

INSPECTION REPORT

HARBORNE PRIMARY SCHOOL

Harborne, Birmingham

LEA area: Birmingham

Unique reference number: 132261

Headteacher: Mrs Y M Chapman

Reporting inspector: Mr G T Storer
19830

Dates of inspection: 16th – 19th September 2002

Inspection number: 248976

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

School category: Community

Age range of pupils: 4 to 11

Gender of pupils: Mixed

School address: Station Road
Harborne
Birmingham

Postcode: B17 9LU

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Appropriate authority: The governing body

Name of chair of governors: Mr M Vousden

Date of previous inspection: N/A

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
G T Storer 19830	Registered inspector	Information and communication technology Physical education	What sort of school is it? The school's results and pupils' achievements What should the school do to improve further? How well is the school led and managed?
G Marsland 13706	Lay inspector		Pupils' attitudes, values and personal development Attendance How well does the school care for its pupils? Partnership with parents
M A Palmer 20646	Team inspector	The Foundation Stage Art Music	How well are pupils taught?
D Pattinson 19120	Team inspector	Special educational needs Geography History	Assessment
T Hulbert 3755	Team inspector	Inclusion English	Financial management
D Cliff 22955	Team inspector	English as an additional language Mathematics Religious education	Spiritual, moral, social and cultural development
H Moreton 10782	Team inspector	Design and technology Science	How good are curricular and other opportunities?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Harborne Primary School was founded in 2000, following the amalgamation of the former infant and junior schools. The school is situated close to the centre of the city of Birmingham. It serves a diverse social and ethnic community living in the surrounding area. With 623 pupils on the school roll, this school is much larger than the average-sized primary school. The proportion of pupils (almost 12 per cent) known to be eligible for free school meals is below the national average. However, there is some unemployment in the area and a number of families experience hardship. Children's attainments on entry to the reception class vary considerably, but are above average overall. Nevertheless, a number of pupils face difficulties in their learning. There are 53 pupils on the school's register of special educational needs and six pupils have Statements of Special Educational Need. The numbers of pupils identified as having special educational needs and with Statements are below average for a school of this size. About a third of all pupils are from ethnic minority backgrounds and almost a quarter of pupils speaks English as an additional language. This is high in comparison with schools nationally. During the last school year, 64 pupils entered or left the school at times other than at the beginning of reception or the end of Year 6.

HOW GOOD THE SCHOOL IS

Just two years on from the amalgamation, this new school is already providing a good education for its pupils. Pupils make good progress during their time in the school; almost all attain the nationally expected standard in English, mathematics and science and many achieve above average standards by the time that they leave the school. Pupils achieve similarly high standards in many other subjects and in aspects of their personal development. The quality of teaching is good overall and there are examples of very good teaching in classes throughout the school. The headteacher is a strong leader and a very effective manager. She receives very good support from senior staff and from the governing body. Since the school was opened, they have established very good standards in many aspects of the school's work. The school manages its budget extremely well and provides good value for money.

What the school does well

- Children in the Foundation Stage¹ get a very good start in school and most achieve standards above those normally expected of children at the end of the reception year.
- All pupils make good progress and those with special educational needs do particularly well. As a result, pupils' attainments in English, mathematics and science are well above average by the time they leave school.
- Pupils behave very well and are extremely independent. They readily show initiative, take responsibility for aspects of their work and rise to the challenge to do their best.
- Teaching is good throughout the school and in over a quarter of the lessons observed teaching was very good or excellent.
- Pupils receive a rich and stimulating curriculum that promotes academic and personal development very effectively.
- The headteacher, governors and senior management team provide very good leadership that ensures that there is a shared sense of purpose and good levels of teamwork amongst the staff.
- The governing body is extremely rigorous in ensuring that the school fulfils statutory requirements and in holding the school to account for the standards that it achieves.
- The school works in very effective partnership with parents and the local community.

What could be improved

- Procedures for assessment and teachers' use of assessment information are not systematic enough to guide teachers' planning for pupils of differing abilities throughout the school.
- Co-ordinators do not have enough opportunities to check on the quality of teaching and learning in their subjects.

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

¹ The Foundation Stage begins when children reach the age of three and ends at the end of the reception class year. It is a distinct stage, preparing children for later schooling, and is based on six areas of learning. These mainly refer to communication, language and literacy, mathematical development and personal and social development, but also include knowledge and understanding of the world, and physical and creative development.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

This recently founded school has never been inspected in its present form. Comparisons with the former infant or junior school are no longer relevant.

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	n/a	n/a	A	A
Mathematics	n/a	n/a	A	A
Science	n/a	n/a	A	A

Key

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

When children enter the reception classes, the attainments of many are above average. During their reception year they make good progress so that most attain standards well above those normally expected of 5-year-olds by the end of the Foundation Stage. In comparison with other schools, the 2001 test and assessment results for 7- and 11-year-olds were well above average in English and mathematics. In science, the results for 7-year olds were average, although pupils in Year 6 achieved scores that were well above the national average. The 2002 (unpublished) results show that the school is maintaining consistently high standards at the end of both Years 2 and 6. There has been an improvement in the proportion of pupils attaining or exceeding the nationally expected standard at the end of Year 2 and even more 11-year olds are achieving the above average standard in mathematics and science than in 2001. In all core² subjects, considerably more pupils now attain or exceed the nationally expected standard³ than in schools nationally or in similar schools. The work of pupils currently in Year 2 and Year 6 indicates that almost all pupils are on course to attain or exceed nationally expected standards by the end of the school year. By the time that pupils leave the school many are also exceeding national expectations in art and design, design and technology, geography, history and music. Standards in religious education are above those set out in local guidelines. Almost all pupils make good progress and this includes the significant number of pupils who speak English as an additional language. While a small number of pupils with special educational needs do not achieve the expected standard, they make very good progress in relation to the targets that are set for them.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are enthusiastic and enjoy coming to school. Most work hard and make a real effort to improve.
Behaviour, in and out of classrooms	Very good. Pupils behave very well in lessons and around the school. There is no evidence of bullying or of any other unpleasant behaviour.
Personal development and relationships	Very good. Staff and pupils treat each other with respect, which contributes strongly to the very pleasant and harmonious atmosphere in and around school.
Attendance	Good. Attendance rates are improving year-on-year and are beginning to move ahead of the national average.

² The core subjects are English, mathematics and science.

³ The nationally expected standard for pupils at the end of Year 2 is National Curriculum Level 2 and for pupils at the end of Year 6 it is National Curriculum Level 4. Pupils who achieve Level 3 at the end of Year 2 or Level 5 at the end of Year 6 are exceeding national expectations.

TEACHING AND LEARNING

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

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

The quality of teaching is good. During the inspection, teaching was satisfactory or better in almost all lessons. There was a high proportion of good, very good or excellent teaching throughout the school. There was good teaching in most classes and examples of very good teaching in all phases. Only one lesson was unsatisfactory. The teaching of the basic skills in English and mathematics is very good. Teachers have high expectations of pupils' attitudes and behaviour and of their capacity to cope with challenging work. As a result, most pupils are attentive, join in well and persevere with their work. Teachers' management of their pupils is almost always very effective. Teachers ensure that pupils are interested, involved and motivated to succeed. Teachers plan carefully and use methods that encourage pupils to be increasingly independent and to take responsibility for aspects of their work. This improves the quality of pupils learning and promotes effective personal development. The teaching of pupils with special educational needs is very effective. There is very good teamwork between teachers and classroom assistants that improves the quality of pupils' learning. These pupils make very good progress and many achieve nationally expected standards in their work despite the difficulties that they face. Teachers set work for higher-attaining pupils at a sufficiently challenging level to allow them to attain above average standards in many subjects by the time that they leave the school. However, many teachers are not making enough use of on-going assessments to match work precisely to the needs of individuals and groups within the class. Teachers use homework well to extend pupils' learning, although there are some variations in the frequency of assignments and in the amounts of work that teachers set.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The school teaches all the subjects that it should and enriches pupils' experience with a very good range of educational visits, special events and activities outside of normal lessons.
Provision for pupils with special educational needs	Very good. The school complies fully with the Code of Practice ⁴ and ensures that these pupils are included in and benefit from everything that the school offers to all its pupils.
Provision for pupils with English as an additional language	Good. These pupils receive sensitive yet well focused support that allows them to participate fully in all activities and to make good progress alongside others in the class.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Pupils are mature and sensible and contribute well to the school as a community. Provision for pupils' moral and social development is particularly successful. The school prepares pupils very well for life in a multi-cultural society by consistently valuing and celebrating cultural diversity.
How well the school cares for its pupils	This is a very caring school in which the support for and welfare of pupils are high priorities. However, teachers are not making the best use of assessment information in planning for pupils of differing abilities in infant and junior classes.

The school has the overwhelming support of most parents and works in successful partnership with them.

⁴ [Code of Practice – this gives practical advice to schools and local education authorities about their responsibilities, duties and tasks to ensure that pupils who have special educational needs receive the most appropriate help and support to further their learning and personal development. This is a statutory duty under the Special Educational Needs and Disability Act 2001.](#) ~~Code of Practice – this gives practical advice to schools and local education authorities about their responsibilities and tasks to ensure that pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1933 Education Act~~

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher's strong and purposeful leadership results in a determined approach to the achievement of even greater consistency in the quality of education that the school provides.
How well the governors fulfil their responsibilities	Excellent. Governors are very supportive, yet rigorous in overseeing the work of the school.
The school's evaluation of its performance	Good. The school's analysis of data and other performance indicators results in a very effective school development and improvement plan. However, the co-ordinators' role in monitoring and evaluating the quality of teaching and learning in their subjects is currently unsatisfactory.
The strategic use of resources	Very good. The governing body uses the school's budget and other grants very effectively, according to principles of best value and in the interests of the pupils.

Staffing levels in the school are good. Classroom assistants and support staff make a valuable contribution to pupils' learning. The school has plentiful resources for the teaching of most subjects.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Teaching is good. • The school expects pupils to work hard and achieve their best. • Their children like school. • Their children are making good progress. • The school is helping their children to become mature and responsible. • The school is well led and managed. • Pupils' behaviour is good. • Parents are comfortable in approaching staff with questions or problems. 	<ul style="list-style-type: none"> • The range of activities outside lessons. • The work that their children are expected to do at home. • The quality of the information that parents receive about how their children are getting on. • The school's partnership with parents.

There were 201 questionnaires (32 per cent) returned and 62 parents attended the meeting for parents. While the responses of most parents strongly supported the school and the quality of education provided for their children, a small number of parents expressed concerns. The inspection strongly endorses parents' positive views but finds little evidence to support their concerns. The range and quality of activities that take place outside of lessons are very good. Staff offer an extensive range of sporting, cultural and social activities for pupils that effectively complements aspects of pupils' academic and personal development. This is greater than the provision in many other schools of this size. Teachers use homework effectively to extend pupils' learning. This is particularly the case in upper junior classes, although there are variations in the frequency of assignments and in the amounts of work that teachers set. The school works in very effective partnership with most parents. The school actively encourages parents to be involved in their children's education and provides good quality information. Pupils' annual progress reports are particularly good.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Throughout the school, children and older pupils are achieving well. Standards in many subjects are regularly above and well above the national average or above the standard normally expected of pupils of a particular age.
2. When children enter the reception classes, the attainments of many are above those normally expected of four-year-olds. Children make good progress in all areas of learning⁵ so that by the time that they reach the end of the Foundation Stage, most reach the nationally identified early learning goals⁶ and many exceed them. This is particularly evident in relation to their skills of communication, language and literacy, their ability to count and understand number and their personal and social development.
3. In 2001, the school's English and mathematics results in the national tests and assessments for pupils at the end of Years 2 and 6 were well above the national average and well above the average for similar schools. In science, pupils at the end of Year 2 scored average results overall, although the proportion of pupils achieving Level 3 was well above average. Pupils' performance in science at the end of Year 6 was well above average overall. The results of the most recent (unpublished) tests and assessments for 7- and 11-year-olds indicate that standards are continuing to rise. More pupils are attaining or exceeding the nationally expected standard than in schools nationally or in similar schools and there has been a year-on-year improvement in the numbers of pupils achieving at the upper end of the expected level⁷ and at the above average level. This was the case in all core subjects, but particularly in science, where there has been a marked improvement. Pupils at the end of Year 6 were also matching the well above average standards in English, mathematics and science that the school achieved in the 2001 national tests. In all three subjects, almost all pupils attained the nationally expected standard and around a half of all pupils achieved the above average standard in these subjects. This is considerably more than in schools nationally or in schools facing similar social and educational circumstances. Inspection evidence is largely consistent with the picture that emerges from the school's recent test and assessment results. The vast majority of pupils currently in Years 2 and 6 are on course to attain or exceed nationally expected standards in reading, writing, mathematics and science by the end of the school year.
4. Pupils achieve well and make good progress in these subjects because:
 - many teachers have high expectations. They present challenging tasks that really make pupils think, move them on in their learning and enable many to achieve above average standards. This is particularly noticeable in Year 6 classes;
 - the significant numbers of pupils who speak English as an additional language receive good support that enables them to be fully included in all activities and to achieve similarly high standards to others in the class;
 - there are frequent planned opportunities for pupils to reinforce and extend their literacy and numeracy skills through work in other subjects. For example, pupils produce an impressive range and quality of writing as part of their work in history. This adds to the quality of their learning and improves the standards that they attain;

⁵ Areas of learning – these are: personal, social and emotional development; communication, language and literacy; mathematical development; knowledge and understanding of the world; creative development; physical development – the components of the Foundation Stage curriculum.

⁶ Early learning goals – these are expected standards for most children to reach by the end of the Foundation Stage. They refer mainly to the achievements children make in connection with the six areas of learning.

⁷ At the end of Year 2, the nationally expected Level 2 is subdivided into Levels 2a 2b and 2c. 2a is at the upper end of the range.

- the provision for pupils with special educational needs is very effective. Many of these pupils make very good progress and achieve the nationally expected standard despite the difficulties that they face;
 - all pupils make good progress in their personal and social development. This progress is an important factor that allows most pupils to adopt helpful patterns of behaviour and response and enables teachers to establish conditions in which profitable learning can take place.
5. By the time that pupils leave the school, many pupils are attaining standards in art and design, design and technology, geography, history and music that are higher than those normally expected of 11-year-olds. Standards in religious education are above those set out in the local education authority's guidance for pupils throughout the school. In physical education and in information and communication technology (ICT), pupils throughout the school attain satisfactory standards. However, pupils are making good progress in ICT and standards are continuing to rise rapidly in response to recent staff training and to the school's improving resources.
 6. There are no significant differences in the attainments of pupils of different gender, ethnicity or background. The number of pupils with special educational needs is below average for a school of this size. Despite good levels of achievement, some face quite profound difficulties that result in below average standards by the age of seven and this affects overall standards as reflected by test results. Nevertheless, pupils with special educational needs have access to all that the school has to offer its other pupils. As a result, they make very good progress in most subject areas and many go on to overcome their difficulties and to achieve nationally expected standards by the time that they leave the school. Where a pupil has a Statement of Special Educational Need, the very good support, closely focused on the individual, results in at least satisfactory progress across a wide range of areas.

Pupils' attitudes, values and personal development

7. The pupils' attitudes to the school are very good. Parents confirm that their children enjoy attending a school that actively fosters good attitudes and relationships within a multi-cultural setting. Pupils are attentive, settle quickly to their work and are very well motivated to succeed. There was a good example of this in a Year 1 numeracy lesson, where the class teacher clearly stated the objectives of the lesson and the pupils were really keen to complete the various tasks. The pupils work together well, but are also capable of working independently when required to do so. This was a strong feature of many lessons, particularly in upper junior classes. Pupils are eager to contribute to classroom discussions, waiting patiently for their turn and not interrupting others. For example, in a Year 2 religious education lesson on the importance of prayer, the pupils enjoyed expressing their ideas, but also listened very carefully to others in the class. Pupils also rise to a challenge. During a dance lesson in a Year 6 class, pupils worked hard and were very thoughtful as they sought to portray characters from Charles Dickens in their movements. Pupils respond very well to all of the opportunities that the school offers and, as a result, lunchtime, after-school activities and residential visits are very well attended. The very positive attitudes shown by the pupils contribute strongly to successful learning and the raising of standards. Pupils with special educational needs also have positive attitudes to their work. They are keen to make progress, eager to please and enjoy succeeding. They respond very well to the encouragement they receive, which helps to boost their confidence and enables them to take pride in their achievements.
8. Behaviour in and around the school is very good. Teachers have successfully established their high expectations of pupils' behaviour and response. Almost all pupils behave well as a matter of course and learning is rarely, if ever, disrupted by the poor behaviour of others. There were no instances of bullying, challenging behaviour or racially motivated incidents recorded during the inspection. No pupil has been permanently excluded from

the school. The pupils know what is expected of them and understand the difference between right and wrong and the effect their actions could have on others. This results in a climate of mutual respect and co-operation that adds to the quality of pupils' learning in many lessons.

9. Very good relationships are a strong feature of the school that contribute to the high levels of harmony and the very positive atmosphere that is evident throughout the school. Relationships at all levels within the school are caring and friendly, both amongst the pupils themselves and between the pupils and staff. At lunchtime, the pupils talk and play together sociably. They work and play well together regardless of gender or race.
10. The school is very successful in promoting the pupils' personal development. The pupils respect the feelings, values and beliefs of others. This was evident in a Year 4 lesson called 'circle time'⁸, where the pupils discussed ideas and shared experiences. They talked about their feelings, friendship and why they feel 'special' without fear or embarrassment. The pupils take responsibility for tasks around the school and are reliable and trustworthy. They act as classroom, library and office monitors. Year 6 pupils take responsibility as house and vice house captains and support younger pupils in lessons such as information and communication technology and physical education. A sign indicating the 'Friendship Stop', placed in the playground each day, indicates to older pupils that someone needs a friend to talk to or play with. The school has established a school council where the views of the pupils can be put forward by an elected person from each year group. After seeking the views of pupils and parents with a questionnaire, the school is supporting the healthy eating initiative by promoting the sale of fresh fruit at break times. Being able to contribute to school development issues and taking on responsibilities is having a very good effect on the pupils' personal development. The pupils are also gaining an understanding of the wider global community by raising money for charitable causes such as the Heart Foundation and 'Comic Relief'.
11. The overall attendance rate for the school has improved in the last year and is now good. The level of unauthorised absence is falling. However, although discouraged, some absences still occur as a result of holidays taken in term-time. Registration meets legal requirements and is efficiently undertaken. Most pupils are punctual for school.

HOW WELL ARE PUPILS TAUGHT?

12. The quality of teaching is good and contributes strongly to the very high standards that pupils reach and their very positive attitudes to learning. During the inspection, teaching was satisfactory or better in almost all of the lessons observed. Well over one third of lessons were good. Teaching was very good or better in just over one quarter of lessons. There was only one unsatisfactory lesson. Teaching in the Foundation Stage is consistently good, with very good teaching in more than one third of the lessons observed. This gives children a good start in school. Teaching in Years 1 to 6 is good overall with examples of very good and excellent teaching in both key stages.
13. In the Foundation Stage, the class teachers, nursery nurses and integration assistant work very well together to establish welcoming and stimulating classrooms, in which the children feel secure and very eager to learn. The teachers have a good understanding of how young children learn. They plan sessions thoroughly and identify clear learning aims. They place very strong emphasis on promoting children's self-esteem and social skills by consistently encouraging all children to work and play happily together. Staff ensure that classroom routines are securely established. This boosts children's confidence and they quickly demonstrate very high levels of independence as they pursue their activities. Planning also gives high priority to the development of children's communication, language

⁸ Circle time – when younger pupils sit together and share thoughts and feelings or talk about things that are important to or concern them.

and literacy skills and to their mathematical development. As a result, children's speaking, listening, reading, writing and counting skills develop particularly well.

- 14. There are effective procedures for assessing children's attainment on entry that enable the teacher to match tasks and experiences to their stage of understanding. However, arrangements for day-to-day assessment lack consistency and are unsatisfactory. Teachers are currently working to establish common procedures for systematically identifying what children are to learn and how progress is to be made towards the achievement of the early learning goals. The classrooms are well organised and space is used well. Carefully prepared activities and accessible resources very successfully capture children's interest, increase their enjoyment of school and stimulate their involvement in all areas of learning.**
- 15. Throughout the school, teachers have a good knowledge of the National Literacy and Numeracy Strategies. They plan and structure their lessons very carefully and the teaching of basic literacy and numeracy skills is very good. During the inspection, in almost all literacy and numeracy lessons that were inspected, teachers ensured that pupils were clear about what they were to learn in the course of the session and pupils worked purposefully on appropriately challenging tasks. Pupils have regular opportunities to read and write. As a result, they read for pleasure and write at length and with increasing independence. For example, pupils produce an impressive range and quality of writing as part of their work in history that effectively reinforces their literacy skills. In mathematics lessons, the pace is usually brisk and pupils are well motivated by a range of stimulating and demanding tasks. This adds significantly to the development of pupils' mathematical thinking and numeracy skills. Teachers often plan effective links between different subjects. This gives added coherence to pupils' work and improves their learning. For example, Year 5 pupils were motivated to learn a Tudor dance in physical education as it had direct relevance to their learning in history. Teachers' very successfully use information and communication technology to improve pupils' learning. For example, pupils use computers as a source of information for their work in many subjects, including religious education, history and art. They purposefully reinforce and extend their information handling skills in mathematics and science and their mapping skills in geography. Pupils also use their skills to create repeated patterns linked to their work on William Morris in art.**
- 16. Very good relationships between teachers, support staff and pupils form the basis for much of the good teaching and learning. Most teachers manage pupils very well and successfully promote their co-operation and interest in lessons. Classroom assistants and integration assistants support the work of class teachers very effectively, ensuring that pupils understand what they are to do and recognising and praising pupils' efforts and achievements. In response, most pupils become actively involved and work hard. This contributes significantly to their learning. For example, in a successful history lesson in Year 5 the teacher welcomed all pupils' contributions. Pupils grew in confidence and willingly shared their ideas as they learned to select information from written sources. In almost all instances, teachers make clear their high expectations of pupils' active participation and very good behaviour. They show the value they place on pupils' work by carefully mounting and displaying it throughout the school. By these means, teachers throughout the school successfully foster pupils' very good attitudes and willingness to learn.**
- 17. Almost all teachers throughout the school have good subject knowledge, which they use well to support pupils' learning. They prepare thoroughly for lessons and successfully present resources to engage pupils' interest. For example, in a Year 4 art lesson, carefully selected video excerpts and examples of artists' work captured pupils' imagination so that they were highly motivated to create their own collages linked to their dreams. However,**

occasionally teachers' knowledge and understanding is less secure, for example in a Year 4 information and communication technology lesson, and this restricts the progress pupils make.

18. In the course of lessons, teachers assess pupils' knowledge and understanding through skilful questioning, talking and observing. They respond thoughtfully and sensitively to individual difficulties and support pupils' learning well. However, arrangements for day-to-day assessment are unsatisfactory overall. Although some teachers successfully use the results of their assessments to plan tasks which build on pupils' prior learning and attainment this is not consistent enough. Consequently, teachers do not always present pupils with work that is demanding enough to challenge their thinking and extend their learning. This reduces the progress pupils make in the course of the lesson. This was a contributory factor to the unsatisfactory teaching in one lesson in Year 5. Moreover, although marking is thorough, it does not consistently identify clearly for pupils what they need to do to improve their work.
19. The teaching of pupils who speak English as an additional language is effective because teachers and support staff base the help that these pupils receive on a careful evaluation of their overall levels of ability as well as of their linguistic needs. This enables pupils to make rapid gains in their confidence and competence in the use of the English language. Higher attaining pupils receive support that enables them to work at the correct level, for example in mathematics or science, and this is why many bilingual pupils attain or exceed nationally expected standards despite the linguistic difficulties that they face.
20. The teaching of pupils with special educational needs is at least good and often very good. The two special educational needs co-ordinators and most teachers use a wide range of successful strategies to motivate, involve and challenge pupils. They keep records up-to-date and track pupils' progress carefully. The quality of targets on individual education plans is good. Targets are precise and individual. This enables pupils to make the best possible gains in learning and helps them overcome their specific problems. Teachers and other staff always celebrate and value pupils' efforts. This builds pupils' self-esteem, promotes positive attitudes and so adds to the progress that pupils with special educational needs make.

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

21. The curriculum for children in the Foundation Stage is good. The teachers plan a very good range of activities in accordance with the government's guidance for children of this age and include an appropriate emphasis on learning through play. Although children do not have ready access to a secure outdoor area, teachers plan a satisfactory range of activities to provide children with valuable opportunities to learn outside their classroom. Effective links between different areas of learning bring added meaning and purpose to children's work.
22. The school provides a rich and stimulating curriculum for its pupils in Years 1 to 6, which complies fully with the requirements of the National Curriculum and for the teaching of religious education. The school's approach is innovative and there are exciting initiatives, such as its focus on the expressive arts, which is already making a huge contribution to the high standards that pupils attain in aspects of English, music, art and physical education. The curriculum takes account of the most recent national guidelines and, as a result, schemes of work provide effective guidance for teachers' planning; coverage of most subjects is thorough and skills develop as an orderly sequence of steps through the six years. The care in drawing up the long-term planning means that the school gives its pupils a broadly based and well-balanced curriculum that effectively meets the pupils' needs and interests. To strengthen the learning, teachers plan very effective links

between many subjects. For example, pupils' interest is immediately aroused when their work in dance is linked to their current history topic. Similarly, when pupils use computer skills to produce patterns in the style of William Morris as part of an on-going art project, their work in ICT has added relevance.

23. The school has successfully adopted the national strategies for literacy and numeracy. As a result, teachers plan more systematically for their teaching of basic skills and they are doing more to provide different activities that match the range of ability groups in each class. There are also frequent opportunities for pupils to reinforce their developing literacy and numeracy skills through work in other subjects such as science, history, geography and ICT. These developments are bringing greater consistency to the teaching of English and mathematics and have made a valuable contribution to the drive to maintain high standards of attainment in these subjects. Standards in science are high because of the rigorous development of their investigative skills as pupils of all attainments move through the school.
24. The school provides a curriculum in which pupils enjoy a high degree of equality in access and opportunity. The inclusion of all pupils, particularly those with special educational needs and those who speak English as an additional language, has high priority in the school and contributes significantly to pupils' learning and social development. Teaching mathematics in ability bands provides good support for the range and abilities of pupils and there is also evidence of planning for the above-average attainers in other subjects.
25. The school provides a very good curriculum for pupils with special educational needs. Work is almost always matched to pupils' needs to enable them to make substantial gains in learning. Pupils are given every chance to succeed, whether they are supported in their classes or by being withdrawn for individual or small group activity. Where pupils are withdrawn from classes, their entitlement to the statutory curriculum is not compromised.
26. Pupils who speak English as an additional language also have access to the school's whole curriculum. The school makes very good use of its contacts in the community to enlist bilingual support from parents and others, particularly during a pupil's early days in the school. This ensures that pupils in the initial stages of learning English can be fully included and benefit from all aspects of the school's curriculum.
27. The school is doing a tremendous amount to provide pupils with experiences that enrich and extend the basic curriculum and make learning more stimulating. This is a major strength of the school. Pupils' curricular and cultural experiences are enhanced by visits to museums, galleries and other places of interest locally and further afield. For example, many members of the choir visited 'Disney World' in Paris where they ended up performing in front of several hundred spectators – much to the amazement of the teachers! There have also been visits to school by artists and musicians who have worked with the pupils. Older pupils enjoy their rehearsals for the concerts and productions and regularly perform in public, for example at the local Botanical Gardens. All pupils are given the opportunity to experience a residential visit, which not only contributes to aspects of the curriculum, but also promotes pupils' personal development effectively.
28. There are good links with the wider community and with other schools, which have a positive impact on the learning of pupils. They enable new pupils to settle quickly into the reception classes and ensure that Year 6 pupils look forward with confidence to starting at their secondary schools. The pupils are regularly involved in a range of cultural and community initiatives developed by the school that have culminated in its achievement of the 'Arts Mark Gold' award celebrating its work in this area. The school derives support from local businesses. For example, an adviser visited school to take a 'HATs' assembly where she showed the whole school hats from a variety of jobs and the pupils talked about the skills needed to wear the hats and how they related to the skills the pupils are learning

- in school. Other community visitors who contribute to pupils' learning include the police officers, the fire-fighters, rangers, librarians and officers from the RSPCA.
29. The school is effective in promoting pupils' personal development and the provision for pupils' spiritual, moral, social and cultural development is very good overall.
 30. The personal, social and health education programme (PSHE) for pupils is good. It includes a suitable emphasis on healthy life styles, sex education and the dangers of the misuse of drugs. Class discussions in 'Circle Time' provide valuable opportunities for pupils to explore difficult issues and to come to terms with their feelings in a supportive and secure atmosphere. During these sessions, pupils learn to respect each other's views. The importance of healthy eating and exercise and road safety are also explored as part of the PSHE programme as well as being thoroughly addressed in science lessons.
 31. There are satisfactory links with the many secondary schools to which the older pupils transfer. There are appropriate transfer arrangements in place. The tradition of giving to charities is strong, for example, with pupils raising money for the Heart Foundation. There is a good partnership with the youngest children and their parents and carers.
 32. The school's arrangements for pupils' spiritual development are good. It is evident through the school's ethos in which all pupils are valued and encouraged to value each other. Spiritual values are taught in all aspects of the school's life as well as during assemblies and religious education lessons. Teaching systematically encourages pupils to be sensitive to the beauty and fragility of the natural world and helps them to find joy in activities such as making music or appreciating works of art. All pupils attend a daily act of collective worship delivered during regular infant and junior assemblies. Everyone has the opportunity for quiet reflection during the assembly prayer and themes are carefully chosen to address spiritual aspects of human experience, such as friendship or love. Religious education lessons contribute to the development of pupils' spiritual development through visits to places of worship, such as local churches, a temple and Gurdwara. Respect for people of different cultural and religious heritage is fostered through these visits and the study of religious artefacts that at times inspire awe and wonder.
 33. The moral development of pupils is very good. Pupils are encouraged to think about what they see and to make appropriate decisions and judgements. All adults act as good role models for pupils in the way they present themselves in the classroom and around the school. The caring ethos of the school is used successfully to emphasise the difference between right and wrong in a fair and balanced way. From the time pupils enter school in the Foundation Stage, they are taught to take turns, listen and share with equipment with each other. As they move through the school, they are encouraged to take responsibility for their actions. Classroom rules are prominently displayed in each room and in some instances the pupils have signed their names to them. Both teachers and support staff apply the rules consistently and have high expectations of the pupils. These values are well implemented by all members of staff. The secure relationships between adults and pupils help contribute to pupils understanding of the values of justice for everyone regardless of their cultural heritage or background. A team points system is also used well to encourage pupils to act responsibly and work hard. Pupils are taught to respect themselves, others and the environment in which they live.
 34. The social development of pupils is also very effective and linked in many ways to the provision for moral development. Everyone in the school works hard to foster a sense of community and inclusive values actively promote the equality of all pupils. They are encouraged to work co-operatively whenever possible. Pupils are polite and friendly and eager to be of assistance. Pupils have opportunities to practise their social skills in the playground and in the dining hall when they show regard for each other. A good range of

activities including assemblies, team membership, residential visits and school productions provide positive group activities for pupils. The pupils also benefit from taking responsibility both as classroom and school monitors and through the School Council. The school is preparing pupils very successfully for life in a multi-cultural society. Citizenship forms an important part of the personal, social and health education curriculum and the values of respect, understanding and tolerance underpin all aspects of the school's work.

35. The provision for cultural development is very good. Teachers are aware of opportunities presented in the curriculum and ensure that they are fully exploited in their teaching. For example in geography, pupils study some of the features of life in India, in English they encounter 'classic' literature and in history they learn about the traditions of the ancient Greeks. There are also many opportunities for pupils to participate in activities and educational visits that enrich the basic curriculum. They work alongside artists and writers and perform in concerts and productions. The school recognises and shares the celebrations of its multi-cultural community. Pupils from minority ethnic groups are encouraged to talk about their values and beliefs both in lessons and assemblies. In their teaching, teachers use a variety of non-western influences as the starting point for pupils' work, for example the symmetrical patterns found in Islamic designs. As a consequence, all pupils are developing an understanding and respect for the richness and diversity of cultures and traditions that are part of life in Britain today.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

36. This is a caring and supportive school. Procedures for child protection and for ensuring the pupils' welfare are very good. The headteacher is the named person responsible for child protection and 'looked after' children. Staff and lunchtime supervisors know and follow the agreed procedures because they have received the necessary training. The school follows the procedures in the local education authority's health and safety policy. The building services supervisor carries out whole-school risk assessments and ensures that electrical appliances, safety and other equipment are kept in proper working order and checked by the appropriate authorities. Staff and lunchtime supervisors have been trained in behaviour management and care procedures. Levels of supervision at break and lunchtimes are satisfactory. However, the headteacher acknowledges the need to recruit and retain more lunchtime supervisors, which in the past has been difficult. There are good arrangements in place for dealing with accidents and four members of staff are qualified to administer first aid. By its teaching, the school also helps pupils to care for aspects of their own welfare. Road safety procedures, personal safety awareness and healthy lifestyles form a regular part of personal, social and health education, physical education, science lessons and 'Circle Time'. The school has adopted a healthy eating initiative encouraged by the sale of fresh fruit at break times.
37. The school's procedures for monitoring and improving attendance are very good and as a result, the overall attendance rate is improving. The school takes a firm line on the importance of regular and punctual attendance in the prospectus and newsletters remind parents of the school's expectations regarding good attendance. The headteacher and staff monitor and analyse attendance information carefully, including absences, medical appointments and punctuality. The school responds promptly to incidents of prolonged or unexplained absence. The educational welfare officer is contacted if occasionally a problem does occur. The school actively promotes regular attendance by the award of certificates for good attendance and the police liaison officer has provided additional support. The before-school club is also successful in encouraging the pupils to come to school early and arrive on time. Many pupils arrive at school early, enjoy the breakfast provided in the canteen and are given a good start to the day. This enables parents to know that their children are safe, secure and well looked after before school starts.

38. Procedures for monitoring and promoting good behaviour are very good. There are effective behaviour and anti-bullying policies in place, which teaching and non-teaching staff apply consistently. Lunchtime supervisors have been trained in behaviour management and, as a result, relate to and supervise pupils effectively. The pupils were involved in establishing class and school rules and agreeing a system of rewards and sanctions. This has established a positive working environment in the classrooms and a friendly atmosphere in the playground. There are effective systems for reinforcing good behaviour. Older pupils are rewarded with house points and younger pupils with badges and certificates, which promote self-esteem and make effort and good behaviour the norm.
39. The school's procedures for eliminating oppressive behaviour such as bullying or racism are very good. No bullying or racially motivated incidents were seen during the inspection. When bullying or challenging behaviour does occasionally occur, it is dealt with by the headteacher. Parents who attended the parents' meeting confirmed that this is the case. However, problems are usually resolved swiftly, as the pupils support each other and are not afraid to inform a member of staff. All incidents are recorded and parents are informed. The school actively discourages oppressive behaviour in assemblies and in personal, social and health education lessons. An appropriate scheme of sanctions is in place, which either require offending pupils to write a letter of apology, lose privileges such as playtime or take 'time out'. Because pupils have played a part in agreeing these procedures, most regard them as fair and so, in the main, respond very well.
40. Procedures for monitoring and supporting the pupils' personal development work well. This is, in part, because of the good relationships between the staff and pupils, but also stems from the school's systematic approach to teaching in this area. Personal, social and health education is taught discreetly to younger pupils in lessons such as religious education and science. Older pupils have weekly lessons or 'Circle Time' and many assemblies have a related theme and include issues such as behaviour and friendship. This makes a valuable contribution to the pupils' personal development. Health professionals and the local police give valuable support to the school's teaching about citizenship, drugs awareness, safety and sex education. The visiting 'Life Caravan' is also used to teach all the pupils about health issues. However, at present, although some pupils are involved in setting their own targets for improvement with class teachers, this is not widespread throughout the school. The success that the school achieves in support and guidance of the pupils has a good effect on pupils' attitudes, behaviour and the school's efforts to raise standards.
41. The school's arrangements for monitoring and supporting pupils' academic progress are satisfactory overall. There are good procedures for assessing what pupils know and understand and can do on an annual basis in English, mathematics and science. These involve the use of both statutory and optional National Curriculum tests and a range of other school-based tests and teachers' assessments. However, in most other subjects, the assessment of pupils' progress is less secure and consistent approaches to assessment are not embedded in the school's work. For example, the development of important skills in subjects such as geography and history is not recorded to help chart pupils' progress, and skills, knowledge and understanding are not assessed consistently over time. However, this is not the case for pupils with special educational needs. The identification and assessment procedures for these pupils are clear, understood and effective. Pupils' work is regularly monitored to ensure that they are making progress towards the targets set for them. Regular reviews of pupils' progress help to ensure that work is suited to their needs and to determine whether outside agencies are required to help pupils to meet their specific targets. Teachers mark work conscientiously and use marking well as a means of celebrating pupils' success. However, marking is not always as effective as it could be in identifying how pupils should improve their performance.
42. The school analyses national test data very effectively to discover overall strengths and

weaknesses in pupils' learning. For example, the performance of different groups of pupils, such as girls and boys, those for whom English is an additional language or those with special educational needs, is analysed in order to evaluate the extent to which pupils are making the best possible progress. Senior staff also use this data to track pupils from year to year and to set global targets for the raising of attainment. Teachers are increasingly using assessment information to set targets for individual pupils, such as in English and mathematics. However, they do not involve pupils sufficiently in setting their own targets to help them take ownership of their learning, although this practice is developing. The school has started to use information and communication technology to record and present this information and to facilitate more detailed analysis, but these arrangements are too new to assess their impact on pupils' learning.

43. Nevertheless, the school's use of assessment information for curricular planning is unsatisfactory. Teachers are not using assessment information as effectively as possible in the planning of the next steps in pupils' learning. There are too many different practices in use for assessing and recording pupils' progress as they move through the school. In most subjects, other than English, mathematics and science, procedures relating to the nature, frequency, recording or use of assessment are informal and are, as such, unacceptably varied. This is preventing teachers from adopting a uniform approach to evaluating the impact of teaching and learning and in many cases leaving teachers without the information that they need. Consequently, when teachers plan tasks at different levels, it is often on the basis of broad target levels from the National Curriculum and not on the basis of what individual pupils or groups within the class know, understand and can do. This results in lessons, particularly at the start of a new school year or when teachers work with an unfamiliar class, when tasks are pitched at the wrong level and pupils do not make as much progress that they should. In the shorter term, the progress pupils make in individual lessons is not assessed with enough precision or consistency to enable teachers to build carefully on what pupils have already achieved. Assessments of problems or successes experienced by pupils during the lesson are often too general and do not pinpoint accurately those pupils who have not achieved the lesson's target or who need to proceed to a higher level. As a result of this, teachers are not able to 'fine tune' their planning and work given to pupils next time is not always closely matched to their needs. This is unsatisfactory because it reduces the progress that some pupils make.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

44. The overwhelming majority of parents have expressed strong support for the school. Parents spoken to during the inspection are happy with the leadership of the school and the caring and friendly staff. They have expressed the view that this is having a positive effect on their children's learning.
45. The school works hard to ensure very good links with parents. The headteacher and staff are accessible where there are concerns. Frequent letters inform parents about events and achievements. The school has distributed a detailed home/school agreement and the majority of parents have signed and returned it. This clearly defines how parents and the school can work together effectively to support the pupils' learning. The school takes parents views into account before changing policies or procedures. There have been questionnaires and meetings to consult parents on issues such as the school's aims, behaviour policy and playground development.
46. Parental involvement has a very good effect on the life of the school. The home/school agreement encourages parental involvement and a large number of parents and grandparents have responded well. They assist as volunteer helpers in classrooms and on education visits. Some have been trained by the staff to provide additional support in literacy lessons. Similarly, parents' meetings and school productions, such as the 'Victorian Music Extravaganza' held last summer, are very well attended. There is an

active parents' association, which organises social and fund-raising activities. Events, such as fairs, jumble sales and the annual 'summer bash' are held which raise a considerable amount of money for the school. Parents also support these events generously because the money raised is used to benefit the pupils through the purchase of equipment such as computers, digital cameras and projectors. Recently, the association has raised money towards establishing an after-school club and contributed to the development of the playground.

47. The quality of information for parents is very good and the school prospectus and governors' annual report are very informative. The school hosts induction meetings for new pupils at which the parents receive information on how they can help their children to read. Workshops have also been held to explain the National Literacy and Numeracy Strategies. Curriculum information is given and parents are informed of homework timetables. Parents have the opportunity to consult staff informally each term to discuss their children's progress. The parents of pupils with special educational needs are informed and involved at an early stage of the process. Communication with them is very good. Links between home and school are regular and constructive and this helps to ensure that pupils receive appropriate support and make very good progress. The pupils' progress reports are very good; they include all the required information, comment on the pupil's personal and social education and explain what the pupils can do to improve their work. There is also a section in which the pupils and parents can make written comments.
48. The contribution that parents make to their children's learning at school and at home is good. Most help their children with homework and listen to them read. All have been informed about the school's expectations regarding homework. The reading record books are a valuable channel of communication between school and home and most parents use them well.

HOW WELL IS THE SCHOOL LED AND MANAGED?

49. The headteacher is a very effective leader. She knows the strengths and weaknesses of the school and has a clear view of the way ahead. She communicates her educational aims, values and principles very clearly. These lie at the heart of all of the school's work and give rise to a sense of shared purpose and impressive levels of teamwork amongst the staff, parents and governors. They also promote a very positive atmosphere and an effective climate for learning, within which pupils feel secure and gain significantly in confidence. Staff are fully committed to raising standards and to ensuring that pupils of all levels of attainment are fully included and able to benefit from all that the school has to offer. The atmosphere within the school fully reflects its aims statement, which is a commitment to school being a place where learning is exciting, where children are valued as individuals and where they grow in independence, respecting their own and other cultures.
50. The headteacher sets high professional standards for the staff. The processes of monitoring and evaluating the school's work are satisfactory overall. The senior staff and governing body make good use of an increasing range of performance data in order to track pupils' performance as they move through the school and to identify relative strengths and weaknesses in teaching and learning. Similarly, observations of teaching and learning undertaken by senior staff form a very good basis for performance management, the induction and development of recently appointed or newly qualified staff and for school improvement planning. This is an area of significant improvement since the opening of the school. However, while subject managers have been active in introducing revised schemes of work and developing the school's resources, current arrangements do not allow many of them to monitor standards and quality by observing teaching and learning at first hand. These arrangements are unsatisfactory because in this large and complex school they

prevent co-ordinators from developing a clear 'whole school' picture and this reduces their effectiveness in securing consistent practice and high standards in their subject areas.

51. The school's arrangements for pupils with special educational needs are managed very effectively by the two special educational needs co-ordinators. Planning for the work of classroom assistants is thorough so that most are really well informed about the nature and range of difficulties that pupils face. This enables them to provide very good support for pupils. They work well, have clear responsibilities and are valued. There is a very good range of resources for pupils with special educational needs, which teachers and support staff use effectively to extend pupils' learning. There is a rigorous action plan to ensure that this aspect of the school's work continues to develop and improve.
52. Members of the governing body are extremely conscientious in overseeing the work of the school and in ensuring that the school and the governing body fulfil their statutory responsibilities. Governors are involved in all aspects of policy, planning and the monitoring of standards and quality through the work of the full governing body and its committees and the regular involvement of individuals. They bring a wide range of community, business, commercial and professional expertise to the governing body and use their experience effectively to support the school. For example, their discussions of options relating to the building of a library extension and the creating of an expressive arts centre have been searching and protracted. They ensured that competing priorities were considered, that decisions were well founded on principles of best value and that this significant investment of funds was in the best interests of the pupils and the community.
53. The day-to-day running of finances in this large school is very efficient. The school's main accounts are reviewed on a daily basis. The finance staff provide the headteacher and governors with accurate and up-to-date information. The administration of the school fund is computerised and is properly audited. The governing body is extremely rigorous in its monitoring of the school's budget. As a result, specific grants are spent entirely for their designated purpose and the school operates within its budget. Budget setting takes full account of the long-term plans of the school and different priorities are carefully matched against the funds available. This explains the relatively large amount of money carried forward from the previous year's budget. These funds are already earmarked for capital projects, such as the proposed library extension, that cannot be financed from a single year's allocation. As a result, the school is very successful in meeting its targets in the school development plan. Despite the relatively high cost of educating each pupil, the quality of education provided and the significant progress that all pupils make indicate that the school provides good value for money.
54. The accommodation is satisfactory and is well maintained by the building services supervisor and cleaning staff. Most classrooms are of a suitable size and the recent building and premises development work has provided two spacious and attractive Year 2 classrooms and an improved infant library and cloakroom area. The school has also added a computer suite suitable for the teaching of whole-class groups. The school has the necessary facilities to provide for the needs of disabled pupils. However, there are some shortcomings in the present accommodation and facilities. There is no secure outdoor play area for the children in the reception classes and the canteen is too small to comfortably cater for the number of pupils eating lunch at school. The school also has no playing field but compensates for this by arranging access to the local university's playing fields.
55. Overall, resources are good. In most subjects, resources are plentiful and of good quality. Subject co-ordinators have worked hard to provide the necessary resources for the revised schemes of work. In some subjects, for example ICT, this has led to a considerable improvement in a relatively short time. There is a particularly good range of objects of historical interest to support history lessons.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

56. In order to extend the school's current achievements and to further raise standards of attainment, the governors, headteacher and staff should jointly:
- (1.) improve teachers' planning in the medium and shorter term by:
 - i) identifying the criteria that are to be used in assessing pupils' attainment and progress in all subjects;
 - ii) ensuring that all staff receive the necessary training to apply these criteria consistently;
 - iii) devising a manageable way of recording assessment information so that it is readily available to teachers when topics or skills are revisited;
 - iv) ensuring that teachers use assessment information more systematically to identify what pupils of different levels of attainment need to learn next;
(paragraphs 18, 41-43, 65, 72-73, 84, 89, 96, 105, 110, 115, 123 and 131)

 - (2.) improve the management of the curriculum and the monitoring of standards and quality by:
 - i) agreeing and delegating management roles and responsibilities for the curriculum co-ordinators;
 - ii) ensuring that all staff with management responsibilities undertake training that enables them to observe teaching and learning and to evaluate other aspects of the school's work more effectively;
 - iii) establishing a rigorous, on-going programme of classroom observations as part of the curriculum development process in all subjects;
 - iv) using the outcomes of the monitoring of standards and quality to inform staff development, curriculum and whole-school improvement initiatives and ensure that all teachers follow the school's agreed procedures consistently.
(paragraphs: 50, 58, 65, 78, 96, 105, 110, 120, 125 and 131)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	90
Number of discussions with staff, governors, other adults and pupils	28

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	3	20	36	30	1	0	0
Percentage	3	22	40	33	1	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	623
Number of full-time pupils known to be eligible for free school meals	74

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	6
Number of pupils on the school's special educational needs register	53

English as an additional language	No of pupils
Number of pupils with English as an additional language	153

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	27
Pupils who left the school other than at the usual time of leaving	37

Attendance

Authorised absence

	%
School data	5.2
National comparative data	5.6

Unauthorised absence

	%
School data	0.3
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	46	39	85

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	43	44	43
	Girls	36	35	36
	Total	79	79	79
Percentage of pupils at NC Level 2 or above	School	93 (n/a)	93 (n/a)	93 (n/a)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	44	42	43
	Girls	36	36	34
	Total	80	78	77
Percentage of pupils at NC Level 2 or above	School	94 (n/a)	92 (n/a)	91 (n/a)
	National	85 (84)	89 (88)	89 (88)

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

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

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

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	45	41	45
	Girls	41	36	45
	Total	87	78	90
Percentage of pupils at NC Level 4 or above	School	96 (n/a)	86 (n/a)	100 (n/a)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	n/a	n/a	n/a
	Girls	n/a	n/a	n/a
	Total	n/a	n/a	n/a
Percentage of pupils at NC Level 4 or above	School	n/a (n/a)	n/a (n/a)	n/a (n/a)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	282	1	0
White – Irish	3	0	0
White – any other White background	95	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	42	0	0
Asian or Asian British - Indian	83	0	0
Asian or Asian British - Pakistani	23	0	0
Asian or Asian British - Bangladeshi	2	0	0
Asian or Asian British - any other Asian background	10	0	0
Black or Black British - Caribbean	13	0	0
Black or Black British - African	2	0	0
Black or Black British - any other Black background	6	0	0
Chinese	11	0	0
Any other ethnic group	14	0	0
No ethnic group recorded	6	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	28.4
Number of pupils per qualified teacher	22
Average class size	30

Education support staff: YR – Y6

Total number of education support staff	13
Total aggregate hours worked per week	210

FTE means full-time equivalent.

Financial information

Financial year	2001 / 2
	£
Total income	1,371,877
Total expenditure	1,326,040
Expenditure per pupil	2,095
Balance brought forward from previous year	95,261
Balance carried forward to next year	141,098

Recruitment of teachers

Number of teachers who left the school during the last two years	1.4
Number of teachers appointed to the school during the last two years	1.4
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1.7
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate 31%

Number of questionnaires sent out	623
Number of questionnaires returned	193

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	67	30	2	1	0
My child is making good progress in school.	71	27	2	0	0
Behaviour in the school is good.	55	40	3	1	1
My child gets the right amount of work to do at home.	32	47	15	3	3
The teaching is good.	71	28	1	0	0
I am kept well informed about how my child is getting on.	43	43	12	2	0
I would feel comfortable about approaching the school with questions or a problem.	73	20	4	2	1
The school expects my child to work hard and achieve his or her best.	72	27	1	0	0
The school works closely with parents.	51	39	6	3	1
The school is well led and managed.	73	24	0	2	1
The school is helping my child become mature and responsible.	72	24	3	0	1
The school provides an interesting range of activities outside lessons.	36	36	18	7	3

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

57. The arrangements that the school makes for the children in the Foundation Stage are good. Children join the school in the September before their fifth birthday. They attend for mornings only for the first few days. Parents attend a meeting and children visit the reception classes and meet their teacher informally before starting school. In this way, the school very successfully promotes a smooth transition from home to school and begins to establish links with parents. At the earliest stage, the school places great emphasis on ensuring that very good provision is made for any child whose special educational needs are identified. Most children enter school with above average levels of attainment for their age in personal, social and emotional development, communication, language and literacy and mathematical development. Their knowledge and understanding of the world, physical and creative development is average. The teachers, nursery nurses and the integration assistant work hard to ensure that the reception classes are lively and welcoming. This ensures that all boys and girls, including those with special educational needs and those for whom English is an additional language, settle securely into school life and are very well motivated to learn. They make good progress in all areas of learning and by the end of the Foundation Stage they attain or go beyond the early learning goals for children of their age. Most children attain well above the expected standards in personal, social and emotional development, communication, language and literacy and mathematical development.
58. The quality of teaching is consistently good. During the inspection, teaching was very good in more than one third of the sessions observed. The class teachers, nursery nurses and integration assistant work very well together. The support staff are clear about what the children are to learn in the course of each session. They support groups and individuals very purposefully. They make a very significant contribution to children's learning, both in class and in carefully prepared and well-structured play activities outside the classrooms. The teachers have a good knowledge and understanding of how young children learn and their detailed planning successfully incorporates the required areas of learning. They assess children's skills within their first half term at school, using local education authority materials. They observe and note children's achievements and create a range of records. However, current arrangements for assessing each child's progress throughout the Foundation Stage lack consistency and are unsatisfactory. The Early Years co-ordinator and the reception class teachers are currently tackling this issue. They are working to establish a common format for assessing each child's strengths and weaknesses in the areas of learning and using the results of this assessment to identify the next steps in their development and learning. The classrooms are thoughtfully organised with a good range of resources to stimulate children's curiosity and encourage them to become independent learners. Although children do not have ready access to a secure outdoor area, teachers plan a satisfactory range of activities to provide children with valuable opportunities to learn outside their classroom.

Personal, social and emotional development

59. Children attain standards of personal, social and emotional development well above that expected for their age. They are happy and quickly become used to the classroom systems. The teachers have high expectations of children's involvement and they respond very well. Almost all are confident and show a very good degree of independence in their approach to activities and daily routines. They respond promptly to instructions and put out and clear away equipment efficiently. They are highly motivated to learn, settling quickly to tasks and concentrating hard. They handle books and equipment carefully. When moving around school, as when they join Years 1 and 2 in the hall for assembly, they behave very sensibly and co-operatively. They are patient and take their turn, for

example, when having their drink and fruit each morning. Teaching in this area of learning is very good. Plans include topics, which successfully promote children's awareness of their own feelings and their ability to express them. For example, children look at a selection of 'face portraits' and talk in simple terms of their own experiences of being happy, sad or frightened. The teachers, nursery nurses and the integration assistant value each child's efforts and give lots of individual praise and support. Children have frequent opportunities to carry out particular jobs, which often involve co-operating with each other. For example, two children are encouraged to lift, carry and put away a box of building equipment after using it. Such arrangements very successfully build children's self-esteem and promote their confidence in learning and in their relationships with others.

Communication, language and literacy

60. Children attain very high standards of communication, language and literacy. The quality of teaching is good. Teachers plan a good range of worthwhile activities so that children successfully develop and use their skills. They have many well-planned opportunities to talk to adults and each other. For example, with the help of a glove puppet, children gain confidence in introducing themselves to the class group for the first time. The teachers, nursery nurses and the integration assistant ask well-directed questions, which successfully promote children's speaking and listening skills. Children enjoy sharing rhymes and stories such as 'The Gingerbread Man' and join in readily with repeated phrases. Carefully prepared activities successfully stimulate children's interest in letter sounds, reading and writing. Shortly after starting school, children begin to take home words to learn and books to share. They demonstrate confidence in handling and talking about books. By the time they leave the reception classes, almost all children are on the initial stages of reading. Teachers ensure that there are opportunities for children to experiment with mark making and writing as part of other activities, including role-play. For example, children make notes in the address book in the 'house'. Staff also encourage children to write their names on pieces of their work. Throughout the Foundation Stage, children regularly practise writing patterns and forming their letters carefully. By the end of their reception year, almost all children write familiar words independently. Most children write simple phrases and sentences, with higher-attaining children writing in a sequence of sentences, punctuated with full stops.

Mathematical development

61. Children develop very good mathematical understanding. They gain a very good sense of number, order and sequence through regular counting routines. When they join the school, children know the names of colours and common two-dimensional shapes. Most children count and sequence numbers reliably to 10 and beyond. Many recognise numerals to five or more. The quality of teaching is good. Teachers plan lots of lively activities and games, which effectively promote children's progress and boost children's enthusiasm and confidence in this area of learning. Staff seize opportunities to reinforce children's mathematical skills and check their understanding through well-directed questions. Also, in the course of the day, they regularly introduce number songs and rhymes, which successfully support children's learning.

Knowledge and understanding of the world

62. Children acquire a secure knowledge and understanding of the world through well-planned and stimulating topics. They learn about the properties of materials such as sand, water and dough by handling and working with them. They find out about living things through practical activities throughout the year. For example, they reinforce and extend their knowledge of animals by visiting a farm. They are very interested in investigating materials and objects. For example, children examining shells with the help of magnifying glasses are delighted to discover intricate patterns and shapes. They become increasingly

familiar with their local environment by walking around the school site and neighbourhood. They learn about the work of people in the community, including the crossing patrol warden and fire fighter, when they visit school and talk to the children. The teaching of this area of learning is good. Careful preparation ensures that many of the children's activities are linked to their current topic or favourite stories. This adds relevance to their work and stimulates their interest. For example, children gain a basic understanding of plans and maps by drawing 'story maps', for example, of Red Riding Hood's walk through the woods. Children have regular opportunities to operate equipment such as a tape recorder and use a range of simple computer programs. They also become familiar with other forms of technology, including a digital camera and programmable toys, which soundly supports their learning.

Physical development

63. Children develop sound physical skills and become very independent and confident in using a wide range of equipment, both in and outside the classroom. They move freely and safely in and around their classrooms, although space is sometimes restricted. Children have regular opportunities for vigorous free play outdoors, using a good range of large equipment and wheeled vehicles. Children enjoy regular opportunities to be active in physical education lessons when they move with control and avoid bumping into each other. They respond promptly to instructions. They jump, bounce and skip with confidence and satisfactory standards of co-ordination and balance. The quality of teaching is good. Within the classroom, planned activities satisfactorily promote children's physical development alongside other areas of learning. Children fit together jigsaws and a good variety of construction materials. They frequently use paintbrushes and simple tools such as scissors and demonstrate satisfactory manipulative skills.

Creative development

64. Children develop satisfactory creative skills. They join in readily with action songs and number rhymes. They have frequent opportunities to draw using pencils and a satisfactory range of markers. They have frequent opportunities to cut, paste, paint and print. Their art and craft activities successfully support other areas of learning. For example, they pinch, roll and squeeze clay to make animals following their visit to the farm. The quality of teaching is good. Staff ensure that stimulating materials and tools are accessible to the children, which very successfully promotes their independence and sense of responsibility. Children have ready access to percussion instruments and enjoy exploring and learning about sounds. They have frequent opportunities to sing and build up a good repertoire of songs. Teachers successfully encourage children to use their imagination by providing equipment such as the puppet theatre and carefully planning role play areas, such as 'The House of Bricks', which link with current topics and children's interests. These arrangements very successfully motivate children's involvement and promote their use of imaginative language.

ENGLISH

65. The school's arrangements for the teaching of English are very good.

Strengths

- Thorough planning results in effective teaching and standards that are well above the national average for boys and girls in both infant and junior classes.
- Pupils with special educational needs, English as a second language and those that join the school during the year receive very effective support and so make good and often very good progress.
- Throughout the school, pupils have a wide range of opportunities to read, write, listen and talk, both as part of English lessons and across the curriculum as a whole.
- The subject co-ordinator is encouraging good classroom practice, which she uses as the basis for the still developing policies.

Areas for improvement

- Teachers are not making enough use of assessment information to set targets or to match work to the needs of average and higher-attaining pupils. This, supported by informative marking, would help them to understand how to achieve further progress.
- The school does not have a systematic programme for monitoring of the quality of the teaching and learning in English.
- There is a need to monitor pupils' handwriting development in order to reduce inconsistencies in standards achieved.
- The new library, planned for the use of pupils in Years 3 to 6, will provide an opportunity to review the range and use of reading materials, including appropriate Internet access, and provide opportunities for improving pupils' research and reference skills.

66. In 2001, the standards achieved by pupils in the National Curriculum tests at the end Year 2 were well above the national average in both reading and writing. The results in English for pupils at the end of Year 6 were also well above the national average. At the end of both Year 2 and Year 6, a greater proportion of pupils attained or exceeded the nationally expected standard than in schools nationally or than in similar schools. Although boys performed slightly less well than girls did, this gap was much smaller than occurred in the country as a whole. The (unpublished) results for 2002 are even better. In both year groups, the proportion of pupils achieving the nationally expected standard is higher and in the Year 2 tests the proportion of pupils achieving the above average standard has improved in both reading and writing. Inspection evidence is entirely consistent with this emerging picture of high standards throughout the school.
67. Standards and the rate of progress in reading are very good. The school provides a variety of good information for parents and this includes advice on supporting reading. Some parents come in to school to help while others hear their child read regularly at home. The school keeps detailed records of each pupil's progress and the individual reading logs include comments from pupils, teachers and parents. This allows teachers to track pupils' progress and provide appropriate advice. Handwriting standards are variable and reflect different styles of teaching. The school recognises this and has plans to develop a more consistent approach.
68. The quality of teaching is good. Of the lessons seen, almost all were satisfactory or better and four out of five ranged from good to excellent. Pupils' work over the previous year provides clear evidence that teaching and learning are consistently good throughout the school. In the best lessons, careful planning allowed teachers to provide differently graded work for each child. In a Year 2 class, the planning was so detailed that the unexpected arrival of a Mandarin-speaking pupil had no effect on the pace or effectiveness of the lesson. As an added bonus, this pupil, who had been unable to speak a word of English, ended the lesson able to provide simple information about himself. This is typical of the sensitive support given to pupils who speak English as an additional language and explains why these pupils do equally as well as others in lessons and in the national tests.
69. Teachers are always friendly but firm. The children respond by developing a very positive attitude and look forward to their lessons. They enjoy the good humour and their self-confidence is high. Shyer pupils are gently drawn in to lessons and are encouraged by classmates. Pupils often applaud each other's work and successes. In one Year 3 class, pupils were learning a 'silent clap' so that others were not disturbed. A Year 1 boy had to imagine he was the dog character from a story. Within seconds, all the pupils were very absorbed in this role-play and were asking 'Dog' very perceptive questions.
70. The self-confidence of the pupils means that teachers can ask searching questions that make pupils think carefully. Their answers provide teachers with a clear picture of the

quality of their understanding and help to increase the range of learning of the whole group. In a Year 2 class a girl explained fluently why hearing 'Vee, Ee, Tee' would not frighten the character of 'Mog the cat', yet would understand the word 'vet'. In an excellent lesson in Year 6, demanding questions on a section from the book *'I am David'* revealed pupils' exceptional understanding of the dilemmas faced by a runaway boy refugee. This in turn led to a vigorous class discussion about the nature and description of fear. In another class, pupils could explain very clearly why the same David had chosen to adopt a god 'of still waters and green pastures'. The level of understanding of the higher-attaining pupils was at a standard more typical of secondary school.

71. In the most effective teaching seen, the final part of each lesson drew everything together and made sure that pupils understood and remembered important matters. At the end of a Year 5 lesson, the teacher used a piece of descriptive writing produced by a pupil, supported by one of the special educational needs co-ordinators, effectively to reinforce her teaching objectives. The crowning moment was the look of sheer delight on the face of a pupil with special educational needs when his careful description of a classmate was immediately recognised by the others. However, the quality of the closing sessions was not as good, often hurried or omitted altogether. This aspect of the teaching needs to improve if the best results are to come from careful planning.
72. Pupils are used to and obviously enjoy the challenges set by teachers. When pupils in infant and in younger junior classes are asked what is 'tricky' about their work, their eyes light up. They confidently identified which parts were harder for them and were able to explain very well how they had successfully tackled the problems. What they could not do, however, was describe clearly how they could do even better. This is because, while pupils' work is regularly marked, teachers do not use the National Curriculum descriptions or indicate the level of pupils' skills. Teachers praise good work, but do not usually provide a clear written description of why work was successful or otherwise. Because of this, many pupils are not sufficiently clear about what they can do to help themselves improve.
73. The school carefully collects performance data and charts the levels at which pupils are working from year to year. However, teachers are not making enough use of assessment information in their medium- and short-term planning, either to set improvement targets for individual pupils or to match their planning specifically to the prior attainment of individuals and groups within the class. In many lessons, teachers plan work at different levels for different pupils. However, this planning is usually based on target levels for the whole class and not on what individual pupils know, understand and can do.
74. Teachers' planning for both English lessons and for other subjects ensures that pupils have good opportunities to develop literacy skills across the curriculum as a whole. Pupils frequently read, carry out simple research, write and discuss as part of their work in subjects such as science, history, geography and religious education. Pupils also use ICT skills widely for drafting, editing and presenting written work. These links with other subjects make many tasks in English lessons more meaningful and add to the quality of pupils' learning.
75. The style of teaching widely adopted results in an emphasis on success and understanding. As a direct result, pupils are not afraid to make suggestions, listen carefully to each other and build on the ideas they hear. The co-operation between all pupils was remarkably good in all lessons seen. In Year 6, this extended to a rehearsal for a drama, song and dance performance for an assembly.
76. Good provision is made for integrating and supporting pupils for whom English is a second language. Bilingual books are available for those just starting to learn English, but there are few bilingual texts for readers that are more fluent. Delay in the development of the junior library provision is because the school is awaiting approval for a newly-designed

annex. This is needed urgently, as the present corridor-based facilities limit the range of opportunities to develop library skills. The school minimises this by placing as many books as possible in classrooms, but library classification and retrieval skills are not well developed. By contrast, the infant library area in the modern extension is bright, well stocked and well used by pupils and teachers.

77. The school uses the Birmingham Schools' Library Service well. Visits from the 'Book Bus' encourage pupils from reception onwards to feel excitement about reading. There have been visits from writers and Year 3 pupils recently visited a writers' workshop. Classrooms and corridors are filled with interesting things to read and teachers are careful to display key words and pupils' written work at every opportunity. The range of writing on display and in pupil's books is impressively wide and more than meets the requirements of the National Curriculum.
78. Under good leadership, the English faculty has already made great strides since the amalgamation. Teachers share information with each other and the English faculty works as an effective team. There is a clear sense of educational direction and teachers use the good classroom resources and the ICT facilities well. The part-time co-ordinator actively supports pupils and teachers in infant classes and in Year 3, but has too little contact with the other junior classes. The relatively limited monitoring of teaching is reducing the co-ordinator's capacity to achieve agreed improvements.

MATHEMATICS

79. Standards for 7- and 11-year-old pupils are well above those expected for their ages. The pupils' skills in numeracy are particularly strong and they have good knowledge and understanding of shapes and data handling. They apply this knowledge to problem solving with growing confidence as they progress through the school. From Year 2 to Year 6, pupils work in groups that are based on their prior attainment in mathematics and teachers match tasks to the overall ability of each group. As a result, pupils throughout the school make good progress. The learning is based on very specific targets from their individual education plans and this improves the progress that they make. By the time they are leaving the school, many pupils with special educational needs have made very good gains and achieve the nationally expected standard despite the difficulties that they face. Pupils who speak English as an additional language receive similarly well focused support. They work at a level that reflects their mathematical ability and receive the linguistic help that they need in order to succeed. This helps many such pupils to achieve high standards in their work in mathematics
80. Pupils in Years 1 and 2 develop a very good understanding of number and simple number operations. They also learn to understand and use accurately a range of related mathematical vocabulary. By the age of seven, pupils know the numbers that add together to make 20 and use these number facts to carry out simple addition and subtraction using larger numbers. They also identify three-figure numbers and understand the value of each digit. Pupils double and round numbers to the nearest 10 and apply these skills to simple calculations. They collect information to create simple bar charts and interpret simple information from them. Pupils tell the time using o'clock and half past. They know about equal fractions such as halves, quarters and thirds and give directions using clockwise and anti-clockwise. Pupils know the names of common shapes and understand the concept of simple symmetry and right angles. Pupils' good mental arithmetic skills are seen at the beginning of lessons when they calculate simple money problems and order a random group of three-digit numbers. Pupils follow instructions well, but some require further support to answer questions correctly.
81. Pupils in Years 3 to 6 have a very good knowledge of number and place value and calculate confidently to two decimal places. They know the times tables facts and recall

them quickly and accurately. Pupils recognise number patterns and use them to predict answers and some higher-attaining pupils in Year 3 use simple algebra to solve more difficult mental calculations. They collect data and represent it accurately in the form of graphs and charts and apply these confidently to problem solving and to making predictions, for example, on the basis of census data or to anticipate a customer's choice of car colour. Pupils understand the properties of shapes and use their understanding to find the area of irregular shapes, to make scale drawing and elevations and to solve problems involving rotational symmetry.

82. Standards in mathematics are high because teaching is consistently effective. The overall quality of the teaching of mathematics is good and in just over a quarter of the lessons observed, teaching was very good. Teachers have high expectations of pupils' behaviour and of their capacity to cope with challenging work. Where these are made clear to pupils, as, for example, in a Year 6 lesson on multiplication, they know where they stand and respond very positively. In mental arithmetic activities, teachers pose questions of varying difficulty and class activities present sufficient challenge to sustain pupils' interest and develop learning effectively. Teachers and support assistants use good methods to support those pupils who find difficulty. Through the use of skilful questioning, they enable pupils to work independently and with growing confidence. They use praise to encourage and involve all pupils in the lessons and make them feel valued. As a consequence, pupils feel secure and are prepared to take risks with their learning. There is often a quick pace and interesting activities that quickly engage pupils in their work. However, review and reinforcement sessions at the end of lessons are sometimes rushed with the result that valuable teaching and informal assessment opportunities are missed. Teachers use homework effectively to reinforce learning and the majority of pupils take pride in this.
83. The pupils obviously enjoy mathematics and respond very well to the challenges that teachers set. They volunteer answers and are eager to share their ideas. Pupils co-operate and work collaboratively together sharing equipment, listening to each other and discussing ideas sensibly. Their work is carefully and neatly presented and this helps with the accuracy of their calculations.
84. Planning of the mathematics curriculum is securely based on the model of the National Numeracy Strategy and the requirements of the National Curriculum. When planning is most effective, teachers plan for the range of abilities within the class or set they are teaching and for the particular needs of individual pupils. This was seen to good effect in a Year 2 lesson on numbers adding up to 10, where the teachers' plans showed exactly which pupils would require extra help and which needed more difficult tasks to extend them further. However, planning of this quality is not consistently in place throughout the school. Most teachers know the target levels for their class or set and usually plan work at a suitable level to help pupils to meet these targets. They do not always base their planning on a clear understanding of pupils' prior attainment in a particular topic or on an appreciation of what they need to learn next. This is unsatisfactory because it reduces the progress that some pupils make. There are suitable opportunities for pupils to develop numeracy skills through their work in other subjects. There is limited use of ICT within mathematics lessons, although pupils enjoy using the computer to test their speed answering tables facts. Some mathematics activities are planned during ICT lessons in the computer suite or as part of subjects such as science to directly complement work in mathematics. For example, pupils in Year 2 use ICT to reinforce their work on rotational symmetry and pupils in upper junior classes use the computer as a tool for creating graphs and charts, but develop their numeracy skills when they interpret the results.
85. The co-ordinator provides good subject leadership. He has good knowledge of the subject and leads a faculty of four teachers from across the school to monitor and evaluate developments. The co-ordinator shows a secure understanding of both the strengths and areas for development in this subject. As a result, relevant areas have been identified for

improvement. There are good resources for the subject and the teachers use these effectively. However, the co-ordinator does not receive enough time to carry out a really thorough examination of teachers' planning and of pupils' work or to observe the quality of teaching throughout the school. This is reducing the co-ordinator's capacity to achieve agreed improvements.

SCIENCE

86. In the 2001 national tests and assessments in science, the standards attained by pupils at the end of Year 2 were on a par with pupils in schools nationally, but below those in schools facing similar educational circumstances⁹. The results for pupils at the end of Year 6 were well above the average for all schools and for similar schools. The most recent (unpublished) results for 2002 show a marked improvement. More 7-year-olds attained the nationally expected standard and more 11-year-olds exceeded the nationally expected standard than in the previous year. Standards in some of the lessons observed were not as high as the most recent test results suggest, reflecting the fact that the term has only recently begun. However, pupils' completed work and other inspection evidence supports the picture of rising standards and attainment that is well above average by the time that pupils leave the school. Although the school is still only in its third year, standards over the past two years show a positive trend of improvement in relation to the national picture, especially for the higher-attaining pupils.
87. Taking into consideration children's attainment on entry to the school, all pupils, including those with special educational needs and those speaking English as an additional language, make good progress in their learning. This is because:
- the curriculum is well organised and places suitable emphasis on all aspects of science;
 - good teamwork amongst the teachers enables expertise to be used effectively;
 - teachers in junior classes make good use of whole-afternoon sessions to undertake substantial projects;
 - the programmes of work develop pupils' skills in experimentation and testing very effectively;
 - there is a good range of appropriate resources;
 - pupils' behaviour and attitudes are good. All the lessons observed were characterised by an atmosphere of purposeful activity because the pupils work well together.
88. The quality of teaching and learning is good throughout the school. Teachers' subject knowledge and understanding of the way pupils develop basic skills is secure. This was evident in a Year 5 lesson on 'sound' where effective questioning techniques made pupils think more carefully about how and why things happen. Similarly, in the Year 4 lesson on 'electricity' the teacher was explicit about terms such as 'appliances', 'batteries' and 'mains'. Teachers usually give pupils purposeful, clear and interesting tasks and they respond very well. Planning for investigative work is a strong feature, as exemplified in a Year 2 lesson where the pupils were able to spend plenty of time investigating the floating and sinking of different materials. There are good links between pupils' work in science and their work in other subjects. For example, the older pupils present scientific data using spreadsheets and various types of graph and in doing so reinforce both numeracy and ICT skills. Teachers organise their classrooms well and provide resources that allow pupils to work independently or collaboratively, as required. They give due attention to safety, as instanced by the Year 4 lesson on electricity. Teachers set homework when it is appropriate, often involving parents and carers in their children's learning.
89. Teachers' expectations are mainly appropriate and teachers' lesson planning takes into account the different needs of higher-, lower- and average-attaining pupils. However, in the Year 2 lesson on 'materials' the teacher was mostly reinforcing work learned last year.

⁹ Similar schools or schools facing similar circumstances are identified as those having a similar proportion of pupils entitled to receive free school meals. This is the benchmark used when the DfEE compares the performance of schools in the national tests.

Formal assessments take place at the end of topics and there are systems in place to ensure that information is passed from teacher to teacher. These procedures should ensure that teachers know exactly what pupils have already achieved and, therefore, what they need to learn next, but some teachers have yet to use this information effectively. Where pupils have special educational needs, teachers use personal targets well, often including issues such as spelling and presentation as part of the lesson. This improves the quality of their learning and helps them overcome the particular difficulties that they face. They now need to develop relevant scientific targets to ensure that there is consistent progress in this area too. Marking informs pupils of what they need to do to improve and teachers show respect for pupils' efforts. They now need to ensure that all pupils act on their advice and finish all their work when asked.

90. The leadership and management of the subject are good. Following the recent amalgamation, no time was wasted in putting in place a secure curriculum framework, which has enabled high standards to be achieved. Pupils in both Year 2 and Year 6 have the opportunity to benefit from joining the two science clubs at the end of the school day, with the Year 6 club also using the ICT facilities within the computer suite.

ART AND DESIGN

91. Pupils throughout the school attain high standards in their work in art and design. Around the school, pupils' carefully mounted and displayed work shows a good range of two- and three-dimensional work. By the age of 11, pupils are familiar with a wide range of materials, tools and techniques used in art, craft and design. For example, they confidently use pencils, paint, pastels and charcoal and are competent in printing, weaving, modelling, collage and batik. They also learn about and appreciate the work of other artists, in a range of styles and cultural traditions.
92. Pupils' knowledge and skills build progressively. Younger pupils use paint with assurance and show an awareness of shading in their pencil and chalk sketches of faces. In Year 2, pupils gain an awareness of foreground and background in composition. They observe and draw arrangements of objects with the help of cardboard viewfinders and compare their results with photographs they take with a digital camera. Year 3 pupils observe and draw portraits of their friends. They improve their skills by considering the proportion and relative position of facial features. In Year 4, pupils plan and select materials to create a collage which represents their dream. Year 5 pupils explore a range of containers, considering their functions and carefully recording their particular features in close observational drawings.
93. Pupils have ample opportunities to explore their ideas and develop their own designs. Year 6 pupils are confident and have the necessary skills to work independently. They are highly motivated to create original and futuristic headgear for a forthcoming 'Fashion Show'. Working very co-operatively in small groups, they consider the visual and tactile qualities of materials before selecting them for their exciting designs. Teachers, classroom assistants and integration assistants throughout the school boost pupils' confidence by responding very positively to their ideas and efforts. This ensures that all pupils are fully involved in art activities, including those with special educational needs and those for whom English is an additional language. As a result, pupils readily apply themselves to art projects and are very keen to discuss their current and completed work.
94. The quality of teaching is good. Teachers' subject knowledge is good and this enables them to present topics in a very lively, confident manner and stimulate pupils' interest with well-selected resources. This adds to the quality of pupils' learning. For example, in Year 4 the teacher very successfully promoted pupils' ideas about the portrayal of dreams by using video clips and examples of the work of artists, such as Marc Chagal and Joan Miró. Throughout the school, teachers plan and prepare lessons carefully so they proceed at a

good pace and maintain pupils' interest and enthusiasm. Teachers often plan art projects, which link with topics in other subjects. This adds relevance to their work and gives added purpose to pupils' learning. In work linked to history, for example, Year 2 pupils made clay tiles depicting timber framed houses and Year 3 pupils decorated Egyptian style pots. Pupils of all ages use their information and communication technology skills effectively to extend their learning in art. For example, Year 6 pupils produced high-quality computer-generated repeating patterns as part of their study of the work of William Morris.

95. The curriculum in art and design is rich and stimulating and is enhanced by a very good range of educational visits, visitors and special events that reflect the school's strong focus on the expressive arts. Pupils' learning in art makes a valuable contribution to their spiritual, moral, social and cultural development. For example, pupils' appreciation of the beauty of the natural world effectively supports their spiritual development, as seen in Year 4's environmental art undertaken during a visit to Woodgate Valley. Similarly, pupils' knowledge and understanding of the work of Western and non-western artists and craftspeople promotes their cultural development. Visitors, workshops and well-organised projects, such as the whole-school art exhibition, very successfully raise pupils' awareness and add to their enthusiasm for art. Notably, all pupils and staff worked with artists to produce individual clay tiles decorated with a self-portrait. Pupils are proud of this work, which is mounted as a large, striking wall mural adjacent to the playground.
96. The co-ordinator for art provides good leadership and supports colleagues well. Planning for art has been improved and is now based on national guidelines. Consequently, pupils experience a varied programme of activities that extends their understanding, skills and techniques as they move through the school. However, there are no consistent arrangements for the assessment of pupils' progress. Consequently, teachers do not have the information they need to plan pupils' work on the basis of a clear understanding of what pupils have achieved and what they need to learn next. This is unsatisfactory. The co-ordinator has no opportunities to systematically observe teaching and evaluate aspects of learning. This reduces his effectiveness in building on the strengths and addressing areas of weakness that exist in the current arrangements. A satisfactory range of resources is well organised in topic boxes to support teachers' planning and the presentation of their lessons.

DESIGN AND TECHNOLOGY

97. The school's arrangements for design and technology are good. Pupils' attainment meets national expectations by the age of 7 years and exceeds national expectations by the age of 11 years. Pupils with special educational needs and pupils with English as an additional language, in common with all others, make good progress because teachers consistently address the important designing and making skills as the pupils move through the school. The framework for teaching is sound because staff base their planning on nationally recognised programmes of work.
98. Pupils in Years 1 and 2 make a range of models, such as pop-up mechanisms and puppets, using various materials. They draw simple but effective plans of their work and evaluate their finished product. Pupils in Years 3 to 6 design and make products, such as musical instruments, slippers and books for the younger children. By the end of Year 6, they understand how structures can be made stable, disassemble products in order to evaluate them or to find out how they work and read and follow a design brief. They evaluate their work critically, identifying how parts of the making process or the finished product could be improved. The quality of their finished work is good, as instanced by the Year 6 work on fairgrounds, which consolidates all the skills they have acquired previously.
99. The quality of teaching is good overall. Teachers place correct emphasis on the teaching of investigative, designing, making and evaluative skills. They encourage pupils to think

correctly by the selective use of written prompts. Pupils' work in their sketchbooks is carefully marked and teachers include specific questions to extend pupils' thinking about their ideas. In the Year 3 lesson observed on 'structures', all pupils were learning good skills and techniques. The teacher was very explicit in her use of the key terms, such as 'function', 'materials' and 'stable'.

100. Pupils enjoy the subject and, as a result, they behave well and try hard. In the Year 6 lesson on 'structures', for example, there was not a hint of inattention and so the whole class was able to make very good progress in the time available. They work particularly well in teams, collaborating effectively in order to get the job done.
101. The subject is led by a committed and hard working co-ordinator. Consequently, there is a consistent approach to teaching the subject across the school and the monitoring that he undertakes ensures that pupils are achieving well.

GEOGRAPHY

102. Standards in geography meet national expectations by the end of Year 2, but are above national expectations by the end of Year 6. Pupils make sound gains in learning as they move through Years 1 and 2 and good progress as they move through Years 3 to 6. This is because:
 - teachers place sound emphasis on developing important skills and the subject is well represented in all years;
 - there is a scheme to ensure that work builds carefully on previous learning;
 - the leadership of the subject is sound, although the role of subject co-ordinator requires development;
 - the quality of teaching is at least satisfactory and is often good;
 - educational visits, such as into Harborne, Sarehole Mill and The Stables Environmental Centre are used widely to help bring the subject to life for pupils and help to enrich the curriculum;
 - pupils clearly enjoy geography because most take pride in their work; they complete tasks thoughtfully and present them neatly and carefully.
103. Pupils learn about their own community as well as contrasting localities and gradually acquire a geographical vocabulary. By the end of Year 2, pupils know about localities beyond their own. For example, they compare Blackwell, a rural village, with their own urban community, identifying similarities and differences and locate places they have visited for their annual holiday on a world map. Year 4 pupils understand how localities change, what causes pollution and how conservation can help improve matters. By the end of Year 6, pupils complete a detailed study of a mountainous area to levels which are mostly above nationally expected standards. They know about the effects of tourism, how to protect a mountain environment and understand how the water cycle works.
104. Pupils also develop their mapping and some of the skills of geographical enquiry that help them extend their understanding. Year 1 pupils complete a 'picture map' of their journey from home to school. Pupils in Year 2 complete a map of the United Kingdom showing its countries, with the help of information and communication technology. Year 3 pupils study aerial photographs of the locality, begin to find countries using an atlas and start to use suitable symbols to represent features on their own maps. Year 4 pupils use four-figure grid references to locate features on maps and by the end of Year 6, pupils use and interpret world maps with a good degree of accuracy.
105. However, there are some weaknesses in the current arrangements, which prevent pupils from making the best possible progress. These are as follows:
 - there are no consistent approaches to assessing pupils' attainment and progress as they move through the school. Consequently, work is not always matched to

pupils' different abilities;

- mapping skills are not always taught in logical sequence. For example, maps showing the countries of the United Kingdom are completed at the same level in Years 3 and 5 and a study of the world's climate zones is too difficult for most Year 3 pupils;
- there has been no recent audit of resources to advise teachers of what is available and the school currently possesses few globes to help teach mapping skills;
- some tasks given to pupils, such as colouring, are overused in some classes and do not help develop important skills;
- links with information and communication technology are evident, such as when Year 5 pupils complete a plan of the classroom, but require further development;
- the co-ordinator has no opportunity to monitor teaching and learning so some of the current weaknesses are going unchecked.

106. It was only possible to see one geography lesson during the inspection. Therefore, there is insufficient evidence to make judgements about the overall quality of teaching and learning or about pupils' response to the teaching of geography. In the lesson seen, teaching was good. The teacher had secure subject knowledge and was able to pose good questions that extended pupils' understanding. Her use of resources was effective and helped to underpin pupils' learning, as did the positive relationship that the teacher had established with her class. These positive features increased levels of interest and involvement, built pupils' confidence and helped them to make good progress during the lesson.

HISTORY

107. Standards in history meet national expectations by the end of Year 2, but are above national expectations by the end of Year 6. Pupils make sound progress in developing their knowledge and understanding of events, people and changes in the past as they move through Years 1 and 2, but good gains in learning as they move through Years 3 to 6. This is because:
- history is secure within the curriculum, with all components represented;
 - within the limitations of the role, the subject is well led and there are clear plans for its continued development;
 - teachers make good use of resources such as historical objects and photographs to instil interest and involvement among pupils;
 - visits, such as to Selly Manor by Year 5 pupils and the local church by pupils in Year 2, and visitors, such as those who led a successful 'Egyptian Day' for Year 3 pupils, enrich the curriculum and are used well to develop important skills;
 - carefully planned links with other subjects, especially with literacy through the emphasis on writing for different purposes, help to extend pupils' learning;
 - teachers present history in different ways to increase motivation among pupils;
 - pupils are given greater responsibility for their own learning through the emphasis given to independent and group project work, which is mostly of a high standard and neatly presented.
108. By the end of Year 2, pupils have a satisfactory understanding of people and events from the past. They compare features of people's lives in the past with their experience of the present day and identify similarities and differences between now and then. For example, pupils know about the life and work of Florence Nightingale and compare hospitals during the Crimean War with those in Birmingham today. They look at the development of beachwear during the 20th century in work about the changing nature of seaside resorts. They learn where and why the Great Fire of London began, why it spread so quickly and how long it lasted. By the end of Year 6, pupils compare the lives of rich and poor

Victorian children, learn about Victorian schools and make comparisons with their own lives. They discover how the Second World War started and find out about air raid precautions. Pupils' understanding of the passage of time is emphasised as they move through the school. For example, timelines are widely used, such as in work on the Romans in Year 4. Teachers give good emphasis to historical enquiry to aid learning. For example, in Year 6 they use census returns to enable pupils to appreciate why they can be a useful source of information. Links with information and communication technology are evident in work, such as through historical research using Internet sources, undertaken by pupils in Year 6. Pupils' work in history also effectively supports their development of literacy skills. Pupils undertake an impressive range of writing, including factual and biographical accounts, letters, lists, imaginative accounts and research presentations, all of which add to pupils' competence in the use of English.

109. Teaching and learning are sound in Years 1 and 2 and good in Years 3 to 6. Most teaching seen during the inspection was good. Good features of lessons include secure subject knowledge, good questioning to aid learning, an enthusiastic approach and good use of praise, all of which help to generate interest and involvement among pupils. Because of these good features, pupils' attitudes to learning were good in all lessons seen, with pupils taking pride in their work. Group tasks seen made a good contribution to pupils' social development.
110. There are, however, weaknesses in the school's arrangements, which prevent pupils from making the best possible progress. There are no agreed procedures for assessing pupils' progress or recording the skills that they have. This reduces the effectiveness of teachers' planning for pupils of differing abilities when new topics begin or at the start of a new school year. Some teachers make too much use of tasks, for example involving colouring, that do not extend pupils' historical understanding. There has been no recent audit of resources to ensure all teachers know what is available to support learning in the subject. The co-ordinator is not able to gain a complete grasp of the subject's strengths and weaknesses because the school does not provide enough time for her to monitor teaching and learning regularly.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

111. By the end of Years 2 and 6, standards meet national expectations. However, the rate at which pupils are gaining knowledge, understanding and skills is improving rapidly. In relation to their prior attainment in the subject, pupils are achieving well and are making good progress. Factors that are helping to raise standards and improve progress include:
- improved resources; teachers now have the hardware and software that they need to teach all aspects of the ICT curriculum thoroughly;
 - improved confidence and competence amongst staff; the quality of teaching seen during the inspection was good. Recent training has provided most staff with the necessary knowledge and understanding to use the school's resources effectively;
 - teaching meets the needs of all pupils; pupils with special educational needs, and those speaking English as an additional language receive effective support in normal classroom activities and this enables them to be fully included and to make good progress in acquiring both skills and knowledge;
 - teaching requires pupils to be independent and to take responsibility for their work; tasks are open-ended and so enable pupils to make choices and find their own solutions. This challenging and thought-provoking work is resulting in rapid progress for many pupils;
 - planning to national guidelines; all strands of the ICT curriculum receive suitable emphasis and pupils' learning builds more systematically on what has gone before;
 - ICT integrated into the curriculum as a whole; frequent planned opportunities for pupils to use their ICT skills purposefully in the context of other subjects improves the quality of their learning and adds to the progress that they make.

112. By the end of Year 2, most pupils are thoroughly comfortable using a computer and have the necessary basic skills to work independently. They know how to switch the computer on, log on to the network and open the desired program. They are familiar with several simple programs that provide tools for word processing, information handling and creative applications such as drawing and painting. They know how to use several of the buttons on the toolbars and this allows them to edit or enhance their work quite efficiently. For example, pupils at the beginning of Year 2 enter transport data into an information handling program, select appropriate graphics for their pictograms, command the computer to create the charts and finally print out their results. Most achieve this with the minimum of support, working confidently and making choices and decisions as they proceed.
113. By Year 6, pupils undertake more complex tasks. For example, they use the Internet to conduct research that is relevant to their work in other subjects but, whilst doing so, gain insights into search engines and evaluate the efficiency of competing service providers. By the end of Year 6, pupils have a good knowledge of the educational opportunities offered by the Internet and most of them make frequent use of these facilities to help them produce extended pieces of writing in English, history and science. These topic booklets show that pupils use their ICT skills to produce documents of high quality, importing pictures and illustrations effectively to supplement the script. The imaginative way in which they change the size, style and colour of font to emphasise different areas of the document shows that pupils have very good understanding and knowledge of what can be achieved in word processing.
114. Pupils throughout the school respond very well to the teaching of ICT. Younger pupils find the school's very good resources exciting but use them safely and very sensibly. They are attentive to their teachers and follow instructions carefully. They happily share, take turns and help each other to learn. Older pupils are increasingly confident and independent in their approach to tasks. They are very thoughtful and determined to succeed. They rise to the challenge to do their best.
115. The co-ordinator provides very good leadership for the subject. He has played an important role in establishing the effective use of the computer suite, in the training of staff and in the introduction of the scheme of work. He has regular opportunities to work alongside colleagues or to monitor classroom practice. This allows him to use his considerable personal knowledge and skill very effectively to support and encourage his colleagues as and when the need arises. However, there is no whole-school procedure for assessing pupils' performance in the subject. The co-ordinator is currently working to devise a system. This will be an important development because, while other teachers know their pupils well and are fully aware of their strengths and weaknesses, the information is not consistently used to influence future planning for individuals and groups within the class.

MUSIC

- 116. Pupils reach the expected standards in music by the end of Year 2. As they progress through the school they have increasing opportunities to reinforce and extend their learning so that they exceed the nationally expected standards by the end of Year 6.**
117. Pupils have regular opportunities to sing, play musical instruments, create and develop musical ideas in composition, listen to and appraise music. Teachers, classroom assistants and integration assistants are committed to ensuring that pupils with special educational needs and those for whom English is an additional language are fully involved in musical activities. This enables them to make as much progress as other pupils. Pupils know a wide range of songs. They control their voices well and sing tunefully and with confidence. In assemblies, they sing hymns joyfully and with good expression. Year 1 pupils increase their awareness of sounds in and around the classroom. They listen carefully and try to identify the noises they hear in work related to their science topic. In Year 2, pupils listen to a tape recording of everyday sounds. They enjoy identifying and distinguishing between long and short sounds. Pupils in Year 3 make satisfactory progress in learning about the potential of the voice as an instrument as they work in small groups to create sound effects to accompany a story. By Year 5, pupils rehearse and sing with increased awareness and control of pitch, breathing, posture and sound projection.
118. All pupils are invited to join the choirs organised by the music co-ordinators. In addition, Year 2 pupils have the opportunity to learn the recorder. Pupils in Years 3 to 6 have opportunities for tuition in a broad range of string, brass and woodwind instruments. This very significantly promotes the learning of the high number of pupils involved. Throughout the school, teachers plan a wide variety of performances, including assemblies, concerts and biannual musical productions. These occasions enable pupils to gain experience of performing for a range of audiences and give opportunities for their efforts and achievements to be celebrated. They have also culminated in the school achieving the Arts Mark, gold standard, in recognition of the very good range and quality of this aspect of the school's work. Occasional initiatives, such as the choir singing for the Lord Mayor at the Council House and the choir and orchestra's recent music tour to France, where they performed in Notre Dame cathedral and at Euro-Disney, very successfully boost pupils' enthusiasm for the subject. In all of these ways, pupils' learning in music makes a very valuable contribution to their spiritual, moral, social and cultural development.
119. The quality of teaching is satisfactory in Years 1 and 2. Teaching is good overall in Years 3 to 6, where organisation of the timetable enables some teachers to arrange for music lessons to be taught by the more skilled and experienced teacher. Teachers plan their lessons carefully to include varied and interesting activities. This active involvement increases pupils' enjoyment of music and improves their learning. A notable feature of teaching is the very good relationships teachers maintain with their pupils. Their ready praise and patience promotes pupils' confidence. Pupils are keen to take part in musical activities and they behave very well. However, there are no consistent arrangements in place for assessing pupils' progress and ensuring that planned tasks closely match pupils' abilities. This is unsatisfactory. In most of the instances observed, pupils were given similar tasks, with not enough reference to their individual skills and experience. This limited the progress of more able pupils in these sessions.
120. The enthusiastic co-ordinators are committed to encouraging pupils' enjoyment of music and to raising standards in the subject. They have recently introduced a scheme of work which incorporates national guidance. This supports teachers well and gives structure to planning for the progressive development of pupils' musical skills. However, there are no regular opportunities for the co-ordinators to monitor teaching and to evaluate aspects of pupils' learning. This reduces their capacity to build on the strengths and to rectify areas

of weakness that exist in the current arrangements. There is a good range of resources, which are well maintained and used well to promote pupils' learning. Visitors to the school work with pupils and successfully extend their knowledge and understanding of a range of music from different times and cultures, including African and Asian musical traditions. Pupils perform on their instruments or teachers play a range of recorded music as pupils enter and leave assembly. This promotes pupils' awareness and listening skills.

PHYSICAL EDUCATION

121. By the end of Years 2 and 6, pupils reach the expected standard in all aspects of the physical education curriculum that were seen during the inspection, although the work of Year 6 pupils in dance was of a higher standard than that normally produced by pupils of this age. Inspection evidence and teachers' planning for physical education indicate that all elements of the National Curriculum receive appropriate attention and that the school extends the basic curriculum by providing an extensive range of sporting activities and special events outside of normal lessons. These include competitive events and residential visits that include opportunities for outdoor and adventurous activities. Pupils of all levels of attainment make satisfactory progress in the areas covered. Pupils with learning and behavioural difficulties receive good support that enables them to take a full part in most physical education lessons, experience success and make sound progress.
122. Pupils at the very beginning of Year 1 are sufficiently well co-ordinated to move effectively on apparatus. They balance, climb, jump and land safely and are beginning to find original ways of linking their movements. Pupils in Year 2 broaden the range and quality of their gymnastic movement. Their travelling, stretching, twisting and balancing is more controlled and their sequences more original. Pupils in Years 3 to 6 move expressively in response to music, portraying ideas and feelings effectively. They control and co-ordinate their movements well, altering the rhythm, speed and level of their movements in response to music, sound effects or text. For example, pupils in Year 3 express feelings and emotions such as holiday moods, tranquillity or sadness, while Year 6 pupils perform to a high standard when portraying characters from 'Oliver Twist'. Pupils in Year 6 also have satisfactory games skills; they handle, pass and receive a ball effectively, using the skills of basketball and netball, and are beginning to use basic tactics in their simple games. Most pupils know the importance of warming up before exercise and older pupils devise suitable routines to exercise different parts of their bodies. All pupils have the opportunity to learn to swim and most reach the expected standard by the time that they leave the school.
123. The quality of teaching and of pupils' learning is satisfactory. Teachers' planning is sound. It identifies appropriate objectives. When these are shared with pupils, for example in an effective games lesson in Year 6, they give a clear focus to teaching and learning that improves pupils' progress. However, because there are no agreed procedures for assessing and recording pupils' attainments in physical education, most planning is based on broad target levels from the National Curriculum, rather than on what pupils know, understand and can do. Teachers have secure subject knowledge. They give clear explanations and monitor pupils' response carefully. This ensures that all pupils are able to work confidently and to make appropriate progress, as, for example, in the Year 2 gymnastics lesson.
124. Most teachers have successfully established positive patterns of behaviour and response and, as a result, most pupils respond well. They use an appropriate balance of praise and challenge. This allows lessons, such as dance with Year 6, to flow, keeps pupils active and involved and effectively maintains the pace of their learning. However, when pupils are inactive because the teacher spends too long talking to them, their behaviour sometimes deteriorates.

125. The co-ordinators for physical education provide satisfactory subject leadership. They have provided additional support for teachers' planning and have maintained the school's resources so that they are sufficient to allow teachers to teach to the recently introduced guidelines. However, there are no arrangements to allow the co-ordinators to monitor teaching and to evaluate aspects of pupils' learning. This reduces their capacity to build on the strengths and to rectify areas of weakness that exist in the current arrangements.

RELIGIOUS EDUCATION

126. Standards achieved at the end of both Years 2 and 6 are above those expected in the locally agreed syllabus and for pupils of similar ages. By the age of 11, the pupils' knowledge of world religions and of religious symbolism, beliefs and practices is above that normally expected, as is their understanding of the importance of their actions and how these can affect others. Pupils with special educational needs and those speaking English as an additional language are fully included in all aspects of the subject and make good progress alongside others in the class.
127. The pupils in the infant classes learn about Jesus as one of the special people in Christianity. As they progress, they begin to learn about the religious faiths other than their own. By using artefacts and telling stories, the teachers bring lessons to life and present pupils with concrete examples to help them with their learning and understanding. By the end of Year 2, they understand different aspects of religions and respect the beliefs and rituals of others. Pupils name some of the different celebrations of other faiths and know the times of year when these take place. The pupils learn about the major Christian festivals and the Hindu and Sikh festival of Diwali. They study aspects of Islam through looking at how religious belief affects the life of a Muslim family. This is made meaningful by looking at the call to prayer and occasions of religious significance such as Ramadan and Eid. They are developing the confidence to explore their feelings and how they feel when certain things happen.
128. Pupils in Years 3 to 6 greatly extend their knowledge of other world faiths. Their studies of different places of worship, sacred texts and rituals develop a good understanding of what is special to different people and why. Their studies of Christian, Sikh, Hindu, Muslim, Buddhist and Jewish faiths enables pupils to compare similarities and differences between them. Discussion and reflection help the pupils understand and evaluate others' points of view. For example, some pupils were beginning to learn about sacred texts. In the introductory discussion in a lesson observed, pupils showed a high level of knowledge about religious symbols and were articulate explaining their understanding. They watched a video and Sikh pupils in the class explained and answered questions about the Guru Granth Sahib. Older pupils also have the opportunity to discuss significant rites of passage, such as death, and explore their feelings about significant life events.
129. In the lessons seen, teaching and learning were at least satisfactory and at times good or very good. Planning is thorough and teachers use interesting ways to introduce topics. Teachers make clear links with assembly themes and this effectively reinforces pupils' learning. This was seen to good effect when pupils in Year 1 explored the theme of friendship and how to include new pupils in school life and this was taken up in the day's infant assembly. Teachers lead discussions well, extending pupils' listening skills. A strong point in many of the lessons is the way teachers give careful explanations that are often used as discussion points when pupils can ask questions to clarify their thoughts. Teachers make good use of artefacts and the experiences of pupils of different faiths as sources of information. Pupils' learning becomes more meaningful when their friends take on the role of teacher.
130. All staff treat religious artefacts and the beliefs of pupils from minority ethnic groups with respect. This is reflected in the positive attitudes of all pupils. They listen attentively and

ask thoughtful questions as they develop understanding of the significance of religion to different cultures. In this way, work in religious education contributes effectively to pupils' wider spiritual and cultural development. Similarly, there are productive links between religious education and other areas of the curriculum. For example, pupils' work on aspects of Islam links with art, mathematics and ICT when they use the computer to make repeating symmetrical patterns similar to those found in mosques and other buildings in Muslim countries. Pupils also reinforce their literacy skills through a range of discussion and written tasks, particularly in upper junior classes.

131. The co-ordinator has a very good understanding of the subject. She has produced effective schemes of work to ensure that pupils' learning builds progressively on what has gone before. These provide very useful additional guidance for teachers about the content of their lessons and suggest suitable learning objectives for pupils' learning. The school has a good range of resources to support the teaching of religious education and the school's good contacts within the community result in educational visits and visitors to school that help to improve the quality of pupils' learning. However, the use of assessment in planning for pupils of differing abilities and the monitoring of teaching and learning within the subject have not yet been developed to the point where they impact on standards and the overall quality of teaching and learning in this subject.