

INSPECTION REPORT

PAGET PRIMARY SCHOOL

Pype Hayes, Birmingham

LEA area: Birmingham

Unique reference number: 103240

Headteacher: Mr K McCabe

Lead inspector: Mr A Portlock

Dates of inspection: 15-17 March 2004

Inspection number: 257135

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Primary
School category: Community
Age range of pupils: 3 - 11
Gender of pupils: Mixed
Number on roll; 213

School address: Paget Road
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Appropriate authority: Governing body

Name of chair of governors: Mrs F Etheridge

Date of previous inspection: 19-20 February 2002

CHARACTERISTICS OF THE SCHOOL

This is an average sized school of 177 pupils and 37 full-time nursery children in the Pype Hayes area of Birmingham. The area has undergone considerable changes from the mid-1990s resulting in a large turnover of pupils, which has increased significantly in the last few years. The roll has continued to increase both in the main school and in the nursery, doubling in size since 2001.

The children's attainment on entry to the nursery at present is below average overall. It is well below that expected in spoken English. In the present Year 6 only about one quarter of pupils started in the nursery. The majority of pupils have joined the school since, particularly in the last two years, over half with special educational needs. An above average proportion of pupils have special educational needs and an above average percentage of pupils have a Statement of Special Educational Needs. In the present Year 6 almost half of the pupils have special educational needs. Just over a third of pupils are from minority ethnic families. Four Urdu and two Cantonese speakers are at an early stage of learning English, including two in the nursery. An above average number of pupils receive free school meals.

The school was awarded Basic Skills Quality Mark (2002), Artsmark Gold Award (2003), Inspire Award for work with parents (2002) and a School Achievement Award (2003). The school is part of a Creative Arts Partnership and a new visions extension group. It has close links with two special schools and has international links with schools in India and Europe.

The last inspection in 2002 found that the school no longer required special measures and that it was providing an acceptable standard of education for its pupils.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21411	Adrian Portlock	Lead inspector	Science, information and communication technology, design and technology and physical education.
21094	Mark Brennand	Lay inspector	
16892	Julia Elsley	Team inspector	Foundation Stage, mathematics, art and design, music and special educational needs.
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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is an **effective** school in which most pupils achieve well, largely because of the good teaching and very good leadership and management. The school provides good value for money.

The school's main strengths and weaknesses are as follows:

- The pupils' achievement is good in English, mathematics, science and Information and communication technology (ICT).
- Standards in writing are not high enough.
- Standards in mathematics are a particular strength.
- The headteacher's leadership is very good, and he is well supported by the senior staff and governors.
- Teaching and learning are consistently good.
- The pupils' understanding of what they need to do to improve their work is not sufficiently well developed and they need greater opportunities to be involved in assessing how well they are doing.
- The enrichment of the curriculum through a very wide range of activities and the community links are excellent.
- There has been a very significant improvement in the provision for Foundation Stage children, although the provision for outdoor learning is not as developed as that indoors.
- The pupils' presentation and handwriting are unsatisfactory.

Since the school went into special measures four years ago it has made very considerable progress. Since the last inspection in 2002, when the school was removed from special measures, it has built effectively upon the foundations that had been laid and it has continued to develop well. This is seen in the high standards achieved since then and pupils' good achievement. The enhancement of the curriculum with excellent creative and cultural aspects is further evidence of the school's determination to improve. There has been a very significant improvement in nursery provision. The high level of leadership has ensured that the teaching and learning have improved significantly. The issues raised at the last inspection have been dealt with effectively.

STANDARDS ACHIEVED

The pupils, including those with special educational needs and those learning English as an additional language, are achieving well. By the end of the Foundation Stage, standards are average; most children are expected to reach the required goals and some should exceed them. The children are well taught and are achieving well. By the end of Year 2, standards are average overall, but below average in writing. Standards in Year 6 vary between subjects. In mathematics, they are average and the pupils achieve well. Standards in science are above average. In English, standards are below average, particularly writing, but the pupils have achieved well given their low starting point in language and literacy skills. Standards in speaking and listening are average.

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

*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.*

The results in the 2003 (last year's Year 6) national tests show significant improvement over previous years with above average standards, particularly in mathematics and science. The pupils'

earlier underachievement has been overcome and the effective teaching they are receiving, and the very good leadership overall, are having a positive effect on the achievements of all pupils. Standards in this year's Year 6 are lower than last year's test results because of a higher proportion of pupils with special education needs.

Standards in information and communication technology (ICT) are average in Year 2 and in Year 6. The teaching is good and the pupils achieve well, and they have good opportunities to use ICT as a tool for other subjects.

The pupils have good attitudes to work and school and behave well in lessons and at break times. Their **social, moral, spiritual and cultural development is good overall**. However, their rates of attendance are below average.

QUALITY OF EDUCATION

The quality of education and of teaching and learning are good overall. Teaching and learning are good throughout the school with some very good teaching seen, particularly in the Foundation Stage. The assessment of the pupils' progress is now good, which is an improvement, although informing pupils of what they need to do to improve, for example through marking, is not effective. The teaching of English, science and particularly mathematics is good. The teaching of handwriting and presentation is not good enough. Very good relationships develop between staff and pupils.

The curriculum provision is broad and interesting and supports the needs of all pupils well. The enhancement of pupils' learning through a wide variety of activities, such as the Creative Arts Partnership and international links, is excellent. The provision for pupils' personal, social and health education is good. The school takes good care of their welfare, health and safety.

The school promotes a good partnership with parents and carers. Its links with the community are very good, and it has very good educational links with other schools. The parents receive good information about the school.

LEADERSHIP AND MANAGEMENT

The quality of the leadership and management is very good overall. The leadership of the headteacher is very good: he is very strongly committed to raising standards and developing a very broad and exciting curriculum. The senior staff work as a very effective team. The headteacher, senior staff and governors have a very good understanding of the strengths and weaknesses of the school. The subject leaders are knowledgeable and effective. The financial management and planning are also very good.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The school works hard at developing effective links with the parents and is largely successful. Those parents spoken with were mostly very supportive and recognise the very good improvements being made. The pupils enjoy school and feel that they are valued and well supported.

IMPROVEMENTS NEEDED

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

- Raise standards further in writing.
- Ensure that all pupils know what they need to do to improve.
- Improve the quality of pupils' presentation and handwriting.
- Improve the planned provision for Foundation Stage children's outdoor learning.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects.

The pupils' achievement is good throughout the school.

Main strengths and weaknesses

- Pupils are achieving well in English, mathematics, science, ICT and art and design throughout the school, with previous underachievement and low standards having been addressed.
- Standards in the 2003 national tests were well above average overall compared to similar schools.
- Standards in mathematics are a particular strength.
- Standards in writing are improving but are still not high enough.
- The pupils with special educational needs and those learning English as an additional language, make good progress and they achieve well against their prior attainment.
- The children in the Foundation Stage make good progress and achieve well against their prior attainment.

Commentary

1. Since its last inspection, the school has raised its standards in the core subjects, particularly mathematics and science. The 2003 national test results indicate that, in comparison with similar schools, standards are well above average overall. Standards in mathematics throughout the school are very high in comparison with similar schools. Standards in English, particularly writing, have not been as high as mathematics or science, partly due to the lower language and literacy skills on entry and the higher than average number of pupils with special educational needs.
2. The interpretation of test results and judgements about the pupils' progress must be treated with some caution because of the very significant number of pupils who have left and others who have joined the school over the last few years. In the present Year 6, over half of the pupils have started in the last two years and there is a particularly high number of pupils with special educational needs in this year group.

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

Standards in:	School results	National results
Reading	14.4 (15.4)	15.7 (15.8)
Writing	14.6 (12.6)	14.6 (14.4)
Mathematics	17.7 (15.6)	16.3 (16.5)

There were 20 pupils in the year group. Figures in brackets are for the previous year

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

Standards in:	School results	National results
English	26.7 (27.3)	26.8 (27.0)
Mathematics	28.1 (27.8)	26.8 (26.7)
Science	29.6 (28.4)	28.6 (28.3)

There were 21 pupils in the year group. Figures in brackets are for the previous year

3. The inspection findings confirm that pupils achieve well in English, mathematics, science and ICT throughout the school. Previous underachievement and low standards have been

addressed. There was a period when the pupils were significantly underachieving and teaching and learning were not focused enough on raising standards. The school tackled these issues rigorously and over the last two years pupils having been achieving more effectively, particularly in mathematics and science. From the work seen during the inspection, the pupils are now achieving well throughout the school.

4. However, because of the factors mentioned above, the present Year 6 standards are lower than last year. Standards are average in reading and speaking and listening in the present Years 2 and 6. Standards in writing are below average in Year 2 and 6, with fewer pupils working at the higher levels. However, despite the below average attainment in English, the present Year 6 pupils have achieved well since they started at the school. The school has recognised that standards of pupils' writing are not as high as they should be. They are providing good opportunities for pupils to improve their writing skills following training that the teachers have undergone. Whilst this is having an impact, the school is aware that standards need to rise further. Standards in mathematics are average and the pupils have achieved well. Fewer pupils are capable of achieving above average standards this year, although the school is effective in ensuring that more able pupils achieve their potential. In science standards are above average.
5. In the Foundation Stage, the children are making good gains in their learning. In the children's personal, social and emotional and physical education they are likely to exceed the Early Learning Goals by the end of the reception year. This is because the curriculum provision has significantly improved since the last inspection. The children's achievements are good in all areas of learning, except in spoken English. Many children enter the nursery with speech that is unclear. The staff often make a good point of correcting the pronunciation of words when engaged in group activities, such as phonic work, but there are missed opportunities for correcting speech and grammatical errors, and extending the children's responses as they talk with the children about their work.
6. The school strives hard to support the many lower-attaining pupils who find learning difficult. The effective management of special educational needs means that the support for these pupils helps them to make good progress towards the targets identified on their individual education plans. Those pupils learning English as an additional language are also well supported and make good progress, including those in the nursery.
7. Contributory factors to the raising of achievement include: strong leadership and management and good planning and assessment procedures, which are used to identify those pupils who need extra help and are still improving. The subjects are well managed and this has had a positive impact on ensuring that pupils are achieving well. The good teaching of ICT skills in the ICT suite, combined with the pupils' enthusiasm for using computers has raised the standards in ICT so that they are now in line with expectations. Standards in art and design are above average and have been improved by the work with artists in the school. Standards in design and technology have improved and are now in line with expectations, as they are in physical education.

Pupils' attitudes, values and other personal qualities

The pupils demonstrate good attitudes towards their work and school life. Their behaviour is good overall in lessons and at break times. The rate of unauthorised attendance is below average.

Main strengths and weaknesses

- Pupils are confident and interested in the work they do.
- There are very good relationships throughout the school.
- The procedures for promoting and monitoring attendance are good.

Commentary

8. The pupils demonstrate good attitudes towards their work. Where teaching is good the pupils are well motivated and concentrate on their work. This helps them to achieve well and to learn effectively. The pupils work well with others and they are keen to talk about their life in school. They have a good understanding of right and wrong. During the inspection there were no signs of bullying or other aggressive behaviour and parents are happy with the standards of behaviour and that the pupils get on well together. Unsatisfactory behaviour, when it does occasionally occur, is dealt with promptly and effectively. Playtimes and lunchtimes are well ordered.
9. In lessons, teachers place importance on encouraging children to learn and set challenging but realistic objectives in lessons. The good relationships between pupils and staff contribute to children's learning because they create a purposeful environment in most classrooms. There is a mutual respect between pupils and staff and teachers ensure that all children are fully included in lessons.
10. The pupils learn to respect other people's feelings and values and develop a sense of spiritual awareness. The range of creative activities they have been involved in throughout the school has particularly enhanced this. It has also had a very significant impact on the pupils' cultural awareness. Through the school council and the system of class councils pupils begin to develop an understanding of the responsibilities of living in a community. The pupils care for each other well. Some older pupils are trained to help other pupils during break times. The children in the Foundation Stage develop good relationships with the adults who work with them and with each other. The children enjoy coming to school and behave well.
11. The teachers and teaching assistants work hard to raise the pupils' self-esteem, thereby enabling the pupils to benefit fully from the broad curriculum offered by the school. The pupils with more challenging behaviour are well provided for and supported in meeting their individual targets. All of the adults ensure that the pupils are given good opportunities to develop self-confidence and self esteem.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.5	School data	1.2
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.

12. The rate of attendance for the years ended 2002 and 2003 was below average. Since then, continuing efforts to raise the profile of attendance through closer monitoring and incentives in the form of certificates, have helped to raise authorised absence to a satisfactory level. A small number of parents are still prone to take their children on holiday during term time but the headteacher's stance in refusing to authorise these holidays is helping to reduce their occurrence. Punctuality has also improved following a decision to move lessons so that they now start immediately after morning registration.

Exclusions

13. During the past few years, there have been no exclusions. The school will exclude if necessary but does not exclude lightly and staff make great efforts to resolve problems rather than exclude.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is good overall.

Teaching and learning

The quality of teaching and learning are good overall. This is a significant improvement. Assessment systems are effective.

Main strengths and weaknesses

- The good teaching is improving the pupils' achievements.
- The teaching of mathematics is particularly effective.
- The pupils are not well enough informed about what they need to do to improve their work and are not provided with enough opportunities to assess how well they are doing.
- Teachers do not expect high enough standards of handwriting and presentation.

Commentary

14. The quality of teaching and learning has improved significantly over the last few years, particularly in Foundation Stage and Years 3 to 6 where the teaching was previously considered to be less effective, with low standards and underachievement in core subjects. A study of 'learning styles' has resulted in an improved knowledge of how each pupil learns best. Teachers take this into account as they plan tasks to meet the needs of the pupils. This is having a growing impact but the levels of the teachers' confidence and skills still vary.

Summary of teaching observed during the inspection in 36 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (3%)	3 (13%)	24 (63%)	8 (21%)	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

15. In the Foundation Stage, the teaching is good overall and in some instances very good. The effective teaching promotes the children's independent learning through enquiry, exploration and discovery very well. However, modifications to the organisation in the nursery with regard to the development of the outdoor provision, to encompass all the areas of learning, would further enhance the children's achievements. The assessment procedures are good and the day-to-day observations of the children's progress effectively inform the next steps in learning.
16. In Years 1 to 6, the good teaching of English, mathematics, science and ICT is a significant factor in raising standards and achievement in these subjects. The teachers' secure knowledge of the subjects is demonstrated in the high quality questions they use to develop the pupils' thinking skills and extend their understanding. The school's recognition that standards in writing are low has led to a whole school approach to writing that is having a positive impact on standards. They provide good support and guidance for those pupils encountering difficulties. Whilst most teachers have high expectations in developing basic skills, their teachers' expectations of how pupils record their work are not high enough. Consequently, the quality of the pupils' handwriting and presentation are too often unsatisfactory. There are some good examples of links developing between literacy and other subjects.
17. The teaching of mathematics is particularly effective throughout the school but, while the use of other subjects to develop mathematical concepts is developing, it could be improved further. The

pupils need more opportunities to apply their skills outside the mathematics lessons at an appropriate level.

18. The teaching of science is effective throughout the school, with the pupils carrying out a wide range of investigations. Teaching and learning in ICT are good overall and the pupils achieve well. The new ICT suite is used well by the teachers, not only to teach the subject, but also to support the work in other subjects. There are good opportunities for them to employ ICT in supporting other subjects and this is being extended all the time.
19. The teachers undertake a very good range of visits and utilise many resources to support the pupils' learning. The visits are very well planned. These creative and practical approaches also enable pupils of all ages to develop their understanding of people in the past and of other places. The teaching of art and design is good. In design and technology teaching is satisfactory: this is an improvement and teachers now have greater confidence and knowledge of the subject. Combined with the good subject leadership of English, mathematics, science and ICT, the improved quality of teaching is raising pupils' achievements.
20. The pupils identified with special educational needs and those learning English as an additional language receive good support that enables them to make good progress in line with their ability levels. The assessments for these pupils are detailed and thorough and form the basis of each child's individual education plan. These plans are used effectively to ensure that the work is suitably matched to the pupils' needs. In lessons, these pupils are fully involved in discussions through individual and small-group support that they receive, thus enabling them to remain part of their social group and to complete their tasks.
21. The teaching assistants work in close partnership with the teachers and support the pupils effectively. Very good relationships have been fostered and the pupils are confident that all adults support them well.
22. Good assessment and tracking systems to ensure that pupils achieve well have been established; these are particularly well developed in English, mathematics and science. Good arrangements check what the Foundation Stage children know, understand and can do; this information is well used to plan the next steps children need to take in their learning. Throughout the school, teachers use questions effectively to assess and extend the pupils' understanding. However, the pupils do not always know what they need to do to improve their work. Work is marked regularly but the marking does not provide pupils with sufficient guidance on how they might improve their work. The school has tried various ways of providing the pupils with short-term targets for improvement but these have not been successful. It is about to introduce a new approach to this.

The curriculum

The curriculum is good and supports the school's aim of providing equal opportunities for all pupils. Opportunities for enrichment are excellent and provide very positive experiences for the pupils. Overall, accommodation and resources are good.

Main strengths and weakness

- Curriculum development and innovation is very good and makes a positive impact on learning.
- Provision for the pupils with special educational needs is good.
- The timetabling of subjects is sometimes insufficiently flexible.

Commentary

23. The school provides a good curriculum, which is broad and balanced and meets the needs of all pupils. The school has been proactive in developing its curriculum provision and curriculum development is very good. The school has recently achieved the Arts Council of England 'Arts

Mark Gold' award. International links are being established, which are helping to develop the international dimension of the curriculum. Business and community links ensure that the school is well supported locally. Extra-curricular activities are also very good and contribute to the pupils' improved attitude to learning and enjoyment of school.

Example of outstanding practice

The pupils' appreciation of the creative arts and spiritual awareness has been greatly enhanced by the school's efforts to enrich its curriculum.

The range of enrichment opportunities provided for pupils is excellent. These include involvement with a Creative Arts Partnership funded through the Department of Culture, Media and Sports, which provides experiences not normally found in a primary school. These have a substantial impact on the quality of learning and the pupils' attitudes towards learning. The school also takes a lead role in selecting visiting artists. Current work with the artist in residence enables pupils to explore exciting media and techniques, as well as to learn about themselves. This opportunity has enabled the pupils to experience, explore and discover a very wide range of media, as well as significantly improve their own skills and techniques. It has played a major role in the development of the school during a period of considerable change and development. The pupils are able to share their work with pupils in other schools and this ensures that they have a wider audience for their work as well as experiencing other children's efforts. The projects are being evaluated by local universities and are proving to be highly successful and greatly enjoyed by the pupils, staff and parents involved. They include work with poets, dramatists, dancers, artists and musicians. As a result, this has brought to the pupils in the community first hand experiences of working with artists, and a positive approach to professional training for teachers. Above all it has enriched the quality of provision, the pupils' own spiritual awareness and appreciation of the creative arts and has successfully raised the levels of their individual achievements. Without exception all the pupils and staff are enthusiastic about the projects and value highly the contributions made by all the artists involved. The success is in the developing understanding and relationship between the school and its links with other schools and the artists themselves.

24. The curriculum programme for the youngest children is carefully planned to ensure thorough coverage of all aspects of the Foundation Stage curriculum and to take account of the various ways and different rates at which children learn. One weakness, however, is the insufficient use of the outdoor environment to extend and enrich the learning in each area of the curriculum.
25. The school makes good provision for the pupils with special educational needs. As a result, they are well supported by their teachers and the classroom assistants. The co-ordinator for special educational needs provides effective support for her colleagues to ensure that the pupils' Individual Education Plans are of good quality. Small steps that embody achievable targets are clearly defined and effectively meet the individual needs of the pupils. The provision for special educational needs meets all the statutory requirements. The provision for pupils learning English as an additional language is effectively supporting them in developing their language and literacy skills and enabling them to benefit from the whole curriculum.
26. There are times when the timetable is unfavourably balanced, for instance, when an extended writing session is followed by the literacy lesson, or history with an ICT focus is followed by ICT. Interruptions to lessons, caused by pupils attending peripatetic music lessons, often occur at the same time each week, or interfere with crucial learning, for example in literacy.
27. Teachers are well matched to the needs of the curriculum and teach it well. Despite the lack of an adjacent field, the accommodation is very good and is very well utilised. Teachers use available space efficiently, which effectively supports the delivery of the curriculum. Resources are good, accessible and well used.

Care, guidance and support

The arrangements for the care, safety and welfare of pupils are **good**.

Main strengths and weaknesses

- The school provides a friendly and safe environment in which to learn and in which pupils feel supported and cared for.
- School and class councils are effective
- There are good overall systems for assessment and target setting but with weaker aspects, such as marking.

Commentary

28. The pupils say that they feel safe and secure in the school and that their teachers attend to their needs well. Both pupils and parents comment that they like the small class sizes, particularly the pupils who appreciate the close relationships that result. Small classes also mean that teachers know their pupils well and give them good support.

29. Staff provide very good support and care and guidance for the Foundation Stage children. Throughout the school, the few experienced teaching assistants and nursery nurses are well deployed to support children's learning, particularly those who have additional educational needs. This has a positive effect on the progress these children are making. The adults are alert and vigilant when supervising the pupils during playtimes and lunchtimes. Parents of children with special needs also commented on the good support that their children receive and that it is clear that they are making good progress.

30. Although in its early stages of development, the School Council is beginning to exert a positive influence on school life. Those who have been elected as councillors take their responsibilities very seriously. The way in which they were chosen gave the pupils an appreciation of the democratic process and, by having the opportunity to debate issues at class level, the pupils are also learning that their views are valued and that they can have an influence on the running of their school. Some of the initiatives that have been introduced so far include the segregated use of the playground at break and lunchtime, the establishment of a breakfast club and the purchase of playground games equipment.

31. Although staff know their pupils well and intuitively assess their personal development, the more formal process of assessment does not provide pupils with enough information to help them to know how well they are doing. Interviews with pupils indicated that they are unsure of set targets and whether they have met them. Marking is a particular case in point, being inconsistent between classes with too little information on what the pupils need to do to improve.

Partnership with parents, other schools and the community

The school has established **good** links with parents. Links with the community and with other schools are **very good**.

Main strengths and weaknesses

- The Creative Arts Partnership has a very positive impact on links with the community.
- The links with local special and cluster schools are strong.

Commentary

32. Paget Primary is a school which has established highly productive links with external organisations. The Creative Arts Partnership draws together a number of strands, including five schools, parents, pupils and folk from the local community in a range of activities. Of particular note is the way in which pupils and parents have been working together to produce innovative designs for the renovated garden area within the grounds of the school. The Partnership has also been used to fund trips to the theatre and to arrange for visits from dance and music groups and storytellers, all of which helps to broaden the pupils' experience of the curriculum. The school has established strong links with all the local churches, whose representatives regularly visit to lead assemblies, and Community Service has done work on healthy eating. On a wider level successful links have been established with schools in India, France, Greece, Ireland and Spain. The school will be the first in the city to receive an International Schools Award.
33. The school is also successful in the way that it promotes links with parents. There are very good relationships and communication between staff and parents of Foundation Stage children. For all pupils, there is a regular supply of information in the form of newsletters and follow up letters to remind them of events and the prospectus is pleasingly presented and very thorough in the information it provides. Annual reports to parents on pupils' progress are satisfactory. The headteacher and staff operate an open door policy and parents commented that they feel very comfortable in approaching the school with concerns. In order to help parents in supporting their children's learning the school has run workshops on literacy, numeracy and science that were described as "fantastic". Parents are supportive of the work of the school and there are a good number who help in school during the week running a Greek club, a gardening club and supporting art activities. They also provide good support for the Inspire Workshops that give them an opportunity to work alongside their children in literacy. There is a very good partnership between the school and parents with children with special educational needs.
34. Active partnerships have been established with partner schools, which ensure the effective transfer of information to feeder schools. The school is a member of the local Erdington cluster of 17 schools and the Inclusion Network. Both these forums are used to share information and training. Close links with two special schools provide support for issues relating to special educational needs and the pupils from these special schools regularly attend some lessons in the school, an arrangement that benefits both groups of pupils. The school is keen to offer work experience and teacher training posts and to that end has established good links with Josiah Mason College and the University of Central England.

LEADERSHIP AND MANAGEMENT

The quality of leadership and management is very good overall. Over the past few years, strong leadership has overcome earlier underachievement and weaknesses in standards and teaching.

Main strengths and weaknesses

- The leadership of the headteacher is very good.
- The headteacher, governors and senior staff have a very good understanding of the strengths and weaknesses of the school.
- The financial planning is very good.

Commentary

35. The headteacher provides a clear vision for the school and has developed a shared sense of purpose and high aspirations that are having a very positive effect on the school. The headteacher, with the effective support of governors and staff, has brought about significant improvements through a wide range of initiatives that led the school out of special measures.

36. The school has made good progress since its last inspection in 2002 and has worked hard to address the key issues raised. The leadership of the school did not just focus upon raising standards in English and mathematics, which has been largely successful, but believed that the curriculum offered to the pupils needed to be broad, enjoyable and creative. It involved the school in a range of local and national initiatives that would help to bring this about. It identified the need to better understand the learning styles that suited each pupil and that teaching took these into account. It became involved in the Creative Arts Project that has enriched the pupils' learning and it aimed to broaden the pupils' awareness of other people through its international work. These initiatives, and the work done to raise standards in literacy and numeracy, have resulted in considerable improvements in the pupils' achievements and much more consistent, effective teaching and learning throughout the school. This work is taking time to develop but is already having a positive impact. The school is not complacent about what still needs to be done.
37. These initiatives are a significant challenge for many teachers, many of whom are new to the school. Appropriate training and support have been provided to ensure that there is a consistent approach throughout the school. The deputy headteacher has played an important role in supporting teachers through these changes. In the classes where these initiatives are more developed they are having a very beneficial effect on the pupils' achievements. The deputy headteacher's role has changed as the school has developed. At present she is teaching two days a week to cover for an absent teacher and has also temporarily taken on the role of special educational needs co-ordinator. These and a large number of administrative tasks take up most of her time. It is important that she and other senior managers have time to support and extend the skills of teachers given the number of initiatives that the school is involved in.
38. The governing body is effective in supporting the school and being involved in the development of the school. It has worked with school to deal with the issues raised at the last inspection and plays an important and effective role in the school's development. A committed chair leads the work of the governing body, and she is supported well by the other governors. Many governors are actively involved in the work of the school and all oversee a subject. Through their commitment to visiting the school and working with subject leaders, they have a good knowledge of how well the school is working and what it needs to do to improve. They are supportive but also ready to challenge the school. The governing body has high expectations for the school. Governors play an effective role in financial management and work hard to achieve best value for the school.
39. The role of subject leaders has improved, particularly in the core subjects and ICT and this is helping in raising standards. Their monitoring of the teachers' planning and classroom practice and their scrutiny of the pupils' work is well established. They have a very clear understanding of the strengths and weaknesses in their subjects and ensure there is a consistency of approach throughout the school. The Foundation Stage co-ordinator has a clear vision and understanding of the needs of the youngest children and has made significant improvement since the last inspection in the curriculum provision for the nursery. Key roles, such as the co-ordination of education for pupils with special educational needs, are carried out effectively and, as a consequence, these pupils make good progress towards their identified targets. The school has made positive moves to implement the new Code of Practice and the acting co-ordinator is keen to ensure that the school's procedures are effective and efficient.
40. The school's self-evaluation is based on thorough monitoring and analysis of the information it collects on how well the pupils are achieving. This allows the governors and senior staff to identify the effectiveness of its work and the resources that are needed to ensure that the needs of all pupils are met. The school is aware that its short-term target setting is not producing the impact on pupils' understanding of how well they are achieving and what they need to do to improve. The deputy headteacher had devised a new system that will be adopted in the very near future to overcome the earlier deficiencies.
41. The school development plan clearly shows the school's main priorities and how they are to be achieved. All staff with management responsibilities and governors are fully involved in the

process of reviewing the work of the school and taking decisions about what needs to be done. The school links its spending to the school development plan well in providing financial support for its key priorities. The governors are supportive of the work with the pupils with special educational needs, and the extra teaching and support time they provide are contributing effectively to the good progress and achievement of these pupils. There are clear budgeting procedures and careful forward planning. Good financial records are kept and all the recommendations made in the last audit report from the local authority have been implemented. The governors have a very clear strategic view of the financial implications of their educational decisions and evaluate these fully. The procedures for obtaining value for money are good.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	653,506	Balance from previous year	59,692
Total expenditure	657,026	Balance carried forward to the next	56,172
Expenditure per pupil	3,691		

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

42. The nursery and the reception class share the same setting but are taught for most of the week in two separate areas. There are 39 full-time children in the nursery and 24 in the reception class. A small proportion of the children have had some pre-school experiences.
43. The achievements of the children on entry to the nursery are below those expected nationally except in their physical development where most of the children are achieving the expected levels. Achievement is well below that expected in spoken English. In relation to other schools nationally, by the time they leave the reception class, the children are exceeding the Early Learning Goals in their personal, social and emotional development and physical development. The children's communication and literacy skills as well as their mathematical and creative development are as expected for five year olds. Nevertheless, their use of spoken English remains just below that expected.
44. Very significant improvements have been made in the nursery since the last inspection and most aspects of the work are now good. The school has, over the last two years, successfully worked very hard at establishing an effective learning environment. The provision has improved from poor to good overall. However, the school recognises that further planning in the use of the outdoor learning environment would enhance the children's achievements to a higher level in the areas of learning.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

The provision for personal, social and emotional development is **very good**.

Main strengths and weaknesses

- The children, including those with special educational needs and those learning English as an additional language, are achieving well and making very good progress.
- Standards by the end of the reception year exceed the national expectation.

Commentary

45. In both the nursery and the reception class the children enjoy school and arrive each day confident, happy and eager to learn. Relationships are firmly established with both peers and adults. One day a week the nursery or reception children have the opportunity to work together and this provides very good opportunities for the children to mix socially and work alongside either younger or older peers, and adults. The sensitivity of the staff fosters those initial steps towards working with others very well. By the end of the reception year most of the children are achieving very well because the adults place a great emphasis on reinforcing socially acceptable behaviour and respect for one another as they go about their work or at 'snack time'. The children share equipment, take turns in its use and generally share items, such as the large bricks, using the play-dough, or the trucks in the sand tray. As a result, the children's social skills, responsibility for their own learning, self-confidence and self-esteem are being well developed. The staff have an astute awareness of how to manage the work with such a large group of children.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- All children, including those with special educational needs and those learning English as an additional language, are making good gains in their listening, early reading and writing skills and are on course to achieve the early learning goals.
- Whilst the children are engaged in their tasks more work could be done to support and correct their spoken English.

Commentary

46. The learning opportunities provided through the play and focused group work ensure that all children develop their speaking and listening skills. Despite this, however, it is likely that most children will not achieve the age-related expectations by the end of the reception year in their spoken English skills. Most children listen well to instruction, stories and to each other. Although the staff provide good opportunities to speak in group time so that they may express their ideas and opinions or discuss their work on a one-to-one basis a significant proportion of the children have difficulty in the pronunciation of words and as yet do not readily engage in talk. When they do so, they either do not speak clearly or else make single word responses. In the reception class, the children practice their phonic skills together with the teacher to help their speech. Nevertheless, more could be done to improve the quality of the children's communication and language skills during the play activities or group activities to discreetly improve the children's pronunciation of words, or correct their grammatical errors and extend the sentences.
47. Good attention is given to early reading skills and the children are achieving well in line with that expected nationally. Books are shared with adults daily. In discussion with a small group of children in the nursery, they knew that the pictures convey a meaning, which we read from left to right and have a growing understanding of the printed word. They clearly enjoy books and handle them with care. In the reception class, many can already recognise letters and words. Their ability to memorise rhymes and the repetitive parts of a story is developing well. This is because much of the reading relates to their first hand experiences. The excellent reading books that the teacher has made with the children's own bright and colourful illustrations are a constant source of pleasure to the children. They sustain concentration as they sit turning over the pages, they read the repetitive lines or simply use the picture cues to retell the story in their own words. Furthermore, the recognition of the letters in the alphabet book based on, for example, 'a for Aliens', motivates and inspires the children to want to know what 'f' for...or 's' is for..The development of reading is a significant strength within the Foundation Stage.
48. In the nursery a good emphasis is placed on early writing skills and the children have good opportunities for writing through their role-play activities. The children know that marks, letters and words convey meaning. A few children are beginning to form letter shapes, and can write their names with a mixture of upper and lower case letters. In the reception class a good focus is placed on the correct formation of the letters and the children are beginning to form them fairly accurately. The staff are encouraging the children to become independent writers through the imaginative and creative use of the class projects, for example, in the space ship, writing lists, and in more formal group activities.

MATHEMATICAL DEVELOPMENT

The provision for mathematical development is **good**.

Main strengths and weaknesses

- The opportunities to use play as a tool for learning ensures that the children have a wide experience of all aspects of mathematics.
- All children, including those with special educational needs and those learning English as an additional language, are making good gains in their learning and achieve well.

Commentary

49. Good teaching in the nursery ensures that the children make a positive start in learning about number by counting, matching and sorting in a range of contexts. The activities include the use of number songs and visual items such as small farm animals to place into sets of two or three. The children have good experiences of handling money for example, in the 'café'. High levels of adult interaction ensure that the children are beginning to understand the value of the 1p, 2p and 5p coins. Access to number games with the large dice, for example, enables the children to have time to play and recognise the numbers. A good example was seen when a group of children were on the floor with an adult matching the numbers thrown to the number on a card. However, in the classroom the noise levels are very high and it is difficult to keep the children on task because all 37 children are busily working indoors. Consequently, it is difficult for the children to sustain concentration and the children are easily distracted by the other exciting activities around them.
50. In the reception class, very good use of role-play is imaginative and creative to introduce mathematical terminology such as, behind, under, on top of, in front of, beside. The search for 'Aliens' outside was not only fun with their home made binoculars but clearly enabled the children to use the mathematical vocabulary in its natural context as and when they found one. The children recorded where they found the Alien in pictorial form so that they could share their findings with other children. This was then shared at the end of the session with the rest of the class and clearly showed that they had understood the mathematical terminology well. Pencils and paper are readily available so that the children can also write the numbers, as well as frequent opportunities to count on, recognise numbers as they go about their work. A significant proportion of the children have begun to record numbers and do simple addition and are well on course to achieve the early learning goals.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

The overall provision for the children's knowledge and understanding of the world is **good**.

Main strengths and weaknesses

- In the nursery good foundations are being laid in the children's information and communication technology skills.
- There is a lack of planned outdoor learning opportunities that would further enrich the children's knowledge and understanding of the world around them.

Commentary

51. It was not possible to make an overall judgement of the standards and the children's achievements in this area. Construction toys, large wood blocks, play-dough, cutting and sticking activities are readily accessible. Furthermore, the planning indicated that frequent activities, such as what happens to an ice cube, promote enquiry, exploration and discovery skills. There are insufficient planned opportunities to enrich and extend the learning outdoors. Small groups from the nursery were seen in the computer suite. The teacher used the

whiteboard very well to demonstrate how the children needed to click and drag as well as change the size, shape and colour of their drawings. As a result, the early skills in the handling of the mouse and the keyboard are being firmly established. The range of ability is vast but the more confident children are already adept at using the icons. The teacher adjusts the work for these children to ensure that they are being challenged at a higher level through thought provoking questioning.

PHYSICAL DEVELOPMENT

The overall provision for physical development is **satisfactory**.

Main strengths and weaknesses

- The development of the children's finer movements is good.
- Activities outside are mostly recreational and are not structured to improve the children's physical movements.

Commentary

52. The wide range of tools, equipment and materials in the indoor setting offered to the children ensures that with the good support from adults that they are likely to exceed the early learning goals by the end of their reception year in the control of finer movements and mobility skills. The children are taught to use scissors, handle paintbrushes and pencils of different sizes correctly from a very early age. They can handle, control and balance both small and large bricks well. There is, however, a lack of challenge and insufficient opportunity for the children to decide for themselves if the work is better suited for indoor or outdoor play. For example, the children did not have access to the large wood blocks outdoors. These were used in a small cramped space indoors and made a significant contribution to the high noise level in the room. Furthermore, there are not enough planned activities to extend the children's physical development. As a result, progress is just satisfactory in this aspect of their physical development. Overall, there is a significant difference between the quality of the indoor and outdoor provision.

CREATIVE DEVELOPMENT

The overall provision for the children's creative development is **good**.

Main strengths and weaknesses

- The children make good gains in their creative development through role-play, art and music.
- Not enough regular use is made of the outdoor space to enrich and stimulate the children's interest.

Commentary

53. Good teaching ensures that art skills are becoming firmly embedded from a very early age. The concentration when colour mixing and efforts made allow the children to be proud of their achievements. No child felt unable to tackle a task and they worked with a quiet rigour. Their work is highly valued by all the staff. The artwork displayed around the classrooms is attractive and shows a wide range in the use of different techniques, materials and equipment. The classrooms have good resources that are easily accessible for the children to select. Music plays a significant role in both the nursery and reception classes. Good use of song and listening to pieces of music are regular features at the beginning and end of sessions. In the one group session seen, the children had good opportunities to listen to a story and create their own sound effects using and controlling percussion instruments well.

54. A significant strength is the use of role-play to support learning. The play links closely to the development of reading and writing skills as well as increasing the children's understanding of mathematics and the world around us. For example, there are space ships, a café' and home areas. Adults participate sensitively, but unobtrusively, in the children's role-play. Other play activities are set out and give the children good opportunities to learn through these experiences but a review of how to use of the outdoor setting more frequently and effectively would enhance children's achievements.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

The provision in English is **good**.

Main strengths and weaknesses

- The pupils are achieving well, although standards in writing are still not high enough but the school has developed strategies to raise them.
- The teaching is generally good and is well supported by good resources.
- Marking in some classes does not set clear targets for improvement.
- Handwriting is generally unsatisfactory and the presentation of work is poor.
- The subject co-ordinator has a good sense of purpose and direction.

Commentary

55. The school has adopted whole school approaches in order to raise standards from their below average levels. By the end of Year 2 most pupils are achieving expected levels, but too few achieve higher levels in writing. The high rate of pupil mobility and the large percentage of pupils with special educational needs adversely affect the standards of the present Year 6. The pupils, who have been in the school since 2000, have progressed well and their achievement is good. The school has recognised weaknesses in writing and has adopted strategies to tackle them. These include the separation of extended writing from the literacy lessons and a whole school approach to the teaching and learning of these skills. The good provision for supporting pupils with special educational needs and those learning English as an additional language is ensuring that these pupils make good progress in developing their language and literacy skills.
56. Standards in speaking and listening are average throughout the school. By the end of Year 2, the pupils approach their teacher confidently when needing help, but some lack a wide vocabulary and their expression is restricted. By Year 6, the pupils have improved in both these respects and engage in conversation with greater fluency.
57. Standards in reading are close to average at the end of Year 2. Above average pupils read fluently and tackle new words confidently, but encounter difficulties with some irregular words. Average and below average pupils do not use reading strategies effectively and often mispronounce basic words. Standards are average at the end of Year 6. The pupils discuss their favourite genre using appropriate vocabulary. They have a good understanding of the structure of books. Retrieval skills are well established.
58. Standards in writing are below average. The strategy to improve writing is having a positive impact, but has not yet been in place long enough to be evident in test results. It concentrates mainly on story writing. Hence, the pupils have an improved understanding of the writing process and structure their stories better. However, the standard of handwriting is unsatisfactory and the presentation of work is often untidy and careless, which gives rise to frequent errors in spelling, punctuation and grammar.

59. The quality of teaching during the inspection was good overall, and this was well supported by a good range of resources. Teachers plan their work well and generally maintain a good pace and structure. A good range of teaching and learning methods is employed. Relationships are good. Teachers mark pupils' work conscientiously, often related to the learning objectives of the lesson. However, this marking does not set targets for improvement linked to National Curriculum levels. The pupils, therefore, do not acquire an understanding of their own learning or what they need to do to improve. Regular assessments in writing are used to inform planning. Reading records are also well maintained.
60. The quality of leadership and management in the subject is good. The co-ordinator has a clear sense of direction and purpose. She has a good understanding of what the school needs to do to improve. With this in mind, the whole staff has co-operated in training to improve the quality of teaching and learning.

Language and literacy across the curriculum

61. The application of literacy skills across subjects is satisfactory. Information is communicated in a good range of formats. Although there are opportunities for extended writing, this aspect needs further development.

MATHEMATICS

The provision for mathematics is **good**.

Main strengths and weaknesses

- Significant improvements have been made since the last inspection.
- Standards in mathematics achieved over the past three years in Years 2 and 6 have been very high.
- Individual pupils are being challenged, and as a result are achieving well.
- The pupils with special education needs achieve well because their needs are very precisely identified.
- The teaching is good.
- Work is not marked in a way that helps the children to improve.
- Subject leadership is good.

Commentary

62. Over the past three years, the standards in mathematics at the end of Year 2 and 6 have been very high. However, in the current Years 2 and 6 standards are likely to be average, but there are clear indications that a small proportion are likely to reach the higher levels 3 and 5 respectively. The main reason for this is that both year groups have experienced considerable mobility. Furthermore, in Year 6 there is an above average number of pupils with special educational needs. Nevertheless, all pupils are making good gains in their learning and achieving well in line with their capabilities. This is because of the good teaching from both the teachers and the teaching assistants.
63. In Year 2, the teacher challenged the pupils with well-focused tasks to develop their skills of sorting and classifying mathematical shapes. The pupils worked at speed and could confidently sort the shapes into three, four and five sided shapes to begin to understand a tally chart. Mathematical investigations are another good feature of the lessons. In this way, through the use of, for example, a packet of fruit gums, the pupils were able to sort, classify the colours, record and achieve by the end of the lesson a pictogram and begin to interpret their results. They collaborated well in the paired activity. Furthermore, this good approach through mathematical investigations allowed, for example, the Year 5 pupils to grasp a good understanding of lines of symmetry.
64. All lessons comprise lively mental warm-up activities, challenging tasks and good concluding plenary sessions to establish how well the pupils understand the mathematical concepts and to

make sure that they achieve well. For example, in the Year 3 class, the teacher provided mental starters in the four rules of number. The activity was sharp and succinctly delivered by the teacher. Both boys and girls worked at a rapid pace using a range of strategies to achieve their answers. The significant feature in this session was the way in which the pupils were able to confidently explain their results and use subject terminology, such as; 'I used the partitioning method because....'. They found this a challenging but exciting activity. After some good teaching on structured approaches to problem solving, the more able pupils were given quite demanding word problems to solve. Using a range of methods and considerable thought, eventually they arrived at the right answers. This approach to the teaching of mathematics ensures that the high standards achieved in their Year 2 tests are being systematically and successfully built upon. All lessons are carefully planned to meet the individual needs of the pupils.

65. In Year 6, the higher attaining pupils quickly and competently grasped the mathematical terms mean, mode, range and median and met the teacher's learning objective well. Further extended and challenging tasks were well prepared and tackled quietly and efficiently by the pupils. In this session, the teacher's focus was on supporting the lower attaining pupils to help them to begin to understand the subject specific vocabulary. Though the pupils had difficulty in applying these concepts to the task given, the clear explanation and the reinforcement of the terms during the plenary session allowed them to begin to grasp some understanding. This work was further developed on the following day in small group sessions with the support teacher and teaching assistant. As a result, pupils were making good gains in their learning and achieving well.
66. Throughout the school the teaching is good and in some instances it is very good. The teachers and the teaching assistants are knowledgeable and confident in their presentation of the curriculum. They structure the work and manage the classes well. The procedures for assessment have improved since the last inspection. Their knowledge and analysis of the pupils' progress through tests and observation is thorough and detailed. However, a more focused and systematic approach to the marking of work would help to make clear to the pupils how they can achieve their targets and raise their work to a higher standard. At present, the older pupils are not given the opportunity to write in their books an indication, for example, that they require further help and guidance. It would also be helpful if some time was set aside for the pupils to correct errors or complete a piece of work.
67. A combination of good subject leadership, monitoring of the pupils' work and appropriate professional development for staff has raised standards.

Mathematics across the curriculum

68. Taken overall, the school creates suitable opportunities for the pupils to use their numeracy skills in other subjects. For example, through the use of ICT in science and geography they use graphs and charts to display their observations and record their findings.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Standards are above average and the pupils achieve well.
- The quality of teaching and learning are good overall.
- More able pupils are challenged and achieve high standards.
- There has been a significant improvement in standards and achievement.
- The curriculum provides an interesting and broad range of work that is well planned.
- The subject is well led and managed.

Commentary

69. Standards have continued to improve, largely because of the quality of teaching and the consistency of teaching the subject in all classes. The pupils are achieving well because of this. The subject is well led and managed and this is also having a positive impact on the quality of the provision of the subject. The pupils enjoy their work and most listen well to adults and each other. The pupils persevere well with completing their work but more care needs to be taken in recording their work. In Year 6, the pupils were studying the effects of air resistance as part of their work on forces. The pupils worked well together in groups and carried out the investigation thoughtfully. They enjoyed the work and were thoroughly involved in developing their parachutes. They demonstrated a good scientific understanding.
70. The quality of teaching and learning are good. Teachers challenge the pupils of all abilities, ensuring that they achieve well and complete the tasks set within a reasonable time. However, their expectations of the standard of presentation of the pupils' work are variable across the school and at times it is unsatisfactory. All teachers plan effectively and identify clear objectives for learning, which they use when setting the pupils work. These objectives are shared with the pupils so that they have a good understanding of the focus of the lesson. This was seen in the Year 2 lesson where the pupils were investigating the habitats of living things. Tasks are well matched to the different abilities of the pupils and the more able pupils are challenged to make the most of their potential. Marking is variable across the school. While in some classes it effectively supports the pupils in understanding how well they are achieving, too often it does not.
71. The pupils have good opportunities to use their literacy skills. The focus on writing is improving the pupils' confidence in using language. However, not enough emphasis is placed on using specific science vocabulary, for example when writing, spelling correctly and when discussing work. There are some good opportunities for developing numeracy and ICT skills in the subject but numeracy skills need to be more appropriate to the abilities of the pupils.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- The pupils achieve well.
- The quality of teaching and learning is good overall.
- The curriculum provides an interesting and broad range of work that is well planned.
- The subject is well led and managed.
- The new ICT suite is used well to teach the subject and to support other subjects.

Commentary

72. The pupils' attainment is in line with expectations. Attainment is higher for pupils than reported in the last inspection and this is largely due to the higher profile of the subject across the school, the improvement in staff confidence in teaching it and the way the subject is now organised and taught.
73. The pupils in Years 1 and 2 understand that computers help them to use information in different ways. Year 2 pupils show great interest in finding that computers use icons to provide information and instructions. All pupils observed using computers during ICT lessons were confident in using the mouse, directional arrows and cursor to place text and have made good progress in developing keyboard skills. The pupils achieve well throughout the school. By Year 6, they use computers confidently in a variety of ways. In one lesson in the ICT suite, the pupils learn to input procedures and commands to create a picture of overlapping two-dimensional shapes. They achieve pleasing results competently.

74. The quality of teaching is good overall. Teachers show confidence in teaching the subject and have a good knowledge of the programs used. Successful teaching occurs in the computer suite where teachers are able to spend extended time with pupils ensuring that they understand new programs and demonstrating how to use them. In a Year 4 lesson, the teacher gave a clear explanation of the task. The pupils were then able to use their skills to sort information in various ways. Throughout the school, pupils' attitudes in ICT lessons are good. They work with enthusiasm and enjoyment, helping each other.

Information and communication technology across the curriculum

75. The provision in the computer suite is very good and the classrooms are generally well equipped. The appointment of an ICT technician to support the teachers has enhanced the provision well. ICT is used effectively to support other subjects in the computer suite and in classrooms and this is one of the factors in improving standards in that subject. The pupils have good opportunities to practise, reinforce and use the skills they have learned in the suite. The pupils use the Internet regularly as an important tool for research. With its very effective links with schools in other countries, the use of email is developing well.

HUMANITIES

There was opportunity to observe only one religious education lesson during the inspection, and no history or geography lessons. A scrutiny of planning indicates that coverage in the subjects is satisfactory. **History** and **geography** are planned in blocked units and all subjects have an appropriate time allocation. Good cross-curricular links are also planned, so that pupils get a wider perspective on each unit being learned. Displays and completed work show that standards are broadly in line with national expectations. **Religious education** is taught in keeping with the locally agreed syllabus. Discussion with Year 6 pupils shows that they have a satisfactory knowledge and understanding of Christianity, Sikhism, Hinduism, Islam and Judaism. They can draw similarities and differences between holy books, places of worship and some festivals. They have a satisfactory understanding of religious symbols. Teachers use a good range of teaching and learning strategies, including role-play and drama. The quality of teaching and learning seen in the one lesson observed in Year 3 was very good. The teacher used a number of techniques, including drama, role-play, digital photography, discussion and revision into a meaningful experience, during which the pupils learned very well. Hence, they could recount, with good understanding, the underlying meaning of a number of parables.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Two art and design lessons, three design and technology lessons and two physical education lessons were observed. No lessons were observed in **music** during the inspection so that an overall judgement about provision or standards cannot be made. There is good provision for individual music tuition and opportunities for enrichment through dance and work with musicians in the school's Creative Arts project. The individual class teachers take music lessons. During a hymn practice it was clearly evident that the pupils love to sing. They sung along to a recorded accompaniment confidently and competently. They kept a fairly accurate rhythmic pattern and followed the flow of the melody contour well. The school's own evaluations recognise the need to develop the music curriculum across the whole school and discussions with the staff reveal a very clear view about what needs to be done in order to raise standards and achievement to a higher level. These improvements will be introduced over the forthcoming months and the school has high expectations of its success through the support of the visiting musicians working within the Creative Arts Partnership. All pupils in Years 3 to 6 are given the opportunity to have individual tuition in playing a musical instrument. This is still at an early stage of development but proving to be highly successful. The pupils are keen and enthusiastic, and are making good gains in their learning. They are achieving well. This is because the quality of the teaching of the instruments by the specialist teachers' is good.

Art and design

The provision for art and design is **very good**.

Main strengths and weaknesses

- The impact of the work of the 'artists in residence' has had a significant impact on the high standards of work displayed around the school and this contributes significantly to the ethos of the school environment.

Commentary

76. The school's initiative in involving itself in the Creative Arts Partnership has significantly raised the pupils' achievements and their awareness and appreciation of art. The work of the artists has been very effective because there has been a good focus on developing the progression of basic skills when using, for example, pastels, paint, charcoal and pencil, textiles and clay. This has had a significant impact also in developing not only the pupils' individual skills but also those of the teachers. As a result, in the two lessons seen in Years 3 and 5 the quality of the teaching was good because the focus was on improving the drawings, the design and the use of paint. The level of adult interaction in both cases offered good support and suggestions, and was well-focused, with an emphasis on improving skills. The teachers were evaluating the outcomes and could steer the pupils purposefully in a direction that enhanced the quality of their work.
77. With the artists and their teachers, the pupils have studied the work of Andy Warhol, considered the work of landscape artists, researched information from the web sites on a range of styles of different artists, including those from non-European countries, created three-dimensional forms using papier-mâché and batik work. Together they demonstrate that a wide range of experiences is successfully offered using a variety of materials, tools and equipment. Currently the older pupils are in the process of designing a mural for the playground. They have experimented with charcoal for the design, mud for printing and the artist has helped them to combine these individual pieces into a large mural that stands pride of place in one of the classrooms, ready to be evaluated.
78. In discussion, the pupils revealed their enthusiasm for art and stated that they enjoy illustrating their work in other subjects such as history. For example, they have used papier-mâché to make Greek vases, developed their idea of pattern from the style of Tudor costume, had workshops on willow pattern, and made clay pendants in the Egyptian style. The attendance at an after school art club is very popular. Such is their enthusiasm for the subject that when one child discovered that following the science lesson the next lesson was art, he said; 'I can't wait to get started'.

Design and technology

Provision in design and technology is **satisfactory**.

Main strengths and weaknesses

- Standards are improving well and the school is overcoming earlier under achievement.
- The planned curriculum is ensuring that all aspects of the subject are being sufficiently developed, which was not the case in previous reports.
- The subject is well led and managed.

Commentary

79. Standards are average in the work seen. This is a significant improvement over the low standards reported in previous inspection reports. Year 2 pupils develop a good range of ideas for equipment for a children's playground. They produce designs that will later develop into a

model. Year 4 pupils are creating a paper pop-up book and investigate different ways to produce the moving effect. During the lesson they explore ways of producing a paper spring. Some of the pupils find out that the width and length of the initial piece of paper is crucial to the size of the finished spring. The pupils enjoy the work and persevere well.

80. Teaching is satisfactory overall. The work is well planned and teachers are developing their subject knowledge and are more confident. Teachers ensure that the pupils understand what they need to do and the pupils talk enthusiastically about their work, although some of the work appears to be over teacher directed. They are keen to explain how they produced their products and what they needed to take into consideration when designing and making. They talk about the processes involved.
81. The subject co-ordinator has only relatively recently taken over but is working hard to be well informed. She is effectively offering advice and guidance to other teachers. The scheme of work ensures that planning is consistent across the years and classes and that there is a good range of work covered. Effective planning exists in all classes and there is evidence of sufficient time being made available to carry out the planned work.

Physical education

Provision in physical education is **good**.

Main strengths and weaknesses

- The pupils achieve well throughout the school.
- There is a well-developed curriculum.
- The curriculum is enriched by additional activities.
- The subject is well led by co-ordinator.

Commentary

82. The pupils achieve well throughout the school. There is a comprehensive programme of work to meet all aspects of the National Curriculum and a good range of activities provided outside lessons enhances this. Years 3 and 4 pupils have swimming lessons at a local swimming pool. Nearly all pupils attain the expected level of competence by the time that they leave the school.
83. Year 6 pupils achieve well at a range of activities. In an outdoor activity, the pupils are developing their throwing and striking skills. The teacher increasingly develops the challenge for the pupils and they improve their control and skills well during the lesson. The pupils rise to the challenge and enthusiastically work well with their partners and in small groups. In a Year 4 lesson, the pupils again work well in their groups and develop their skills in passing and dribbling using hockey sticks. They work hard and their ability to control the puck with the stick improves well.
84. The quality of teaching and learning is good overall. Where the teaching is successful, the teachers have good subject knowledge, plan thoroughly and have high expectations of the quality of the work and make it very clear to the pupils what they are doing. This allows the pupils to feel comfortable to explore and develop their own skills. Overall, the pupils enjoy their work and get involved well in the wide range of activities. Opportunities for the pupils to assess the quality of their performance are limited.
85. The subject is managed well and there are appropriate and useful plans. The good out-of-lesson activities enhance the pupils' learning. The school takes part in a variety of sporting events and matches.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Only one lesson was seen in personal, social and health education and, therefore, it is not possible to make an overall judgement about the quality of the provision. However, the available evidence and the wide range of additional aspects provided to support this subject are positive indications. The pupils are confident and very interested in the work they do. They are given very good opportunities to explore and think about issues that affect their personal, social and health development and they respond very well to the opportunities provided. The pupils are helped to understand the importance of respecting other people's feelings and values. This is developed through specific personal, social and health lessons, through circle time, assemblies and class councils but most of all through the way all staff relate to the pupils and are effective role models. The school council and the system of class councils give the pupils opportunities to develop their awareness of the responsibilities of living in a community. Through this, the pupils are helped to develop an understanding of the needs of other people and the need to support each other.

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	4
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	1
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
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	2

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