

# INSPECTION REPORT

**CHRIST CHURCH C OF E CONTROLLED PRIMARY  
SCHOOL AND NURSERY**

Sparkbrook, Birmingham

LEA area: Birmingham

Unique reference number: 103397

Headteacher: Miss T Moriani

Lead inspector: Mr J Sorsby

Dates of inspection: 15<sup>th</sup> – 18<sup>th</sup> September 2003

Inspection number: 255803

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:	Voluntary Controlled
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
Number on roll;	221
School address:	Claremont Road Sparkbrook Birmingham
Postcode:	B11 1LF
Telephone number:	0121 772 5121
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs Catherine Ray
Date of previous inspection:	10 <sup>th</sup> October 2001

## **CHARACTERISTICS OF THE SCHOOL**

Christ Church C of E Controlled Primary School is located in an area of significant deprivation and provides the only full time nursery in the area. Pupils come from a wide variety of ethnic backgrounds, the largest single group being from Pakistan. A very small proportion of pupils are of white, UK heritage. Almost a third of all pupils joined or left the school last year, at a time other than normal. This is a high proportion. There are eighty per cent of pupils whose mother tongue is not English and this is very high. Of the remaining 20 per cent, half have significant special educational needs. Overall, eighteen per cent of pupils have special educational needs, mainly moderate learning difficulties. At almost four per cent, the proportion of pupils who have statements of special educational needs is high. Pupils' attainment on joining the school varies widely and is below average overall. This applies equally to those who join in nursery or reception and the high proportion who join late in their primary schooling, many of whom either know no English or have received no prior schooling.

The school provides a range of adult education activities, designed to enable parents, many of whom also do not speak English and are newly arrived, to acquire the necessary skills to support their children's learning. Despite a turbulent period two years ago and an almost total change of teachers since then, the school received the Schools Achievement Award and the Basic Skills Quality Mark in 2002 and the Healthy Schools award in 2003.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
14042	J Sorsby	Lead inspector	
8937	H Allen	Lay inspector	
25778	A Hicks	Team inspector	Mathematics Science Information and communication technology Design and technology Geography Music
21501	J Charlesworth	Team inspector	English as an additional language
22821	L Wolstencroft	Team inspector	Areas of learning for children in the Foundation Stage Provision for pupils with special educational needs English Art and design History Religious education Physical Education

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This school provides a satisfactory quality of education and is rapidly developing.** Good leadership and management ensure satisfactory teaching despite high staff turnover and satisfactory learning despite very high pupil mobility and the majority speaking little or no English. Standards are below average. All pupils achieve satisfactorily including those with English as an additional language. Because these pupils are helped so well, despite many of them coming from significantly disadvantaged backgrounds, having little time in the school, and often little or no prior schooling, the school is judged to be providing **good value for money**.

The school's main strengths and weaknesses are:

- Pupils have good attitudes to work, behave well and despite language problems, learn satisfactorily. The quality of relationships between pupils and with staff are good.
- Good staff team work in lessons ensures the needs of each pupil are met.
- The headteacher provides very strong leadership and the management of the school is good.
- The school works well with parents and very well with the community.
- Teaching in reception is good as is a third of teaching overall.
- The school's provision for the teaching and learning of science is good.
- The school provides well for pupils with special educational needs.
- The curriculum is well adapted and enriched to meet the needs of pupils.
- Provision for pupils' care, welfare, health and safety is good.
- New teachers have not yet had training to teach English as an additional language.
- Standards have improved this year but overall, remain unsatisfactory in English, mathematics, science and information and communications technology (ICT). For many pupils, standards are lower than they should be because they are not with the school long enough to achieve well.

There has been good improvement in the school since the last inspection. Fundamental weaknesses with pupils' behaviour, a serious lack of motivation of pupils and poor relationships with parents have all been overcome very successfully, creating the conditions for raising standards. The Foundation Stage is much improved, as is the quality of teaching and learning overall, despite high staff turnover. Leadership and management, including the governance of the school are much better. Significantly, standards seen during the inspection are much better than a year ago.

### STANDARDS ACHIEVED

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

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average; E\* - in the bottom 5% nationally. Similar schools are those whose pupils attained similarly at the end of Year 2*

**Pupils achieve satisfactorily throughout the school.** Standards are below the goals pupils are expected to reach by the end of their year in reception because many children have little knowledge of English when they join. Most children reach the targets set for them by the school, and achieve satisfactorily. At the age of seven, current pupils' standards in reading, writing and mathematics are below average, an improvement in reading and writing this year. In 2002 standards in mathematics were below average but those in reading and writing were well below average. For pupils now aged

eleven, standards are below average, which is a significant improvement since 2002, when they were in the bottom five per cent nationally in English and science and well below average in mathematics. The starting point for different groups of pupils has varied a lot from year to year, and so has their achievement in reaching the various standards they attain. Current seven and eleven year olds have achieved satisfactorily. Results for eleven year olds in comparison with similar schools have little significance because of the high mobility of pupils late in their primary school life. Some pupils for whom English is an additional language achieve high standards.

**Pupils' personal development is good as is their spiritual, moral, social and cultural development.** They become mature young people ready for the next stage of their education. Their behaviour well and have good attitudes to studying. Improved attendance rates are satisfactory.

## **QUALITY OF EDUCATION**

**The overall quality of teaching and learning is satisfactory and the school provides a satisfactory quality of education.** Teaching and learning the nursery / reception classes are good. In Years 1 to 6, teaching and learning are satisfactory overall, with a third being good or better. In those classes where teaching is satisfactory it is a result of teachers being new to the school, and some having had little experience of teaching English as an additional language. Training is planned to take place immediately. Pupils are supported well by skilled and experienced teaching assistants.

This is a caring school in which the needs of each pupil are met. Each pupil has a staff member to relate to and each receives good guidance and support. The curriculum is well designed to meet the particular needs of pupils and provides many opportunities that motivate and interest them. The good working links with parents and the very strong links with the community contribute significantly to pupils' learning and the standards they achieve.

## **LEADERSHIP AND MANAGEMENT**

**The overall leadership and management of the school is good.** The headteacher provides very strong leadership. Consequently the school has overcome previously deep-rooted problems with pupils' behaviour, the motivation of pupils, the mobility of teachers and relationships with parents and the community that were preventing improvements in standards. The governing body, much improved since the last inspection, now plays a well-informed, active and positive role in the development of the school. The very strong leadership has positioned the school so that standards can improve, and early evidence demonstrates this to be happening.

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

Following a period of very poor relationships, parents are overwhelmingly supportive and positive in their views of the school. They are pleased with their children's progress and believe the school to have high expectations. Almost all state that children's behaviour is good, their children like coming to school and they become mature and responsible. They praise the leadership and management of the school, the relationship between the school and home and the broad range of extra-curricular activities provided.

Less than a third of pupils completed questionnaires, and of them, approximately three quarters were positive about most or all aspects of the school. Significantly, half the respondents did not feel that other children behaved well. This was not borne out by inspection findings, nor by conversations with pupils.

## IMPROVEMENTS NEEDED

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

- Improve the quality of teaching to pupils for whom English is an additional language (the vast majority of pupils) by carrying out the planned training of teachers.
- Improve pupils' standards in English, mathematics, science and ICT by improving their ability to use spoken and written English.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

#### Standards achieved in areas of learning, subjects and courses

Children achieve well in the Foundation Stage. Overall, pupils achieve satisfactorily in Years 1 to 6. Standards in the English, mathematics and science are below average.

#### Main strengths and weaknesses

- Children achieve well in the Foundation Stage and make good progress towards the targets set for them by the school.
- Pupils achieve satisfactorily in Years 1 to 6 despite many knowing little or no English when joining the school, and many joining late in their primary school life and having had little or no formal education. Those pupils who attend the school for long enough often achieve well and some pupils for whom English is an additional language achieve high standards.
- Standards in English, mathematics and science remain below average, and standards in ICT are below expectations. Standards are, however, rising, and pupils now in Years 2 and 6 are likely to achieve higher standards than pupils in 2002 or 2003.
- The achievement of a minority of pupils is limited by some ineffective teaching and support.

### Commentary

#### *Standards at the end of the Foundation Stage*

Standards in relation to the early learning goals by the end of <b>reception</b> in:	
Personal, social and emotional development	<b>Below the level children are expected to reach</b>
Communication, language and literacy	<b>Below the level children are expected to reach</b>
Mathematical development	<b>No judgement possible due to lack of evidence</b>
Knowledge and understanding of the world	<b>Below the level children are expected to reach</b>
Physical development	<b>No judgement possible due to lack of evidence</b>
Creative development	<b>Below the level children are expected to reach</b>

1. Children's standards are as they are for several reasons. Primarily, almost all children join these classes with little or no English. The judgement that their standards are below expectations is based on formal assessments at the start of nursery or when they join the school, that are carried out in their own first languages. This is slightly misleading because when working in class in English, standards appear to be significantly lower. Children receive good teaching and learn well. Consequently, by the end of reception, when formal assessment is carried out in English, children's standards remain below national expectations, although most have achieved well and reached the realistic targets set for them by their teachers. The

leadership and management of the nursery and reception are good and the curriculum and individual lessons are well planned to meet the needs of children. A further complicating factor is that many children do not complete two full years in Foundation Stage. Because the school provides the only local full time nursery, children, often those with more ability in English, move to other schools at the end of Nursery.

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

Standards in:	School results	National results
reading	13.5 (13.1)	15.8 (15.7)
writing	12.4 (11.9)	14.4 (14.3)
mathematics	16.0 (13.6)	16.5 (16.2)

*There were 26 pupils in the year group. Figures in brackets are for the previous year*

2. In 2002, the most recent year for which comparisons are available, pupils' standards at the end of Year 2 were well below average in reading and writing and below average in mathematics. In comparison with similar schools, they were average in reading and writing and well above average in mathematics. Each of these results was an improvement since 2001, as are the standards of pupils currently in Year 2.

3. Standards in the national tests at the end of Year 2 in 2002 appear to demonstrate deterioration in reading and writing and maintenance of standards in mathematics. This is not the case because this group of pupils had lower standards when they joined the nursery and reception. They have achieved satisfactorily in all three subjects. Fundamental to these pupils' standards remaining unchanged in Year 1 and 2 is their prior knowledge of English. Their learning has also been disrupted by changes in teachers and new teachers not having, at this early stage of the academic year, received training in teaching pupils for whom English is an additional language. Never the less, teaching is satisfactory and pupils achieve satisfactorily. Even at this early stage in their education, the mobility of pupils is also a major factor. Many pupils have less than two full years at the school, either leaving or joining at times other than normal.

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

Standards in:	School results	National results
English	22.4 (25.0)	27.0 (27.0)
mathematics	24.2 (22.5)	26.7 (26.6)
science	24.7 (24.5)	28.3 (28.3)

*There were 27 pupils in the year group. Figures in brackets are for the previous year*

4. In 2002, the standards of pupils in Year 6 in English and science were in the bottom five per cent nationally, and in mathematics they were well below average. They were the same in comparison to similar schools, although this is misleading because so many pupils were new to the school, knew little or no English and had received little or no education. In 2002, standards fell in English, rose in mathematics and stayed static in science. Current pupils' standards have improved significantly and they are now below average in all three subjects.

5. Similar factors affect standards at the end of Year 6 as those at the end of Year 2. By the end of Year 6 the impact of pupil mobility is easier to see. Since 1995 (when the school began to keep computerised data) only 31 pupils who joined the school either in nursery or reception stayed with the school till the end of Year 6. Of course, many pupils joined the school during this time, but characteristically, because of their countries of origin, the proportion of those joining who know no English and who have had no previous schooling, increases each year. In 2002 and 2003, pupils achieved satisfactorily.

6. Pupils with English as an additional language achieve satisfactorily overall, and if they stay at school for long enough, all learn English and make satisfactory progress in all subjects. Some

become the school's highest attainers, doing very well in the national assessment tests at the end of Year 2 and Year 6. However, the achievement of a minority of pupils is hindered by some ineffective teaching and support. This is being addressed by training for staff, particularly those new to the school and to teaching pupils for whom English is not their mother-tongue.

7. Throughout the school, pupils' satisfactory achievement is the result of a combination of satisfactory teaching and skilled support given them by teaching assistants. The leadership and management of the school have also played a very significant role. Previously, pupils were reported to lack motivation and behave badly. This is no longer the case, and pupils' attitudes are good. Parent and pupil hostility to the school, has been fully overcome. Parents are very supportive of the school and of their children's learning. Massive staff turnover has been halted and the school now has a permanent staff. This has alleviated the problems of disruption of learning. Previously, some classes had more than a dozen teachers in the course of one year. The leadership and management of the school, particularly the headteacher, have overcome prior significant obstacles to raising pupils' standards and have created the conditions that can give rise to improvements. Early evidence in the current school year indicates that standards are rising.

### **Pupils' attitudes, values and other personal qualities**

8. Pupils' attendance has improved since the last inspection and is now satisfactory. Pupils' behaviour, personal development and spiritual, moral, social and cultural development are all good. However, spiritual and cultural development does not capitalise fully on pupils' wide range of ethnic backgrounds.

### **Main strengths and weaknesses**

- Much improved attendance rate since the last inspection.
- Pupils' positive attitudes contribute well to their own learning.
- The significant recent improvement in pupils' behaviour.
- Little or no bullying – a significant recent improvement.
- Social and moral development of all pupils.
- Very good racial harmony between pupils.
- Pupils with English as an additional language are well motivated, particularly when being taught in small groups.
- Where support for pupils with English as an additional language is lacking in some lessons, pupils' attitudes and behaviour deteriorate.

### **Commentary**

9. Pupils arrive promptly for school. Improving pupils' attendance has been a priority of the school and parents have supported the school in raising levels so they are now in line with national averages.

10. Most pupils state that they like coming to school. This positive attitude is reflected in the classroom where pupils are usually eager to answer questions and clearly want to do well. Even where pupils find tasks difficult they still usually try hard. Older pupils speak of their aspirations to attend particular secondary schools aware that in many cases this requires extra work and examinations for them to achieve their ambitions. Pupils often give art and design, literacy, mathematics and physical education as their favourite subjects.

11. Pupils' behaviour both in the classroom and around school is generally good. Pupils are aware of the school rules and consider them to be fair. The zero tolerance approach to bullying recently introduced by the school has resulted in a high exclusion rate. However, pupils consider the system of sanctions including exclusions is fair and has made things better. "Everyone knows

the rules” is the consensus. The school sets high expectations of pupils’ behaviour and works well to achieve them.

12. When given appropriate support, pupils who are learning English as an additional language are very motivated, try hard and behave well in lessons – even when work is not well matched to their needs. They feel comfortable and secure in the small groups where they receive special support in their home language, and have good relationships with one another and the adults involved. Where pupils do not receive suitable support to understand and take part in the lesson, they do not listen and the behaviour of some becomes disruptive.

13. Relationships between pupils are very good. Pupils from similar ethnic backgrounds and with the same home language support each other well. However, all pupils regardless of background, generally get on well with each other and there is a true community spirit about the school. This is engendered at a very early age beginning in the nursery, where pupils work, play and have meals together in a very pleasant and supportive way.

## Attendance

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

Authorised absence		Unauthorised absence	
School data:	4.9	School data :	2.0
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.*

## 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	11	1	0
Mixed – White and Black Caribbean	14	2	0
Asian or Asian British – Pakistani	86	6	0
Asian or Asian British – Bangladeshi	25	4	0
Asian or Asian British – any other Asian background	65	5	0
Black or Black British – African	20	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

14. The school provides a satisfactory quality of education. The quality of teaching and learning is satisfactory and pupils are well cared for. Their welfare receives appropriate high priority. The curriculum is satisfactory in its range and depth of study and provision for pupils with special educational needs is good. Provision for pupils for whom English is an additional language is satisfactory. Links with parents are good and those with the community are very good.

## Teaching and learning

15. The quality of teaching is satisfactory overall. Overall, a third of teaching was good or very good. All teaching in the Foundation Stage was good and the majority of teaching in Years 1, 5 and 6 was good or better. One unsatisfactory lesson was seen. In all lessons seen, the quality of pupils' learning corresponded to the quality of teaching. Teachers measure what pupils know, understand and can do and use this information to help plan future lessons. In reception this is done well, while in the rest of the school it is satisfactory.

### Main strengths and weaknesses

- Teachers encourage and motivate pupils well and as a result pupils learning is satisfactory despite the majority learning English as an additional language.
- Good use is made of teaching assistants, particularly to support pupils for whom English is an additional language and those with special educational needs.
- Good attention is paid to ensuring that all pupils have equal opportunity to succeed.
- Pupils have a good ability to work independently and collaboratively.
- Because most teachers are new, they have not yet been trained in the specific skills required to teach pupils for whom English is an additional language. However, their teaching is satisfactory and is well supported by skilled teaching assistants.

### Commentary

#### *Summary of teaching observed during the inspection in 32 lessons*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	2 (6%)	10 (33%)	18 (58%)	1(3%)	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.*

16. Teachers plan their lessons well and take care to ensure that pupils of all abilities find sufficient challenge in their work. They take time to ensure that all pupils understand concepts before moving on. Teachers are particularly skilled at motivating and encouraging pupils, and this has contributed well to pupils' positive attitudes to learning. Good use is made of teaching assistants to support and enable those pupils who find work difficult.

17. As with all other pupils, the teaching for pupils with English as an additional language, who constitute 80 per cent of pupils, is satisfactory. Overall, pupils learn English, and make progress in all subject areas. Some teachers are very skilled in supporting the pupils, for example by ensuring there is an emphasis on speaking, listening and understanding throughout every lesson. In a geography lesson in Year 2, a teacher discovered that pupils did not understand what *the seaside* was, and spent valuable time developing this concept with them. Lessons are interesting and pitched so that all pupils are involved and challenged, and as a result, they enjoy themselves and are keen to learn. Skilled teaching provides alternatives to writing, such as tape recorders, for pupils who have good understanding but limited writing skills. The frequent assessment of pupils' developing English language tells the school's managers where extra staff support should be allocated, and bilingual staff slip easily in and out of pupils' home language to support their learning effectively.

18. Teaching is less successful in a few lessons, and in these, pupils underachieve. Methods used in some withdrawal groups do not match those used in classes – for example for the teaching of letter names and sounds – which is confusing for pupils. In some lessons there are not enough resources to support learning in any language, and the adult's own language skills are not strong enough to correct pupils' mistakes. Work set does not always match either pupils' language or skill level. For example, on one occasion, all pupils in a withdrawal group were working at the pace of those with fewest English language skills, which meant that time was wasted whilst they all caught up. On another occasion, pupils were set calculations to 100 when they did not understand the concept of *tens and units*. Such events slow down some pupils' learning.

19. The significant improvement in pupils attitudes to learning and to school, and the quality of the relationships between them is exemplified by their good ability to work collaboratively as well as independently. The majority of pupils find lessons fun. They have to work hard but get help when they are stuck. Almost all pupils say that teachers show them how to improve their work.

20. Overall, assessment of what pupils know, understand and can do is used effectively to plan lessons to meet pupils' individual needs and to build incrementally on pupils' knowledge. This ensures that although some teachers are less skilled than others at teaching pupils for whom English is an additional language, the school provides adequately for all pupils. Good teaching, as opposed to that which is satisfactory, is characterised by a greater awareness as to how to engage the interest of pupils for whom English is an additional language, and to support such pupils and promote their learning.

### **The curriculum**

21. The school provides a satisfactorily broad curriculum that is well enriched through innovative schemes designed to meet the needs of pupils.

### **Main strengths and weaknesses**

- Good provision for pupils with special educational needs.
- Good planning of work to challenge higher attaining pupils.
- Grouping of pupils by their level of attainment in literacy and numeracy across Years 5 and 6 is working well.
- Provision of the breakfast, Saturday and summer clubs helps meet the needs of many pupils.
- There is good involvement of community groups in enhancing the curriculum
- The curriculum is not designed or adapted to make best use of the rich breadth of pupils' ethnic origins.

### **Commentary**

22. The curriculum includes all subjects of the National Curriculum and religious education. Teachers and the school's senior management are very conscious of the need to do all they can to help all pupils to get as much as they can from lessons, and this is particularly so for pupils whose first language is not English. Similarly, they are aware that many pupils join the school with little or no previous education, and that they need help to access lessons. The school therefore provides a range of extra-curricular activities, such as breakfast club, to help social and language development, Saturday club, to provide extra support to pupils and summer club to maintain pupils' interests and motivation. The involvement of the community also helps pupils make progress. For example, a theatre group visited the school during the inspection and their dramatisation of life in Ancient Rome and Egypt, in which all pupils in the appropriate classes participated, ensured that all had a greater understanding than before.

23. Because teachers have a satisfactory knowledge of each pupil's level of attainment they are able to adapt lessons accordingly. Most pupils feel that that they learn new things in lessons. Also, extra classes are held for pupils who are more capable but slightly behind in English and mathematics. The pupil grouping arrangement across Years 5 and 6 enables all pupils in these year groups to work at their level of ability and to be challenged by their work to achieve more.

24. Teachers try to use the ethnic diversity of pupils to strengthen their understanding and learning. For example, references made to the foods some pupils eat at home helped all pupils in one class to begin to understand cultural diversity. However, this is not a theme that is planned into the curriculum, and consequently some opportunities are lost.

25. Provision for pupils with special educational needs is **good** across the school. Achievement is satisfactory. Individual education plans are in place and targets on these are clear and focussed on individual need. Teachers have responsibility for setting and reviewing targets. Overall teachers plan appropriate work for these pupils. Pupils receive good support from support staff who know pupils well. This is most effective where teachers' planning clearly reflects the role of the support staff and the targets for the pupils. Pupils achieve only satisfactory despite good provision because of the combination of language difficulties and special educational needs that many have to overcome.

26. Special educational needs is well led and managed. The special educational needs co-ordinator works with both teachers and pupils and effectively shares expertise in this area. Effective systems are in place to ensure that the progress of individual pupils is tracked. Procedures relating to statements of special educational needs are fully in place and effective. Parents are involved in reviews of individual education plans and in Annual Reviews. As a member of the senior management team the special educational needs co-ordinator reports regularly to the head and other senior staff. The school works well with a wide range of visiting specialists and other agencies and makes effective use of the expertise available. Resources are used efficiently. The provision has been maintained satisfactorily since the last inspection.

27. Overall, the school's accommodation and learning are sufficient to meet the needs of the curriculum. The accommodation in reception classes is good.

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

28. The school's provision for pupils' care, welfare and safety, the advice and guidance for pupils and the steps taken to seek and act on their views are good overall. The support given to children in the nursery and reception provides a very good start to their education.

### **Main strengths and weaknesses**

- The school provides well for pupils' care and welfare.
- Because most teaching assistants are bilingual, pupils each have someone to whom they can go to for help on personal matters.
- Pupils' views are taken very seriously.
- The school ensures all pupils are valued equally and fully involved.
- The support to children in the nursery and reception classes is very good because of the high level of staff expertise in children's own languages.

### **Commentary**

29. Pupils feel safe in school and confirm they feel confident they can talk to teachers and teaching assistants if they have any problems. Most pupils say that they will usually turn to classmates for support in the first instance and this reflects the schools' success in promoting peer mentoring as a way to resolve disputes or upsets.

30. The care and welfare of pupils joining the school is particularly strong in the Foundation Stage where younger pupils respond well to working in small groups and quickly form supportive friendship in class. Pupils are well supported in developing other social skills such as dressing themselves, eating their lunch and playing together. An informal "buddy" system, where children of similar backgrounds and home language are asked to look after newcomers, ensures that children who join the school at times other than normal also receive good support.

31. Very good care is taken to ensure that pupils with English as an additional language feel supported and included in the school, and that they have someone they can turn to who

understands them. Monitoring of individuals' achievement is good, and extra support is given to them as a result. However, the quality of this support is not consistent and not always fully effective or focused on helping them learn as much and as quickly as possible. This is because some teachers need to receive the planned training on teaching pupils with English as an additional language.

32. Pupils confirm they feel valued by teachers and members of the School Council confirm they have had suggestions taken up by the school and even have a budget they are allowed to spend, although they were not sure how much their budget was! The School Council is allocated time to seek the views of fellow classmates and is able to report back to the whole school during assemblies.

33. Pupils are consulted about their education and discuss the targets they are going to work towards during the term. However, not all teachers refer to these targets sufficiently during lessons. Never the less, pupils are aware of their targets and work hard to achieve them.

### **Partnership with parents and other schools**

34. The school has been very successful in winning the support of parents. It now has good relationships with parents.

### **Main strengths and weaknesses**

- Good links with all parents support pupils learning well.
- School works well with non- English speaking parents, enabling them to support their children's learning.
- Very good provision for pupils' families – supporting pupils' learning.
- Good links exist with other schools.

### **Commentary**

35. After a period of poor relationships, parents are now happy with the school and the education it provides for their children. Parents are comfortable in approaching the school with problems. As well as informal contact with teachers, support staff and the head teacher at the beginning and end of the school day, parents are aware they can also contact the school home/school liaison teacher to discuss any concerns or receive advice.

36. Parents and carers of children with special educational needs have good communications with the school. They have a formal termly opportunity to discuss their children's progress and future targets, and most take advantage of this opportunity, as well as talking to their child's teacher whenever they feel this to be necessary or they want to enquire about progress.

37. Where appropriate, the school uses bi-lingual staff to ensure non-English speaking parents are as involved as possible with school life. This enables parents to be better informed at the time their children join the school as well as at meetings that take place during the school year.

38. The school actively encourages all parents to support their children's studies and has worked hard to enable parents to do so more effectively. Many events have been arranged through the Parent Partnership Group that both enable parents to be better informed of what goes on in school and also improves parents' skills and understanding. For example, during the inspection many parents and other family members attended a combined design and technology and literacy morning to support Year 5 and Year 6 pupils who were designing and making cushions. Family members were able to work alongside children and pass on their sewing skills and later help them write down the steps

involved. Even parents with little or no English were able to make valuable contributions to the morning as children or support staff translated tasks and parents were then able to instruct their children in their mother tongue.

39. There are good links established with other schools. Good arrangements are in place for the transfer of pupils to secondary school, and good support is received from other schools to help improve the quality of provision for pupils.

## **LEADERSHIP AND MANAGEMENT**

40. **The leadership and management of the school are good.** The headteacher provides very strong and purposeful leadership that has empowered governors and key staff to perform their roles well. This has resulted in the school having dealt very effectively with several major issues, resulting in standards beginning to rise.

### **Main strengths and weaknesses**

- The hard working headteacher provides a very clear vision for the school and inspires staff, governors and pupils to work hard and succeed.
- Subject managers and the coordinators of the foundation stage and special educational needs provide good leadership and manage their responsibilities well.
- The school's leadership has prioritised well those items, such as pupil motivation and behaviour, which needed to be addressed before standards could rise, and has dealt with them very effectively.
- Within the constraints of available funds the headteacher has rebuilt the strong and unified staff team very efficiently and is now training those that require in the specialism of teaching pupils for whom English is an additional language.
- Parents and community representatives express great confidence in the headteacher and staff.
- The well-informed and hard working governing body contributes well to the development of the school, and fulfils all its statutory responsibilities well.
- While other priorities have been dealt with, systems to ensure that pupils with English as an additional language raise their achievement have been put in place but require further development.

### **Commentary**

41. The school has not made raising the achievement of different groups of pupils with English as an additional language a priority. Other issues, such as the behaviour of pupils and effectiveness of staff needed attention and improvement first, and the school has now been successful in this. Along the way, systems to support the pupils with English as an additional language have been put into place. For example, a good distinction is made between pupils with special educational needs and those with English as an additional language, and support is appropriately different for the two groups. The school is welcoming and inclusive, and works hard and successfully to open its doors to new children and their parents which gives them the security to learn. Pupils' initial and developing English skills are frequently assessed in order to tell managers where to allocate extra support, and this good practice ensures that the pupils make sound progress. The ethos developed by the headteacher and reflected by all staff, and governors through their appropriate policy, has resulted in harmonious relationships between pupils of different ethnic groups.

42. However, systems to support the pupils with English as an additional language have, in some areas, not gone as far as they could, which leads to some pupils underachieving. For example, the extra staff support given is not sufficiently well monitored, and therefore not all staff are working as effectively as they might. Targets set for support staff through *performance management* are not clear enough to give them guidance as to how to improve their performance.

Because of recent rapid turnover, some class staff are not always effective in teaching pupils with English as an additional language, matching work to their needs or in managing their behaviour. Whilst each individual pupil's progress is carefully monitored, this information is not used to identify trends in particular groups of pupils, nor to set targets for the achievement of different ethnic groups at the end of Year 6, which is a statutory requirement.

43. Senior managers are well aware that more work has to be done in support of raising the achievement of pupils with English as an additional language, and are now in a position to be able to do so. Senior staff have, however, contributed to the development of a strong ethos, driven by the headteacher, which has, in the view of parents and pupils, changed the school. All recognise that pupils are much more motivated and working much harder. The management of subjects and aspects of the school such as the foundation stage and special educational needs is performed well. Staff with management responsibilities are well empowered by the headteacher, receiving good guidance and support in carrying out their responsibilities. The governing body, many of whom are also new, are strongly committed to the direction in which the school is developing and are well enough informed about the school to be able to contribute well, as they do, to its evolution.

44. Staff turnover has been a major constraint to school development, with nine teachers leaving and seven joining in the course of the past two years. The headteacher is hopeful that stability has now been achieved, the school having recruited a full permanent team for September 2003.

45. Partner schools and agencies, with which the school has close working ties, express considerable praise for and support of the headteacher and all the staff. They confirm parents views that the school is a much better than in the past.

## Financial information

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

Income and expenditure (£)		Balances (£)	
Total income	656,117	Balance from previous year	62,784
Total expenditure	544,118	Balance carried forward to the next	111,999
Expenditure per pupil	2,407		

## What is the effectiveness of Community Involvement?

46. In a short period of time the school has been acknowledged as having become a successful community school and supports pupils', their families and wider community very well.

## Main strengths and weaknesses

- Pro-activeness in identifying initiatives that can benefit both the school and the wider community.
- The school's commitment to becoming a good community school.
- The school's ability to take a strategic view.
- The recent improvement in relationships with parents and the local community.

## Commentary

47. The school is now regarded by most parents and partner institutions as a successful community school. Its partnerships with the Highgate Education Action Zone and the Sparkhill and Sparkbrook Parent Partnership Group has been particularly effective in restoring the reputation of the school and moving it forward to a position where it now provides a community focus.

48. The school strives to be as inclusive as possible. To help achieve this the school successfully uses the resources of the Highgate Education Action Zone to overcome any issues arising with particular groups of pupils by employing specific gender and ethnic role models as tutors in the short-term. The school has very good links with support agencies. The school has worked in partnership with the Educational Welfare Officer to bring about improvements in attendance. The Behaviour Support Service has been heavily involved in helping the school develop strategies that have resulted in improvements in pupils behaviour and their much improved attitudes to school.

49. The school's commitment to providing the best possible education for all pupils extends to ensuring that children start the day in the best possible way and are ready to learn. To this end, the school, with the Highgate Education Action Zone, jointly funds a breakfast club. The Highgate Education Action Zone also helps arrange extra curricular clubs, a Saturday College and a Summer School to support transition to secondary school. Pupils benefit from the opportunity of visiting other local schools to take advantage of their facilities.

50. Through the Parent Partnership Group, parents and the wider community have been able to enjoy a range of courses arranged by the school. All courses are in response to suggestions from parents, many of whom take advantage of the weekly sessions that are held in the community room based at the school. During the inspection a "Health" morning was held at which the many people who attended were able to have their height and weight measured as well as their blood pressure taken. Other courses, including parent and child courses on numeracy and ICT workshops, have been held at the school. Each of these courses enables parents to support their children's education and places the school centrally as a valued member of the community. In addition the Parent Partnership Group supports citizenship lessons for older pupils including arranging trips to council facilities and organising visits from officials and councillors. First aid courses and road safety are other courses the Parent Partnership Group organises for the benefit of children at the school.

51. The strength of the partnerships the school has been able to develop reflects the school's strategic view. The school is outward looking and gives time and resources to partner institutions supporting projects that are designed to help communities far beyond the area immediately surrounding Christ Church School.

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

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

51. The provision in the Foundation Stage is good. At the time of the inspection only the reception class was fully operational. New children to both classes were making their first visit during the later part of the week. Children's attainments on entry to the Foundation Stage are below those expected for children nationally. Many children begin their time in nursery speaking little or no English and the majority are not in line to achieve the early learning goals by the time they leave the reception class. The quality of teaching is good and children achieve well, but while they reach the appropriate targets set for them by the school, their limited understanding of English prevents them reaching the national targets. Many children do not complete two full years in Foundation Stage and this too limits their progress. Improvement since the last inspection is good. The nursery and reception classes are fully integrated and benefit from the good teamwork and leadership in the Foundation Stage. Planning and assessment processes are good throughout.

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

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

#### **Main strengths**

- Routines are well established and children are given opportunities to take responsibility.
- Children are actively encouraged to make choices.
- Staff make good use of praise and encouragement to develop children's self esteem.

53. Pupils' achievement is good in this area. There is a calm and purposeful atmosphere in the class that promotes positive attitudes and good behaviour. The organisation of the children into 'family groups' ensures that most children settle quickly into the new routines and become confident in trying new activities. At this early stage of the term a minority of children are in line to achieve the early learning goals in this area by the end of the reception year. Groups meet at regular points during the day including first thing each morning. At this time helpers are chosen. Children take this responsibility seriously. Children are encouraged to contribute to discussions about their activities and to make choices. Resources for them to do this are prepared in such a way as to provide support whatever the home language and even though many children do not contribute confidently verbally they are able to indicate choices using pictures. Teaching is good. Adults are particularly skilled in the use of praise and encouragement. Bilingual staff switch easily between languages to ensure all children are included. All adults communicate with children using a range of strategies including speech, gesture and visual prompts, which help children to understand and develop confidence in the environment.

### **COMMUNICATION, LANGUAGE AND LITERACY**

54. The provision for communication, language and literacy is **good**.

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

- Support by all adults for children's developing language skills.
- Wide range of stimulating activities both child initiated and teacher led.
- Limited range of culturally diverse books.

55. Many children enter the Foundation Stage speaking little or no English. Assessments in children's home language demonstrate appropriate language skills but the same assessments undertaken in English at the end of Reception show children's skills in this area are below those expected for children of this age. During the time they are in Foundation Stage classes they make satisfactory progress but most are not in line to reach the Early Learning Goals in this area by the end of the Reception year. Teaching is good. Teachers and teaching assistants plan and prepare a wide range of interesting activities that support children's language development. Adults respond sensitively to children's play judging accurately when to intervene and when to extend the time for a child to respond. Adults comment on what is happening during an activity and ask appropriate questions. 'This is for making chapattis. Who has one of these at home?' Children's responses are variable. In the first session of the morning many children sat quietly listening but made no verbal contribution to the session. Bilingual adults ensure that verbal elements of activities are in both English and the child's home language. Children are given sufficient opportunities to experiment with a range of writing materials and a number of children can recognise their own name in print and begin to copy some of the letters. Further opportunities for developing literacy skills are provided through the use of appropriate computer programmes and teacher led activities. A wide range of print and writing styles in a variety of languages are displayed both as signs, notices and children's work. There are suitable books on display but dual language texts are limited.

## **MATHEMATICAL DEVELOPMENT**

57. Because of the very early stage of the school year, the ongoing admission of pupils and the effect of these factors on timetables, insufficient evidence was gathered to form a judgement on this area. However teachers' planning clearly demonstrates that a range of well designed activities are provided for children both as child initiated activities and as teacher led sessions.

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

58. The provision for this area of learning is **good**.

### **Main strengths and weaknesses**

- Good opportunities for children to explore their environment.
- Practitioners' good use of questioning to develop appropriate vocabulary.

59. Children's achievement is good in this area but progress is limited for some by their developing understanding of English. Most are not in line to achieve the Early Learning Goals in this area. Teaching is good. Teachers and teaching assistants provide good opportunities for children to explore their environment and these activities are well supported by adults' understanding of children's individual and group needs. In one activity observed, the staff worked with children on an 'ice mountain'. They felt the ice and let it melt in their hands. They became absorbed in the activity. The adult asked questions of the group to develop the understanding of both the vocabulary and the process. She targeted more able children to ensure their learning was at an appropriate level. She moved seamlessly between English and Urdu to ensure all children understood and made progress. By the end of the activity the group understood that the ice melted and became water, knew the word 'melt' and had observed how quickly this happened in the sunshine.

## **PHYSICAL DEVELOPMENT**

60. Insufficient evidence was available to form a judgement of achievement in this area of learning. However scrutiny of planning and inspection of the facilities show that children have access to an appropriate range of activities both indoors and out. Children use the school hall for teacher led activities such as dance but other spaces, such as that out of doors, are limited. However, the outside play area is well resourced with equipment including large climbing apparatus, areas for imaginative play and self-propelled toys.

## CREATIVE DEVELOPMENT

61. The provision for this area of learning is **good**.

### Main strengths and weaknesses

- Children's confident response to creative activities.
- Good role models provided by staff in working alongside children.

62. Children's achievement in this area of learning is good. Teaching is good but most children are not in line to achieve the Early Learning Goals by the end of the Foundation Stage. This, as in other areas, is due to their limited understanding of spoken English on entry to the Foundation Stage. Adults make effective use of questioning to help children think about what they are doing but few children respond verbally. For example, in one activity children worked in different groups on a 'fish' theme. A tank and fish had been recently purchased. One group listened to music in the hall responding to 'The Aquarium' from the 'Carnival of the Animals'. The children interpreted the music through dance using ribbons of material that waved and floated in response to their movements. The children became absorbed in the music and the movement of the fabric adjusting their pace to the musical phrases. A second group listened to the same music but interpreted this into long strokes of paint and short 'spotty' areas. Throughout the activities adults talked about what the children were doing, encouraging them to contribute their ideas, but few pupils were able to do so verbally. The third group of children worked on a weaving activity in a corridor space creating a water collage using blue fabric pieces woven into a net. They concentrated well despite the location enjoying the shiny, transparent fabric. One child, holding up a piece exclaimed, 'Oh look at this!' In all activities adults participated alongside the children, modelling the activity and giving sensitive feedback.

## SUBJECTS IN KEY STAGES 1 AND 2

### ENGLISH

63. Provision in English is **satisfactory**.

#### Main strengths and weaknesses

- Appropriate action plan in place focussing on raising standards particularly in writing.
- Insufficient emphasis on developing teaching strategies which maximise opportunities for learning for pupils with English as an additional language.
- Standards are below average across the school.

#### Commentary

64. In speaking and listening pupils achieve satisfactorily across the school. Many pupils enter the school with little or no understanding of English. Support structures are in place but these vary in effectiveness. In some classes pupils are withdrawn for additional support. Where this works well teachers and support staff plan closely together to provide well-matched activities. Bilingual support staff make positive contributions in lessons and support is particularly effective where teachers' planning clearly focuses on their role. Good relationships between pupils, demonstrated by bilingual pupils helping one another, also supports pupils' achievement. In Year 2 pupils are confident in reading aloud together and in discussing topics such as journeys in small groups. Pupils are less confident in volunteering answers individually and many do not do so. Confidence in spoken language is well supported in lessons where adults provide a range of approaches. In one lesson pupils listened to a story read by the teacher and looked at the pictures. During the lesson a small group of pupils prepared to act the story for the class. The group performed the story and even the most reluctant actor spoke his lines well. By Year 6 most pupils contribute confidently to discussions and show in their discussion about journalistic style that they understand how to respond in different contexts. Where texts are well chosen this understanding is very clear. For example in a lesson pupils discussed an article about David Beckham from a broadsheet newspaper confidently and with interest whereas previously a simpler article of less interest had not been well understood.

65. Pupils' achievement in writing is satisfactory overall but standards are low. This has been identified as an area of development by the school and the co-ordinator has identified a number of strategies to improve standards, which are being put into effect. Most pupils are working at a level below national standards. Teachers do not always have a clear idea of what pupils can do and inaccuracies in establishing what the next stage is to be have resulted in some pupils not making as much progress as they can. In Year 2, pupils' written work shows that letters are often poorly formed and there is little use of simple punctuation. In a lesson with older pupils some showed that they are beginning to understand the use of speech marks but because the activities in the lesson were not clearly explained and focused on what pupils can do, some groups were unable to understand the task and complete it satisfactorily. By Year 6 most pupils use a joined handwriting style and the writing of more able pupils shows developing skills in creating text where ideas flow together, an improvement since the last inspection.

66. Achievement in reading is satisfactory. There are opportunities for pupils to read every day. Most enjoy reading and have a satisfactory understanding of the shared texts they study in lessons. Lessons are generally planned around texts, which the pupils find interesting and exciting. Where texts are more challenging, for example on a subject unfamiliar to many pupils, teachers do not use an appropriate range of strategies to support the learning of all pupils in the group. In the best practice teachers and supporting adults use different ways of helping pupils to understand. These

include the spoken word, gesture, pictures and mime. In one lesson some pupils had difficulty understanding the concept of holiday. The teacher used different activities including discussion between pupils to help them understand and checked that all had grasped the concept before moving on. In Year 2, higher attaining pupils read confidently from non-fiction texts and can use a range of strategies to establish the meaning of new words. They can retell a story they have heard and are able to describe characters and predict endings. By Year 6 many pupils read confidently from books they have chosen themselves and are able to predict the outcome of a story.

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

67. The teaching of language and literacy across the curriculum is satisfactory. Teachers are aware of the need to emphasise aspects of English in other subjects and do so. In teachers' planning for literacy based subjects such as religious education it is evident that activities are planned that develop pupil's language skills. For example in one religious education lesson on 'journeys' pupils discussed holidays. A number of the group did not understand the word and the teacher explained with good examples from other pupils what she meant. The class then talked to one another about their own holidays. This provided support for pupils at an early stage of learning English and for others in developing speaking and listening skills.

### **MATHEMATICS**

68. Provision in mathematics is **satisfactory**.

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

- Standards are below average across the school.
- Teaching and learning are good in Year 5 and Year 6.
- Assessment information is analysed and used well in long term planning.
- Lessons are planned well to support pupils with special educational needs and those for whom English is an additional language, but learning is often restricted by pupils' weak language skills.
- Pupils' positive attitudes and willingness to work in most classes contribute well to their learning.

#### **Commentary**

69. Since last year, teaching has emphasised written methods of calculation, following analysis of assessment information that identified weaknesses in this area. This has been effective in raising standards, especially in Year 3 to Year 6. However, overall standards of work at this early stage of the school year are below average for pupils of their age across the school. Many pupils make mistakes either because they do not fully understand the methods used or they are careless in recalling basic number facts such as multiplication tables. Problem solving skills are weak, and the school has rightly identified this as an area for development this year. Year 6 pupils found it very difficult to explain, for instance, how to calculate the cost of surrounding a rectangular fishpond with square concrete slabs. Year 2 pupils are starting the school year with below average standards. Few pupils can add and subtract numbers reliably, and understanding of tens and units is weak.

70. Year 5 and Year 6 pupils are taught in two groups organised by their level of attainment. Work is well planned to build on what pupils already know and is well matched to the range of abilities in each group. Lively teaching and interesting work ensure that pupils listen attentively and are keen to explain for example how to multiply 32 by 4 in their heads. Most pupils in Year 5 and Year 6 are making good progress and achieving well at this early stage of the year.

71. Provision for pupils with special educational needs is good and it is satisfactory for pupils in the early stages of learning English. Learning support staff make a valuable contribution to pupils' learning. Their close support, in small groups and sometimes at an individual level, helps pupils to maintain concentration. Pupils with special educational needs make good progress towards their learning targets and achieve satisfactorily. Teachers explain simple mathematical language well, for example stressing the difference between "fourteen" and "forty", and insist that pupils speak in full sentences when they answer questions. However, pupils with limited English, many of whom are new to the school, sometimes do not understand, despite the best efforts of teachers and learning support staff, who are not always able to use the pupil's mother tongue to explain work. This restricts their progress and limits their achievement.

72. Lessons are well organised and well managed. In most classes pupils respond well and are keen to show what they can do. However, in some classes, immature behaviour and lack of concentration by substantial groups of pupils interfere with the smooth running of the lesson and slow down lesson pace. Despite good levels of support, in one lesson most pupils were unable to concentrate for long, requiring direct personal supervision to keep them on task. Because of this, the small group of potentially higher attaining pupils underachieved.

73. Improvement in mathematics since the last inspection is satisfactory. Subject management is good. Assessment information is analysed well to identify areas for improvement, such as teaching of written calculations. Staff training is effective. The quality of teaching has improved and standards are rising, albeit very slowly. although overall targets for improvement are not clear enough in the school improvement plan.

### **Mathematics across the curriculum**

74. Pupils in Year 3 to Year 6 make satisfactory use of their numeracy skills in science, for example to record measurements and to draw graphs of the results of experiments. However, there is insufficient evidence to evaluate the use of mathematics in other subjects.

### **SCIENCE**

75. Provision in science is **good**.

### **Main strengths and weaknesses**

- Standards are below average across the school
- Teaching and learning are good in most classes. There is a good emphasis on practical investigations and the development of scientific language.
- Support for pupils with special educational needs and English as an additional language is good, but progress is sometimes adversely affected by pupils' weak language skills.
- Teachers and learning support staff get on well with pupils. As a result, most pupils behave well and want to learn.

### **Commentary**

76. Standards are below average in Years 1 to 6. In many classes, pupils find it hard to explain and record their thoughts. For example, Year 2 pupils confuse words such as "shiny" and "hard" when describing objects such as plastic balls. The most able know that "I couldn't walk when I was a baby" although when writing this down they spell many words incorrectly. Year 6 pupils have sound investigational skills. They know that tests are made fair by changing just one variable at a time, for example placing similar bread samples in different places to investigate how quickly it decays

through the action of bacteria at different temperatures. Pupils make satisfactory use of mathematics skills in recording and analysing results of investigations. For example, they record the length of the shadow cast by a pole over the course of a day and draw a graph of what they find.

77. Teachers teach practical investigation skills well. Most teachers explain clearly what pupils are to do and ensure that all necessary equipment is prepared ahead of the lesson. A lesson on circuits, for instance, was well organised. Pupils designed and tested simple circuits to find out whether materials such as wood allow electricity to pass through. By the end of the lesson pupils knew the difference between a conductor and an insulator. Occasionally pupils make less progress than they might because the teacher leaves too much preparation for the pupils to do themselves. In one lesson many pupils were not able to follow instructions accurately enough. There was too much variation in their string telephones for clear conclusions to be drawn about the effect of different types of string on the quality of the sound transmitted.

78. Lessons are organised well to support pupils who have special educational needs or are in the early stages of learning English. Learning support staff and parent volunteers are effectively deployed, working with groups of pupils around the class. They support pupils well, encouraging them to answer questions and to join in practical work. However, pupils' achievements are often limited by difficulties in reading, writing and saying words such as "pliable". Teachers focus well on scientific vocabulary and where they are successful in overcoming language difficulties pupils make good progress. For example, at the start of one lesson pupils' understanding of predator-prey relationships and use of terms such as "carnivore" and "herbivore" was confused. Skilful questioning and reference to a well-prepared word list began to sort out the confusion and encouraged pupils to join in the discussion. Over the lesson their use of language was increasingly accurate and pupils' confidence improved quickly in a short time.

79. Most pupils behave well and relationships between them and all adults are good. Some older pupils especially have very positive attitudes and work with minimal support in devising their own experiments. They organise themselves well and work hard, for example in devising an experiment to separate solids such as stone, sand and salt from water by sieving in successively finer sieves and evaporating the water to recover the salt.

80. Improvement since the last inspection is satisfactory. Following a period of reorganisation teaching is now good. The new co-ordinator has a good view of what needs to be done to further improve provision and standards are beginning to rise.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

81. Provision in information and communication technology (ICT) is **satisfactory**.

### **Main strengths and weaknesses**

- Standards are below expectation by the end of Year 6, but pupils have satisfactory operating skills appropriate for their age.
- Teachers demonstrate new skills well.
- Teachers make work interesting, but the ICT curriculum is not taught in sufficient depth.
- Lessons are organised well to support pupils who have special educational needs and English as an additional language.
- Pupils enjoy working with computers. Positive attitudes in most classes contribute well to the quality of learning in lessons.

## Commentary

82. There is insufficient evidence to judge pupils' achievements in Year 1 and Year 2. In Year 3 to Year 6, pupils acquire sound operating skills. Most older pupils need little assistance in routine operations such as logging on to the system, loading programs and saving work. Pupils achieve satisfactorily in the "communicating information" strand of ICT, that is work that combines text, graphics and sound. Pupils have some understanding of computer modelling and data handling. However, teaching has focused on basic skills and standards in these strands, and the subject overall, are below what is expected.

83. Teaching and learning are satisfactory overall, although one very good lesson was seen during the inspection. In this lesson pupils were inspired to do well by the teacher's enthusiasm and clear explanation of how to enter data from a traffic survey and draw a graph of the results. Pupils made rapid progress in learning new techniques.

84. Practical lessons in the computer room are well organised. There are sufficient computers for pupils not to have to share. Interesting work captures pupils' attention well. Most work hard and keep noise to a minimum as they concentrate on their work. More confident pupils often help others near them. However, a small number of pupils do not concentrate well unless directly supervised by an adult. Teachers are well aware of the diverse needs of pupils in their class, and deploy learning support staff effectively to help pupils overcome difficulties with language or behaviour. As a result all pupils make equal progress and achieve satisfactorily. Pupils behave well. This makes a positive contribution to learning because it allows lesson to run smoothly without undue distraction.

85. There is insufficient evidence to judge improvement since the last inspection, as ICT was not reported on last time. Subject organisation is good, but the new coordinator has not yet had sufficient time to refine the current ICT action plan. At present, development targets are not clear enough, and assessment is not geared closely enough to individual pupils' progress or standards of achievement.

## Information and communication technology across the curriculum

86. Few teachers link learning in ICT and other subjects effectively. However, two good examples were seen. Year 6 pupils learned quickly how to combine text, graphics and sound in the early stages of making a presentation to show how substances exist in solid, liquid and gas forms. In another lesson, described above, pupils made rapid progress in learning new ICT techniques and produced useful information to support their study of the local area in geography.

## HUMANITIES

87. Insufficient lessons were observed or past work available for scrutiny for judgments to be made on **geography** or **history**. Two lessons of **religious education** were observed. Judgements are also based on discussions with teachers and pupils and from scrutiny of work.

### Religious education

88. Provision in religious education is **satisfactory**.

## Main strengths and weaknesses

- Well-planned scheme of work based on the locally agreed syllabus.

## Commentary

89. The quality of teaching of religious education is satisfactory as is pupils' learning. Teachers have satisfactory subject knowledge. They plan a detailed range of activities for pupils. Where this is most effective, the complexity of the planned tasks vary in order to meet individual pupils' needs. Adults work hard to include all pupils in lessons. In a lesson where pupils were talking about journeys the teacher explained that the story she was to tell was from the Christian Faith. Pupils were encouraged to talk about which faith group they belonged to. Support staff provide appropriate support, translating information where necessary and working to support individuals and groups. Although support staff work sensitively with pupils this is most successful where activities are clearly planned to meet the needs of individuals and the class. Pupils are encouraged to consider the beliefs and symbols of a number of different faiths and encouraged to develop their own values and beliefs. Pupils enjoy the subject and are very clear about its contribution to their lives. "It helps us to understand each other." One pupil felt that it was an opportunity to develop a deeper understanding of his own faith in addition to learning about others. The subject is well led by a co-ordinator who has undertaken significant training in the subject. Monitoring of planning and pupils' work has identified areas for development and an action plan is in place to address them. The subject was not reported on in the previous inspection and no judgement on improvement can therefore be made.

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

90. Insufficient evidence was collected to make judgments in this area of the curriculum.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION**

### **Personal, social and health education**

91. Provision in personal, social and health education (PSHE) is **satisfactory**.

### **Main strengths and weaknesses**

- The school takes great care to ensure that all pupils are fully involved and benefit from PSHE lessons, regardless of their language or ethnic backgrounds.
- The good support given to children's personal development in the foundation stage.
- The confidence with which teachers promote pupils' personal development, particularly in designated lessons.

### **Commentary**

92. Throughout the school, particularly in the foundation stage, teachers take care to help pupils develop into mature young adults ready for the next stage of their education. This is particularly challenging in a school where many pupils spend little time, many join very late and have little understanding of English and some have little or no prior education despite their age, but it is well done. Lessons are conducted in a very supportive manner, and many opportunities are used to develop moral and social themes. These are often reinforced in assemblies. Pupils' ability to work well collaboratively and the absence of any racial tension in the school are examples of successes of the personal and social development elements of lessons. There is a satisfactory structured program to teach pupils the dangers of drug abuse and to develop their knowledge of relationships and sex education.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>4</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>5</b>
Pupils' achievement	4
<b>Pupils' attitudes, values and other personal qualities</b>	<b>3</b>
Attendance	4
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>4</b>
The quality of teaching	4
How well pupils learn	4
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	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	2
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	3
The leadership of the headteacher	2
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).*