

INSPECTION REPORT

CONWAY PRIMARY SCHOOL

Sparkbrook

LEA area: Birmingham

Unique reference number: 103202

Headteacher: Mr P Courts

Lead inspector: Mr E Jackson

Dates of inspection: 3 – 5 November 2003

Inspection number: 255875

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:	450
School address:	Conway Road Sparkbrook Birmingham
Postcode:	B11 1NS
Telephone number:	(0121) 7720622
Fax number:	(0121) 7531233
Appropriate authority:	Governing body
Name of chair of governors:	Mr P Hussain
Date of previous inspection:	24 May 1999

CHARACTERISTICS OF THE SCHOOL

Conway Primary is a large and popular school, with nursery and pre-school provision, near the centre of Birmingham, in an area of significant socio-economic disadvantage. The turnover of pupils during the school year is well above average. Almost all the children come from Asian heritage families, the large majority originating from Pakistan, with about one in five of Bangladeshi heritage. The school also has small numbers of pupils from Caribbean, Indian and white British backgrounds. The main first languages are Panjabi, Bengali, Urdu and English. Many children start school with little English. The number of pupils with special needs is about average, as is the number with statutory statements of need. Attainment at entry to the nursery is well below average overall. The proportion of pupils learning English as an additional language is very high. The school has achieved the Basic Skills Quality Mark, and Investors in People status. It also has Leading Aspect Awards for its nursery and parental support provision. The school is part of the Excellence in Cities and Sure Start initiatives, and a large Sports Centre is to be built soon in the school grounds. There is significant community provision on site, including pre-school and a wide range of parent education classes.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
3108	E Jackson	Lead inspector	Science Physical education
9984	M Roscoe	Lay inspector	
32073	J Barnes	Team inspector	Geography English as an additional language Provision for minority ethnic and Traveller children
30243	A Heakin	Team inspector	English Religious education Special educational needs
22644	B Hill	Team inspector	Art and design Design and technology History Areas of learning in the Foundation stage
28320	R Willey	Team inspector	Mathematics Information and communication technology Music

The inspection contractor was:

Nord Anglia School Inspection Services
Strathblane House
Ashfield Road
Cheadle
Stockport
SK8 1BB

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PART A: SUMMARY OF THE REPORT

Conway Primary is a large multi-ethnic school with nursery in Sparkbrook, close to the centre of Birmingham. It was inspected in November 2003 by a team of six inspectors led by Mr E Jackson. **This is a good school**, very well-respected by its parents and community, and **giving good value for money**. Most of the pupils learn English as an additional language (EAL), and achieve well because the overall quality of education is good. The ethos for learning is high, and school management is good.

The school's main **strengths and weaknesses** are:

- Standards are below average in English, mathematics and science by age 11, but are improving well year-on-year; standards by 11 in music and physical education are too low.
- Pupils' achievement is good because the quality of teaching is good, especially strong in the nursery and reception classes.
- Pupils learning EAL generally achieve well, as do those with special educational needs.
- The investment in early years and community education in recent years has already delivered good improvement in pupils' standards by age seven.
- Teachers' planning does not always focus precisely enough on what pupils need to do to improve, particularly some of those with a developing command of English as their second language.
- The headteacher sets high expectations, supported well by staff and governors, leading to good attitudes to learning and good behaviour from the pupils.
- Overall management is good, but strategic planning is not sharp enough to set sufficiently clear priorities for improvement.
- Attendance and punctuality are not good enough, although good measures are in place to try to improve these areas.

The school has responded well to the issues in the previous inspection, and has made **good improvements**, especially in raising standards by the end of Year 2. A major improvement has been the development of early years and parent/community provision.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	E	E*	E*	D
mathematics	E	E*	E*	E
science	E	E*	E	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 pupils eligible for free school meals. E* means that results were in the lowest five per cent nationally.*

Pupils' achievement is good because the teaching is good. Children **achieve well in the Foundation Stage** in the nursery and reception classes. From well below average attainment overall at entry, particularly in English, children currently reach the levels expected by the end of reception in personal and social development, knowledge and understanding of the world, physical development, and creative development. Overall, children's skills in mathematics, and communication, language and literacy in English are below expected levels, although some of them attain expected levels in English as their second language. Pupils **achieve well in Years 1 and 2**, increasing their understanding and use of English well. In the 2003 national tests, **standards in reading, writing and mathematics were well below average**, but had improved well from entry to be in line with those in similar schools based on eligibility for free school meals. In Year 2 currently, achievement is good and standards are average in mathematics, information and communication technology, religious education, design and technology, history, and physical education. They are

below average in English and science. **In Years 3 to 6**, where most pupils have not had the benefit of the improved provision lower down the school, **achievement is also good**, and many pupils become fully competent in English. **Standards in Year 6 in English, mathematics and science have improved to be below average from well below average at age seven**, as they are in music and physical education. However, pupils do well to attain levels similar to those seen in other schools in information and communications technology, religious education, art and design, design and technology, and history. Boys generally attain lower levels than girls in national tests, and the staff have identified a particular group of boys needing specific extra support. Pupils' personal development is good: they behave well and have good attitudes to learning.

QUALITY OF EDUCATION

The quality of education is good. Teaching is good, especially in the nursery and individual classes in reception and Years 2, 4 and 6. This leads to good learning and achievement in general across the school, particularly in reading and numeracy. Good teaching in most subjects has a positive impact on the confidence and competence with which children learn English as a second language. The interesting and stimulating experiences hold their interest and give them ways of expressing their ideas in writing. However, most children have a complex range of learning needs and backgrounds, which are not yet fully reflected for some of them in the school's procedures for assessing and planning for their progress. Currently, this is limiting the achievement of a significant minority of pupils. The curriculum is sound, and is supplemented well by activities shared with partner institutions, such as the local Sports College, and Community Education. There is **good provision for pupils with special needs, and for many pupils learning English as an additional language**. Although teachers do not always use assessment information precisely enough in planning their lessons, general **support, care and welfare arrangements are good**. **Partnership with parents is also good**, and **links with the community** and other educational institutions **are also good** with some **outstanding practice** seen. This was in the development of physical education, and citizenship.

LEADERSHIP AND MANAGEMENT

Leadership and management are sound. Management is **good**, and leadership is **satisfactory**. The headteacher has overseen significant and effective changes. He ensures that the school is welcoming, that there are high expectations of the staff's work and pupils' achievements, and that resources are generally directed towards priorities. Key staff in leadership roles support the headteacher well, and manage their responsibilities successfully. **The governors are very supportive**, fulfil their statutory duties well, and are beginning to hold the school to account more effectively. However, **their understanding of the school's weaknesses is not as clear as their understanding of its strengths**, because the information they receive is not sufficiently rigorous about the school's performance. This is reflected in plans for improvement, which do not set out sharply or coherently enough how developments will help raise standards, and improve the overall quality of education. The management of the school's finances, and the complex arrangements for curricular enrichment and community and parental provision is good.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have a high opinion of the school, and it is oversubscribed in most year groups. They feel well-informed, and comfortable in approaching staff. They are particularly pleased that there are bilingual staff to translate for them when required. Pupils are also very pleased to be at the school, and feel that there is always someone available to help them when they need it. Both parents and pupils raised concerns about behaviour at lunchtime in the playground. Although the space is congested, there was no evidence of unsatisfactory behaviour here during the inspection.

IMPROVEMENTS NEEDED

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

- continue to raise standards by age 11;
- improve strategic planning;
- focus the provision more effectively for those pupils beyond the first stages of learning EAL;

- refine the use of assessment information to evaluate and further improve the curriculum, lesson planning and teaching methods;
- continue to involve parents in seeking ways to raise attendance and improve punctuality.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

The achievement of pupils learning English as an additional language (EAL) is good, although the standards they attain by age 11 are often well below the expectation for their age. Pupils who have special educational needs achieve well, but they attain well below average standards. The achievement and standards reached by other small groups of **pupils from a variety of ethnic groups, including White British, reflect the same pattern.**

Main strengths and weaknesses

- The very good start for pupils at the early stages of learning EAL, particularly in the nursery, and the good achievement of most other pupils.
- There is too wide a range of attainment in learning EAL which persists through all year groups.
- Standards in national tests at ages seven and 11 have risen well in recent years, although they are still too low by age 11, especially in mathematics.
- The investment in early education and parental involvement is beginning to be repaid in the improved attainment and achievement of pupils in the infants and lower juniors.
- Progress in learning and achievement is not as high as it could be because pupils are often listening and passive in lessons, rather than being active and more independent in their own learning.

Commentary

1. With few exceptions, children learning EAL have developed their first language at home and enter the nursery with very little spoken English. There they learn to listen carefully, and to explore the use of English in their play and discussions. They make mistakes as they progress but grow more confident. With good support from bilingual staff and suitable practical experiences, their vocabulary increases and they begin to express themselves in single words or short sentences. By the time they are in the reception class, many talk eagerly with their friends in a mixture of their home language and English, and use English words well to communicate their needs to the adults who care for them. Although few are set to attain the standards expected for their age by the end of the reception class in communication, language and literacy, they make remarkably good progress and achieve well for their ability.
2. Achievement is good for those pupils with special educational needs because the school quickly identifies them. They often work in small groups and benefit from the attention they receive. The school employs committed assistants who work well alongside teachers giving extra guidance to pupils when they need it.
3. Children achieve well in the Foundation Stage in the nursery and reception classes because the staff plan a rich variety of learning experiences covering the six nationally agreed areas of learning. Children progress particularly well in their knowledge and understanding of the world. From well below average attainment overall at entry, particularly in English, children reach the levels expected by the end of reception in personal and social development, knowledge and understanding of the world, physical development, and creative development. Overall, children's skills in mathematics, and communication, language and literacy in English are below expected levels, although some of them attain expected levels in English as their second language. The improvement here is testament to the headteacher's commitment, supported by the governing body, to focus resources on pre-school, the early years and parent education.

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

Standards in:	School results	National results
reading	13.4 (12.8)	15.9 (15.8)
writing	12.8 (12.3)	14.8 (14.4)
mathematics	14.2 (14.4)	16.4 (16.5)

There were 65 pupils in the year group. Figures in brackets are for the previous year

4. Pupils achieve well in Years 1 and 2, increasing their understanding and use of English well. Although the results of the 2003 national tests in reading, writing and mathematics were well below average, they had improved well to be in line with those in similar schools based on eligibility for free school meals. In Year 2 currently, achievement is good and standards are average in mathematics, information and communication technology, religious education, design and technology, history, and physical education. They are below average in English and science. No judgement on standards of attainment was possible in art and design or geography.
5. In the infant classes overall standards in English are rising for the many pupils learning EAL. Most children continue to achieve well, especially in their understanding of spoken English, although many do not achieve their full potential in reading and writing. The wide differences between children's competence and confidence in speaking, reading and writing become increasingly evident as they get older. The national test results for seven year olds reflect this wide range of attainment with very few pupils attaining the higher Level 3 compared with the national figures, despite a general improvement in results. In lessons, these differences show in various ways, including the extent to which individual children express their own ideas during class or group discussion, or need the support of bilingual staff using a home language to interpret the teacher's explanations or instructions.

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

Standards in:	School results	National results
English	23.1 (22.7)	27.0 (27.0)
mathematics	22.8 (21.9)	27.0 (26.7)
science	25.7 (23.9)	28.8 (28.3)

There were 63 pupils in the year group. Figures in brackets are for the previous year

6. In Years 3 to 6, achievement is also good, and many pupils become fully competent in English. Standards in Year 6 in English, mathematics and science have improved to be below average, as they are in music and physical education. However, pupils do well to attain levels similar to those seen in other schools in information and communication technology, religious education, art and design, design and technology, and history. Boys generally attain lower levels than girls in national tests, and the staff have identified a particular group of boys whose first language is Mirpuri/Bengali as needing specific extra support. No judgement on attainment was possible in geography.
7. A similar picture of a wide range of attainment is also evident in the juniors for pupils learning EAL, and again this is reflected in the national test results. However, a large minority of the older children have made very good gains in spoken language and are confidently bilingual, and occasionally multilingual. Their speech is fluent, using a suitable range of vocabulary and, sometimes, complex sentence structures. Their clarity of speech is generally satisfactory, although occasionally they use words that can sound similar but do not have the meaning they intend. However, very few of the more able children have developed their

knowledge and use of English sufficiently to reach suitably high standards in the written aspects of English. Most children have a complex range of learning needs and backgrounds, which are not yet fully reflected in the school's procedures for assessing and planning for their progress. This is limiting achievement for some of them, and in part reflects the school's drive to improve results in national tests at ages seven and 11, and the relative lack of emphasis on the more subtle variations in pupils' progress and learning styles.

8. Progress in pupil's learning was most rapid during active sessions, where they could discuss and explore their own ideas and accelerate their achievement, such as in a Year 4 citizenship experience, and Year 2 and Year 6 science lessons. However, pupils too often listen to the teacher for a large part of the lesson, and this restricts their opportunities to engage actively with tasks and ideas, and to use English in discussion as a tool to develop and extend their understanding.

Pupils' attitudes, values and other personal qualities

Pupils' **behaviour and attitudes** to school are **good**. **Provision for personal development**, including spiritual, moral, social and cultural development, **is good**. Attendance and punctuality are unsatisfactory.

Main strengths and weaknesses

- Pupils' attitudes and behaviour in lessons and around the school are good.
- Relationships at all levels are good and exclusions are now rare.
- Children in the nursery settle quickly into routines and relate well to adults.
- Pupils have good opportunities to develop their personal qualities but cultural awareness and responsibility could be enhanced.
- Attendance is below average, and punctuality is unsatisfactory.

Commentary

9. Pupils behave well in lessons because teaching staff insist on it. Additionally, many pupils' self-discipline is developing well because adults help them to understand what is socially acceptable and what is not. Most pupils respond well to the rules and try to follow these despite not being involved in making them.
10. Behaviour in the playground and around school is good. Girls and boys in each key stage play happily together. Infant pupils use fixed play equipment in a way that involves others. Pupils in the juniors safely organise football and skipping games and ensure that these don't interfere with others' enjoyment. The school is aware that inappropriate language and fighting between pupils can flare up occasionally when pupils play in cramped playground conditions. Some pupils have been appointed as playground mediators to help improve the situation, and this is proving effective.
11. Pupils enjoy working hard in lessons and 'finding out new things', as they said in their questionnaires. Attitudes to learning are good. Pupils are keen to take up opportunities to participate in club activities at lunchtimes. They cooperate with each other in lessons and easily become engrossed in their work. This level of cooperation improves pupils' learning considerably.
12. Pupils learning EAL enjoy school, are keen to learn and generally behave well. However, when the introduction to lessons is too prolonged or they have to listen for long periods in other circumstances, many of those who are not yet proficient in English lose concentration and quietly withdraw from giving their full attention to the teaching. The school's approach to EAL does not always take enough account of the demands on pupils' concentration when learning and working in an additional language.

13. Pupils' personal development is good overall. Acts of worship are linked to pupils' own experiences. Pupils are asked to think of the symbolism of the fasting during Ramadan, and of those in the world without enough to eat. Many pupils were keen to say that they have money-boxes to collect money to help other Muslims throughout the world. Good discussions about the environment help pupils to develop an appreciation of the wonder and beauty of the world. Some further good opportunities for the pupils' spiritual development are provided in poetry, art, drama and music.
14. Many pupils are developing a distinctive moral code and confidently reproach others about their behaviour. The provision for moral development is also good. Rules, reasons and responsibilities are discussed in the School Council, and in an impressive community project for Year 4 pupils on decision-making and citizenship. The staff provide very good role models for the pupils in relationships and respect.
15. Planned provision for social development is good. Pupils learn to work successfully in pairs and groups, for example in dinnertime clubs where they mix and enjoy company. A small minority need constant reminders about politeness to others when using corridors. There is some encouragement for pupils to be enterprising in their own learning, but some opportunities are missed to extend this.
16. Cultural development is satisfactory. Pupils are taught to explore a range of cultures through history, geography, art and design and religious education. Religious and other festivals including Eid and Christmas are celebrated by all the pupils. The pupils understand the richness of a multi-cultural society and learn about Islam, Christianity and other world faiths. However, whilst pupils learn well about the history of the locality, current cultural influences from the pupils' own heritage are not reflected enough in school displays, and the general curriculum.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	7.8	School data	1.6
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.

17. Attendance has improved by 0.9 per cent since the last inspection, but is still below average despite the school's efforts to follow up absences each day. More could be done to offer rewards to pupils for good attendance but the main contributing factor is the incidence of extended holidays.

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	5	0	0
Mixed – White and Black Caribbean	1	0	0
Mixed – White and Asian	7	0	0
Asian or Asian British – Indian	4	0	0
Asian or Asian British – Pakistani	291	2	0
Asian or Asian British – Bangladeshi	87	3	0
Asian or Asian British – any other Asian background	53	0	0
Black or Black British – Caribbean	1	0	0
Black or Black British – African	1	0	0
Any other ethnic group	24	0	0
No ethnic group recorded	2	0	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

The overall quality of education is good.

Teaching and learning

Teaching and learning are **good**, and consistently very good in the nursery, with some very good lessons in almost all year groups. Assessment of pupils' learning and its use are **satisfactory**, but **good** in the nursery and reception classes.

Main strengths and weaknesses

- Teaching is very good in the nursery, leading to rapid progress in most areas of learning.
- Teaching in the reception classes builds well on earlier learning.
- There are examples of very good teaching across the school, and outstanding practice in lessons shared with the Sports College and Community Education.
- Staff develop good relationships with pupils and manage them well so that their behaviour and attitudes to learning are good.
- Support staff generally work well with pupils learning EAL, and those with special needs, so that they make good progress.
- Support from bilingual staff is often very good, especially in the nursery.
- Occasionally, not enough attention is given to the specific language needs of individual pupils learning EAL when making assessments, or in planning lessons.

Summary of teaching observed during the inspection in 58 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2 (3 %)	15 (26 %)	23 (40 %)	17(29 %)	1(2 %)	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.

Commentary

18. The teaching and support staff are fully committed to the school's belief, promoted well by the headteacher and senior staff, that the pupils have the potential to achieve well. The staff work hard, and cooperate successfully as a whole team, and in smaller groupings, to ensure that the atmosphere for learning is high. For example, they all have high expectations of pupils' attitudes to learning and their behaviour, which has a strong effect in ensuring that pupils get on well together, and that lessons proceed effectively. Between them, teachers and support staff have good understanding of the subjects they teach, and of how primary aged children learn, reinforced by their commitment to professional development. Because of this, good improvements have been made to the quality of teaching and learning since the last inspection, helping to improve the standards achieved year-on-year. The staff recognise the progress they have made, but have not yet analysed sufficiently how to build on the successes that have been achieved. This is restricting the choices they make when planning new learning experiences, and leads to insufficient active and independent learning for the pupils.
19. However, the school is prepared to seek good ideas and develop them on behalf of its pupils. During the inspection, **outstanding practice** was seen in how staff work closely with other local education providers to promote pupils' learning, and to extend their own teaching skills.

Example of outstanding practice

Year 4 pupils are challenged in an excellent Community Education led Citizenship project to imagine themselves as members of a small village in this area in 500 AD. They avidly listened, discussed, made group decisions, and voted for key factors to organise and develop rules, rights and responsibilities. Because the number of trained adults is high, the pupils have skilled advice as they negotiate and make progress. With over 60 Year 4 pupils, most of them still eight years old, and 10 adults, the level of discussion and involvement was exciting, vibrant and purposeful. This is the third year of its successful operation in this school. Pupils learn about the democratic process in Birmingham, continued in the election of a councillor from each participating year group on an active community forum, with links to the area and city-wide council decision-making forums.

Example of outstanding practice

In another outstanding four-year initiative, linked to Golden Hillock Sports College, teachers in this school work with a physical education specialist to promote pupils' learning in how to lead a healthy life, and improve the teachers' own professional knowledge, understanding and skills in teaching the subject. In lessons with Year 2 and Year 4 pupils, gymnastics and dance, pupils' rapid learning of new skills was matched by the focused development of the teaching. Working together, school staff and the specialist teacher discuss and plan lessons based firmly in their assessment of pupils' developing achievement. Linked to seven other local primary schools, specific schemes of work are being written that are grounded in the pupils' needs and National Curriculum requirements. This is very effective in both improving learning for the pupils involved, and in increasing teachers' confidence and skills for their future work.

20. Children in the nursery benefit from very well-organised and delivered learning experiences that induct them into school education very well. The staff work together very effectively to manage and stimulate the children's thinking. The staff in the reception classes pick up the threads from the nursery in all the areas of learning to motivate the children and increase their basic skills well. What the staff know from their assessment of children's achievement is generally used well to plan new tasks to help the children reach the next levels in the different areas of learning.
21. The good teaching that is evident in most subjects throughout the rest of the school has a positive impact on the confidence and competence with which pupils learn English as a second language. The interesting activities and the stimulating experiences help to maintain their interest and give them good exposure to new vocabulary and ways of expressing their ideas in writing. This works well in ensuring that most pupils make progress. However, it also camouflages lost opportunities to make the accelerated progress in language development that is needed if pupils are to achieve their best performance.

22. For example, most of the teaching of English is based on the use of the National Literacy Strategy. This does not provide sufficiently specific guidance for this school on how to approach the teaching of English as an additional language, especially spoken language, and the staff have not yet adapted their approach enough to fully meet their pupils' needs. Individual teachers have often developed their own techniques to use during general English lessons, some of which are very successful. For example, in a Year 2 class, the teacher reinforced the long and short sounds of vowels by making a light hearted game of getting each child to repeat her oral cues such as "give me an 'ee', give me an 'e'". This quickly identified which pupils could not readily repeat the sound they heard and provided opportunity for further individual teaching later in the lesson.
23. The extensive arrangements for identifying the strengths and weaknesses of individual pupils do not yet identify the specific information needed to enable teachers to plan suitable teaching and activities and ensure all pupils make brisk progress in their language development. The grouping within classes is usually based on general ability and rarely on language needs, so group teaching opportunities are limited. Teachers sometimes speak, and pupils mainly listen, for too much of the time available in English lessons. The staff provide good models for spoken and written language, but there are too few planned opportunities for pupils to speak at length about their work and ideas, which is a significant need for many pupils across the ability range.
24. Teaching of pupils who have special educational needs is good. Support staff are well deployed, they are kept fully informed by teachers and know exactly what the teachers need them to do to help pupils succeed in their lessons. Teachers plan effectively in English and mathematics, modifying work for pupils who have difficulties with their learning. Teachers place pupils in groups where they can learn most effectively and are diligent in including pupils of all abilities in class discussions and activities in all subject areas. Teaching by the special needs co-ordinator is very good. These lessons are concentrated on improving pupils' literacy skills and are exemplified by a wide range of well-prepared activities that provide very good opportunities for pupils to talk, listen, read and write. The result is that pupils flourish, becoming more confident in their own abilities and more competent in their literacy skills. Class teachers make good, regular use of a computer program that helps pupils to progress in their basic literacy and numeracy skills.
25. The school also provides specific support for pupils who have both special educational needs and language needs, and has also identified for support a small number of pupils who are at the early stages of learning EAL. This support is usually available in class lessons by bilingual staff and is generally very successful in enabling the pupils to complete their work and extend their understanding of what is being taught. However, these arrangements do not provide a systematic approach to ensuring that the complex range of language needs of all pupils is met.

The curriculum

Curriculum provision is satisfactory overall, including for those pupils learning EAL and those with special educational needs. There are good enrichment activities to widen and deepen pupils' knowledge and understanding. However, there is insufficient use of the pupils' own experiences and culture.

Main strengths and weaknesses

- The curriculum focus on English, mathematics and science has been successful in raising standards, but has reduced opportunities in other subjects.
- Visits, visitors, extra-curricular activities and involvement in local and national initiatives enrich the curriculum well.
- Pupils have fair and equal access to a broad range of subjects.
- Planning does not always meet the needs of all pupils.

- Not enough thought has been given to the resources needed to support language learning in subjects other than English.
- Lack of space, both internally and externally, inhibits curriculum provision.

Commentary

26. As at the time of the last inspection, the school's curriculum meets all statutory requirements, including those for religious education and collective worship. The National Numeracy Strategy has been successfully introduced since the last inspection.
27. Provision of curricular opportunities in the Foundation Stage is good, being broad and balanced, with emphasis on learning through practical and play experiences. Through good teaching, pupils learn well and make good progress in the six areas of learning. The requirements of the curriculum are enriched by strategic planning, very effective methods and the very good use of resources. Assessment is thorough and constructive, being used to determine the children's individual needs so that the next steps in their learning can be planned. Provision for children with special educational needs and those learning EAL is good so that these children make good progress. Links with parents and the community are very good. Parents are welcomed into the school for induction and information meetings. They are invited to take part in workshops with their children. Good teaching and management have created a very effective teaching team. Very good use of bilingual teaching assistants has raised standards.
28. The curriculum overall provides the children with access to the basic range of subjects and experiences needed for children learning EAL. The majority of them make steady progress in their knowledge and understanding. Their interest is captured best by practical work and the use of visual materials to support their understanding of language. For example, in a geography lesson in an infant class, the use of pictures of mountains quickly enabled many children to link what they saw with their own experiences of mountains in other parts of the world, and to match the English word with the same meaning in their home language. Teachers make good efforts to use suitable resources and to match the curriculum to the pupils' cultural backgrounds where possible. However, the school's learning resources, including the library, and the choice of topics in some subjects such as history, geography and art and design, do not yet reflect sufficiently the places, people and achievements from the pupils' cultural backgrounds to help them to develop their wider understanding of the world.
29. In an effort to improve standards in English, mathematics and science for pupils in Years 1 to 6, the majority of curriculum time is devoted to these core subjects: over 70 per cent of the school week in Year 6, for example. Resources for these subjects have been improved and cross-class grouping arrangements in Years 2, 5 and 6 for literacy and mathematics introduced. Standards are rising as a result. This focus, however, lessens the time available for other subjects, some of which, such as music, are not taught to the depth they were previously. As a result the balance of subjects across the curriculum has not been sustained.
30. The latest national guidance has been followed when planning the delivery of the curriculum. However, the content has not been adapted and modified to meet the specific needs of pupils from a variety of ethnic and cultural backgrounds. Lessons are frequently challenging. This is a good feature, but there are some occasions where the challenge is beyond the level of pupil competence. In a Year 6 mathematics lesson, for example, a number of pupils struggled because they were unable to perform the calculations involved accurately. In order to adapt curricular planning to meet pupils' learning needs better, the school is beginning to develop strategies to link subjects. A very good example is in information and communication technology (ICT) where the co-ordinator and deputy head teacher use the computer suite effectively to link work from a number of subjects, such as using a history text skilfully in an English lesson.

31. Provision for pupils who have special educational needs is good. The range of class groupings gives pupils good opportunities to work in smaller groups or have individual attention if necessary. Pupils who have statements of special educational needs receive appropriate support and all have full access to the school curriculum. The curriculum for pupils with special educational needs is satisfactory overall. It is broad and enriched by additional opportunities but there are shortcomings in the balance of subjects and in some aspects of planning. Resources are satisfactory but the accommodation imposes restrictions on curriculum provision.
32. The curriculum is enriched well by an extensive range of visits as well as visitors, including contributors from local and national initiatives, coming into the school. All year groups have opportunities to visit places of interest and there is a regular residential visit for pupils in Years 4 and 5 which also fosters pupils' independence and social development. There is an impressive range of visitors and good contributions from the local university and the linked Sports College. There is a satisfactory range of predominantly sporting club activities.
33. The school is very committed to inclusion. Pupils attend visits irrespective of cost, clubs for pupils in Years 3 – 6 are available irrespective of gender, ability or cost and individual marker boards and questioning in lessons are used well to ensure that all pupils are included. The school observes religious festivals and customs. This was evidenced first-hand as the inspection took place during the period of Ramadan. Parents think the school helps their children to become more mature and responsible citizens.
34. The staff of both experienced and recently qualified teachers, sufficient to meet the needs of the curriculum, is well deployed to make good use of their strengths. The ethnic blend on the staff provides all pupils with very good role models. Well-informed and appropriately trained support staff motivate pupils well, especially those learning EAL, and those with special educational needs. The accommodation is unsatisfactory overall as there is insufficient space both internally and externally. There are separate units, detached from the main building, for nursery children and pupils in Year 6. Although classrooms are generally of a good size, there are few other spaces where groups can work. The halls are thoroughfares and storage is at a premium. The headteacher, despite the limitations of the accommodation, remains positive and constantly strives to maximise facilities. However, the outside playing area is too small for the number and ages of the pupils, and the only grassed area is to be built on to provide a Sports Hall. Resources are good in science and satisfactory in all other subjects except music and physical education where they are insufficient to allow full delivery of the curriculum. The library lacks sufficient books that describe cultures and customs from around the world.

Care, guidance and support

The school makes **good provision for pupils' care, health and safety**. Staff monitor and guide pupils' development soundly. Most children feel that their views are sought and valued.

Main strengths and weaknesses

- Teachers are vigilant in ensuring that children in the nursery and those in the main school building are carefully supervised and safe.
- Pupils find adults friendly and easy to approach.
- Provision of bilingual staff is a strong asset to pastoral care.
- Teaching staff assess pupils' progress regularly.
- Induction arrangements are effective.
- First aid treatments and lunchtime incidents are not recorded.
- Pupils do not always know how to improve their work.

Commentary

35. Successful security awareness keeps a good balance between ensuring safety and welcoming callers to the school. Satisfactory procedures are in place to ensure that pupils work and play safely. The site is well managed through assessments of risk, and maintained in good repair.
36. The majority of pupils like school and all it offers. They say they are helped to find out new things in lessons and are expected to work hard. Pupils appreciate adults' gentle support and those who are not fluent in English benefit from the bilingual skills of teaching and support staff.
37. Pupils' progress is regularly reviewed to check if they are learning at the appropriate level. Their achievements are recognised, praised and celebrated, often in assemblies. Pupils' knowledge and appreciation of their own progress is good in mathematics because teachers' marking is specific and helpful. However, pupils are not aware of how to improve their work in some other subjects. They are not involved in setting personal targets and this limits their ability to know the next steps they should take in their learning. All pupils identified as having special educational needs have individual educational plans written by their class-teachers or by the special needs co-ordinator. Though the plans identify main areas of educational need, they lack rigour. The targets are not specific enough and lack criteria for measuring when they have been achieved. This restricts the school's capacity to assess pupils' achievements stringently and focus on small steps in learning.
38. Parents praise the way they and their children are introduced to school life. Good relationships are quickly established because they find staff easy to approach. Some parents and a significant number of pupils expressed concerns about unacceptable behaviour said to occur at lunchtimes. They are not confident that incidents were dealt with effectively. There was no evidence to support this view during the inspection. However, supervisory midday staff do not record those incidents which need to be followed up promptly or be accurately reported to parents.
39. The provision of play equipment is helping to engage pupils in purposeful activity in the playground. Deliberately hurtful behaviour is very rare because all staff are watchful and swift to act if this looks likely. Senior staff are a calming prominent presence at lunchtime. Not one instance of unkindness was seen during the inspection. The school responds well to pupils' personal needs. However, more could be done to raise pupils' and parents' confidence in the effectiveness of the behaviour policy and to consult them about what improvements they would like to see.

Partnership with parents, other schools and the community

The school has **satisfactory links with parents and good links with the community and other schools**. Educational support programmes are satisfactory.

Strengths and weaknesses

- Liaison with receiving secondary schools is good and the school is used as a resource by adults in the community.
- Provision of educational support programmes is good.
- Regular visits and visitors from the community contribute well to pupils' personal development.
- Parents appreciate and enjoy good relationships with the school.
- The school regularly provides information in oral or written form but does not ensure it meets parents' needs or forges effective partnerships.

- Not enough is done to promote the behaviour policy or the importance of regular and punctual attendance to parents.

Commentary

40. Good links have been forged with the playgroup and neighbouring schools. Induction and transfer arrangements are effective. The school is outward looking with productive links with South Birmingham College. Parents and other adults benefit from their programme of courses held at the school. Drop-in facilities are popular too, presenting the first step for parents' involvement in their children's education, and in furthering their own.
41. Staff from other schools and from community education are used to enliven pupils' learning and deepen their knowledge of healthy living and citizenship. Regular visits to museums and other places of interest occur and pupils describe their memories of these within the annual report for parents prepared by governors.
42. Parents' responses to the questionnaire and during face-to-face discussion indicated that they are very happy with the teaching their children receive and most other aspects of the school. Parents were less satisfied with the application of the behaviour policy at lunchtimes. Their views matched the opinions of their children. The school is aware of this but has not yet planned to inform parents of its new behaviour procedures. The need to develop the partnership with parents further is acknowledged. The good efforts of bilingual parent partnership workers and teachers are boosting parents' confidence and improving the two-way flow of information.
43. Parents delight in the open-door policy and in the friendliness and accessibility of staff, many of whom are fluent in community languages. Home visits also serve to strengthen links between home and school. Many parents make a contribution to their children's learning not least in their support for the school's aims and their attendance at the frequent meetings held to discuss children's progress.
44. Many parents are content with the information offered to them. However, the prospectus and annual report contains over-complex information and the school does not check with parents that they and termly newsletters contain all the information they need. Parents are not routinely consulted about aspects of the school's work that affects them directly such as how they would like to be kept informed about lunchtime behaviour incidents and what support they are willing to provide to the school in its drive to improve attendance and punctuality.
45. Parents of pupils who have special educational needs are invited to attend review meetings. Parents of pupils who have statements always attend but though the coordinator issues invitations and follows up with phone calls a significant minority of parents do not attend other review meetings.

LEADERSHIP AND MANAGEMENT

Overall, the **leadership and management** of the school are **satisfactory, with good features**. Leadership, including governance, is satisfactory. **Management is good**. Both the management and leadership of EAL are satisfactory, with the exception of planning future developments which is limited.

Main strengths and weaknesses

- A positive environment that successfully promotes respect for all pupils.
- The success of plans to improve standards.
- Effective teamwork and commitment to improvement.
- Strategic planning lacks key information to enable maximum participation by staff and others, and support rigorous checks on the school's effectiveness.
- The strategic decision to include provision for EAL in the general curriculum of the school is a good one.
- Insufficient guidance on how this should be led and managed over time.

Commentary

46. The school is led by an effective headteacher, with strong support from the governing body and key staff. This has resulted in significant improvements in the standards achieved by pupils. Largely as a result of the vision and leadership of the headteacher, the school is a welcoming place for parents, pupils, staff and the community, with a lively approach to education and a commitment to improvement. The senior staff, including the headteacher and deputy headteacher, work closely together and, despite recent changes in personnel are an effective team. They have successfully encouraged staff and pupils to enjoy their work and give of their best.
47. The leadership of staff with responsibilities for subjects and other areas, such as the nursery and reception years, is good. They have developed a positive environment for learning which ensures pupils of all abilities and backgrounds are respected and dealt with fairly. They have built good relationships with their teams and set high standards for teaching and learning. Staff with responsibilities, including the learning mentors, provide good role models for pupils and, when opportunities are available, for other staff.
48. The governing body takes a keen interest in the school, and ensures that statutory duties are fulfilled. Governors also contribute significantly to the approach the school takes on issues such as race equality, disability, religion and education about sex and relationships. Due attention is given to gaining best value, and is helped by the school's current work on comparing improvements in pupils' achievements with those of other schools.
49. Overall, this teamwork and leadership has led to good improvement over time, including improvements in the standards attained by pupils in several subjects. However, there are inefficiencies in the school's approach to strategic planning that leave those involved in the leadership and management of the school without the full range of information they need to ensure that progress is as brisk and effective as they intend. For example, the school development plan only covers one year, and although it identifies the school's priority issues, it does not encompass all the school's initiatives, or make clear how those involved will know if the actions they have undertaken have successfully improved the issue. New initiatives, such as the raising attainment project and the teaching and learning strategy, are only loosely connected to the plan. Arrangements to check the effectiveness of the plan are often imprecise, and rarely include checks by evaluators outside those directly involved in formulating it. The action plans for subject leaders do not always link clearly with the strategic plan's priorities, and provide minimal information about timing, such as dates for reporting, and criteria for success. The headteacher's written reports to the governing body reflect this lack of precision, as although the reports are informative about the management and day-to-day activities of the school, they rarely include the full evaluative information that governors need to inform their view on the school's effectiveness.
50. Although the good relationships between those involved in the school's leadership and management provide informal opportunities to pass on information, this leaves much to chance and makes it difficult for all concerned to recognise their priorities. As the school has improved overall, the importance of the detail and precision in planning has become more important for the leadership of the school because the improvements needed for the future are less easy to detect without good quality information and evaluation of the progress already made. The present arrangements for strategic planning lack the rigour to provide this secure basis for future improvements.
51. The management of the school is good, due to the efforts of staff in managing their responsibilities, and to good support in key areas, such as systematic checks on the effectiveness of staff, and providing for their further development through a range of good quality training and experiences. Many effective members of staff have been recruited, including teaching assistants and teachers with bilingual skills, and there are good arrangements to integrate new staff into the school's ways of working. New staff settle well,

and recently recruited senior staff have already made an impact in their areas of responsibility. Data on pupils' performance is analysed and, although much of this is still at an early stage, staff are beginning to use the information, particularly for those pupils with special educational needs. Self-evaluation is a regular feature of the school and has generally led to appropriate improvements. However, this aspect of management is affected currently by the limitations of the present school improvement planning.

52. The provision for special educational needs is well managed. As part of the whole school strategy to raise standards, managers decide annually which particular year groups should be the focus of specialist teaching from the co-ordinator and which year groups should have additional classroom staff. This is part of the effective strategy of employing extra staff to give pupils as much attention as possible in small groups and is effective because pupils who have special educational needs achieve well. A wide range of outside agencies work alongside the school and the school benefits from their expertise and advice. The co-ordinator meets regularly with support staff, who work with statemented pupils, to monitor the provision, advise them and make sure pupils' educational needs are met.
53. The school's current approach to organising and managing its provision for the teaching and learning of EAL is based on providing good quality language experiences within the National Curriculum and the National Literacy Strategy. In addition, pupils at the early stages of learning English and late arriving bi-lingual pupils are identified for special support which is well led and managed. Overall this general approach has worked reasonably well in improving overall standards in language and literacy and ensuring the majority of pupils achieve well enough at least to communicate with each other and adults, and often to read and write to the standards expected for their age. However, the approach is not rigorous enough to meet the increasingly variable needs of individual pupils throughout the school.
54. At present there is no school policy for EAL to guide key areas such as assessment of pupils' specific strengths and weaknesses in language development; strategies for teaching groups and individual children; the content of curriculum topics and the suitability of resources. Although the progress and achievement of a small number of pupils are checked and targets for improvement set, the majority do not have this advantage, so there is no clear overview of how effectively the school's provision is responding to pupils' strengths and weaknesses in learning English. As a result, there are many pupils whose needs are not fully appreciated or provided for at present.
55. The current arrangements for leadership and management are in need of review in order to approach effectively the next phase of the school's work in EAL. The school is well placed to do this, with several staff who are bilingual, good quality teaching, and a knowledgeable subject leader.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	1,031,292
Total expenditure	958,470
Expenditure per pupil	2,153

Balances (£)	
Balance from previous year	64,054
Balance carried forward to the next	72,822

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in the Foundation Stage is **good**, being broad and balanced, with emphasis on learning through practical and play experiences.

Strengths and weaknesses

- Very good teaching leading to good progress and achievement.
 - Effective planning and very good use of assessment information.
 - Very good links with parents.
 - Good leadership and management.
 - Very good use of bilingual assistants.
 - Limited space in the nursery classroom, lack of an outside sheltered bay, and limited space for outdoor play.
56. Through good teaching, very good in the nursery, pupils learn well and make good progress in the six areas of learning. From well below average attainment overall at entry, particularly in English, children reach the levels expected by the end of reception in personal, social and emotional development, knowledge and understanding of the world, physical development, and creative development. Overall, children's skills in mathematics, and communication, language and literacy in English are below expected levels, although some of them attain expected levels in English as an additional language, and most are fluent in their home language.
57. The curriculum is enriched by strategic planning, very effective teaching methods and the very good use of resources. Assessment is thorough and constructive, being used to determine and meet the children's individual needs. Provision for children with special educational needs and those learning EAL is good so that these children make good progress and achieve well. Links with parents and the community are very good. Parents are welcomed into the school for induction and information meetings, and to take part in workshops with their children. Good management has created a very effective teaching team. Very good use of bilingual teaching assistants has helped to raise standards.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in this area of learning is **good**.

Strengths

- Staff catch children's interest well.
 - Children grow in confidence.
 - Staff promote social and cultural development well; bilingual assistants offer very good support here.
58. Most children start school with well below average skills in personal and social development. The teachers and teaching assistants are very effective in planning challenging activities so that the children are interested, excited and motivated to learn. Through very good care and support the children become confident to try things, join in and speak in a group. For example, after reading the story of 'What can this monster do?' the teacher asked them to discuss how they felt when the blue monster jumped in the jelly. The children were eager to answer that it made them laugh and feel happy.

59. Children know that they must listen when someone is speaking. The adults are very good role models: listening closely to what the children have to say, showing that their contributions are valued. Adults relate very well to the children, expecting them to behave well, and work hard as a part of a group or class, taking turns and sharing fairly. Good development of personal independence is seen in many ways, and most children can dress and undress independently and manage their own personal hygiene.
60. Imaginative teaching helps the children to understand that people have different needs, cultures and beliefs. For example, children were enthralled in sorting greetings cards to find a wedding card from Bangladesh, which was explained by the bilingual assistant, as was an Eid card and a Christmas card showing the Nativity. The children understood that those of them who are Muslim celebrate Eid and that the teacher, who is Christian, celebrates Christmas.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in this area of learning is **good**.

Strengths and weaknesses

- Skilful teaching in developing speaking and listening.
 - Imaginative language developed well through creative role-play.
 - Attainment not yet in line with expected levels for the majority.
 - Development of vocabulary through guided reading and bilingual stories.
 - Very good use of bilingual teaching assistants.
 - Good use of observation to assess and record what the children have learnt.
61. In the nursery and reception classes the children enjoy listening to stories and sharing books with each other and with adults, and the staff are skilful in developing the children's speaking and listening skills. For example, when reading the non-fiction book 'My Body', the teacher and the children read each page in English, repeated by the bilingual assistant in Panjabi using puppet characters. Children learn well because the teacher makes the lesson fun by adding actions to the words, such as 'This is my head'.
62. Creative role-play is used very well to develop speech. Adults join in the play to encourage imaginative language. Working with a teaching assistant in 'The Clinic', the more able readily turned to spoken language in their play, as in 'Come to the doctor for an injection', and to written language by writing prescriptions. Teachers effectively use play to develop vocabulary, slipping in relevant words such as 'patient', and 'instrument'.
63. Guided reading is very effectively taught in the reception classes. Children make their own first reading book, using high frequency words to write about themselves. There are a significant number of confident children who can talk about the pictures in the large selection of books.
64. Many children are beginning to link sounds to letters and enjoy chalking and painting letters they know. In the nursery, children have made books about themselves, drawing a self-portrait and 'copying' the teacher's labelling. They enjoy illustrating lists of words, with headings such as 'fruit' or 'food'. Writing is at an early stage of development, though most children use a pencil and attempt to hold it correctly. They all recognise their name and many can write it. Children in the reception classes sequence picture cards to tell a story and make a sentence, which they can copy into their writing books.
65. From a well below average attainment on entry, the children make good progress and achieve well. The most able will reach the Early Learning Goals, but the majority will not, in this area of learning.

MATHEMATICAL DEVELOPMENT

Provision is **good** in this area of learning.

Strengths and weaknesses

- Good teaching and effective planning.
 - Good resources for counting, sorting and ordering.
 - Developing awareness of pattern.
 - Standards not yet in line with those expected of five year olds.
 - Mathematical vocabulary not sufficiently developed.
66. In the nursery, children count every day objects up to 10 and enjoy singing number rhymes, such as 'Ten Little Fingers' competently. The teacher chooses number games that actively reinforce learning, such as hopping, clapping and jumping the correct number of times that is displayed on a card. Good links with creative development are seen in the display of painting with shapes and numbers in the entrance hall.
67. Children in the reception classes write numerals up to 10 and count confidently up to 15. Imaginative teaching includes topics that are interesting to the children, such as birthdays. Effective questioning is differentiated using birthday cards so that the more able identify numbers to 10 and the less able numbers up to 5. They talk about, recognise and recreate simple patterns and use this knowledge to print shape patterns. They make good progress from a very low base line but have not yet reached the Early Learning Goals in this area of learning.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision is **very good** in this area of learning.

Strengths

- Very good teaching.
 - Investigation using all their senses.
 - Very good achievement.
 - The children are in line to attain the expected standards for their age.
 - Good use of ICT.
68. Most children are on track to attain the expected standards by the end of reception. The children make very good progress because of the very good teaching in this area of learning. They achieve very well.
69. Since the previous inspection, the provision for ICT has improved significantly, and the children use it with growing confidence. For example, they used the tape recorder to record a description of themselves after looking in the mirror. When learning about Eid they listened to Asian music on the listening centre and made pictures on the computer.
70. They find out and identify features of living things and look at similarities and differences effectively. The staff encourage the children well to investigate objects and materials by using all their senses as appropriate. Choosing from a range of materials, including wood and felt, the children made faces on paper plates. Children in the reception classes learn about the customs and beliefs in Islam and Christianity through talking about colour and texture in clothes.

71. Imaginatively, the teacher and bilingual teaching assistant brought their clothes for a party. The children looked closely at the different colours and textures, deciding that the teacher's were dull and smooth and that the assistant's, were bright, glittery and rough. The children also build and construct with a wide range of objects and mediums, such as building a doll's house with the small world equipment and making boats and oceans in the water.

PHYSICAL DEVELOPMENT

Provision is **good** in this area of learning.

Strengths and weaknesses

- Good teaching leads to enthusiasm for outdoor physical activities.
 - Children develop good awareness of space and fine motor skills.
 - Limited space for outdoor play; lack of large equipment; unsatisfactory storage facilities.
72. Teaching is good in this area of learning and children learn well. They are on course to reach the Early Learning Goals by the time they enter Year 1.
73. The children have great enthusiasm for outdoor physical activities, as they know there are many exciting things to do. They move with confidence, imagination and in safety. Although there is a lack of play space, the good teaching and imagination of the staff make the best use of limited resources. The children develop throwing and catching skills, using balls and bean bags, bouncing and kicking, using large balls and rolling and twisting, using hoops. The children handle tools effectively in construction, and malleable materials safely with increasing control.
74. The outdoor play space is small, there is a lack of large fixed equipment of a suitable size, and storage of the large play equipment in a small shed is difficult for the staff.

CREATIVE DEVELOPMENT

Provision in this area of learning is **good**.

Strengths and weaknesses

- Good teaching leads to good progress.
 - Very good planning of stimulating resources.
 - Good use of role-play.
 - Limited opportunities for music and dance.
75. Teaching in this area of learning is good so that the children learn well and the majority will have reached the Early Learning Goals when they enter Year 1.
76. The staff encourage the children well to explore colour, pattern and shape through drawings and paintings covering different subjects; self-portraits, story illustrations, patterns using shapes, and collage using exciting resources, such as textiles, glitter, tinsel, foil and feathers.
77. The children know many songs, which they sing tunefully. In the nursery they enjoy singing nursery rhymes and counting rhymes. Very good teaching in reception enabled the children to explore and learn how sounds can be changed. The children enjoyed copying the high, medium and low sounds in the 'Three Bears' Rap', and guessing the correct percussion instrument to match the growl when the music stopped.

78. The staff use role-play to develop very imaginative language and extend opportunities for the children. For example, the teacher in the nursery joined in the role-play in 'The Clinic', acting as a patient and having her blood pressure taken, and children in reception acted out favourite stories with stick puppets.
79. There are limited opportunities to listen to music and to use imagination in dance, though imagination is used well in painting, music, drama and creative role-play.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

English

Provision in English is **good**. This is a good improvement since the last inspection; the weaknesses in teaching and the use of information technology have been addressed.

Main strengths and weaknesses

- Good opportunities across all subjects for pupils to improve their speaking and listening skills.
- Positive impact of the library on pupils' attitudes to reading.
- Positive impact of information and communication technology on achievement in literacy.
- Very good teaching planned to link literacy skills with an understanding of history, religious education and design and technology, leading to improving standards in English.
- The role of the subject co-ordinator is restricted, limiting the opportunities to share and monitor good practice.
- Good analysis of test results to identify specific areas for further improvement.
- Inconsistencies in marking.
- Insufficient books in the library to encourage pupils to read in their home language, without English text.

Commentary

80. Standards in English are rising because the school has rightly prioritised it as being the key to improvement in pupils' achievement in all subjects. Standards in the 2003 national tests were well below average but when compared with similar schools were below average in Year 6 and average in Year 2. This continues the rising trend. It also confirms that the school's strategy in directing additional resources to the younger end of the school is having a positive effect. When compared with pupils' skills in reading, writing, speaking and listening on their arrival at school, achievement in English is good.
81. The inspection found that pupils, including those who have special educational needs and those learning English as an additional language, achieve well throughout the school. Pupils with special educational needs are well supported and benefit from the system of grouping and targeting them according to attainment and their capacity to improve.
82. Standards in speaking and listening in English are below average. Younger pupils have a restricted vocabulary but the very good relationships within the school mean that pupils become confident and willing to talk in formal and informal situations. By the time they are in Year 6 pupils have made good progress and listen well to instructions and are able to talk sensibly about what they have learned in their lessons. Staff work hard to help pupils to extend their vocabulary by
 - modelling clear speech so pupils can emulate what they hear;
 - giving frequent opportunities for pupils to work with partners and gain confidence in their abilities in spoken English;

- questioning pupils and giving good prompts so pupils become more confident in their ability to give explanations.
83. Standards in reading have improved though they still remain below national averages. Pupils achieve well. The improvements are due to
- additional guided reading sessions each day;
 - pupils' positive attitudes to reading;
 - a centrally placed library, the services of a part-time librarian and regular visits from the mobile library;
 - the efforts made by the school to encourage parental involvement, giving more parents the confidence to support their children in reading.
84. At lunchtime the library is used well. Older pupils have access to the Internet, read and discuss books and assist the librarian in organising the library. The library is stocked with an adequate range of catalogued fiction and non-fiction text. The limited range of dual language texts, or in the various home languages, does not reflect the language diversity of the pupils and restricts pupils' opportunities to enjoy literature.
85. Standards in writing are below national averages but improving. Pupils achieve well because of good teaching. Factors that have been instrumental in raising standards are
- weekly opportunities for extra writing;
 - opportunities to write across a range of genres;
 - interesting writing tasks set;
 - introduction of more in-depth marking ('quality marking') and the good opportunities for pupils to discuss the next steps in learning with the teacher.
86. Standards in handwriting and punctuation are below average but improving. Where pupils use cursive script insufficient emphasis is placed on the use of pens rather than pencils.
87. Teaching is good. It is evident from the lessons seen and the work sampled that some teaching is of very high quality. The strengths in teaching include
- emphasis on pupils understanding the lesson objectives and reviewing their achievements at the end of the lesson;
 - good use of information and communication technology to interest pupils, improve written communication and improve sentence structure;
 - the introduction of 'quality marking' so teachers and pupils work collaboratively to improve standards, although this practice is inconsistent.
88. The good cross-curricular links are exemplified by very good teaching in Year 4. Pupils were excited before the lesson started and keen to talk about their work on Henry VIII. Prior to the lesson pupils had written empathetically as 'The Lost Daughter', based on their knowledge of historical fact and fiction at the time of the Tudors. In this lesson characterised by pupils' enthusiasm and interest, pupils listened with amusement as their teacher read a comical poem about the king and his six wives; they talked animatedly about the demise of the wives and deduced which ones were not English. With great enthusiasm the class tackled their task using their research skills to organise a report based on each of the six wives. The delightful relationships in the classroom gave pupils the confidence to tackle the work despite limitations in their writing skills. Similarly in Year 5 the teacher successfully used the production of Eid cards, bookmarks and masks as an interesting focus for pupils' instructional writing.
89. The co-ordination of the subject is satisfactory. The subject leader is very well informed and a good role model in her teaching. However, further links are required between leadership of English as a subject, and of English as an additional language and of special educational needs.

Language and literacy across the curriculum

90. Good opportunities are given for pupils to use their literacy skills throughout the curriculum. Key vocabulary is displayed around classrooms and used for reference to help pupils with reading, writing and spelling.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Standards in mathematics are rising.
- Good teaching is generating pupil enthusiasm for the subject.
- The setting arrangement in Years 2, 5 and 6 has resulted in improved learning.
- Some pupils are challenged inappropriately.
- Investigative and practical approaches are not being used sufficiently to develop pupils' thinking skills.

Commentary

91. Standards are now close to the national average by the end of Year 2 and have risen commensurately in Years 3 and 4. The improvement by younger pupils is on track to raise results in national tests at the end of Year 6; pupils' attainment is currently below the national average. Mathematics now enjoys a high profile. A display of work in the subject by all year groups greets people as they enter the school. This includes a challenge wall – a particularly good feature. Pupils are asked to estimate the number of items in a variety of containers, the correct answer being provided under a flap besides each.
92. Good teaching has helped to raise standards in the subject. Lessons are planned carefully and learning objectives shared with pupils. However, for pupils of lower ability, lessons of more than an hour tax their ability to sustain concentration. Teachers have a good mathematical knowledge and high expectations of their classes. The pace of good lessons helps pupils to maintain concentration and appropriately challenging questions ensure the involvement of all. Pupils are encouraged to explain their thought processes and methods of working. The focus on developing mathematical vocabulary was a feature of many of the lessons seen during the inspection. Marking is positive and teachers often add affirming comments to pupils' work. Some give good advice about ways in which the work could be improved. Teachers know their pupils well. Good relationships help to foster an atmosphere in which pupils feel secure and unafraid of making mistakes. As a result pupils enjoy lessons and the majority are learning well.
93. Although teachers' questions are generally appropriate, some of the tasks they set for pupils are too difficult. In a Year 6 lesson with lower attaining pupils, for example, the task required the conversion of metres to centimetres and vice versa. Pupils found this computation difficult despite their initial enthusiasm to complete the task. By contrast, some pupils in Year 4 succeeded in extending number sequences beyond zero when counting backwards because the work was graded well to reflect the ability of four different groups.
94. The introduction of setting into some year groups has contributed to the rise in standards, as it has focused both planning and teaching. By analysing pupils' performance in both the optional national tests and the tests themselves, the co-ordinator has discovered the strengths and weaknesses in learning across the school. Working with the mathematics consultant from the local education authority, he has observed lessons, focusing on particular aspects of teaching such as the mental introduction which prompted the current focus on mathematical vocabulary.

95. Although pupils had completed more work than might have been expected by this time of the year, there was little evidence of opportunities for investigation being sufficiently exploited. Teachers generally lack creative flair in this area. Resources to support the subject are in need of further development. The school is aware of this and has budgeted for future spending.

Mathematics across the curriculum

96. Teachers are developing the use of mathematics across the curriculum. In science, pupils were seen measuring temperatures with scaled thermometers; in English, the teacher in a Year 6 lesson was observed using a PowerPoint presentation; and mathematics was being used in art and design. In a Year 5 lesson, computers were being used to generate geometric shapes that were then incorporated into pictures in the style of Klee and Kandinsky.

SCIENCE

Provision is good. Teaching is **good** and leads to good achievement.

Main strengths and weaknesses

- Standards are below average in Year 6, but are improving through the school.
- The recently appointed coordinator has a clear action plan for the further improvement of the subject.
- Achievement is good for most of the pupils.
- Teachers have introduced more investigatory work for them.
- Lessons follow the pattern for literacy lessons too often, and are not flexibly planned to support independent work.

Commentary

97. Standards have been rising in national tests and teacher assessment since 1999 at both seven and 11, and the 2003 results are the best since then. However, these results are lower than those reported in the last inspection. Currently, Year 2 pupils are on track to attain close to average levels, and Year 6 attainment is still well below average, but improving. The Year 6 staff, one of them a trained scientist, are striving to raise the attainment of the most able. Indications are that standards for the 11-year-olds will reach below average levels by the end of the year. There is little difference in the attainment of boys and girls. Almost all pupils use English as an additional language, and attainment is similar between different ethnic groups. Pupils with special educational needs generally achieve well, but attain lower standards than their peers.
98. Achievement is improving across the school, and is good in the infants and the juniors. This is in part because the teaching of science has improved to include more guided experimental and investigatory work. It is also because the pupils' skills in English are improving, allowing them clearer understanding of specific scientific vocabulary. In a good Year 2 lesson, for example, the teacher imaginatively captured and held the pupils' attention in testing the properties of a variety of materials. She constantly stressed the scientific vocabulary, and insisted that the whole class used such words as rip, fold, squash, bend, twist and curl in their explanations.
99. The reorganisation of class groups into attainment sets is effective in Year 6. The pupils are taught the same subject content, but this is adapted to their prior skills and understanding. For example, the higher attaining set is expected to work with less adult support, and to extend their learning into above age expected levels. However, they still need considerable guidance in planning an investigation to separate different constituents of a mixture. A lower

attaining set were skilfully managed by the teacher so that they made good progress in separating materials by sieving and filtering them.

100. The coordinator has clear and effective plans to continue to improve the quality of teaching, which is good at both key stages. The emphasis in teaching on developing pupils' investigative skills is having the desired effect, as they are gaining in confidence throughout the school in planning and conducting scientific experiments. However, teachers tend to follow the same lesson pattern in science as they do in literacy. This often takes too long in the introductory and plenary sections, so that the time for active learning is lessened.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision is **good**.

Main strengths and weaknesses

- The ICT curriculum is delivered well.
- Good links with other subjects are being established.
- Pupils achieve well.
- There is a lack of equipment for control technology.

Commentary

101. As at the time of the last inspection, pupils are achieving well and attaining average standards. A survey recently conducted by the co-ordinator showed that only just over 50 per cent of pupils come from homes with a computer – well below the usual number in primary schools. The school enables pupils effectively to overcome such barriers to progress. Neither linguistic limitations nor the lack of computers at home stop pupils making good progress in relation to their prior knowledge.
102. In order to address the concern expressed at the last inspection that ICT was not being used across the curriculum, a new model for delivering the subject has been instigated this year. The coordinator is no longer a class teacher and he leads the teaching of all classes in Years 1 to 5 in the computer suite. This is enabling him to demonstrate to staff how ICT can be used in conjunction with other subjects and his enthusiasm and knowledge are being passed on well. Teachers gain confidence in the subject as a result of his guidance and the opportunities to enhance their skills by teaching alongside him. The use of ICT is now underpinning teaching across the curriculum. In a Year 5 lesson, for example, pupils produced pictures using geometric shapes in the style of Klee and Kandinsky. To do this they looked at paintings and used their understanding of mathematics as well as their computer skills. Teachers of pupils in Year 6 deliver their own ICT lessons and they are also creating links between subjects. In a literacy lesson designed to look at compound and complex sentences, the teacher used a PowerPoint presentation to look at writing from the reign of Queen Elizabeth 1.
103. Planning for the delivery of subject specific skills covers the requirements of the National Curriculum and the school has a good supply of software to support this. Since September 2003, a new system of record keeping has been introduced for pupils in Years 3 to 6. This enables pupils to track their progress by identifying the areas in which they have worked and the level of expertise they have reached.
104. As yet, the school has little equipment beyond programmable toys (floor robots) for teaching control technology and this aspect of the subject is under-developed. The co-ordinator has now completed a course in data logging and money has been earmarked to buy sensory and logging equipment. The school is addressing the weakness.

ICT across the curriculum

105. This is improving because the coordinator is helping other staff to both develop their own skills, and showing them how ICT can be used in the successful delivery of other subjects, such as art and design and history, as well as the core subjects of English, mathematics and science.

HUMANITIES

Only one lesson was seen in geography, so standards and teaching cannot fairly be judged. However, sufficient evidence was available in both history and religious education for judgements to be fairly based.

Geography

106. Only one lesson was seen in geography, and the co-ordinator was absent during the inspection. The circumstances limited access to subject documentation. As the subject is timetabled in alternate half terms, pupils' work was not available in several year groups. Evidence on standards and attainment is too limited to make a secure judgement, but there is little indication in planning, books or displays of work that is above average. Nonetheless, pupils appear keen on the subject and eager to talk about their own or their families' experiences.
107. Work seen around the school and in the one lesson, suggests that the subject is taught regularly with topics that reflect the national guidance. Teaching was good in the lesson seen in Year 2. However, pupils' skills are not systematically developed or recorded, and their knowledge of the topics they have covered is recalled hesitantly. There appear to be opportunities missed for children to contribute from their own experience to issues raised in geography such as movements of people, the effects of differences in climates, and the influences of different cultures and locations.

History

Standards are broadly average for both seven and 11-year-olds. **Provision is good** and **pupils achieve well**.

Strength and weaknesses

- A broad approach to the subject.
- Outside visits and visitors to the school enrich the work.
- Independent learning and good challenge in the lessons seen.
- Insufficient links with other subjects, role- play and drama.

Commentary

108. Findings are similar to those of the previous inspection for standards, teaching and learning, so improvement is satisfactory. Good improvement is seen in achievement, which at the last inspection was satisfactory. Leadership and management are satisfactory. Planning is effective in delivering broad programmes of study and resources are satisfactory.
109. Teachers choose subjects that interest the pupils so that they are keen to learn. Using a variety of methods planned by the teachers, the pupils explore ideas about past times and think through social and technological change. Enthusiastic teachers use their good knowledge and understanding to provide a broad and balanced curriculum.

110. Very effective teaching in Year 1 gave the pupils clear guidelines on what was expected when they toured the local area to investigate houses. Very sensitive questioning built up the pupils' self confidence so that they responded well to the teacher's encouraging: "We're going to have a good afternoon, I can see." Pupils are eager to offer ideas such as, 'A modern house is a new house', and learn that a garden and gutters are modern and that in local housing attics are old. The pupils began to understand change over time.
111. Pupils in Year 6 carried out an historical enquiry effectively concerning the changes that have occurred lifestyles since 1948. The teacher introduced a visitor as an oral historian who was living at that time, describing him as a very good primary source. An excellent presentation by the visitor, giving his personal feelings about how things have changed, enthralled the pupils. A group of pupils made bullet point notes on the changes that most impressed them. Imaginative teaching followed up the visit by setting challenging targets, such as researching history books for more information, studying posters and listing changes over time, and using secondary sources such as videos, on 'The way we used to live', and searching the internet.
112. Display work on history gives evidence of good independent learning. Year 5 pupils have been studying the Romans and using an atlas of Ancient Civilisations for information. Suggestion cards are made to encourage independent research asking, for example, 'What was life like for a rich/poor Roman?' More able pupils are encouraged to record historical data about their own lives, by designing individual time-lines. This independent learning and challenge shows good improvement since the previous inspection, when both aspects were weak.
113. Links with literacy, ICT, art and design and technology are good. For example, pupils in Year 1 used their knowledge of modern and old houses to design, construct and evaluate houses in design and technology.
114. Some opportunities are missed to celebrate history through role-play and drama.

Religious education

Provision in the subject is **satisfactory**.

Main strengths and weaknesses

- Pupils' respect for religious beliefs.
- Inconsistent teacher knowledge of the curriculum.

Commentary

115. Standards of attainment remain in line with expectations of the locally agreed syllabus, as they were at the previous inspection. Only three lessons were observed, and as much of the work covered centres on discussions, there was limited written work to examine. The overriding principle of acknowledging people have different faiths, all of which merit respect, is an integral part of the provision and contributes well to the school ethos of living in a harmonious multi-cultural society.
116. In the lessons seen teaching was satisfactory and pupils gained a sound understanding of Christianity and Hinduism. Their existing very good knowledge of Islam is also reinforced in lessons. Pupils in Year 2 appreciate that celebration is common to different faiths. They considered asking their head teacher if they might wear special clothes to mark the end of Ramadan, and know that after they have celebrated Eid they will celebrate the Christian festival of Christmas by performing a nativity play. Year 3 pupils show a curiosity about the Hindu story of Rama and Sita, responding well to their teacher who used a simple version of the story and brought it to life with large illustrations that intrigued the pupils. Good aspects of teaching are the opportunities for pupils to improve their confidence in speaking and listening

as they talk about religious stories. Where adult knowledge is occasionally unsound, storytelling becomes dull, pupils become uninterested and their achievement is unsatisfactory.

117. The curriculum is planned to cover a range of world faiths over the time that pupils are in the school. The last inspection criticised the limited time allocated to religious education, the school has acted on this and sufficient time is now given to the subject. Assessment procedures are satisfactory and the co-ordinator provides helpful curricular advice.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Lessons were seen in the juniors in art and design, in both infants and juniors in design and technology and physical education, but only from a visiting specialist from Asian Arts in music. Work on display, and discussions with pupils and staff have contributed to judgements, where these are possible.

Art and design

Standards are broadly average by age 11, and provision and achievement are good.

Strengths and weaknesses

- Good teaching and displays.
- Good work in still-life compositions, and building on a theme.
- Observational and drawing skills.
- Insufficient collaborative working on three dimensional projects.

Commentary

118. No lessons were observed in Years 1 and 2 so there are no judgements there on teaching, learning, and achievement. Artwork on display shows self-portraits by Year 1 and hand prints by Year 2. Together with medium term planning of sketching buildings in Year 2, there is limited evidence that standards are similar to those of seven-year-olds. Improvement since the last inspection is satisfactory. Leadership and management are satisfactory.
119. The quality of teaching is good because the teachers' knowledge and understanding of the subject is secure. Very good relationships with the teachers give the pupils the enthusiasm and confidence to explore and experiment. For example, in Year 5, the pupils are learning about meaning in art. They collected information to develop ideas for a 'Still life' composition and explored how to make an arrangement, studying a self-portrait by Van Gogh. The objective of the lesson was to make an arrangement, using the range of resources the teacher had organised, including books and writing equipment. Many pupils had brought objects from home, showing a very good example of positive homework. When satisfied, the pupils were to sketch their own composition.
120. Older pupils have been studying view points and building on a theme. Teachers use a variety of methods to challenge the pupils. Pupils are encouraged to choose a theme; plan their work in a detailed sketch; then enlarge their drawing. In Year 6, pupils have been studying and analysing expressions on the faces of portraits drawn by famous artists. Having decided on the feeling expressed, they chose skilfully from a bank of face cards showing emotions the one that best fit their portrait.
121. Displays show the good range of artwork through the school, but no collaborative three-dimensional art work in different scales was seen.

Design and technology

Standards are in line with those expected of seven and 11 –year-olds. Teaching and learning are good in Year 2 and pupils learn well. In Years 3 to 6, teaching and learning are satisfactory and achievement is satisfactory.

Strengths and weaknesses

- Effective planning and good resources.
 - Slow pace of lessons.
 - Good work on food technology.
 - Good links with other subjects.
 - Good work in assembling, joining and combining materials.
 - Work not always matched to pupils' needs.
122. The co-ordinator has drawn up effective medium term plans to ensure that the curricular opportunities are broad and balanced. Pupils progress from learning about the appearance of houses in Year 1 to planning, constructing and evaluating structures in Year 6.
123. A strength of the subject is the use of planning and evaluation sheets, which are dated and headed: 'Challenge: I will use, I will do, It will look like. What happened?'. Younger pupils make a simple flow chart, numbered and arrowed from 1 to 4, titled: 'This is how I'm going to make it.'
124. Teachers have a secure knowledge of the subject. Effective teaching on food technology stresses the importance of healthy eating so that Year 5 pupils planned well a plate of healthy food, made up of fruit and vegetables. Good work linked with art and design and literacy are also drawn.
125. In Year 3, pupils were challenged to evaluate a selection of sandwiches, imagining that they were working for a sandwich provider and had to produce plans for a range of tasty sandwiches. The pupils worked at above average levels when they filled in a chart, evaluating the taste, appearance, cost and health benefits.
126. However, pupils' achievement is unsatisfactory when they lose interest because the pace of the lesson is too slow, expectations are low and the work is not matched to their needs.
127. Leadership and management are good. The recently appointed co-ordinator is keen to improve her expertise through further professional development.

Music

The provision for music is **satisfactory**.

Strengths and weaknesses

- Standards are below national expectations.
- A new programme of study designed for teachers with little musical expertise.
- Good support from outside agencies.

Commentary

128. Music meets the minimum requirements of the National Curriculum but standards are below national expectations. Nevertheless, singing in assemblies is good and there are pupils learning instruments such as guitar and tabla. The deputy head teacher, who is a musician and plays a range of instruments, is addressing the decline in standards by taking on the role

of co-ordinator which has been vacant for some time. She recognises that there is little musical expertise on the staff so has introduced a new programme of study designed for non-musicians. She understands that teachers lack confidence when teaching music so she often supports lessons by working alongside them. She has set a target of twelve months to improve provision so it is too soon to make judgements about its level of success. In the only lesson seen during the inspection, standards and teaching and learning were all satisfactory. The school has continued to participate in music festivals organised by the local education authority and receives much support from outside agencies. These include Asian Arts and an Irish Folk Band.

Physical education

Provision is sound, but improving as further professional development improves teachers' skills. High standards are achieved in playing cricket, evidenced by the many trophies won. The link with the local Sports College (see paragraph 21) is an outstanding example of shared developmental work. Only two lessons were seen, gymnastics with Year 2 and dance with Year 4, so no overall judgements are possible about standards. However, achievement in these sessions was good.

Strengths and weaknesses

- Cricket skills are high.
- Excellent staff development is beginning to improve curricular coverage and pupils' achievement.
- Indoor accommodation is satisfactory, but outdoor space is limited.
- A sports hall is to be built soon.

Commentary

129. The subject is a current priority for development through a link with the local Sports College. As described in paragraph 21, this is beginning to have a very good effect on the quality of provision in the subject, with very good potential for raising achievement and standards in the key elements. As there is four-year funding for this project, it is on track to deliver the anticipated benefits for the pupils, based on its current high quality.
130. In the two lessons seen, the enthusiasm and involvement of the staff motivated the pupils successfully to develop and improve their control of their own movements, and their awareness of the use of space. They also worked well with a partner or in groups, and behaved very well, showing great enthusiasm and commitment to their work.
131. It is reported that the pupils, and particularly the boys, reach high standards in cricket by age 11. This is because it is the game of choice locally in the summer, and the school's impressive array of shields and trophies testifies to this achievement.
132. A major project to provide the school with a large community sports hall is underway. Whilst this will replace the only grassed outdoor area, it has the potential to help the school achieve its aim to promote healthy living for its pupils and community, alongside the initiative with the Sports College.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

133. The school has established a sound programme for personal, social and health education. There has not been a co-ordinator for this aspect of school life since the recent retirement of the previous post-holder. As a result co-ordination has been subdivided and lessons in personal education absorbed into other subjects. Circle-time is no longer a timetabled lesson. Much of the delivery of the drugs awareness programme is via health education lessons, the science curriculum and visits from the "Life Van". The school nurse works with gender groups in Years 5 and 6 to support the sex education programme in science.

134. Pupils are offered strategies to overcome feelings of aggression and know who to go to if they are in trouble. Very good support is provided for pupils with behavioural difficulties from a skilled learning mentor and by a group of workers from Birmingham Arts Therapy. Year 6 pupils have been trained as 'peer mediators' to deal with issues such as bullying, and have been very effective in improving behaviour in the playground.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	5
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	5
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils needs	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	4
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
The leadership and management of the school	4
The governance of the school	4
The leadership of the headteacher	4
The leadership of other key staff	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).