

INSPECTION REPORT

BROAD HEATH PRIMARY SCHOOL

Foleshill, Coventry

LEA area: Coventry

Unique reference number: 103672

Acting Headteacher: Mrs Jane Frankish

Lead inspector: Mr Andy Bond

Dates of inspection: 26th – 29th January 2004

Inspection number: 255612

Inspection carried out under section 10 of the School Inspections Act 1996

© Crown copyright 2004

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

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3-11
Gender of pupils:	Mixed
Number on roll;	205
School address:	Hanford Close Coventry West Midlands
Postcode:	CV6 5DP
Telephone number:	024 7668 9558
Fax number:	024 7666 4176
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr R Ratcliffe
Date of previous inspection:	24 th June 2002

CHARACTERISTICS OF THE SCHOOL

Broad Heath is an average sized community primary school with 205 pupils, plus 28 children in the nursery receiving part-time education. The school serves a diverse area, parts of which are socially and economically disadvantaged. Free school meals entitlement is above average with 45 per cent of pupils qualifying. Overall, social and economic factors are judged to be well below average. Children enter nursery with levels of attainment that are well below average.

Pupils are drawn from a wide range of ethnic and cultural backgrounds, which includes Asian, UK white heritage and Black African. There are eight pupils whose parents are asylum seekers. Overall, 75 per cent of pupils do not have English as their first language. A half of all pupils are at an early stage of learning to use English.

The percentage of pupils identified as having special educational needs is 26 per cent, which is above the national average. Most of these pupils have moderate learning difficulties. There is one pupil with a statement of special educational needs. The proportion of pupils who leave or join the school part way through the school year is slightly above average.

The school was last inspected in June 2002, when it was judged to have serious weaknesses. Since that time, there has been a significant number of staff changes. The headteacher and deputy headteacher have taken early retirement and a number of other, long established staff have left. The school is being led and managed by an acting headteacher. A deputy headteacher is expected to be appointed at the end of the spring term.

The school is involved in the Children's Fund Initiative and the Intensifying Support Project.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
17263	Mr Andy Bond	Lead inspector	English Science Geography
9086	Mrs Rosalie Watkins	Lay inspector	
33207	Mrs Linda Johnson	Team inspector	Mathematics Art and design Design and technology History Music Physical education Special educational needs
22841	Miss Pat Jackson	Team inspector	Information and communication technology Religious education The Foundation Stage curriculum English as an additional language

The inspection contractor was:

Criterion School Inspections

*Juniper House
23 Abbots View
Abbotswood
Cinderford
Gloucestershire
GL14 3EG*

Any concerns or complaints about the inspection or the report should be made initially to the contractor. The procedures are set out in the leaflet '*Complaining about Ofsted Inspections*', which is available from Ofsted Publications Centre (telephone 07002 637833) or Ofsted's website (www.ofsted.gov.uk).

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6-7
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	8-12
Standards achieved in areas of learning, subjects and courses Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	12-17
Teaching and learning The curriculum Care, guidance and support Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	17-18
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	19-31
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	32

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Broad Heath Primary School is an effective school, which gives satisfactory value for money. Standards are average by the end of Year 2, but well below average by the end of Year 6. However, there are clear signs of improvement in standards. Teaching and learning are good throughout the school. Overall, the leadership and management of the school are good. Pupils have positive attitudes to their work and there is a very good ethos in the school, which is having a favourable impact on school improvement.

The school's main strengths and weaknesses¹ are:

- Pupils generally achieve well throughout the school, but in Years 5 and 6 achievement is satisfactory because pupils have not always experienced good teaching in previous years and, as a result of this, standards are well below average at the end of Year 6.
- The quality of teaching and learning is good, but teachers could plan better for the higher-attaining pupils in their classes.
- The school is led and managed by the acting headteacher very well.
- The provision for pupils with special educational needs and those for whom English is an additional language is very good and this enables these pupils to make good progress.
- Children in the nursery and reception classes are given a very good start to their education.
- The curriculum provision is good and there is a very good ethos for learning.
- Subject co-ordinators are knowledgeable, but they need more opportunities to develop management systems.
- Attendance levels are improving slowly, but are still below average.

The school was last inspected in June 2002 when it was judged to have serious weaknesses; this is no longer the case. The previous weaknesses lay in low standards by the end of Year 6, unsatisfactory leadership and management, and underdeveloped procedures for assessment. Since that time all the issues have been tackled effectively and there has been a good level of improvement. Standards still need to improve in the upper part of the school, but there are clear signs that this is happening steadily.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	E*	E	E*	E*
Mathematics	E*	E	E*	E*
Science	E*	E	E	E*

Key: A - well above average; B - above average; C - average; D - below average; E - well below average; E - lowest five per cent
Similar schools are those whose pupils attained similarly at the end of Year 2.*

Overall, pupils' achievement levels are satisfactory by the end of Year 6. Children in the nursery class begin school with attainment that is well below average. They achieve well in the nursery and reception and by the time they begin Year 1 most have improved, but standards are still below average because they have not reached the early learning goals². In Years 1 and 2, pupils achieve well and reach average standards in reading, writing, mathematics, science and many other subjects by the end of Year 2. By Year 6, standards are judged to be well below average in English and science, below average in mathematics, information and communication technology, religious education and history, and average in art and design. The lower standards reached by older pupils arise because, as was noted at the time of the last inspection, in previous years teaching was not good enough; this is no

¹ The strengths and weaknesses are listed in order of significance.

² The early learning goals set out what children should achieve by the time they reach the end of the reception year in primary school.

longer the case. Compared with schools in a similar context, standards are well above average by the end of Year 2, but well below average by the end of Year 6. Pupils with special educational needs achieve well because of the very good support provided by the school. Similarly, those pupils for whom English is an additional language achieve well because the school has very good support systems to improve their learning of English.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are good. Pupils have positive attitudes to school and their behaviour is good both in school and at break-times. Attendance levels were poor until recently but are now improving. Punctuality is unsatisfactory; a number of pupils often arrive late for school in the morning.

QUALITY OF EDUCATION

The quality of education provided by the school is good. Teaching and learning are good overall. Teaching and learning are very good in the nursery and reception classes. The learning of pupils in Years 5 and 6 is satisfactory. Teaching assistants support pupils very well and have a particularly strong impact on improving the learning of pupils with special educational needs and those for whom English is an additional language. Teachers generally use effective and stimulating methods and encourage pupils to work hard. Planning is undertaken thoroughly and ensures that pupils make good gains in their acquisition of skills, knowledge and understanding. Teachers have high expectations of what pupils can achieve, but they could cater better for the higher-attaining pupils, by setting more challenging work.

The curriculum provision is good and caters well for the ethnic diversity of all the pupils in the school. Pupils' personal development is supported well, including personal, social and health education. There is a very good ethos for learning, because teachers give pupils encouragement to do well and help each other. Care, guidance and support procedures are good and pupils feel comfortable about approaching adults in school for help and advice. Links with parents are good and relationships with other schools within the local community are developed satisfactorily.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good. The acting headteacher has a very clear vision for future school development. Her leadership and management of the school are very good, being responsible for establishing a very strong team spirit within the school and demonstrating a clear determination to raise standards. The subject co-ordinators, many of whom are comparatively new, are developing their leadership roles well, but they need more opportunities to improve their expertise and management skills. The governors fulfil their responsibilities satisfactorily and the school meets all its legal requirements. The governors are improving their understanding of the strengths and weaknesses of the school.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The vast majority of parents are pleased with the quality of education and the improved leadership and management of the school. Some have concerns about bullying but recognise that the school copes effectively with any incidents so that fewer problems now arise. Pupils have positive views of the school overall, but some say that some older pupils could behave better.

IMPROVEMENTS NEEDED

The inspection team recognises the good levels of school improvement in a comparatively short period of time. The most important things the school should do to improve further are:

- Continue to raise standards by the end of Year 6, especially in English, mathematics and science.
- Cater more effectively for the higher-attaining pupils, so that the work set is more challenging and they reach higher standards.
- Develop the roles of the subject co-ordinators in the management of their subjects.

- Raise attendance levels.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Standards are average by the end of Year 2, but well below average at the end of Year 6. Achievement levels are good in the nursery, reception and Years 1 to 4, but satisfactory in Years 5 and 6.

Main strengths and weaknesses

- Standards are average at the end of Year 2, and well above average for similar schools, but, by the end of Year 6, standards are well below average.
- Much of the work set for higher-attaining pupils is not challenging enough and this means that they do not reach their full potential.
- Pupils achieve well from nursery to Year 4, whereas, in Years 5 and 6 pupils achieve satisfactorily.
- The new procedures put into place by the acting headteacher and senior management team are making a positive impact on standards and pupils' achievement.
- Very good provision for special educational needs and English as an additional language ensures that these pupils achieve well.

Commentary

1. Standards at the end of the reception year are below the early learning goals. Children enter the nursery with well below average standards in personal, social and emotional development, mathematical development, communication, language and literacy, creative development, physical development and knowledge and understanding of the world. However, the very good teaching and learning they experience in the Foundation Stage³ ensures that achievement levels are good.

Standards at the end of the Reception Year

Personal, social and emotional development	In line with expected levels
Communication, language and literacy	Below expected levels
Mathematical development	Below expected levels
Knowledge and understanding of the world	Below expected levels
Physical development	Below expected levels
Creative development	Below expected levels

2. The results of the national tests in 2003 showed that pupils in Year 2 attained average standards in reading, writing and mathematics. In science, teachers' assessments also indicate that average standards are reached by the end of Key Stage 1⁴. Compared with schools in a similar context, standards are well above average in reading, writing and mathematics. Results have improved generally over the last four years because of the consistently good teaching in Key Stage 1 and the good foundation of literacy and numeracy skills laid down in nursery and reception classes. Girls do better than boys in reading and writing, but there are variations from year to year. Overall, differences in performance are not significant over time. Inspection judgements equate with national test results at the end of Key Stage 1. In all the remaining subjects inspected, standards are judged to be average; that is in information and communication technology, religious education, history, and art and design.

³ The Foundation Stage caters for children from the age of three to the end of the reception year.

⁴ Key Stage 1, sometimes referred to as the infants, caters for pupils aged between 5 and 7 and refers to pupils who are in Years 1 and 2.

Standards in national tests at the end of Year 2 – average point scores⁵ in 2003

Standards in:	School results	National results
Reading	15.8 (15.6)	15.9 (15.8)
Writing	14.7 (14.7)	14.8 (14.4)
Mathematics	16.4 (16.7)	16.4 (16.5)

There were 29 pupils in the year group. Figures in brackets are for the previous year.

- The results of the national tests in 2003, taken by pupils at the end of Year 6, were well below average in English, mathematics and science. In English and mathematics, the results were in the lowest five per cent nationally. No pupils reached the above-average Level 5 in English and only 14 per cent of pupils gained this higher standard in mathematics. In science, the percentage of pupils attaining the above-average standard was better; being 21 per cent of the year group overall. A quarter of the group taking the tests did not reach the below-average Level 3 in English and mathematics. Compared with similar schools, results were also well below average, with those for English being in the lowest five per cent nationally. Levels of achievement in Key Stage 2⁶, based on test results from four years earlier at the end of Key Stage 1, show pupils' progress to be very poor.
- There is no significant difference in the performance of boys and girls in Key Stage 2 national tests, although girls do better than boys in mathematics, which is contrary to the national trend. Analysis carried out by the school shows that there are no significant differences in the standards attained by pupils drawn from different ethnic backgrounds. Inspection judgements for the pupils presently in Year 6 are slightly better. Standards in mathematics are judged to be below average, and English and science standards are still well below average, but improving steadily. A higher percentage of pupils are expected to reach average and above average standards in national tests in 2004; although standards still remain too low in Key Stage 2. Standards in information and communication technology, religious education and history are below average in Year 6, but in art and design they are average. The improved provision, better teaching and learning and stronger leadership in the core subjects is gradually making inroads into underachievement in Key Stage 2, most noticeably in Years 3 and 4.

Standards in national tests at the end of Year 6 – average point scores in 2003

Standards in:	School results	National results
English	21.6 (24.1)	27.0 (27.0)
Mathematics	23.1 (25.3)	27.0 (26.7)
Science	25.7 (26.0)	28.8 (28.3)

There were 29 pupils in the year group. Figures in brackets are for the previous year.

- When planning English and mathematics lessons, teachers usually ensure that there is a suitable range of activities to match the ability of pupils in their classes. However, in other subjects this is not often the case and one task is set for the whole class, regardless of their individual ability levels. Although lower-attaining pupils cope admirably with the tasks, because of the good support given by teaching assistants and teachers, and average-attaining pupils usually find the tasks at the right level, most higher-attaining pupils are not challenged and usually complete the work easily. Ultimately, this leads to underachievement for this group of pupils and depresses the overall standards in school. Teachers do not always set work which is sufficiently challenging for the higher-attaining pupils.

⁵ **Average Points Scores.** The average points scores table compares the school's performance with the national results. The calculations are arrived at by using the total of all test scores gained by pupils, and dividing the total by the number of pupils with a test result. This calculation is carried out for each subject tested.

⁶ **Key Stage 2**, sometimes referred to as the juniors, caters for pupils aged between 7 and 11 and refers to pupils who are in Years 3 to 6.

6. Pupils achieve well in the nursery and reception classes because of the very good quality teaching. Provision in these classes has been strong for a number of years resulting in good levels of achievement for children at the beginning their education. In Years 1 and 2, there has been a similar pattern, with good teaching and good levels of achievement in both years. This has resulted in good achievement and average standards, by the end of Key Stage 1, when compared with the national picture. However, in Years 3 to 6 the quality of teaching has not been consistently good in the past. The previous inspection report identified weaknesses in standards at the end of Year 6. Since that time, the school has worked hard to address these weaknesses. The acting headteacher and senior management team have introduced comprehensive monitoring systems to improve the quality of teaching, marking systems have been standardised, assessment procedures improved, test results analysed and specific areas of weakness pinpointed for improvement and new teachers have been appointed. The new, rigorous systems are making an impact on standards and levels of achievement, but it is taking time to filter through to improved test results. Inspection findings show that standards are broadly average in Years 3 and 4 and achievement good, but in Years 5 and 6 the legacy of weaker provision, identified at the time of the last inspection, remains with pupils and standards are still low. However, based on pupils' prior attainment, achievement levels are improving and are now satisfactory because teaching is good in upper Key Stage 2 classes and some of the lost ground is being made up. Although the test results in 2004 are still likely to be below or well below average, the expectation is that they will be better than in the previous years and the school will be close to the targets it has set.
7. The vast majority of pupils in the school use English as an additional language and they achieve, overall, as well as the other pupils in the school. Achievement in the Foundation Stage is very good due to the very generous staffing levels, very good teaching and good bilingual support. In Key Stage 1 the skilled assessment, identification of need and very good bilingual support is significant in helping pupils at the early stages of learning to use English to achieve well. Pupils in Key Stage 2 receive good, knowledgeable support, but it is significant that there is no bilingual support for those pupils who are in the early stages of using English. Pupils in Key Stage 2 achieve satisfactorily.
8. Pupils with special educational needs achieve well because of the good level of support provided. Pupils with moderate learning difficulties, especially in literacy and numeracy, are identified early and specific plans put in place based on the areas required for improvement. These are reviewed regularly and pupils' progress assessed. Teaching assistants give pupils very good support in lessons and there are appropriate withdrawal sessions when specialist teachers work with small groups of pupils to boost their basic skills. Pupils generally achieve well, based on their prior attainment, although in Key Stage 2, achievement is slowed because pupils now in Years 5 and 6 have not acquired the knowledge, skills and understanding in the past that provides a strong platform for further learning.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes to school and their behaviour are good. Other aspects of pupils' personal development are also good, overall, because of very good attention to their moral and cultural understanding and good provision for their social and spiritual development. Attendance and punctuality are unsatisfactory.

Main strengths and weaknesses

- Behaviour has improved because staff now uphold expectations consistently and clearly.
- Behaviour and attitudes to learning are particularly good in the nursery and reception classes.
- The school is a harmonious community because staff encourage pupils to respect each others' differences very effectively.
- Attendance and punctuality are not good enough, although both are improving because of good efforts made by the school.

Commentary

9. Pupils say that behaviour is improving and they are right. Parents report concerns about behaviour but recent effective action, by the school, means that the problems they mention are now largely in the past. Staff consistently uphold the sensible rules. They use praise well to encourage hard work, as well as using suitable sanctions if they are needed. Pupils understand that rules are necessary. They want to learn and are unhappy about any misbehaviour. Pupils with special educational needs and those using English as an additional language behave as well as others, because of the good support they get. Even those with a history of poor behaviour, notably a few older boys, now usually work well. The use of fixed-term exclusion has recently been higher than at the previous inspection but this is because of fair and effective use, alongside other strategies for improving behaviour. White and mixed race boys tend to be involved in incidents leading to exclusion more often than other individuals. This arises from individual traits rather than indicating a general trend. The parents of excluded pupils support the school's actions.

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	28	6	
Mixed – White and Black Caribbean	1	2	
Mixed – White and Asian	5	2	
Mixed – any other mixed background	4		
Asian or Asian British – Indian	25		
Asian or Asian British – Pakistani	113	2	
Asian or Asian British – Bangladeshi	24		
Asian or Asian British – any other Asian background	1		
Black or Black British – Caribbean	1		
Black or Black British – African	14		
Any other ethnic group	6		

The table gives the number of exclusions, which may be different from the number of pupils excluded.

10. Most pupils in the school are willing to learn but their enthusiasm is particularly marked in the reception and nursery classes, where the children behave very well towards each other and to adults, because staff carefully explain what is right. They get great enjoyment from all the interesting activities and learn a great deal, because the work feels like play to them.
11. Relationships both between pupils and towards adults are good, because a sense of equality and of respect for others. This is very strongly promoted by the expectations and example of staff. Pupils learn to respect the range of backgrounds and beliefs found within and beyond their school. For instance, in assembly they hear about the values held by famous people from different cultures, and think about how to reflect these values in their own actions. A sense of community is very evident as pupils join together to say the school prayer. It continues as they work amicably together in lessons and in the way they respond to opportunities for helping others, for instance volunteers from Year 6 help younger ones with their reading. Bullying and other harassment cause little concern because the school quickly resolves any problems reported.
12. Steps to improve attendance are much better than at the time of the last inspection so it is now improving from earlier poor levels. Awards motivate pupils so they want to come to school, and parents are encouraged to bring them regularly, to avoid gaps in their learning. The education welfare officer helps follow up any instances of pupils who are frequently absent. Previously the extended holidays taken by pupils increased absences considerably. Their impact is less

because, with advance warning to parents, pupils who do not return after two weeks' holiday are taken off roll. The acceptable absence of many pupils for days of religious observance continues to have a marked effect on overall attendance levels. Punctuality remains unsatisfactory. Pupils are rarely very late, but a few interrupt activities by arriving during the first 15 minutes of the school day.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	8.2	School data	0.4
National data	5.4	National data	0.4

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good. The curriculum provision is good, teaching and learning are good, and there are good systems for pupils' care, welfare, health and safety.

Teaching and learning

The quality of teaching and learning is good throughout the school, and assessment procedures are satisfactory. In the nursery and reception classes, teaching and learning are very good.

Main strengths and weaknesses

- Teachers plan their lessons thoroughly with clear objectives that indicate the skills, knowledge and understanding to be acquired but they do not always match the work set to the needs of the higher-attaining pupils in their classes.
- Teachers use effective and stimulating methods and encourage pupils to work hard at the tasks set.
- Teaching assistants and specialist teachers provide very good support for pupils with special educational needs, and those who use English as an additional language, and this support helps them to make good gains overall in their learning.
- In the nursery and reception classes, teaching and learning are very good and this results in good achievement levels.
- Assessment procedures have improved and are now satisfactory. Targets for improvement are set, but these could be tailored more closely to pupils' individual needs.

Commentary

Summary of teaching observed during the inspection in 40 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
1 (2%)	13 (33%)	18 (45 %)	6 (15%)	2 (5 %)	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

13. Teachers plan their lessons thoroughly, drawing the objectives from school and National Curriculum guidelines. They indicate clearly what the pupils in their classes are expected to learn, the skills to be acquired and the knowledge and understanding to be gained. The activities within the lesson increase pupils' learning and the final whole-class session has the effect of consolidating and reinforcing the planned objective. In English and mathematics lessons, the basic skills of literacy and numeracy are taught well and pupils make good progress because they are acquiring the important tools, which enable them to read, write and calculate successfully. Most teachers match the work in these subjects appropriately, so that each ability group within the class can work at a suitably challenging level. However, in other subjects this is rarely the case. One task is presented to the whole class, regardless of their ability level. Lower-attaining pupils are

often provided with good support from teaching assistants, which allows them to cope with tasks; average attaining pupils usually find the match of work to be at about the right level, but higher-attaining pupils are not challenged sufficiently. The tasks set are easily within their range of ability and they coast through the lesson. The lack of challenge results, in the long term, in some of the higher-attaining pupils not reaching their full potential and depressing school standards across a whole range of subjects.

14. Teachers use a good range of methods to stimulate pupils' interest and encourage pupils to work hard. Throughout the school, the strategy of structured partner discussion is helping to improve pupils' reasoning and speaking skills. In a Year 3 lesson, this approach was used effectively when pupils were asked to give their thoughts on the meaning of the word 'sacrifice'. The teacher also read from a simplified version of the Qu'ran and paused periodically to pose key questions and clarify pupils' thinking. In a Year 4 English lesson, the teacher encouraged pupils to dramatise movements to illustrate different ways of walking. This had the effect of broadening their use of language in the sentence work to be completed later in the lesson and made them more skilful in their use of verbs. Teachers circulate around the room when pupils are completing their work, giving words of praise and encouragement and little pointers to make further improvements; this inspires the pupils to reach higher levels. Teachers involve pupils well in their own learning. They respect the contributions they make in lessons and show sensitivity to their individual circumstances. This has the effect of raising pupils' self-esteem and increasing their confidence. Many teachers have adopted the strategy of telling pupils how long they have left to complete their work. This generally has the effect of increasing the pace of working. However, in the two unsatisfactory lessons this approach was not used and insufficient learning took place in the time available.
15. Assessment procedures are much improved. At the last inspection they were judged to be unsatisfactory. The school has adopted a more standardised approach to marking which indicates to pupils how well they are doing and what they need to do next to improve. The non-statutory tests are used in Key Stage 2 and tracking records are kept and predictions are made of the standards for the following year in English, mathematics and science. The 'five week programme', which examines pupils' performance in a range of subjects at the end of the fifth week, gives teachers the opportunity to modify the curriculum to suit the needs of pupils by pinpointing the strengths and weaknesses in pupils' skills, knowledge and understanding. General group targets are set for different levels of ability: 'must', 'could' and 'should' within each year group, drawn from objectives within the National Curriculum programmes of study. However, these targets, although useful in promoting improved standards, are not tailored to individual pupils and for the younger and less able pupils they have little relevance because they do not understand the phraseology.
16. Teaching assistants and specialist teachers, many of whom are bilingual, are used very effectively to support pupils with English as an additional language and promote good levels of learning. For instance, during whole-class sessions, they sit with pupils who are at the early stages of learning to use English, and quietly and sensitively use their home language to clarify, question, and generally to aid understanding. They are aware of the needs and give good support and help pupils access the curriculum, for example explaining the intended meaning of '*he was framed*'. The quality of teaching and learning for pupils with special educational needs is good overall. Teachers plan for the needs of the pupils and, along with good support from teaching assistants, this serves to maximise their learning. The special educational needs withdrawal group observed during the inspection showed that the pupils benefited from skilful explanations by the teacher, along with high expectations, resulting in good progress being made.
17. Teachers and teaching assistants are very skilful in the nursery and reception classes. They ensure that children learn effectively through the provision of a range of stimulating activities. Adults use good 'open-ended' questioning techniques to encourage children to respond in phrases and sentences rather than just saying 'yes' or 'no'. Sessions are interesting and linked to fun activities, such as finding letters on the washing line or counting the bears on the train. Teachers demonstrate a very good understanding of the Foundation Stage curriculum and plan the development of pupils' literacy skills very well, through structured reading and writing activities. Achievement levels are high because of the very good quality of teaching.

18. Since the last inspection, the quality of teaching and learning has improved, most noticeably in Key Stage 2. Overall, good or better teaching has improved by 14 per cent, and unsatisfactory teaching fallen by two per cent. Teaching and learning are good in both key stages across a wide range of subjects, including English, science, information and communication technology, religious education and history.

The curriculum

The curriculum provided is good overall and very good in the Foundation Stage. Opportunities for enrichment are satisfactory, with some extra-curricular activities offered and visits and visitors being used to embellish the provision. Accommodation and resources are satisfactory.

Main strengths and weaknesses

- The curriculum in the Foundation Stage is very good and ensures that children achieve well.
- There is insufficient detailed planning in order to extend the learning of the higher-attaining pupils.
- Provision for pupils who use English as an additional language is very good and this impacts positively on their achievement.
- Provision for pupils with special educational needs is very good and they make good progress.
- Provision for pupil's personal, social and health education is good.
- The levels of staffing are good and this has a positive impact on pupils' learning.

Commentary

19. The curriculum meets statutory requirements, including provision for religious education and collective worship. All subjects in the National Curriculum are covered at least satisfactorily. The National Literacy and Numeracy Strategies are embedded into the curriculum effectively. In general, the school ensures that all pupils are provided with good learning opportunities. Planning is satisfactory overall, although the needs of higher-attaining pupils are not completely addressed across the whole curriculum. The support given to pupils who use English as an additional language, and for those with special educational needs, enables them to have full access to the curriculum and ensures that they make the same levels of progress as their classmates. The design of the curriculum is well suited to the needs of pupils and takes account of the higher proportion of pupils from ethnic minority backgrounds. The school ethos is conducive to openness and pupils feel comfortable to air their views knowing that they will be valued. The school has good programmes for developing pupils' personal, social and health education. It is reinforced across a range of curriculum areas and impacts favourably on pupils' attitudes and values.
20. Overall, provision for pupils with special educational needs is very good. There are a good number of additional adults supporting pupils with special educational needs and the process is well co-ordinated. Pupils' individual education plans are reviewed regularly and updated with new targets set. The co-ordinator ensures that the appropriate outside agencies, such as social services and behavioural support, are involved where necessary and that parents are kept informed. Pupils with difficulties in reading are withdrawn from class weekly by the co-ordinator for additional support. Intervention programmes for numeracy and literacy are in place and this is proving effective, although pupils involved in these sessions are sometimes withdrawn from other subjects which can impact upon their progress. However, the school sensibly rotates this provision so that it does not hamper progress over time in these subjects.
21. The school provides very well for pupils with English as an additional language and this is instrumental in ensuring that they achieve well. Strong emphasis is now being put on comprehension and speaking skills in most areas of the curriculum in order to develop confidence in the use of English. This is of particular importance for pupils for whom English is an additional language. Bi-lingual support is very effective in developing pupils' learning, especially in Years 1 to 4.
22. The curriculum provided for children in the nursery and reception classes is very good and ensures that achievement levels are good. It is very well planned to suit the needs of all children

and provides a very good range of learning experiences across all the learning areas. The 'Free-flow' activities between the nursery and reception bases are proving successful by giving children greater confidence and maturity to tackle new activities. Literacy and numeracy skills are well integrated into the curriculum through the use of 'fun' group activities as well as direct teaching strategies.

23. The school's provision for extra-curricular activities is satisfactory. There are some extra-curricular activities offered, such as football skills, martial arts, drama club and information and communication technology, which are open mainly to pupils in Years 3 to 6. The headteacher recognises the importance of such activities in the development pupils' social skills and the improving standards in a range of other subjects. During the inspection, pupils in Year 6 visited the city art gallery, and those in Year 1 went to Cheylesmore Learning Centre. Pupils visit places of worship as part of the religious education curriculum and visitors come to school to work with pupils on performing arts. The preparation for successive stages of education is satisfactory overall. It is good from Key Stage 1 to Key Stage 2 because a support teacher works exclusively across the phases. Transition between primary and secondary education is satisfactory, but there are plans to develop this further.
24. Since the last inspection there has been a good level of improvement in the curriculum provision. The school has good staffing levels and a high number of well-trained and very effective teaching assistants who give very good support to pupils with special educational needs and English as an additional language. The classrooms are of a satisfactory size and resources for all areas of the curriculum are satisfactory. The school lacks sufficient storage space both in classrooms and central areas, the exception being the storage of equipment for physical education.

Care, guidance and support

Staff give good attention to the care, guidance and welfare of pupils. They take satisfactory account of pupils' views.

Main strengths and weaknesses

- Pupils' diverse personal needs are met successfully within an orderly and friendly community.
- Guidance for individual pupils to develop their learning has improved since the previous inspection and is now satisfactory.
- Very good attention is given to health and safety routines.

Commentary

25. The school provides a good level of care for pupils' personal care and guidance, as at the previous inspection. Good care is taken to meet any individual medical needs. Those who have particular behavioural difficulties also get effective support, for instance, they are helped to work successfully towards individual targets for improvement. Good attention is given to meeting the needs of any pupils who are in the care of the local authority. Any concerns about possible child protection issues are carefully monitored and followed up. However, the acting headteacher, who takes responsibility for such matters, has not had the opportunity to further increase her understanding by attending relevant training.
26. Pupils are helped to gain positive attitudes in lessons, for instance, through the awards they receive. Their group targets for literacy and numeracy are explained clearly to them. They like this because now they understand better how to improve and make progress with their learning. However, there is still room for pupils to be more involved in agreeing and working towards individual targets. Those who are in the early stages of learning to use English, younger ones especially, benefit greatly from the help they are given by staff fluent in their first languages. Those with special educational needs similarly gain a good level of support.
27. Health and safety arrangements have recently been reviewed. Gaps in provision have been corrected and a wide range of thorough procedures, for instance for risk assessment, are now

followed. This ensures that legal requirements are met and activities including trips are conducted with proper attention to pupils' safety. Several staff have recently attended first-aid training. Arrangements for pupils' safety benefit also from the training recently arranged for lunchtime supervisors. They are now more actively involved in managing pupils and, as a result, playground injuries have reduced. There is room to further improve the quality of play by increasing the range of play equipment available. Effective liaison with a wide range of support services, within and beyond the local authority, makes a considerable contribution to the overall good quality of care and support.

28. The acting headteacher and other staff listen to pupils and respond to ideas and concerns. In Year 6 pupils, through their computer club, are starting to develop ideas for improving the school website. The acting headteacher plans to increase ways for all pupils to express ideas to benefit the school, for instance through a school council.

Partnership with parents, other schools and the community

A good sense of partnership with parents is achieved. Links with other schools and with the wider community are satisfactory.

Main strengths and weaknesses

- Parents get very good regular information about the work their children are doing and how they can help at home but information in annual reports is a little limited.
- An increased sense of partnership with parents is contributing to improvements in behaviour and attendance.

Commentary

29. Parents like the increased flow of information that the acting headteacher arranges for them. They are told every half term about the work their child's class will be doing in each subject and the targets their child will be working towards in literacy and numeracy. In addition, each pupil has a folder containing information about the homework for the week and suggestions about how parents can help. Parents are confident that they can approach staff if they have any queries or problems. Staff make good efforts to inform and involve the parents of children with special education needs. As at the previous inspection, support staff, with skills in a range of community languages, play an important part in building links with parents. The school is seeking to add further to this provision by arranging for translations of written information into community languages.
30. Parents are now invited to come into school and look at their children's work, in advance of the consultation meetings that are offered. A good number of parents respond and appreciate this opportunity. To bring about further improvements in partnership, there is room to track such contacts with parents and make extra efforts to talk to any who habitually stay away from the meetings offered. As the school has already identified, annual reports, although satisfactory, could be better. They do not consistently show how the pupils' achievements in the core subjects⁷ compare with national averages, and information is rather sparse in some subjects, however, plans are in hand to improve them.
31. The acting headteacher has built an increased sense of partnership with regard to attendance and behaviour. When problems arise, she reminds parents of their agreement to the home-school contract. She tells them if concerns arise about their child's behaviour and gains their support in bringing about improvements. She is also proactive in explaining expectations of punctuality, both in the regular newsletters and also in interviews with parents of persistent latecomers. She makes a point of being at the gate to greet parents and pupils in the morning. This is all helping to build up a valuable rapport with pupils' families.

⁷ The core subjects are English, mathematics and science.

32. Suitable links are in place with receiving secondary schools to help pupils transfer to them happily. A secondary mathematics teacher visits to give specialist input for some groups of pupils. The school also benefits from support extended by the headteacher and other staff at a local Beacon School, however, there is room to expand such links with other schools. Links with the community include visits, for instance to a local art gallery, that add extra breadth to pupils' experience.

LEADERSHIP AND MANAGEMENT

33. Leadership and management are good overall. The acting headteacher provides the school with very good leadership and management. The senior management team give the acting headteacher good support but the co-ordinators, many of whom have only recently undertaken responsibility for subjects, have yet to develop their role fully. Overall, management is effective. The governance of the school is satisfactory. There are no particular barriers to raising achievement at present. However, at the time of the last inspection, leadership and management were judged to be unsatisfactory, and the ineffective teaching seen in Key Stage 2, during the last inspection, resulted in a legacy of underperformance by two year groups now in the upper part of the school.

Main strengths and weaknesses

- The very good leadership and management by the acting headteacher, which is having a positive effect on raising standards.
- There is a good team spirit in the school. Staff work well together and are committed to school improvement.
- There are good systems in place for monitoring and evaluating school performance and addressing the weaknesses discovered.
- The co-ordinators provide good leadership but management systems could be improved to enable them to gain a clearer view of standards in their subjects.
- The local education authority has provided the school with good support in helping the school to overcome its deficiencies.

Commentary

34. The acting headteacher was originally seconded to the school in November 2002 as a deputy headteacher to support the school in developing its management systems after the inspection in June 2002, which judged the school to have serious weaknesses. Following monitoring by Her Majesty's Inspectors, and a local education authority review, the substantive deputy headteacher resigned and the substantive headteacher was absent intermittently over the same period. In September 2003 the original secondment was extended due to the continued absence of the substantive headteacher and the role of acting headteacher was conferred on the present incumbent. During this period of uncertainty, the acting headteacher had begun to tackle many of the previously identified weaknesses successfully by reviewing the responsibilities of staff, setting more detailed targets for school improvement, monitoring and evaluating standards, strengthening the curriculum provision and assessing the quality of teaching. In addition, assessment procedures were revitalised through the 'five week' review programme. The most difficult task; that is raising standards at the end of Key Stage 2, is taking longer to achieve. There are good systems in place, which, given time, are likely to raise achievement levels and standards in English, mathematics and science. However, the legacy of underachievement still remains with pupils at present in Years 5 and 6 and the more rigorous school approach is taking longer to reach fruition, but there are signs of improved performance by pupils in these year groups.
35. The acting headteacher has built up a good team spirit amongst the staff, which promotes inclusion and a productive climate for learning. She has motivated and inspired the existing staff and introduced new teachers who have settled quickly and effectively into their roles. The clear sense of purpose has been conveyed and shared with staff so that a consistent approach is becoming firmly embedded into school routines. Parents have noticed the difference through their contacts with school. They have a clearer view of school procedures. They know what the school expectations are for their children's behaviour, levels of homework, attendance and punctuality.

Teachers, teaching assistants and ancillary staff work well together and there is a feeling amongst all staff that the school difficulties can be overcome by channelling their commitment towards the identified school priorities. In lessons, staff work as a team because they have shared planning and know the expected outcomes laid down by the school. When difficulties arise they know they can count on the support of the acting headteacher. There is a very good ethos in the school and there is a strong commitment to inclusion, which ensures that all individuals have full access to the school provision.

36. There are good systems in place for monitoring and evaluating school performance and addressing identified priorities. Teaching and learning are monitored properly and, through the performance management systems, teachers have clearly defined targets for improvement. Test results are analysed and assessment systems, particularly in the core subjects, identify where the main focus for improvement lies. The curriculum is modified to suit the needs of pupils and targets for improvement shared with pupils so that they know the next step of learning. The school improvement plan now focuses on the key areas which will make the greatest impact on raising standards. Finance is used effectively to target these school priorities and best value principles applied well. The governors have become more involved in the monitoring process. They have a clearer view of school's strengths and weaknesses and their role and responsibilities. They receive more detailed information from the school and are expected to take a higher profile in shaping the direction of the school. The school meets all statutory requirements.
37. Although there is strong and well established leadership in the areas of English, mathematics, the Foundation Stage, and for pupils with special educational needs and those who use English as an additional language, many of the co-ordinators are new to the school and are at an early stage of developing their subject areas. The school has ensured that they have received appropriate training for the task ahead and they have begun monitoring planning and reviewing pupils' work. Subject guidelines have been revamped in order to meet curriculum requirements. Each co-ordinator has also produced an action plan which outlines their priorities for the subject over the next school year. This provides co-ordinators with a useful platform on which to develop their specific subjects, but they lack a complete overview of the quality of teaching and learning throughout the school and this limits the effectiveness of their action plans.
38. The local education authority has provided the school with good levels of support during the interim period when the school was vulnerable due to the absence of senior staff. The newly launched 'Intensifying Support Project' was introduced to give the school a well-structured plan in order to tackle its identified weaknesses. This was backed up with a regular, designated support programme from literacy and numeracy consultants. The school improvement adviser has played an important part in the school's recovery, through supporting the acting headteacher and reviewing progress against the key issues. This has enabled the school to verify its position and stay focused on achieving the next step towards overall school improvement. The school's provision is generally good with achievement levels being satisfactory and improving, however, expenditure per pupil is high and all these factors combined indicate that the school gives satisfactory value for money.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	805,972
Total expenditure	743,072
Expenditure per pupil	3,783

Balances (£)	
Balance from previous year	69,434
Balance carried forward to the next	62,900

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Foundation Stage is very good. Children enter the nursery with attainment well below average in all areas of learning. They achieve well overall, but are still below expectations in most areas of learning when they start Year 1. They achieve well because the curriculum is very well planned, teaching is very good, and the children are well supported through generous staffing levels. The new manager has made an impressive start, establishing very good relationships and already building on the strong foundations laid by her predecessor, which were recognised in the previous inspection report. Effective systems are in place to record children's achievements and these are regularly transferred to individual profiles so that overall progress can be monitored and individual learning carefully tracked. The large numbers of children with English as an additional language make good progress because of the high quality support provided by bilingual staff. The very high quality of provision, the strong teaching and, therefore, good achievement, has been maintained since the last inspection.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is **very good**.

Main strengths and weaknesses

- Children achieve well and become self-confident because the adults create a calm, secure environment with stimulating activities, regular routines and opportunities to take responsibility.
- Through very good planning and organisation, during parts of each day children from the reception class act as mature role models for the nursery children. Thus younger children learn to work harmoniously as part of a group.
- Children with English as an additional language achieve well because they receive a high quality of bilingual and cultural support.

Commentary

39. When the children start in the nursery their personal, social and emotional skills are well below expectations for their age. The majority are shy and reluctant to do things independently. In the nursery children are warmly welcomed, helped to find their own name as part of the registration process, and then sit quietly engrossed by a simple activity stimulated by an adult. In the reception class the children have developed into confident, excited learners who continue to behave very well. They take responsibility for registering themselves, hanging up their own coats and returning homework bags without any adult intervention. The children are happy and secure and know the routines well because each session follows the same regular pattern. In both classes the warm relationships create an atmosphere of mutual respect in which the children are eager to please and their response to requests by adults is quick and sensible, for example when it is time to clear away. The very good progress means that most of the children in the reception class are on course to reach the levels expected in this area of learning by the time they move into Year 1.
40. During periods of 'Free-flow', that is when the children from both nursery and reception classes are allowed to choose activities in either base, most children confidently move from room to room. The younger children in the nursery take their cues from the older, more mature children in the reception class, and all mix extremely well. The very good organisation and range of activities ensures that all the children are appropriately challenged. In many of the activities the younger children quickly learn about taking turns, following rules, and saying 'please' and 'thank you'. The children make very good progress and by the time they move into Year 1 are very well behaved, show appropriate levels of concentration, and happily share toys and equipment.

41. A significant number of children start in the nursery with very little understanding of English. Bilingual staff give very good support to most of these children by conversing in home language and English. This enables the children to understand what is expected of them, to follow routines and generally settle very well. Staff are also very knowledgeable and aware of the children's cultural backgrounds and use this well to ensure equipment and practices support the rich diversity of cultures. The quality of teaching and learning is good overall.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **very good**.

Main strengths and weaknesses

- Children make good gains in their literacy skills, because the carefully planned and organised tasks stimulate the children to communicate.
- Adults' skilled interaction ensures that the children practise and develop their speaking and listening skills in all areas of learning.
- Literary skills, to prepare the children for reading and writing, are taught very well.

Commentary

42. Most of the children start nursery with very low attainment in this area of learning and a significant number are non-English speakers. Initially, the children play independently and often in silence when not interacting with an adult. The rich breadth of activities in both the nursery and reception classes stimulate excitement and communication. The children are also expected to listen to adults and to each other, reinforcing social skills, as well as learning how to communicate. In addition to specifically planned activities, other opportunities are used well to engage the children in meaningful conversations. For example, during snack time the children in the reception class and adults engaged in a lively discussion about getting to school during the snow.
43. Staff in both classes continually engage in meaningful conversations with the children, whenever possible in their home language as well as English. They ask the children open-ended questions, which demand answers and require thought, not just a 'yes' or a 'no'. This is often linked with other concepts, such as in a group activity in the nursery, where the children were encouraged to talk about whether their train 'windows' were in the middle, at the front or the back. In the reception class, challenging demands are made of the children and staff show great skill in focusing on language development in all areas of the curriculum. In a mathematical activity, for instance, the focus was entirely on developing the children's communication skills, both speaking and understanding the links between, quick, quicker, fast, faster, first and second. By the time the children move into Year 1 they have made good progress, but are still below the standard that is expected for their age.
44. Teachers demonstrate their very good knowledge and understanding of the Foundation Stage curriculum in the way they plan for and teach literacy skills. Children in the nursery develop a real interest in books through stories and they are beginning to understand the importance of the written word. Children in reception are taught initial letter sounds, systematically, with good strategies for remembering the names, the sounds and how to write them correctly. The sessions are fun and the children enthusiastically use the strategies and clues, such as the 'letter washing-line' to recall what they know. Whilst the pace in these sessions is lively, and all the children work hard and concentrate well, one or two children could be given greater challenge and achieve even more. However, teaching and learning are very good and children achieve well.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **very good**.

Main strengths and weaknesses

- Children achieve well because strong emphasis is placed on developing their mathematical language and this is included as an integral part of many other activities.
- The teachers' very good knowledge and understanding of the Foundation Stage curriculum ensures that activities are very well planned, covering all areas of mathematical development.

Commentary

45. Children start in the nursery with very low mathematical understanding and, whilst a few can count to five, they have little concept of what the numbers mean. The very good planning of activities and the skilled interaction between the staff and children ensure that mathematical language and understanding is reinforced frequently, and not limited to sessions with a mathematical focus. For example, on arrival in the nursery children were engaged in talking about and handling two-dimensional rectangles. Holding the rectangles still, the children felt and counted the corners and edges and were then expected to use the correct words in simple sentences, such as 'It has four corners'. 'It has two long sides and two short sides'. In reception two children, from a small group, enthusiastically raced to build a tower of five cubes. After careful counting to ensure each player had the correct number of cubes, the teacher engaged the children in a meaningful conversation to establish understanding of whether the winner would be the first or second to complete the task. Scientific concepts of fairness were also introduced and the group eagerly joined in 'ready, steady, go'. On completion, further structured conversation extended children's understanding of fast and slow, by introducing the concepts of fast and faster. The challenge was matched to individual children's needs, by differing the number of cubes, or threading a number of buttons.
46. Planned activities reflect very good understanding of the Foundation Stage curriculum and usually incorporate many aspects of mathematical development. For instance, in the nursery, in addition to encouraging discussion and counting, the teacher very effectively set up an activity which resulted in each child making a train with three 'compartments' to carry three bears. In reception, the children's knowledge and understanding of shapes was effectively reinforced, language and literacy skills developed and care for others were successfully interwoven in the making of a book for the nursery children about shapes and their properties. Although the children make good progress through the Foundation Stage many will not reach the early learning goals by the time they move into Year 1. Teaching and learning in this area are very good and children show good levels of achievement.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **very good**.

Main strengths and weaknesses

- The teachers' very good planning and organisation ensures that this wide area of learning is interwoven around many other areas of learning.

Commentary

47. On admission to the nursery, the majority of children have had very limited experiences, and, overall, their knowledge and understanding of the world around them is well below expectations. The very good planning and careful organisation of stimulating activities by the teachers ensure that children enjoy a wide range of experiences. Helping the children discover and make more sense of information technology, their environment, and how to use simple tools safely are built

into many of the sessions. In the nursery, with the teacher's help, one group of children were 'shopping' for the three bears. A list was created and each child 'shopped' by matching a label and collecting the item from the shop. The teacher helped the children look carefully and talk about their shopping, discussing which foods they liked and what else might be needed. This stimulated the children to role-play 'writing', independently devising their own shopping lists, loading trolleys and taking the food to the home corner. Through daily use, the children are becoming familiar with various forms of technology, such as computers. In the nursery, children use a mouse with satisfactory competence to operate simple programs and they listen, through headphones, to stories from tape recordings. Daily use of the computer controlled whiteboard is an important feature in many of the sessions in the reception class. By the end of their reception year, the children have made good progress, but are still not achieving the expected learning goals in this area of learning overall, however, teaching is very good overall.

PHYSICAL DEVELOPMENT

Provision for physical development is **good**.

Main strengths and weaknesses

- Good planning provides opportunities for the children to make good progress.
- The teachers' have high expectations of the children, who respond well to their demands.

Commentary

48. When children start in the nursery some of their physical skills are generally better than their attainment in other areas of learning, but they are still well below what is expected for their age in aspects needing careful control and in their awareness of health and bodily needs. During their time in the Foundation Stage the children make good progress because of the teachers' inclusive planning and high expectations. The children have plenty of opportunities to practise using small implements, such as paintbrushes, scissors, jig-saws and small construction toys. These help them develop fine control and hand-eye co-ordination. In the nursery, children were observed up their elbows in flour, rubbing in the margarine to make biscuits. They then practised the skills of mixing, stirring and rolling, and, at the same time, the adult expertly developed their language skills and reinforced their mathematical knowledge through the use of shaped cutters. Opportunities are equally well planned for children to develop control of their limbs, and there are good resources, such as large wheeled toys and climbing apparatus. The staff have high expectations that the children will respond sensibly. The 'free-flow' activities help the children develop their awareness of others as they move around with increasing confidence, in both classrooms and in the outdoor play area⁸. Achievement levels are generally good because of the very good quality of teaching and learning.

CREATIVE DEVELOPMENT

Provision for creative development is **very good**.

Main strengths and weaknesses

- Teachers plan a very good range of activities, which provide the children with opportunities to explore and experiment.

Commentary

49. Most children join the nursery having had few opportunities to be creative and most do not know the primary colours. Each day they have the opportunity to choose from a range of exciting activities, carefully planned to stimulate and use their imagination. During the 'Free-flow' sessions,

⁸ Due to the bitterly cold weather, rain, snow and ice it was not appropriate for the children to use large equipment out of doors. Judgements have been made on the indoor activities seen, teachers' planning and records.

activities using paint, materials and colour are directed by an adult and children can freely choose from these and a range of other activities such as construction toys, 'small world' play equipment and areas for role-play. Adult-directed activities, such as large-scale weaving using strips of fabric, plastic and ribbon, enable discussion with the children as they explore colour, texture and pattern and reinforce the names of the colours and learn skills, such as threading and cutting. Work by famous artists, such as Kandinsky's painting of circles, is very well used to stimulate ideas and reinforce work on colours and shapes. Singing sessions are planned as a regular feature in both the nursery and reception. Children really enjoy these sessions and join in enthusiastically with familiar songs and rhymes. By the time children start Year 1, although they receive very good teaching and they achieve well, they are not reaching the expected levels in all aspects of this area of learning.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision for English is **good**.

Main strengths and weaknesses

- Standards are well below average at the end of Year 6 but they are improving slowly.
- Higher-attaining pupils could reach higher standards.
- Achievement levels are good in Years 1 to 4.
- Teaching and learning are good throughout both key stages.
- The subject is led well by the co-ordinator.

Commentary

50. Standards are average in reading and writing at the end of Year 2, but well below average in English at the end of Year 6. Inspection judgements are supported by the national tests results in 2003. Standards in reading and writing are well above average by Year 2, when compared with similar schools, however, by Year 6, the comparison with similar schools indicates standards are well below average; in the lowest 5 per cent nationally. On the basis of national test results, pupils in Years 3 to 6 are making insufficient progress. Under the leadership of the acting headteacher, subject co-ordinator and with the support of staff and the local education authority advisory team, this downward trend in Key Stage 2 is being halted. Curriculum planning has been restructured, new and established staff have received significant training, results have been analysed thoroughly and new strategies used to address weaknesses. Expert advice is also readily available from an assigned literacy consultant who has a regular commitment to supporting the school in raising standards. Current evidence shows that standards in English in Years 5 and 6 are slowly improving because of the better provision and consistently good teaching. Girls tend to do better than boys in English, especially at the end of Key Stage 1. The school is aware of this difference and is seeking ways to improve the performance of boys. Existing evidence shows that there is no marked difference in the standards of pupils from different ethnic backgrounds.
51. Pupils in Years 1 to 4 achieve well, because they have generally had the benefit of consistently good teaching as they have progressed through the school. However, as was noted at the last inspection, the pupils presently Years 5 and 6 have not always experienced sufficiently good teaching in the past to enable them to achieve appropriately. The good quality teaching now being received by these pupils is making a favourable impact on their performance, but it is taking time to raise standards overall. Pupils with special educational needs receive very good support from teaching assistants and from the co-ordinator. There are well-tailored learning activities which enable pupils to achieve well, based on their prior attainment. Similarly, the high proportion of pupils for whom English is an additional language make good progress in their learning because of very good support from staff. The co-ordinator for English as an additional language and her staff are well qualified and are closely involved in teaching alongside colleagues. Their direct intervention strategies in lessons are virtually seamless; often in the pupils' own language, and contribute significantly to good levels of achievement.

52. Teaching and learning in English are good overall throughout the school. There is a strong focus on improving pupils' speaking skills because this is an area recognised by the school as being weaker area of English. Standards are generally below average in Years 2 and 6. Many pupils find it difficult to make a lengthy, well co-ordinated response to questions. This is particularly the case for those pupils who are at an early stage of acquiring English as an additional language, but the recently introduced school strategies of partner discussions and the conscious effort of staff to ask more 'open-ended' questions, and accept only well-formed responses, is paying dividends, in terms of an increase in pupils' confidence and accuracy of speech. The basic skills of literacy are taught well by teachers and accurate terminology is reinforced to enable pupils to broaden their knowledge and increase their understanding. A very good example was observed during the inspection in a Year 2 lesson when pupils were faced with the task of writing a brief character profile of Cinderella's ugly sister, Dolly. Adjectives were grouped by pupils into categories of appearance, size and character, and then inserted these into their sentences, ensuring that capital letters and full stops were used. The teacher explained clearly how two vowels together necessitated a change from 'a' to 'an' as in the case of 'an ugly sister'. Teachers plan thoroughly and set suitable lesson objectives, describing what pupils are expected to learn, but, on occasions, they do not provide challenging enough activities for the higher-attaining pupils in their class. This weakness means that this group of pupils do not always reach their full potential. Although standards in writing are average by Year 2, they are well below average in Year 6 because pupils lack the breadth and depth of language to write in an exciting, adventurous style. Teachers are trying hard to address this element in writing. Sentences tend to be appropriately punctuated and standards in spelling are generally acceptable. The school is focusing on improving pupils' handwriting. Standards are generally average in Years 1 to 4 but many pupils in Years 5 and 6 are not at the stage of forming their handwriting in a legible, fluent style. Teachers are well organised and have good strategies for teaching reading. They compile diagnostic records and give pupils guidance on how to improve their reading standards. The good foundations of word recognition and word building strategies that are laid in nursery and reception classes are continued in Years 1 and 2 so that average standards are reached. Evidence from the inspection also shows that standards in reading are average in Years 3 and 4, but fall well below average in Years 5 and 6 as a result of the weaker provision of the past. These older pupils are regaining some of the lost ground because they are now receiving stronger, well-focused teaching in the upper part of the school. There is evidence of information and communication technology being used to enhance the quality of English but it is not yet properly embedded into the provision. However, teachers are skilfully using interactive whiteboards to present information to pupils.
53. The subject is led well by a knowledgeable co-ordinator who reviews planning and pupils' work and analyses test results. The action plan for the subject and the local authority plan for improving English standards are proving to be useful tools in tackling weaknesses in standards, especially in upper Key Stage 2. However, the lack of monitoring of teaching and learning means that the co-ordinator does not have a well developed view of standards throughout the school on which to base new development strategies. The small library area is not sufficiently well stocked with attractive books to be a worthwhile facility for pupils to undertake research. There has been a good level of improvement since the last inspection. The management of the subject and the assessment of pupils' work are much stronger. Teaching and learning are now judged to be good throughout the school. Pupils learn better and they are far more interested, better behaved and sustain concentration over longer periods of time, especially in Key Stage 2.

Language and literacy across the curriculum

54. Literacy skills are taught well throughout the school. Teachers have a good level of expertise and reinforce correct patterns of English in speaking, writing and reading. There is evidence of a diagnostic approach being used to evaluate pupils' performance in reading. Literacy is used well in other curriculum subjects, but there is no particular pattern for its overall development in order to dovetail into the existing English provision. Many pupils lack a strong literacy background, because, either English is their second language, or they have limited experiences at home, and this results in a lack of use of rich vocabulary to embellish their writing.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Standards at the end of Year 6 are below the national average but improving steadily.
- Planning for the needs of higher-attaining pupils could be developed further.
- Support for pupils with special educational needs is very good and enables good progress to be made.
- Pupils with English as an additional language receive very good support and achieve well.

Commentary

55. Standards at the end of Year 6 are below average, although in Years 3 and 4 they have improved and are now at appropriate levels. Standards at the end of Year 2 meet expectations. Achievement overall is satisfactory, although it is slower in Years 5 and 6 because pupils have significant gaps in their knowledge caused by weaker teaching in the past. There is very good support for pupils with special educational needs who achieve well. Well-qualified teaching assistants and teachers give 'in-class support' to small groups of pupils and occasionally withdraw these pupils for a more focused teaching session. Pupils for whom English is an additional language achieve well, because of the good support that bi-lingual teachers and teaching assistants provide. Explanations about processes are often translated into the pupils' home language without disrupting the flow of the lesson.
56. Teaching and learning are satisfactory overall. The good teaching is characterised by teachers being secure in their subject knowledge and giving clear explanations. They generally use suitable methods, such as in Year 3, where a number line was introduced to help pupils count in two's to 100. The correct mathematical terminology is used to increase pupils' understanding and this is further reinforced in classroom displays. However, there are weaknesses in the pace of some lessons. Interactive whiteboards are being used as a teaching tool in all classrooms, in most cases effectively. Pupils are given the opportunity to explain their calculation methods, but many lack a range of strategies. In Year 6, pupils resorted to column addition to calculate 265 plus 199 rather than a mental strategy. There is little evidence of investigation and problem solving in the lessons observed, but there were some examples of problem solving in pupils' books. In most lessons, the match of work to the needs of the pupils is satisfactory, but, on many occasions, higher-attaining pupils are not challenged sufficiently and could achieve more. The curriculum is sound and is based on the National Numeracy Strategy. Teachers plan thoroughly, using appropriate year group objectives, and there is sound coverage of all strands of mathematics.
57. The school uses optional tests in order to analyse strengths and weaknesses in pupils' performance and to inform the target-setting process. Although the subject is led well, the co-ordinator's role is not developed sufficiently because it does not include the monitoring of teaching and learning and classroom practice. A leading mathematics teacher from a local school is used to support booster lessons for pupils in Year 6 and local education authority consultants have given good support. This is having a positive impact by raising standards steadily in Key Stage 2. The school is increasingly targeting the use of information and communication technology in mathematics, the use of numeracy within other subjects, and the integration of problem solving, investigation, and reasoning, as the key areas for development. Improvement since the last inspection is satisfactory. The quality of teaching and learning in Years 3 to 6, and achievement levels in Key Stage 2, have improved.

Mathematics across the curriculum

58. Numeracy across the curriculum is not planned in a structured way. There are no direct links made with other subjects, but there is evidence of numeracy 'across the curriculum' in school portfolios. Examples are geometric patterns in art and a structures project in design and technology.

Numeracy skills are now taught satisfactorily throughout the school and this provides pupils with a sound foundation on which to build their future learning.

SCIENCE

Provision for science is **satisfactory**.

Main strengths and weaknesses

- Standards are well below average at the end of Year 6 but show signs of improvement.
- Pupils in Years 1 to 4 achieve well.
- Higher-attaining pupils could reach higher standards.
- Teaching and learning are good throughout both key stages.
- The subject is led and managed well.

Commentary

59. Standards in science, as observed during the inspection period, are average at the end of Year 2 and well below average at the end of Year 6. This is consistent with the standards indicated in the results of the 2003 National tests. However, the stronger teaching in Years 5 and 6 is steadily making an impact on standards for they are rising slowly at the end of Key Stage 2. There is no significant difference between the attainment of boys and girls. When compared to similar schools, pupils at Broad Heath do better than other schools by the end of Year 2, but are well below average at the end of Year 6. All pupils in Years 1 to 4 are achieving well because of the consistently good quality teaching and learning they have received over time as they progress through the school. The pupils in Years 5 and 6 have not always had the benefit of this good quality teaching in the past and, therefore, their standards of work in science have dipped. However, the good teaching in Years 5 and 6 is rectifying these weaknesses, and achievement levels are improving, so that the progress of pupils is now judged to be satisfactory overall. The school provides very good support for pupils with special educational needs and this makes a positive impact on their learning. The achievement levels of these pupils are good. Similarly, the high proportion of pupils with English as an additional language is given valuable, expert support in lessons. This enables pupils with limited understanding of English to make good gains in their levels of achievement.
60. The school has experienced significant changes since the last inspection which have had an important impact on the science provision, especially in the quality of teaching and learning. Overall, teaching and learning are good. There are many newly appointed, well-motivated teachers and the curriculum and assessment procedures have been improved so that a more consistent, whole-school approach is applied. There has been a sharper focus on scientific investigation and this is benefiting pupils' levels of understanding. In a well-structured Year 5 lesson, which evaluated how materials can muffle sound, skilful teaching enabled pupils to understand why fair tests are required and that variations can change results. Teachers plan thoroughly setting out clear objectives drawn from school and national guidelines. However, the match of work to pupils of differing abilities is often the same for the whole class and the work set does not always enable the higher-attaining pupils to reach their full potential. Technical vocabulary is used effectively in lessons so that pupils learn the correct terminology and there are ample opportunities to reinforce literacy and numeracy skills in lessons. There is some evidence of pupils' information and communication technology skills being developed in science, but it is very limited. The quality of marking is much improved and pupils have a clearer understanding of what they have to do next in order to improve their work. However, some of the presentation of work by some pupils is careless, and teachers have different approaches to the setting out of investigations and conclusions, which is slowing down pupils' achievement in the school.
61. The leadership and management of the subject are good. The subject co-ordinator, who is the acting headteacher, monitors the quality of pupils' work, analyses test results, reviews teaching, and produces a well-focused action plan for further improvements. There is a clear vision of how standards can be raised and the first signs of improvement are beginning to appear. Assessment

procedures are much improved and the school is setting realistic, achievable improvement targets based on accurate recording systems. Since the last inspection pupils' achievement levels in Key Stage 2 have improved. This is largely linked to the increased use of an investigative approach and general improvements in the quality of teaching and learning. Good levels of improvement are also attributable to improved assessment procedures and the overall leadership and management of science.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **good**.

Main strengths and weaknesses

- Standards in Year 6 are below expectations.
- Teachers' knowledge and understanding of the subject enables them to teach with confidence and plan lessons well.
- The newly appointed co-ordinator is providing good leadership.

Commentary

62. In addition to the lessons seen during the inspection, scrutiny of pupils' work and teachers' planning shows that the quality of teaching is good overall, and in two of the three lessons observed it was very good. Teachers use their understanding of the subject well and all pupils make good gains in their knowledge and use of computers. Throughout the school, teachers are already using the recently installed inter-active whiteboards with considerable expertise to reinforce previous learning and introduce new skills at the start of lessons. Little time is wasted when pupils move to the computer suite and for the remainder of lessons most pupils quickly settle down and work hard on appropriate tasks. They sensibly share the use of a computer with a partner.
63. Pupils achieve well in Key Stage 1 and by the end of Year 2 reach standards which are broadly in line with those expected for their age. This is also true of Years 3 and 4. Pupils in Years 5 and 6 achieve well against previous learning and in some areas of the subject are reaching standards appropriate for their age. These include the use of spreadsheets and designing web-sites with a range of text, graphics and sound. However, because of gaps in their learning from previous years, they have little knowledge or understanding of controlling, nor of the wider uses of communication technology. This means that standards overall at the end of Key Stage 2 are still below those expected nationally.
64. The subject leader is very knowledgeable and enthusiastic, but has only recently taken up the post. At this stage it has not been possible for her to monitor the quality of teaching and learning. However, samples of pupils' work are now being saved and matched to attainment levels to provide useful guidance for other teachers. Overall, there has been a good level of improvement since the last inspection, but as yet, though planned, no systems have been established for the assessment of the progress made by individual pupils.

Information and communication technology across the curriculum

65. The use of information and communication technology across most other areas of the curriculum is good. In all the information and communication technology lessons seen, and in a study of pupils' work, it was obvious that pupils use the skills they learn to produce work linked to other subjects. Pupils in Year 2 use word-processing skills to write character descriptions, for instance, of Goldilocks, as part of their literacy work. Pupils in Year 4 demonstrated their mouse skills and knowledge of 'Microsoft Paintbrush', very effectively, to recreate their own drawings based on work by the artists Seurat and Monet. The majority of pupils in Year 6 competently demonstrated their ability to use an Excel spreadsheet to load simple mathematical data, find the average, and produce an appropriate graph of the comparisons. They also use the Internet to research information for history topics and have, on one occasion, used a simple program to compose

music. Little evidence was found of the use of information and communication technology in science and religious education, other than the use of the class whiteboard.

HUMANITIES

In **geography**, no lessons were observed, therefore, no judgement is made on the provision for this subject. Pupils' work was examined, and a discussion with a group of pupils in Year 6 was undertaken to assess their levels of knowledge, skills and understanding. Samples of pupils' work in Years 1 and 2 indicate a sound curriculum is in place, with pupils attaining average standards. They learn about the local environment, plotting simple journeys around the school site and compare a seaside town with their own school site area in Coventry. In Years 3 to 6, pupils cover a range of suitable topics, based on national guidance. By Year 6, pupils are generally reaching appropriate levels of performance in geography. They have a sound understanding of the continents of the world and various climatic patterns. Their knowledge of how pollution affects the environment is also sound. Their skills in mapping are developed satisfactorily. Most pupils can identify features such as motorways, roads, railway lines, rivers and parklands on an A to Z map. Higher-attaining pupils are skilful in using co-ordinates to locate a particular feature. Standards at the end of Year 6 have improved since the last inspection, and there is now a permanent co-ordinator to lead and manage the subject.

History

Provision in history is **satisfactory** overall.

Main strengths and weaknesses

- Standards at the end of Year 6 are below average.
- Teaching and learning in Years 1 and 2 are good.
- Good links are made to other areas of the curriculum.

Commentary

66. Standards at the end of Year 2 are average, but those at the end of Year 6 are below average. This is the same judgement as at the time of the last inspection; however, there are signs of improvement for pupils in Years 3 and 4 who are now reaching average levels. Pupils with English as an additional language and those with special educational needs are supported well by additional teachers and teaching assistants. As a result, they make appropriate progress, whilst achievement overall is satisfactory for all pupils.
67. Teaching and learning is good overall, particularly in Years 1 and 2, where there is more evidence of work being matched to the needs of all pupils. Teachers demonstrate good subject knowledge and link the subject well to other areas of the curriculum. In Year 2, for example, good use is made of video footage which stimulates the pupils' interest in hospitals before and after the time of Florence Nightingale. The teacher skilfully uses the opportunity to reinforce hygiene issues, which supports the development of pupils' personal, social and health education effectively. In Year 1, the geographical study of a seaside town, made in comparison to Coventry, is linked well to a history topic on Victorian times.
68. There is a sound curriculum based on national guidelines and a published scheme of work. Pupils in Year 6 remember historical topics they had been taught in previous years, but find it difficult to place historical events on a timeline with accuracy. They refer to doing research using books, encyclopaedia and the Internet. Literacy skills are weaker in Year 6 and this has a detrimental effect on pupils' overall performance. The co-ordinator is new to the role and although knowledgeable has had few opportunities to monitor standards throughout the school. There has been satisfactory improvement in provision for history since the last inspection.

Religious education

Provision in religious education is **good**.

Main strengths and weaknesses

- Good teaching, with effective support, enables pupils to achieve well.
- The lack of monitoring procedures is still a weakness.
- Religious education makes a significant contribution to pupils' cultural development.

Commentary

69. Lessons were observed in five out of six year groups and the teaching was consistently good in every lesson. This indicates significant improvement from the previous inspection when one of the two lessons seen was unsatisfactory. Teachers' knowledge and understanding of the subject is good and this gives them the confidence to plan lessons well. Their good management and questioning skills motivate the pupils and encourages them to think more deeply. Pupils are given plenty of opportunities to talk about aspects of different faiths. In Years 2 and 3, in particular, pupils are helped to learn *from* religions as well as *about* them. For example pupils in Year 2 not only learned about the story of Jonah, but were skilfully helped to understand how, for many people such as Christians and Muslims, it is important to listen and talk to God. Through what Jonah learnt as a consequence of his treatment to the people of Nineveh, the pupils understood the importance of being kind to others and treating everyone as equals. In all lessons, support staff, including those with bilingual skills, encourage reticent pupils to speak more confidently and join in discussions.
70. During the last few months there has been improvement in the monitoring and assessment procedures, which were a weakness at the last inspection, but as yet this has not impacted on standards. At the end of Key Stage 1, pupils are achieving what is broadly expected in relation to their age and with regard to the locally agreed syllabus. This represents good achievement. At the end of Key Stage 2, most pupils have appropriate knowledge and understanding of a range of major faiths but have, over time, not made comparisons with, or talked sufficiently about, their own beliefs. Poor literacy skills, particularly speaking and writing have slowed their rate of progress. Examples of pupils' work have been collected as a start to monitoring progress, but as yet there is no indication of individual progress or levels of attainment. Although there has been no monitoring of teaching, in some lessons work was well matched to pupils' different abilities and this is an improvement since the last inspection.
71. Pupils' knowledge and understanding of the major celebrations, holy writings places of worship, and key leaders of Islam, Christianity, Hinduism and Sikhism make a very significant contribution to their cultural development. This learning is frequently enhanced in assemblies and acts of collective worship.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Design and technology, music and physical education were not a focus of this inspection and these subjects were sampled, therefore, no judgements are made on the quality of provision.

72. In **design and technology** a study of pupils' work in Years 1, 3 and 5 and the portfolio for assessment indicates that pupils are reaching appropriate standards and that resources are now satisfactory, an improvement since the last inspection. There is a wide range of activities, including whole-school technology days, such as the one held on Red Nose Day. The pupils evaluate each project when it is completed.
73. In **music**, discussions with pupils in Year 6 show that they have had experience of composing raps and contributed to the development of the school song. Visitors to school enhance the musical experiences. The pupils use terms, such as 'rhythm', 'melody' and 'tune' and know the names of musical notes. Although the co-ordinator has only been in post since January 2004, she

demonstrates an understanding of what is required to develop the subject, but has had no opportunity to monitor the quality of teaching and learning throughout the school.

74. In **physical education** discussions with pupils in Year 6 indicate that a variety of activities are taught across the school, for example, football, hockey, tennis, gymnastics, dance, basketball, and pupils receive swimming lessons in Year 6. This is in line with the requirements of the National Curriculum. There is an annual outdoor activities trip for pupils in Years 5 and 6, and outside providers deliver extra-curricular football and martial arts after school. The co-ordinator recognises the importance of physical education in the overall development of the pupils. There have been few opportunities for her to monitor standards in the subject. There is an appropriate range of resources and they are well maintained.

Art and design

Provision in art and design is **satisfactory** overall.

Main strengths and weaknesses

- Leadership of the subject is good.
- There are good links with other curriculum areas.

Commentary

75. Standards are average at the end of Years 2 and 6. All pupils achieve satisfactorily and develop their skills as indicated by the work in the sketchbooks. Pupils with special educational needs and English as an additional language are supported well by specialist teachers and teaching assistants. This enables these pupils to make similar progress to their classmates.
76. Teaching and learning, from the evidence available, are satisfactory overall with good elements, for example the co-ordinator taught a Year 1 class how to make a weave using a range of materials and objects. She used terms, such as 'warp' and 'weft', thus enriching the pupils' vocabulary. The pupils were supported well by another teacher and a teaching assistant.
77. There is a sound curriculum based on national guidelines and a published scheme of work. Links to other areas of the curriculum are common. In Year 3, for instance, figure drawing links to relationships, geometric patterns to mathematics, and illustrating storyboards to literacy. There are also links to history, science and religious education. Pupils of all ages work in the style of other artists. Younger pupils paint in the style of Monet and those in Year 5 in the style of Paul Klee.
78. The use of information and communication technology is in its infancy, but pupils Year 6 use the Internet to research their masks. In Year 4 pupils use the digital camera to illustrate viewpoints and in Year 3 pupils use a drawing tool to produce a self-portrait. Pupils in Year 6 visited an art gallery during the inspection and there are examples of art work displayed in corridors and the library. Three-dimensional works, such as masks, wire figures, and clay work, is evident around school and in the portfolio of pupils' work. Improvement since the last inspection is satisfactory.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision in personal, social and health education is **good** overall.

Main strengths and weaknesses

- Teaching and learning are good overall.
- Personal, social and health education is reinforced well across other areas of the curriculum.

Commentary

79. All pupils achieve well. Those with special educational needs and those who use English as an additional language also achieve well because they receive good support from additional teachers and teaching assistants. Personal, social and health education is taught well, with a specific focus each half term, which is reinforced in regularly timetabled lessons. External agencies, such as the children's and young people's services, are used to enrich the pupils' experiences. Sex and relationships education is taught in the summer term of Year 6. The school makes suitable provision for the teaching of drug awareness.

80. Personal, social and health education is reinforced well in other curriculum areas. In Year 2, for example, pupils discuss health and hygiene in the context of a history lesson about Florence Nightingale and pupils in Year 3 use 'making relationships' as a stimulus for portraits in art. There are displays in classrooms and corridors with a focus on personal, social and health education, which heightens pupils' awareness of its importance in the school context. Teachers, teaching assistants, dinner supervisors and other adults regularly reinforce issues, such as behaviour, hygiene and manners on the playground and in the dinner hall. Assemblies reflect the school's policies with regards to attitudes and behaviour. There has been satisfactory improvement in this area since the last inspection.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	4
Overall standards achieved	4
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	3
Attendance	5
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	4
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	4
The school's links with other schools and colleges	4
The leadership and management of the school	3
The governance of the school	4
The leadership of the headteacher	2
The leadership of other key staff	4
The effectiveness of management	3

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).