

INSPECTION REPORT

BROOKVALE PRIMARY SCHOOL

Erdington, Birmingham

LEA area: Birmingham

Unique reference number: 103319

Headteacher: Mr A Sharp

Lead inspector: Mrs L Murphy

Dates of inspection: 15th – 18th September 2003

Inspection number: 25564

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 – 11
Gender of pupils:	Mixed
Number on roll:	194
School address:	Mallard Drive Erdington Birmingham
Postcode:	B23 7YB
Telephone number:	0121 3569973
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Appropriate authority:	The governing body
Name of chair of governors:	Mr M W Staham
Date of previous inspection:	9 March 1998

CHARACTERISTICS OF THE SCHOOL

Brookvale Primary School serves its local community of owner occupied and council built homes in Erdington near the centre of Birmingham. The school is average in size. Two thirds of the pupils are of White UK heritage and of the remaining third the largest proportion is of Black-Caribbean heritage. All pupils speak English as their first language. The number of pupils known to be eligible for free school meals is broadly average. The proportion of pupils with special educational needs is above average nationally; their needs include moderate learning difficulties. The proportion of pupils who transfer in and out of the school other than at the usual time is above average. The attainment of pupils when they start school is well below that typically expected for their age. In this respect the school has changed in character since the time of the last inspection.

INFORMATION ABOUT THE INSPECTION TEAM.

Members of the inspection team			Subject responsibilities
16173	Mrs L Murphy	Lead inspector	Science, information and communication technology, physical education and the Foundation Stage curriculum
19446	Mrs S Wood	Lay inspector	
25376	Mrs L Alvy	Team inspector	English, geography, history, music and special educational needs
30823	Mrs B Clarke	Team inspector	Mathematics, art and design, design and technology and religious education.

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	8
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	11
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	17
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES	19
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	33

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The overall effectiveness of the school is satisfactory and it provides satisfactory value for money. The quality of teaching and learning is good which means that, though standards are below average, pupils' achievement is good. The school is well managed and soundly led. A barrier to improvement is the senior leadership team because not all members fulfil their roles well enough. As a result the qualities within the school are variable.

The school's main strengths and weaknesses are:

- standards are below average in English, science, information and communication technology and religious education by the end of Year 6
- the quality of teaching in the reception class and in Year 3 to Year 6 provides challenge for pupils that results in good achievement;
- the contributions made by the headteacher, special needs co-ordinator and the Year 3 to Year 6 coordinator to the senior management team are effective but the leadership and management of other members of the team are unsatisfactory;
- pupils' attitudes, behaviour and relationships are very good because the provision for their moral and social development is very strong;
- an inclusive community means that pupils with special educational needs and those pupils who join the school throughout the year are well provided for and as a result achieve well;
- the care and welfare that the pupils receive is of a very good standard;
- the rate of pupils attendance is below average; and
- the balance of time allocated to subjects is variable.

The effectiveness of the school has been maintained since the previous inspection. The pupils' attitudes and behaviour have improved significantly because the ethos of the school has developed well. Pupils' learning in information and communication technology, though satisfactory, has not grown at such a fast rate leaving standards below those typically expected.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2000	2001	2002	2002
English	D	C	D	E
Mathematics	D	E	D	E
Science	D	E	A	A

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

Pupils' achievement is good. At Brookvale a high proportion of older pupils have not spent all their school life at this school. Brookvale makes sure that pupils who join from other schools achieve as well as other pupils. However, often because of a lower level of attainment when they start the school they do not always reach the expected level for their age. Pupils with special educational needs also achieve well because of the good support they receive.

Standards have varied year on year and between subjects as the above table shows. Nonetheless over time the school has kept broadly in line with the national trend and pupils in Year 3 to Year 6 achieve well. Inspection judgement places standards below average in English and science and lower than typically expected in information and communication technology and religious education by the end of Year 6. They are at an average level in mathematics. Particular strengths in pupils'

attainment are in drawing, painting and in the development of the games aspect of physical education.

In the reception class standards are below the goals children are expected to reach by the end of reception. This represents good achievement from when they first start school. The level of achievement is satisfactory in Year 1 and Year 2 which means that by the end of Year 2 standards are below average in reading, writing, mathematics, science and information and communication technology.

Pupils' personal qualities, including their spiritual, moral, social and cultural development are very good. This is because the headteacher sets high expectations and provides a very strong lead to promote pupils' very good attitudes, behaviour and relationships. The procedures to promote good attendance are insufficiently rigorous and as a result pupils' attendance is unsatisfactory.

QUALITY OF EDUCATION

The quality of education provided by the school is good. Pupils in the reception class and Years 3-6 learn at a good rate because of the effective teaching. The satisfactory curriculum is enriched through a good range of learning activities outside school but the school has yet to make sure that within school there is an appropriate balance of time for each subject. Pupils' care, guidance and support are very good and reflect the strong ethos created by the headteacher since the last inspection.

LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory. While the headteacher manages the school well and provides clarity to the direction of the school, the support, drive, curricular leadership and exemplar teaching are lacking in some of the other senior staff. As a result, there are weaknesses in teaching in Year 1 and Year 2 and the headteacher lacks the measure of support usually provided by a deputy headteacher. As a result the rate of progress and innovation is slowed leaving leadership satisfactory on balance.

Monitoring and evaluation of the school's work are good and inform the governors' understanding of strengths and weaknesses. Governance is satisfactory. It supports the school but does not always provide the degree of challenge required for senior managers.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are satisfied with the school. They particularly like the way that the school treats children fairly, that staff expect pupils to work hard and that children make good progress. A very small proportion of parents had concerns about the way the school sought their views and about bullying. The inspection findings are that any bullying is taken very seriously and dealt with very quickly. The school rightly prides itself on its inclusive approach. Parents' views are satisfactorily sought.

Pupils are very positive about the school. They appreciate that they are trusted and say clearly that they have well known adults to go to if they are worried about anything. The pupils like working hard and acquiring new knowledge in lessons.

IMPROVEMENTS NEEDED

The most important things the school should do to improve are:

- raise standards in English, science, information and communication technology and religious education by the end of Year 6;
- improve the effectiveness of the senior management team;
- raise the quality of teaching in Year 1 and Year 2 to match that in the rest of the school;
- improve the rate of pupils' attendance; and
- re-allocate curricular time appropriately to subject teaching.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

By the end of Year 6 standards are below average in English and science. Nonetheless pupils achieve well given the school has an above average number of pupils with special educational needs and a high percentage of pupils who move in and out of the school other than at the usual times of transfer.

Achievement in the reception class is good and over the year pupils move up a level from well below what is expected to a level below that set by the early learning goals for children of this age. Standards by the end of Year 2 are below average and pupils' achievement is satisfactory.

Main strengths and weaknesses

- Standards in reading and writing are generally below average;
- pupils do well to reach satisfactory standards in speaking and listening and mathematics by the end of Year 6;
- standards are above those typically expected in painting, drawing and in games by the end of Year 6;
- pupils with special educational needs achieve well;
- pupils who transfer to the school do well;
- the school is addressing the boys' under-achievement over a number of years in reading and writing by the end of Year 2;
- in mathematics and science by the end of Year 6 boys out perform girls; and
- over time the school's trend in standards is broadly in line with the national trend.

Commentary

Standards in national tests at the end of Year 2 – average point scores in 2002

Standards in:	School results	National results
reading	15.2 (15.0)	15.8 (15.7)
writing	14.6 (14.3)	14.4 (14.3)
mathematics	15.6 (14.1)	16.5 (16.2)

There were 28 pupils in the year group. Figures in brackets are for the previous year

1. Since the last inspection the pupils' attainment on entry has fallen. Even so, the results of national tests for pupils at the end of Year 2 vary from year to year. This is in part because of differences in the proportion of pupils with special educational needs and also because assessment has only recently become a useful tool for making sure that pupils are working to the best of their ability. The uneven outcomes year-by-year and within subjects is reflected between 2002 and the inspection. For example, the results as shown in the table above were lower in reading and writing in 2003 and about the same in mathematics. The inspection judgement is that by the end of Year 2 standards are below average in all of the above subjects and aspects as well as in science.

2. The leadership and management of Year 1 to Year 2 pupils is unsatisfactory in part because of a lack of curricular and teaching leadership. As a result the overview of these year groups is insufficiently rigorous.

3. A barrier to improving standards across the school has been the great number of staff absences over time, which the school has dealt with to the best of its ability. Nonetheless, it has adversely affected standards.

4. Standards by the end of Year 6 as shown in the table below were below average in English and mathematics and well above average in science in 2002. In the following year standards stayed about the same in English, rose in mathematics and fell in science. The inspection judgment is that standards are broadly average in mathematics because the school is pulling up pupils' attainment through the work of an advanced skills teacher and through grouping pupils' by their level of attainment in Year 5 and Year 6. Standards are below average in English overall though pupils' attainment in speaking and listening is average because teaching staff and assistants make sure that pupils have many opportunities to speak in a range of situations and the pronunciation of adults provides a clear role model. The below average level in science is because pupils in Year 1 and Year 2 have too few opportunities to investigate. This aspect at Year 3 to Year 4 has only recently improved.

5. The school has a high rate of mobility among its older pupils in particular. It is dealt with well through a good induction programme and the use of teacher assessment to gauge pupils' level of attainment so that work can quickly be matched to their needs. Because of this pupils who have joined the school generally achieve well though analysis of data shows that overall the standards on entry of this group is below average and goes some way in accounting for the fall in standards since the last inspection.

Standards in national tests at the end of Year 6 – average point scores in 2002

Standards in:	School results	National results
English	26.6 (27.0)	27.0 (27.0)
mathematics	26.0 (23.8)	26.7 (26.6)
science	29.9 (25.3)	28.3 (28.3)

There were 30 pupils in the year group. Figures in brackets are for the previous year

6. Pupils with special educational needs are fully included in all the school's activities and achieve as much as they can in relation to their identified needs. This is because they are given additional individual support by the special educational needs co-ordinator as well as help in the classroom from skilled learning support assistants.

7. Standards are below those expected in religious education by the end of Year 6 because insufficient time is given to the subject. As a result pupils' achievement is unsatisfactory. Standards in information and communication technology have been adversely affected by problems with resourcing the computer suite. However, this has now been resolved and pupils are achieving satisfactorily. In games pupils do well because the teachers have a good subject knowledge and promote the aspect of physical education well. Similarly in the drawing and painting aspects of art, pupils attain standards above those typically expected of 11- year-olds reflecting the interest and expertise of staff.

8. Boys, over the past five years have overall attained lower levels than the girls in reading and writing by the end of Year 2. The school has begun to address this by improving resources, especially books to make provision more interesting to boys. Conversely, in mathematics and science by the end of Year 6 boys have out-performed girls. In part this is because boys make better progress in solving problems and finding out for themselves. The school has yet to thoroughly address the teaching of investigation in science though has made a good start in mathematics taking into account the difference in attainment by gender. The school rightly tracks pupils' attainment by ethnicity and analysis shows that pupils from different heritages achieve the same standard as others across the school.

9. In the Foundation Stage, standards in relation to the early learning goals in the majority of the six areas of learning are likely to be below expectations by the end of pupils' time in the reception class. The exception is in creative development where pupils are likely to attain the expected level and achieve very well because their attitudes are very good and the curriculum ensures that they have plenty of opportunities to explore a range of materials and to be taught skills very carefully. Pupils achieve well overall in the reception class because of the good quality of teaching, which brings about a good rate in pupils' learning.

Pupils' attitudes, values and other personal qualities

10. Since the last inspection there has been very good improvement. The attitudes, values and personal development of pupils are now very good. They reflect the very strong provision for pupils' moral, social and cultural development. Attendance is below average.

Main strengths and weaknesses

- Pupils behave very well and are exceedingly mature;
- relationships are very good between staff and pupils;
- pupils have very good attitudes to learning and are keen to get on;
- the school community is very orderly and free from harassment and racial inequality;
- provision for pupils' social and moral development is very good;
- opportunities to explore the beliefs of others are limited;
- there are insufficient planned opportunities to promote pupils' spiritual development; and
- procedures are in place to monitor attendance although these are not used with sufficient rigour and first day absence is not followed up.

Commentary

11. The school promotes very good behaviour in lessons so that most pupils listen attentively, settle quickly and work with diligence. Very good organisation for outdoor play, and a good level of effective supervision at meal times, promotes a very orderly environment in which pupils thrive. Very good relationships between staff and pupils promote mutual trust so that, in pupils' questionnaires, seventy three percent say they turn to a known adult when worried.

12. Most pupils approach new work confidently because the teaching is planned well building on previous learning. Pupils show very good levels of interest in lessons because teachers use varied, relevant strategies to motivate them. For example, as part of a Year 4 Harvest topic, the teacher produced a large bar of chocolate, challenging pupils to list those who contributed to its manufacture. Older pupils also develop interest in school life by joining the out of school clubs and participating in competitive sports. Because teachers display work attractively, pupils develop good levels of pride and self-esteem.

13. The school provides good opportunities for pupils to take on additional responsibility. There are job rotas in all classes; for example, reception pupils have 'register duties'. Older pupils undertake additional tasks, promoting initiative and steadfastness. Almost three quarters of the pupils responding to the pupil questionnaire agree that staff trusts them. The school provides satisfactory opportunities for pupils' individual research but the limited use of computers in lessons and the reorganisation of the school library which is not yet completed, significantly reduces this.

14. In the last inspection, provision for pupils' spiritual development was judged unsatisfactory. It is now satisfactory. In assemblies, pupils reflect on their actions and gain empathy for others. In lessons, teachers sometimes develop sensitive discussions, for example, exploring the feelings engendered in a poem about bullying. There are insufficient planned opportunities to promote reflection or a sense of awe about the learning.

15. Because the school promotes high standards of behaviour, pupils know the difference between right and wrong and treat others and property with great respect. Pupils joining the school mid-year soon settle in to the school's expectations and respond well. Through such initiatives as "Thought of the week", pupils think about their actions and its impact on others. Time set aside for weekly class discussion provides very good opportunities for pupils to explore moral issues and to listen to others' views.

16. Provision for pupils' social development is very good. Through interesting visits and attendance at activities beyond the school day, pupils develop relationships in different settings. This is enhanced via community links, for example, meeting with senior citizens. Year 6 pupils enjoy a residential visit where participation in challenging activities encourages team spirit and interdependence.

17. Pupils' cultural development is good overall. Pupils develop a good understanding of their own heritage through history and geography and studies of the work of famous artists. Visits to local museums, enhance this provision. Pupils' perspective of a multi-cultural Britain is effectively promoted in "Black History" studies, links with a school in Africa, and participation in an Asian Music festival. This promotes tolerance through valuing differing life stances. However, because many religious education lessons are too short, pupils have insufficient time to study community religions in depth, so that opportunities are missed to explore the beliefs and practices of others.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	7.5	School data	0.4
National data	5.4	National data	0.5

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

18. Attendance rates are below the national average. The school's procedures to promote good attendance are not consistently applied and parents are not contacted on the first day of absence by the school to promote good attendance. There are occasions when pupils are absent for longer times – such as extended visits to homelands, but many pupils are absent regularly for single days which are significantly adversely affecting the overall attendance figures of the school. Pupils like to come to school and generally arrive on time to enable a smooth and prompt start to the school day.

Exclusions

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	104	2	0

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

19. **The quality of education provided by the school is good.** Strengths are in the **good quality teaching of pupils in the reception and Year 3-6** classes where teaching has high expectations and is inclusive of all groups of pupils. There is a small proportion of unsatisfactory teaching. Assessment of pupils' progress is good in English and mathematics but in other subjects is variable. Guidance and support of pupils is very good and does much to support the positive ethos of the school.

Teaching and learning

Main strengths and weaknesses

- In Year 3 to Year 6 and in the reception class the good teaching:
 - has high expectations of what pupils can do and pupils work hard
 - uses methods that engage pupils in their tasks and encourages collaborative work
 - nurtures very good relationships and collaborative work
 - teachers' subject knowledge is good
 - work is matched well to the requirements of different groups of pupils
 - teaching assistants provide much support to pupils' learning;
- clear learning objectives are set for each lesson so pupils know exactly what is required of them;
- assessment is thorough in the reception class;
- teaching methods in Year 1 and Year 2 are unsatisfactory and marking does not inform planning well enough;
- the concluding parts of lessons leave insufficient time to draw the lesson to a proper conclusion; and
- too little challenge, inadequate classroom organisation and a slow pace mark unsatisfactory teaching.

Commentary

20. The teaching of Year 1 does not build well on the experiences pupils are given in the reception class. This is in part because the teaching does not always take account of the stage of pupils' development and provides a curriculum and methodology more suitable for older pupils. In addition, the resources for teaching and learning are insufficient to really engage pupils in practical aspects of their learning. The pace of teaching is at times too slow and as a result pupils are seated for lengths of time listening patiently to repeated instructions leaving an imbalance in the time available for investigative and recorded work. Marking is cursory and adds little to pupils' learning. The leadership and management of Year 1 and Year 2 is unsatisfactory and adversely affects the quality of provision because there is insufficient lead given to bring about improvement.

21. The teaching of science is unsatisfactory at Year 2 because the teaching is over-reliant on worksheets and fails to match tasks to the individual's level of attainment. As a result pupils often mark time though are patient and well behaved.

22. The teaching of good quality is vibrant and engages pupils' interest and curiosity in the subjects taught. Pupils are keen to find out more and listen very attentively and behave very well getting a huge amount of satisfaction from their tasks and increasing their knowledge and understanding along side the practical application of skills in a range of subjects. Pupils are given plenty of opportunities to work in groups and with partners. This becomes a way of life for them and they respond very maturely. Pupils are willing to work hard because of the high standards set by the teachers and the sense of satisfaction that accrues for pupils. Classrooms are conducive to learning and teaching assistants provide much support to individuals and small groups. An aid to the quality of teaching is the work of the teaching assistants who are well informed about teaching and the curriculum and add much to classroom practice. All pupils are included in the lessons through work matched to their level of attainment that sets a good level of challenge but is achievable. Importance is given to equality of opportunity and as a result pupils are sensitive to the needs of others, for example, they listen carefully to ideas and points of view from other pupils and respond maturely to suggestions about the work in hand. These aspects together with good quality planning in Year 3 to Year 6 also make the difference between the better quality teaching of the older pupils in English including literacy and mathematics including numeracy. Parents rightly judge the quality of teaching to be good overall and almost three quarters of pupils responding to the pupil questionnaire say they learn new things in lessons and have to work hard.

23. Teachers mostly have a good command of the subject they teach. Because they are well informed they can answer questions and at the same time raise further ideas for pupils to consider. In this way pupils' learning spirals upward.

24. A strength across all the teaching is the way that the objectives for each lesson are made clear and often referred to throughout the lesson. This means that pupils know what is expected of them and are beginning to have a reasonable idea of how well they are doing. A shortcoming overall is that the last part of lessons are sometimes rushed leaving too little time to review the lesson and look forward to what is going to be taught in the next lesson.

25. The quality of teaching of staff who teach in a range of classes so that subject coordinators have time away from their class to carry out other duties is unsatisfactory. It is insufficiently strong to provide a smooth transition between teachers. This is because classroom management is unsatisfactory and the pace far too slow. The outcome is that time is wasted, pupils' learning can be disrupted and the work is not well matched for all groups of pupils.

26. A range of assessment is used well in the reception class and in English and mathematics to inform what needs to be taught next and to keep a check on pupils' achievement. The school has not yet concentrated on assessment in other subjects with the outcome that there is variation between subjects and classes. This means that the match of work is not always as good as where assessment is thoroughly embedded.

27. Pupils who have special educational needs are taught well and make good progress towards targets set in their Individual Education Plans. Pupils benefit from individual teaching as well as receiving additional support in the classroom. Individual targets are matched well to pupils' ability because the special educational needs co-ordinator monitors progress rigorously. Good teamwork between teachers and learning support assistants provides a good picture of pupils' achievement so that work is well matched to their level of attainment.

28. The use of assessment to identify those pupils who have special educational needs is good beginning as children start school be it in the reception class or mid year. Information about pupils' specific needs is tracked carefully and individual targets monitored regularly.

29. The headteacher, through monitoring has a clear picture of strengths and weaknesses in teaching. This has helped to improve its quality significantly since the previous inspection, overcoming as much as possible, the barrier to improving the teaching caused by many staff absences which have in part adversely affected the continuity of pupils' learning.

Summary of teaching observed during the inspection in 25 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	1	12	9	3	0	0

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

The curriculum

30. The curriculum is satisfactorily broad and is enriched through a good range of extra learning opportunities. There are weaknesses in curricular provision and resourcing in Year 1 and inconsistencies in time allocated to subjects other than English, mathematics and science. Improvement since the last inspection is satisfactory. Most subjects are now satisfactorily resourced.

Main strengths and weaknesses

- good provision for English and mathematics helps pupils to achieve well in these subjects by the end of Year 6;
- good opportunities for enrichment widens pupils understanding;
- provision for pupils' personal, social and health education is good;
- the inclusive curriculum meets the needs of all pupils;
- good provision for children in the reception class helps them learn well;
- very good outdoor provision makes playtimes and dinner times real social occasions;
- a lack of coherent planning for curriculum provision and innovation has brought about inconsistencies in the allocation of curricular time leading to discrepancies between classes and subjects and insufficient time for religious education;
- there is limited application of numeracy and information communication technology across subjects; and
- the provision for pupils in Year 1 does not build well enough on what has gone before.

Commentary

31. The national strategies for literacy and numeracy are implemented well so that pupils have an effective basic curriculum. Planning is good overall and identifies how the tasks will be adjusted for different groups of pupils. It enables pupils in Year 3 – Year 6 to be challenged at an appropriate level. This is not always the case in Year 1 and Year 2 in some other subjects where tasks are not well enough matched to pupils' needs resulting in a slower and at times unsatisfactory pace to their learning.

32. The curriculum for pupils in the reception class effectively matches the children's needs and level of development. This is because the underlying organisation is good and assessment is used well to adjust the planning to the pupils' individual and group needs. A shortcoming is in the planning for outdoor play including pupils' physical development. This is not as well structured as other aspects and leads to a satisfactory level of teaching and learning rather than the good level evident in other aspects.

33. The school has appropriately highlighted the need to review provision for pupils in Year 1. Because the curriculum is too formally structured, with insufficient opportunities and resources for creative activities, there is a lack of progression from the curriculum provided in the reception class. This builds inconsistently on previous work, creating gaps in pupils' learning and independence.

34. Insufficient evaluation of class timetables has resulted in teachers allocating differing amounts of time to subjects, leading to inconsistencies in provision between classes, and insufficient time to complete work effectively; for example, in design generation and evaluation in design and technology. Standards in religious education by the end of Year 6 are below the requirements of the locally agreed syllabus because pupils have insufficient time to develop their knowledge and understanding of major faiths and through written work. Teachers provide insufficient opportunities for pupils to apply skills taught in mathematics and information and communication technology in other subjects.

35. There is good provision for pupils' personal development because all follow an effective programme, having good opportunities to discuss issues such as relationships. This contributes significantly to the very good attitudes and behaviour of most pupils. Sex and relationships education and drug awareness are taught appropriately. Provision for citizenship is satisfactory and older pupils have good opportunities to take on additional responsibilities. The transition arrangements for pupils in Year 6 are satisfactory.

36. The school plans appropriately for the needs of all its pupils, monitoring pupils' standards and progress by gender and ethnicity. The provision for pupils who have special educational needs has been maintained at a good level since the last inspection. The school is fully committed to involving

this group of pupils in all aspects of the curriculum. For instance, recent improvement means there is now appropriate disabled access and cloakroom facilities so that pupils with more specific special needs can take a full part in the curriculum. Pupils are given good support in lessons by teachers and classroom assistants and achieve well. The provision for pupils who are gifted and talented is embryonic.

37. A good range of enriching activities means that older pupils compete in competitive sports, bringing these experiences into physical education lessons. History and geography are enriched by visits to interesting places such as the differing environment of Llandudno. Pupils regularly perform in public, for example at Christmas. Careful organisation of the outside areas contributes very significantly to pupils' social development and very good behaviour at playtime. Provision of seating, quiet areas and games offers pupils a very good range of occupations, promoting orderly and very enjoyable playtimes.

38. Displays of very good quality enhance the learning environment and help to promote a sense of pride among the pupils. The accommodation is satisfactory overall. The school library is in the process of being changed which has in the interim period reduced opportunities for pupils to independently access information or develop library retrieval skills. Resources are adequate overall, but there are insufficient resources for science experiments in Years 1 to 2. The lack of large climbing equipment for pupils in the reception class, limits opportunities to develop their physical skills. Pupils' standards in information and communication technology are below those expected nationally because provision has been inadequate. Effective use of the newly refurbished computer suite is successfully addressing this issue. There is sufficient staff to teach the curriculum with additional support from the deputy headteacher and special educational needs co-ordinator. This gives the school flexibility for supporting groups and classes and for providing a generous amount of time away from their teaching to concentrate on their subject and aspect responsibilities. The use of this time is inconsistently monitored, so that crucial elements of curricular monitoring are missed. This is a significant reason why inconsistencies in time allocations have not been identified.

Care, guidance and support

39. The school provides a safe and caring environment in which children can learn. They feel confident to talk to adults in the school if they have concerns and their individual needs are supported appropriately through help and guidance, and external agencies where appropriate.

Main strengths and weaknesses

- Health and safety requirements are met because procedures are very good;
- the provision for child protection is very good;
- monitoring of pupils' progress in some subjects is under-developed; and
- strong relationships are based on trust.

Commentary

40. The school has very clear procedures in place to ensure the health, safety and welfare of its pupils and all who work there by ensuring the school is regularly well maintained. The requirements for child protection are now fully met which is an improvement since the last inspection when it was a key issue to be addressed. Incidents of bullying, inappropriate behaviour or racism are exceptionally rare and the school has recording mechanisms in place to ensure these are dealt with firmly and fairly.

41. The school has systems to help support the needs of all its pupils although monitoring in some academic subjects is still in an early stage. Targets are set for classes, groups and sometimes individuals to enable pupils to understand the next step in their learning. The personal development of the pupils is provided for well through the personal, social, health and citizenship

program. Good induction procedures support pupils as they start school and enable them to settle quickly into the routines of the life of the school.

42. Pupils say they feel confident to approach known adults with worries and concerns which are dealt with quickly and sensitively. Pupils' views were recently sought regarding the development of the school playgrounds which now has great benefit to the school's ethos and pupils' attitudes and behaviour.

Partnership with parents, other schools and the community

43. The school has satisfactory links with parents and keeps them regularly informed about day-to-day routines and expectations. The quality of written information to parents on the progress of their children is variable and does not include targets to enable parents to help their children. The school has good links with the wider community, which it uses as an additional resource for pupils' learning.

Main strengths and weaknesses

- The good information for parents; and
- termly information regarding the curriculum enables parents to help their children with school work though information about their child's progress is variable.

Commentary

44. Parents are supportive of the school and the work it does. They feel comfortable to approach the school and are well informed about the life and work of the school. They receive half-termly information on the curriculum in each class to enable them to help and support their children through personal knowledge, artefacts and experiences. The reports to parents, however, do not regularly include targets for development. Opportunities are given for parents to share their views such as surveys on behaviour and more recently the homework policy. Parents appreciate the opportunities to share and celebrate the children's successes at the weekly achievement assembly and thoroughly enjoy the performances put on by the school. A hard working and active 'Friends of Brookvale' organise social and fund raising events to provide additional resources for the school. For example, tables and sun shades for the playground which encourage a range of games and conversation in a quiet area. A small number of parents regularly provide help in classes and the school values this.

45. The school uses the wider community as an additional learning resource to enrich the curriculum. For example, taking part in a competition to design park gates and pillars for Brookvale Park, a traffic survey in Erdington and their connections with local senior citizens. There are strong links with All Saints Church and church representatives regularly lead school assemblies. The school also becomes involved in community projects such as work with the Brookvale Park Rangers to construct nesting platforms for swans and tree planting with Groundwork Birmingham. This supports pupils' appreciation of wildlife and encourages their care for the environment.

46. Parents are given every opportunity to be fully involved in the provision for supporting and teaching their children who have special educational needs. Despite best efforts on the part of the school some parents choose not to maintain as close contact as the school would wish. However, good liaison between the special educational needs co-ordinator and outside agencies maximises the provision.

LEADERSHIP AND MANAGEMENT

47. Leadership and management are satisfactory overall. Management is good and the headteacher has a clear vision for the school. However, the support provided by a significant proportion of the senior management team is unsatisfactory. Governance is satisfactory.

Main strengths and weaknesses

- The management of special educational needs is good;
- the school works hard to provide an inclusive approach to the education of its pupils;
- the leadership of literacy, English and mathematics is good;
- a positive ethos includes high expectations of pupils' behaviour;
- assessment systems are used well to monitor data on standards;
- the challenge provided by the governing body to the senior management team has shortcomings; and
- the systems for formally monitoring the school's work are too informal.

Particular aids or barriers to raising achievement, and their impact

- Staff absence over a prolonged period of time has meant that the quality of teaching has been variable in some classes; and
- the senior management team take an insufficient lead in improving teaching and the curriculum.

Commentary

48. Leadership at the last inspection was judged to be strong and the headteacher continues to provide a clear educational direction for the school. The vision is impeded by the lack of support from the majority of the senior managers. The headteacher has remained steadfast in maintaining a well organised and efficiently run school despite relentless staff absence over a five year period that ate into finances and threatened to detract the school from its planned purpose.

49. Reflected in this strength of leadership is the marked improvement in the attitudes, behaviour and relationships of the pupils since the last inspection. Prudent financial management has supported this by providing funding for improved accommodation and a very aesthetically pleasing outdoor area for pupils and staff. This has complemented the school's strategies for managing pupils' behaviour very well. Effective systems where high expectations of pupils' behaviour are a priority has resulted in a fully inclusive school committed to raising pupils' standards within an atmosphere of harmony and peace among the pupils.

50. The governing body fulfils its statutory responsibilities satisfactorily. This includes specific duties to promote race equality which the school closely monitors. There is an appropriate committee structure to support their work. Except for the finance committee, however, they meet irregularly and informally so their monitoring role is largely underdeveloped. Governors are kept well informed by the headteacher, however, and so they know the strengths of the school and where development is needed. Led by the headteacher and along with the school staff who collate educational priorities in the school improvement plan the governors are involved in decision making at an appropriate stage. Informal reporting to the governors by the co-ordinators for special educational needs, literacy and numeracy takes place but the present committee structure is insufficiently rigorous to challenge, fully support or monitor the work of senior managers. Nonetheless the leadership of English including literacy and mathematics is effective.

51. The senior management team meets irregularly and so there is no formal vehicle by which newly appointed staff with senior responsibilities, for instance, could exercise their role. Insufficient emphasis is placed on the role of the deputy headteacher in supporting the headteacher in influencing staff and managing change. However, the headteacher, supported by the literacy and

numeracy co-ordinators, effectively monitors teaching and learning in order that improvements can be made.

52. The successful introduction also by the headteacher of a system for self-evaluation includes the rigorous monitoring of standards. Here the deputy headteacher supports staff well by collating a range of assessment data. With effective monitoring systems linked carefully to the provision of special educational needs this enables the school to target provision where it is most needed in order to raise standards. Through self-evaluation the headteacher and the governing body have been able to understand the strengths of staff and made sure they are best placed to meet the pupils' needs. For example, the release of the deputy headteacher to enable staff to monitor their subjects and the allocation of funds to effectively support the management and provision for special educational needs. These examples show a precise link to the budget that provides support for the raising of standards.

53. The school is well provided for in its teaching and non-teaching staff. The day-to-day administration is efficient and learning support assistants make a significant contribution to the quality of teaching and learning. Grants and funds for special educational needs are used to good effect. Literacy and numeracy are managed well and resources have been prioritised to support these key subjects. The school applies the principles of 'best value' satisfactorily. Key issues from the last inspection have been addressed satisfactorily.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	534850
Total expenditure	463354
Expenditure per pupil	2260

Balances (£)	
Balance from previous year	46853
Balance carried forward to the next	71496

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

54. The quality of education provided for children in the Foundation Stage is good and has been maintained since the last inspection. This is because of the good teaching and the way staff work well together in the reception class. However, it is not supported well by the leadership and management which is unsatisfactory. Too much is left to the teachers and nursery nurse with little direction to curricular guidance. As a result the resources for teaching and learning are not of a good quality or quantity and this impacts adversely on children's learning and on the time spent by staff in importing resources. The shortage is particularly evident in role-play, storage within the classroom and in outside play.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Well planned activities encourage children's independence;
- routines and rules are established early on and children quickly understand what is acceptable but need much direct help from adults;
- relationships are very good; and
- the induction process is good but it is spread over too long a period.

Commentary

56. Children achieve well because though they start school with limited confidence and concentration the good quality teaching is sensitive to their needs yet demanding of high standards of behaviour. It develops pupils' independence and provides many structured opportunities for them to grow in self-awareness and self-control. Relationships are very quickly established and staff work well as a team from a common starting point and towards a common goal so children have consistency in what is expected of them. Children are on course to reach a level below the early learning goals.

57. During the inspection children were attending part time according to the school's effective induction arrangements including home visits which are much appreciated by parents. Though many children found their first taste of school tiring and often bewildering as they met new friends and new situations the school takes too long to admit all children full-time and as a result they lose out on the opportunity to more quickly become accustomed to school. The children's previous experiences from a wide range of nursery and playgroups has been very varied. Good guidance from staff began to establish routines and children were on the whole amenable to the new situation but required a high level of help to complete simple tasks. The teaching was helping to establish good attitudes towards hard work and play.

58. A daily act of worship is led well by staff to develop children's understanding beyond their immediate framework. Their sense of place and aspects of spirituality come to the forefront during these assemblies and children have a focus to consider a range of issues at a very simple level. There are lost opportunities to develop children's independence, for example, at snack time when all are provided with fruit and a drink but take too little responsibility for organising it themselves.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- The teaching rightly focuses on the development of pupils' skills in speaking and listening;
- assessment is used well each day to guide the teaching and learning;
- staff work well as a team; and
- resources are old and those for role play are insufficient.

Commentary

60. The good quality teaching and learning brings about a good level of achievement for pupils though they are on course to be below the early learning goals by the end of the year in reception because their language development is well below average on entry to the reception class. Adults work well and patiently together with small groups to provide plenty of opportunities for pupils to speak and listen to others. Children need much guidance in this and range from the child who says almost nothing to the child who interrupts loudly and has yet to learn to take turns and listen to others. Because adults show much respect for each other and for the children the classroom is conducive to improving children's talk. The way in which the curriculum is organised provides children with lots of experience around a single topic so that their learning is brought together well. In this way they learn new vocabulary and have plenty of opportunities to practice using it in their own speech. Children need much help with their activities so even in role-play the guidance of an adult is required to help children use simple resources such as household utensils to set a table for a tea party. Resources are often 'make do and mend' and are not of a sufficient quality to really inspire children's imagination. Role-play is somewhat limited by space and also by the sufficiency of resources. This is a reflection of the unsatisfactory management that has failed to focus well enough on the curricular needs of the reception class.

61. Children are developing a love of books and stories through a concentration on nursery rhymes and simple songs. They are helped to enjoy the patterns to the language and are led adeptly to link a well-known chorus to the written words because the teaching is well prepared and well structured in its approach. Praise linked to the objective of the lesson further encourages children to take part responsibly with thought for others so they are beginning to come to terms with rules such as only one person speaks at a time.

62. Skills at pencil control are poor and children's first attempts at writing their name are very under-developed and mostly unrecognisable. Some have so little confidence that their marks on paper are very timid and small. Only a higher attaining child was able to write their name and even then the letter formation was not sufficiently well-established. However, by the end of reception children have made good progress and write simply for a range of purposes though still need much adult support to do so. The method of day-to-day assessment is simple yet effective and is used well to inform the teaching and learning.

MATHEMATICAL DEVELOPMENT

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

Main strengths and weaknesses

- The use of counting rhymes linked to a range of activities; and
- learning is made fun and children respond with delight.

Commentary

64. Children at the beginning of the reception year have difficulty counting and need much help and guidance to count on their fingers to five. Their poor manipulative skills hinder this. The effective teaching is gentle and joyful and helps children to achieve well. Good use is made of whole class teaching at the beginning of the day to help children develop not only counting but also the language to describe number position. As children learnt the rhyme *The Grand Old Duke of York* they were encouraged to march with their hands 'up and down the hill' though many found difficulty in keeping the rhythm and the words going at the same time. One pupil called out 'I'm learning' having realised that he could complete the rhyme along with others.

65. Staff take every opportunity to help children match one object to another and in this way children make gains in understanding how one item corresponds to another and that the matching can be checked through counting. Children are learning to copy the words and phrases of adults and to gradually introduce these into their own mathematical language. Activities are fun and children gain a sense of pleasure and fulfilment from their tasks. They learn at a good rate and so by the end of the year pupils of higher attainment confidently record addition within eight and pupils of lower attainment work within four.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- The curriculum focuses on very practical tasks which suit the pupils well; but
- too little use is made of outside play because the planning does not cater well for it.

Commentary

67. The teaching plans interesting activities to bring children to a better understanding of the natural and technological world about them. Good use is made of photographs to record children's work such as when children grew seeds and made visits. The choice of topics to study is good and these engage children's interest and imagination. Role-play is used well to support children's discovery and to practice new skills though is often reliant on staff to provide the resources. The breadth of provision is limited by the size of the accommodation and this means that opportunities to move between different scenarios are too few. Relationships with adults are good and the adults provide good role models to initiate the play. Adults intervene regularly to take the play on and encourage an imaginative approach. At first this is very difficult for many children and they need much help in keeping basic rules such as leaving the equipment tidy for the next person. Staff are steadfast that children develop their independence even if it takes some time to complete tasks.

68. Too little use is made of opportunities for regular structured activities outside. This is in part because the planning is insufficiently rigorous in this aspect of the curriculum and it has not been guided well enough by the co-ordinator.

PHYSICAL DEVELOPMENT

69. Provision in physical development is **satisfactory**

Main strengths and weaknesses

- Children's manipulative skills develop well through a good range of activities;
- opportunities for physical development outside are limited by resources; and
- the planning for outside play is not as good as in other aspects of the curriculum.

Commentary

70. The quality of teaching and learning is satisfactory as is pupils' achievement. Staff work hard to overcome the fact that the outside play facilities are on the whole some distance from the classroom. However, the planning does not provide challenge at an appropriate level for the range of pupils' attainment and relies too much on outcomes rather than making sure that the provision is tailored directly to the children's stage of development. The range of activities is too narrow to fully extend the curriculum to the outside environment. As a result children make satisfactory gains but especially the average and higher attaining pupils are at times under-challenged by the tasks. A strength is that pupils' speaking and listening skills are developed well by the adults.

71. Within the classroom there is a wealth of opportunity for children to develop their finer control through using a range of tools such as scissors and spatulas. Children are well taught how to grip scissors, for example, and because the tasks are simple to begin with children quickly succeed and are ready for the next step.

CREATIVE DEVELOPMENT

72. Provision in creative development is **good**

Main strengths and weaknesses

- Tasks are linked to an overall topic which brings children's learning together well;
- Teaching is very effective and brings about a very good rate of learning; and
- space is sometimes limited because the accommodation is cramped.

Commentary

73. The staff do what they can to make sure that sufficient space is available for creative activities. Sometimes this means using an adjacent area which is good use of that space and provides a quiet contemplative area for children to paint in, for example. The area is conducive to art work, it being well supplied with interesting plants and well-mounted works of art by other pupils. At this early stage in the year the children needed direct supervision but as they get used to school the area could provide well in encouraging children's independence and creativity.

74. The way in which tasks are related to an overall topic is very meaningful to pupils. So, for example, when learning the rhyme '*Twinkle twinkle little star*' they paint and decorate stars and make collages of owls. The teaching is lively and very keen to make sure that children learn the skills required as well as developing an appreciation of the aesthetic. Language development is a main focus of any activity and over the week of the inspection children could be seen to improve in their listening and in their confidence to try new phrases and words linked to their tasks. Children achieve very well because the teaching and curriculum is very good and expertly meets their needs. Children take much time to finish a piece of work because their skills of applying paste and paint are at a very early stage but they learn at a very good rate aided well by direct intervention from adults which helps to develop children's skills while at the same time allowing pupils the autonomy and satisfaction of completing their work as independently as possible.

SUBJECTS IN KEY STAGES 1 and 2.

ENGLISH

75. Provision in English is **good**

Main strengths and weaknesses

- The leadership and management of the subject are good;
- high expectations of pupils' attitudes to work and behaviour support a systematic approach to raising standards;
- staff analyse performance data and take effective action;
- the teaching and learning in Year 3 to Year 6 is of good quality;
- support for pupils with special educational needs is effective;
- the deployment of teaching assistants promotes pupils' learning well;
- information and communication technology is under-used and the use of the library is not well established;
- the range of books and equipment in Year 1 limits a practical curriculum; and
- there is too little parental involvement in supporting reading at Year 1 and Year 2.

Commentary

76. Standards are below average by the end of Year 2 and Year 6 in reading and writing. This appears to compare unfavourably with those of the past inspection although standards in speaking and listening remain broadly average overall. Increasingly higher numbers of children enter the reception class with poorer communication skills; higher numbers of pupils needing extra support arrive and leave during the school year. Standards of the current Year 6 class therefore do not accurately reflect the higher prior attainment recorded for these pupils at the end of Year 2. These factors contribute to the uneven pattern of results in the national tests and assessments seen year-on-year.

77. School self-evaluation has identified the need for rigorous monitoring of pupils' attainment to ensure effective identification of pupils' ability. Careful analysis and increasingly effective action means pupils are helped to achieve as well as they are able. Good liaison between key staff, teachers and teaching assistants maximises work on the class targets set and those in pupils' individual educational plans. Good teaching and extension work for higher attaining pupils is bearing fruit and pupils in Years 3 to 6 achieve well. Last year a whole school target for writing and handwriting showed good improvements in presentation, a weakness identified at the last inspection.

78. Results in national tests and assessments show also that in Years 1 and 2 girls do better than boys in reading overtime. Whilst reading books are well matched to pupils' levels of attainment and pupils are encouraged to read regularly at home, reading is still a struggle for some pupils. Although pupils try hard and consistently persevere many need a lot of support to read new words and to develop an enthusiasm and confidence in reading. Indeed, in the small sample of pupils' seen in the current Year 2, standards in girls' reading were marginally better than boys. They were just beginning to read simple sentences and were very hesitant readers. In contrast the girls including the higher and below average attaining pupils were more confident and interested readers. When questioned, few pupils read at home and most had little experience of a range of reading material. Recent additions to reading and reference books have partially addressed this issue with planned additional support for parental involvement in reading. However, the school recognises the need for continued development in raising the profile of literacy with parents so building more effectively on the good work started in the reception class. Class targets in reading are displayed prominently but there are missed opportunities to share good practise in reading with parents through teachers contributing to pupils' reading records with the use of diagnostic comments, for example.

79. Reading is taught satisfactorily in Years 1 and 2 and pupils' achieve steadily. They make more rapid progress in the Year 3 to Year 6 where the planning for the literacy session is more detailed and teaching overall is good. In a Year 2 lesson shared reading was mundane because planning was too brief and subsequent questions provided little support to move the pupils on in their knowledge, skills and understanding of text. In lessons seen in Years 4 and Year 6, however, effective and detailed planning with clear learning objectives and skilled use of focussed questions during the shared reading element of the lesson, challenged pupils to give of their best and speedily increased their willingness and ability to learn. In addition, consistently well planned small groups for guided reading mean pupils, including those with special educational needs, experience good teaching of reading skills and further opportunities to gain confidence in listening and speaking. In a good history lesson the pupils used their skills in reading to extract information from a newspaper report about the life of children in Victorian times. They set to the task with diligence and perseverance working in pairs co-operatively and sharing ideas. After the lesson a group of courteous and well-behaved pupils discussed their research confidently and sensibly.

80. Pupils with particular learning difficulties and lower attaining pupils achieve well because of the high quality of extra help they receive from learning support assistants. The well-organised and knowledgeable manager of special educational needs keeps rigorous records and analysis of pupils' standards and progress. These are used to plan the appropriate work for individuals and groups of pupils in their individual education plans. There are very good relationships and this gives pupils the confidence to try their best. Records have shown that despite regular invitations for parents to be involved in monitoring their children's progress very few actually do.

81. Standards are below average in writing in Year 2 and Year 6. At present there are no pupils in Year 2 working at a high level but there is an expected rise of 11 per cent forecast by the end of 2004 and pupils are on course to meet the target. Presentation in writing has improved effectively because of consistent attention to the teaching of spelling and handwriting. The quality of teaching is satisfactory in Year 1 and 2 and good in Years 3 to 6. From a low starting point pupils achieve steadily over time and even lower attaining pupils work shows perseverance and an increase in the content and the amount of writing over the year. The writing of higher and average attaining pupils makes more grammatical sense and shows a developing ability to write for a variety of purposes using correct punctuation and some use of speech marks. However, the limited use of interesting vocabulary reflects their lack of early language experience and highlights the need for an extended 'language rich' environment than is presently available in the planning for Year 1 and Year 2 lessons and in classrooms. Minimal resources in the Year 1 class means that the practical activities to promote literacy in the reception class are not built on well enough. By Year 6 pupils are able to write for a range of purposes and audiences. Pupils achieve well because their work shows teachers plan for the systematic development of key skills and teach them effectively through a well-structured literacy hour. As a result higher and average attaining pupils' work is becoming increasingly well organised. The use of connectives and paragraphs identified as a target earlier in their work becomes more skilled. Evidence of grammatically complex sentences and ideas developed in interesting ways means pupils are expected to reach the higher levels in the tests for eleven-year-olds. Lower attaining pupils' work still requires additional adult support as independent spelling and writing is sometimes erratic and untidy without their good guidance and encouragement. Higher attaining pupils in the present Year 6 quickly produced lively, humorous and interesting newspaper reports during a literacy session. Pupils are expected to work hard and they respond well to this.

82. Speaking skills are satisfactory and pupils know how to use inflexion and expression to gain the attention of their audience. A strength of the teaching is the use of termly individual targets so that pupils know exactly what they need to do to improve. Good subject knowledge, time management and assessment mean pupils produce work of a good quality in lessons and increase their knowledge, skills and understanding across all aspects of the subject. This is well supported by teaching assistants.

83. The subject is well managed and led. Although only in post for one year the co-ordinators' systematic approach to development has provided a good lead to staff. For example, the monitoring and development of medium-term planning led to the need to give more depth to aspects of the

subject. Half-termly assessments and the subsequent introduction of individual targets for pupils from Year 1 to Year 6 has shown that speaking and listening skills, particularly for younger pupils, need to be addressed more systematically across the school. The use of information and communication technology is not planned well enough though the co-ordinator acts as a good role model in its use. There has been good improvement since the last inspection. Teaching in Year 3 to Year 6 is now good; a significant improvement to the poor teaching reported in some lessons at the last inspection. Assessments of pupils' attainment are tracked carefully year on year giving teachers a clear picture of standards. This effective tracking of pupils' progress means that individual targets are realistic and achievable.

Language and literacy across the curriculum

84. The use of language and literacy across the curriculum is satisfactory. Strengths are in the opportunities provided for pupils to speak and listen in a range of situations. Pupils often discuss in pairs and small groups and share their findings to the whole class. In Year 1 to Year 2 satisfactory use is made of reading and writing in other subjects and good use is made in Year 3 to Year 6. The use of the library, however, is not well established. The use of information and communication technology is satisfactory.

MATHEMATICS

85. Provision in mathematics is **good**

Main strengths and weaknesses

- Effective leadership and management includes monitoring and evaluation and taking effective action;
- teachers have good knowledge of the subject and their confidence is reflected in pupils' attitudes and achievement;
- systematic lesson planning and consistently good teaching and learning in Years 5 and 6 raises standards;
- the deployment of teaching assistants is an asset which hastens pupils' progress;
- opportunities to use and apply mathematics in Years 1 and 2 are limited;
- throughout the school, insufficient use and application of numeracy skills in other subjects;
- insufficient variation of tasks to cater for pupils of lower attainment in Year 2; and
- lack of planned opportunities to use information and communication technology.

Commentary

86. Pupils' standards are below those reported at the last inspection. This indicates unsatisfactory improvement. However, rigorous monitoring of teaching and learning and addressing areas of weakness, have effectively halted this decline. For example, specific teacher training in problem solving techniques has led to systematic planning and regular practice in Years 3 to 6 so that by Year 6, most pupils confidently use different approaches and a variety of strategies to solve problems. By providing more challenging work in Year 2, more pupils are attaining higher levels in national tests. However, pupils in Year 2 have too few opportunities to solve problems using numbers, measurement and simple graphs.

87. Other effective initiatives contribute to pupils' learning and the improving picture in mathematics. Grouping pupils in Years 5 and 6 by their level of attainment enables teachers to provide work more closely aligned to pupils' needs, allowing for differing pace and style of lesson delivery. This results in good achievement for most pupils. Pupils' attainment and progress is now systematically tracked enabling the school to highlight and address the needs of differing groups. For example, classes to boost the standards of selected pupils help them attain closer to the national average and additional classes are provided to challenge pupils of higher attainment.

88. In Years 3 to 6, teaching assistants are used specifically to support pupils of lower attainment and those with special educational needs. The staff are well briefed and make a good contribution to pupils' learning. They are fully involved in managing pupils' behaviour and, along with all teachers, have a good rapport with the pupils. Because they receive good support, pupils enjoy their work, and make good progress.

89. Teaching is satisfactory in Year 1 to Year 2, and is good overall in Year 3 to Year 6. The teaching of good quality is characterised by very good management of pupils' behaviour so that pupils listen carefully and work diligently. Effective planning ensures good organisation, so that lessons run smoothly and work closely matches the differing needs of the pupils. Through good subject knowledge teachers can use a good variety of strategies make lessons interesting and lively and pupils work with perseverance and achieve well. The co-ordinator is an advanced skills teacher and provides very good exemplar teaching which includes clear explanation of the lesson's objectives that enable pupils to see structure in their learning. By using careful assessment, the teaching effectively built on pupils' current knowledge. Confidence levels were high because pupils were challenged to use known number facts when solving difficult problems. Excellent management of pupils' behaviour enabled the teacher to focus totally on learning so the lesson moved at a fast pace, and pupils made very good progress. In the one unsatisfactory lesson, weaknesses in behaviour management and provision resulted in pupils wasting time and moving too quickly onto new learning.

90. Teachers mark pupils' work consistently but rarely give pointers for improvement. Class targets are too broad for use by all pupils. This means that pupils are unsure of the next level of learning. Teachers assess pupils' progress regularly but the information is insufficiently rigorously used by senior managers to ensure accurate target setting.

Mathematics across the curriculum

91. The use of mathematics across the curriculum is unsatisfactory. Opportunities are missed to apply numeracy skills to other subjects such as design and technology, and computers are rarely used to support learning, for example, devising a range of graphs.

SCIENCE

92. Provision in science is **satisfactory**

Main strengths and weaknesses

- The quality of teaching and learning by the end of Year 6 are good though by the end of Year 2 are unsatisfactory;
- assessment is at an early stage;
- the newly appointed subject leader has a clear agenda for improving standards;
- in Year 1 and Year 2 insufficient focus is given to practical work; and
- pupils' skills in information and communication technology and numeracy are under-used.

Commentary

93. Standards are below the level typically expected at the end of Year 2 because pupils have insufficient opportunities to investigate and apply their knowledge. An over-use of work sheets provides too little challenge for pupils with average and higher attainment and is often inappropriate for lower attaining groups. This reflects a lack of precise lesson planning. Though the subject leader monitors planning, the teaching has not been checked. At Year 2 the pace of teaching is slow and unfocused. As a result pupils make little headway and their achievement is unsatisfactory.

94. Standards improve by the end of Year 6 because a greater focus is placed on using and applying pupils increasing skills and knowledge and because the staff have a good level of subject

knowledge used well to engage and challenge the pupils in a range of ways' particularly in investigating and problem solving. Pupils are inquisitive and questioning and thrive on cooperative work where they maturely listen to others and test ideas. This was the case, for example, in Year 4 when pupils investigated volume. The well-organised classroom and resources, the very good relationships and the high expectations of the teaching lead to pupils fulfilling the sense of enquiry. Their recorded work was of a good standard. Pupils of lower attainment with guided help achieved just as well as the pupils of average and higher attainment because the work was planned so well and the teaching time was shared appropriately.

95. Assessment is in its infancy. The system does not provide the detail necessary for it to be used to really inform teaching and learning because it does not identify individuals and therefore it is difficult to set personal targets. Neither does it provide information about cohorts of pupils to inform a strategic view. The recently appointed subject leader is rightly tackling assessment as a way of improving standards. Already the quality of marking has improved through monitoring. It is supportive yet critical if necessary and this is helping pupils' to focus on what needs to be improved as well as raising the levels of presentation of recorded work in Year 3 to Year 6. Pupils' skills in information and communication technology and numeracy are under-used in science.

INFORMATION AND COMMUNICATION TECHNOLOGY

96. Provision in ICT is **satisfactory**

Main strengths and weaknesses

- Standards are below those expected of pupils by the end of Year 6;
- pupils are confident at word processing;
- the quality of teaching computer skills is good; and
- the use of information and communication technology in other subjects is unsatisfactory.

Commentary

97. Improvement since the last inspection has been slow to come about because of long-standing technical difficulties. These have recently been resolved through intervention by the local education authority. This means that the school now has a sound level of up-to-date resources. It is early days in the use of the new suite of computers and staff and pupils are getting used to working in this new environment. The effective teaching makes sure that pupils know the rules for working sensibly and safely in the suite and this means that teaching and learning can move on quickly because the pupils are responsive and appreciative of the new equipment. Clarity to instructions and very good use of questioning to ascertain pupils' understanding means that no time is lost and pupils have a good length of time to develop their work. The tasks are purposeful and enable pupils to practice new skills such as when pupils in Year 4 copied graphics to a new file. Not only this but pupils come to a better understanding that their newly acquired skills can aid other aspects of their work.

98. Staff have been resourceful in making sure that pupils have had some access over time to computers. As a result pupils' skills in word processing are at an average level. Lack of resources inhibits the development of pupils' skills in some other aspects of the subject such as control technology.

99. The subject leader has had to spend an inappropriate amount of time dealing with the resources and is only just beginning to focus on standards. The action plan for the subject prioritises resources but pays too little attention to how standards are to be raised.

Information and communication technology across the curriculum

100. Curricular planning does not on the whole take account of how information and communication technology can be used in a range of subjects. However, newly acquired resources are now available and staff are keen to use them. Examples of where information and communication technology contributes to pupils' learning are in art and as a result, pupils are adept at using programs for drawing.

HUMANITIES

101. Work was sampled in geography and history with one lesson seen in each subject. Information was gained from sampling pupils' work, and through discussion with pupils and subject leaders. Two lessons were seen in religious education but because of limited evidence, no judgment is made about standards at the end of Year 2.

102. In **geography** pupils attain standards that are at the level expected for their age by the end of Year 2 and Year 6. They make satisfactory gains in knowledge, as they grow older and acquire a suitable range of geographical skills. Discussion with a small group of Year 3 pupils demonstrated their good attitudes and interest in the work they had undertaken in Year 2. This was an important contributory factor in their overall sound achievement. Higher attaining pupils in the group, for instance, were confident to find Africa on a world map. They talked sensibly and eagerly about the topic they had completed, slides they had seen and a visitor who showed them souvenirs from a visit to the Masai tribe. Other pupils quickly remembered drawing plans of an island home and with some prompts also recalled features of their local environment and gave sensible viewpoints about the locality. Whilst pupils demonstrated a satisfactory sense of the features and characters of a place, for instance, their use of geographical language was sometimes limited. Older pupils build on these skills satisfactorily and complete a good amount of work as adequate time is now allocated to geography teaching. The recently appointed co-ordinator has tightened up on this by making sure that medium-term planning gives teachers a clear indication of how much time is needed to cover each topic in sufficient depth. Plans are in place to monitor work and track a target group of pupils' progress to ensure the geography curriculum is addressed, skills are built up progressively and standards and achievement improve.

103. In the lesson seen, the quality of teaching and learning was satisfactory. Pupils listened sensibly to the teacher's clear introduction to the lesson based around a topic on journeys. A good half of the class has poor communication skills and limited knowledge and understanding of the world although the teacher's good use of questions meant they tried hard to contribute. In contrast, higher attaining pupils were already confident to point out places on a world map. The teacher and classroom assistant provided good support for two groups of pupils of lower attainment and so they made good attempts to cut out and sort transport into different groups. Challenge for pupils of higher attainment was limited, however, as the teacher's planning did not build sufficiently well on their prior learning. Insufficient resources of good quality restricted the opportunities for pupils to explore geographical links through practical tasks and the computer was not in use.

104. The curriculum is appropriately planned to take account of national guidance and this supports the progression of geographical skills more effectively than was reported at the last inspection. Analysis of older pupils' work shows that this is generally working well ensuring that learning builds on pupils' previous experiences and pupils' achievement is satisfactory over time. Standards are similar to the last inspection. Residential visits provide good opportunities for pupils to work collaboratively and they promote personal development well. In general, there is an overuse of printed worksheets, which limits to some extent the progress of the pupils and provides insufficient challenge for pupils of higher attainment. Pupils with lower levels of attainment and those with special educational needs in contrast, are well supported by additional adult help. Most make a good attempt to complete the work although the content and their understanding are more limited.

105. In **history** standards for pupils by the end of Years 2 and Year 6 are in line with national expectations. Standards at the last inspection were reported as above average by the time the pupils left the school at the end of Year 6. This change can partly be attributed to external factors such as mobility and increased numbers of pupils with special educational needs, but also reflects

the ability of the current cohort of pupils in both year groups. Pupils achieve satisfactorily because they are interested and eager to learn, behave well and try their best. Pupils with special educational needs are supported well; sometimes by additional adult support or through working with an able partner of higher attainment.

106. In the lesson seen the quality of teaching was good. Pupils extended their learning and worked to capacity because of the teacher's effective planning, good use of resources, very good management of pupils' behaviour and a good rapport with the pupils. Pupils including those with special educational needs achieved well because of carefully matched work that provided challenge for pupils of all levels of attainment.

107. The curriculum is enriched through educational visits, visitors and use of the locality. The coordinator is insufficiently influential in relation to the quality of teaching because of a lack of opportunity to observe the work of others. Assessment has improved since the last inspection.

RELIGIOUS EDUCATION

108. Provision is **unsatisfactory**

Main strengths and weaknesses

- Insufficient monitoring and evaluation of the curriculum means effective action has not been taken;
- insufficient curricular time is allocated to the subject resulting in pupils' limited knowledge and understanding of major world faiths;
- insufficient written work to revise and reinforce learning; and
- pupils' attainment at the end of Year 6 is below the standard indicated in the locally agreed syllabus and standards have declined since the last inspection.

Commentary

109. In Years 1, 2, 3 and 6, lesson time is far less than the guidance provided in the agreed syllabus. This results in pupils experiencing significant gaps in their learning and achieving unsatisfactorily. Hence, by Year 6, pupils have a limited knowledge of Christianity through study of the Bible, key denominations and practices. They lack understanding about the importance of a faith to a believer and the impact on their lives. The current generation of Year 6 pupils has a sound understanding of Islam, having studied this in depth in Year 5. Their knowledge of other religions is very limited. In all classes, there are too few opportunities for pupils to reflect on their learning through written work.

110. In the lessons observed the quality of teaching was satisfactory. Teachers planned appropriate activities that built on prior learning. Effective lesson introductions captured pupils' interest so they listened attentively and pupils settled quickly to work. Lessons had a limited focus so that planned activities were the same for all and lacked challenge for some. In a Year 4 lesson there was good provision for moral development as pupils considered the contributions of harvest workers. Pupils have satisfactory attitudes to their learning, but are insufficiently challenged to share their ideas by contributing to class discussions.

111. The co-ordinator is new to this role but has already set a clear direction for improvement and has monitored the provision. The problem has been that teachers have followed more than one plan of work, leading to inconsistencies in pupils' progress. A new long-term curricular plan is now in place, providing progression for pupils, and teachers receive good support through detailed medium-term plans. These new initiatives have not had time to impact on standards and the allocation of time has still to be resolved. Insufficient use is made of information communication technology, and there are few planned opportunities for pupils to apply literacy skills.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

112. Work was sampled in art and design and music. One lesson was seen in each subject. In Year 3 to Year 6 judgements were only made in singing. Judgements are based on additional evidence from discussion and scrutiny of work. In physical education two games lessons were observed, in Year 1 and Year 6. Other than games there is no judgement made on standards in this subject. Insufficient evidence was available to form overall judgements about provision in design and technology.

113. In **art** pupils make good progress and achieve well in the aspects of painting and drawing. Because teachers plan stimulating activities that carefully build on earlier learning pupils develop new skills in a consistent way. This heightens levels of pupils' confidence so that they are very willing to experiment and promote uniqueness in their work. In the one art lesson observed, good demonstration by the teacher enabled pupils to see a range of opportunities when mark-making. This enabled them to experiment using varying thickness of brush stroke, fingerprint or pastel-smudging techniques that enhanced the quality of their work. Most pupils made good progress in the lesson because the teacher and the teaching assistant effectively supported them. Teachers make good use of the work of famous artists to enable pupils to investigate differing styles and techniques and to incorporate these in their work. This is very successful, lifting significantly the quality of pupils' work and enabling them to achieve well.

114. The co-ordinator is a skilled practitioner, providing sound leadership through effective art teaching, good subject knowledge, and provision of detailed subject guidelines that support teachers well. The co-ordinator's subject management is less strategic. The quality of teaching and learning in classrooms has not been monitored, resulting in inconsistencies in the time allocated to the teaching of art in Years 1 and 4 not being addressed. Scrutiny of pupils' sketchbooks and work on display, currently and from the summer term, indicates that other aspects of art receive less focus. This results in an inconsistency between classes in teaching the aspects of printing, textiles and three-dimensional work so that pupils lack continuity in the development of skills in these areas. This reduces the amount of progress that pupils make. The subject development plan indicates a need to develop staff expertise, but there is no strategic plan to address this issue. There are limited opportunities to enrich curricular provision, for example, through visits to art galleries or extra curricular activities.

115. In **design and technology** due to timetabling arrangements, the subject was not taught during the inspection and there was limited pupils' work on display. The last inspection reported a weakness in design and evaluation. This still exists but is beginning to be addressed through the use of national subject guidelines.

116. In **music** standards are at the expected level in singing by the end of Year 6. The specialist teacher externally employed by the school skilfully led lessons with Year 4 and Year 5 pupils. Neither class teacher took part and so there were missed opportunities to develop their own expertise.

117. Pupils from Year 4, 5 and 6 benefited greatly from their participation in an Asian Festival, singing songs in Urdu with clear articulation. They demonstrated above average standards and good achievement. Similarly good standards were evident in singing a wide selection of songs recorded by the school. On this CD pupils' enjoyment comes through strongly and they adapt their voices and tone to changes of mood and tempo. It is clear that most pupils have the same potential to achieve well if they are challenged sufficiently.

118. The leadership and management are unsatisfactory. As at the last inspection there is no subject leader and resources remain unsatisfactory. There is no senior member of staff for the specialist teacher to report to resulting in missed opportunities to consolidate, develop and extend the good teaching at times other than that presently allocated for the subject. The music teacher is very much aware of the strengths and weaknesses in the subject but is not in a position to effect

change. During an assembly both younger and older pupils sang hymns both sweetly and expressively. A member of staff who oddly is not the co-ordinator for music accompanied them very competently on the piano.

119. Pupils clearly enjoy their weekly music lessons and are well behaved and generally persevere because of some challenging teaching. Lessons are well planned and managed and time is used very well so that lessons cover all the required aspects. Effective warm-up exercises are used to start the lesson and some pupils in Year 4 struggled at first to sing responses to the teacher's welcome. As the lesson progressed their singing gained in confidence and accuracy and they learned to give opinions of their interpretation of a new song. In the Year 6 lesson most pupils made good attempts to clap short rhythm patterns from notation cards. Less confident pupils were sensitively included as the teacher extended the task expecting pupils to read and clap rhythms from graphic notation cards. A great deal of work is covered in these lessons and pupils, including those with special educational needs achieve well in a short time. There is no time allocated for the specialist teacher to formally discuss any assessments she has made of the pupils' progress.

PHYSICAL EDUCATION

120. Provision is **satisfactory**

Main strengths and weaknesses

- Standards in games are above those typically expected by the end of Year 6;
- the curriculum is effective and linked to assessment;
- professional development has increased the subject knowledge of staff; and
- the allocation of time to lessons is not well structured.

Commentary

121. In the lesson seen in Year 6 the teaching was of good quality. It encompassed plenty of demonstration by the class teacher who used subject terminology well. As a result pupils naturally followed suit and made good gains in talking about their work and assessing how their work could be improved. Good subject knowledge meant that the lesson was well paced and that skills developed well because of clear explanations. This was the case, for example, in developing a range of passes in netball. Because pupils came to a better understanding of how to pass the netball in a range of ways the lesson quickly moved on to a series of five-a-side games which gave pupils the opportunity to practice their skills in a meaningful and competitive context. Pupils' behaviour and attitudes were very mature and even though the teams were competing they worked collaboratively to develop their own rules with a great sense of fairness and responsibility to their teams. This reflects the headteacher's vision for the pupils' personal development.

122. Conversely, the teaching in Year 1 was unsatisfactory in the main because time was wasted and the level of physical activity over a long period of time was insufficient to raise pupils' heartbeat or for them to make reasonable gains in developing their physical skills. Pupils were praised when it was not deserved and this reflected the lack of challenge. The underlying aspects of the teaching that caused the lack of progress were in relation to the management of the class and the organisation of the lesson. Basic techniques for warming up pupils' muscles prior to activity helped them to improve their sense of spatial awareness. Pupils enjoyed the games they played though a number of boys were reluctant to stop when requested and this further caused delay in the lesson. The time allocated to the lesson was far too long and has gone unchecked by senior managers.

123. The curriculum is overall well planned by the co-ordinator for each class. In this way skills can be developed lesson-by-lesson without undue paper work on the part of the teachers. Furthermore, assessment is clearly linked to the learning objectives in lessons and this provides a clear overview of standards. Professional training has improved the subject knowledge of staff and with it the interest in the subject.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

124. Insufficient work was seen to form overall judgements about standards and teaching.

Main strengths and weaknesses

- The headteacher's very clear vision is supported well by staff and the curriculum is implemented effectively;
- as a result pupils develop confidence in citizenship and relationships between pupils and with adults are very good; and.
- pupils are involved in simple decision-making.

Commentary

125. The school has a very supportive system to help pupils understand why rules and laws are necessary and need to be adhered to. Pupils are each allocated membership of a house group and have responsibilities as house captains and head pupils as well as many opportunities to act as monitors and helpers. They are a growing part of the decision-making and their views are taken seriously. Pupils know adults will listen to them and that good ideas are discussed and acted upon.

126. Pupils take very great care of their environment because staff are good role models. As a result pupils take pride in their surroundings. This is the case, for example, in the way that pupils use the playtime resources in a mature and thoughtful way adding much to the quality of the school community.

127. Pupils are well aware of the consequences of racism and have a strong understanding that all should work and play together in harmony. Pupils know what to do if faced with bullying or inappropriate behaviour and are confident to approach known adults to ask for help. Older pupils are especially good at caring for the younger ones.

128. Pupils' individual records of achievement are used consistently across the school. These provide a good picture of each pupil's journey through school marking key achievements as pupils and teachers contribute to them. Time is regularly set aside for discussion about personal and social issues and discussion with pupils shows that these are valued and the lessons are conducive to sharing thoughts and feelings in an atmosphere of respect for ones self and others. Parents are happy with the personal development of their children and say clearly that children learn to achieve balance in their life and to understand other people's points of views and actions.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

