

# INSPECTION REPORT

## **CALSHOT PRIMARY SCHOOL**

Great Barr

LEA area: Birmingham

Unique reference number: 103391

Headteacher: Luciana Allsopp

Lead inspector: Greg Sorrell

Dates of inspection: 6<sup>th</sup> – 9<sup>th</sup> October 2003

Inspection number: 255697

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:	3 – 11
Gender of pupils:	Mixed
Number on roll:	432
School address:	Calshot Road Great Barr Birmingham
Postcode:	B42 2BY
Telephone number:	0121 357 1059
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Jon Hunt
Date of previous inspection:	June 1998

## **CHARACTERISTICS OF THE SCHOOL**

Calshot Primary School serves its local community of owner occupied and council built homes in Great Barr near the centre of Birmingham. It is much bigger in size than the average primary school.

Approximately two thirds of the pupils are of White UK heritage and the remaining third is composed of Black-Caribbean and Asian heritage. Almost 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 about average nationally as is the number who have statements of special educational needs. The attainment of pupils when they start school is typically that expected for their age. The school's character has not changed significantly since the last inspection, although since that time, the school has been part of the Excellence in Cities Initiative and holds the Basic Skills Quality Mark and Schools' Achievement Award.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21529	Greg Sorrell	Lead inspector	Science; Information and communication technology and physical education; personal, social and health education
8937	Howard Allen	Lay inspector	
22178	Kate Robertson	Team inspector	Mathematics, art and design, geography' special educational needs
30128	Shirley Stanley	Team inspector	English, history, music and Religious education
21501	Judith Charlesworth	Team inspector	
22476	Sue Vale	Team inspector	Foundation stage

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## **REPORT CONTENTS**

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
<b>PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS</b>	
<b>STANDARDS ACHIEVED BY PUPILS</b>	<b>9</b>
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
<b>QUALITY OF EDUCATION PROVIDED BY THE SCHOOL</b>	<b>12</b>
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
<b>LEADERSHIP AND MANAGEMENT</b>	<b>17</b>
<b>PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES</b>	<b>20</b>
<b>SUBJECTS IN KEY STAGES 1 &amp; 2</b>	
<b>PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS</b>	<b>33</b>

## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**Calshot Primary is an effective school that provides good value for money.** There have been good improvements since the last inspection. Despite less successful Year 6 results in the last year, standards overall are rising. During the long-term absence of the established headteacher the school experienced difficult times to which senior managers, teachers and governors responded very well. The quality of teaching and learning is good, the school is well led and managed which bodes well for further improvement.

The school's main strengths and weaknesses are:

- Overall standards at the end of Year 2, compared to similar schools, are well above average, and at the end of Year 6 standards overall are average.
- The teachers work very closely together to provide good and often very good teaching which enables the pupils to learn well and have positive attitudes to school.
- The school has a very strong ethos and lives its values to produce an inclusive school where pupils are happy.
- The assessment of pupils' work is comprehensive in core subjects, yet better use could be made of assessment data to assist even better targeting for pupils.
- The management of special educational needs is very good.
- Systems for monitoring finances need to be improved.
- The length of the taught day for Years 3 to 6 pupils is below the recommended minimum.
- There is room for improvement in a few teachers' subject knowledge in information and communication technology, music and physical education.

**The school has improved its overall effectiveness since the last inspection.** The strengths evident at the last inspection have been maintained and overall it is a more effective school. Nonetheless, the lack of a permanent headteacher has hindered innovation. In respect of standards achieved by pupils, the school is more effective. All weaknesses identified at the last inspection have been very well addressed. Standards have risen in most subjects, particularly in English and mathematics. Design and technology has improved in terms of planned work and pupils' experiences. Similar improvements have been made in the foundation stage.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	All schools			Similar schools
	2001	2002	2003	2003
English	B	A	A	A
Mathematics	C	A	C	C
Science	A	A	D	D

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average  
Similar schools are those with a similar percentage of free school meals.*

**The achievement of pupils is good overall.** Children in the foundation stage attain standards which at least those expected by the end of reception. Overall, standards in English, mathematics and science at the end of Year 2 are well above average. Achievement is very good overall for pupils at the end of Year 2. Many pupils attain higher levels in writing although in the 2003 tests, too few attained the expected level. Their achievement in mathematics is very good. Standards are above average, art and design, design and technology, physical education and personal, social and health education. In the 2003 tests, at the end of Year 6, overall standards in English, mathematics and science are average. They are however, well above average in English. Standards in mathematics are average and those attained in science are below average due to there being too few higher attaining pupils. Standards are above average in art and design, design and technology, physical education and personal, social and health education.

**The pupils' spiritual, moral, social and cultural development is good.** Their attitudes to school and their behaviour are **good** as is their level of attendance. These features reflect their positive attitude towards learning.

## **QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

**The quality of education provided by the school is good.** Children in the nursery and pupils from the reception classes and in Years 1 to 6 learn well due to the effective teaching. The teachers have a very good knowledge of literacy and numeracy and several teachers have an excellent subject knowledge, for example, science, physical education and information and communication technology. The very good lessons enthral the pupils who enjoy participative learning where they are sufficiently challenged but retain what they have learned previously. The curriculum is effective in meeting the needs of the pupils although the length of the taught day is below that recommended. Appropriate attention is given to higher attaining pupils in English and mathematics. The ethos of the school and the care extended to the pupils are strengths.

## **LEADERSHIP AND MANAGEMENT OF THE SCHOOL**

**Leadership and management are good.** The current headteacher has only been in post a very short time. Before this, the school experienced a lack of consistent leadership due to the long term sickness and subsequent resignation of the former headteacher. During this time, the senior management team, staff and governors responded extremely well to ensure that standards were not unduly affected. Inevitably, the momentum for whole school development did slow down but not sufficiently to significantly undo the good work that is a feature of this school. Curriculum leadership and management have continued to be strong as has been the commitment to maintaining standards in which the school has largely been successful. The monitoring and evaluation of the school's work are currently very good following periods of uncertainty during the permanent headteacher's absence. Governance overall is now satisfactory. The governors now have a very good understanding of the school's strengths and weaknesses and provide a very informed and supportive challenge to the management of the school.

## **PARENTS' & PUPILS' VIEWS OF THE SCHOOL**

The parents are pleased with the school. They know that their children enjoy coming to school and that the teachers work hard for them. They believe that their children achieve success and go on to their next school well prepared. A small number of parents had concerns about insufficient information about how well their child was doing. The inspection found that the school has recently changed its system and will keep it under review. Similarly, a few concerns about bullying were expressed: these were explored and inspectors found a rigorous approach to this and feel that the school does everything possible to see that pupils feel happy and safe. The recent survey of parental views is a welcome step in making all parents feel their views are valued. Pupils are very positive about the school, they know who to turn to if needed and enjoy lessons and like their teachers. A few complained about not having enough to do at lunch-times. The school is aware of this and is seeking to remedy the situation.

## **IMPROVEMENTS NEEDED**

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

- Continue to raise standards across the school, and in relation to the 2003 test results, particularly in writing for all pupils in Years 1 and 2 and higher attaining pupils in Year 6 science;
- Adopt a whole school approach to a more informed use of assessment data;
- Use the existing staff expertise in information and communication technology, physical education and music to improve the subject knowledge of a few teachers;
- Improve on current practice for financial monitoring to assist strategic planning;
- Review the length of the taught day for Years 3 to 6 pupils.

## **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 2, standards are high overall compared to all schools and similar schools. By the end of Year 6, standards in English, mathematics and science are average overall compared to all schools nationally, similar schools and prior attainment. Nonetheless, the pupils achieve well given that the school accepts children throughout the year who may have experienced difficulties elsewhere. Achievement in the nursery and reception classes is good.

#### **Main strengths and weaknesses**

- Overall Standards by the end of Year 2 are well above average.
- Standards in Year 2 mathematics are well above average and there is an above average number of higher attaining pupils in writing and science.
- Not enough Year 2 pupils reached the expected level in writing in 2003 tests
- At the end of Year 6, standards in English are well above average.
- In 2003 tests, too few pupils attained higher levels in science at the end of Year 6.

#### **Commentary**

1. Since the last inspection the pupils' attainment on entry has largely remained the same, although some pupils are less well prepared for nursery education. The nursery and reception classes prepare the children well for learning. The results of tests at the end of Year 2 have been rising steadily and this marks good achievement. The standards achieved are now well above average overall with significant gains made by higher attaining pupils. Standards in reading are average, in writing, standards are above average overall with a very high number of higher attaining pupils. In mathematics, the standards are well above average. In science, pupils' attainment is assessed by teachers as well above average and inspection evidence supports this. The sustained improvement in results is in large part, due to good quality teaching and subject management. Standards are well above average in science and above average in art and design, design and technology, physical education and personal, social and health education.

#### ***Standards in national tests at the end of Year 2 – average point scores in 2003***

Standards in:	School results	National results
Reading	16.4 (15.0)	15.8 (15.7)
Writing	15.3 (14.3)	14.4 (14.3)
Mathematics	16.9 (14.1)	16.5 (16.2)

*There were 55 pupils in the year group. Figures in brackets are for the previous year*

2. At the end of Year 6, overall standards in English, mathematics and science are average. They are, however, well above average in English. Standards in mathematics are average and those attained in science are below average due to there being too few higher attaining pupils. The results in English are because of a well established literacy programme with additional support to ensure that needs of higher attaining pupils are met. Standards are good in art and design, design and technology, physical education and personal, social and health education. In ICT, history, geography, music and religious education standards are satisfactory overall. Pupils with special educational needs make good progress throughout the school, in relation to their individual education plans and targets set for them. Standards are monitored, and work is matched to their needs. Pupils make good or very good progress when working with the specialist teacher, who is also the special educational needs co-ordinator because of her very good understanding of pupils' specific needs and her enthusiastic and innovative approach to teaching. Pupils who transfer to the school also achieve well due to a thorough induction and good use of previous assessments and records.



3. Since the last inspection, standards have risen in both key stages for pupils, irrespective of race, gender or special educational need. These latest test results are set against a recent trend where standards attained in English, mathematics and science have been above or well above average for the two previous years and improving at a similar rate to all schools. With stability regained and current inspection findings, standards are well placed to improve in mathematics and science at the end of Year 6.

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

Standards in:	School results	National results
English	28.4 (28.2)	27.0 (27.0)
Mathematics	27.0 (29.1)	27.0 (26.7)
Science	28.2 (29.4)	28.8 (28.3)

*There were 64 pupils in the year group. Figures in brackets are for the previous year*

**Pupils’ attitudes, values and other personal qualities**

4. Pupils’ attitudes and behaviour are consistently good and attendance is above the national average. Provision for spiritual, moral, social and cultural development is good.

**Main strengths and weaknesses**

- Good behaviour in and out of classrooms creates a happy atmosphere, although, in a minority of lessons, some pupils’ behaviour could be better.
- Pupils’ positive attitudes help them contribute well to their own learning.
- The recent focus on improving pupils’ behaviour has been successful.
- Pupils’ feel secure in school, bullying is rare and swiftly dealt with.
- Pupils’ attendance is consistently good.
- The lack of playground resources restricts opportunities for personal and social development outside the classroom.
- The wide variety of cultures and faiths within the school could feature more prominently than at present.

**Commentary**

5. Most pupils arrive promptly for school and their attendance is good. The school effectively promotes good attendance by such things as awarding certificates. The school is well supported by parents who ensure their children attend when they are well.

6. Reported as at least satisfactory and often good at the time of the last inspection pupils’ attitudes are now usually good. Even during the difficult period before the appointment of the current head teacher the staff very successfully encouraged positive attitudes and values and consequently pupils’ academic standards were not unduly affected when the school was without a permanent headteacher.

7. In discussions with pupils, most confirm they like school. They like the teachers and lessons such as numeracy and literacy. Pupils, particularly enjoy the extra-curricular clubs such as computers, drama, football and recorders.

8. The school places a high priority on creating a positive environment where pupils are not subjected to any harassment or disruption that might affect their learning. The school rules are displayed prominently around the school and reflect the respect for others that the school considers very important in ensuring good relationships. Teachers encourage and reward positive behaviour and effort by awarding stickers and house points. Pupils respond well, wearing their stickers with pride and talking positively of the points they have earned for their house.

9. The school has recently introduced a revised sanctions system in the form of detentions. The headteacher is already beginning to analyse the results in order to identify trends or groups of pupils who are experiencing particular problems. This is a good example of the efforts made to promote educational inclusion.

10. The taught curriculum complements the positive ethos and provides well for pupils' spiritual, moral, social and cultural development which is good. There are regular opportunities to reflect upon experiences and consider meanings that are not always obvious. Clear strengths are the systems in place to promote the moral and social codes. The school's cultural diversity could be more strongly reflected in displays although some do include languages other than English.

11. Pupils have a good understanding of right from wrong. They clearly understand the detention system and consider it is important that children should not be disruptive and stop others from getting on with their work. However, pupils also are prepared to challenge and expressed some concerns over the system that sometimes sees whole tables penalised for the actions of the few who were the naughty ones.

12. Pupils with special educational needs contribute well in lessons and are successful in joining in, often because of the good support they have from teaching assistants in the classroom. This support is unobtrusive, but ensures that pupils gather their thoughts appropriately. This enables pupils with special educational needs to be fully integrated in all areas of the school's work. They develop very good relationships with the adults who help them respond positively to the additional help they receive.

13. Within the classroom, pupils are eager to take on responsibilities. Most pupils speak of monitor tasks they are asked to perform such as taking registers to the office and handing out work. Older pupils can be seen tidying the class room during break times.

14. Relationships between pupils and particularly within class groups are very good. Calshot is an inclusive school where pupils from a range of ethnic backgrounds work well together. The school ethos promotes an inclusive community spirit and as a result all pupils are proud to belong to their school. The school's success in promoting the concept of the school as a family is reflected well in the whole school song and the fact that the school is always clean and tidy and does not suffer from vandalism.

15. Pupils in the nursery and reception are well supported in their personal, social and emotional development and are well able to cope with infant school routine by the age of five. Despite evidence of pupils working very well together in classes, older pupils have insufficient opportunities to take on support responsibilities to younger children. The lack of imaginative playground resources contributes to this. During lunchtimes there is a high level of adult supervision and insufficient opportunities for older pupils to help in dining halls or the playgrounds. During the inspection one group of infant pupils complained, "We don't know what to do, lunch time is boring!"

***Attendance in the latest complete reporting year (%)***

Authorised absence	
School data	5.2
National data	5.4

Unauthorised absence	
School data	0.1
National data	0.5

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

***Ethnic background of pupils***

Categories used in the Annual School Census
Black or Black British – Caribbean

***Exclusions in the last school year***

No of pupils on roll
40

Number of fixed period exclusions	Number of permanent exclusions
1	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

### Teaching and learning

16. **Teaching is good overall throughout the school and nursery.** There are many very good features and a very small amount of unsatisfactory teaching. Learning is good in the nursery and good overall in other classes.

### Main strengths and weaknesses

- Teaching and related learning are good throughout the school because teachers are particularly skilled at making lessons interesting and fun through a range of teaching styles.
- There are weaknesses in some teachers' expertise in teaching physical education and information and communication technology and music which adversely affects pupils' progress in the subjects.
- Learning is good in the vast majority of lessons. Pupils work hard at improving their skills and work well in small groups. They show increasing levels of maturity and independence when given the opportunity.
- Lesson planning takes good account of pupils' needs. This is particularly the case where specific groups are taught according to their abilities in English and mathematics.
- Teachers have a very good understanding of how to teach literacy and numeracy and strategies developed here, have been successfully employed in other subjects, such as clear introductions to the main activities and thorough plenaries which assist pupils to confirm what they have learned in the lesson.
- Assessment of learning in lessons is very good and enables individuals' needs to be met although sometimes marking does not give pupils enough help as to how to improve their work.
- Behaviour management is good overall and assists the pupils to work without disruption to their learning.
- Support assistants are used very well, and particularly effectively to support pupils with special educational needs.

### Commentary

#### *Summary of teaching observed during the inspection in 48 lessons*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	14 (29%)	18 (38%)	14 (29%)	2 (4%)	0 (0 %)	0 (0%)

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

17. The majority of teaching and learning is good or better. Teaching and learning in the nursery is good.

18. In the nursery and reception classes, the teachers and staff work closely together and offer well organised activities that build well upon the children's emerging skills and understanding. Their combined practice is developing very well and generally very good support is given to all areas of learning. Occasionally, the support is too close and pupils may receive assistance before they have had the opportunity to sort the problem for themselves. Overall, however, the attention to developing independence is good. Resources are well used and regular assessment informs future activities well.

19. Teachers pay good regard to literacy and numeracy and take regular opportunities to give pupils appropriate experiences. They have very good subject knowledge in these areas and have taken full account of national guidance. The best teaching extends this methodology and this is most evident where lessons are very lively and full of pace. For example, in Years 3 and 6 history, teachers use role play to convey Victorian teaching and learning styles. Pupils soak up these lessons and really show they have developed a deeper understanding of the past.

20. The very good lessons enthral the pupils who enjoy participative learning where they are sufficiently challenged but secure in their prior learning. This is true in ability based lessons, but also in most other subjects. Good planning enables programmes of study to be followed that ensure pupils experience a wide range of carefully planned activities. Frequently, detailed assessment information is held on each pupil's skills, knowledge and understanding. In art and design and physical education, pupils are encouraged to collaborate and comment constructively on their own work and that of their peers. This does much for their abilities to learn from their own experience and that of others, hence they become active learners. Whilst the lessons may have lots of pace, due care is given to enable the pupils to think and reflect upon what they have learned.

21. Teachers' subject knowledge has continued to develop well in most subjects. Design technology has shown considerable improvement since the last inspection and the quality of pupils' work has improved as a result. In most lessons in most subjects, teachers start lessons with a clear outline of the tasks ahead. This is often supported by relevant key words which assist both the pupils' focus and literacy. Teachers' expectations are usually appropriately high and pupils rise to the challenges presented. Most lessons end with a time to draw in all that has been learned and think about current achievements and the next lesson. The use of other qualified nursery and trained teacher support staff is good overall. The best use is where these staff are clear about their role and have been involved in planning. The assessment by teachers of pupils' work is of good quality. This enables appropriate work to be set and individuals' needs to be met.

22. Teachers are skilled at behaviour management which is very well combined with appropriate encouragement, praise and rewards. Pupils respond to this positive ethos and work and try hard in lessons. Teachers also do this through exciting content and good relationships. Many use familiar routines that gradually reduce class noise and focus attention. Some use an object of reference or more commonly their voice, for example, "3-2-1, fingers in a basket", quickly brings the pupils to rest with a minimum of fuss and no fidgeting. Occasionally, behaviour management is not so effective and pupils are not corrected consistently. Equally, some pupils show initiative by holding a door open for their class to pass through, yet are reprimanded for not waiting to be told to do so. This limits their undoubted wish to help others and show maturity.

23. The teaching of pupils with special educational needs is good overall. Teachers, with good levels of assistance from support staff, appropriately modify teaching methods and resources for pupils with special educational needs. This enables them to progress at their respective levels in subjects such as English and mathematics. As a result of this effective support, together with the good levels of teaching they receive in class, pupils with special educational needs learn well alongside their fellow pupils and are very well supported by support staff when they are withdrawn from the classroom in small groups. In a very small number of cases, pupils with specific programmes for improving their behaviour sometimes receive insufficient additional support.

24. In information and communication technology, music and physical education there are some weaknesses in teachers' subject knowledge. In part, these are addressed well by the use of external staff, for example, in swimming where coaches work well with school staff. In information and communication technology, good use is made of a visiting teacher with high levels of expertise but who is not sufficiently available to compensate all the time. In music, there is a need for additional expertise if best use is to be made of existing resources and the pupils' evident enthusiasm.

25. The majority of pupils' work is marked well with good guidance to steer the pupil towards further achievement. In some cases, work that has inevitably taken pupils a long time to complete contains too little comment on how it could be improved.

### **The curriculum**

26. Curricular strengths outweigh weaknesses. The curriculum, including religious education meets statutory requirements and is good overall and improved since the last inspection. The provision of extra-curricular activities is satisfactory and the school has plans to widen opportunities for pupils. The

accommodation and resources at the school meet the needs of the curriculum well. In general the strategic use of resources is good.

### **Main strengths and weaknesses**

- The curriculum covers all the requirements of the Foundation Stage, the National Curriculum for Years 1 to 6, and the locally Agreed Syllabus for religious education.
- Provision for pupils with special educational needs and for those for whom English is an additional language, is very good.
- There is good provision for the transition of pupils into secondary school.
- Teaching time for pupils in years 3 to 6 is below the recommended minimum.

27. Planning for the children in the nursery and the reception class is well thought out and takes account of all areas of learning and has improved since the last inspection. The curriculum for pupils in Years 1 to 6 is broad and includes all the subjects of the National Curriculum. Religious education follows the locally Agreed Syllabus. Provision for sex education and education about the misuse of drugs is good. There is good provision for pupils' personal, social and health education. Overall, the curriculum provides equally well for all pupils, whatever their backgrounds, ethnic group or gender.

28. Teachers take great care over their weekly planning and activities take into account the needs of pupils who learn at different rates in the same class. The national strategies for teaching literacy and numeracy are given suitable emphasis and are having a good effect upon the improvement of pupils' basic skills and techniques. This contributes to the good standards found in most subjects.

29. Curriculum provision for pupils with special educational needs and those for whom English is an additional language is very good. The overall provision for pupils with special educational needs is good. Pupils with a statement of special educational needs are well integrated and careful thought is given to ensuring maximum support and minimising difficulties for those concerned. The school makes full use of outside support agencies and takes all opportunities to use their expertise and advice to the full. Good links have been fostered with nearby secondary schools to enable as smooth a transition as possible when pupils leave Calshot.

30. There are some missed opportunities to use ICT in subject areas. However, several teachers now make use of internet-based resources to support a wide range of subjects including English, mathematics and geography.

31. The school makes satisfactory provision for extra curricular activities and there are plans to develop this further. They include football, rugby, recorder and drama. Positive aspects are the residential visits and visits into the community. However, there are no opportunities for pupils to improve their singing.

32. The provision for higher attaining pupils is very good in English and mathematics. This is an improvement since the previous report. Well targeted lessons for pupils of different attainment have done much to raise standards. For example, higher attaining pupils are encouraged to write in a number of imaginative styles and very rich vocabulary.

33. The school premises are attractively decorated and well maintained. However, the lack of a lift to the second floor potentially prevents access for pupils with physical disabilities. There is a good information and communication technology suite. Outside areas, however, are not well equipped for pupils' play. Resources for learning are good for all subjects and the foundation stage. There are some items of equipment required to enable the pupils to fully experience the use of ICT in science.

### **Care, guidance and support**

34. The school cares very well for its pupils and works hard to ensure their health and safety. There is a warm, family atmosphere within the school providing a good environment for learning. Arrangements for admitting pupils to nursery and reception are very good.

## **Main strengths and weaknesses**

- The very good relationships between pupils and staff – pupils have adults they trust and are confident they can approach if they are hurt or worried.
- The general well-being of pupils is a high priority.
- The induction of pupils new to the school is very good.

## **Commentary**

35. A member of the senior management team is responsible for child protection and is fully trained. All staff receive training and are aware of what they should do if they have concerns about a child. The school does need to ensure that all staff new to the school have had appropriate training and are aware of school procedures, including First Aid.

36. Pupils are well looked after and safe in school. Many pupils line up in the first aid area confident in the knowledge they will receive comfort even if there is nothing physically wrong with them. Pupils with real injuries are well looked after and any incidents accurately reported.

37. Pupils have trusting relationships with their teachers and other adults who help them in class. They report that they are confident they can talk to their teacher if they have any problems. Pupils also confirm they can approach a particular member of the senior management team who has the role of school counsellor if they have problems they do not feel they can talk to their teacher about.

38. Comprehensive pupil tracking files that include assessment information, annual reports on progress and records of achievement are transferred from class to class as a child progresses up the school. This information stored in the classroom helps ensure teachers have background information that helps in supporting pupils as soon as they move class. The information also helps teachers new to classes or temporarily in charge better support the pupils in their class. Class teachers effectively monitor the academic achievement of the pupils. The monitoring and support of pupils' personal development is particularly well developed where a pupil has special educational needs. Relevant targets form an integral part of their individual education plan.

39. Pupils' individual education plans are used well to target academic and behavioural problems. Teachers remind pupils frequently about those targets and how they should work towards them. The assessment procedures for pupils with special educational needs are very good. This is because appropriate records are kept, and good liaison takes place when writing and reviewing individual education plans.

40. The induction procedures for all pupils and parents new to the school are very good. The local education authority confirms it considers Calshot to be an inclusive school which it can recommend to parents of pupils with specific needs due to the quality of the induction arrangements in place.

41. The school operates a school council where pupils from each class represent their peers and take up matters of concern. There is a suggestion box in each classroom and this helps to ensure all pupils' views are taken into account. Pupils' views have yet to form a significant part of the development planning of the school.

## **Partnership with parents, other schools and the community**

42. The school has good relationships with the parents of its pupils. The school is well thought of in the area and has the reputation of being a good community school. There are good links with local secondary schools.

## **Main strengths and weaknesses**

- There are very good relationships between parents and staff.

- The parents have confidence in the school. They believe their children receive a good education.
- The good level of parental support for the school including helping in lessons.
- Information parents receive about the curriculum and their child's progress to help them support their children's learning could be improved.
- There are many good links with other schools and organisations.

### **Commentary**

43. The quality of relationships between parents and staff at the school has enabled the school to come through the recent period of uncertainty very well. Parents speak very highly of staff at the school and consider them to be very approachable.

44. There are many parents in and around school at the start and the end of the school day and this time is used well for informal chats about pupils' progress. The nursery and reception classes are particularly busy areas during these times. Teachers are happy to arrange appointments after school to meet with parents who have specific concerns that they wish to discuss.

45. Parental help is highly valued by staff and Governors. Parents regularly help in lessons and on school trips. During the inspection parents outnumbered school staff on a visit to a local pool for a Year 2 swimming lesson. As a result the walk to the swimming baths involving crossing two roads was very safe and pupils were able to change quickly with the extra help and ensure no pool time was lost.

46. A weekly newsletter provides parents with regular information about school events. Parents' evenings each term provide opportunities for parents to discuss the progress their children are making in school. The school has also arranged a number of meetings for parents to enable them to support their children at home. Events such as literacy workshops, 'Inspire' workshops and a 'Play and Stay' group for parents and children under three have all been well supported by parents.

47. The format of the annual report parents receive telling them how well their children are doing at school has recently been revised. Parents now receive an extensive checklist of the levels their children are working at. This information, while accurate, does not describe standards in the context of pupils' ability, although discussions at parents' evenings are felt to be useful by both teachers and parents. The school is considering options for revising the future format of reports.

48. Parents of children who have special educational needs receive more detailed information on progress and targets in individual education plans. These are of good quality. Parents are well informed on the progress of their children with special educational needs. The targets the pupils are trying to achieve are fully shared with pupils and parents. The school makes good contact with its parents. These are both formal and informal and can be initiated by either staff at the school or by the parents.

49. The information parents receive from school about the curriculum is limited and mainly concerned with homework that they can expect their children to be doing. Parents do not receive enough information about the range of curriculum topics their children will be covering and this does prevent some parents from supporting their children at home to the extent they would wish to.

50. A recent parental survey initiated by the school is a welcome initiative to ensure that the highly valued parents contribute formally to the school development plan process.

51. The school draws expertise from and provides opportunities for the local and wider community. There is a successful "Before and After" school club, the school accommodates student teachers from local colleges and universities and provides work experience opportunities for pupils from local secondary schools.

52. The school benefits from a wide range of links with other schools and educational providers. Effective transition procedures have been established with secondary schools, the school participates in the Primary Leadership Programme and has sporting links with other schools, including secondary schools. These

links with other institutions are good and have a positive effect on the transition of pupils into secondary school.

## **LEADERSHIP AND MANAGEMENT**

### **Leadership, management and governance**

53. **The leadership and management of the school are good and have withstood significant difficulties since the last inspection.** The new headteacher is settling in very quickly and has a clear vision to embrace current strengths and set appropriate targets for future development. The school's direction is now firmly secured as a result of improved governance and very good management by senior staff. Overall governance is now satisfactory and the quality of the governors indicates that this aspect will become much stronger. Financial monitoring procedures are now much improved, yet there still remains a need to gain accurate figures on which to base the school's budget. The commitment to further success is clearly shared by teachers, managers and governors.

### **Main strengths and weaknesses**

- During the recent difficulties caused by the absence of a permanent headteacher, the senior managers and teachers within the school demonstrated very good leadership in their efforts to maintain standards.
- During this time whole school development related to self-evaluation and use of assessment data has been "on hold."
- Subject leaders have high expectations and work very hard to provide a good curriculum.
- The recently appointed head teacher has clear understanding of the school's needs, including financial matters.
- The governing body is now extremely well informed and in a position to support the school much more effectively.
- Management of the provision for pupils with special educational needs is very good.
- Due to staff illness, weaknesses in financial monitoring have resulted in a lack of clarity which currently affect the school's ability to plan strategically.
- The management of time given to staff to develop their managerial responsibilities is very effective and contributes well to the good standards of teaching and learning.



## Commentary

54. The newly appointed headteacher has already demonstrated a clear vision for the development of the school and how it can best serve its pupils. The well-established senior management team have provided excellent role models during the potentially unsettling absence of a permanent headteacher. A succession of acting postholders has worked hard to maintain standards throughout the recent unsettled period. The school is now ready to move forward after this period of essential maintenance.

55. The governing body now works very closely with school management to ensure an appropriate ethos of high expectations for all teachers, staff, pupils and parents. Governors now know the school's strengths and weaknesses and are involved in all aspects of its work. They take an active interest in financial, premises, health and safety, staffing and curriculum issues which enables them to effectively fulfil their role. Overall governance is now satisfactory and improving rapidly.

56. Recent school development plans show an appropriate range of areas for improvement. For example, the attention to reading, writing, numeracy, science, special educational needs, information and communication technology and higher attaining pupils. Other professional development activities such as a focus on teaching and learning showed very good results during the inspection.

57. Self evaluation procedures in the school are good in respect of subject development. This is due to the collective commitment of subject leaders. All plans contain a suitable range of activities designed to raise pupils' attainment. Progress is monitored on a regular basis and some core subjects, such as science, are presented to governors in a very comprehensive way. Evaluation of teaching by senior managers has been maintained as part of performance management.

58. In the core subjects especially, teachers have made several attempts to assess pupils in order to track progress, analyse their achievement and set targets at pupil, class and school level. Analysis of these systems shows that the focus for assessment has changed over the years. For example, at various times, national curriculum levels, standardised test scores and other tests. Consequently, progress can be difficult to judge because the assessment framework has not remained the same. The new headteacher recognises the need for further training in "in-house" moderation of work and a more effective use of the considerable data collected. Where this has already taken place, for example, in writing, improvements were evident.

59. The leadership and management of the special needs provision are very effective and pupils make good progress. Policies, procedures and practices related to all aspects of special needs provision are in place, and systems run smoothly. All staff are suitably trained in those areas of special needs work most relevant to the pupils they teach. The school's procedures for identifying pupils with special educational needs work well, and arrangements for monitoring and recording their progress are thorough. There are constructive links with outside agencies and with specialists who work with the school to support pupils. All statutory requirements in regard to special educational needs provision are fully met.

60. Day to day management of the school is effective overall. Recent difficulties meant that sufficiently close financial monitoring was not in place. Consequently the school does not currently have clear understanding of its financial position. The new head teacher and governors fully understand the extent of the school's current financial matters and are taking steps to ensure the educational priorities of the school are not adversely affected. The local education authority has provided good support through its advisory service and continues to work closely with the school.

*Financial information for the year April 2002 to March 2003*

Income and expenditure (£)	
Total income	1,104,944
Total expenditure	1,061,220
Expenditure per pupil	2,540

Balances (£)	
Balance from previous year	62,264
Balance carried forward to the next	45,434

## **PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES**

### **AREAS OF LEARNING IN THE FOUNDATION STAGE**

61. **The provision for children in the nursery and reception is good and the quality of teaching is good.**

62. Children enter the nursery on a part time basis from the age of three. They move into the reception classes in September. At the time of the inspection many children had only been in school for a very short space of time.

63. Children enter nursery with expected levels of skills in communication, language and literacy and in personal, social and emotional development. Children are assessed on entry to the nursery and again when they enter reception. The results of these assessments last year, the teachers' observations so far and the lesson observations indicate a wide range of attainment, but overall, it is at the expected levels for children of this age range. The good and very good teaching in the reception classes enables all children to make good progress and they are on course to attain standards in line with the national expectations of the early learning goals in all areas of learning. Children with special educational needs and those who are learning English as an additional language do equally well because the support offered to them is very good. There is very good leadership of the foundation stage, all staff work very well together. The guidance and support they offer for children, parents and staff are very good. The nursery nurses and learning support assistants make a significant contribution to children's learning. Together they create a stimulating and exciting learning environment where all children want to learn. The staff in nursery and reception classes have very good knowledge of the early years' curriculum. They work well together as a team to provide a happy, safe and secure environment where learning is made fun for these very young children.

64. The foundation stage has made good progress since the last inspection. There are secure separate outdoor play areas for reception and nursery children and staff make good use of this in developing pupils' physical and social skills as well as providing them with opportunities to follow their interests. Staff have worked hard to address the previous key issue regarding the creative development of children and this is now an area of the curriculum where children succeed.

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

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

#### **Main strengths and weaknesses**

- Children start in nursery with satisfactory levels of personal, social and emotional development.
- Children make very good progress in this area of the curriculum.
- The consistently good and very good teaching and adult intervention means that children rapidly gain in confidence.
- The many activities are well planned to ensure that children's personal and social development is clearly enabled.

#### **Commentary**

66. Children make good progress in this area of development in both the nursery and reception classes. This is as a result of the consistently good teaching in this area throughout the Foundation Stage. Given the satisfactory attainment with which children start nursery, they rapidly gain in confidence in exploring the various activities set out for them and the majority are happily settling in to the general routines of the day. In reception classes children display high levels of concentration and involvement in their activities even at this very early stage in the school year. Stories are used well to give children the opportunity to reflect on their

experiences as well as those of others. Children are likely to exceed the early learning goals in this area of the curriculum.

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

- The well organised and planned activities to support children's language development.
- All staff working in the foundation stage take every opportunity to encourage children to speak and to develop their vocabulary and their language skills.
- Children with English as an additional language are very well provided for.
- Children start school with a wide range of language acquisition.

### **Commentary**

68. The nursery teacher and other staff provide very good opportunities for children to develop their spoken language. There is a lot of emphasis on talk through play, and practical activities. In the sessions observed, staff develop children's spoken language by often repeating what they have said. They often talk about what they are doing and encourage children to do the same. For example, when children were experimenting with a mixture of cornflower and water, staff through a good use of questioning, encourage the children to describe in great detail what it feels like to touch. This also really supports those children who are learning English as an additional language. By the time they leave the nursery the majority of children can recognise their own names. Good and very good teaching in reception builds on this knowledge. For example, in a guided reading session, introducing characters from the Oxford Reading Tree Scheme, children are encouraged to point out letters and any words which they recognise. They are clearly taught how to use and respect books and even though it is very early on in the school year are already aware that words convey meaning. There are good opportunities for children to learn how to write and children are encouraged from a very early age to make marks on paper and to draw, and paint.

## **MATHEMATICAL DEVELOPMENT**

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

### **Main strengths and weaknesses**

- The children are given many opportunities to count.
- Songs and rhymes support children's learning of mathematics.
- The provision of very good visual stimuli support pupils learning of new concepts.

### **Commentary**

70. Children are provided with a range of activities to support their learning in this area. The very good learning opportunities children have while they are in the reception classes enable most to make good progress. Children are encouraged to count whenever the opportunity arises, for example when using the computer, counting programmes are available for children to use to improve their knowledge of numbers. The singing of rhymes such as '1, 2,3,4,5, once I caught a fish alive' support pupils counting techniques, and children learn through having fun. Teachers frequently repeat numbers when for example, taking the register, so that children learn about and use numbers in their every day lives. One very good lesson seen in a reception class introduced the concept of shorter and longer. The children worked well collaboratively comparing different lengths of ribbon. The introduction of specific mathematical vocabulary along with the written words show a very good understanding of how young children learn and the activities were well matched to individual pupils learning styles.

## **KNOWLEDGE AND UNDERSTANDING OF THE WORLD**

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

### **Main strengths and weaknesses**

- Good activities planned to enhance children's learning of this area of the curriculum.
- It is likely that children will exceed expected standards in this area of the early years curriculum

### **Commentary**

72. Many children enter the nursery with a reasonable knowledge of the world around them. The well planned activities succeed in helping children in nursery and reception to learn even more about the world around them. For example, adult directed activities involving playing with sand, both dry and wet and water and working with different mediums such as clay and paint, enhance pupils understanding of what these different textures feel like. In one nursery session a group of children were fascinated by the different patterns they could make in the sand using different tools. Children work on programmes in information and communication technology directly related to work they are doing in other areas of the curriculum. For example, they continue work on counting and matching on the computer, working both individually and in pairs.

## **PHYSICAL DEVELOPMENT**

73. Provision in physical development is **good**.

### **Main strengths and weaknesses**

- There are good opportunities for children to increase their physical develop.
- Activities are well matched to support other areas of learning as well.

### **Commentary**

74. Most children are likely to achieve the early learning goals by the time they leave the reception classes. The teaching in this area ranges from satisfactory to good throughout the Foundation Stage. In one lesson in a reception class the pace of the lesson was too slow and the teacher's expectations of what the children could achieve was not high enough, although children were still achieving at levels expected for their age at this time of the year. The newly developed outdoor areas are used effectively to develop children's physical skills. For example, with the introduction of a roadway and the use of bicycles and scooters, pupils increase their physical strength. Children in the nursery and reception class are developing their skills in putting an apron on and fastening the buttons on their clothes. They are given opportunities to learn about and practice how to hold a brush and how to cut and paste materials to make their models of bodies, out of boxes in an uninterrupted way. This helps children to learn and correct their mistakes and learning is made fun. They can use wheeled toys with confidence. Opportunities to develop their emergent writing and handwriting skills are good, but as yet are not always the first choice of activities by the children.

## **CREATIVE DEVELOPMENT**

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

### **Main strengths and weaknesses**

- The school has really improved this area of the curriculum since the last inspection.
- There are many opportunities for children to develop their imagination.
- Good creative activities are available to the children.

- Well planned activities support other areas of the curriculum.

### **Commentary**

76. Children are given the opportunity to experiment with different materials. For example, clay, water, sand and paint. The role play areas are used effectively to develop children's imagination. The staff are very knowledgeable about how young children develop a theme to their play. Adults act as good role models and directly teach children how to play; this enables children to move their play forward. For example, outside in 'the hospital' play area the teacher directly shows the children the sorts of activities which they may do in a hospital. She directly draws on their own experiences so that they can act out their feelings and emotions from their own experiences. This is a very positive way of developing children's play. Children in reception classes paint freely and confidently using their imagination and experiences. They have the opportunities to directly observe and sketch objects in front of them. There were some good attempts at drawing a vase of sunflowers. They are very clear about what they are doing, when questioned one child said, "I am painting a garage. It's where the car goes!" Teachers use these opportunities well to develop children's speaking and literacy skills. They encourage children to talk about how it feels and to describe what they are doing and creating.

## **SUBJECTS IN KEY STAGES 1 and 2**

### **ENGLISH**

77. Provision in English is **good**.

#### **Main strengths and weaknesses**

- In 2003 tests, standards are well above average at the end of Year 6 and above average at the end of Year 2.
- Too few pupils reach average levels of writing although many achieve higher levels.
- The quality of teaching is good overall.
- There is sometimes a lack of guidance for pupils on how to improve their work.

#### **Commentary**

78. The results of tests at the end of Year 2 have been rising steadily and this marks good achievement. The standards achieved are now well above average overall with significant gains made by higher attaining pupils. Standards in reading are average, in writing, standards are above average overall with a very high number of higher attaining pupils, although too few pupils reach the average level. Standards at the end of Year 6 are well above average. In lessons seen, a significant minority of pupils in Years 5 and 6 are attaining higher standards. Standards in Year 2 reflect satisfactory achievement overall and good achievement by the end of Year 6. There is no significant difference in the attainment of boys and girls. In all years, pupils with special educational needs and those for whom English is an additional language achieve as well as others.

79. Throughout the school standards in speaking and listening are good. Most pupils listen attentively to their teachers, and to each other when working in groups. They achieve well in listening skills especially where teachers capture their attention and explain things to them. For example, in Year 2, children are learning how to use time words effectively in speaking and writing simple instructions. In lessons seen they are encouraged to read their work to each other. In discussion some children were able to give a good account of how one of the characters felt in the story listened to. By the end of Year 6 higher-attaining pupils speak clearly and confidently for example in Year 6 when analysing the mood and important events in a character's life. They use a wide range of vocabulary for their age and contribute well to discussions.

80. Every opportunity is taken to enable pupils to read. Year 2 children are enthusiastic when reading together from the big books. They are able to show expression in their reading taking account of exclamation marks. They enjoy reading as a class, individually and in pairs. Many pupils in Year 6 are enthusiastic and independent readers. They have preferences for particular authors and can place fiction books into different categories. Higher attaining readers are beginning to discuss the interaction of the characters and predict how the narrative will develop as a result of their observations on the way in which the characters behave. In one Year 5 lesson seen pupils studied the way in which J.K. Rowling introduced a new character, they then produced good quality work on introducing their own character into the story. Standards are good and are affected by the good selection of fiction books in the library and in other areas.

81. Standards in writing are good overall. In Years 1 and 2 children are achieving well through regular practice, such as writing their own stories. The recent strong focus on writing throughout the school has had a good effect upon standards. Work shows progress and development throughout each year and by the end of Year 2 many pupils use punctuation and speech marks correctly and make good attempts at spelling and reading unfamiliar words. By the end of Year 6 higher attaining pupils are well above the expected standard with good paragraphing, vocabulary and punctuation. A good standard of presentation is fostered throughout the school with aids such as layout guidance and ruled sheets to place under pages. Extra-curricular drama makes a most positive contribution to the pupils' speaking and listening abilities.

82. The quality of teaching and learning is good overall. This is an improvement since the previous report. Strengths in teaching lie in the effectiveness of teaching methods, and use of resources. Planning

includes the effective use of assistants and other support. Pupils achieve less when the pace of the lesson is slow and where greater effort is exerted on managing behaviour than learning. In work samples seen from last year, the quality of marking is inconsistent and there is a lack of guidance for pupils' improvement. Corrections are not always insisted on and pupils are not always given the opportunity or encouragement to redraft their work.

83. The subject is well coordinated and established. There are a comprehensive set of policies and schemes of work that cover all aspects of the National Curriculum Programmes of Study. This has resulted in pupils learning in well measured steps and has contributed to the standards achieved. Pupils' work is monitored regularly and the co-ordinator has a good knowledge of standards across the school. This has enabled teachers to address areas of weakness while reinforcing areas in which pupils' knowledge is strong. Learning resources are very good and are used effectively in all lessons.

### **Language and literacy across the curriculum**

84. Pupils are given very good opportunities to use literacy across the curriculum. Speaking and listening are encouraged in every subject, including practical subjects such as physical education where pupils offer comment about others' performance. Question and answer sessions are a common feature in lessons as teachers wish to find out what have learned by the end of the lesson. Frequent opportunities are provided for pupils to read aloud. The use of reading for gaining information or understanding what they have to do is consistently reinforced. Writing is required in most lessons, although in subjects other than English, teachers make few comments about the quality produced. Information and communication technology (ICT) is used to good effect to support literacy when pupils word process, sometimes using word banks.

## **MATHEMATICS**

85. Provision in mathematics is **good**.

### **Main strengths and weaknesses**

- Standards achieved at the end of Year 2 are well above average.
- Teaching and learning are good, teachers have good subject knowledge.
- The subject is very well led and managed.
- Good planning focuses on the needs of all children.
- Teachers and support staff work well together so that teaching is effective.
- All pupils work hard and achieve well.
- Using and applying mathematical skills within lessons and across the curriculum is not yet planned systematically.

### **Commentary**

86. All pupils including those with special educational needs achieve well. Setting by ability enables teachers to plan for a smaller range within classes. The introduction of booster classes has also had a positive effect upon standards. Higher attaining pupils are now taught well, with a sense of challenge to achieve higher standards. In the latest tests, at the end of Year 2, standards are well above average compared to similar schools. By the end of Year 6, standards are in line with similar schools. This is a slight fall away from the recent trend which has been above average and is particular to the cohort as opposed to less effective provision.

87. The quality of teaching and learning in mathematics is good. The National Numeracy Strategy is well established in the school and all teachers make effective use of the structure it provides. Teacher's good subject knowledge leads to clear explanations that enable pupils of all abilities to succeed. In a very good Year 3 lesson for example, a range of carefully planned activities and clear explanations extended pupils knowledge of doubling numbers very well. Their confidence in early number facts helps them to tackle increasingly challenging mathematical tasks. Teachers group the children carefully to help ensure that work is pitched at the right level. Good use is made of teaching assistants to support pupils with special educational



needs. The quality of planning is good and contributes significantly to the good progress pupils make in developing mathematical skills. Good teaching in the school is characterised by the good pace of teaching and learning; lessons are brisk but children are given sufficient time to think and reflect. The amount of work they cover in lessons is good and all children try hard.

88. The leadership and management of the subject are good. Effective leadership and management have helped to improve standards since the previous inspection. The subject co-ordinator is very keen to raise standards and is beginning to analyse the results of national assessment tests question by question, identifying weaknesses and discussing strategies to overcome these with teachers. Assessment procedures are good and used to track the progress of all pupils. Assessments are often used well for future planning. Resources for the subject are good.

### **Mathematics and numeracy across the curriculum**

89. Pupils have some opportunities to reinforce and extend their numeracy skills in other subjects through work in science and geography. However they are not planned systematically and opportunities to use and apply pupils' mathematical skills are therefore missed. Data handling skills are reinforced through pupils' work in information and communication technology, but the school recognises the need to extend the use of computers within mathematics lessons.

## **SCIENCE**

90. Provision for science is **good**.

### **Main strengths and weaknesses**

- The quality of teaching is good and pupils learn well.
- The quality of curriculum planning is good.
- The subject is well led by a very knowledgeable co-ordinator.
- The use of ICT is underdeveloped.

### **Commentary**

91. The good quality of teaching results in the pupils achieving well, including those with special educational needs. This is an improvement since the last inspection.

92. In recent years standards attained in the national tests at the end of Years 2 and 6 are in line with or above the national average and those attained by similar schools.

93. The latest Year 6 results show a slight fall in standards which were in line with teachers' expectations for the year group. The overall below average results for science reflect the fact that there were fewer pupils attaining higher levels in tests. Inspection evidence confirms that pupils' work shows those without special educational needs are attaining at the levels at least expected for their age in all years. Completed tasks indicate that most pupils attain at expected levels in their understanding of materials, physical processes and living things and the part that these play in their own lives. They understand the basic differences in states of matter, that is, solid, liquid and gaseous. They also know how different substances can change from one to another and that not all change is irreversible. They know how living things develop and the importance of diet and exercise in a healthy lifestyle. They understand the basic rules of electrical circuitry and the cycle of growth and decay.

94. Good achievement is due to the quality of teaching generally and very good subject management by the co-ordinator. The work is well planned to ensure appropriate coverage, although differentiated activities are not sufficiently clear.

95. Particularly good features of teaching include good use of scientific language which pupils in turn use in their discussions and writing. This adds much to the pupils' literacy development. Resources are used effectively to explore scientific concepts such as "air resistance." The pupils relish being posed challenges from which they develop a hypothesis which they then test. Such activities promote pupils' numeracy well as they use a stopwatch to measure and record the time taken for "helicopters to descend from a given height. These results are then entered onto tables from which conclusions are drawn.

96. The use of ICT is currently underdeveloped in relation to datalogging, spreadsheets and databases. A recently acquired electronic microscope has yet to be used with pupils.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

97. Provision in information and communication technology is **satisfactory**.

### **Main strengths and weaknesses**

- The school is well resourced in relation to the number of computers.
- The subject is very well led by an enthusiastic and knowledgeable teacher.
- Recent training has improved the skills and confidence of most teachers, but some weaknesses remain in a few teachers' expertise.
- ICT could be used more widely and consistently to support learning in other subjects and science, in particular, requires additional resources.

### **Commentary**

98. At the end of Year 6, the pupils' achievement is satisfactory. The pupils show that they are very aware of the importance of ICT in their lives when accessing the Internet and CD-ROMs to gather information in a range of subjects and extend their knowledge of key technological skills. By Year 6, pupils successfully create a range of texts and images to produce posters and newsletters. Much of this work is done collaboratively and some pupils clearly have well developed skills and have regular access to a computer at home. Conversations with pupils, and examples of their work show they enjoy using computers and accessing the Internet.

99. In Years 1 and 2, teachers make sure that the pupils learn specific vocabulary such as "key word", "cursor" and "menu" so that pupils can search for data productively. Most attain expected levels in the aspects they cover, such as using word-processors to produce well presented work with additional graphics. There is some use of word banks to produce pupils' own stories based on favourite fables. The pupils can also use the mouse to drag and drop graphics and add text to show that they understand sequences, for example, dressing an on-screen teddy in the correct order. Teachers are careful to let pupils know how to log-on properly, although at times this is a laborious experience that prevents the pupils using time most effectively at present. In due course, this delay is likely to be less evident.

100. The overall provision was good at the time of the last inspection. In many respects, in terms of access to computers it is very good. However, the rate at which ICT has been integrated across the curriculum and the development of all teachers' expertise has not increased at the same rate. Since the last inspection national funding has meant that the resources for the subject have been improved and staff confidence and expertise developed through training. The school has a new suite of computers with additional machines around the school that are readily available for class-use. A number of laptops, digital cameras and two interactive whiteboards have boosted the school's resources considerably. An integrated learning system, a program which allows pupils to develop literacy and numeracy skills at their own pace is put to good use for higher attaining pupils. Currently, other groups of pupils who may benefit are not timetabled to access the program.

101. Good use is made of a technician to support teachers whose expertise is currently under-developed. An excellent portfolio of work has been collated by the co-ordinator. This shows that an extensive range of activities are provided in which the pupils do very well. Further use of this for monitoring and evaluating purposes is at an early stage of development.

## **Information and communication technology across the curriculum**

102. There are some good examples of teachers using ICT well in a range of subjects. Overall, ICT is not yet applied sufficiently across all areas of the curriculum. There is scope to extend the range of this activity, for example, greater use of word-processing and data-handling skills in history, geography and other subjects. Science has particular requirements if ICT opportunities are to be maximized. In this respect additional resources are required. Additional training and support are required if these weaknesses are to be addressed successfully.

## **HUMANITIES**

### **HISTORY**

103. The provision for history is **good**.

#### **Main strengths and weaknesses**

- Attainment is as expected for the age of the pupils by Years 2 and 6. This is the same as the last inspection.
- The pupils are enthusiastic to learn and achieve well.
- There is some valuable cross curricular work with English and ICT.
- The quality of teaching is good overall.

#### **Commentary**

104. Standards in work and lesson seen at Year 2 and Year 6 are in line with national expectations. Evidence shows that history is strongly represented across the curriculum and there are links with, for example, English, and ICT. This is having a positive effect on pupils' learning.

105. There are some good examples of teaching linked to the literacy hour through the use of big books, for example about the Victorians. Pupils have many opportunities to extend their historical knowledge and understanding through display work, writing, discussion, computer skills and visits. Children in Year 2 are able to compare the seaside in this country today with what it was like fifty years ago. Each group looked at old photographs and was given the opportunity to think about what the seaside was like in the past and compare it to what it is like today. Pupils in Year 6 have written about the changes in lifestyle during and since Victorian times. They have noted and discussed improvements in techniques and transport.

106. The quality of teaching and learning is overall good. Strengths lie in teachers planning which meets the needs of all pupils and in the use of good resources and support material. Very good teaching was seen in Year 6 where teacher and pupils took part in role play that illustrated what life was like in a Victorian school. All pupils were involved and played their parts with enthusiasm. This is being followed up shortly with a visit to the Black Country Museum.

107. The subject is well coordinated and this is having a positive effect on standards. There is a need for monitoring the quality of teaching and learning in the subject in order to raise standards further in all years.

## **GEOGRAPHY**

108. Provision for geography is **satisfactory**.

#### **Main strengths and weaknesses**

- Planned opportunities to use information and communication technology are limited.

#### **Commentary**

109. During the inspection, because of the timetable it was not possible to observe any lessons, but some evidence was gained from the limited amount of pupils' work, records and teachers' planning. It was not possible, however to make a judgement on the standards, but in the sample of work seen achievement is satisfactory overall.

110. Planning is under-pinned by units from national guidelines. Teachers use these for developing their shorter-term planning. The overall coverage of the National Curriculum requirements is good.

## **RELIGIOUS EDUCATION**

111. The provision for religious education is **satisfactory**

### **Main strengths and weaknesses**

- The quality of teaching is good.
- Relationships are good in lessons and assist the pupils' learning.
- Assessment procedures are not in place and subject performance has not been monitored.

### **Commentary**

112. There is too little evidence to make a judgement about standards at the end of Year 2. In work seen children had written about stories from the Old Testament for example Joseph. They had recorded the events leading up to the Birth of Jesus. They show awareness of Remembrance Day and of the festival, Divali. The amount of time that teachers say that they give to the subject is satisfactory. Much work in Years 1 and 2 is oral and there is limited evidence or records kept of pupils' work. Only one lesson was observed during the inspection. In this Year 3 lesson, where the teaching and learning was good, pupils discussed the origins of the Feast of the Passover and the reasons for using the Seder Plate. In Year 6 pupils had produced a good volume of work on Islam using diagrams, factual information and symbols. Work was well organised and presented. There was little evidence of pupils' own thoughts and views or opportunities to compare and contrast faiths.

113. The overall quality of teaching is good. Teachers' subject knowledge is satisfactory. Explanations and questioning are used well as seen in one Year 3 lesson on signs and symbols. Pupils' behaviour is good and managed very well. Resources are used effectively to extend pupils' knowledge, particularly in relation to other world faiths.

114. The co-ordination of the subject is satisfactory. However, there are insufficient opportunities in planning for pupils to compare and contrast with other religions in line with the requirements of the Locally Agreed Syllabus. Together with the underdeveloped assessment procedures, this has had a negative effect on the raising of standards. Resources are adequate and are used well. There are valuable curriculum links to representatives from local places of worship.

## **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

### **ART & DESIGN**

115. Provision for art and design is **good**.

### **Main strengths and weaknesses**

- There are good opportunities to work with a wide range of media

- There are many opportunities for pupils to work in groups and improve their self-confidence and self-esteem
- The quality of planning is good.

### Commentary

116. All pupils have good opportunities to develop a style of their own influenced by their previous studies of the work of a famous artist. For instance, in Year 6 pupils produce paintings in the style of Lowry and younger pupils produce a range of work inspired by the artist Monet. They have a good sense of colour and texture and think carefully about shape and form. A good range of media is used to enhance work, for instance, the use of Monet's pastel shades were used well in weaving samplers and brightly coloured tissue paper was used to produce eye catching, three dimensional models of rainforests. Classrooms and displays across the school are very well organised and support and celebrate well the range of work covered by the pupils.

117. Only one lesson was observed during the inspection, but further evidence was gained from displays and teachers' planning and the satisfactory standards seen during the previous inspection have been maintained. Teaching is good overall and pupils make good progress. In the lesson seen pupils worked cooperatively together commenting positively on each other's work and enjoying the observational drawing of fruit they were attempting. All pupils now have sketchbooks enabling them to explore ideas and experiment with media such as pastel and pencil and this is an improvement since the previous inspection.

## DESIGN & TECHNOLOGY

118. Provision for design and technology is **good**.

### Main strengths and weaknesses

- The good improvement in planning and resources is beginning to have an effect on standards.
- Pupils take pride in their work.
- The use of information and communication technology within the subject is limited.

### Commentary

119. Since the previous inspection, the school has made good overall progress in improving design and technology, as standards are now good throughout the school. A suitable range of materials is covered, for instance textiles and food, and mechanical projects are also included.

120. Teachers' subject knowledge is now much improved supported by the clear planning and appropriate resources. Clear explanations and searching questions ensure that pupils' understand the need for safety when using tools. The lessons observed provided good opportunities for pupils to think and assess logically. The teachers' high expectations and good questioning, such as, "*Why do we need to remove the seeds?*" to a group of Year 1 pupils, contributed to their successful production of a fruit salad. Good organisation resulted in good pace in a Year 6 lesson where pupils were beginning to make a fairground ride. This meant that all pupils exhibited good concentration, enabling them to complete tasks in the required time. Pupils with special educational needs are very well supported. Pupils of all ages take a pride in their work.

121. The subject co-ordinator has only recently assumed responsibility for the subject and is building up a useful folio of photographic evidence showing the progression of skills. Pupils' work is assessed at the end of each topic and procedures are satisfactory. Design and technology is a area which is developing well within the curriculum. The use of ICT to support learning within the subject is currently under utilised.

## MUSIC

122. The provision for music is **satisfactory**

### **Main strengths and weaknesses**

- Pupils' attitudes, behaviour and enthusiasm are good.
- Peripatetic support for keyboards is good.
- The variety of instruments and resources is good.
- There is not a subject specialist to co-ordinate the subject.
- Assessment procedures are underdeveloped.

### **Commentary**

123. Pupils' attainment at Year 2 and Year 6 is satisfactory but would be improved further by an increase in teachers' subject knowledge in the subject. A significant minority of pupils are working towards higher standards in playing and performing on keyboard and recorder. These pupils are supported in their learning by extra tuition. Pupils sing with enthusiasm in lessons and in assemblies. However, voices are not tuned before singing and outcomes could be better.

124. During the inspection week pupils were enthusiastic when practicing songs in preparation for the school Harvest Festival. In the one lesson observed Year 1 children are developing a good sense of performance and awareness of audience. They respond well when following directions from a leader. However, because voices were not warmed up, the children did not all start on the same note. Pupils with special educational needs are fully integrated and make the same rate of progress as others. The school does not identify talented pupils and this is an area for further development.

125. The school is aware that in practice there is limited evidence on pupils' progression in the skills learnt. In the one lesson observed, teaching was good. Strengths lie in relationships and pupils' willingness to perform together. Up to thirty pupils have the opportunity to play recorder or keyboard, receiving tuition from the head teacher and a visiting teacher. The well established keyboard provision has a positive effect by enriching the curriculum.

126. Resources for music are good. However, there are a wide range of percussion instruments from other cultures that are presently underused. Timetabling issues mean that the best of use of resources is not made. The school is aware that the absence of a specialist has resulted in a decline in standards of pupils' knowledge and understanding of the subject and that it is an area for development.

## **PHYSICAL EDUCATION**

127. Provision in physical education is **good**.

### **Main strengths and weaknesses**

- Overall the quality of teaching is good and pupils achieve well.
- The opportunities given to pupils to take part in sporting activities within and outside school are good.
- There are some weakness in teachers' subject knowledge which adversely affects pupils' progress.
- Some lessons do not sufficiently challenge the pupils.

### **Commentary**

128. Physical education is well developed throughout the school and by the time they leave they have skills expected for their age. All pupils regardless of gender, ability and race are encouraged and supported to succeed. The subject is supported by good use of external expertise in football, rugby, swimming and golf. The school staff generally have good knowledge and high expectations. For example, they wear appropriate kit, attend to safety, offer demonstrations of specific skills and extend the pupils physically.

129. In Years 1 and 2, the pupils practice dance routines accompanied by music they have previously recorded. The pupils learn to put sequences together and observe others closely. In Years 3 to 6, pupils use

apparatus well when given appropriate guidance. They also play team games where they show a willingness to develop their skills and demonstrate a keen sense of fair play. The best lessons contain vigorous activity with appropriate demonstrations from staff and pupils. Pupils are encouraged to reflect upon their performance and that of others in order to improve. In these lessons, pupils' attitudes are always positive and their behaviour very good. Pupils are encouraged to think carefully, evaluate their performance, and suggest ways that they might improve. In some lessons, weaknesses in teachers' subject knowledge mean that there is insufficient emphasis on activity which does not do enough to develop pupils' skills or fitness.

130. The curriculum is well planned and teachers ensure that a suitable range of activities take place. Assessment could be improved so that pupils' performance can be monitored and supported more effectively. The on-site facilities are limited but the school makes good use of what it has. The use of a local swimming pool does require considerable time in travelling, but once there, no time is wasted and pupils practice a range of strokes and several Year 2 pupils can swim at least 10 metres.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP (PSHE)**

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

### **Main strengths and weaknesses**

- PSHE is integral to the work of the school and does much to support its ethos.

### **Commentary**

132. This area is a key part of the school's overall ethos and is successful in assisting the pupils' overall development towards maturity. The planning is good and embraces many subjects of the curriculum, including sex education. Current aspects include fitness and healthy life-styles. The pupils are encouraged to discuss issues like the importance of role models, self-esteem and peer pressure. They talk with increasing confidence about the dangers of drugs and know how to keep themselves safe when travelling to and from school. Outside speakers make a good contribution to year group assemblies. The school council is made up of elected pupils from all year groups and matters discussed are well recorded.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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