

# INSPECTION REPORT

## **BRANDHALL PRIMARY SCHOOL**

Oldbury

LEA area: Sandwell

Unique reference number: 103976

Acting Head Teacher: Mrs E Fitzgerald

Reporting inspector: Mr Stephen Dennett  
13712

Dates of inspection: 16<sup>th</sup> – 19<sup>th</sup> September 2002

Inspection number: 246334

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:	Edinburgh Road Oldbury West Midlands
Postcode:	B68 0ST
Telephone number:	0121 4225336
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Keith Fletcher
Date of previous inspection:	24/11/1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
13712	Mr Stephen Dennett	Registered inspector	Information and Communication Technology Religious Education Equal Opportunities	What sort of school is it? How high are standards? How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
9173	Mrs Sarah McDermott	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
31975	Mrs Kay Andrews	Team inspector	Music Foundation Stage Special educational Needs	How good are the curricular and other opportunities offered to pupils?
31801	Mrs Yvonne Bacchetta	Team inspector	English Art and Design English as an additional language	How high are standards?
10611	Mr Martin James	Team inspector	Mathematics Geography History	
22704	Mr Garry Williams	Team inspector	Science Design and Technology Physical Education	

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

### **INFORMATION ABOUT THE SCHOOL**

Brandhall Community Primary School provides full time education for 356 pupils, 188 boys and 168 girls. In addition, the school has a 60-place nursery that currently has the equivalent of 27 children attending full time. The school is located in three buildings, which are in the process of being refurbished internally. Approximately a third of pupils are eligible for free school meals, which is well above the national average and other indicators show that the social and economic circumstances of pupils attending the school are relatively disadvantaged. The numbers of pupils identified as having special needs is 17 per cent and rising, but is still below the national average of 24 per cent. Fifty-four pupils are at the early stage of school monitoring, six are on 'school action plus', and five pupils have statements of special educational need, which is also below the national average. These pupils are mainly identified for learning difficulties in literacy and mathematics, but behaviour and medical difficulties are also identified. The school has also identified 13 pupils who are gifted and talented and special provision is made for them. Thirty-four pupils speak English as an additional language and six of these are in an early stage of acquiring the language. The school's baseline assessment shows that children enter the school with levels of attainment that are well below average.

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

This is an improving school, which has made some significant progress in addressing the weaknesses identified by the local education authority's review last September. Although standards are still below average, they are rising and pupils' levels of achievement are satisfactory. In most classes, pupils have positive attitudes to work and behaviour is generally good. Teaching is satisfactory overall, although there are some weaknesses in lower Key Stage 2. Teaching in upper Key Stage 2 is good. The leadership of the school by the governing body, acting head teacher and senior staff is good and the school has been supported well by the local education authority. The school provides satisfactory value for money.

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

- Standards in religious education are higher than those expected by the locally agreed syllabus at the end of Key Stage 2.
- Pupils achieve well in science and physical education at Key Stage 1.
- Pupils have positive attitudes to school and behaviour is good in most classes.
- The quality of teaching and learning is good at the Foundation Stage and pupils achieve well overall.
- Provision for special educational needs is good and pupils make good progress.
- The school makes good provision for pupils' spiritual, moral and social development.
- The leadership and management of the school by the acting head teacher and senior staff is good.
- The governing body fulfils its responsibilities well.

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

- Standards in English, mathematics and information and communication technology at both key stages.
- Standards in science, design and technology and music at Key Stage 2.
- The quality of teaching and learning in lower Key Stage 2.
- Pupils' behaviour in lower Key Stage 2.
- The quality of links with parents.
- The use of homework.
- Pupils' attendance at school.

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

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

The school has achieved a satisfactory level of improvement since its last inspection in 1997. A number of the issues raised at that time have been addressed effectively. At the time of the last inspection, the school was required to raise standards in mathematics at Key Stage 2. The proportion of pupils achieving at least Level 4 has risen from 44 per cent in 1997 to 62 per cent in 2002. The school was also required to improve standards in science and the proportion of pupils achieving at least Level 4 has risen from 29 per cent to 78 per cent. The school has not been so successful in raising standards in design and technology

and pupils' achievement in this subject is still unsatisfactory. The school was also required to raise standards in speaking and listening throughout the school and has been moderately successful in doing so despite the fact that many children enter the Nursery with very limited speaking skills. There has been some improvements in the management role of subject co-ordinators, although in subjects other than English and mathematics, they still have very limited opportunities to observe lessons or monitor teaching and learning. Following the last inspection, the school introduced a homework policy, as required by the report. Regrettably, this seems to have fallen into disuse and parents are still not clear about how much homework their children are expected to do. There has been some effective monitoring of the school's curriculum initiatives by the acting head teacher, subject co-ordinators and the local education authority. The finding of this monitoring has been successfully translated into specific targets for improvement in the current development plan.

## 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
	1999	2000	2001	2001
English	E	E	E	E
mathematics	E	E	E	E
science	E*	E	E*	E

<b>Key</b>	
well above average	A
above average	B
average	C
below average	D
well below average	E
lowest 5% nationally	E*

The above table shows that in the 2001 national tests at Key Stage 2 standards were well below the national average in English and science. They were very low in science. In comparison with schools with a similar number of pupils eligible for free school meals, standards were well below average in all three subjects. At Key Stage 1 in 2001, standards were well below average in reading, writing and mathematics. In comparison with similar schools, standards were below average in reading and writing and well below average in mathematics. The results of the 2002 national tests have yet to be officially published, but provisional results indicate that at Key Stage 2, standards improved considerably in mathematics and science. Standards in English were much the same as in 2001. However, the proportion of pupils achieving the higher Level 5 increased in all three subjects. Overall, pupils' achievement is satisfactory in relation to their prior attainment. The trends in the school's results over time show very little improvement until 2002, when standards rose considerably in mathematics and science. However, the school did not meet its targets for English or mathematics in 2002. Observed standards at Key Stage 1 are below average in English and mathematics, although achievement is satisfactory. In science, standards are in line with the national average and pupils achieve well. Standards are in line with those expected nationally in art and design, design and technology, geography, history, music and physical education. Achievement is satisfactory overall and good in physical education. In information and communication technology, standards are below the expected level and achievement is unsatisfactory. Standards in religious education meet the requirements of the locally agreed syllabus and achievement is satisfactory. At Key Stage 2, standards in English, mathematics and science are still below average, but improving rapidly. Achievement in these three subjects is satisfactory. Standards in art and design, geography, history and physical education are in line with those expected nationally and achievement is satisfactory. In design and technology, information and communication technology and music, standards are below the expected level. Achievement is unsatisfactory. In religious education, standards exceed those expected by the locally agreed syllabus and pupils achieve well.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have positive attitudes to school and work hard in most classes.
Behaviour, in and out of classrooms	Behaviour is generally good, although some unsatisfactory behaviour was observed in lower Key Stage 2.
Personal development	Relationships are generally positive and pupils' personal development is

and relationships	good. Race relations are good throughout the school.
Attendance	Attendance is below the national average.

### TEACHING AND LEARNING

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

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

Teaching is judged to be satisfactory overall, as pupils' levels of achievement are satisfactory at both key stages. However, in lessons seen during the inspection, the quality of teaching was good overall. A total of 74 lessons were observed and in one of these lessons, the teaching was excellent. In eleven lessons, the teaching was very good and in 32, the teaching was good. In 21 lessons, the quality of teaching was satisfactory. However, in five lessons, the teaching was unsatisfactory and in three lessons it was poor. Good teaching is characterised by effective planning, which identifies clearly what pupils need to learn and ensures that what pupils are expected to learn is closely matched to their abilities. Where teaching is good, teachers have high expectations, both of pupils' achievement and their behaviour. In these lessons, pupils concentrate well, show enthusiasm for learning and as a consequence make good progress. Teachers generally use methods which are well matched to the demands of the curriculum and the age group being taught. Teaching is particularly effective in Years 5 and 6, where pupils are now beginning to make rapid progress in their learning. The management of pupils' behaviour and use of support staff are particular strengths of teaching at Key Stage 1. Where teaching is ineffective, teachers have limited strategies for managing pupils' behaviour. In these lessons, the high incidence of poor behaviour results in very slow rates of learning. The less than satisfactory teaching seen during the inspection was mainly observed in classes taken by temporary teachers.

### OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality of the curriculum is satisfactory overall. It is good at Key Stage 1.
Provision for pupils with special educational needs	Good provision is made for pupils with special educational needs and they make good progress.
Provision for pupils with English as an additional language	Pupils who speak English as an additional language make good progress and the school's provision for them is good.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for pupils' personal development is good overall. Provision for their spiritual, moral and social development is also good. Provision for pupils' cultural development is satisfactory.
How well the school cares for its pupils	The school's provision for pupils' care and welfare is satisfactory overall. Systems for assessment are satisfactory in English, mathematics and science, but need further development in other subjects.

The school's links with parents are unsatisfactory and parents do not make a sufficient contribution to their children's learning.



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	The acting head teacher provides good leadership and management for the school. She is supported well by senior staff and the local education authority.
How well the governors fulfil their responsibilities	Governors fulfil their responsibilities well. They have a good grasp of the challenges facing the school.
The school's evaluation of its performance	The school has done well in evaluating its performance over the past year. It has correctly identified the key areas where improvement is needed and is now taking appropriate steps to improve the situation.
The strategic use of resources	Good use is made of financial and other resources.

Although the accommodation is satisfactory overall, it does suffer from frequent vandalism. The computer suite is too small and poorly ventilated.

## 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>• The acting head teacher has kept parents well informed and is an enthusiastic leader.</li><li>• Parents are pleased with their children's progress in the nursery. Teachers are caring and hard-working.</li><li>• The nursery provides a good start to children's schooling.</li></ul>	<ul style="list-style-type: none"><li>• The school is very disappointing and there is a high turnover of staff.</li><li>• There is significant level of disruption in some lessons.</li><li>• The school is repeatedly vandalised.</li><li>• There are insufficient after-school activities.</li></ul>

The inspection team agree with the positive comments made by parents. In response to what parents would like to see improved, inspectors offer the following comments. The school has been unsatisfactory for some years, but is now improving rapidly. The turnover of staff has been necessary to improve the quality of teaching. There is some disruption in a few lessons in lower Key Stage 2, but this is being dealt with very effectively by the acting head teacher and staff from a neighbouring Beacon school. The team agrees that it is extremely regrettable that the school is vandalised so frequently. However, this is largely outside of the school's control. The school provides a good range of extra-curricular activities and there are advanced plans for an after-school club.

## **PART B: COMMENTARY**

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

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

1. Children enter the foundation stage with levels of achievement that are well below average. This is confirmed by baseline assessment. Standards are below those expected nationally at the end of both key stages. However, pupils' levels of achievement are satisfactory overall, as many come from a very low starting point. This is a similar picture to that found by the last inspection.
2. In the 2001 national tests in English, standards were well below the national average in reading and writing at Key Stage 1. Standards were below those found in schools with a similar proportion of pupils eligible for free school meals. In mathematics at Key Stage 1, standards were well below the national average and those found in similar schools. Teachers' assessments indicate that standards in science are close to the national average. Overall, standards show a decline since 1999, especially in mathematics. The proportion of pupils achieving the higher Level 3 in reading was well below average. In writing, the proportion of pupils achieving Level 3 was below average and in mathematics, it was very low.
3. At Key Stage 2, in the 2001 national tests, standards were well below the national average in English and mathematics. They were also well below those found in similar schools. In science, standards were very low, both in comparison to the national average and to those found in similar schools. Standards show a marked decline since 2000, although prior to this there had been a slight improvement. The proportion of pupils achieving the higher Level 5 in English and mathematics was well below average. In science, the proportion of pupils achieving Level 5 was very low. The school did not meet its targets for English and mathematics in 2002.
4. In the 2002 national tests, which have yet to be validated nationally, standards improved in mathematics and science at Key Stage 2. Standards at Key Stage 1 declined, but the school has presented evidence to show that the class taking the test contained a high proportion of pupils with special educational needs. At Key Stage 2, the proportion of pupils achieving the higher Level 5 has improved significantly, especially in science, where over a quarter of pupils achieved this grade.
5. Observed standards at Key Stage 1 are below average in English and mathematics, although pupils are now making rapid progress in their learning and their achievement is satisfactory in relation to their prior attainment. In science, standards are in line with the national average and pupils achieve well in relation to their prior attainment. Standards are in line with those expected nationally in art and design, design and technology, geography, history, music and physical education. Pupils' achievement is satisfactory overall and good in physical education. In information and communications technology, standards are below the expected level and achievement is unsatisfactory. Standards in religious education meet the requirements of the locally agreed syllabus and pupils' achievement is satisfactory.
6. At Key Stage 2, standards in English, mathematics and science are still below average, but improving rapidly. Pupils' achievement in these three subjects is satisfactory in relation to their prior attainment. Standards in art and design, geography, history and physical education are in line with those expected nationally. In these subjects, pupils' achievement is satisfactory. In design and technology, information and communications technology and music, standards are below the expected level. Pupils' achievement in these subjects is unsatisfactory. In religious education, standards exceed those expected by the locally agreed syllabus and pupils achieve well in relation to their prior attainment.
7. Standards of literacy are still below average overall at both key stages. However, rapid improvements are now being made at the end of key Stage 2. Pupils are making satisfactory use of their literacy skills in most other subjects. In numeracy, standards are below average overall and in lower Key Stage 2 they are well below average. Pupils make satisfactory use of their

numeracy skills in most subjects. Pupils' information and communication technology skills are unsatisfactory and overall there is little evidence that they make use of what skills they have to support learning in other subjects.

8. There is little difference in the relative progress made by boys and girls. Higher attaining pupils are now making good progress in Years 5 and 6. Pupils with special educational needs make good progress overall. This is because their needs are identified clearly and early, and teachers, the special needs co-ordinator, and support staff provide appropriate support in lessons to ensure they can complete their tasks properly. In literacy particularly, these pupils start from a very low baseline, but scrutiny of past work shows that although attainment may still be below national averages, they are achieving well. Both the special needs co-ordinator and learning support teacher withdraw those pupils who need it for extra work. In these instances, the work provided is usually well matched to pupils' needs. Gifted and talented pupils are less well supported as test results and work scrutiny indicates they do not always achieve their full potential. Pupils who speak English as an additional language make good progress in their acquisition of English and are well integrated into the school.

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

9. Pupils' attitudes to work, their behaviour, their relationships and their personal development are good. Young children are happy in school and respond well to the effective provision in the nursery and reception classes. Older pupils are sensitive to the mood and tempo of music and express their feeling well visually in art form and younger pupils delight in the small animals they care for in their classroom. Generally pupils respond well to the pleasant manner and humour of teachers' questioning and follow instructions quickly and quietly. Although teachers gently encourage pupils to express their feelings during 'circle time' (when pupils sit in a circle and discuss matters informally), they listen to each other respectfully but find it difficult to express their feelings or offer ideas fluently. A small number of pupils in each class do not listen well and then are uncertain about how to go about their tasks. By Year 6, pupils are eager to learn which has a positive effect on their rate of progress.
10. Behaviour of the vast majority of pupils is good. Relationships are strong in most classes where teachers make learning interesting and fun, but offer sufficient challenge at the same time. Where teachers have high expectations for behaviour, pupils respond well and behaviour is at least good and occasionally excellent. Poor attitudes and behaviour are confined to a few lessons in a lower junior class when teaching does not grab the attention of pupils sufficiently to engage their interest. There are harmonious racial relationships in the school. The school is an orderly community and pupils during play and lunchtime get on well together despite little stimulation. In the year prior to inspection there were five fixed term exclusions and one permanent exclusion. However, this in no way reflects the overall good standards seen, but indicates that the school does not tolerate unacceptable behaviour.
11. Pupils' personal development is good. A great majority of parents agree that the school helps their children to become mature and responsible. Young pupils take pleasure in returning a register to the office and quickly learn to work independently on tasks set in lessons. Older pupils empathise well with people of other times and fictional characters. They welcome the opportunity to act as a 'Buddy' with more pupils applying to join the team daily. They enjoy the respect they receive from other pupils and value the trust placed in them to escort younger pupils to and from the dining hall and play with them at lunchtime. Pupils express concern about the number of pupils who drop litter in the school grounds and the minority of pupils who do not respect displayed work.
12. In most lessons, pupils with special educational needs behave well, often very well. A number of pupils have been identified as having emotional and behavioural difficulties. In the main they have good attitudes to their work. This is because they are supported to understand and complete their work and teachers have appropriate strategies for encouraging good behaviour. In the minority of classes, where teaching is less effective, pupils with behaviour difficulties wander off task, disengage from the lesson and are sometimes disruptive.

13. The attendance of the pupils is unsatisfactory. There has been a modest improvement since the last inspection when attendance was well below the national average. More recently attendance figures have improved slightly as a few pupils with severe attendance problems have transferred to other schools. However, many pupils still miss a significant number of days each term because of illness and medical reasons. Of particular concern is the high number of holidays taken in term time. The rate of unauthorised absence has deteriorated since the last inspection and is below that of most primary schools. This is because the school is becoming more rigorous in noting pupils who are away unannounced or miss school for unacceptable reasons. Consequently help with improving attendance is directed more effectively. A significant number of pupils arrive late, which is not only embarrassing for the pupil but also disrupts the learning for the others.

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

14. Teaching is judged to be satisfactory overall, as pupils' levels of achievement are satisfactory at both key stages. However, in lessons seen during the inspection, the quality of teaching was good overall. A total of 74 lessons were observed and in one of these lessons, the teaching was excellent. In eleven lessons, the teaching was very good and in 32, the teaching was good. In 21 lessons, the quality of teaching was satisfactory. However, in five lessons, the teaching was unsatisfactory and in three lessons it was poor. The proportion of lessons where teaching was less than satisfactory was 10 per cent. Overall, the proportion of lessons where teaching was good or better was 58 per cent. This represents a similar picture to that found by the last inspection.
15. Good teaching is characterised by effective planning, which identifies clearly what pupils need to learn and ensures that what pupils are expected to learn is closely matched to their abilities. Where teaching is good, teachers have high expectations, both of pupils' achievement and their behaviour. In these lessons, pupils concentrate well, show enthusiasm for learning and as a consequence make good progress. Teachers generally use methods which are well matched to the demands of the curriculum and the age group being taught. Teaching is particularly effective in Years 5 and 6, where pupils are now beginning to make rapid progress in their learning. The management of pupils' behaviour and use of support staff are particular strengths of teaching at Key Stage 1. Where teaching is ineffective, teachers have limited strategies for managing pupils' behaviour. In these lessons, the high incidence of poor behaviour results in very slow rates of learning. The less than satisfactory teaching seen during the inspection was mainly observed in classes taken by temporary teachers. There is evidence that pupils in Years 3 and 4 have made unsatisfactory progress in their learning due to poor teaching in the past and a high turnover of staff. As a result, pupils' attitudes to learning in these classes is poor and this is having an adverse effect on their progress. The school is well aware of this weakness and steps are being taken to improve the quality of teaching provided and to adjust pupils' attitudes. Elsewhere in the school, pupils' attitudes to learning are good and they work hard.
16. The teaching of literacy and numeracy is satisfactory overall and pupils are now making satisfactory progress in their acquisition of knowledge, understanding and skills. However, the teaching of information and communication technology is unsatisfactory and the progress made by pupils is slow. The school meets the needs of its pupils satisfactorily and there have been some improvements in the level of challenge offered to higher attaining pupils. The teaching of most subjects is satisfactory, although at Key Stage 2, the teaching of design and technology and music is unsatisfactory. Religious education is taught well in Years 5 and 6.
17. In the main, the teaching of pupils with special educational needs is good. This is because teachers take proper account of targets in pupils' individual education plans and provide work that is appropriate for their needs. In addition, the special needs co-ordinator provides individual packs of ideas and guidance to help teachers with their planning. Support staff are fully briefed and are able therefore to provide good quality, focused support for teaching. Where teaching is less effective, and the management of pupils is inconsistent, the needs of both these and able pupils are less well supported. Pupils with English as an additional language receive appropriate

experiences and additional support from a specialist teacher. Early identification of the linguistic needs and targets result in weekly withdrawal sessions for pupils to learn the basics of language. The support teacher works closely with class teachers and provides resources and teaching strategies that enable pupils to make good progress. The school policy for paired talk is particularly beneficial for these pupils and several are in higher attaining groups.

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

18. At Key Stage 1, opportunities for learning are good overall with sufficient time allocation for all subjects. The curriculum is well planned to provide suitable work for pupils of all ages and ability levels. Although improvements have been made since the time of the previous inspection across the whole school curriculum, these are not yet fully embedded in the curriculum for Key Stage 2 and here curricular provision remains satisfactory overall. Recent improvements in the curriculum for English, mathematics and science have been successful in helping the school to raise standards in these subjects, although there is still a weakness in provision for problem solving skills in mathematics. Setting arrangements and ‘booster’ classes for older pupils in Key Stage 2 have helped to extend the curriculum in English and mathematics. Extra provision is also being made for pupils’ literacy development in Years 1 and 6, due to funding from national initiatives. The curriculum for religious education is good and matches the requirements of the locally agreed syllabus well. All statutory requirements are met.
19. Provision for pupils with special educational needs is good, particularly in English and mathematics, where teachers provide extra work for them in collaboration with the special needs co-ordinator. Individual education plans for these pupils are detailed and informative. They are used as working documents to set targets for development in English and maths where necessary. This has had a considerable impact on provision for these pupils and they make good progress as a result. Care is taken to ensure that when they are withdrawn for extra work in literacy, they do not miss the same lessons each week. Care is also taken to ensure that other groups of pupils, such as those with disabilities, or from other ethnic backgrounds, have equal access to the curriculum ensuring they make similar progress to other groups of pupils.
20. Provision for personal, social and health education is good. The co-ordinator for this aspect has worked hard recently to develop strategy and new policies are available for citizenship, sex and drugs education, although the ‘Healthy Schools’ initiative is not yet fully in place. Staff have been trained to deliver these aspects through the science curriculum of Years 5 and 6 and the school nurse and a local drama group support teaching. Circle Time is well used as a vehicle to enable pupils to express their views and concerns.
21. Provision for extra-curricular activities are good. However, there is a perception amongst some parents that the school does not provide sufficient after-school activities. This is not borne out by the evidence. Pupils enjoy a range of sporting activities that are open to both boys and girls. The choir is very well attended and makes a good contribution to musical development, but only two boys have joined. Residential and other trips into the locality are frequent and extend pupils’ learning. Use of the school grounds to support curricular planning, however, is disappointing. This was found at the time of the last inspection and has not improved. The school makes good use of the local community to help pupils’ learning. Many subjects are enlivened by visits out of school. The very good links with West Bromwich Albion Football Club are a great asset to the physical education curriculum and the pupils’ enthusiasm for sport. Some contacts are being fostered through parents to heighten the pupils’ awareness of cultures other than their own, but as yet these links are not sufficient to include the wider vibrant multicultural area in which the pupils live.
22. The school has good constructive relationships with other schools and educational organisations. It has worked particularly well with the local educational authority and neighbouring Beacon schools during the recent instability caused by the head teacher’s illness. The senior management team has been receptive to the authority’s assistance and has collaborated very well for the good

of the pupils and their learning. Links to smooth the transfer of Year 6 pupils to secondary school are good. The pupils who move on to Perryfields High School are confident and well prepared because they have had several chances to visit the school and meet the staff. The Year 6 class teachers communicate well with the Year 7 staff on the pastoral and academic needs of each pupil. The school makes good use of outside agencies to help pupils with special educational needs, behavioural or domestic problems. It knows where to turn for expert help, so the family can be supported and the pupil returned to effective learning as soon as possible. Links with the community, partner schools and the local authority have improved since the last inspection.

23. The overall provision for pupils' spiritual, moral, social and cultural education is good. This is a similar position to that found by the last inspection. Provision for spiritual development is good and provides pupils with many opportunities for spiritual growth. Pupils explore their personal feelings and values in 'circle time' and reflect upon world events. They have good opportunities to empathise with characters in literacy and history. In religious education they study major world faiths and express their views and beliefs, respecting those of others. Prayers are said at the beginning of the class assemblies. In religious education lessons, younger pupils write about rules for life and older pupils use appropriate terms to explain matters of belief. Pupils themselves and their efforts are valued and praised which raises pupils' sense of achievement.
24. Provision for pupils' moral development is good. The school has a draft behaviour policy based upon sound principles and is implementing effective strategies of immediate sanctions and rewards. Teachers are quick to recognise pupils' efforts. Young pupils are rewarded by being given the responsibility to take a register back to the office. Pupils are encouraged to consider the impact of their actions upon others, however, the school recognises this as an area for development.
25. Provision for pupils' social development is good. The school provides good opportunities for pupils to develop their social skills in a good range of extra-curricular activities and on an annual residential visit. Individual education plans are provided for pupils who lack good social skills. Year 6 applicants to become a 'Buddy' outline their positive attributes when applying and are interviewed by the acting head teacher. They are given an appropriate range of responsibilities that they carry out efficiently and effectively.
26. Provision for pupils' cultural development is satisfactory. Opportunities in the weekly whole school assembly are missed for pupils to reflect on and value musical compositions. The music curriculum offers unsatisfactory opportunities for pupils to learn about compositions and traditions from various cultures and periods. Satisfactory opportunities occur in art and history for pupils to work in the styles of other artists from different times and cultures. Parent visitors enrich the religious education programme in talking about the Sikh and Muslim faith and traditions. Generally there are missed opportunities to celebrate fully the richness of the cultural diversity within the school.

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

27. Procedures for child protection are satisfactory. This is not as strong a position as that found by the last inspection, mainly due to the fact that some systems have suffered from the substantive head teacher's absence due to ill health. In practice, all staff know their pupils well and informal procedures are effective. The school works well with outside agencies to support individual pupils and their families. The school's health and safety procedures are satisfactory. The site manager is vigilant on a day-to-day basis and is quick to remedy any problems caused by vandalism. However, in the substantive head teacher's absence, formal procedures for risk assessment have fallen into abeyance. First aid and welfare procedures are satisfactory overall, but currently there is no member of staff with a full first aid qualification based in the junior building, which is a weakness. The school has a satisfactory Internet access policy, which ensures pupils' safety when using this facility. At the time of the inspection, it was not possible for pupils to access the Internet, due to vandalism.

28. The school has satisfactory systems for monitoring and improving attendance. The school makes good use of the computerised registration program to regularly monitor patterns of absence. The school awards 100 per cent attendance certificates each term and praises these pupils publicly in a letter to all parents. Recent figures indicate that attendance is improving.
29. Procedures for monitoring and promoting good behaviour are satisfactory. School rules and class rules are displayed prominently around the building. They are the same rules from Reception to Year 6. This means expectations are clearly reinforced as the pupils move up through the school, but does not give the pupils, particularly the older ones, sufficient independence in devising their own code. In most classes teachers manage inappropriate behaviour well and the pupils learn to improve their discipline. However, where the teachers lack confidence and have not built up a sufficiently effective rapport with their pupils, the management of behaviour is often inappropriate and unsuccessful. The lunchtime supervisors have not all had sufficient training in how to interact with the pupils and to encourage the pupils to play games together. Pupils with particularly challenging behaviour are monitored well to help them improve. The school has good systems for monitoring and eliminating bullying, as they were at the last inspection. Staff react swiftly and effectively when bullying is apparent. The school is good at promoting racial harmony and no racist incidents or comments were observed during the inspection. However, there is no antiracist policy and there are inconsistent procedures for logging incidents.
30. Procedures for assessing pupils' attainment and progress are good in nursery and reception, and satisfactory overall throughout the school. In nursery and reception a range of procedures are in place to check and record the work being undertaken by the children, and these records are used most carefully to ensure that suitable new experiences and challenges are provided for them. At both key stages, in the core subjects of English, mathematics and science, assessments are undertaken at the end of suitable topics of work, and teachers keep detailed records of pupils' current attainment. Samples of pupils' work are also usually retained, providing further evidence of their attainment. The information is generally used well to provide pupils with work that is suited to their present needs. It is also used well to support the various setting arrangements in Years 3 to 6. Procedures for monitoring pupils' progress through the school, in English and mathematics, are satisfactory. Suitable records are kept, pupils' progress is plotted and targets for improvement are set. These procedures are contributing to the current improvement in standards. In the subjects of the curriculum other than English, mathematics and science, assessment opportunities are listed in teachers' planning, and general evaluations are sometimes produced at the end of units of work. At present, however, practice is inconsistent, and the evaluations do not always provide enough information about the performance of individual pupils, to identify either their current attainment or the progress they have made. Systems for assessing pupils' working in subjects other than English, mathematics and science are underdeveloped and at present do not provide sufficient information to enable teachers to track pupils' progress or set targets for improvement. Co-ordinators are taking steps to improve the situation and in several subjects, new procedures have been introduced this term.
31. The school has good procedures for monitoring and supporting the personal development of each and every pupil. Children new to the Nursery are settled in very well and make rapid progress in personal and social skills. Children who speak English as an additional language are identified early and this results in a good level of support. The school's good work in establishing regular lessons for personal, social and health education across all classes is proving beneficial in reinforcing sociable behaviour and producing good citizens. Pupils are prepared well for life beyond primary school. All pupils receive sex, drugs and health education appropriate to their age and the Year 6 pupils are supported well in transfer to secondary school. However the school is not giving sufficient encouragement to the pupils to be independent in their learning. Individual learning targets are set for English and mathematics, but they are a relatively new concept. Teachers are not consistently showing pupils how to edit and redraft their work confidently or to use dictionaries and other research books so that work is bettered and standards raised. The monitoring of personal development is mostly informal, but effective. The end of year reports give a perceptive account of how each pupil has personally matured over the year. The formal tracking of the personal development of pupils with special educational needs via their individual education plans is good.

32. The school pays due regard to the new 'Code of Practice' for special education needs and carefully monitors the progress of pupils with special needs. Results of all assessments are fully analysed and action plans are drawn up where necessary. There is good liaison with outside agencies for pupils with special educational needs and pupils who have been identified as gifted and talented. An important move recently has been to include these pupils in all review meetings so that their views can be taken into account in compiling targets for their individual education plans. The school says this has helped pupils to become more committed to improving their performance.

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

33. Currently the effectiveness of the school's links with parents is unsatisfactory. No firm judgement on the school's links with parents was made at the time of the last inspection, although it is clear that parents had a number of concerns, several of which have not been addressed effectively in the intervening period. Although only a small number of parents attended the pre-inspection meeting, there was a more representative response through the questionnaires. Parents have many concerns, the majority of which are linked to the disruption caused to the management of the school with the head teacher's absence and illness. On the positive side parents state that their children like coming to school and that they feel comfortable approaching the school with questions or concerns. Parents are particularly pleased with the recent improvements evident under the acting head teacher. However, they are still upset about the lack of information available and generally feel left out of school life.
34. The quality and range of information provided is satisfactory. Since the last inspection, the school has introduced regular curriculum and topic coverage letters for each class. There have been useful meetings to introduce parents to reading support for their children, but beyond that the range of curriculum information evenings has been lacking. End of year reports are now more detailed and, although it is not clear what the precise improvement is in each subject, a general statement on progress is provided. The inspectors agree with parents that homework is not regularly set and that procedures are unclear, as they were at the time of the last inspection. Parents of pupils with special educational needs have many opportunities to be fully involved in all decisions that affect their children. They are welcome to visit at any time and to attend termly review meetings and any others that are called to discuss concerns.
35. The contribution of parents to their children's learning at school and at home is unsatisfactory. One major concern is the amount of absence condoned by parents. Parents are good at attending events when their children are performing, but a significant number of parents do not attend the available termly meetings with their child's teacher and none turned up for the annual governors' meeting. The few parents who participated in the 'Enable' project really helped individual pupils progress in their mathematics. Overall the school is not sufficiently including the parents in their children's learning because the homework procedures are not clear, there have been no recent workshops or curriculum meetings and the end of year reports do not include learning targets which can be shared with parents. Parents have not been sufficiently consulted on school issues to ensure that they feel an important partner in their children's learning. However, there are signs of improvement following a positive response to the survey to find out if the parents would support the setting up of childcare facilities beyond the school day. The impact of parents' involvement on the work of the school is satisfactory. A small core of committed parents organises a good range of fund raising events to boost resources.

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

36. The leadership of the school by the acting head teacher is good. She has done much to address many of the significant weaknesses found by the local education authority review, which was made in September 2001. Many of the initiatives she has introduced since taking over in the substantive head teacher's absence, have begun to have a positive effect on standards of



achievement, the quality of teaching and learning and the management of the school. She has a clear educational vision, which has been shared with the staff. She is supported well by other staff with management responsibilities and they too, have contributed to the school's recovery. The local education authority have also supported the school very well over the last year and provided the acting head teacher with good advice. A number of teachers from a local Beacon school have contributed effectively to the establishment of clear behaviour management strategies and provide valuable in-class support. No firm judgement was made about the quality of leadership and management at the time of the last inspection, although indications are that it was at least satisfactory.

37. The school's aims and objectives are clearly laid out in the prospectus, but due to the difficulties faced over the past, several are yet to be fully realised. It has not yet been successful in providing 'an environment where there are high expectations of learning and behaviour' in lower Key Stage 2, although elsewhere in the school, behaviour management ensures an atmosphere conducive to learning. The school still needs to develop its links with parents to a greater degree, as at present this aspect of its work is unsatisfactory.
38. The governing body is effective in carrying out its statutory responsibilities and has fully supported the acting head teacher in the improvements she has made over the last two terms. Governors are now fully involved in the planning for improvement. They have been supported well by the local education authority advisor and a local Beacon school. Governors have a good grasp of the strengths and weaknesses of the school and have been effective in targeting those areas that needed immediate action following the local education authority review.
39. The targets set following the review were very well focussed on the need to raise attainment and improve the quality of teaching. At the time of the review, advisors found that over 30 per cent of teaching was less than satisfactory. Immediate action was taken to provide teachers with behaviour management strategies and better classroom support. Despite these effective strategies, some staff have left the school, which means that some classes have had several teachers over the last year. This in turn has resulted in poor attitudes and behaviour in these classes. The school has taken steps to address these issues, but is still trying to recruit good quality staff to fill current vacancies. Overall, the school's actions to improve the situation are effective, although long-term improvement is only just emerging. The present management team clearly has a shared commitment to success and has already demonstrated a significant capacity for improvement. However, some staffing issues remain unresolved and until these are clarified, the school's capacity for success can only be just satisfactory.
40. Provision for pupils with special educational needs continues to be good. It is well managed by the co-ordinator who has good insight into the difficulties of the pupils. The governing body for their part is supportive of her role and helps her by funding non-contact time for her to carry out her responsibilities and for extra support staff for teachers in the classrooms.
41. Previous report indicated that financial control was of a good standard, budget set appropriately and day-to-day financial management effective. The current situation indicates a similarly positive picture. Finances are well used to support the school's priorities for improvement. The professional relationship established between the acting head teacher and the chair of governors, have resulted in improved performance in the last two terms. Principles of best value are applied well. Specific grants for such areas as special educational needs are used effectively to provide good provision. Financial planning has been prudent in providing a good staffing ratio. Bids are appropriately obtained for items of major expenditure and advice is obtained from an independent financial company. Spending is monitored carefully and all governors are kept well informed through the provision of regular budget statements. Informal monitoring takes place to judge value for money but the governing body has not yet established formal procedures for judging the effectiveness of their spending decisions. The school makes effective use of modern technology in financial management. The recommendations from the most recent auditors' report have been addressed. Administrative procedures are well established and the administrative staff carries out the day-to-day financial management of the school effectively. This contributes

significantly to the smooth running of the school. Procedures overall are unobtrusive and support the day-to-day running of the school efficiently and effectively.

42. Teaching staff are adequate in number to meet the demands of the curriculum, and they are well supported by a good number of support teachers and teaching assistants. Teachers are appropriately qualified and experienced in the full range of curriculum subjects, with the exception of music. The school currently has no co-ordinator for music. This lack of a musician is having a significant effect on the lower standards being produced. There are good procedures in place for supporting newly qualified teachers, and all staff new to the school are properly briefed and assisted. Teachers are now regularly appraised, and this, together with the priorities of the school development plan, is used as a basis for planning their training and development. Support teachers and teaching assistants work closely with teachers, they are well briefed to fulfil their roles and they carry out their tasks most proficiently. They are also much appreciated for their work. Secretarial staff, lunchtime staff and cleaning staff are also seen very much as part of the staff 'team', and everyone carries out their duties conscientiously and efficiently.
43. The accommodation is satisfactory overall. The library has a satisfactory number of books but is generally underused for pupils' personal research and independent learning. The computer suite is cramped and poorly ventilated. Vandalism and two floods that have damaged machines have limited use of the equipment. The music room is out of use due to flooding. The accommodation for the Foundation Stage is generally satisfactory, except for provision for outdoor play. In Reception particularly, children's physical development is restricted because there are insufficient opportunities for them to climb, balance, and use wheeled toys and other apparatus throughout the day.
44. There is a good range of resources for physical education and information and communication technology. In all other subjects, except design and technology, they are sufficient to support the demands of the curriculum and to meet the needs of pupils. On the whole, the quality of resources is satisfactory and pupils have easy access to them, but there are some restrictions. Resources for pupils with special educational needs are good because the special educational needs co-ordinator prepares individual packs suitable for pupils identified across the school and has developed good links with outside agencies, including the teacher in the local high school who is responsible for pupils who are 'gifted and talented'.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

1. In order to raise standards and improve the quality of education provided by the school, the governing body, head teacher and staff should:

1. Raise standards in English and mathematics at both key stages and science at Key Stage 2 by;

- a. Refining pupils' individual targets for improvement, so that they are well matched to their prior attainment;
- b. Ensuring that the quality of teaching in lower Key Stage 2 is improved, so that pupils make at least satisfactory progress in their learning;
- c. Making effective use of homework to support pupils' learning.

*[Paragraphs: 52-59, 60-64, 67-68]*

2. Raise standards in information and communications technology at both key stages by;

- a. Ensuring that all teachers have sufficient subject knowledge and expertise to be able to teach the subject confidently;
- b. Ensuring that appropriate use is made of computer and other technology to support learning in the subject;
- c. Improving systems for assessment so that pupils' progress can be accurately tracked as they move through the school.

*[Paragraphs: 86-89]*

3. Raise standards in design and technology and music at Key Stage 2 by;

- a. Ensuring that all teachers have sufficient subject knowledge and expertise to be able to teach the subjects confidently;
- b. Improving systems for assessment so that pupils' progress can be accurately tracked as they move through the school.

*[Paragraphs: 74-77]*

4. Improve the quality of teaching and learning in lower Key Stage 2 by;

- a. Ensuring that teachers have effective behaviour management skills to be able to eliminate disruptive and unsatisfactory behaviour;
- b. Ensuring that the pace of lessons enable pupils to make at least satisfactory progress in their learning;
- c. Ensuring that planning takes account of mixed age classes, where appropriate.

*[Paragraphs: 14-18]*

5. Improve links with parents by;

- a. Ensuring that parents are given detailed information about their children's progress and setting clear targets for further improvement;
- b. Communicating to parents regularly the amount and nature of the work the school expect their children to do at home;
- c. Raising the profile of the school in the community as planned, by providing additional services to parents and other stakeholders;
- d. Making further efforts to raise levels of attendance.

*[Paragraphs: 13, 33-35]*

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	74
Number of discussions with staff, governors, other adults and pupils	45

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

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	11	32	22	5	3	0
Percentage	1	15	44	29	7	4	0

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

### *Information about the school's pupils*

#### **Pupils on the school's roll**

	Nursery	YR-Y6
Number of pupils on the school's roll (FTE for part-time pupils)	27	356
Number of full-time pupils known to be eligible for free school meals	0	104

*FTE means full-time equivalent.*

#### **Special educational needs**

	Nursery	YR-Y6
Number of pupils with statements of special educational needs	0	12
Number of pupils on the school's special educational needs register	1	65

#### **English as an additional language**

	No of pupils
Number of pupils with English as an additional language	34

#### **Pupil mobility in the last school year**

	No of pupils
Pupils who joined the school other than at the usual time of first admission	49
Pupils who left the school other than at the usual time of leaving	27

### *Attendance*

#### **Authorised absence**

	%
School data	6.8
National comparative data	5.6

#### **Unauthorised absence**

	%
School data	0.5
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
	2001	29	22	51

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	20	18	22
	Girls	21	22	21
	Total	41	40	43
Percentage of pupils at NC level 2 or above	School	80 (92)	78 (88)	84 (94)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	19	22	23
	Girls	21	22	22
	Total	40	44	45
Percentage of pupils at NC level 2 or above	School	78 (88)	86 (84)	88 (76)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	29	28	57

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	14	18
	Girls	19	9	18
	Total	35	23	36
Percentage of pupils at NC level 4 or above	School	61 (62)	40 (54)	63 (66)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	18	16
	Girls	13	18	18
	Total	21	36	34
Percentage of pupils at NC level 4 or above	School	37 (60)	63 (62)	60 (66)
	National	72 (70)	74 (72)	82 (79)

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

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

<b>Categories used in the Annual School Census</b>	<b>No of pupils on roll</b>	<b>Number of fixed period exclusions</b>	<b>Number of permanent exclusions</b>
White – British	251		
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	6		
Asian or Asian British - Indian	16		
Asian or Asian British - Pakistani			
Asian or Asian British – Bangladeshi	1		
Asian or Asian British – any other Asian background			
Black or Black British – Caribbean	11		
Black or Black British – African			
Black or Black British – any other Black background	2		
Chinese	1		
Any other ethnic group	5		
No ethnic group recorded	19		

*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)	13
Number of pupils per qualified teacher	28
Average class size	30

#### **Education support staff: YR – Y6**

Total number of education support staff	11
Total aggregate hours worked per week	212

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	30
Total number of education support staff	2
Total aggregate hours worked per week	50
Number of pupils per FTE adult	10

*FTE means full-time equivalent.*

### *Recruitment of teachers*

Number of teachers who left the school during the last two years	6.6
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.*

### *Financial information*

Financial year	2001/2002
	£
Total income	982,943
Total expenditure	976,312
Expenditure per pupil	2,566
Balance brought forward from previous year	53,207
Balance carried forward to next year	59,838



## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	383
Number of questionnaires returned	102

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	45	44	6	0	5
My child is making good progress in school.	40	50	6	0	4
Behaviour in the school is good.	25	58	9	6	2
My child gets the right amount of work to do at home.	23	36	22	13	7
The teaching is good.	42	50	5	1	2
I am kept well informed about how my child is getting on.	27	51	14	6	2
I would feel comfortable about approaching the school with questions or a problem.	61	33	3	2	1
The school expects my child to work hard and achieve his or her best.	52	34	8	0	6
The school works closely with parents.	29	47	18	2	4
The school is well led and managed.	45	27	20	2	6
The school is helping my child become mature and responsible.	30	61	6	3	0
The school provides an interesting range of activities outside lessons.	19	38	20	5	19

### Other issues raised by parents

- The school is very disappointing and there is a high turnover of staff.
- There is significant level of disruption in some lessons.
- The acting head teacher has kept parents well informed and is an enthusiastic leader.
- The school is repeatedly vandalised.
- Parents are pleased with their children's progress in the nursery. Teachers are caring and hard-working.
- The nursery provides a good start to children's schooling.
- There are not enough after-school activities.

## **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**

45. Children at the Foundation Stage are taught initially in the Nursery, then in the Reception class. High priority is given to developing very close contacts with parents and this was seen during the inspection where parents were welcomed into the nursery and helped to complete an initial profile of their children. Children are welcomed into a very happy and secure environment where they soon feel valued. They achieve well in most areas of their learning despite attainment being low on entry to nursery in most areas and very low in language, numeracy and knowledge of the world around them. Provision of two capable support staff in each class, who plan and work well with the teachers, benefits children's learning considerably. Staff provide good role models for the children. They work as a close team with the Key Stage 1 co-ordinator to improve provision. They have successfully reviewed aims and objectives and are currently reviewing the curriculum.

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

46. Provision for this area is good. Overall children achieve well, often very well in their personal, social and emotional skills, because they are well taught. The majority of children are very immature on entry to nursery. They play alone, cannot follow instructions and are unable to concentrate for long on any one activity. All adults are well involved in supporting and encouraging learning and developing good relationships. Behaviour is good. Good teaching in reception continues to develop children's skills. Well-established routines help children feel secure and confident. They take turns appropriately and play and work well together. Behaviour is usually excellent. Children are set to achieve the Early Learning Goals by the end of reception.

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

47. Provision for this area is good. Language is given a very high priority throughout the foundation stage as many children enter nursery with very poorly developed skills. Most nursery children communicated without any speech, but mainly through squeals and screams. Staff take every opportunity to intervene to encourage purposeful talk, through good quality role-play and 'circle time' activities. In the main they are successful, and children achieve well. Children in reception confidently enter discussion, and interact with a reasonable vocabulary. This is due to the skilful questioning of staff. 'Listening' work is planned well. Children are encouraged to listen carefully and become good listeners as a result. Writing skills are developing well, although by the beginning of reception, letter formation is still at an early stage. By the end of reception most children are set to achieve the Early Learning Goals in this aspect.

#### **Mathematical development**

48. Provision for mathematical development is good. Children achieve well in mathematical development because many interesting experiences are provided that excite and motivate them and contribute well to their good learning. Although few children enter nursery with established numeracy skills, and at first lack the concentration and maturity to settle to learning them, by the start of reception significant gains in learning have been made. Able children have a secure knowledge of numbers to 10 and some numbers to 20. They understand the concept of 'more/less' than and can subtract numbers to 10. All other groups, including children with special needs, are familiar with numbers to 5 and have a growing knowledge of numbers within 10. The majority name solid and flat shapes appropriately, and use the language of 'taller/shorter' and 'empty/full' with confidence. They use knowledge of colours well in their games, enjoy being a human number line and identify missing numbers accurately on elephant and bear number lines.

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

49. Provision for this area is good overall, although sometimes worksheets are overused to record work and this limits children's opportunities to express their own knowledge and ideas. Children enter the nursery with very limited experiences but they benefit considerably from occasions when they can explore and investigate the world around them and they are curious to learn more. In Reception, through use of challenging questions, they name most outward parts of their bodies

and come to understand that the skeleton represents the bones inside themselves. They work with text, images and sounds to share their ideas on the computer, although their ability to talk about what they are doing is limited.

### **Physical development**

50. Children's achievement in physical development is satisfactory overall. Children are given lots of suitable activities to help their fine motor skills, particularly pencil control and as a result, by Reception, they are beginning to form clear letters and colour within given shapes. This aspect of physical development is good. The youngest children in nursery, however, run and chase around rather than engaging in constructive play. Spatial awareness is poor and not all are adept at using wheeled toys or negotiating a pathway, although several enjoy pushing and pulling the equipment. Some have difficulty stopping when running around. Given the low level of skills in this area on entry, insufficient attention is given to teaching children skills of confidence, co-ordination, control, mobility and balance throughout the Foundation Stage, but particularly in Reception, where purposeful outdoor play is not planned on a daily basis. Lack of suitable wheeled toys and climbing apparatus further inhibits this aspect.

### **Creative development**

51. Provision for creative development is good, particularly musical activity. Throughout nursery and reception children enjoy singing nursery and other rhymes and songs. They clap hands, tap feet and other body parts and show they are beginning to grasp beat and rhythm. Children in Reception listen carefully and identify 'slow/fast' and 'soft/loud' music accurately. They name a good range of percussion instruments and know how to use them. They enjoy using a variety of media to draw, and paintings are colourful and bold. Children in the Nursery enjoy using their hands to mix a variety of coloured paints together and in reception, children cut, glue and stick independently.

## **ENGLISH**

52. Standards are below the national average at the end of both key stages. This is reflected in the relatively poor results in national tests of the past few years. However, in 2002, the proportion of pupils gaining the higher Level 5 has increased significantly and overall pupils' achievement in the subject is satisfactory. Observed standards have improved over the last year and pupils are making satisfactory progress overall. As a result, the level of improvement since the last inspection is just satisfactory.
53. The Literacy strategy is used successfully in most classes, however, pupils in the current Year 4 had several supply teachers, which has had a negative effect on the impact of the literacy strategy. Scrutiny of work indicates too much time was spent on grammatical exercises out of context with little regard to an appropriate range of purposes and forms of writing when they were in Year 3. Pupils enter upper Key Stage 2 with standards well below those expected nationally. Teachers in Years 5 and 6 work hard and are committed to enabling pupils to 'catch up'. Learning is accelerated in Year 6 by higher teacher expectation but even higher attaining pupils find difficulty in spelling simple words correctly and using basic punctuation in their writing. Insufficient use is made of homework or of the computer to improve pupils' writing skills or widen their vocabulary. Pupils with special educational needs make good progress because individual education plans provide specific guidance that meets their needs and move them on to successfully reach their targets. Pupils with English as an additional language receive appropriate experiences and additional support from a specialist teacher to make good progress in speaking and listening. Several are in higher attaining groups. The school is about to offer Early Literacy Support for seven year olds and already offers the Additional Support scheme for eight year olds.
54. Throughout the school, pupils achieve unsatisfactory levels in speaking and listening. By Year 6, most pupils listen intently but only a minority of pupils clearly convey their views of Macbeth such as, being 'incredibly manipulative'. Teachers gently encourage Year 5 pupils to express their feelings about the tragic event of 11<sup>th</sup> September, 2001 during 'circle time', but accept

mainly one word answers or short phrases. In the lower juniors, teaching does not grip the attention of pupils sufficiently to engage their interest and the management of pupil behaviour is insecure consequently pupils make very limited progress. Many infant pupils speak indistinctly, however, with encouragement by the teacher they repeat sentences projecting their voice across the classroom, which improves their clarity, and they listen to each other well. Effective use is made of paired talking to assist writing and to develop the speaking skills of pupils' with English as an additional language. The linguistic needs and targets for 9 per cent of pupils where English is spoken as an additional language in the home, results in weekly withdrawal sessions for pupils to learn the basics of language. The support teacher works closely with class teachers and provides resources and teaching strategies that inform their classroom practice during the week, which enables pupils to make good progress.

55. Standards of reading are below national levels for pupils at the end of both key stages, because of the large proportion of pupils in each year group that do not meet expected standards for their age. The impact of the school's policy for daily guided reading and improvement in the provision of books is beginning to have a beneficial effect on pupils' interest, enjoyment and standards in reading. Most pupils by the age of seven know the difference between fiction and non-fiction books and are able to use the contents page accurately. High attaining pupils in Year 2 are confident and make good use of an appropriate range of strategies to decode new words. Written comments in 'home diaries' infrequently inform parents on how to help their child at home. Infant pupils who have a home language other than English respond enthusiastically to teacher made books that interest them and include illustrated repetitive phrases and they make good progress. Effective teaching in reading in Year 6 assists pupils to scan text to find an example that supports their view of a character to 'read between the lines' and to empathise with how characters might feel. Higher attaining pupils are expressive readers and talk about different authors and styles of writing and authors such as C.S. Lewis, Dick King Smith and Lucy David. Most are keen to read in school and at home to family members.
56. Standards in writing are below national levels at the end of both key stages. This is because there is insufficient attention to spelling and punctuation in writing across the curriculum. Basic use of capital letters and full stops in writing are not consistently applied and there is insufficient involvement of parents and homework related to writing targets in school. A high proportion of pupils in Year 6 have an insecure grasp of basic punctuation and letter groups and make simple spelling errors, however, teachers are working hard to correct this. Pupils in Year 2 do not use these basic conventions and they remain a weakness throughout the school. These pupils make effective use of spelling strategies such as their 'have a go' books, 'word mats', and wall lists. Only a quarter of the pupils in Year 4 write grammatically correct sentences and a third of the pupils have difficulty in producing writing with any structure, making little use of punctuation. Because of the school's focus on improving presentation, most pupils' handwriting meets expectations by the end of Year 5.
57. Opportunities for pupils to develop literacy across the curriculum are satisfactory. Literacy assistants are deployed effectively and support pupils well. Pupils write about homes in different times in history and letters in the role of an evacuee in World War II. Insufficient use is made of the computer for drafting and redrafting written work but good examples of computer generated biographies and poetry are displayed in the school. Generally, pupils rarely make imaginative use of language and use a limited range of vocabulary in their writing. The best writing is in Religious education where younger pupils write about rules for life and older pupils use appropriate terms to explain matters of belief.
58. The quality of teaching across the school is satisfactory. Teaching for the older pupils is at least good in Year 6, with some excellent teaching being seen. Teachers have high expectations and challenge pupils effectively to extend their ideas. In a lesson on 'Macbeth', for example, pupils had a good understanding of what was expected of them and this was reinforced as the teacher worked with each group. Relationships are strong in most classes and teachers make learning interesting and fun, whilst maintaining high expectations of achievement and behaviour. In lower Key Stage 2, the quality of teaching seen during the inspection was unsatisfactory overall. This is because unsatisfactory classroom management skills in some lessons resulted in poor behaviour.

This severely hindered pupils' progress. In addition, teacher's planning did not build upon prior learning and as a consequence, learning was minimal. At Key Stage 2, the teaching of younger pupils is satisfactory overall, although during the inspection, much good teaching was seen. Pupils gain a sense of achievement at the end of lessons, which raises their self-esteem and positive attitude. Marking of pupils' work provides pupils with written comments that recognises their achievement and inform pupils how to improve. Teachers' guided reading records fail to include important diagnostic information against agreed learning objectives. Insufficient use is made of homework to extend learning.

59. Leadership and management are judged to be good, as now significant progress is being made in raising standards. The co-ordinator provides very good support and guidance for teachers in providing teaching strategies, resources and assessment systems to track pupils' progress. Information from national tests are used well to inform teachers and improve the curriculum. Parents of reception pupils responded very well to an evening at school with regard to helping their children with literacy at home. Good arrangements are made for intervention in literacy for Year 2 and Year 3 and the early identification of pupils with special educational needs. The library is attractive and well organised but does not contain a computer for pupils to access information or record books borrowed. Class library sessions are not planned regularly to effectively encourage pupils' use of non-fiction books or to encourage independent learning.

## **MATHEMATICS**

60. Standards at the end of both Year 2 and Year 6 are below average. However, based on prior attainment, pupils are making satisfactory progress overall. In the national tests in 2001, standards were well below the national average. The co-ordinator carefully analysed the results and identified the main weaknesses in pupils' performance. New assessment procedures were also introduced, together with target setting for the pupils. These initiatives, together with good teaching in Year 6 in particular, have helped to raise standards. In the national tests at the time of the school's previous inspection standards were found to be well below average. Standards are therefore significantly better than they were at that time.
61. At the end of Year 2, pupils undertake an appropriate range of practical and problem solving activities, although a significant number of pupils have difficulty in finding the correct language to explain their work clearly, or to provide appropriate written answers when required. Most pupils can count to 20, with a number being able to count to 100. Many can confidently identify odd and even numbers. Most pupils write their numbers correctly, although a small number of pupils occasionally reverse their digits. Most pupils have an appropriate understanding of addition and subtraction, and, although a small number are less certain in tackling exercises involving multiplication, some can successfully carry out exercises using the 2, 5 and 10 times tables. Pupils show a sound understanding of halves, money, in the context, for example, of simple shopping bills, and time on the hour. They are less certain of time on the half-hour. Most pupils can correctly name a range of two and three-dimensional shapes, and identify various properties such as number of sides. In measuring activities, most pupils are able to explain and use non-standard units of measure. However, some pupils are less certain in using standard measures, such as centimetres and metres. Pupils collect data, for example on traffic, and they produce simple graphs to display their findings.
62. At the end of Year 6, pupils undertake occasional practical activities, but they rarely develop their own strategies or chose their own equipment. This means that the standard of their work does not reach the national level for pupils of this age. Further, a number of pupils have difficulties in tackling problem solving activities because of limitations in their understanding of mathematical language. In particular they find it difficult to identify the correct form of computation required to answer a problem. This is having a significant effect on the overall standard of work being achieved by pupils. Most pupils are confident in undertaking work in addition and subtraction, and they have a clear knowledge of place value to seven figures. However, many pupils lack confidence in saying the times-tables and this has an adverse effect on their ability to successfully undertake tasks in multiplication and division. Pupils have been

introduced to decimals to two places and many are able to use them accurately in the context of measurement and money. Most pupils have a clear understanding of fractions and many can identify equivalent fractions. Most pupils can successfully tell the time, using both digital and analogue displays. Whilst many pupils are able to calculate the area and perimeter of simple shapes, a significant number of pupils confuse the two. Pupils collect data on a variety of issues, such as in Year 6 where they find information about favourite sports, and they successfully produce a range of suitable graphs to illustrate their findings. However, pupils are less confident in interpreting data which is presented to them in graphical form.

63. The overall quality of teaching and learning is satisfactory. Examples of good teaching and learning were also observed throughout the school. Lessons are generally well planned, based on the pattern of the National Numeracy framework. In particular teachers make careful allowance for the provision of problem solving activities, successfully recognising this as an area for development in pupils' work. Less provision is made, however, for practical activities, especially in Years 3 to 6. Teachers plan for the provision of work to suit pupils' particular needs, through the setting arrangements made in Years 3 to 6, and this helps pupils proceed at a pace and level that is suited to them. In other classes suitable allowance is also usually made. All teachers make good use of mental activities at the beginning of lessons and they are also well aware of the need to extend pupils' mathematical vocabulary, being careful to address this issue during lessons. Teachers have satisfactory subject knowledge, normally provide clear instruction and, together with the teaching assistants, give well-directed support and, as a result, pupils, including those with special educational needs and English as an additional language, usually make satisfactory gains in their knowledge and understanding. Where teaching is good and where subject knowledge is particularly secure, the lesson is especially brisk in pace and pupils are consistently challenged, pupils make good progress in their mathematical knowledge during the lesson. In the unsatisfactory lesson seen, the teachers' overall control of the pupils was limited, pupils' attention was not retained, activities were not demanding and, as a result, they made little progress during the lesson. Overall, most pupils enjoy their work, the mental activities in particular, and this has a significant effect on their learning. They settle to their tasks with interest and enthusiasm, they work well with other pupils, they know what they are expected to do and they make appropriate efforts to accomplish their tasks. Pupils are usually well behaved and this enables them to concentrate well and contribute towards their progress. Teachers hold good plenary sessions to check pupils' understanding and celebrate some of the work done. Pupils are usually pleased to take care with the presentation of their work, although some are less keen to do so. Teachers mark pupils' work promptly, and appropriate comments of advice and praise are sometimes added. Homework is provided on occasions, but it is not given regularly enough to have any significant effect on standards.
64. The school uses the National Numeracy document as its scheme of work, and suitable plans are produced to clarify the work that should be covered by different classes. Overall, the numeracy strategy has been implemented well. The setting arrangements in Years 3 to 6 have largely supported this. However, over the last year the teaching and learning has not been as good in Year 3. A limited amount of work has been covered, with the result that pupils' progress has been unsatisfactory. The leadership and management of the subject are good overall, as significant progress has been made in raising standards in the last year. The co-ordinator is knowledgeable and hardworking, and she supports her colleagues when necessary. She also now has some opportunity to see work being undertaken in the classrooms. She has carefully analysed the school's previous national test results, and she has contributed well to the improvements that have been made. She is fully aware of the main weaknesses that remain in pupils' performances, such as those relating to problem solving and their knowledge of the times-tables, and strategies are in place to tackle them. Assessment procedures have recently been introduced, and, although there is some inconsistency in their use, they are now satisfactory. They are being used effectively to identify pupils' current attainment, and the information gained is generally used successfully to provide suitable work for different pupils. Information and communication technology is little used at present, to help develop pupils' mathematical knowledge and understanding. Pupils' numeracy skills are used appropriately in some subjects of the curriculum, such as science, design and technology and geography for measuring and counting.



## SCIENCE

65. Standards are in line with the national average at the end of Key Stage 1 and just below average at the end of Key Stage 2. This represents an improvement since 1997, when standards were below average at Key Stage 1 and well below at Key Stage 2, according to national test results.
66. Children enter the school with general knowledge about the world around them well below that expected of pupils of this age. Good teaching in Key Stage 1 enables pupils to make good progress in their learning. By the end of the key stage most pupils are developing a sense of scientific enquiry and observation and reach standards similar to that of most seven year olds. In Year 1, pupils acquire sound knowledge and understanding. In their investigation of push or pull they determine which was more effective using the principles of a fair test. As they progress through the key stage, pupils continue to develop their investigation skills when studying friction and processes, considered such as reversible or irreversible. Pupils acquire good knowledge of names and functions of the parts of a plant. Most know that many plants produce seeds that will grow into new plants. Pupils develop satisfactory knowledge of how creatures change as they grow when they studied the life cycle of the frog.
67. In lower Key Stage 2, there is a marked decline in the good progress made at Key Stage 1 and pupils' learning fails to develop at the same rate. By the end of Key Stage 2, pupils show a marked improvement in science but the decline in learning in the lower key stage created a void virtually impossible to fill despite the effective teaching of upper Key Stage 2 staff. Although not attaining standards that are in line, pupils in Year 6 have covered a wide range of topics that include all the attainment targets for the subject. In preparation for Year 6, pupils in Year 5 studied topics such as; harmful substances, life cycles, sound waves, pulse rate and exercise. The scrutiny of Year 5 and Year 6 books confirmed full coverage with a high proportion of the work devoted to developing investigative skills. Pupils recorded their work using pie charts and line graphs. Most pupils take care with their presentation and labelling.
68. The quality of teaching is satisfactory overall. Effective teaching takes place at Key Stage 1 and upper Key Stage 2 but the teaching in lower Key Stage 2 is considerably weaker. Where teaching is good or better, teachers display secure knowledge and understanding of the subject. They identify their objectives to the class, use clear explanations and probing questions to enable pupils to develop links in their understanding. The pace of lessons is brisk and pupils are eager to find out if their predictions are correct. In the weaker lessons the major problem of poor management of pupil behaviour affected the flow of the lesson, the questions became fragmented and pupils became quickly bored and lost concentration. Where lessons are interesting and challenging, pupils display positive attitudes to their learning. They show enthusiasm and collaborate well. This has a positive effect on the progress they make in their learning.
69. The leadership and management are satisfactory. The co-ordinator is aware of where the school is and what needs to be done to raise standards. Assessment is proving to be useful and information from analysis from national tests is being used to inform the next stages of development. Monitoring of planning is effective and monitoring of teaching, learning and standards is an area requiring development. Resources are satisfactory. Insufficient use is made of information and communication technology to support learning in the subject.

## ART AND DESIGN

70. Standards at the end of both key stages are in line with national expectations. All pupils, including those with special educational needs and English as an additional language, make satisfactory progress. This is a similar picture to that found by the last inspection. Pupils make particularly good progress in drawing skills since this is a focus of the school in tracking pupils' development.
71. At Key Stage 1, knowledge of the external forms of animals and plants is assisted by a good range of stimulating living things as art subjects such as African snails and stick insects. These



capture their interest, which increases their observational skills. Pupils in Year 2 use charcoal adeptly to carefully draw plants that are a pleasure to look at. They use mathematical shapes to create shapes, pictures and patterns that fit together. Younger pupils explore and enjoy a wide range of media with a good level of independence. They create different kinds of prints repeating patterns with sponges and make block prints. Pupils are provided with magnifiers, which helps them focus more clearly on the shape, texture and pattern. At Key Stage 2, pupils in Year 6 enjoy using pastels to express emotions and imaginative pictures created by listening to classical music. They clearly explain reasons for choice of colour and line and how the mood and tempo of the music inspired them to draw seascapes, dancers or special occasions and events. They use bold bright colours and lines to paint striking pictures in the style of Picasso, poster designs and 'pop art'. Sketchbooks have been introduced this term and provide a good opportunity for pupils to improve their designing skills.

72. Teaching is satisfactory overall. Good teaching was observed in several lessons. Good teaching encourages individuality and independence and capitalises on opportunities for speaking and listening. Paired discussion was planned well in Year 5 at the beginning of a lesson to discuss the qualities and decide upon preferences for drawing a section of still life by different artists such as Georgia O'Keefe. Learning is good when teaching allows time for pupils to consider if they have met the learning requirements of the lesson. Pupils persevere, make a good effort and listen to suggestions from a partner about how to improve their work. Unsatisfactory teaching occurs when teachers fail to create a working ethos in the class and time is wasted on controlling behaviour.
73. The new co-ordinator has begun to collect a portfolio of pupils' work but these have yet to be annotated against subject expectations to identify strengths and weaknesses in the curriculum and teaching or inform staff of the progress pupils make from year to year. Insufficient use is made of visits to galleries, visiting artists or of sketching when visiting places outside of school. There is a limited use of information and communication technology to generate pictures or to visit sites on the Internet to investigate art, craft and design. The subject makes a positive contribution to pupils' spiritual, moral, social and cultural development, by providing them with good opportunities to reflect on their own values and the values of others. It also introduces them to artists of several cultures and design traditions from around the world.

## **DESIGN AND TECHNOLOGY**

74. Standards are below the expected level at the end of Key Stage 2 and in line at the end of Key Stage 1. Insufficient progress has been made in raising standards since the last inspection when it was raised as a key issue.
75. By the end of Key Stage 1, pupils have made satisfactory progress. Pupils use design sheets that identify the model they intend to make. They are able to draw plans and decide what materials would be needed in order to complete a zigzag book, a finger puppet or a vehicle, for example. Pupils in Years 1 and 2 are given appropriate opportunities to develop a satisfactory range of skills, especially those of cutting and joining a range of materials. The pupils show a good understanding of the design process and use their knowledge satisfactorily. They are provided with a range of activities that progressively develop their skills and knowledge, such as in the use of textiles. The finger puppets made are of an acceptable standard. Pupils of all abilities, including those with special educational needs, work hard to cut out their shapes and join them together. At Key Stage 2, provision is inconsistent. Pupils make insufficient progress and so standards by the time pupils are in Year 6 are below those expected for their age in both designing and making. The reason for this unsatisfactory progress in the junior classes is the lack of time and focus given to teaching. Very little work was seen during the inspection and what was seen was of a poor quality.
76. Teaching and learning are satisfactory at Key Stage 1, but unsatisfactory at Key Stage 2. Opportunities are provided to promote pupils' knowledge and skills but activities are not planned or taught to build systematically on previous learning. Pupils' attainment is not assessed or

recorded to guide future planning, thus, there is no way of ensuring pupils' continued development. Insufficient time has been given to ensuring that a balanced range of activities is provided through the school. Consequently, pupils' designing and making skills supported by promoting the use of a broad range of tools have not been sufficiently developed.

77. Leadership and management are unsatisfactory. The very recently appointed co-ordinator is aware of the weaknesses in the subject. She has not yet had time to evaluate teachers' planning or to study the standards of pupils' learning, but she has a satisfactory view of what needs to be tackled if standards are to rise.

## **GEOGRAPHY**

78. Standards by the end of both key stages are in line with national expectations. Pupils are making satisfactory progress. At the time of the last inspection standards were also reported to be broadly as expected by the end of Year 6 and standards have been maintained.

79. By the end of Year 2, pupils successfully identify geographical features of places, such as houses, roads and shops. Pupils undertake fieldwork in the local area, and those in Year 1, for example, have successfully drawn simple maps of that area. Pupils in Year 2 have drawn appropriate maps of the imaginary island of Struay, and have identified the places visited by 'Katie Morag'. Pupils have studied a contrasting locality, in Weston-Super-Mare, and in studying this area pupils can confidently identify differences, for example, in landscape and shops. Pupils also learn about a variety of other places through following the journeys of 'Barnaby Bear'. Pupils readily discuss the problems caused by traffic, and they successfully identify the importance of parking carefully. By the end of Year 6, most pupils are confident in identifying towns and countries on a map of the British Isles, and to a lesser extent on a map of Europe. They are less confident when dealing with a map of the world. Pupils in Year 4 have studied a contrasting location, in Chembakolli, in India, and they readily compare features, such as jobs, climate and schools, with those found in England. Pupils in Years 5 and 6 also readily discuss weather patterns, and they successfully compare the local weather with the climate in other parts of the world. They also carefully identify parts of a river system, such as source and tributary, and they confidently discuss the uses to which water is put. Pupils show a suitable concern for the environment, especially regarding the problems caused by pollution, which makes a valuable contribution to their moral and social development.

80. The quality of teaching and learning is satisfactory. Teachers have sound subject knowledge, and generally provide a suitable range of planning. On occasions, however, too much work is covered within a lesson, and pupils are unable to remember all that they have been told. Geographical words are carefully emphasised, to help develop pupils' knowledge and their literacy skills. Most pupils find the subject interesting, they concentrate well on the tasks set and they are usually well behaved. Occasionally, a minority of pupils are difficult to motivate at the start of a lesson. Teachers provide pupils with a variety of learning opportunities, including a number to undertake fieldwork, and this enables them all, including those with special educational needs and English as an additional language, to make satisfactory gains in their knowledge and skills. Most pupils take suitable care with their work, and they make every effort to complete the tasks, for example drawing maps and plans neatly and carefully. They also work well in groups, when discussing various questions they have been asked. Teachers mark pupils' work regularly, and they occasionally include written comments to add to the verbal advice they provide.

81. The leadership and management are satisfactory. The co-ordinator is enthusiastic, and she supports her colleagues well when necessary. She does not yet have any opportunity to observe lessons taking place, although plans are in hand for this to happen. There are new assessment procedures being introduced, but currently, as at the time of the previous inspection, little information is available to judge pupils' current attainment or to help provide appropriate future work. The written work in geography is making some contribution towards the development of pupils' literacy skills, and the various measuring and counting activities contribute towards improving their numeracy skills. The school is presently making little use of information and

communication technology to support the work in the subject, although a start has been made, for example, with pupils in Year 2 finding features on a map. The study of contrasting areas successfully helps to develop the pupils' cultural understanding.

## **HISTORY**

82. Standards by the end of both key stages are in line with national expectations. Pupils' progress is satisfactory. At the time of the school's last inspection standards were also reported to be similar to those expected and therefore they have been maintained.
83. By the end of Key Stage 1, pupils have a reasonable knowledge of the past. Through looking at pictures and photographs and handling historical items, pupils successfully identify some of the changes that have taken place in such things as homes, household items, especially toys, and schools. By sequencing items, such as teddy bears and events, such as those in their own lives, pupils are developing a sound understanding of chronology. Most pupils are also confident in using appropriate historical terminology such as 'old', 'new' and 'long ago'. Pupils have a satisfactory knowledge of a number of historical figures, for example Florence Nightingale and Samuel Pepys, and they know interesting facts about important past events, such as the Great Fire of London. By the end of Key Stage 2, pupils know relevant information about a range of historical periods. Pupils have a satisfactory understanding of the Ancient Greeks and Romans, as well as the Victorian and World War II periods of British history. Pupils in Years 5 and 6 are particularly knowledgeable about aspects of Victorian Britain, especially relating to industrial development in Birmingham. Many pupils through Years 3 to 6 are confident in identifying some of the changes that have taken place throughout history but, whilst a number are competent, many find it difficult to place the periods they study in a proper chronological framework. Pupils confidently explain some important events that have taken place, such as the events leading to World War II, and they can recall the lives of famous people such as Boudicca and Lord Shaftesbury.
84. The overall quality of teaching and learning are satisfactory. Lessons are generally well planned and teachers provide an appropriate range of information for pupils. Most suitable questions are asked, although on occasions answers are accepted from the same pupils and others have limited opportunities to contribute. Teachers successfully use photographs, artefacts and visits to foster the pupils' interest. Pupils in turn usually enjoy the subject, study various items with interest, settle well to the variety of tasks provided and all pupils, including those with special educational needs and English as an additional language, make satisfactory gains in their historical knowledge and understanding. On the occasions when teaching is unsatisfactory, the teacher has a significant lack of control of the pupils, she does not maintain their attention and the pace of the lesson is slow. As a result, pupils make unsatisfactory progress during the lesson. However, overall, teachers' subject knowledge is sound, and they make appropriate use of dates, events and artefacts to help develop pupils' understanding of the past. Opportunities are also now provided for pupils to undertake some research work of their own. Teachers make some use of extended writing activities to further develop pupils' work. Pupils generally show good attitudes, and this enables them to concentrate on their work and to make suitable progress. Teachers mark pupils' work regularly, but few comments of advice and encouragement are usually added.
85. The school has an appropriate scheme of work based on government curriculum guidelines, and most areas of work are suitably covered. However, over the last year only a limited amount of work has been covered in Year 3, and this has affected the progress that these pupils have made. The co-ordinator is currently away from school, but when present she has little opportunity to study samples of pupils' work or to observe classroom practice, to see for herself the standards being achieved. Assessment procedures remain limited, although a new system is about to be implemented. The writing activities undertaken, in various aspects of the subject, make some contribution towards the development of pupils' literacy skills. Limited use is currently made of information and communication technology to increase pupils' historical knowledge. The work undertaken in history makes some impact on pupils' cultural development, through the studying of aspects of both British and other cultures.



## **INFORMATION AND COMMUNICATION TECHNOLOGY**

86. Standards are below the expected level at the end of both key stages and pupils' achievement is generally unsatisfactory. The school has made insufficient improvements in the subject since the last inspection.
87. At Key Stage 1, pupils have some limited opportunities to use computers to support their learning in other subjects. However, this is mainly restricted to simple word processing and creating pictures using graphics programs. Overall, basic computer skills are below those expected of pupils of this age. In one lesson observed, pupils in Year 1 were able to choose icons with the mouse cursor and knew that they needed to 'double-click' in order to open the icon. They were also able to use 'drop-down' menus to select items. However, several pupils need support to get a program working. Pupils make limited use of computer programs for data handling but some examples of block graphs were seen. However, when asked about programming devices such as floor 'turtles', no pupils could recall having done any work of this kind. At Key Stage 2, the amount of work presented for scrutiny was limited and came exclusively from Years 5 and 6. The overall standard was below the level expected by the time pupils reach the age of eleven. Pupils in Year 3 are able to identify different styles of text. In one lesson, for example, they were able to talk about the different kinds of headlines in newspapers. They understood that printers use a variety of fonts and they knew that information exists in different forms. However, very little use is made of computers to support learning across the curriculum and no computers were seen in use during the inspection. Older pupils are able to use word processing to produce a range of printed material to support their learning in several subjects. They also make satisfactory use of spreadsheets to analyse data and produce bar graphs. For example, pupils in Year 6 were observed entering information into a spreadsheet. They were able to lay out data and put the formula for 'total' and 'average'. However, some pupils evidently had not had recent experience of using computers and several did not know how to save work to a floppy disc.
88. Teaching is unsatisfactory overall, as pupils are not making sufficient progress in their learning. However, in the lessons observed during inspection, the quality of teaching was never less than satisfactory, and pupils are now making good progress in Years 5 and 6. In most lessons, the management of pupil's behaviour was good and satisfactory use was made of time and resources. However, several teachers do not have sufficient subject expertise to make full use of computers to support learning across the curriculum and planning only infrequently identifies suitable opportunities to use technology for research purposes. Pupils generally behave well in lessons and are keen to use computers when they get the opportunity.
89. The management of the subject is satisfactory overall as recent progress has been made in raising standards. The experienced co-ordinator has an effective action plan, but progress towards the goals that have been set have been hampered by problems with the computer suite. A store room has been flooded on at least two occasions and computers rendered inoperable. In addition, the suite is too small for a whole class and its poorly ventilated. Although there is a good draft scheme for assessment, this has only just been put into effect and as yet there has been no audit of pupils skills. As a result, teachers do not at present have a baseline to measure pupils' progress. The use of information and communications technology to support learning across the curriculum is unsatisfactory.

## **MUSIC**

90. By the end of Key Stage 1, pupil's achievement in music is good and standards are in line with national expectations. By the end of Key Stage 2, pupils attain standards that are below expectations and achievement is unsatisfactory. The school is aware that difficulties with delivering the music curriculum have not been addressed since the time of the last inspection due to efforts to raise standards elsewhere. There are no musicians in either key stages or currently no co-ordinator to guide good practice and support those teachers who are struggling with teaching the subject. The school employs a pianist to support singing throughout the school and

although she makes a very good contribution, this is limited by some teachers' lack of knowledge.

91. By Year 2 pupils have a satisfactory knowledge of the main musical elements. They thoroughly enjoy their music making and are keen to sing and play. They behave well and are reluctant to finish at the end of lessons. Younger pupils demonstrate good understanding of high and low notes and can identify them on a good range of percussion instruments and in voice. The majority of pupils listen intently and concentrate well on their music making. Older pupils are beginning to develop a sound musical vocabulary, such as 'pitch', 'rhythm' and 'beat'. They are keen to take part in individual and group performance and to create their own patterns of different pitch sounds on instruments. They are very enthusiastic and keen singers, knowing a wide range of songs, hymns and rhymes and because good breathing control is regularly taught, singing is tuneful. They accurately name a wide range of tuned and untuned percussion instruments. By Year 6, pupils have an unsatisfactory knowledge of music. They are unable to talk about their music making in any detail. The majority are unable to name any famous composers that they have studied and when pressed, offer examples such as 'Boy George', 'Elvis' and 'Madonna'. One girl recalled listening to the work of Holst and a few linked this to 'The Planet Suite', but were unable to discuss quality of the music in any detail. One boy recalled listening to 'moon music' in the classroom recently, but the others were unable to elaborate on this, although they say they have had opportunities to listen to music and describe how it makes them feel. Singing in the hall is unsatisfactory because skill teaching is underdeveloped and very poor acoustics affects the quality of singing, causing some pupils to put their hands over their ears and others to disengage from the activity.
92. Teaching and learning in music is unsatisfactory at Key Stage 2. However, at key Stage 1 it is satisfactory overall and often good. Teachers, although they are not musicians, have reasonable subject knowledge, plan appropriately, and with the good support of the pianist, have confidence in their own teaching. Music lessons are fun and, as a consequence, pupils behave and learn well. This is not always the case in Key Stage 2. Here, several teachers are struggling to deliver the music curriculum. Although they are provided with units of work from national materials, they have difficulty adapting these to plan appropriately for their own classes and work provided is far too easy, failing to develop pupils musically. Teachers of older classes, however, are starting to plan well. They have carefully adapted materials to suit the age group they are teaching and are beginning to provide some exciting experiences for the pupils. This good practice is not shared. Many teachers across the school play music from different times and cultures as pupils enter at the beginning of the school day. Where time is taken to discuss this music, pupils are interested and listen with enjoyment and can recall what they have heard and their feelings about it, but this is not always the case. Peripatetic violin tuition makes a good contribution to the small number of pupils who benefit from the purposeful and supportive teaching. Singing in two parts is tuneful and pupils say they enjoy the good opportunities for performance out in the community. The leadership and management are unsatisfactory due to the lack of a co-ordinator to monitor standards and the quality of teaching and learning.

## **PHYSICAL EDUCATION**

93. Standards in physical education are in line with those expected nationally at the end of both key stages. This indicates a similar picture to that found in the last inspection.
94. Pupils at Key Stage 1 develop their skills well, particularly in gymnastics and dance. They use space effectively. Pupils generally have good control of movements, listen carefully and respond well to instructions. They change pace and direction smoothly in time with the music's rhythm. Pupils understand the need for warming up before they exert themselves and the need to cool down at the end of vigorous exercise. At Key Stage 2, pupils continue to build on previously acquired skills, displaying energy, enthusiasm and enjoyment. Pupils show good control. This was evident in a gymnastic lesson in Year 5 when pupils were working in pairs to develop good balances. All pupils from Year 3 to Year 6 are provided with the opportunity of swimming instruction and by the time they leave Year 6 approximately 70 per cent can swim the required 25

metres, which is below national expectations. Pupils in Year 5 use different netball passing techniques competently in lessons. Soccer skills are improved with the support of staff from West Bromwich Albion Football Club. The soccer skills are not only developed in school time but opportunities are provided for them to improve further in after school coaching by the same staff. The school and football club operate effectively and harmoniously in tandem to improve fitness, develop ball skills and enhance community links. Pupils have a good understanding for the need for safety.

95. Teaching is satisfactory overall. Teachers mostly have high expectation of pupils both in their behaviour and skills development. They encourage pupils to evaluate and improve their performances. Planning is appropriate and all aspects, including athletics are taught. Teachers provide a good range of extra-curricular activities and these support and enhance skills' development well and provide suitable competitive experiences. Pupils in upper Key Stage 2 enjoy a residential opportunity, which focuses on physical activities. Pupils have positive attitudes and their behaviour is generally good. They enjoy the physical activities, which serve not only in improving basic skills and teamwork but also in their social and moral development. All pupils, including those with special educational needs accept responsibility for collecting and returning equipment and most respond readily to instructions. Staff and pupils dress appropriately for their physical activities.
96. Leadership and management are satisfactory. The school has a satisfactory scheme of work, which is appropriate and the full range of activities are taught. Assessment procedures and the monitoring of teaching, learning and standards are still to be developed. Resources are good and this has a positive effect on the standards achieved.

## **RELIGIOUS EDUCATION**

97. Standards meet the expectations of the locally agreed syllabus at the end of Key Stage 1 and exceed them at the end of Key Stage 2. Pupils achieve well throughout the school. This is an improvement on the already good standards observed at the time of the last inspection.
98. At Key Stage 1, pupils are able to discuss the contents of a church and can name objects such as the altar, the font and the organ. They understand well that certain places are 'special' and can name several places of worship. Higher attaining pupils can explain what 'worship' is and described it as 'praying to God'. In their written work, pupils have written extended explanations of several Christian festivals and have related them to festivals of other major religions. Pupils can retell parables in their own words and show that they understand the 'moral' of the story. At Key Stage 2, pupils show a good understanding of several major religions. Younger pupils can describe how Jesus was the founder of the Christian faith and that he is a 'special person' to Christians. However, in lower Key Stage 2, poor speaking and listening skills hamper pupils' progress. Older pupils are able to express their views very well. They are confident about their beliefs and can give extended reasons for their ideas. In one lesson in Year 6, for example, pupils were discussing their views of life after death. They use a good range of technical language, using words such as 'spirit' and 'soul' in the correct religious context. Most have a good understanding of the traditional Christian belief concerning heaven and hell. Some also understand that some Hindu traditions believe in reincarnation. Pupils' books show that they have examined Judaism, Christianity and Sikhism in some depth. They have made good comparisons between faiths, stating, for example, that whilst both Christians and Jews believe in one God, only Christians believe that Jesus was the Son of God. Pupils show significant levels of sensitivity to the beliefs of others.
99. Teaching is good overall. Most teachers have good subject knowledge, which they use effectively to extend pupils' knowledge and understanding of religion. Teaching is strongest in Years 5 and 6, although good teaching was also seen at Key Stage 1. Good teaching is characterised by high expectations, effective teaching methods, which show sensitivity to the nature of the subject, and good opportunities to develop pupils' spiritual dimension. Pupils respond well in most lessons and put a great deal of effort into their work. Behaviour is generally

good and pupils show respect for the beliefs and values of others. Good relationships at Key Stage 1 and upper Key Stage 2 give pupils the confidence to express their views without fear of being ridiculed by their peers.

100. The subject is led and managed well by the experienced co-ordinator. There is a good range of learning experiences and planning is based firmly on the most recent guidance and the locally agreed syllabus. The subject makes a very good contribution to pupils' spiritual, moral, social and cultural development. At present assessment systems are unsatisfactory, as teachers have no formal way of measuring pupils' progress. However, the co-ordinator has well-conceived plans to introduce an assessment system later this year. Resources are good and effective use is made of visiting speakers and visits to extend pupils' understanding. However, insufficient use is made of information and communication technology to support learning in the subject.