |
| Asian or Asian British – any other Asian background |
| Black or Black British – Caribbean                  |
| Black or Black British – African                    |
| Black or Black British – any other Black background |
| Chinese   |
| Any other ethnic group                              |
| No ethnic group recorded                            |

## Exclusions in the last school year

| No of pupils on roll | Number of fixed period exclusions | Number of permanent exclusions |
|----------------------|-----------------------------------|--------------------------------|
| 87                   | 3                                 | 3                              |
| 0                    | 0                                 | 0                              |
| 0                    | 0                                 | 0                              |
| 5                    | 0                                 | 0                              |
| 0                    | 0                                 | 0                              |
| 3                    | 0                                 | 0                              |
| 0                    | 0                                 | 0                              |
| 0                    | 0                                 | 0                              |
| 0                    | 0                                 | 0                              |
| 53                   | 0                                 | 0                              |
| 1                    | 0                                 | 0                              |
| 0                    | 0                                 | 0                              |
| 0                    | 0                                 | 0                              |
| 0                    | 0                                 | 0                              |
| 0                    | 0                                 | 0                              |
| 0                    | 0                                 | 0                              |
| 0                    | 0                                 | 0                              |
| 2                    | 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) | 8.9 |
| Number of pupils per qualified teacher   | 18  |
| Average class size                       | 24  |

### Education support staff: YR – Y6

|   |      |
|---|------|
| Total number of education support staff | 4.0  |
| Total aggregate hours worked per week   | 87.5 |

### Qualified teachers and support staff: Nursery

|  |      |
|--|------|
| Total number of qualified teachers (FTE) | 1.1  |
| Number of pupils per qualified teacher   | 19.1 |
| Total number of education support staff  | 2.0  |
| Total aggregate hours worked per week    | 65   |
| Number of pupils per FTE adult           | 5.0  |

FTE means full-time equivalent.

## Financial information

|                |           |
|----------------|-----------|
| Financial year | 2002/2003 |
|----------------|-----------|

|  | £       |
|--|---------|
| Total income                               | 614,271 |
| Total expenditure                          | 675,816 |
| Expenditure per pupil                      | 3,594   |
| Balance brought forward from previous year | 51,438  |
| Balance carried forward to next year       | 15,748  |

**Recruitment of teachers**

|  |   |
|--|---|
| Number of teachers who left the school during the last two years   | 3 |
| Number of teachers appointed to the school during the last two years   | 4 |
|  |   |
| Total number of vacant teaching posts (FTE)  | 0 |
| Number of vacancies filled by teachers on temporary contract of a term or more (FTE)                           | 0 |
| Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE) | 0 |

*FTE means full-time equivalent.*

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

### **Questionnaire return rate**

|                                   |     |
|-----------------------------------|-----|
| Number of questionnaires sent out | 210 |
| Number of questionnaires returned | 68  |

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

|  | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school.   | 57             | 37            | 6                | 0                 | 0          |
| My child is making good progress in school.  | 50             | 40            | 4                | 1                 | 4          |
| Behaviour in the school is good.   | 47             | 41            | 7                | 0                 | 4          |
| My child gets the right amount of work to do at home.                              | 41             | 46            | 9                | 3                 | 1          |
| The teaching is good.  | 56             | 41            | 0                | 0                 | 3          |
| I am kept well informed about how my child is getting on.                          | 35             | 44            | 15               | 4                 | 1          |
| I would feel comfortable about approaching the school with questions or a problem. | 50             | 41            | 7                | 0                 | 1          |
| The school expects my child to work hard and achieve his or her best.              | 56             | 38            | 0                | 0                 | 4          |
| The school works closely with parents.   | 37             | 41            | 12               | 1                 | 9          |
| The school is well led and managed.  | 38             | 47            | 10               | 0                 | 4          |
| The school is helping my child become mature and responsible.                      | 47             | 50            | 3                | 0                 | 0          |
| The school provides an interesting range of activities outside lessons.            | 24             | 51            | 10               | 1                 | 12         |

## **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**

88. The Nursery has 41 children who attend part-time either in the morning or afternoon. Children are admitted to Nursery in the half term after they become three. By the end of May, the Nursery will have its full complement of children with 30 attending each morning and another 30 in the afternoons. A further 30 children attend full time in Reception. When the children start in the Nursery their knowledge, skills and understanding are very much lower than expected for their age. Approximately one third of the children are in the very early stages of speaking English. The children make good progress throughout the Nursery and Reception class because of the good quality teaching and the wide range of activities that not only promote the development of skills and knowledge but also help the children to acquire English.
89. The school's assessment results at the start of Reception show that the attainment of most children is below the level expected for most children in all areas of learning. The children continue to make good progress in the Reception class but, on entry to Year 1, children are still below average in those aspects of personal and social development that involve children's independent learning; communication, language and literacy, mathematics and knowledge and understanding of the world. Children with special educational needs make good progress as do those children for whom English is an additional language. These children are supported well and those at the very early stages of speaking English are given extra help from a specialist teacher either in small groups or on a one-to-one basis.

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

90. This is recognised by the staff as a key focus for their work and as a result children throughout the Foundation Stage behave very well. The teaching of this area of learning is good. Concentration skills are encouraged well in all areas of the curriculum by the Nursery staff. They will often join in an activity chosen by the children to help them maintain their interest, stay on task and to extend the children's learning as, for example, when children are playing in the sand. All the adults working in the Nursery have high expectations of the children's behaviour and because of this there is a positive atmosphere for learning.
91. In the Nursery children are given plenty of opportunities to develop their personal and social skills and quickly learn to become independent. They take off and put on their own coats and put their name cards in the special place that indicates that they are present. They help themselves to the equipment and resources they need. The system followed in the Nursery ensures that children are encouraged to select their own activities and to work and play together. They learn to take turns and share and to return things to their correct place. At the end of each session they know that they all have to help to tidy the Nursery. They know the Nursery routines well and, once the Nursery is tidy, they go to their own groups for discussion or to hear a story.
92. In Reception the children have fewer opportunities for independent learning and to develop their social skills because of the nature of the curriculum, the management of time and the layout of the classroom. Nevertheless, children usually behave very well and conform to adults' expectations. When children are engaged on a task that really interests them, their concentration span is good. Sometimes, however, they need a great deal of adult involvement to keep them engaged on the tasks the teacher has planned.

### **COMMUNICATION, LANGUAGE AND LITERACY**

93. Children enter Nursery with low levels of attainment for their age. Good attention is paid to developing children's speaking and listening, and early reading and writing skills. As a result all children in the Nursery make good progress. However, by the end of the Reception class the majority are still below expectations in their speaking, listening and reading and writing skills. Teaching in this area of learning is good. Most children in the Nursery are able to explain what they have done by making short statements but very few children in the Nursery speak clearly in sentences and many find it hard to sit and listen quietly in a group. However, children enjoy stories

and make comments on and answer questions about stories they have heard. They concentrate well. They know the words of simple songs and sing them with enjoyment.

94. The staff are good at telling and reading stories. They also encourage discussion of the story and ask questions that make the children think about what they have heard and because of this, children's interest in books and stories is aroused. This helps children to develop positive attitudes to reading. In Reception, the teacher builds on the skills the children begin to acquire in the Nursery. She asks questions designed to show how well the children have understood and provide them with opportunities to practise their spoken language. The teacher provides good opportunities for children to retell the stories they have heard or to predict what will come next. During the inspection, a group of children were given puppets representing the characters in a story so that they could make up their own puppet show. They could choose whether to make the story the same or different to the one in the book.
95. By the end of the Foundation Stage children are learning to read and write. Children in the Nursery are encouraged to write their own name on their work and to recognise initial letter sounds, but phonic skills are not taught systematically enough. In the Reception class, children are given plenty of practice in recognising and building up words using flash cards and to practise reading from the reading scheme but too few opportunities to look at and share high quality picture books that they have chosen for themselves. Children are taught to form letters correctly but at present there are insufficient opportunities for them to practise these skills purposefully and independently in their play. The Reception class pupils at an early stage of English acquisition are supported well by the specialist teacher. The spoken English of these children improves rapidly as a result. Children with special educational needs are supported well by the good intervention of the nursery nurses. As a result, all children make good progress.

### **Mathematical development**

96. The majority of children are likely to be below the average standard at the end of the Reception class. Given that children's attainment is well below average on entry to Nursery they make good progress over all in the Foundation Stage because the teaching in mathematics is good in both the Nursery and Reception classes.
97. In the Nursery, children learn to count in a variety of practical ways using toys and mathematical apparatus. They learn about one more and one less in number songs and rhymes, and compare and measure things using words such as bigger, smaller, longer and shorter when using the building blocks. They engage in water play with the nursery nurse who helps children to develop the language of capacity very well. Children readily use words such as full and half full. They know that big containers hold more than small ones and the older children can count accurately the number of cups it takes to fill a jug.
98. Reception class children are given the opportunity to use and play practically with number games and toys and are well supported in their learning by working in small groups together with an adult. In one lesson children were working with real coins to recognise 1p, 2p, 5p and 10p. Four different levels of work were provided which were well matched to the children's attainment and needs. The adults working with the groups kept the pupils interested in the tasks and good quality learning took place.

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

99. Although children make good progress, most of them will not achieve the levels expected by the end of the Reception class. Teaching in this area of learning is good overall and, as a result, the children make good progress in both the Nursery and Reception class.
100. In the Nursery, children engage in a wide range of activities both inside and out and have plenty of opportunities to discuss their work with adults. They dig in the garden and grow plants and find out about living things. They build and construct with a wide range of objects such as old cardboard boxes, small construction toys and large building blocks. They experiment with percussion instruments and talk about the different sounds that they make. They experiment with sand and water and select the tools and equipment they need. In the Nursery the children were experimenting to find out how much water had to be added to a bath full of snow before it would melt. This activity kept the children engrossed for a very long time and engendered some good



discussion. An adult was on hand to help children improve their spoken vocabulary. The children were delighted with the word 'slush' and because it was introduced in exactly the right circumstances, the meaning of the word is likely to be imprinted on their memories.

101. Children in both the Nursery and Reception class are taught to use simple computer programs to enhance their learning. They have regular lessons in the computer suite and are provided with opportunities to practise the skills taught in the computer suite back in the classroom. The lesson observed with the Nursery children was of an appropriate length and the small number of pupils working with the teacher meant that every pupil was adequately supported. However, the lesson with the Reception class was too slow and too long. The organisation of this session needs to be reconsidered.
102. In the Reception class all aspects of knowledge and understanding of the world are taught and the most able children attain the Early Learning Goals. However, too many worksheets are provided. These are inappropriate for the age and stage of development of the children. The formal nature of the timetable and the limitations of space in the classrooms means that children have too few opportunities to experiment with construction toys and model making and to discuss purposefully what they have done, made and found out.
103. In both Nursery and Reception, children learn about other cultures and customs including Chinese New Year, which had been celebrated just prior to the inspection. Children are helped to develop respect for others and to begin to understand different cultures and beliefs as they work and play alongside children whose first language is not English.

### **Physical development**

104. By the end of Reception the majority of the children are likely to meet the expectations for their age in this area of learning. Teaching is generally good. In the Nursery they are given plenty of opportunities to develop their awareness of space. They can move around the Nursery and outdoor area sensibly showing an awareness of one another. Children are supported well by adults and encouraged to practise skills such as steering vehicles, climbing, balancing, throwing and catching. Both inside and outside, the Nursery children are given opportunities to improve their manipulative skills. They use tools, equipment and materials for a wide range of purposes such as digging, cutting, rolling, stirring and mixing.
105. The Reception class children also have opportunities to develop fine manipulative skills well through such activities as writing, cutting and sticking. They are confident when required to work in larger spaces such as the hall for physical education.
106. At present, both the Nursery and Reception class children go out to play as a class. The school is aware that this arrangement is not ideal for such young children and plans are underway to provide opportunities for the children to go outside in small groups to practise their physical skills, improve their independence and opportunities for playing sociably together.

### **Creative development**

107. Most of the children are likely to meet the expectations for their age by the end of the Reception class. Teaching of this area of learning is good. In the Nursery, children are given the opportunity to experiment with musical instruments in small groups and the teacher intervenes to help them keep time to simple tunes and nursery rhymes. This experience is built on well in the Reception class where children sing confidently and clearly. They know the words of a wide range of songs and quickly learn new ones. They play simple percussion instruments keeping time with the music. They understand when to play and when their instrument must remain silent. They obey the teacher's signal to stop and start playing. They are very attentive, concentrate hard and behave very well. They clearly enjoy music and make very good progress.
108. Children in both the Nursery and in Reception are given opportunities to experiment with a variety of painting and drawing techniques. Children mix paints, make 'splodge' paintings, paint winter pictures and create pictures of things that interest them using a variety of materials and textures to make collages. They experiment with 'playdoh' to make three-dimensional models. They use a variety of different shaped objects with which to print.

109. In role-play and drama, children in the Nursery have opportunities to act out everyday experiences and stories they have heard with an adult or on their own. In this way they are encouraged to use their imagination, to develop their spoken language, social skills and begin to develop an empathy with other people's points of view. The children enjoy playing at being customers and staff in the class 'Post Office'. They also enjoy playing out the roles of characters in stories and this experience will help them later on with their comprehension skills when they are able to read stories for themselves. In the Reception class, there is a 'cave' where the children can re-enact the story of 'The Bear Hunt' and also take books in to read by torch-light. Experiences such as these help develop children's imagination very well.

## ENGLISH

110. In the 2002 National Curriculum tests, attainment at the end of Years 2 and 6 was well below average. This is similar to inspection findings. Standards at the time of the previous inspection were said to be in line with the national average. This represents a decline in standards. However, in the national tests that year, attainment in reading at the end of Year 2 was well below average but standards were average in writing. At the end of Year 6, attainment was below average. Standards in English in the work seen are well below what is expected for pupils at the end of Year 2 and Year 6. Standards in speaking and listening are below average because there is a significant group of pupils that, although they listen carefully and have confidence to speak out, do not always speak as clearly as they might. The co-ordinator has identified that this is an area for development and ensures that pupils are given plenty of opportunities in a variety of situations. Standards in reading are below average in Year 2. They are better now than in 2002 because a few more pupils are working at higher levels than previously but they are still well below average in Year 6, although improving. Writing, including handwriting, has been identified as a priority throughout the school with a whole school focus on raising standards. At present there are too few pupils working at the higher levels in writing. Pupils are now achieving well, particularly in Years 3 to 6, and standards are rising in Years 4 and 5. Pupils have already made good progress since September, although this has not always been the case. Standards remain low in Year 6, despite pupils now learning effectively; this is because they have so much ground to make up. The good provision for pupils with special educational needs and who speak English as an additional language help them to make good progress. There is little difference in the attainment of boys and girls.
111. Teachers provide pupils with good opportunities for speaking and listening. Pupils ask and answer questions, listen and respond to others and present their own ideas and opinions. There are some good opportunities for role-play to enhance speaking and listening skills. For example in history lessons in Year 2 pupils asked a pupil in role as Samuel Pepys some questions; they listed carefully and established the dates and cause of the Great Fire of London. In Year 4 pupils offered good suggestions to their teacher when she assumed the role of a monk; they provided ideas on how she could escape from the Vikings – 'boy Viking' explains how he would attack the monk. Imaginative teaching and promotion of speaking and listening help pupils use their knowledge gained in history effectively and at the same time the activity was thoroughly enjoyed by all and promoted taking of turns and good listening skills. Effective teaching is helping Year 4 pupils achieve well and many are now working at average levels in speaking and listening.
112. Throughout the school, teachers are promoting reading skills well and time is devoted to group reading during literacy sessions, which is aiding progress. Some parents, mainly with younger children, support them satisfactorily at home, by hearing them read regularly. In Year 1, pupils are well taught the relationship between letters and sounds, so that they make good progress. By Year 2, higher attaining pupils read with expression and understand how to use punctuation effectively. Reading is promoted well in lessons and teachers act as effective role models when they read the 'big book' with good expression. This keeps pupils interested. During a Year 2 lesson, pupils are chosen to read the parts of the frog and princess. They read with good expression. Meanwhile the rest of the class listened very well and enjoyed the activity, being disappointed when the reading finished. This is a good strategy to help pupils learn to use direct speech and learn to listen to others. Pupils know the difference between fiction and non-fiction books, the use of the contents and index and various styles in different books, such as bullet points and speech bubbles. They have learnt aspects of the National Literacy Strategy well.
113. By Year 6, a few higher attaining pupils are reading longer and more complex texts with concentration and understanding. Very good questioning by the teacher ensures they have a good understanding which enables them to identify crucial features, themes and characters and to look

beyond the text they are reading. However, many average and lower attaining pupils are still hesitant and do not have a good range of strategies to help them read unfamiliar texts. Few pupils said that they enjoy reading or knew about a wide range of books and authors. The books chosen by the pupils were well within their capabilities, including that chosen by a higher attaining pupil. This means that pupils have not always been helped to develop the reading skills that would help them to attain higher levels, which they are capable of. However, during a guided reading session in Year 6, with very effective support and encouragement from the class teacher, pupils were reading more challenging texts. The teacher maintains good records of pupils' reading which helps her to identify the next steps very well. These she shares with the pupils. For example, one pupil knew she had to work on expression, when reading. This helps pupils make good progress; they have achieved well since September and are rapidly making up lost ground, particularly the average and higher attaining pupils.

114. Standards in writing are well below average throughout the school. In several lessons, pupils showed good understanding of the learning objectives but they lacked the skills to record their ideas effectively. Much of their written work is let down by poor spelling and handwriting skills and they find difficulty in expressing their ideas. Most pupils do not have the writing skills they need to attain the levels expected of them. This affects their work in other curriculum subjects. Although some pupils in Years 2 and 6 are likely to attain average levels in the tests, it is unlikely that many will reach the higher levels. The school recognises this and improving writing, including handwriting, is a high priority in the school improvement plan. Teachers are encouraging pupils to write for a wide range of purposes. They have a satisfactory understanding of the importance of writing for different audiences, for example letters, poems, instructions and newspaper articles. A reporting style was appropriately used by Year 6 pupils when they wrote newspaper articles about 'Britain at War'. Simple and complex sentences are used, with higher attaining pupils using extended sentences satisfactorily to engage the reader. Pupils in Year 5, particularly higher attainers, have made good progress since September as evident in the scrutiny of work and are already working within Level 4. Writing is lively and imaginative with good description of characters and use of dialogue. Pupils work hard and cover a lot of work, particularly in Years 3 to 6. Work is generally well presented – this is because teachers expect it but not in Year 2, as there is too little work and the quality is not good enough.
115. The school closely analyses its national and optional test results to identify any weaknesses in provision and pupils' knowledge. For example, the co-ordinator identified gaps in the learning of higher attaining Year 2 pupils and set out a programme of intervention for the learning support practitioner to carry out. Effective tracking has also identified pupils' strengths in English. Five higher attaining pupils in Year 5 are benefiting from working with Year 6 pupils. They are making good progress and already working at Level 4 in both reading and writing. Teachers' planning has improved since April 2002 with a greater attention to match of work to pupils' prior attainment and a clear focus for the lesson that is shared with pupils. These initiatives, including much improved assessment and tracking systems, are having a positive impact on the quality of teaching.
116. The quality of teaching is good overall in Years 3 to 6. In Years 1 and 2, teaching is generally satisfactory with good features in Year 1. Lessons are well planned and work is built on what most pupils can already do and this is supported by the good assessment within the lesson and over a period of time. However, there is some variability in the quality of marking, mainly in Year 2, where expectations are not high enough in respect of both presentation and quality of handwriting. Where marking is good the teacher relates it to the learning objective for the lesson and states whether it has been achieved or not. Teaching of basic skills is good overall, particularly for older pupils. Teachers stress the importance of correct terminology and how to use vocabulary effectively. For example, the use of adjectives to describe mythical creatures in Year 5 work, based on 'The Jabberwocky', was effective and very appropriate. The school's good procedures for behaviour management, which are consistently applied by all staff, mean that the management of pupils is effective. This aspect is considerably enhanced by the good relationships teachers have with pupils. Good attention is given to including all pupils in learning. The support given by the well-qualified learning support practitioners is effective, and ensures that pupils of lower ability and those who have special educational needs are supported well during lessons and make good progress. Homework has been planned well to support learning and matched to work in the classroom.
117. The co-ordinator provides very good leadership and has had a greater involvement in managing the subject since April 2002. Raising standards has been a priority and is set out in the school improvement plan. The co-ordinator has a very clear view of what needs to be done next, such as

improving writing, including handwriting. There is a better range of reading materials to support learning, such as 'Big Books' and sets of guided reading books. The library has recently been moved to another more central area. It has been cleared of many out-dated texts and needs to be re-stocked. At present it is not timetabled for pupils to go as a class and learn library skills, which would help pupils' research skills. ICT is being used satisfactorily to support and extend literacy, which is a relatively new area for the school. A new computer program to enable older pupils to work at their own pace is being successfully used by Year 6 pupils and enhancing their learning. Other subjects, such as PSHE and history contribute to pupils' skills in literacy when they discuss areas of concern and take notes during a visitor's talk about the war.

## **MATHEMATICS**

118. The 2002 National Curriculum test results showed that attainment at the end of Years 2 and 6 was well below average. Standards seen in the inspection were similar to those in the national tests, although attainment was well below average overall, a significant number of pupils are working at the expected levels. The school has analysed test results very effectively and identified areas for development, for example mental recall of number facts to aid written calculations, handling data and solving practical problems, and started to address them. Teachers ensure all groups of pupils are fully included in lessons. They group pupils by attainment and provide work that is well matched to their different levels. This has ensured that many pupils are now achieving well. The smaller numbers in sets with pupils with special educational needs, linked to work set at the correct level and mathematical targets on individual educational plans result in these pupils making good progress. The small numbers of pupils with English as an additional language who have problems in understanding the language of mathematics also make good progress. No significant difference was observed in the attainment or achievement of boys and girls. Whilst standards in mathematics have fallen over the past two years and are lower at the end of Year 6 than at the time of the previous inspection, the school has put into place some good strategies to remedy the situation.
119. In Years 1 and 2 pupils make satisfactory progress overall in acquiring mathematical skills. By the age of seven, pupils have an average understanding of the basic skill of number. Lower-attaining pupils understand place value in two-digit numbers and higher-attaining pupils work confidently with three-figure numbers but there are too few pupils working at the higher Level 3. This means overall standards are well below average. They add and subtract 10 and 100 accurately to a given number, use conventional symbols and apply their knowledge to simple money problems. In work on shape and space, the higher attaining pupils carefully and accurately measure using standard and non-standard measures, such as hand span. The majority of pupils recognise a wide variety of two- and three-dimensional shapes, with average and higher-attaining pupils confidently naming properties, including the number of sides and corners. Pupils have had some experience of collecting data, such as birthday months and number of house points, and record them accurately on graphs. However, the standard of work seen in pupils' books in Year 2 was unsatisfactory with much unfinished work and untidy presentation. In addition much of the recorded work is tedious and there is a concentration on the use of worksheets to reinforce number work, shape and measurement. This hampers pupils' progress; consequently standards are too low.
120. By the age of 11, pupils have built well on the skills, knowledge and understanding acquired earlier. Around half the class are working within Level 4 but few are working at the higher Level 5, whereas in Year 5 around half the class are already working within Level 4. There are less pupils in Year 5 with special educational needs and there have been fewer pupils entering and leaving the school throughout the year. This means overall attainment is higher than in Year 6. The higher attaining pupils in Year 6 have a good understanding of the four rules of number and work with six-figure numbers and show good mental mathematical skills. Pupils apply their mathematical skills to 'real-life problems', for example converting pounds to foreign currency. Most pupils understand the relationship between fractions, decimals and percentages. In the area of shape, space and measures, pupils identify properties of two- and three-dimensional shapes. They record the perimeter of a regular shape but not all are confident in using formulae to work out perimeters and areas. In data handling, pupils collect and analyse data using a variety of graphs at a level appropriate to their ability. Pupils are currently making good progress in Years 3 to 6. This is borne out from evidence in teachers' records. For example, in Year 6, results from class tests show a high degree of accuracy in work covered and good progress since the beginning of the academic year. However, there are a large number of pupils with special educational needs in the current Year 6 class and also a significant number of pupils who have recently arrived in school. These factors

together with inconsistent teaching in the recent past due to a large number of supply teachers means that standards are likely to remain well below average in the 2003 national tests.

121. The quality of teaching and learning seen during the inspection was good overall; at times, it was very good or excellent. Teachers plan their lessons effectively; the planning is based on the National Numeracy Strategy. Pupils know what they are going to learn because lesson objectives are outlined at the start of the lessons and are revisited at the end to ensure they have been covered. In lessons, teachers use recaps to ensure that pupils have understood previous work. Teachers use methods that interest the pupils. For example in an excellent lesson in Year 4 pupils used electronic toys to learn about using a compass for directions and to recognise right angles. This lesson was outstanding not only because the high quality teaching ensured that pupils understood the ideas taught, but also because of the independence, enjoyment and delight that the lesson engendered. Pupils made good progress in this practical lesson and overall attainment was around average. In a very good lesson in Year 2 the temporary teacher encouraged those who were unsure of the answer to 'phone a friend' when playing 'who wants to be a mathematician'. Pairing the lower attaining pupils with the higher attaining pupils ensured the success of all pupils and a good grasp of line symmetry was achieved by all.
122. All teachers pay good attention to developing mathematical vocabulary, both in lessons and on the good quality classroom displays. In the very good quality lessons, pace is brisk and pupils are kept interested. There are a small number of lessons where pace slows just before group or individual work and there is a little time lost. Teachers work hard to ensure all pupils are included in the lessons by setting work at different levels; this is linked with additional support and mathematical targets on individual education plans for pupils with special educational needs. There are times when a small minority of pupils are not challenged enough and repeat exercises when they have obviously mastered a skill. All teachers are competent in teaching the basic skill of number. Teachers sometimes miss opportunities to develop learning by the use of constructive marking. There is some good marking but this is not consistent. Homework is generally used effectively. Other adults are well deployed to help specific groups of pupils make good progress. These include specialist teachers of English as an additional language and special educational needs. Support staff employed to work with these groups also help the pupils make good progress. Pupils are well managed very effectively by staff and there are good relationships between adults and pupils. Pupils respond very well to their teachers and other adults. They listen carefully and respond very well when in groups. Standards of behaviour are consistently good and this enables staff to concentrate on imparting knowledge and giving help to pupils having difficulty.
123. Mathematics is developed satisfactorily across the curriculum. In science, pupils are given opportunities to measure and read scales. Number skills are developed effectively in music when pupils play complex rhythms and count beats in a bar. Measuring skills are developed in design and technology and pupils develop an understanding of number in geography. There is satisfactory use of ICT in the subject. Pupils are given opportunities to use mathematical programs including data handling and setting the programmable toy with a range of directions and turns. There are good opportunities to develop social and moral understanding when pupils work together with partners and in groups.
124. There is very good management of the subject. Although the co-ordinator was only appointed just over a term ago, she has a very clear vision of how to raise standards. The quality of teaching and learning has been monitored and strategies have been put in place to ensure continued improvement. Assessment procedures are good and are used effectively to develop learning. Resources are sufficient to teach the subject in every year group and to meet the needs of all pupils. The governor who is assigned to mathematics is very committed to raising standards and works voluntarily for four hours every week supporting a group of pupils in the Year 6 class. Whilst all these initiatives are too new to have made any significant impact on standards this year, the outlook is considerably better for the future.

## **SCIENCE**

125. The 2002 National Curriculum test results showed that attainment at the end of Year 6 was well below average. Teacher assessment at the end of Year 2 also indicated that attainment was well below expectations. Inspection evidence indicates a similar situation; at the end of Year 2 and Year 6 pupils are achieving standards that are well below national expectations. This is a change from the last inspection when standards were judged to be in line with those expected nationally.

Standards are overall well below average for 11-year-olds because too few pupils reach both the expected Level 4 and Level 5. Currently in Year 6 there is a high proportion of pupils with special educational needs. Nearly half of the pupils in the class have not spent the whole of their school life in the school. Consequently there are gaps in pupils' learning and progression that the school is endeavouring to address. There are no significant differences in the achievement of boys and girls, and pupils from all backgrounds achieve equally as well as each other. Pupils in Year 6, for whom English is an additional language, are provided with effective support during well-organised additional sessions to ensure they understand specific science concepts and vocabulary. This helps them to make good progress. Pupils in Years 1 and 2 make satisfactory progress while, from a low base, pupils in Years 3 to 6 make good progress in the subject. This is because more is covered in lessons and teaching is generally more effective. All pupils with special educational needs make good progress due to the good level of support provided for them.

126. Inspection evidence indicates that the observational skills and knowledge and understanding of pupils in Year 2 are developing satisfactorily. They observe ice closely and describe its properties in detail. Through practical investigation they know that the closer ice is placed to warmth, the quicker it will melt. Pupils in Year 1 sort materials in a variety of ways according to their properties such as those that reflect light and those that do not, and into living and non-living. They begin to understand, through investigation, that sounds get fainter the further they are away from the source. However, because there is too little covered in lessons this means that pupils do not have the knowledge and depth of understanding expected for their age. In addition pupils in Year 2 lack the skills of recording their ideas because too much use is made of worksheets to record pupils' findings and this limits their ability to think for themselves, particularly the higher attainers.
127. From a low base, pupils in Years 3 to 6 pupils make good progress in the further development of their knowledge and understanding and in their use of the scientific method. Pupils in Year 6 make particularly good progress due to strong, consistent teaching and good curriculum coverage. However, the present teacher is very aware that pupils have much ground to cover and there are gaps in their knowledge and understanding. By Year 6, with teacher and group support, they can design and carry out an investigation, predict the outcome and understand the need for a fair test. Pupils make good progress in investigations, for example, when they separate solids by filtering as well as discovering how long it takes to dissolve a variety of sugars. They understand the concepts of evaporation, condensation as well as reversible and irreversible changes. Pupils make good use of keys when recognising animals and use this information to identify a variety of different creatures. Many pupils work with understanding and display a growing knowledge of science during the lessons. However, many pupils are less secure about how to set about planning and recording their investigation. In several lessons, pupils showed good understanding in the lesson but they lacked the skills to record their ideas effectively. Good links with mathematics are made in a Year 5 lesson when pupils plot, on a line graph, the temperature change of melting ice throughout the day. Pupils made good progress in the lesson and many are already working within average levels as they observe, compare, measure, record and interpret their findings.
128. The quality of teaching throughout the school varies from very good to satisfactory, but overall it is good. The best teaching is in the upper years. This is an improvement since the last inspection when teaching was judged to be mostly satisfactory. Teachers' subject knowledge is good and they all make effective use of open-ended questioning and ensure all pupils in the class are involved in this activity. This encourages pupils to think hard, maximise their creative and practical effort and generate well thought out answers. Teachers endeavour to make science a pleasurable experience. All pupils respond well to this and they particularly enjoy the practical work involved. Relationships between pupils and teachers are good and class control is effective. Pupils work well together in pairs or groups, sharing resources and ideas well. The best lessons are well planned and build on pupils' understanding, knowledge and skills. The good use of everyday examples to illustrate particular ideas helps pupils to understand well. Good lesson pace ensures good curriculum coverage and effective progression in learning. However, in most lessons all pupils follow the same work and planning does not take into account the varying attainment of the pupils. In some cases, particularly in the younger age groups, learning is less effective because the lesson time is too long.
129. Sometimes a series of lessons is planned to take place over a number of weeks when the work could be undertaken in much less time if key learning objectives were identified and given a sharp focus. This limits the amount of curriculum coverage offered to pupils and ultimately their attainment. Some lessons are not sufficiently adapted to meet the varying attainment of the pupils,

particularly the higher attainers. Teachers adhere too closely to the adopted scheme of work at the level recommended for their particular year. They do not always challenge the higher attaining pupils by incorporating work from higher years into the lesson or give them sufficient opportunities to design and carry out their own open-ended investigations. Satisfactory use is made of ICT to handle accumulated data but some opportunities are missed to use ICT resources such as a sensors when investigating temperature change. Pupils learn about the dangers of medicines and how to keep their body healthy through healthy eating and exercise as part of the science curriculum. The governing body has decided against provision for sex education, although this is under review. The school uses the expertise of a nurse to support and inform older pupils concerning their health and development.

130. Improvement since the last inspection has been unsatisfactory, although some of the weaknesses since the last inspection are now beginning to be addressed. A scheme of work based on QCA national guidelines has been introduced and this is an improvement. However, it has not yet been adapted to meet the needs of the school or the attainment of the pupils and many pupils would benefit from working at a higher level than the scheme suggests. The school is also addressing the need to develop pupils' scientific skills and to match work to pupils' differing attainment and has started to address these matters. It has also started to implement a cohesive and progressive form of assessment through the school which is helping teachers plan more effectively and build on what pupils know, understand and can do.
131. Leadership of the subject is unsatisfactory. There has been little analysis of data from formal tests or of pupils' work that would help identify weaknesses in curriculum provision and teaching and learning. There is some mis-match between teachers' assessment of pupils' attainment and actual formal test results. The development of a portfolio of moderated work that would support teachers to assess pupils' level of attainment more accurately, noted at the last inspection, has not yet been implemented and this is a weakness.

## **ART AND DESIGN**

132. The standards in art and design of pupils in Year 2 and Year 6 are in line with those expected for their age. This is a decline from the last inspection when standards were considered above average. The reason why standards are lower is that art and design has not had a high focus as previously because of urgent priorities to raise standards in English and mathematics. In addition the co-ordinator is working with staff to determine the best way forward regarding the scheme of work. At present there is a reliance on national guidance and this needs to be adapted to suit the needs of the pupils more fully and ensure that there is appropriate attention to the acquisition of skills, which are taught in a progressive manner. Given that the overall quality of teaching is good, particularly in Years 3 to 6 and pupils often achieve well and enjoy their lessons, it is likely that standards could rise again.
133. Pupils, including those with special educational needs and those who speak English as an additional language, make good progress throughout the school, as they express their ideas through a range of different experiences in art and design. A satisfactory range of work has been produced in both two and three-dimensions, for example, when Year 3 pupils visit Haden Hall to create interesting sculptures and pictures following the style of Andy Goldsworthy, using natural objects – twigs, leaves and stones. This is also a good use of the local environment. By Year 6, pupils use a variety of media and techniques well to make artefacts. They use their knowledge of textiles, such as wool and strips of material, to communicate their ideas as they create wall hangings by weaving. They copy their earlier paintings of the sea and sky and match the colours and textures well. For example, one pupil chose blue material with sequins to represent the reflection of light on the sea, which was very effective. The pupils persevere as they work with accuracy and adapt and improve their work to ensure they achieve good results.
134. Teaching is good in Years 3 to 6 and satisfactory overall in Years 1 and 2. Good use of key vocabulary, such as landscape and portrait, is used by the temporary Year 2 teacher, which helped pupils understand the techniques when using a viewfinder. Teachers teach skills well, such as weaving in Year 6, as work was well matched to pupils' attainment in using textiles. This meant that they all achieved very well in the lesson. In addition, this was a good example of how learning support practitioners are successful in helping lower attaining pupils access similar work to the rest of the class. In this lesson there were good opportunities for pupils to use their speaking and

listening skills as they explained how they created their weaving. They were clearly very proud of their efforts and all, including those with special educational needs, gained in self-esteem.

135. Cross-curricular links are good, particularly in history. For example, Years 3, 4 and 6 link art and design effectively with their work on the Romans, Vikings and Greeks. Links with ICT are developing well; for example, pupils in Year 5 produced pictures based on the work of Henri Matisse using a drawing program. Links with mathematics are generally good, as in the Year 1 colour and shape pictures based on the work of Paul Klee and repeating patterns depicting Roman mosaics in Year 3, although opportunities were missed to capitalise on work on nets in Year 5.
136. The management of the subject is satisfactory. The co-ordinator is fairly new in post and, although she does not have particular expertise, she is keen and attending training to increase her own subject knowledge. The co-ordinator has made a sound start in compiling a portfolio of work to represent the different aspects of the subject and monitors her colleagues' planning to ensure coverage. However, she has not yet had the opportunity to monitor teaching and learning. A satisfactory curriculum is in place, which is mostly broad and balanced and gives pupils a suitable range of experiences of different techniques and media, including working with three-dimensional materials. Assessment is satisfactory overall. It is linked to attainment targets rather than specific skills in work covered, which makes it difficult to plan the next steps in learning. The subject makes a good contribution to pupils' spiritual and social development through pride in their work and working together but a satisfactory contribution to cultural development. Work representing other cultures, including the ethnic background of the pupils in the school is lacking. There is too little attention given to promoting cultural awareness.

## **DESIGN AND TECHNOLOGY**

137. Standards in design and technology for Years 2 and 6 are in line with those expected nationally. Since the last inspection standards have declined from above average. All pupils make good progress in the subject, particularly older pupils. Judgements are based on an analysis of pupils' previous work, lesson observations, teachers' planning and interviews with pupils in Year 6. It was only possible to see two lessons during the inspection and, although these were at least satisfactory, there is insufficient evidence to make an overall judgement on teaching throughout the school. The extra support available in lessons to assist all pupils with their practical work, including those with special educational needs and who speak English as an additional language, makes a worthwhile contribution to the standards in the subject.
138. In a Year 2 lesson pupils were provided with an opportunity to evaluate a variety of ways of joining a range of card and paper. Work on display indicates that pupils in Years 1 and 2 gain knowledge and understanding about the working characteristics of materials and joining methods when they cut, make and decorate folded paper caterpillars and human figures.
139. Scrutiny of past work provided from Years 3 to 6 indicates that during the year they are involved in a number of projects that provide them with opportunities to design, develop their craft and food technology skills and evaluate their work. Pupils make good progress in the development of their appropriate skills by the end of Year 6, such as joining a variety of materials by stitching and using glue and staples. Some of the work undertaken in Year 5 was of a very good standard. Pupils made windmills, with moving sails from a variety of materials, which also reinforced their knowledge of how mechanical components work. During discussions as to how they made a rocket, Year 5 pupils indicated they are aware of the need to plan what they have to do. They recognise the need to identify ways to improve and revise their design prior to making so that they can be fully satisfied with its function, shape and appearance. By Year 6 pupils generate their own ideas, mark, measure and cut a range of materials and assemble them accurately, for example when designing slippers. They join the pieces carefully and pay good attention to decorating the finished product.
140. In Years 2 and 4 pupils enjoy the practical work involved in design and technology. They handle tools with care and tidy up sensibly once they have finished. They are well behaved and work mostly independently, persevering with the activity in hand. They share resources and ideas and are keen to talk about their work.
141. The subject is led by a knowledgeable and enthusiastic co-ordinator who provides effective support for staff, all of whom are confident and interested in the subject. There is regular, ongoing, informal monitoring of planning and pupils' work but monitoring of teaching is not, at present, a school



priority. The school follows the QCA scheme of work, which provides a sound structure for the progression and development of pupils' skills. There are good links with other subjects such as history. For example, Year 6 pupils make models of Anderson Shelters to support their World War II topic. Teachers are encouraged to adapt the scheme, when appropriate, and use some of their own creative ideas to provide activities that are linked to other curricular areas. Resources are satisfactory. Assessment of the subject has not yet been developed, although pupils' evaluation of their own work is becoming more firmly established.

## **GEOGRAPHY**

142. At the time of the last Inspection, standards in geography were average at both key stages. At the time of the current inspection standards remain average at Year 6 but are below average at the end of Year 2 because of the scant amount of work covered. Pupils make good progress in Years 3 to 6. No lessons in geography were observed in Years 1 and 2. Evidence from the scrutiny of work shows that in Year 1 pupils study the local environment, learn geographical terms such as near, far and north and south, and are able to identify features of the locality around the school. In Year 2, pupils start to use keys when mapping, although the use of worksheets inhibits their geographical skills, as it tends to be an exercise in colouring in.
143. In Years 3 to 6, pupils learn about places further afield. In Year 3, pupils use their research skills to compare places and weather around the world and use a variety of sources to gain the information they need such as the Internet and literature from travel agents, as well as maps. By Year 6 pupils know facts about features of the River Severn, have learnt key vocabulary, such as the source and understand about safety on rivers. Two geography lessons were observed. The quality of the teaching was satisfactory in both lessons observed. In the lesson observed in Year 3, the lesson was well planned and the teacher used carefully selected resources. She encouraged pupils to work together and share information so that the more able helped the least able to succeed. Pupils with special educational needs were well supported by the nursery nurse. The pupils were very interested in the task and some animated discussions took place whilst they were working. However, the teacher allowed insufficient time to share their work with the rest of the class. In Year 5, pupils were asked to use atlases to locate a selection of deserts around the world. Many found this very hard because, although they used the index to locate the page the deserts were on, only two pupils used the co-ordinates given to speed up the process. As a result the two boys who had finished early wasted a lot of time waiting for the rest.
144. Pupils enjoy their geography lessons. They are enthusiastic about the subject, show real interest and ask thoughtful questions. They behave well and make sound progress in lessons. When given the opportunity, most pupils are able to speak articulately about what they have learnt.
145. The leadership and management of the subject are satisfactory. The co-ordinator has only recently taken on the role. He monitors the teachers' plans to ensure a coherent curriculum throughout the school. Resources are generally sufficient. Some up-to-date atlases have recently been purchased and also some exciting new resources for teaching pupils in Year 1 and 2 based on the character of Barnaby Bear. The co-ordinator is aware that computers could be used more widely to support the teaching and learning of geography throughout the school. Pupils' work is assessed at the end of each unit and the standards are recorded.

## **HISTORY**

146. Standards in history are similar to those found in the previous inspection. The levels of historical skills and understanding acquired by pupils in Year 2 and Year 6 are in line with those expected. Throughout Years 1 and 2 pupils make satisfactory progress and in Years 3 to 6 good progress, as they develop their knowledge and understanding of history. Those with special educational needs and who speak English as an additional language are integrated into lessons with effective help from support staff and pupils make good progress. The quality of teaching is satisfactory for pupils in Years 1 and 2 and good for pupils in Years 3 to 6. Teachers manage lessons well and relationships are very good. Pupils work hard in history lessons and enjoy their learning. However, written work in Year 2 is disappointing and does not reflect the knowledge that the pupils are capable of acquiring.
147. During Years 1 and 2 pupils' concept of time is satisfactorily developed through the comparisons between events in the past and the present day, such as comparisons Year 1 pupils made of toys

now and 25 years ago. A useful link with mathematics is made by the use of a simple timeline. It was apparent that Year 2 pupils are capable of far more than is recorded. They achieved well in the lesson observed and learnt a lot about the Fire of London. This was because the temporary teacher made the lesson fun and learning was reinforced by interesting activities, such as asking Samuel Pepys – a pupil in role – questions about the fire. By the end of the lesson pupils knew the dates of the main events and the causes for the outbreak of fire.

148. In Years 3 to 6 most pupils recall important events related to the topics studied, such as the Romans, Vikings, Victorians and Greeks. In pupils' written work and lessons they described the important events in the topics studied, with reasons for some of the major events. Teachers bring their own enthusiasm to the subject and, in lessons, factual information is delivered well and is often inspirational. In Year 6, the teacher very successfully helped pupils to understand both the horrors and hardship of war, as well as the need for friendship, loyalty and dependability through effectively managing the visit of a war veteran. The pupils were very well prepared for the visit and had questions ready to ask – this provided a very good focus, which helped pupils take notes and learn effectively.
149. The co-ordinator manages the subject satisfactorily. She monitors planning for coverage but, as yet, with the emphasis on raising standards in the core subjects, has not monitored teaching and learning in the classroom. The curriculum is based on the national guidance and historical topics are suitably matched to age groups. Various visits, such as to Haden Hill House and visitors, including a theatre group of 'Vikings' and a war veteran into the school, provide valuable experiences for the pupils.
150. There are good links with other subjects including English, for example when Year 4 pupils write accounts from the point of view of the monks, during the time when the Vikings raided monasteries. The co-ordinator is aware that ICT needs to be used more to enhance the subject and intends to purchase more software. However, there is some use of the Internet and CD ROMS to find out information to support the various topics. There is good promotion of spiritual, moral and cultural development, for example, empathetic writing when Year 5 pupils write a letter to friends from the Barnardo House describing conditions and when pupils learn about ancient civilisations. Assessment is at an early stage of development and linked to evaluation of planning, rather than recording pupils' historical enquiry skills or knowledge. Homework is used appropriately. For example, Year 1 pupils bring in an old toy to support work in the classroom. The school's resources are satisfactory and are supplemented by loans from the school library service and from the local museum.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

151. By the end of Years 2 and 6 pupils' attainment in ICT is in line with levels expected for pupils of their ages. The last inspection identified standards in ICT as meeting national expectations. However, since that time and the introduction of Curriculum 2000, the nationally expected standards in the subject have risen considerably. In this case, although standards seem now to be the same, they have risen compared to those found at the last inspection. All pupils, including those with special educational needs and those who speak English as an additional language, make good progress in the development of their ICT skills. This is due in part to the introduction of a well-equipped ICT suite and the purchase and implementation of appropriate programs that support all areas of the curriculum.
152. In Year 2, pupils, when working in the computer suite, use the mouse confidently to log on and access the appropriate program for use in the lesson. They have developed simple keyboard and word processing skills and are able to enter and edit simple text - delete and replace a letter, add a space between words and use the arrow keys. Higher-attaining pupils change the size of the font, use bold, change titles to capitals and are aware of the red/green underlining of the text as well as knowing how it can be eliminated. All pupils use text to write stories according to their attainment and handle simple data to create simple block graphs.
153. The range of work in Years 3 to 6 remains good, as noted at the last inspection. Pupils continue to use ICT to present text within a variety of borders and import artwork to create a variety of cards to celebrate birthdays and Christmas and create posters. Year 5 pupils are able to compile a piece of art based on the work of the artist Henri Matisse. They choose and customise their border and background and add a variety of shapes. Pupils are able to move these around, flip and rotate, to

make their picture more individually appealing, colour fill and create a title using a variety of fonts, size and colour. All pupils develop an awareness of the use of ICT in the wider world – use of the video, digital camera, sound combined with different forms of media and CD-ROMs. By Year 6, pupils are capable of using their ICT skills effectively in order to help them learn and make better progress in other subjects, for example in English. The school is making good use of an integrated learning system, which is helping to raise pupils' attainment in literacy. Pupils are confident and highly motivated when using the program. They work with accuracy, successfully recording their own progress as they work through the program.

154. ICT is used well across other curriculum areas. Pupils input data compiled during mathematics investigations and present their findings in a variety of ways by use of block graphs and pie charts and then interpret their results. They can use control technology to sequence instructions in order to reinforce their learning that angles are measured in degrees. Higher-attaining pupils use ICT independently, when during a geography lesson they use Excel and input data on life expectancies in various countries in order to create an appropriate graph for statistical comparison. Pupils of lower attainment sometimes need teacher support but remain confident in their use of ICT. Older pupils are able to access the Internet to obtain information to enhance their research skills and support their learning in other subjects. For example to support their work in geography, Year 6 pupils find relevant information about the River Severn and bridges.
155. Overall the quality of teaching is good. Teachers' subject knowledge is very good, particularly in Years 4 and 5. Lessons are well planned with key subject-specific vocabulary identified and reinforced during the lesson. Lessons have appropriate objectives that are made clear to pupils both verbally and by demonstration at the start of the lesson. In Year 4 the teacher made very good use of control technology to reinforce lesson objectives and make learning fun. Teachers' expectations were high. Very good class management skills, with good use of praise and encouragement, ensured high quality learning took place.
156. Most of the ICT seen during the inspection took place in the new computer suite that was installed prior to the beginning of the academic year, together with an interactive whiteboard. This has made a valuable contribution to the school's resources and it has already contributed to raising standards in the subject. The school has also purchased an integrated learning system that assesses, reinforces and develops continuity and progression in individual pupils' learning in all subject areas. The system is currently being used effectively by Year 6 pupils to raise attainment in literacy. Pupils are motivated and use their ICT skills effectively and with confidence to support their learning in English and mathematics. The old computers in the classrooms have been phased out and replaced with personal computers.
157. Throughout the school all pupils enjoy making use of the suite and look forward to their lessons in there. Currently there is one computer shared between two pupils, except when being used by small groups. Pupils work very well together taking turns, acting sensibly and treating the equipment with care.
158. All teachers have undertaken New Opportunities Fund (NOF) training and are fully competent to teach the subject. Teachers are provided with good quality support from the very knowledgeable co-ordinator who has worked hard to place the school in its current favourable position where learning is effective for all pupils. He has undertaken further training to ensure that appropriate software is purchased. Current priorities in the subject are to raise standards and since the introduction of the suite the co-ordinator has noticed, through informal monitoring, that standards in Year 6 have risen. All classes have timetabled access to the suite in order to enhance their skills in all curriculum areas.
159. The school follows the QCA scheme of work. Pupils are usually assessed at the end of a particular unit of work. The co-ordinator is in the process of compiling a Portfolio of moderated work, which will help teachers develop their assessment skills. An Internet Policy has been agreed with staff and governors. In collaboration with the two other schools in the Federation, the school has recently appointed an ICT technician to take on some of the administrative tasks associated with the subject. This is making a positive contribution to the reduction of the workload on the co-ordinator and the preparation time for teachers.

## MUSIC

160. Music provision remains good throughout the school. Attainment at Year 6 continues to be above average and in Year 2 it is at least satisfactory with some good elements of composition and performance. No singing at Years 1 and 2 was observed during the inspection and only one lesson in Year 2 was seen in instrumental work. Scrutiny of planning and talking with teachers indicates good coverage of all elements of the music curriculum. Pupils in Years 1 and 2 make sound and sometimes good progress. Pupils in Years 3 to 6 make good and sometimes very good progress. Pupils with special educational needs and those for whom English is an additional language make good progress.
161. Pupils in Year 2 understand the nature of symbols to provide a graphic score in composition. They are aware of timing and pitch, matching their playing with the length and style of pictorial symbols. Some pupils know the names of percussion instruments and most can describe the actions made to produce sounds for different ones, such as scrape, shake, tap and bang. One child, for example, when asked to explain quiet use of a drum said "You move your fingers carefully and tap a little bit." Pupils show a sound sense of rhythm, with the majority able to clap basic rhythms accurately, though more work is needed in this area.
162. By Year 6 pupils have a good knowledge of music vocabulary. They can talk about the structure of a piece of music and understand well the concept of using four or eight notes as a rhythm pattern. Pupils show skill in composition and follow graphic scores, leading to music scores for those learning to play a woodwind or brass instrument. Pupils in Year 6 sing in tune with accuracy and confidence and are familiar with an octave and sing up and down a scale in different keys. Pupils know the meaning of unison and harmony and maintain their own part of a two part round well, with development into four part songs progressing steadily. Pupils have learnt a variety of musical terms, such as major and minor chords. Performance levels in both singing and playing are good, sometimes very good. Composition is of a high level, with appraisal clearly established as part of the experience.
163. The quality of teaching was of a very high standard at both key stages. Effective planning and a stimulating approach in each case ensured concentration and maximum effort from the pupils. Teachers aim for quality performances and pupils respond enthusiastically. A good up-dated scheme of work operates across the school and teachers use their own creative ideas within the scheme to promote interest and learning in music. Teachers monitor pupils' progress and incorporate their evaluations into future planning.
164. Pupils are keen to attend music lessons and enjoy both singing and playing. They love performing and look forward to taking part in school concerts and assemblies. Pupils' personal development in music is very good. Pupils work well on their own, in pairs or in a group, with a willingness to share resources and to acknowledge the good work of others. Relationships are strong. Attitudes to the subject are very good.
165. Management of the subject is good. The co-ordinator works closely with the music advisory service. The music policy is clear and the music adviser has helped to set out the scheme of work and improve resources. The Music Service provides help with singing for the Years 5 and 6 pupils each week. The choir, thus formed, sings regularly with pupils from other schools in the area and preparations are in hand for a forthcoming music festival. In addition, a visiting music support teacher spends two days taking extra singing and supporting percussion playing throughout the school as well as teaching recorder groups for Years 3 and 4. Specialist music teachers offer lessons in brass or woodwind instruments. Pupils are able to play their instruments in concerts and during assemblies.
166. Many musical activities take place and parents support the Christmas concert and summer productions. All pupils, including the Nursery, take part in musical events. Resources are good, although minor repairs are needed on some percussion instruments and there is a need to increase the level of multi-cultural instruments in use. Resource lesson files are very good and include a wide selection of recorded music in varying styles and from different times.
167. The school offers wide-ranging experiences in music to its pupils, for example, music for listening in classrooms and assemblies, sometimes as background music for activities such as art and design, or as part of a cross-curricular approach, such as making musical instruments in design and

technology. An excellent connection was made in a RE lesson in Year 6 when pupils heard examples of religious music, responding with appreciation of the music for its own sake and describing a sense of peace. Good connections are made with language development throughout music lessons; this is particularly important for pupils with communication difficulties.

## **PHYSICAL EDUCATION**

168. Standards at the end of Year 2 and Year 6 are average, as they were at the last inspection. Lessons were observed in gymnastics and dance in Years 1 and 2 and games, gymnastics and dance in Years 4 to 6. In Year 3 pupils go swimming during one of their PE lessons. The teaching seen was good, with many very good features. One of the very good features in many of the lessons was the good attention given to warming up exercises. This meant that pupils were aware of the effects of exercise on the body. Teachers also have high expectations of pupils' behaviour and together with very good relationships meant pupils enjoyed their lessons, worked hard and behaved well. Pupils, including those with special educational needs and those who speak English as an additional language, achieved well.
169. Year 2 pupils are able to move their bodies imaginatively. They successfully created a dance sequence to illustrate the flames surrounding the buildings, as at the time of the Great Fire of London. The teacher's effective use of the overhead projector to remind pupils of the key words, such as stretching, swirling, weaving and twisting, encouraged them to think about their actions which enhanced their performance. Pupils' skills were developed well throughout the lesson because of the good teaching. By working in pairs and then as a group they built up the movements successfully. As the lesson moved on pupils demonstrated their growing skills as they tried hard to do better. Pupils confidently performed their dance sequence to music, while others evaluated their performance with maturity. Pupils also assess their own learning well at the end of the lesson and indicated whether they had achieved the target set for the lesson. They all agreed they had.
170. In a games lesson with lower juniors, the pupils worked on improving their throwing techniques in groups of three. The teacher successfully drew on their previous skills and knowledge about what they needed to throw a beanbag to land in one of three hoops defended by two children. Pupils were aware of the need for accuracy, which improved as the lesson developed. The lesson was pitched at the right levels for all the pupils, tasks were sufficiently challenging and consequently pupils' skills improved well. In addition they learnt to co-operate well. Some good demonstrations meant pupils took notice of techniques others used and worked to improve their own skills. Cultural development is promoted well, as Year 6 pupils enjoyed learning a traditional dance from New Zealand. A good mixture of teacher and pupil demonstration and practice meant by the end of the lesson pupils had learnt the dance, with all pupils participating well. They perfected the sequence with strong movements and appropriate stance as two pupils banged out the beat on a tambourine and drum.
171. The subject is well led. The co-ordinator has only recently taken over the co-ordination of PE. She is enthusiastic and keen to develop the subject and with her class carried out a survey of what pupils in the school wanted in the way of extra-curricular clubs. This was a particularly good link to mathematics and ICT as pupils used data handling for a 'real life' situation. Links with local football and basketball teams help to widen the range of PE experiences that are open to the pupils. Work has recently started to improve how teachers assess their pupils' progress through the use of a portfolio with photographs that illustrate the range and levels of attainment in the different aspects of PE. The school uses national guidance that has been adapted to suit the needs of the pupils and appropriately covers the range of PE activities. The co-ordinator is aware that her next step is to monitor teaching and learning in other classes.

## **RELIGIOUS EDUCATION (RE)**

172. Standards in religious education are above the levels expected by the locally agreed syllabus at Year 6 and pupils make good progress throughout Years 3 to 6. This represents an improvement over standards attained at the time of the last inspection. Standards in Year 2 remain as expected for their age and pupils make sound progress overall in Years 1 and 2. The curriculum is interesting and relevant to the needs of the pupils. Year 2 pupils understand the significance of a variety of celebrations including Harvest, Ramadan, Christmas and Eid. These lessons are based on the children's own experiences of belonging to a family. By Year 6, pupils understand and think about the place of rules in everyday life. They learn about Bible stories and increase their understanding

of them when they consider stories from the Bible as items of news in 'publications' such as 'Nazareth News' and 'The Shepherd's Weekly'. These lessons ensure that the comprehension skills that pupils learn in English lessons are applied in RE. Other aspects of the curriculum are also reinforced, such as expressing faith through the arts.

172. Three lessons were observed in Years 2, 4 and 6. The quality of teaching was very good overall with one lesson excellent. As a result of very high quality teaching, the pupils' positive attitude to their lessons is a strength of the school. This positive attitude is reflected in the pupils' work. In every class pupils produce lively, well thought out responses to their lessons. In a very good lesson in Year 2, a parent of a pupil explained to the class how Muslims celebrate Eid Al Addha. She explained a little about Hajj, then talked about the parties held after the pilgrimage, the special food prepared and of celebrating with friends and family. She had brought in her children's Eid clothes and other items such as souvenirs from Arabia and a miniature prayer mat. They handled the items brought with great respect and one Muslim pupil told the children very firmly that they must not put their shoes on the prayer mat because 'shoes are dirty and you can only pray where its clean'. The pupils were very attentive and asked some well thought out questions both of the visitor and of other pupils in the class. They enjoyed the lesson so much that they groaned when the bell went for lunch and cheered when told that, because it was wet play, they could stay in and finish their work.
173. In Year 6 an excellent lesson was observed. The aim of the lesson was to help pupils to understand that in some religions music is a form of expressing faith. This lesson was very well planned with very carefully chosen resources to evoke different moods and to promote discussion. There were good links with other aspects of the curriculum such as research skills as pupils were asked to find and read the 23<sup>rd</sup> Psalm. There were links with the history topic of World War II as one of the pieces of music played contained the words 'What will you feel when the war is over?' Speaking and listening skills were promoted very well indeed and pupils were able to express their feelings verbally in response to hearing three very different pieces of music. The pupils were then set tasks such as drawing a picture to illustrate how one of the pieces of music made them feel; to make up a dance or create a musical accompaniment to the words of 'Oh Happy Day'. The resulting works of art and design, dance and music were all of a very high standard reflecting the pupils' high level of engagement with and interest in the lesson. The inclusive element of the lesson was also of a high standard as a Muslim pupil was able to explain why there was no music in the Mosque and a Jehovah's Witness was able to take full part in the lesson because the Bible text was from the Old Testament.
174. Leadership and management of the subject are good. The curriculum is based on a mixture of the Sandwell Agreed Syllabus and the new national guidance and been has devised by the co-ordinator especially to meet the particular needs of the school. The scheme of work provides clear guidance for teachers about what to teach, the resources to use and also the way in which religious education can be linked to and be reinforced by other subjects of the curriculum. The school's policy for religious education reflects the aims of the school. The school has sufficient resources to teach the curriculum which is enhanced appropriately by visits to local churches and to the Mosque and by visitors from the neighbourhood religions coming into school. As yet there is no formal assessment of attainment in RE.