

INSPECTION REPORT

COPPICE JUNIOR SCHOOL

Solihull, West Midlands

LEA area: Solihull

Unique reference number: 104041

Headteacher: Mrs L Armstrong

Lead inspector: Mrs Janet Watts

Dates of inspection: 11th – 13th November 2003

Inspection number: 255881

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior School
School category:	Community
Age range of pupils:	7-11
Gender of pupils:	Mixed
Number on roll;	258
School address:	Coppice Road Solihull West Midlands
Postcode:	B92 9JY
Telephone number:	0121 7053504
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Appropriate authority:	Governing body
Name of chair of governors:	Mr M. Maxfield
Date of previous inspection:	14 September 1998

CHARACTERISTICS OF THE SCHOOL

Coppice Junior school is of average size. There are an almost equal number of boys and girls on roll, in total 258 pupils aged from seven to 11 years. They are taught in eight classes, though in Year 6, the pupils are grouped into three ability sets each morning for mathematics and English. Pupils come from a wide range of social backgrounds. Most transfer to the junior school from the neighbouring infants' school with an increasing number joining from another local infants' school. Attainment on entry to the school, in Year 3, is generally above average. Many parents seek exceptional admission to Coppice Junior for their child. The school has made provision for community education, offering tuition in information and communication technology (ICT) in the school's suite, and 'Positive Parenting' classes. This provision is open to all members of the community, not just to parents of pupils attending the school. At 8.8 per cent, the proportion of pupils eligible for free school meals is below average. A higher than average percentage of pupils are known not to speak English as their mother tongue; two of these are at an early stage of learning to speak English. One pupil has a statement of special educational needs. An average proportion of pupils are on the school's register of special educational needs. Pupil mobility is low.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
1945	Janet Watts	Lead inspector	English; physical education; art and design; design and technology; music; special educational needs; educational inclusion; English as an additional language
9880	Tony Comer	Lay inspector	
2911	Eric Steed	Team inspector	science; history; geography; religious education
25577	Bill Jefferson	Team inspector	mathematics; personal, social and health education
19994	Lysbeth Bradley	Team inspector	information and communication technology(ICT)

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a very successful school with many strengths. It is very highly respected by the parents and the local community. **The school's overall effectiveness is good** and the school gives very good value for money. The headteacher provides excellent personal leadership and gives clear direction to the work of the school. She is very well supported by all staff, inspiring a highly committed and exceptionally supportive team. Pupils have excellent attitudes towards school and their lessons. These highly positive attitudes, together with the good, and often very good, teaching they receive, result in pupils making consistently good progress through the school and achieving well.

The school's main strengths are:

- Pupils reach very high standards in reading, speaking and listening;
- Pupils reach very high standards in mathematics;
- Standards in physical education are good and above those expected for 11-year-olds;
- The school values every pupil equally; staff know the pupils extremely well as individuals;
- The quality of care, support and guidance given to pupils is excellent;
- Opportunities for extra-curricular activities are superb;
- There are extremely good links with other schools.

The school has no major weaknesses; refinements, rather than improvements, are all that are required for the continuing success of the school.

Good progress has been made in improving the issues identified in the last inspection, which was in September 1998. Pupils' achievement in ICT has improved considerably since then and pupils now reach the standards expected of 11-year-olds in ICT, with some Year 6 pupils reaching higher standards. Pupils have good opportunities to undertake investigations in science. Resources for literacy are now very good. There are now fewer pupils on the school's register of special educational needs.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	B	A	A	C
mathematics	A	A	A*	A
science	A	B	B	C

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

Pupils' achievement is good overall, and very good indeed in reading, mathematics and speaking and listening. In mathematics, pupils' (A*) results place them in the top 5 per cent nationally. Standards in writing are good, although not quite as good as those in reading. Standards in science are above average. Standards in physical education are good and above

those normally expected for 11-year-olds. Standards in other subjects, including religious education and ICT, are in line with those expected for 11-year-olds, with some Year 6 pupils reaching higher standards in history. Although design and technology, art and music are taught regularly, during the brief period of the inspection it was not possible to make firm judgements about standards in these subjects.

Pupils' excellent attitudes to learning and the school's high expectations of them mean that all pupils, including those with special educational needs and those for whom English is not their mother tongue, achieve well and sometimes very well, making good progress during their time at the school.

Pupils' personal qualities are very highly developed and they are very mature, confident and responsible. Their spiritual, moral, social and cultural development is good. Their behaviour is very good indeed, both in class and at play.

QUALITY OF EDUCATION

The overall quality of education provided by the school is very good. The quality of teaching is good, and judged to be very good in about three out of 10 lessons. The curriculum is very good; it is broad, balanced and relevant to pupils' needs. A strong emphasis is placed on physical education, sport, drama and creativity, which supports the pupils' mature attitudes and very highly developed sense of self-esteem, as well as their academic performance. The curriculum is enriched through the extensive and outstanding range of extra-curricular activities. The level of care and guidance offered to pupils is also excellent.

LEADERSHIP AND MANAGEMENT

Leadership, management and governance are very good indeed. Thanks to the strong and excellent personal leadership of the headteacher, the school's sense of direction and its vision and values are to be seen in every aspect of school life. She is very well supported by all key staff, who play their full part in the leadership and management of the school. An excellent ethos has been created, which focuses very strongly on creating an environment in which pupils learn effectively, grow into mature young people, and are provided with a rich and broad curriculum so that all pupils can be successful. Governors are highly supportive, know the school well, and hold it to account. High priority is given to in-service training, to very good effect. Community provision is very good and highly appreciated by all those partners involved.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very positive about what the school provides and achieves. Pupils have a great deal of respect for their teachers and are tremendously proud of their school.

IMPROVEMENTS NEEDED

Refinements, rather than major improvements, are all that are required for the continuing success of the school. Already identified by the school, inspectors confirm that it would helpful to:

- Further improve writing by planning writing opportunities across a wide range of subjects;
- Continue to build on the good provision and teaching in ICT, raising standards further, and to develop the planned link between the library and the ICT suite so it becomes a learning resource centre;
- Improve still further standards reached in the foundation subjects and religious education;
- Create further opportunities for pupils' cultural development to be enhanced.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

The achievement of pupils is good overall. Pupils achieve well, and sometimes very well, in lessons and during their time at the school, especially in mathematics in which they achieve very well indeed. The good level of achievement is consistent across the school, especially in the core subjects of English, mathematics and science. In information and communication technology (ICT), pupils attain the standards that are expected for 11-year-olds, with some Year 6 pupils currently attaining higher than average standards. This represents good progress and achievement. Results in the national tests over the last three years have shown that pupils at the school attain consistently above average standards or higher in English, mathematics and science. In the 2003 tests in mathematics, the very high proportion of Year 6 pupils, who attained Level 4 and the higher Level 5, placed the school within the top 5 per cent of all primary schools nationally. There are no significant differences in the achievement of different groups of pupils by gender, ability, ethnic origin or for those pupils for whom English is not their mother tongue.

Main strengths and weaknesses

- Pupils achieve well above average standards in speaking and listening and reading.
- Pupils achieve very high standards in mathematics.
- Pupils achieve above average standards in science.
- Standards in physical education are good and above expected levels across the school.
- Below average standards in ICT were reported at the last inspection; pupils now achieve standards in line with those expected nationally, with some current Year 6 pupils reaching above average standards. The school's plans to enhance ICT provision still further will be beneficial to pupils' education.

Commentary

1. Pupils enter the school at the age of seven with above average attainment in the core subjects.
2. Across the school, standards of writing are good, though not quite as high as those in reading, speaking and listening. Standards in mathematics are very high across all areas of the mathematics curriculum. Pupils now achieve well in investigating and experimenting in science; in the last inspection, they were judged to be receiving too few opportunities to learn and achieve in this aspect of science. In all the core subjects, pupils achieve well and they achieve especially well in mathematics, reading and speaking and listening.
3. Pupils with special educational needs, those for whom English is not their mother tongue and higher-attaining pupils all make good progress and achieve well in relation to their prior levels of attainment. The pupils for whom English is not their mother tongue are spread widely across the different age groups.

4. Standards in religious education are in line with those expected nationally; the subject is taught in line with the locally agreed syllabus.

Key Stage 2

Standards in national tests at the end of Year 6 - average points scores in 2003

Standards in:	School results	National results
English	28.9 (28.9)	27.0 (27.1)
mathematics	30.3 (28.8)	27.0 (27.0)
science	29.9 (29.8)	28.9 (28.7)

There were 58 pupils in the year group. Figures in brackets are for the previous year.

5. Pupils make good progress and achieve well, and sometimes very well, in physical education, especially in games and gymnastics. The excellent provision for extra-curricular sporting activities makes a very positive contribution to pupils' achievement in physical education.
6. Targets set for 2004 are challenging, but achievable.
7. Standards in geography and history are in line with those expected nationally, with some Year 6 pupils reaching higher standards in history.
8. Standards in personal, social and health education are good. The quality of provision in this subject makes a very significant contribution to the pupils' very mature and excellent attitudes.
9. It was not possible to make firm judgements about standards in art and design, design and technology and music, though all of these subjects are taught regularly. During the short period of the inspection, it was not possible to judge sufficiently accurately the standards attained.

Pupils' attitudes, values and other personal qualities

Attendance is well above the national average. The school makes significant efforts to encourage regular attendance. There are awards for good attendance for both individual pupils and for classes. Pupils arrive at school punctually and lessons begin on time. There were no exclusions during the past year.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence	
School data:	4.3
National data:	5.4

Unauthorised absence	
School data:	0.0
National data:	0.4

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

Main strengths and weaknesses

- There is a very high proportion of pupils involved in a wide range of activities, especially extra-curricular activities.
- Pupils' behaviour is very good.
- Pupils of all ages are eager to accept responsibility, both in the classroom and in other areas, to support the smooth running of the school.
- The excellent quality of relationships, evident inside and outside of the classroom, that reflect the school's 'Mission Statement' and which underpin the pupils' successful achievement.
- The pupils' social and moral development is very good.

Commentary

10. Pupils show great respect for all adults. A clear, mutual confidence exists. Pupils say that they are lucky to belong to Coppice Junior School because they are so well cared for and the school listens to their opinions. Large numbers of boys and girls take part in the activities that are available both before and after school. Demand is so great for some clubs that waiting lists are needed.
11. Only a very small group of Year 3 boys still has to be persuaded that the excellent behaviour of everyone else is for them. There is a distinct absence of playground litter, and general tidiness in classrooms and cloakrooms is evident. At play and lunch times, pupils become involved in a wide variety of activities in a calm and co-operative manner. Year 6 pupils say that behaviour is very good and that both boys and girls are very friendly towards each other.
12. Pupils of all ages seek and respond to responsibility in a most positive manner. All class groups produce their own codes of behaviour and class monitors are appointed. An organised and well-managed school council, which is chaired confidently by a pupil, makes a considerable contribution to pupils' understanding of consultative and democratic processes. Pupils have very recently made significant contributions to a number of school developments that include the planning of a Millennium Garden and the choice of colour schemes for redecoration of pupils' toilets. Elected class representatives communicate ideas and decisions to and from the school council. The democratically elected 'Head Boy' and 'Head Girl' are well supported by House Captains and a team of prefects, all of whom take their duties most seriously.
13. Pupils play together happily and work collaboratively during lessons in mixed-gender groups and in pairs. Pupils profitably use opportunities to work independently. For example, in mathematics lessons, pupils confidently choose a strategy that best suits their purpose. The small number of pupils with different cultural backgrounds and beliefs are totally integrated and show similar, excellent attitudes to what the school provides. Lunchtime assistants and pupils insist that there are very few incidents of silly behaviour. Pupils also say that aggressive behaviour does not occur and that if it did, they are confident that their teachers 'would sort it'. There have been no exclusions in at least the last two years.

Exclusions

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	219	0	0
White – Irish	1	0	0
White – any other White background	5	0	0
Mixed – White and Black Caribbean	5	0	0
Mixed – White and Black African	1	0	0
Mixed – White and Asian	1	0	0
Mixed – any other mixed background	2	0	0
Asian or Asian British – Indian	7	0	0
Asian or Asian British – Pakistani	4	0	0
Asian or Asian British – any other Asian background	1	0	0
Black or Black British – Caribbean	1	0	0
Any other ethnic group	1	0	0
No ethnic group recorded	1	0	0

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

14. Pupils' excellent attitudes clearly reflect the school's 'Mission Statement' that is 'to create a happy, caring and stimulating environment where everyone feels valued, enabling them to achieve success'.

15. The moral and social development of the pupils is very good. Religious education and 'Circle Time'¹ contribute significantly to pupils' willingness both to listen to and to show respect for the views and feelings of other people. For example, when a pupil accidentally trips and falls during a lesson, everyone shows a real concern for his well-being. Year 6 pupils say that the way in which they behave is based upon how they have learned right from wrong. They feel that the varied sanctions that the school uses are fair and that those, who do misbehave, should be punished in order to promote harmony throughout the school. During lessons, pupils regularly work in groups, where they co-operate very well and collaborate with each other when asked to discuss ideas and suggestions. Boys and girls happily work together. Teachers and other adults positively support pupils' social and moral development by being excellent role-models in the manner in which they conduct themselves individually and as a team.

16. The spiritual development of the pupils is good. In conversation, Year 3 pupils state their dislike of litter and pollution. They are developing strong views on how they wish their environment to operate and appear. Year 4 pupils, when asked by their teacher to

¹ Circle Time is when pupils discuss a wide range of personal and general issues. It is agreed by all pupils that no interruptions should occur and that only one person will speak at a time. Respect for others' views is most important and, therefore, pupils feel confident that they can talk with ease and free from interruptions by other pupils.

suggest messages they have taken from listening to the story of the ‘Good Samaritan’, include ‘be kind to injured enemies’; ‘don’t judge people before you know them’ and ‘people, who are hurt need help, whoever they are’. Cultural development is satisfactory. Too few opportunities are planned for pupils to explore a range of cultures and the encouragement of parents and members of the community to support the exploration of cultural and multi-cultural issues is underdeveloped.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is very good. The excellent ethos, which focuses on high expectations of the pupils and that they will always do their best, is very successful. Consequently, pupils have excellent attitudes towards school and to learning, and their behaviour is very good indeed. This ethos of very positive encouragement, together with a wide and rich range of activities in lessons, gives pupils the confidence to work very hard and improve their knowledge and skills. As a result, they achieve well and often very well. Pupils are secure in the knowledge that all staff, both for teaching and support, have the same high expectations of them and they respond accordingly. The teaching of literacy and numeracy is consistently good and often very good in numeracy.

Teaching and learning

The quality of teaching observed during the inspection was nearly all good, with very good teaching in about three out of 10 lessons. Interviews with pupils and work in pupils’ books indicate clearly that the quality of teaching provided by the school is consistently of a similar quality.

Main strengths and weaknesses

- Teachers have consistent and very high expectations of good behaviour and pupils respond to this extremely well.
- The quality of pupils’ learning throughout the school is good and pupils have excellent attitudes towards learning.
- Teachers plan, organise and manage pupils very well during lessons.
- Teaching and learning in mathematics is frequently of a very high quality; consequently, pupils achieve very well and reach very high standards.
- Reading, and the use of speaking and listening skills, are very well taught and pupils have good opportunities to use and apply these skills. Teachers and support assistants often question the pupils very skilfully, probing their understanding, and insisting that pupils offer thoughtful and reasoned explanations.
- The teaching of ICT is now often good; this is a significant improvement since the previous inspection and is helping to raise standards in the subject.

Commentary

Summary of teaching observed during the inspection in 30 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
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0	9	17	4	0	0	0
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The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

17. Teaching is good overall, with a high proportion of very good teaching across a range of subjects and classes. The teaching of mathematics is often very good indeed. The quality of teaching has certainly been maintained since the last inspection, with an improvement in the amount of good teaching. Learning is often good in literacy and is especially good in numeracy, with pupils well challenged to become highly competent mathematicians. Pupils are taught well the skills of writing and, although pupils do use and apply their writing skills across a range of different subjects, as yet there is no specific, planned provision as to when and how this should happen. Currently, the Year 5 classes are piloting an approach in which identified aspects of history and geography are used to provide contexts for specific writing genres. This approach could usefully be adopted across the whole school. The assessment of pupils' work is good. Teachers mark the pupils work most conscientiously, and in the core subjects, this particularly helps pupils to improve their work. Marking is less specific in other subjects.
18. Very good teaching occurs across a range of subjects and classes, but much of the very good teaching is of the Year 6 pupils, especially in mathematics. Very good teaching was observed in English, mathematics, science, physical education, history and personal, social and health education (PSHE).
19. Across the school, teachers have good knowledge and expertise in the subjects they teach. Their expertise is often shared exceptionally willingly, for example, in the assistance given to non-specialists in physical education.
20. The needs of pupils with special educational needs and those of higher-attaining pupils are well met, whether through in-class support or within small groups. The special educational needs co-ordinator works closely with teachers to draw up viable and helpful Individual Education Plans, ensuring that these are well implemented. Good provision is made for those pupils for whom English is not their mother tongue, and two pupils, admitted to the school relatively recently and, who spoke no English, have made remarkably good progress.
21. The setting arrangements, in which older pupils are grouped for English and mathematics, work well, as it helps pupils to achieve well, related to their ability within the subject. Additionally, teachers are able to plan work, which is more precisely matched to the needs of individuals, and the lessons planned build well on pupils' prior levels of attainment.
22. Homework is given regularly and makes a significant contribution to standards achieved. The work pupils are asked to do at home supports and extends their learning in lessons, and is marked regularly by the teacher.

Assessment

The collection and use of assessment data is good.

Main strengths and weaknesses

- The systems used to collect assessed data are good.
- The use of assessment data to plan the next stages of teaching and learning is good.
- The school is aware of what improvements are needed and works accordingly towards their implementation.
- Pupils' targets for English are not always used to improve work in other subjects.

Commentary

23. The quality of assessment is good. There is some inconsistency in marking. Although all teachers mark work regularly and make encouraging comments, pupils are not always informed in all subjects, more particularly the foundation subjects, how their current work may be improved. Systems for the recognition and collection of relevant assessed data are good for the core subjects and for many of the foundation subjects, but have yet to be applied fully across the curriculum, for example to music. In all subjects, there is good practice in place to enable pupils to carry out self-assessments and to indicate how well they understood the work. The results of this good practice, together with teachers' own evaluations, mean that the next stages of teaching and learning can be planned effectively. The results of national and school-administered tests are properly analysed to determine differences due to gender, ethnic origin or background. Assessment is used very effectively to form sets for English and for mathematics and to provide pupils with individual targets to improve their work. The use of targets would be improved by emphasising that, for example, targets given for writing are applicable to all subjects and not only in English lessons.

The curriculum

Main strengths and weaknesses

- The overall quality of curricular opportunities is very good.
- There are excellent opportunities for learning outside of the school day (extra-curricular activities), and a large number of pupils become involved in the activities provided.
- There is very good provision for personal, social and health education (PSHE).
- There is very good equality of access and opportunity for all pupils.
- The school prepares the pupils very well indeed for secondary education.
- There has been very good improvement in provision for ICT since the previous inspection and, consequently, an improvement in standards, which are now average overall.

Commentary

24. The school provides a broad and balanced curriculum for all boys and girls, regardless of their ethnic background or capabilities. It meets statutory National Curriculum requirements relating to all core and non-core subjects, including provision for religious education in line with the locally agreed syllabus.
25. Every pupil is valued equally and included in all aspects of the curriculum. Boys and girls, including those with special educational needs, talents and particular gifts,

experience lessons that are closely matched to their different needs and abilities. The very positive impact of the 'setting' arrangements is further supported by the school's decision to have additional teachers, who support the teaching of small groups. When pupils are withdrawn from class for additional support, great care is given to ensure that they do not miss out on important teaching and learning. Pupils say they feel very happy and safe and they exhibit a clear confidence in their teachers. Coppice Junior is a very inclusive school.

26. Very good provision is made to ease pupils' transfer to secondary education. The school owns a Transition Policy that clearly outlines a timetable of meetings and events, designed primarily to allay pupils' concerns about 'moving on'.
27. Curriculum provision is reviewed regularly. A very good, recent innovation is the setting-up of a 'Tuesday Club'. The school identified a group of over 20 particularly talented boys and girls and invited them to join this club. During the inspection, they were observed working independently in the ICT suite. These pupils receive regular e-mails from a friend of the school, who is currently travelling around the world. They plot her route and, at each country of call, they use the Internet to research a wide variety of information related to that particular country. Through very good-quality displays, they are currently sharing their cross-curricular findings about New Zealand with the rest of the school. Pupils talk confidently about their discoveries. In all classes, pupils are regularly seen undertaking short, sharp physical activities as part of a 'fit for learning' innovation. This creates a 'look alive' call to pupils as the teacher prepares to change from one curriculum area to another.
28. An excellent range of extra-curricular opportunities is available to all pupils. They are provided in great part by an extremely dedicated school staff, and are also well provided for by outside agencies. The richness, variety and quality of the support for learning in the arts and in sport outside of the school day, show very high levels of pupil involvement. The curriculum is very much enriched by a variety of educational visits that strongly support pupils' learning in a range of subject areas. Older pupils are also provided with the opportunity to become involved in a period of residential, outdoor activities. The school deserves the highest possible praise for the provision it makes before and after normal school hours.
29. Overall, the school's resources for learning are good and meet the needs of both pupils and the curriculum. In English, mathematics, science and physical education, they are very good. The Learning Resource Centre is a valued addition to the school and it is beginning to be well used.
30. The school accommodation, both internal and external, is generally good and allows the curriculum to be taught effectively. The interior is clean, bright and well maintained. However, the exterior of the buildings is in a poor condition. Timber window frames have deteriorated to the extent that several windows have had to be permanently secured. This means that in four classrooms, two toilets and the staffroom, there is no proper ventilation and so external doors have sometimes to be left open. This poses a potential health and safety hazard. Dampness rising from corridors in the lower school is causing carpet to be stained and floor coverings to 'bubble'.

Care, guidance and support

The school ensures that pupils are outstandingly well cared for and protected. The support, advice and guidance that pupils receive about their achievements and their personal development are excellent. The school very successfully involves pupils in its work and development.

Main strengths and weaknesses

- The excellent policies and practices that ensure the school is a calm, safe and healthy environment.
 - The excellent provision for pupils' personal development and pastoral care.
 - The excellent relationships throughout the school.
31. Policies and procedures for child protection and for promoting the health, safety and general welfare of pupils are excellent and have improved since the last inspection. Examples of this excellent practice are the 'conflict mediation' training for Year 5 and 6 pupils, Circle Time, the 'bug boxes', the 'friendship bench', 'fit for learning' sessions and the 'Smiles Club'. Pupils have opportunities for competitive sport through inter-house matches, matches against other local schools and in other local competitions. Teachers and support staff know pupils and their families very well and cater for their needs extremely effectively. Arrangements for the induction of pupils into the school and for their transfer to the next phase of education are extremely good. The school actively seeks and acts upon the views of pupils through the school council. The house system, the appointment of prefects, the introduction of 'golden time' and the regular and much valued rewards and awards assemblies, mean that pupils are given ample opportunity to show initiative, accept responsibility and be recognised for their achievements, both in and out of school. Pupils, who are house captains and prefects, see themselves as 'ambassadors for the school'. The wide range of activities outside the classroom, including educational visits and visitors, all contribute significantly to the attainment and personal development of pupils.

Partnership with parents, other schools and the community

The school's links with parents are very good, as are the school's links with the local community. The school's links with other schools are exceptionally good.

Main strengths and weaknesses

- The school respects and values parents' views very highly.
 - Regular opportunities are provided for parents to discuss their child's progress and to be better informed about the curriculum; such events are very well attended.
 - Links with the local community are very good and members of the community very much appreciate the school's provision and the facility to use its resources.
32. Parents, who responded to the pre-inspection questionnaire (140) or, who attended the parents' meeting (42), have very positive views of what the school provides and

achieves. Many parents have written to the school indicating their appreciation of what the school has done for their children.

33. The school's links with parents are very good and have been successfully maintained since the last inspection. A large number of parents help out in lessons and with other school activities. A number of these are parents, who no longer have children at the school, but feel that they are, thus, able to repay the school for their children's education. There is a very supportive Parent School Association (PSA) and a very committed group of parent governors. The information that parents receive about all aspects of school life and their children's progress is very good. Parents appreciate the openness of the school and the range of opportunities they have for consultation and to discuss issues with staff. The number of parents, who attend family assemblies, is impressive.
34. The school's links with the local community are very good. Through educational visits and visitors, and through involving parents and members of the community to support a range of school activities and events, the school successfully maximizes the resources at its disposal. Information and communication technology courses and positive parenting courses have been organised and are open to the wider community. The school facilities are used by a number of local groups out of school hours. Pupils are involved in a number of fundraising initiatives that they manage themselves and in the distribution of 'harvest parcels' within the local community. There are links with the Land Rover Company for Year 6 pupils and with a number of small businesses, who provide valuable support for the PSA.
35. The links with other local schools, particularly with the local comprehensive school, are excellent and the transfer of pupils into the school and on to the next phase of education is very effective. The local 'cluster group' of schools is very active and provides valuable resources and expertise for the school.

LEADERSHIP AND MANAGEMENT

Overall, leadership and management are very good. The headteacher gives excellent, strong leadership and she is very ably supported by all staff, including the key staff, who comprise the senior management team. The headteacher provides clear direction for the work of the school. The school's values are very well promoted and are apparent in all aspects of the school's life. The high quality of the leadership inspires an excellent, highly supportive and conscientious team. Very good systems are in place to ensure the smooth running of the school. Subject leaders take their delegated responsibilities very seriously and in the core subjects especially, subject leadership is very good.

Main strengths and weaknesses

- The excellent, strong personal leadership given by the headteacher.
- The excellent team spirit, which is evident across the whole of the school.
- The school's excellent ethos, which focuses very strongly on creating an environment in which pupils learn effectively, grow into mature young people, and are provided with a rich and broad curriculum so that all pupils can be successful.

- The school gives very good value for money.

Commentary

36. Leadership overall is very good. The headteacher leads the school superbly with the complete support and confidence of governors and staff. All staff, whether teaching, support, administrative or involved in site management, give their unstinting support to the school. The school's excellent ethos has been created in which all, both staff and pupils, are included and valued for their contribution to the school.
37. Subject leadership in the core subjects of English, mathematics, science and ICT is very good. Subject leaders have clear lines of delegated responsibility and they regularly review, monitor and evaluate rigorously standards and provision in their respective subjects.
38. Management is very good overall. Very good systems are in place to ensure the smooth running of the school. Agreed policies are implemented consistently. Induction procedures for new staff are very good and the school has a very well thought through and cohesive performance management policy. Within this, all teachers are required to have a whole-school priority, as well as individual targets, written into their performance management statement. Administrative staff are efficient, helpful and conscientious.
39. The school has sufficient well-qualified teachers to match the demands of the National Curriculum. There are just sufficient support staff, but they are deployed effectively to support pupils' learning.
40. There is a range of very good procedures for monitoring and evaluating the work of the school. Teachers are observed teaching regularly and given written feedback. The headteacher scrutinises pupils' work regularly and talks to them about what they are achieving. Pupils' progress is tracked using a range of data, including teacher assessments, tests, and results of national tests. Challenging group and individual targets are set and reviewed as part of this process. The school reports that there are plans for portfolios of work, exemplifying standards, to be assembled and for teachers to agree and moderate the levels of work, which pupils are producing.
41. Governance is very good. Governors are highly supportive and have a very good understanding of the work of the school. Governors hold the school properly to account and are genuine 'critical friends' of the school. They have a very good strategic overview and regularly receive good-quality reports from both the headteacher and subject leaders. All statutory requirements are met.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	Balances (£)
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Total income	564,561
Total expenditure	565,629
Expenditure per pupil	2150

Balance from previous year	45,684
Balance carried forward to the next	44,616

42. There are very good systems and procedures for financial planning and to monitor and control expenditure. At £2150 per pupil, per capita expenditure is low and it is to the school's great credit that the quality of education provided is very good, when the school has to be managed on a tight budget. The carry forward is earmarked for the refurbishment of the school's entrance. Best value principles are firmly embedded in all decisions, and the governors rightfully make their priority that good-quality staff and resources are available to pupils in classrooms. The school provides very good value for money.

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

SUBJECTS IN KEY STAGE 2

ENGLISH

English

Provision in English is **good**.

Main strengths and weaknesses

- Standards of reading are high.
- Standards of speaking and listening are well above average.
- Standards in writing are above average, though not quite as high as in reading.
- Pupils use their literacy skills to good effect across the curriculum, especially their highly developed reading, speaking and listening skills; a planned programme for extending writing opportunities across the curriculum has been started, but this is not yet fully implemented.
- Boys and girls achieve equally well.

Commentary

43. Standards in English are well above average at Year 6. Standards have been consistently well above, or above, average, for the last three years in the results of the national tests. This consistency is to the school's great credit and is a consequence of much good teaching in English and a school culture in which pupils are encouraged actively to value literature and the skills of literacy. This is reflected in boys' good achievement in the subject. Boys and girls perform equally well in the tests; this is better than the national picture, where girls usually out-perform boys.
44. Pupils enter the school, in Year 3, with above average skills in English. They make consistently good, and sometimes very good, progress across the school and they achieve well.
45. Speaking and listening skills are promoted very well indeed. Pupils are very confident speakers and listen extremely attentively, interpreting instructions carefully and taking due note of others' views. Pupils are given good opportunities through drama, in productions and performances, and in assemblies to use their speaking skills to good effect. They are taught carefully to use key vocabulary correctly and precisely, related to each subject, which is a consistent strength throughout the school. Teachers use questioning skills effectively, so that pupils have to compose thoughtful answers and explain their reasons, rather than merely a 'yes' or 'no'.
46. Standards of reading are very good and well above average across the school. Older pupils read fluently and maturely, and with considerable expression; this is an improvement since the last inspection. Whilst reading an extract from the biography of

Amy Johnson, Year 6 pupils read words such as ‘aviation’, ‘qualified’, and ‘Melbourne’ without hesitating. Evidence from discussions with pupils shows that they read a wide range of fiction and are knowledgeable, and confident to state their preference, about the work of different authors. They are enjoying using the recently developed library. They have an increasing awareness of the non-fiction classification system, though would benefit from further focused teaching sessions to help them to locate books quickly. Many of the parents are very supportive and listen regularly to their child read. Many of the pupils also belong to the local library. All of these factors make a significant contribution to pupils’ love of literature.

47. Writing has been identified by the school as an area for further development. Whilst standards of writing are above average, standards are not as good as those in reading. The pupils mainly present their work well and, by Year 6, most use a joined, legible handwriting style. The school plans to adopt the same handwriting scheme as that used by the neighbouring infants’ school, to bring about a consistency of approach. The writing curriculum is sensibly planned so that pupils are taught about the use and application of different ranges and genres of writing. They are taught to draft and revise thoughtfully their initial attempts at writing and to improve them. In the main, pupils’ writing reflects the fact that grammar and structure are well taught. However, the school does not yet plan writing opportunities so that pupils are able to use and apply their skills across a range of curriculum subjects. Consequently, pupils are not always clear about the audience and purpose for their writing. The school’s approach to the learning of spelling is currently being reviewed. It is too early to say whether it will bring about the anticipated improvements, but the pupils select and learn with considerable enthusiasm the new words they need to learn, so they are certainly motivated to improve their spelling. Currently, spelling standards are satisfactory.
48. The quality of teaching in lessons observed was good. This good-quality teaching was also reflected in the analysis of pupils’ work, as the marking was generally of good quality, with clear indications given by the teacher as to what pupils should do to improve their work. The lesson’s intentions are usually shared with the pupils and it is made clear to them what the teacher is looking for in the resulting piece of work. Pupils with special educational needs, and those for whom English is not their mother tongue, are well provided for and included. Individual and group targets are set for English and pupils are well aware of them, and how they will be assessed.
49. Subject leadership is very good. The co-ordinator has clear plans for the future development of the subject and has ensured that sufficient, good-quality resources are available to support English. Lessons are monitored regularly. Future plans for development include linking the use of the library and the ICT suite to create a Learning Resource Centre to better promote the use of pupils’ independent research skills.

Language and literacy across the curriculum

50. Pupils use their very well-developed and mature speaking and listening skills very well to support learning across the curriculum. This helps them to understand and articulate ideas very well. Additionally, they are able to assimilate information very quickly, using their very well-developed reading skills. Their maturity of understanding and very good spoken vocabulary is often much better than is revealed in their writing. Writing is

used, and often well, to record learning in subjects such as history and science. However, there is no whole-school defined plan to identify precisely when and how writing is to be used to support another subject.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- Very high standards have been maintained and improved since the last inspection.
- All pupils achieve well because of the overall very good teaching.
- Very good leadership and management is provided in the subject.
- Effective assessment procedures are used well.

Commentary

51. In the 2003 national tests taken by the Year 6 pupils, standards were very high when compared to schools nationally and also when compared to similar schools. Pupils' results in 2003 placed them in the top 5 per cent of schools nationally. This represents very good achievement since the time pupils joined the school.
52. Standards being reached by the current Year 6 pupils are well above average. There is no significant difference in the achievement of boys and girls. Pupils with special educational needs, and those of high ability, also do well. High standards have been maintained over the last five years and inspection evidence indicates that nearly half of the current Year 6 pupils are already working at an above average standard.
53. This overall good achievement is very well supported by a system of setting pupils, so that they are grouped according to their assessed mathematical ability. The very positive impact of this type of organisation is increased still further for some year groups, with the good use of additional teachers. Consequently, teaching can be more clearly focused on the different needs of individual pupils and there are smaller numbers of pupils in each group. The system works very well.
54. Most pupils have a good knowledge and understanding of all aspects of the mathematics curriculum. The positive development of problem-solving skills and strategies helps all pupils to understand the importance of mathematics in real-life situations. Mathematics becomes relevant as well as being fun.
55. During the inspection, the quality of teaching seen was good overall and no unsatisfactory teaching was observed. In Year 6 specifically, two lessons were very good and the other lesson was good.

Most significant strengths include:

- Teachers' day-to-day awareness of individual pupil's difficulties with immediate action taken to help;

- Questioning skills that support the development of pupils' understanding and the encouragement of all pupils to assess that understanding, on a daily basis;
 - Very high expectations of behaviour and the development of mutual trust and respect;
 - High expectations related to the way in which pupils present their work, which are very well supported by much high-quality marking.
56. In some lessons, higher-achieving pupils are not challenged quite enough to work faster and complete more. Based upon the analysis of pupils' work, the evaluation of standards achieved and also the teaching seen during the inspection, the overall quality of teaching in mathematics is very good.
57. Very good assessment of pupils' achievement is undertaken and information gained is used to track individuals as they move through the school. Assessment is also used to make decisions about how to group the pupils, and the composition of these groups are reviewed regularly.
58. Both leadership and management of the subject are very good. The experienced co-ordinator is a very good teacher of mathematics. She provided very good support to teachers by effectively overseeing the introduction and subsequent development of the National Numeracy Strategy. She passes on information and new ideas to all staff, regularly attending mathematics co-ordinator meetings arranged by the local education authority. She monitors teaching and learning and twice yearly scrutinises pupils' books to ensure that work undertaken matches that, which was planned. Resources to support the teaching of mathematics are very good.

Mathematics across the curriculum

59. Good use is made of mathematics in other subject areas. The school has adopted nationally approved schemes of work for all subjects. These schemes identify a good range of opportunities for teachers to not only develop pupils' mathematical knowledge and understanding, but also to enable them to appreciate the importance of the subject in many aspects of life. For example, in their scientific investigations, pupils learn to understand the importance of collecting, representing and then interrogating data, in order to test predictions and to support conclusions.

SCIENCE

The provision for science is **very good**.

Main strengths and weaknesses

- Pupils reach above average standards.
- Pupils achieve well.
- The school has improved standards and provision since the last inspection.
- The quality of teaching is good.
- A good emphasis is placed on investigative work.
- There is good use of assessment to help plan what is to be taught and learned next.

- The subject is very well led, organised and managed.
- The school grounds are used well so that extensive use is made of fieldwork.

Commentary

60. Attainment is above the national average for all schools nationally. Pupils in Years 3 to 6 achieve well. Members of staff have worked hard and effectively since the previous inspection to correct the weaknesses in provision that were stated at that time. Consequently, standards at the higher than expected level have much improved, from being close to the national average, to become above the national average following the tests completed in 2003.
61. The last report stated that there was a lack of opportunities for pupils to plan and to carry out investigations. Scrutiny of pupils' books and teachers' planning, coupled with observation of lessons, demonstrate that this is no longer the case. It was also stated that too few opportunities were provided for pupils to use their very good mathematics skills in science. This has been remedied. A feature of the lessons seen was that pupils are required and encouraged to think and to observe in a scientific manner. They predict possible outcomes of investigations, giving reasons for their ideas, and consider whether their tests are fair. Older pupils are able to explain why tests need to be repeated in order to be sure that they are valid. The idea of a practical investigative approach is being developed very effectively across the school. Pupils are given useful opportunities to discuss what they believe that they already know, what they wish to find out and to suggest the best methods of gaining information and understanding.
62. Although it was possible to see only three lessons during the inspection, the quality of teaching was very good on each occasion. Teachers use their very good subject knowledge to plan and present interesting learning content and activities; consequently, pupils are highly motivated and concentrate well on their tasks. A strength of the teaching is that the teachers' questioning skills are well developed to encourage pupils to think scientifically. Pupils are aware that their comments and thoughts are welcomed and that they will not be ridiculed for incorrect ideas; this leads to a wide range of suggestions for the class to consider and make decisions about. Pupils enjoy the practical nature of the lessons. During activities, they co-operate well in sharing materials and equipment and, when opportunities occur, they collaborate in decision-making. Conscientious teaching assistants support pupils with special educational needs, and those for whom English is an additional language, very well. There are no significant differences in the standards attained by boys and girls from any background.
63. The co-ordinator has good subject knowledge and she leads, organises and manages the subject very well. Her qualities have been recognised by her appointment as a lead teacher to manage the transition of primary pupils to the comprehensive schools. She has drawn together a suitable range of good-quality resources – including information and technology – to fit the needs of the science curriculum. Her monitoring of pupils' understanding has helped to pinpoint successfully where learning could be enhanced. A portfolio of pupils' completed work is being compiled, and whilst levels have been assigned to each piece, the usefulness to teachers would be greater if annotations were added to show why the given levels have been awarded.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- The school has made very good improvement since the previous inspection; standards are now firmly in line with expectations.
- Pupils of all abilities achieve well and the higher-attaining pupils reach above average standards by the end of Year 6.
- Leadership and management are very good.
- The curriculum is broad and relevant.
- Planning is very good, enabling pupils to build on what they already know and can do.
- ICT is used effectively to promote learning in many subjects.

Commentary

64. The school moved with determination following the previous inspection to remedy the narrow curriculum, unsatisfactory teaching and below average standards. The co-ordinator has provided a clear lead for a sustained strategy of continuous improvement with the active support of the headteacher and the commitment of all staff. Regular monitoring and evaluation on a broad front has enabled the school to identify precisely the steps needed to tackle remaining weaknesses. Ambitious plans have led to the subject being given strong emphasis in the curriculum and to the school working towards external accreditation and developing links with local industry.
65. The pupils in the present Year 6 have been the first group to benefit from the well-managed improvements that have taken place over the past four years. Pupils in their work and in discussion with inspectors demonstrated a high level of motivation. They respond well to teachers' high expectations and the good level of challenge in the tasks they undertake. Higher-attaining pupils consider that they are very well challenged. As a result of the thorough grounding that pupils receive in every strand of the ICT curriculum, they retain a good level of understanding and are able to apply their knowledge and skills in new situations. Pupils in every year group are working at the right level for their age. Higher-attaining pupils achieve well in response to the increased demands placed on their skills.
66. The regular and effective use of the large computer suite has been instrumental in promoting good achievement. Teachers also make good use of the limited computers in classrooms and are set to benefit from further installations in the very near future. The high-quality work of the learning support assistant with responsibility for the suite not only ensures that technical hitches are ironed out quickly, but that the right software is readily accessible. She also works very effectively with pupils. The provision of a wide range of good-quality software has enabled the school to meet the requirements of the National Curriculum in full. Previously identified areas of weakness in control, monitoring and modelling have been tackled in depth. The school has made particularly

good strides in developing control technology where standards in Years 5 and 6 are above those found in most schools nationally.

67. The quality of teaching and learning is good. Teachers have benefited from good-quality training and support. As a result of their own increased confidence and competence, they have high expectations of what their pupils can achieve and a good understanding of how ICT can be used to support learning effectively in other subjects. Planning is of a high order with very good use made of the national scheme of work and the regular use of integrated tasks to assess pupils' achievements. Assessment procedures are good and continuing to develop with the introduction of self-assessment. Pupils are developing a good understanding of procedures and processes because teachers are successful in encouraging them to evaluate what they have learned and to make decisions about how they would proceed in the future.

Information and communication technology across the curriculum

68. As an integral part of its strategy to raise standards, the school has given good consideration to the use of ICT across the curriculum. All subject co-ordinators have attended training and have incorporated ICT into medium-term plans. The school has worked hard to track down good-quality software to support pupils' learning and is constantly evaluating how well it suits its purpose. Teachers seek ways in which pupils can learn new skills in a relevant context, so that skills are never taught in isolation. Pupils can always see a purpose for what they are doing and are motivated to try their hardest. The school is alert to the way in which programs can provide the most effective way to promote learning in other subjects, for example, in practising multiplication tables or undertaking research in religious education or history. The school has well thought through plans to further develop provision and standards in ICT.

HUMANITIES

Religious Education

The provision in religious education is **satisfactory**.

Main strengths and weaknesses

- The subject makes a good contribution to pupils' spiritual, moral, social and cultural development.
- Topics are presented in an interesting way so that pupils display keen interest in getting to grips with new ideas.
- Insufficient opportunities are made available for pupils to visit, or to receive visits from, the followers of world faiths other than Christianity.

Commentary

69. The standards and practices stated in the previous report have been maintained. By Year 6, pupils have a sound understanding that Christianity is the main religious tradition in Great Britain. By this time, they have also received sound insights into the beliefs and

traditions of Hinduism, Islam, Judaism and Sikhism. However, unlike their studies of Christianity, which have properly involved first-hand visits and explanations from faith leaders, their contacts with other faiths have been largely second-hand. Opportunities have been missed for pupils to visit the places of worship of other faiths or to listen to faith leaders talk about their cultural beliefs and traditions.

70. The presentation of opportunities for pupils to discuss and consider social and moral issues is good. Pupils in Year 4 were united in praising the actions of the Good Samaritan and were able to state clearly why they found the actions of others to be unacceptable to them. When discussing anger in Year 5, pupils distinguished between justifiable and unjustifiable anger as the teacher presented separate situations. Teachers are careful to present situations for discussion in a neutral manner so that they do not unduly influence pupils' ideas. Consequently, pupils come to their own conclusions and learn to discriminate their ideas of right and wrong actions and beliefs. Conversations with pupils show that due to their studies in religious education, they have developed a strong antipathy towards discrimination of all kinds. Older pupils make frequent references to the life of Martin Luther King when illustrating their own attitudes.
71. The quality of teaching seen was good. Judged on their attitudes at the beginning of lessons, pupils obviously expect that lessons will be interesting and stimulating; they are not disappointed. Teachers' questioning techniques are good. Pupils respond willingly, so enhancing their listening, thinking and speaking skills. Pupils understand that their ideas are valued and so they are not afraid of being wrong in what they say. Owing to the good quality of the teaching observed, behaviour was good and pupils remained on task for the duration of the sessions.
72. The co-ordination of the subject is satisfactory. The locally produced guidelines designed to support the locally agreed syllabus are followed sensibly and effectively. Resources, including artefacts for each religion studied, are of good quality. The co-ordinator has recognised the need to design an assessment-recording sheet for pupils to be able to evaluate their own understanding; this is good practice. Opportunities are missed to enhance pupils' contact with, and understanding of, members of communities other than their own in order to make them further aware of the richness and cultural diversity of modern British society.

Geography and History

The provision for both geography and history is **good**.

Main strengths and weaknesses

- In both subjects, there is strong emphasis on pupils' acquisition of skills and concepts as well as facts.
- Pupils particularly enjoy history.
- Wherever possible, the two subjects are presented to complement each other.
- There is good use of first-hand experiences to enrich experiences and understanding.
- Opportunities to enhance pupils' writing skills through work in geography and history are sometimes missed.

Commentary

73. The weaknesses mentioned in the last report have been overcome and there is now a strong emphasis on pupils acquiring relevant skills and concepts in both subjects. There is also good practice in presenting the subjects together wherever this is possible. For example, in the Year 6 local history study of Solihull during the Second World War, links established with pupils' geographical knowledge mean that pupils are helped to understand where local historical events took place. Similarly, in a Year 3 geographical study of the effects of a shopping development on the local environment, pupils' understanding is enhanced by their teacher's memories of what the area being studied looked like before the shops were built. The area surrounding the school is used to good effect for field studies that include elements of historical architecture in the design of houses and other buildings.
74. The current school aims for geography and history were very well illustrated as Year 6 pupils questioned four senior citizens from the community about their experiences during the Second World War. The adults and pupils had been well briefed for their roles. The pupils learned the same good level of factual information that was stated to be the case at the last inspection. In addition, they now learn much more about change over time, cause and effect and similarities and differences, and these are used easily and to good effect. Pupils asked, for example, about what had happened during the war, and how what had happened had affected the lives of individuals and the community. Other pupils were engaged in using school logbooks from the same years to extract information about the education of children during the bombing raids that took place. There were very good links with English as pupils used key words to make notes to enable them to feed back their research to the rest of the class. During these sessions, listening and speaking skills were of a high order. In geography, the study of pupils' own needs and use of water enables them to gain an understanding of the often acute differences experienced by children of their own age, who live in countries where water supplies are less accessible. In this manner, the lack of the skills of analysis and understanding found in the school at the time of the last report has been removed.
75. Teaching in both subjects is good because teachers take care to provide interesting subject matter and to offer pupils opportunities to play a full part in their own learning. Whenever possible, pupils are encouraged to carry out their own investigations, often using their own family, so that the facts presented do not all come from a single source. This level of participation excites interest and willing involvement. In the classroom, it pays dividends in the concentration and good behaviour of the pupils.
76. Leadership is good. Assessment is carried out to good effect and is used to plan what will next be taught and learned. The co-ordinator's monitoring of pupils' responses showed a preference for history; this information was used to make a sensible decision to integrate the subjects in order to help pupils to understand the complementary nature of geography and history. Resources are comprehensive and relevant. The subjects make a good contribution to pupils' social, moral and cultural development.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Design and technology, music and art are all taught regularly, but there is not sufficient evidence to make an overall evaluation about the quality of the provision in these subjects.

Physical Education

Provision in physical education is **good**.

Main strengths and weaknesses

- Pupils attain standards in gymnastics and games' skills, which are better than those normally expected for pupils by the end of Year 6.
- The quality of teaching, which is consistently good and sometimes very good and there is a good level of subject expertise.
- The enthusiasm and personal commitment of the subject leader, who regularly supports individual teachers and helps them to improve their expertise in teaching the subject.
- The wide range of sporting extra-curricular activities provided has a most positive impact on pupils' achievement and the standards they reach in physical education.

Commentary

77. Pupils across the school reach higher standards in physical education than would normally be expected from pupils at this age and stage. They participate, both in lessons and in extra-curricular sport, with tremendous enthusiasm. High standards have been maintained since the last inspection.
78. Pupils participate regularly in sports fixtures and matches with other schools. This fosters their sense of self-esteem as they are representing the school, and helps them to develop sportsman-like attitudes, on which the school insists.
79. In games and gymnastics lessons, pupils are very well co-ordinated, agile and self-aware. They work very well in small groups and teams. They are reflective and are well able to evaluate, refine and improve their performance. Pupils take great care of resources and equipment.
80. Teachers manage and organise the pupils very well in lessons, and pupils are taught to be keenly aware of safety issues and to use space well. Teachers have consistently high expectations of good behaviour and pupils respond accordingly. The physical education curriculum is well structured, so that pupils have enough time to develop and refine their skills over a 'block' of time, for example eight lessons. Pupils enjoy the 'fit for learning' sessions, which are short, but effective, and are planned during the afternoons.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision for pupils' personal, social and health education is **very good**.

Main strengths and weaknesses are:

- The highly effective school council, chaired by a Year 6 pupil, gives pupils a very good understanding of consultative and democratic processes.
- Circle Time is used especially well to support pupils' personal development.
- Both the school council and Circle Time make an exceptionally effective contribution to pupils' very highly developed speaking and listening skills.

Commentary

81. A designated co-ordinator oversees this provision and fulfils her role very well. As a result of teaching groups of pupils on a regular basis, she gets to know them well. She is responsible for the establishment of both Circle Time and the school council and is most enthusiastic. In-depth planning of new approaches to delivering health and social education is already established, with implementation and additional staff training to take place in the current academic year. Current practice includes a specific, six-week slot for Year 6 pupils in the spring term, when substance misuse, alcohol and drugs awareness are discussed. A theatre company presents a 'puberty' production for the same pupils, followed by separate workshops for boys and girls. Parents of Year 5 pupils are given the opportunity to view a video related to 'body changes' and are allowed to decide whether or not their child should watch it. All parents react positively. During the inspection, the school council and two periods of class Circle Time were visited and are judged to provide very good support for pupils' personal and social education.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	2
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	1
Attendance	2
Attitudes	1
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	2
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	2
Enrichment of the curriculum, including out-of-school activities	1
Accommodation and resources	3
Pupils' care, welfare, health and safety	1
Support, advice and guidance for pupils	1
How well the school seeks and acts on pupils' views	1
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	1
The leadership and management of the school	2
The governance of the school	2
The leadership of the headteacher	1
The leadership of other key staff	2
The effectiveness of management	2

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