

INSPECTION REPORT

COTTESBROOKE INFANT SCHOOL

Acocks Green

LEA area: Birmingham

Unique reference number: 103323

Headteacher: Mrs Ann Phillips

Lead inspector: Mr Jonathan Palk

Dates of inspection: 24th – 26th November 2003

Inspection number: 255893

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

© Crown copyright 2004

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant School
School category:	Community
Age range of pupils:	3-7
Gender of pupils:	Mixed
Number on roll:	283
School address:	Yardley Rd Acocks Green Birmingham
Postcode:	B27 6LG
Telephone number:	0121 7062742
Fax number:	0121 7644313
Appropriate authority:	Governing body
Name of chair of governors:	Mr S Aylin
Date of previous inspection:	6 th July 1998

CHARACTERISTICS OF THE SCHOOL

This is a large infant school on the edge of inner city Birmingham. The social and economic profile is mixed, but in the main, is below average. There are high proportions of pupils learning English as an additional language. These are mostly of Indian or Pakistani origin. The movement of pupils in and out of the school is above average. There are average numbers of pupils with special educational needs; some of these are autistic whilst most have moderate learning or language difficulties. Twenty nine percent of pupils are receiving free school meals, which is above average. There is a part time nursery but most children join the school at the start of the reception year. Attainment on entry is below average. A significant number are at early stages of learning English and overall spoken language is well below average on entry. During the inspection one class was taught by a temporary teacher because of staff illness. The school received Department for Education and Skills (DfES) achievement awards for improvements in test results in 2001 and 2002, the quality mark award for basic skills teaching in 2002 and the healthy school standard in 2003.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
23630	J Palk	Lead inspector	English as an additional language, English, religious education, history and music.
31758	T Tipper	Lay inspector	
17757	J Willis	Team inspector	Foundation Stage, special educational needs, science, art and design, design and technology.
16886	R Moseley	Team inspector	Mathematics, information and communication technology, geography and physical education.

The inspection contractor was:

Serco QAA

Herringston Barn
Herringston
Dorchester
Dorset
DT2 9PU

Any concerns or complaints about the inspection or the report should be made initially to the inspection contractor. The procedures are set out in the leaflet '*Complaining about Ofsted Inspections*', which is available from Ofsted Publications Centre (telephone 07002 637833) or Ofsted's website (www.ofsted.gov.uk).

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	8
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	11
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	14
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES	16
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGE 1	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	28

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This **effective school** provides good value for money. Children enter the school with below average attainment but achieve well to reach standards that are similar to most schools. There is a very good curriculum and the school helps the many pupils moving in and out of school and the large number of pupils learning English as an additional language to learn well. Much of the teaching is very good. The headteacher gives a very clear steer to the school, ensuring it has high expectations of its staff and pupils.

The school's main strengths and weaknesses are:

- Standards attained in Year 2 are above average in reading, writing and art.
- Pupils achieve well; they achieve very well in reading and writing, although in science some higher attaining pupils do not achieve as much as they should.
- There is very good provision for those with special educational needs and support is very well organised to meet their particular needs.
- The teaching is good overall with some very good teaching in all years.
- Teaching assistants offer very good support to teachers and pupils.
- The leadership and management by the headteacher and senior staff are very good.
- Pupils have very good attitudes to learning; they behave well and are very well supported in their academic and personal development.
- Attendance levels are below average despite some recent improvement.

Improvement since the last inspection has been good. Standards have risen in reading and writing and the trend in national test results is above that found nationally. Higher attainers achieve well in English, mathematics and ICT, but are still not sufficiently challenged in science. Teaching is better because information from assessments is used very well to group and target individuals. Systems for checking up on teaching and how children are achieving are in place and the information is used very effectively to plan further improvement.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			similar schools
	2001	2002	2003	2003
reading	B	B	C	B
writing	B	A	C	B
mathematics	C	B	C	A

*Key: A - well above average; B – above average; C – average; D – below average; E – well below average
Similar schools are those with similar percentages of pupils eligible for free school meals*

Achievement is good. The dip in national test results last year was anticipated because of the high proportion of pupils with special educational needs. As a result of the action taken, the targets the school had set for pupils were exceeded. Results compared well with those of similar schools in all three tests. Children achieve very well in the nursery and reception classes and most are meeting the goals children are expected to reach by the end of reception. Children make good progress in developing their speaking skills but they are generally still below average by the start of Year 1. Achievement in reading and writing is very good through Years 1 and 2. Strategies to improve their skills are very effective and many pupils attain above average standards. Achievement in mathematics is good; lower attaining pupils achieve very well and most reach the national average because the school is taking account of what they have already learnt and sets demanding targets for them. Standards are average in science but more able pupils are not achieving as much as they could because the work is not demanding enough. There is good support for those learning English

as an additional language throughout the school and this allows them to achieve well in all subjects. There are very good programmes in place for helping those with special educational needs to achieve very well.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are very good. They have very positive attitudes to their work and behaviour is usually good. They develop very well as independent learners. Attendance levels are unsatisfactory; a few parents and carers do not ensure their children attend regularly or are at school on time.

QUALITY OF EDUCATION

The **quality of education provided by the school is very good.**

Teaching is **good**, with much that is very good. Lessons are exciting and lively and capture the interest and imagination of the pupils. Teachers target work very well to meet the needs of all pupils in English and mathematics. In other lessons, teachers have high expectations of the pupils but science lessons do not always provide enough challenge. The pace of lessons is well matched to the pupils' levels of concentration and teachers succeed in motivating pupils to work very hard despite difficulties pupils may have in communicating. Teachers in the nursery and reception classes plan activities that extend children's abilities to work collaboratively and co-operatively. Many extra-curricular activities and plenty of trained adult support enrich the curriculum. The support staff are very well directed and reinforce learning very effectively for those with special educational needs and those learning English as an additional language. However, learning is sometimes constrained by pupils' limited language and communication skills. All staff work well together in their teams, sharing expertise. Pupils are very well cared for. There is a highly effective partnership with parents and carers that encourages pupils to do well. The accommodation is well suited to the needs of the infant curriculum.

LEADERSHIP AND MANAGEMENT

Leadership and management are **very good** overall. Leadership by the headteacher is very good. She is thorough in the action taken to raise standards and conveys her determination to other members of staff effectively. The management of the school is good. Standards are monitored effectively and teaching is regularly checked upon and action taken to improve. There is strong teamwork and all staff are involved in monitoring initiatives to raise standards and improve pupils' achievement. The work of the governing body is good. Governors are fully involved in setting challenging targets, and they ensure that all statutory requirements are fully met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very satisfied. They feel their children are very well looked after. They particularly like the clarity of communication that tells them how their children are progressing. Pupils very much like their school. Some felt that the behaviour at lunchtime on the playground was rather boisterous. The team agreed with this.

IMPROVEMENTS NEEDED

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

- Improve achievement of more able pupils in science.
- Improve attendance levels and punctuality.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils' achievements are good overall and they attain average standards in the Foundation Stage and in Year 2. There is no difference in the achievements of boys and girls. The pupils learning English as an additional language achieve well. Pupils with special educational needs achieve very well.

Main strengths and weaknesses

- Achievement in the Foundation Stage is very good.
- Reading and writing standards are above average in Years 1 and 2 and pupils achieve very well.
- Test results compare well with similar schools.
- Pupils achieve well in mathematics and information and communication technology (ICT).
- Pupils' work in art is of an above average standard but more able pupils could achieve more in science.

Commentary

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

Standards in:	School results	National results
reading	15.6 (16.4)	15.7 (15.8)
writing	14.5 (16.2)	14.6 (14.4)
mathematics	16.5 (16.9)	16.3 (16.5)

There were 86 pupils in the year group. Figures in brackets are for the previous year

1. The 2003 test results were average overall. Despite being lower than the previous year, achievement was good. When compared to the results of schools with a similar number of free school meals they are above average. Improvement has been above the national trend and results are higher than last reported, particularly in writing. Teacher assessed science results were well below average and not as good as previous years. Current standards in science are average with most pupils achieving satisfactorily, but there is some underachievement by the more able.
2. An extra teacher and additional teaching assistants were employed last year to boost the progress being made by the Year 1 and Year 2 pupils. This proved very effective for pupils and is continuing. A decision has been taken to safeguard this additional teaching support by carrying forward funds from this year's budget, because of the increasing numbers of pupils joining the school who attain well below average standards in communication and mathematical skills. The school modified its approach to teaching of reading and writing skills. This proved very effective for many average and lower attaining pupils, who gained in confidence. In addition, the school introduced two extra writing sessions each week and teaches pupils in smaller groups for mathematics. These grouping arrangements are flexible and teachers assess pupils' work half termly to ensure they provide pupils with the right challenges to keep their learning moving forward. The very well organised provision for those with special educational needs is an additional reason for the very good achievement of pupils in literacy skills. The daily teaching of pupils with special educational needs by the co-ordinator ensures that their progress is monitored and tracked and modifications made to their support programmes. In a similar way, those pupils learning English as an additional language receive extra support in lessons and the trained teaching assistant regularly evaluates their progress.

There is no slippage in the learning by pupils joining the school at times other than the reception class. Teachers, teaching assistants and the special educational needs co-ordinator (SENCo) assess their progress in the first week and consultations between the headteacher and parents ensure that any needs are closely monitored. Standards seen during the inspection reflect the impact of these strategies on pupils' good achievement.

3. Some children start school with well below average communication and language skills. Due to the very good teaching children achieve very well and most will reach average standards by the end of the reception year in five of the six areas of learning. However, language skills are a barrier to the progress they make in their learning and there are still a significant number of pupils who do not reach expected learning goals in communication and literacy skills.
4. Achievement through Years 1 and 2 is good. It is very good in reading and writing and standards attained are above average. This is because very effective use is made of information from assessment to provide the right strategies to ensure pupils reach demanding targets. Achievement is good in mathematics and standards are average. Pupils make good progress in learning how to solve simple problems and explain their reasoning. The targets set for individual pupils are based on very good information from assessment that is regularly updated. Pupils with special educational needs and less able pupils achieve very well and are reaching average standards. The weaker language skills of some pupils limits their learning but teachers make very good provision through extra adult support and smaller teaching groups to compensate for these.
5. Pupils are reaching expected standards in science but the higher attaining pupils are not challenged sufficiently to extend their practical skills. Assessment does not provide sufficient information about their investigative skills and this affects the quality of teaching and is holding back their achievement.
6. The school has worked hard to raise pupils' achievement in ICT and bring pupils' skills to an average standard. The school has reorganised resources and trained staff in the use of software and this is helping children to achieve well. Much of what the pupils can do with computers is similar to that demonstrated by other Year 2 pupils. However, there is still a significant group of pupils who lack the confidence to carry out operations independently.
7. Standards in religious education meet the expectations of the locally agreed syllabus. Pupils' achievements are good. They have a good understanding of other pupils' religions and many reflect on their own experiences. Standards in art are above average because artistic skills are taught effectively.
8. The tracking of pupils' progress is well developed and this contributes to the good achievements. The targets to move learning on are well understood by teachers and influence their planning and grouping. The headteacher maintains a keen interest in the progress of each individual and acts quickly on any underachievement. The school has successfully enlisted the support of parents through homework and through well explained reports on attainment and this is contributing to good achievement.

Pupils' attitudes, values and other personal qualities

Pupils' overall behaviour is good and their attitudes to their work and towards others in the school are very good. Their spiritual, moral, social and cultural development is also very good. Attendance and punctuality are unsatisfactory.

Main strengths and weaknesses

- The school actively encourages pupils to show a high respect for the feelings of others and helps them develop very good relationships with each other and adults working in the school.
- Pupils are very enthusiastic in their approach to lessons and the activities provided for them outside the school day.
- Pupils are given a good range of opportunities to exercise responsibility, which they readily accept.
- Behaviour is generally very good in lessons but pupils can be over-boisterous at lunchtimes.

Commentary

9. Attendance is below that of the majority of primary schools in the country although it is not untypical of similar infant schools. The school is aware of the problems of unsatisfactory attendance and punctuality and works with the families of the small number of pupils involved.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	6.0	School data	0.3
National data	5.4	National data	0.4

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

10. Despite the varied ethnic backgrounds of the pupils, there is a complete absence of any racial tension or discrimination. All pupils are treated equally by one another and adults in an atmosphere of almost perfect harmony that characterises the school ethos. The fact that no pupil is withdrawn from collective worship demonstrates how much parents support this approach. There is a very high importance put on allowing pupils to learn to appreciate the faiths and cultures of others through work in art, music and religious education. Pupils and families regularly contribute to these occasions and one group spoke about how they helped organise a Hindu shrine in one part of the school which they use daily. During lessons, teachers encourage pupils to reflect on how they can take responsibility for improving their work and collaborating with others. The regular 'achievement' assemblies reinforce the contribution everybody makes to individual pupils' success.
11. The strong ethos of the school, supported by the bond that exists between parents, pupils and staff, creates an environment where pupils develop caring and sharing relationships with each other and with adults in the school. This is particularly promoted during the social skills training programme held during the autumn term where topics such as 'saying sorry', 'sharing' and 'feelings' are discussed during circle time. Children in the Foundation Stage quickly develop personal and social skills that help them to enjoy school and build positive relationships with each other. All children are on course to meet expectations in this area of their learning by the end of the reception year.
12. Most pupils are very keen to come to school and approach their lessons with enthusiasm. They also attend other activities with the same keenness. Pupils have more opportunities to show responsibility than in the average infant school, which they eagerly accept. This is helping them develop their personal confidence very well. Year 2 pupils operate as 'playtime friends' and, in particular, help their reception children settle in to the school at the beginning of the school year. They also carry out many other tasks that give them pride in their school.
13. There have been no recent exclusions. There is a clear system for ensuring good behaviour within the school that is well supported by pupils and parents. As a result, pupils generally behave very well in classrooms and around the school. The lack of good direction during lunchtimes can lead to boisterousness, which results in minor cuts and bruises. While bullying

is not seen to be a major issue by parents or pupils, the pre-inspection questionnaires indicate they feel it does exist. However, pupils are almost unanimous in feeling able to approach an adult if they are worried at school and can also post details of any concerns in the 'worry box'.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides all pupils with a very good education. The teaching and learning are good, with much that is very good. The curriculum is very good. Pupils are very well cared for. There are satisfactory links with other schools and very good links with the community and with parents.

Teaching and learning

Teaching and learning are good overall, and very good in the Foundation Stage and English. Assessment is good.

Main strengths and weaknesses

- Teachers have high expectations of pupils based on a thorough knowledge of their needs.
- Very well organised activities in the nursery and reception class encourage children's independence and enthusiasm for learning.
- Very good use is made of the information from assessment to plan English and mathematics lessons.
- Very good use is made of resources, teaching assistants and other adults to support pupils with a wide range of needs.
- Reading and writing are taught very well and consequently achievement is very good.

Commentary

Summary of teaching observed during the inspection in 43 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3 (7%)	15 (35%)	15 (35%)	10 (23%)	0	0	0

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

14. Good teaching is a key ingredient in the school's success. Teachers develop and sustain very productive relationships with pupils; they encourage them, praise them and give them confidence in their abilities. Teachers are very skilful at making the learning interesting and enjoyable whilst at the same time making sure it is purposeful and rigorous. Teaching assistants make a big contribution in lessons; they work closely with individuals and groups of pupils and have a sharp grasp of what they need to learn. There has been a comprehensive training programme for teaching assistants, who are confident teaching small groups. On many occasions, teaching assistants used their initiative to adapt or modify the activity in order to arrive at the objectives effectively.
15. Much of the teaching is good or very good because teachers think carefully about how to group pupils. Teachers vary group sizes, allowing pupils to have individual help more easily when needed. They base these grouping on assessments of the pupils' work and discussions with teaching assistants and year group leaders on what has been learnt. They use the guidance from subject co-ordinators well. For example, in mathematics lessons they seek ways to make the work practical, while in religious education they vary the manner in which pupils present their work. The teaching of English is very good through the school. Teachers are skilful at adapting literacy lessons to meet the needs of individuals. They are precise with their use of new vocabulary and help those learning English as an additional language to rehearse this. The adults are sensitive to the efforts of pupils with special educational needs and will give them a

chance to make a major contribution. Work is very well marked and worksheets and activities are carefully thought out to ensure that they demand just the right amount of reading and writing to move pupils forward. Pupils use computers and whiteboards very well to try out ideas or reinforce their knowledge of words or numbers. Such techniques as 'hot seating' or the special 'writer's chair' are very helpful strategies in involving pupils in assessing their own work.

16. Teachers manage the lessons well and there are high expectations that pupils will work independently. Teachers' high expectations are also a key feature of the good lessons. Good planning ensures lessons move along at a good pace; teachers have a clear idea of what they want to cover and have the expectation that pupils will work hard and complete what is planned. The work is carefully matched to what they need to learn. There is plenty of extra support and the work is usually adapted so that they can better understand what they are doing. Higher attainers are usually challenged and given work that stretches them and this ensures that they attain the standards of which they are capable. However, in science this is not the case in all lessons, or in this year's and last year's work.
17. Teaching in the nursery and reception classes is very good overall. The teachers have high expectations of the children and this is reflected in the quality of the activities provided for them. Activities are practical and often great fun; such as exploring the workings of classic and modern cars or making their own salt dough to create Christmas decorations. Time is very well managed, providing a balance of direct teaching and the chance for children to work in groups or through play. Teachers and teaching assistants place great emphasis on developing communication skills in the class lessons and activities and there is hardly a moment when some children aren't engaged in talking with adults about what they doing. Children are good listeners to each other and this makes these times even more productive. Routines are well established and encourage those children lacking in confidence to acquire independent and collaborative skills. The very good teaching is helping children achieve as well as they can, taking account of their different starting points.

The curriculum

The range of curricular opportunities is very good. The opportunities for the enrichment of the curriculum and the support for learning outside the school day are also very good. The quality of the accommodation is good and resources are good and enhance learning.

Main strengths and weaknesses

- Very good use is made of visits and visitors to enrich the curriculum.
- The number of clubs and activities provided outside the school day is very good.
- The provision for personal, social and health education is good.
- The provision for pupils with special educational needs is very good.
- There is a good match of teachers and support staff to deliver the curriculum.

Commentary

18. There is a strong emphasis on the teaching of literacy and numeracy. Nevertheless, the school has worked hard to ensure that there is also full coverage of all areas of the National Curriculum and religious education. In addition, a very good range of additional activities enriches the curriculum. This is a very good improvement on the findings of the previous inspection. Very good use is made of visits and visitors. Themed days and weeks, for example, a science and health week, an arts week and book fair week, are used well to make subjects such as English, science and art and design more meaningful to pupils. All these additional activities help to support the standards and good achievement of pupils in many subjects.
19. Pupils with special educational needs have full access to the curriculum. They receive very good support and, consequently, their needs are very well met. Support in small groups for reading, writing and mathematics in Year 2 focuses effectively on raising pupils' self-esteem so

that they have confidence in their ability to learn. The children in the Foundation Stage learn well from a range of practical activities and well-organised areas inside and outside the classroom. The attention given in all lessons to speaking skills helps those who learn English as an additional language and benefits pupils with weaker skills in language.

20. The impact of the curriculum and the coverage is monitored regularly by the headteacher and senior management team. The curriculum is innovative and enjoyable. For example, there are weekly personal, social, health, and citizenship education (PSHE) lessons as well as a 'circle time' session. This is ensuring that pupils get good opportunities to discuss important issues that affect their lives and to listen and reflect on the views of others. The very good attitudes and interest of pupils in lessons show that they find lessons interesting, stimulating and creative. The practical basis for much of the work is not so well echoed in science lessons, where there is not enough attention given to practical experiments.
21. There is regular training and evaluation of teaching assistants' impact on pupils' learning and they are deployed effectively. The school has ensured a balance of skilled adults from a range of ethnic backgrounds that adds to the provision for equal opportunities. Staff give generously of their time to provide a very good range of clubs and activities outside the school day. A good proportion of pupils takes part in these activities with great enthusiasm, which not only develops their knowledge and skills in these activities but also their personal and social skills.

Care, guidance and support

The school makes very good provision for the care, welfare, health and safety of pupils and also provides them with very good support, advice and guidance. It effectively seeks and acts on the views of pupils.

Main strengths and weaknesses

- The school is successful in ensuring pupils develop trusting relationships with adults within the school.
- The school actively promotes a healthy lifestyle for its pupils.

Commentary

22. There is a clear commitment to ensuring the pupils' health and safety within the school. On a day-to-day basis, staff and the caretaker are vigilant in identifying any potential hazards and addressing them as appropriate. The headteacher is fully trained as the designated person for child protection issues and is experienced in operating the procedures and ensuring all members of staff are aware of their role in identifying and reporting any concerns.
23. All teachers, including the headteacher and support staff, know the pupils in the classes very well. Teachers build up a detailed understanding of what individual pupils have achieved and how well they are learning, which is well recorded. While they also keep a close eye on their personal development, this is not recorded in such detail. The support staff are particularly knowledgeable about the individual needs of pupils with special education needs or those learning English as an additional language. Pupils are very appreciative of the personal support they receive.
24. The very good relationships between pupils and staff ensure that pupils' concerns are dealt with sensitively. Good assessment procedures ensure that teachers track the progress and personal development of pupils with special educational needs well and this contributes to their achievement. As the reputation of the school grows, the management of the induction of many pupils, some learning English as an additional language, and others with special needs, is rapid and effective.

25. The school's commitment to encouraging its pupils to develop a healthy way of living has been rewarded by the 'healthy schools' standard.

Partnership with parents, other schools and the community

The school has developed very good relationships with its pupils' parents and carers, and the wider community. It has also established satisfactory links with other schools and colleges.

Main strengths and weaknesses

- The school has established very good links with parents, which make a significant contribution to their children's learning.
- Information provided to parents on the progress their children are making is very good.
- Links with the community do much to improve pupils' learning and develop their social skills.
- Opportunities to benefit from the relationship with the neighbouring junior school are under-developed.

Commentary

26. Parents are an integral part of the school. There are regular parental surveys which show a high level of satisfaction with the school following up any areas of concern, and parents' views were sought on the content of the home-school contract and the new reports on pupils' progress. Parents' evenings, school functions and assemblies are always well attended. The school also runs 'inspire' workshops where parents work with their children on activities that they can then develop at home.
27. The pupils' individual targets are reviewed with parents regularly and the annual report is detailed on the standards reached. Parents are encouraged to help their children at home because the home school book is well set out and teachers follow up any comments made by the parents.
28. The school is making a good contribution to the training of future teachers and education workers. The students and trainee teachers value the advice and guidance they receive whilst pupils benefit from the small group teaching that is made possible. Year 2 pupils experience a smooth transition when they move to Cottesbrooke Junior School. The co-operation between the two schools is satisfactory but not as good as might be expected.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good overall. There is good leadership from other key staff, who provide positive support for the headteacher in her drive for school improvement. Management and the work of the governing body are good.

Main strengths and weaknesses

- The headteacher is a very dedicated and committed leader of a strong and experienced team of teachers.
- There is a strong commitment to inclusion, promotion of equality and provision for the individual needs of pupils.
- Governors are fully involved in the school's development.
- There is very good monitoring of the school's effectiveness. Very good strategic planning, supported by effective use of the budget, promotes the aims of the school well.
- The management structure aids communication but creates some duplication of responsibilities.

Commentary

29. The headteacher inspires her staff through her commitment to raising standards, her willingness to innovate and her dedication to meeting the needs of all children. Inclusion is a strength and the school's good reputation is well deserved. The needs of pupils for whom English is an additional language and of other pupils with poorly developed skills in speech and communication are very well addressed through additional focused support provided in the classroom. The multicultural nature and background of the support and teaching staff have a positive impact on learning for pupils from different ethnic backgrounds. The strong leadership of the special educational needs co-ordinator ensures that all staff are aware of and address the special educational needs of the pupils they teach. Support for the learning of these pupils is very good. The headteacher takes a strong strategic approach to bringing about change, ensuring that it is adequately resourced, and regularly evaluated and measured against pupils' achievement.
30. Management is good. The management team respond well to changes in the nature of year groups and to trends in standards and support new initiatives to improve standards. Monitoring and evaluation of teaching and learning are effectively embedded in the strategic development of the school and inform the professional development of staff to meet personal and school needs. The school evaluates spending carefully and applies the principles of best value very well. Subject leaders, year group leaders and key stage co-ordinators all have some responsibility for managing improvement in the quality of teaching and tracking the impact on standards. Staff are clear about their roles but the structure of the current management team results in an overlap of responsibilities. The headteacher is aware of the need to restructure the team to avoid unnecessary meetings and duplication of work.
31. The strong leadership and good management identified in the previous inspection have been improved by effective evaluation of the school's strategy for raising attainment. Governors are fully involved in checking on the progress the school is making towards its improvement and performance targets, and they increasingly make an important contribution to the planning of developments.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	825,283
Total expenditure	781,256
Expenditure per pupil	2,712

Balances (£)	
Balance from previous year	26,261
Balance carried forward to the next	70,288

32. The balance carried forward is higher than usual because of money carried over for capital expenditure and because unexpected additional funds came into the budget at the end of the year. Spending decisions reflect the school's educational priorities well. The decision to keep class sizes small and to provide extra support in all classes has a positive impact on raising achievement and money has been carried forward to ensure this can be sustained in the future.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The very good provision seen in the previous inspection has been maintained. Children from below average starting points are achieving very well because the teaching is very good. All classrooms provide a rich and stimulating place for children to learn. Most activities have a strong focus on the development of speaking and listening and this has a positive impact on learning for children at an early stage of learning English and also for children with poor communication skills. Whilst children make good progress in these areas from their starting points, standards in speaking and writing are below average by the end of the reception year. The accommodation and resources are very good in both the nursery and reception areas, including very good outside provision. Staff share the resources well and once a week have an 'open' afternoon when children select from a range of activities in all three reception classes. This makes a good contribution to the social nature of their learning. The majority of children are on course to meet national expectations in most of the areas of learning. Assessment is good and is used very well to respond to individuals' needs. The Foundation Stage is managed well. The co-ordinator and year leader are currently working on ways to bring the Foundation Stage profile into daily use.

PERSONAL SOCIAL AND EMOTIONAL DEVELOPMENT

Provision for children's personal, social and emotional development is **very good**.

Main strengths and weaknesses

- Children achieve very well because of the very good support and established routines that encourage their independence.
- The strong links with parents and the secure, welcoming environment contribute well to the development of children's confidence and self-esteem.

Commentary

33. The personal, social and emotional development of most children on entry is below average with some children well below in their social skills. Most of the children in the reception class are already well on their way to reaching the expectations in the early learning goals and their co-operative skills are likely to exceed expectations. The very good teaching and support quickly help them become familiar with the daily routines such as changing clothes for physical education or fastening their coats independently. They quickly gain confidence in their surroundings and with social routines such as mealtimes. Adults are skilful at teaching them how to play with other children, taking turns and sharing toys and equipment. The classrooms and outside areas are well organised so children have space to work and play without disturbing others. Social development through playing in the garage is very well managed through an assortment of 'furniture' to encourage safe play.
34. The very good induction procedures in the nursery and reception classes help pupils to settle in well. Parents are encouraged to come into the classroom when bringing and collecting their children giving them the opportunity to discuss any concerns with the staff as they arise. A good home-school partnership is established from the beginning that has a positive impact on raising children's self-esteem and confidence.
35. There are good routines to encourage responsibility that increase as children get older. For example, setting out the apparatus for their physical education lesson under the very good guidance of the teacher and teaching assistants.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- There is very good support to develop children's speaking and listening skills.
- The strategies to develop children's literacy skills are implemented well in the reception classes.

Commentary

36. The language skills of many children on entry to the nursery are well below average. For a significant minority, English is an additional language and a number of other children also have poorly developed speaking and listening skills. Overall children achieve very well during their time in the Foundation Stage to attain average standards in reading skills by the end of the reception year. Their standards in speaking and listening and writing are below national expectations by the end of the reception because their vocabulary is limited. However, they achieve well because of the very good teaching and support they receive. In a very good lesson in the nursery the teacher worked with a small group to develop their speaking and listening skills by exploring a collection of red objects. Her well-focused questions and the exciting variety of objects captured the children's interest and imagination and encouraged them to respond. A strong emphasis on repetition of vocabulary developed understanding well. Many have difficulty joining in with whole class number rhymes and songs because their spoken language is insufficient for the task but they show obvious enjoyment in being part of the group and attempt to join in with some of the actions.
37. The development of reading and writing has a high priority. Careful records are kept of each child's development in both areas so that appropriate help can be given to move children forward. In the reception classes, children are taught their sounds systematically and this is linked well to the words they use in their early reading books. Learning these sounds is linked to letter formation and by the end of reception many children use recognisable letters when 'having a go' at writing. There are many opportunities for children to listen to stories and enjoy books. A good collection of puppets and games enable the children to tell stories themselves. Adults encourage children through effective questioning to talk about the pictures in stories and make suggestions of what might happen next.
38. There are lots of opportunities for children to practise writing in all classes. As well as formally planned sessions in which children are taught to hold their pencil correctly and to form letters there are many play activities that give children the opportunity to write, for example, making shopping lists or greeting cards.

MATHEMATICAL DEVELOPMENT

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

Main strengths and weaknesses

- Teaching is very good and activities are very well planned to meet children's needs.
- Children's development is carefully tracked.
- The use of practical activities reinforces mathematical knowledge well.

Commentary

39. Children achieve very well because of the very good teaching and learning and most are on target to meet the early learning goals by the end of the reception year. More able pupils are

already meeting some of the goals and are likely to exceed national expectations by the end of the Foundation Stage. In the nursery, opportunities to develop mathematical understanding are identified across all areas of learning. For example, in physical education activities children develop mathematical language of 'tall and short', 'wide and narrow' as they make different shapes and in music they count to ten as they beat percussion instruments. In a very good numeracy lesson, children in reception made good progress in developing their understanding of 'heavier' and 'lighter' in a practical weighing activity that was very well supported by the teacher, placing a strong emphasis on language development as well as mathematical understanding.

40. Lessons are well planned and teachers have high expectations of the children. They use questioning well to develop understanding and match tasks appropriately to children's abilities based on their good understanding of children's needs. In a reception lesson, more able children calculated simple addition, showing good understanding of the symbols used.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Activities are stimulating, interesting, and used well to promote language development.
- Staff use questioning very well to develop children's knowledge and understanding.

Commentary

41. Staff plan well to provide activities that stimulate children's curiosity and interest. In the reception classes, children examined staff cars and learned to name different parts such as the bonnet, boot, steering wheel and mirrors. This language acquisition was well followed up in the classroom through activities with pictures and labels with staff reinforcing the vocabulary. Children explored magnets, and well focused questions and explanations by the teaching assistant helped them learn that magnets 'stick' to each other and to some other metal objects. Teaching and learning are good and pupils achieve well. Most children are on line to meet national expectations by the end of the reception year.
42. In the nursery children have an appropriate range of toys to use that support the development of their technology skills. However, there is only one computer and many children do not actively choose to use it. A guided activity is planned weekly to ensure that all children have access to the computer but this is not enough experience to develop their ICT skills and understanding well. Many nursery children have difficulty in manipulating the mouse and although these skills are developed in the reception year most children's skills were below the expectations in this area of ICT at this time of the year.

PHYSICAL DEVELOPMENT

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

Main strengths and weaknesses

- There is very good teaching.

Commentary

43. Children achieve very well and are on target to exceed the goals children are expected to reach by the end of the reception year. In one lesson, children in the reception year showed good understanding of the need to warm up and commented that they could feel their heart beat

because it was pumping blood around their bodies. These are mature observations for children at this stage of their learning. They co-operated well in setting out apparatus safely and sensibly. The lesson was challenging in the range of activities and children made very good gains in developing their skills of stretching, balancing and jumping. Some went on to devise short routines on the different pieces of apparatus. The very good outdoor accommodation and resources are well used by all children in the Foundation Stage. A good range of interesting activities is planned for children to develop their manipulative skills including painting, pencil control, cutting and sticking, handling dough and assembling construction kits. Many children have below average hand control in these areas but teaching support is not always sufficiently focused on these activities to help them to improve.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- A good range of stimulating and imaginative activities is provided to foster children's creative development.

Commentary

44. Children in the reception classes played in a garage, building cars from cardboard boxes and different components from large construction kits and testing toy cars on ramps. Teaching assistants are clear about what individual children are to learn in these activities. In the nursery, children played well together in a well resourced shop in the outdoor area. Displays showed a good range of painting, collage and printing work including greeting cards for Eid that indicate that standards are in line with those expected for this age group. Children achieve well because of the good teaching and interesting activities. For example, in the nursery, children were well supported in making red patterns by printing with glue and red paint and adding glitter. The teaching assistant had a good understanding of children's abilities and needs and encouraged children well to take care and pride in their work. In a very good music lesson, children played a range of percussion instruments and explored making loud and soft sounds and playing fast and slowly. They made good gains in their understanding of musical performance because of the teacher's clear explanations and good encouragement.

SUBJECTS IN KEY STAGE 1

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- Strategies to raise attainment are very effective.
- Support staff are very effectively deployed to help pupils learn to read and write.
- Teaching is very good and pupils' achievements in reading and writing are very good.
- Whilst there is a good focus on speaking skills, the development of these is not tracked and so progress is erratic.
- Leadership and management are good.

Commentary

45. Standards by the end of Year 2 are above average in reading and writing and average in speaking. Pupils are very good listeners, but a significant number still have difficulty with syntax

and explaining their thinking lucidly. Overall, pupils learning English as an additional language achieve very well and reach average standards in spoken English.

46. The headteacher and subject co-ordinator, along with the special educational needs co-ordinator, have kept a close track on the pupils' achievements in reading and writing through very regular assessment. This, combined with some very good teaching, ensures that all pupils are achieving very well. In writing they achieve very well and nearly half of the year group are already reaching above average standards. Many are writing using grammatically correct sentences. Often structure is adventurous. Pupils with special educational needs are making very good progress in writing, often exceeding their reading progress because they respond very well to the different ways of presenting writing and the systematic way of teaching spelling. There are a small group of special educational needs pupils who reach below average standards in reading due to limitations with their skills in comprehension, but their achievement is also very good.
47. Improvement has been good since the last inspection. Standards are higher, there is challenge for the higher attainers and the provision is very much better. The school takes highly effective action to help pupils learn well. Teaching assistants, supporting those with special educational needs, use a systematic approach to teaching reading and spelling based on listening to the chunks of sound in words that the pupils want to use. Pupils enjoy learning the actions that accompany these sounds and this is of tremendous help to those who find other methods confusing. There is a good range of books that help pupils build up a sight vocabulary as well as exciting story books that form the basis of the week's activities. Teachers are flexible in teaching skills in comprehension to pupils, finding time within the English lesson to work intently with one or two pupils on their skills in reading whilst other pupils are busy at other well chosen activities. The enthusiasm for learning and the excellent relationships in class allow both teacher and teaching assistant to work with pupils undisturbed.
48. The school has introduced two additional lessons each week for writing when pupils are taught in smaller groups. Teaching assistants are deployed to provide maximum support to those needing it and this includes the more able. Teachers in both years expect pupils to set out a framework for their ideas before writing. Good use is made of resources such as whiteboards to write upon and computer programs to rehearse ideas and learn to read words. There are word cards and word lists as well as targets for specific aspects of their writing to improve upon. Work is always well matched to pupils' needs. It challenges all pupils. Pupils in Year 1 and Year 2 are comfortable redrafting their finished piece when asked and sometimes this is done with a partner. The chance to sit in the 'writer's' chair is a wonderful reward for pupils who have worked so hard at crafting their writing. From the reception year, children have acquired a love for writing and this is maintained through the exciting and enjoyable reasons for writing. Poetry and narrative are strong features of the written work seen during inspection.
49. The specialist knowledge of support staff in dealing with specific needs of pupils and the regular evaluation of and monitoring of progress by the SENCo is another factor in the very successful learning for many pupils. There is termly moderation of pupils' writing that ensures teachers are very familiar with criteria for assessing writing. Consequently, marking is accurate, directs pupils to give greater impact, and refers them to the targets either achieved or those they are working towards.

Example of outstanding practice

In one outstanding Year 1 lesson, based on the book 'Owl Babies', the teacher demonstrated how to captivate pupils' interest and make writing meaningful for everyone.

The teacher had gone to great lengths to involve pupils in writing through the use of soft toys and a nestbox for the barn owl that hung in the class. The dark interior of the nestbox complete with three baby owls came to life as three pupils helped the teacher read the story. The subtle inflections of the teacher's voice cued the 'baby owls' perfectly for their lines and set the tone for very personal writing that was to follow. A pupil with special needs was totally fascinated by the inside of the barn owl's nest, where they slept. Turning her attention to the reference book with its tactile cover she explained why the 'mummy' couldn't be heard returning to the nest before rushing

back inspired to write at some length about the baby owls' feelings on being left alone. Another pupil took on the role of baby owl and fielded questions about how he felt when his mother went away. All led to some remarkable writing for Year 1 pupils.

50. Achievement in speaking is good but more erratic than reading and writing and this affects achievement in some other subjects. This year there has been greater emphasis placed on improving speaking skills, which is proving successful. At present there is no regular assessment of speaking skills and so teachers are not aware of which aspects they need to develop. This is holding back achievement for a minority of pupils.
51. Leadership is effective. The headteacher provides some very good additional support for the co-ordinator through her work with parents and in directing the training needs of the staff.

Language and literacy across the curriculum

52. This is good. There are planned opportunities for writing in the guidelines for all subjects and the staff follow these through. Hence by the end of Year 2, pupils have experienced writing in many different styles and purposes. Language and literacy skills are promoted well through other lessons. Particularly good examples were in religious education but there is also good promotion of skills in speaking and listening in PSHE lessons.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- The quality of teaching and learning is good, with some that is very good, and pupils are achieving well.
- Teachers' assessment of how pupils are doing is good and the use of this information to plan work that matches pupils' needs is very good. Individual work is challenging.
- The subject is well led and managed.
- On a very few occasions, pupils are given individual work and they have not fully understood what they have to do.

Commentary

53. Standards by the end of Year 2 are in line with the national average and have been maintained since the previous inspection. This represents good achievement by the pupils when compared to their below average attainment on entry to the school and the proportion of pupils with specific learning difficulties.
54. The main reason for the good achievement is the good quality of teaching and learning. The teaching has many strengths. Lessons are well planned and organised. Teachers manage behaviour very well. As a result, pupils want to learn, feel challenged by tasks and behave very well. They work hard in lessons and support each other well. Teachers also use a range of very well thought out ideas to motivate and interest the pupils. For example, in a very good lesson about addition, for lower attaining pupils in Year 2, the teacher used three-legged stools, tables and pictures of flowers and drawings of spiders to make addition sums a lot of fun. Pupils thoroughly enjoyed the lesson, made rapid progress and most understood by the end that $5 + 5 + 5 = 15$ and is the same as 3×5 .
55. All the elements of the National Numeracy Strategy are in place and there is a good emphasis on developing a strong mathematical vocabulary. For example, in each lesson, there is always a list of new and old words linked to the lesson. Wherever possible, pupils are encouraged to work independently on problem solving activities. They are beginning to do this well and developing a great deal of confidence. Just occasionally, pupils are given work to do that they

have not been quite clear about. This can limit the progress they make. However, most lessons proceed at a good pace and pupils usually make good progress. Resources are good and well used.

56. A real strength in the teaching is the emphasis placed on the 'thinking' process in mathematics. Pupils know they may be expected to explain to the class how they reached the answer to their mathematical problem. This develops their own confidence and knowledge and emphasises to all that there may be a number of different and sometimes easier ways of finding the right answers. This makes learning productive and many pupils are fascinated with numbers, get totally involved and persevere well to the end of the lesson.
57. The school has developed good assessment procedures and it uses this information to plan work that closely matches the needs of pupils. All pupils therefore, whatever their ability, are challenged to make good progress. This information is also used very well to set the three ability groups for pupils in Year 2. Teaching assistants also play a major role in supporting groups of pupils with differing abilities. They work well with more able or less able groups, they are well prepared and demonstrate that they have a good understanding of how to support teaching in mathematics.
58. The co-ordinator leads the subject well. Although she has only been the subject leader for a relatively short time, she has monitored pupils' work and teachers' planning, is undergoing training with the local education authority and is helping and supporting teachers well. She leads by example, as she is a very good teacher of mathematics.

Mathematics across the curriculum

59. Mathematics and numeracy are planned well across the curriculum. Both in lessons and when looking at pupils' books, there were a number of instances seen where mathematics was being used to make learning more demanding.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Teachers' expectations of pupils in Year 2 are not high enough and consequently, pupils' achievement is only just satisfactory.
- Standards in Year 1 are above average and achievement is very good because of some excellent teaching.

Commentary

60. Pupils in Year 2 are working at levels that broadly meet national expectations but work in books and in the lessons seen indicates that there are too few opportunities provided for them to work at the higher levels. Analysis of work from last year's pupils and discussions with current Year 2 pupils indicated sound knowledge and understanding across most areas of science but there was a lack of clarity in explaining or recording what they had learnt. Several pupils believe that seeds need soil to grow, although their investigation showed seeds germinating in different media, or that they needed light to germinate. Work in books and discussion indicate that pupils are developing a sound understanding of fair testing but they do not offer explanations of their learning by linking cause and effect. They record their work in a variety of ways including charts, tables and labelled drawings but do not consider their evidence and sum up what they have found out.
61. Work in books and lesson observations indicate that teaching is very good in Year 1 and satisfactory in Year 2. Learning is effective in Year 1 because there is a good balance of pupils'

independent work and open-ended worksheets that encourage them to record what they know and understand. Work is marked with reference to the learning objective and misconceptions are corrected.

62. Teaching in Year 2 is soundly planned to cover all aspects of science, but does not cater effectively for pupils of different abilities. Work in books indicates that in most cases all pupils undertake the same tasks. Work of lower ability pupils is not always finished or well presented, indicating that they are not always well supported in recording their learning. Tasks lack challenge for more able pupils. Some activities do not effectively address the learning objective stated, and in some cases, pupils' misconceptions remain uncorrected. There are appropriate opportunities for pupils to apply skills of scientific enquiry, but little evidence that skills are systematically taught to ensure pupils' understanding. In the one lesson observed, pupils, especially those of lower ability, were well supported in the practical activities and teaching built well on pupils' previous learning. However, learning was tightly led and pupils had too few opportunities to express or explore their own ideas and to show what they could do independently.
63. Leadership and management are good. Over the last three years the co-ordinator has done much to improve provision by developing very good guidelines for teachers that are well resourced. A science week and an 'Inspire' workshop have enhanced learning. A more effective system of assessment for science is currently being developed. Monitoring and evaluation of teaching, learning and standards have been unsatisfactory over the past few years. This has been addressed in the school improvement plan and the co-ordinator has put in place an appropriate action plan to review, develop and monitor and evaluate the impact on standards of teaching and learning over the next two years. She is aware of the need to develop staff knowledge and understanding of teaching and learning in science through support and training.
64. Overall there has been little improvement in science since the last inspection. The quality of teaching in Year 2 is not as strong as in the previous inspection although resources have been well developed and ICT is now well used to support teaching and learning.

Example of outstanding practice

The science co-ordinator taught an outstanding Year 1 lesson investigating different materials to make a quiet floor for the 'Owl Babies' nest, suspended in the classroom.

The teacher and teaching assistants focused their questions very skilfully on which of the three flooring materials might be best for the owl's nest box and why, and organised the answers clearly into a frame for the pupils to refer to. Early ideas of fair testing were easily addressed during the practical work because the teacher had prepared some ways in which pupils could measure results and the materials were all of the same dimensions. At the same time the teaching assistant worked with pupils who speak English as an additional language to talk through the 'problem' of fair testing. She placed a strong emphasis on developing the use of appropriate scientific vocabulary. These pupils made very good suggestions about how to carry out the investigation and offered explanations about what they had found out. For example, "It makes a loud noise when we drop it because the surface is hard" and "Soft surfaces are quiet". The excellent organisation of time and resources ensured that each group could record their findings with ease on prepared charts and discuss what they had found out with each other and adults.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Teachers' and teaching assistants' knowledge of what they are teaching is good.
- Computers are routinely used to support learning in lessons.
- The subject is well led and managed.

- Some less able pupils need more opportunities to practise their skills so that they become more independent.

Commentary

65. By the end of Year 2, most pupils have skills that are average and this is similar to the last inspection findings. Pupils are achieving well from a below average entry into the school. A few pupils have skills, knowledge and understanding of ICT that are above average. For example, in a very good lesson for pupils in Year 1, they entered data into the computer to find out which was the most common colour in a tube of sweets. Most entered the numbers, even changing the icons to the required colour. If they made an error, most had the skill to clear the screen and start again. Finally, they showed the most common colour by presenting the evidence in the form of a computerised pie chart or column graph. They could save their work and print out their finished chart on the colour printer. This lesson also supported their work in mathematics well.
66. The quality of teaching and learning is good. Teaching assistants show a good deal of knowledge and help pupils continually to improve what they do. Teachers used computers routinely in lessons. For example, with an interactive whiteboard, or through a data projector onto a screen. Teachers set interesting tasks for pupils to do and pupils are motivated well and produce some sound work. Pupils get many opportunities to use computers to present their stories and poems by word-processing their work. However, a good proportion of the less able pupils still need quite a lot of support from adults and other pupils, to help them find programs and work independently and more time is needed for these pupils to practise their developing skills.
67. Leadership of the subject is good. The co-ordinator has good knowledge and is keen for pupils to do as well as they can. Through good evaluation and monitoring, she constantly identifies what needs to be improved.

Information and communication technology across the curriculum

68. The co-ordinator has ensured that teachers and assistants have received good training and emphasises the use of ICT to support learning in subjects like mathematics, English, geography, science and art. For example, a good list has been produced of all the resources that are available and how the programs and CD-ROMS can be used in different lessons. The co-ordinator has ensured that the use of the Internet is a strong feature of the work in most classes. For example, pupils were seen logging-on to find out information linked to history.

HUMANITIES

Religious education was inspected in full and is reported below. Work in history and geography was sampled. Both subjects make a good contribution to pupils' literacy skills. In **geography**, work seen in pupils' books, together with a short discussion with the co-ordinator, indicates that standards are average at the end of Year 2 and the subject is well enhanced by a number of visits. Pupils write successfully about different environments, such as their own home city and a holiday town by the seaside. They describe places accurately by their physical, human and built features and show an appropriate geographical vocabulary. Visits including those to McDonalds and Safeway's stores, the local park and the Millennium Green have led to debates about environmental issues and pupils talk persuasively about what they like and what they think spoils the environment. Pupils' work is meeting expectations in **history**. There was a considerable amount of work covered that was well presented. Pupils carried out research into Florence Nightingale and the gunpowder plot that has done much to develop their reading skills.

Religious Education

Provision in religious education is **good**.

Main strengths and weaknesses

- There is good coverage of the agreed syllabus.

Commentary

69. Three lessons were seen and together with the sample of work, standards are meeting the expectations of the Birmingham Agreed Syllabus. Pupils are achieving well because they have a rich range of experiences and benefit from listening to pupils who have first hand experiences of the religious festival that they study. They show a good appreciation of the importance of festivals. They write with understanding and the children talked to could express their understanding of what was symbolic and ritual. This is well developed in pupils.
70. The teaching during inspection was satisfactory overall. The subject is making a good contribution to literacy development through the variety of methods used for recording information about other religions. Pupils have a variety of opportunities to set out their own views about religion through, for example, diary writing, labelling diagrams and preparing booklets. Speaking and listening skills are well developed through listening to each other as well as the good range of visits to the gudwara, the Baptist chapel and the mosque that support their religious education work. Pupils' work is sensitively marked and neatly presented. Good leadership by the co-ordinator has continued to motivate teachers to support innovative ways of teaching religious education. She has used the opportunity when the subject had priority to monitor teaching well to support staff, but evaluations lack rigour.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design, design and technology, music and physical education were sampled.

Pupils' **art and design** work is above average and executed with care and attention to detail. In lessons in Year 2, on the features of William Morris designs, the teachers' enthusiasm and very good demonstration and explanation inspired pupils and they worked with interest and concentration on designs of good quality. Very good support by teachers and teaching assistants ensured that all pupils were fully involved and achieved well as they could. Pupils compared contrasting designs, and evaluated their own work. Sharing their observations with each other, they went on to refine their work. Year 1 work on display is also of an above average standard. The painted self-portraits in the style of Van Gogh showed good attention to detail for their age. Teachers have improved their knowledge and understanding of the subject since the last inspection, through training and better guidance available to help them with lesson planning. The subject is well resourced and enhanced by visiting artists and initiatives such as Arts Week.

The **design and technology** work on display and in the lesson seen was above average. Pupils in a Year 1 lesson showed good understanding of the mechanisms needed to produce moving pictures, using levers and pivots. They evaluated their work, stating how they needed to produce large clear drawings. Standards met expectations in the two **music** lessons seen. The co-ordinator has made good use of her release time to monitor and evaluate the quality of teaching effectively and the new guidelines were used confidently in the two lessons. Singing makes a good contribution to the personal development of pupils. Although the acoustics in the hall are poor they don't serve to dampen enthusiasm for singing. Only one lesson was seen in **physical education**. Teachers' records, however, indicate that standards in swimming are above average. This is because pupils in Year 2 swim for a whole term and many are able to swim 25 metres by the time they leave the school. In the one lesson seen, for pupils in Year 1, the quality of teaching and learning was satisfactory. Pupils were able to develop an understanding of the safe use of space and carried out gymnastic movements with appropriate control and co-ordination.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision in personal, social and health education (PSHE) and citizenship is **good**.

Main strengths and weaknesses

- There are well planned opportunities for all pupils to develop a positive self-image which contributes to their good achievement.

Commentary

71. This area is an effective feature of the school because it is encouraging all pupils to express their views. The teaching is good with some that is very good. Teachers are skilful at involving all the pupils in discussion and there is support in these lessons for those learning English as an additional language to ensure they play a full part. Most classes have at least one period of PSHE per week, where they discuss and debate issues that affect their life and the lives of others. For example, in a very good lesson for pupils in Year 2, pupils discussed their feelings about the litter and graffiti they had seen in a local beauty spot called the Millennium Green. Some pupils felt quite angry and expressed these feelings well as they composed a letter, which they intend sending to the local council. The school also promotes healthy eating through its work in art and design and a health week places emphasis on healthy bodies, food and fitness.
72. The school has a sound scheme of work for PSHE and is beginning to develop an understanding of citizenship, by discussing the responsibilities to care for our neighbours and look after our local environment. The provision is well organised by the co-ordinator who has ensured that the teachers and teaching assistants have received appropriate training. In addition to PSHE lessons, most classes have a 'circle time' where pupils sit in a group or circle and discuss themes important to themselves and others. The many visits out of school, together with the many visitors all help to develop pupils' understanding of the world around them, their own personal feelings and their relationships with others. In this way their self-esteem is raised and they are able to perform to their full ability. Behaviour has improved because pupils learn to form constructive relationships and incidents of bullying and anti-social behaviour have been reduced.

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	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	5
Attitudes	2
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	2
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	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	3
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	4
The leadership and management of the school	2
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	3

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