

# INSPECTION REPORT

## **WEBHEATH FIRST SCHOOL**

Redditch

LEA area: Worcestershire

Unique reference number: 116728

Headteacher: Mr J Gooding

Lead inspector: Mr G R Logan

Dates of inspection: 4<sup>th</sup> – 6<sup>th</sup> May 2004

Inspection number: 257293

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	First
School category:	Community
Age range of pupils:	5 – 9
Gender of pupils:	Mixed
Number on roll:	284
School address:	Downsell Road Redditch Worcestershire
Postcode:	B97 5RJ
Telephone number:	01527 544280
Fax number:	01527 547121
Appropriate authority:	The governing body
Name of chair of governors:	Mrs E Nasta
Date of previous inspection:	23 <sup>rd</sup> March 1998

## CHARACTERISTICS OF THE SCHOOL

Webheath First School serves a residential area on the western fringes of Redditch. Much of the housing is privately-owned. However, over 40 per cent of pupils come from outside the immediate area of the school and the intake is socially diverse. The school is of similar size to many primary schools. A very high proportion of the 284 pupils are from White European backgrounds, with around four per cent of pupils of mixed-race or other family background. No pupils are learning to speak English as an additional language in the main school. A very small number of children in the Reception classes have English as an additional language. A below average proportion of pupils (12 per cent) have special educational needs, for mainly moderate learning difficulties. Two of these have statements. This is a very stable community - only around four per cent of pupils left or joined the school during the last school year. The proportion of pupils receiving free school meals, nil at present, is well below the national average (19 per cent). However, this is unlikely to reflect family circumstances accurately, as the lack of a cooked meals service in the county means that not all families entitled to free school meals apply for them. The profile of pupils' attainment when they enter the school is average in most years.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
11810	Mr G R Logan	Lead inspector	Mathematics Music Physical education
13395	Mrs J Illingworth	Lay inspector	
10204	Mr D Vincent	Team inspector	Information and communication technology Design and technology
1189	Mrs S Brown	Team inspector	Science Art and design Areas of learning in the Foundation Stage Special educational needs
21816	Mrs B Thomas	Team inspector	English Geography History Religious education English as an additional language

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

This is an **effective school**, with some very good features. It has a very supportive, caring ethos and successfully includes all pupils. Pupils benefit from good teaching and achieve well. Currently, standards are above average overall. The headteacher and co-ordinators are very effective and work well with governors. The school provides **good** value for money.

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

- Standards, overall, are above average. Pupils achieve well.
- Provision for pupils with special educational needs is very good; they make good progress.
- Teaching is good across the school. Pupils learn effectively.
- Pupils have very good attitudes and behave very well. Their spiritual, moral, social and cultural development is very good.
- Pupils are cared for very well. Induction procedures are very good.
- The curriculum is very good. It provides a wide range of opportunities for pupils. The school's support for the creative arts is a significant strength.
- The school's partnership with parents and the community is very good.
- The headteacher provides very good leadership. Subject co-ordinators are knowledgeable and highly effective.
- Aspects of mathematics could be improved, to ensure pupils make more consistent progress across the school.
- Too many worksheets are used across the curriculum; pupils need more opportunities for independent recording of their work.

The school has made **very good** progress since the last inspection. All issues have been successfully tackled. Standards have risen significantly, particularly in literacy, numeracy and information and communication technology (ICT) and pupils' achievement is better. The quality of teaching has improved. Leadership and management are much improved. Governors are now effective, development planning is a strength and subject co-ordinators have a very good overview of their areas.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			similar schools
	2001	2002	2003	2003
Reading	A	B	A	B
Writing	A*	B	A	B
Mathematics	A*	A	A	B

*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*

**Pupils achieve well overall.** Children in Reception are well on the way to reaching the goals set for them. Many will exceed the expected level by the end of the Reception year. Standards in Year 2 are above average in English and science and average in mathematics. Standards in Year 4 are above average in mathematics and science and average in English. Pupils achieve particularly well in physical education and the creative arts.

Pupils with special educational needs achieve well because of the very good support they receive from support staff. The very few children with English as an additional language in Reception achieve well.

Pupils' attitudes, values and other personal qualities are **very good**. These factors contribute significantly to their learning. Their spiritual, moral, social and cultural development is **very good**. Relationships and behaviour are very good. Attendance is good. Punctuality is very good.

## **QUALITY OF EDUCATION**

The quality of education provided is **good**. Teaching is **good** overall. Pupils make good progress. Teachers have very good relationships with their pupils. Assessment procedures are good and are used with increasing effectiveness. In subjects such as physical education, pupils are encouraged to evaluate their own work successfully. They have a mature approach and work well, both independently and with others. Planning to meet the needs of pupils with special educational needs, and with English as an additional language, is effective. Learning support staff are very effective. The curriculum is very good and pupils have a rich range of opportunities. Extra-curricular provision is very good. Pupils receive good care and support. Very good induction procedures help new children to settle quickly. Child protection procedures are good. Provision for pupils' personal, social and health education is good. The school has a very good partnership with parents, good links with other schools and very good community links.

## **LEADERSHIP AND MANAGEMENT**

The leadership and management of the school are **good**. The headteacher provides very good leadership for the school and is very well-regarded by parents. He has been very successful in bringing change and improvement in the school. Subject co-ordinators are very knowledgeable and very effective. The school evaluates its work diligently and makes good use of available data. Governors manage the school efficiently. Financial management is very good. Statutory requirements are met. School administration is very efficient.

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

Parents are happy with the school. They are happy with the standards achieved and feel that the school is well led. The level of parental involvement is very good. Pupils enjoy school. They enjoy lessons, appreciate the care shown towards them and participate enthusiastically in the activities provided.

## **IMPROVEMENTS NEEDED**

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

- Ensure more consistent progress in mathematics through a better match of tasks to pupils' needs, greater pace in teaching, more opportunities for pupils to record independently, improved quality of marking and more effective use of ICT to support learning.
- Reduce the use of worksheets across the curriculum.
- Build upon current good practice in English to implement more individual target-setting in mathematics and science.

## **PART B: COMMENTARY ON THE INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

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

Pupils' achievement is **good**. Currently, standards are average in English and above average in mathematics and science by the end of Year 4.

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

- Reception year provision is good, giving children a good start to their education.
- Standards by the end of Year 2 are above average in English and science and average in mathematics.
- Provision for the creative arts is a strength of the school. Standards are above those normally found.
- Pupils achieve well as a result of the good teaching. Expectations are high in most classes.
- The use of ICT, although satisfactory overall, varies between subjects.
- Achievement in mathematics is variable across the school.

#### **Commentary**

1. At the last inspection, in 1998, standards were broadly average across the school, with some weaker progress in Years 1 and 2. Standards across the school in ICT were unsatisfactory. Expectations generally were not as high as they might be and higher attaining pupils in particular were making unsatisfactory progress. The report suggested that, overall, too many pupils were underperforming.
2. In the intervening period the school has worked successfully to raise standards and pupils' achievement is now good. Over a three year period to 2003, national test performance at Year 2 has been well above average or very high in almost all subjects. In 2003, standards in English, mathematics and science were well above average in relation to schools nationally. A well above average proportion of pupils achieved the challenging Level 3 in mathematics, science and writing. In relation to similar schools, standards in all subjects were above average. Analysis of tracking data indicates that pupils make at least average progress between Years 2 and 4. This is a particularly stable community, with a very low level of mobility, so that most pupils enter the school in Reception and remain until transfer at the end of Year 4.
3. On balance, girls have, over time, tended to perform better than boys at Year 2 in reading and writing, but not mathematics. This follows the national trend. Both groups are making similar rates of progress. Achievement for pupils with special educational needs is, like the others, good, because of the very good support they receive and work that is well-planned to meet their needs. The very few pupils with English as an additional language in Reception achieve well.
4. The school does not at present formally identify pupils considered to be gifted or talented. However, the generally high standards and the range of sporting and musical opportunities available in the wider curriculum means that such pupils are likely to be provided for well.

#### **Foundation Stage**

5. Attainment on entry to the school is average for most year groups. However, many children have above average speaking skills. All children in Reception have had some pre-school experience and are well-prepared for entry to school. They benefit from very good induction procedures and settle well into school routines. Good teaching and very good planning and assessment procedures ensure that children make good progress and achieve well in many areas of learning. Most children in the current group are on the way to achieve the Early Learning Goals in all areas, with a significant number exceeding these. Provision in personal

and social education is particularly good and many children are likely to achieve above the expected level in that area.

## Years 1 and 2

6. Standards by the end of Year 2 in 2004 are likely to be above average in reading, writing and science and average in mathematics. This is lower than the standards achieved in 2003, but reflects the overall profile of the current group, which has a lower percentage of very able pupils. Higher level attainment in mathematics is not promoted effectively, because the setting arrangement does not focus sufficiently on the needs of the higher attainers. Underlying literacy skills are good and these are generally used well across the curriculum. Opportunities to apply pupils' numeracy skills are limited. In personal, social and health education, pupils have the opportunity to think carefully about the obligations of citizenship.

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

Standards in:	School results	National results
Reading	17.1 (16.7)	15.7 (15.8)
Writing	16.3 (15.1)	14.6 (14.4)
Mathematics	17.6 (17.9)	16.3 (16.5)

*There were 57 pupils in the year group. Figures in brackets are for the previous year.*

## Years 3 - 4

7. Currently, attainment in Year 4 is average in English and above average in science and mathematics. While this reflects, in part, the profile of this cohort, it also shows that there is a significant group of higher attainers in mathematics. Pupils have achieved these standards because of the good quality teaching within the selective upper mathematics set. However, weaknesses in planning mean that pupils in the middle bands are less well served and do not always make the progress they might. Pupils are not grouped in ability sets for English, so that neither the advantages nor disadvantages of setting are so pronounced. Standards are well above those normally found in art and design and above the expected level in several of the foundation subjects. Pupils achieve well overall across the curriculum.
8. Pupils' good literacy skills are generally promoted well across the curriculum, although there is some over-use of worksheets. In science, practical and investigative activities are well-established and this boosts standards significantly. Pupils' skills in ICT have improved and are now good.

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

Pupils have **very good** attitudes to school and behave very well. Attendance is above the national average. Pupils' positive attitudes, values and other personal qualities enhance their learning.

### **Main strengths and weaknesses**

- Pupils show very good attitudes to school.
- Pupils' behaviour is good in lessons and around the school.
- Pupils have very good relationships with one another and with adults in the school.
- The school promotes all aspects of pupils' personal development very well. Their spiritual, moral, social and cultural development is very good.
- Although attendance is good overall, some pupils are absent for avoidable reasons, with holiday leave accounting for a significant number of absences.

## Commentary

9. Pupils like school, and come to it expecting to learn and to achieve well. Attitudes were positive and enhanced learning in all lessons observed. Pupils arrive punctually, settle quickly and listen attentively. They find lessons interesting and very much enjoy active tasks, such as scientific experiments. They are eager to answer questions and to make contributions to discussions. Many are good independent learners who use their initiative and look up information for themselves at home. Pupils also show enthusiasm for the wide range of extra-curricular activities provided. Participation in lunchtime and after school activities is high.
10. Relationships are very good. This encourages effective learning and good behaviour. Pupils respect and trust members of staff, and so behave well in lessons. Pupils also get on very well with each other. They work successfully in class on group tasks, and play together amicably. They behave very well. The school has effective policies and procedures to deal with aggressive behaviour. There have been instances of bullying, but these are uncommon. No pupils were excluded in the last school year. The majority of pupils say that other children are friendly and behave well. Overall, they and their parents are happy with standards of behaviour.
11. Personal development is very good because of the importance that the school attaches to provision for spiritual, moral, social and cultural education. Art lessons, displays and the school's sensory garden encourage pupils to reflect on and appreciate the wonder of the world around them. They get very good opportunities to explore their own and different values and beliefs through assemblies, religious education lessons and trips to places of worship. Curriculum subjects such as history and art also make a good contribution to pupils' understanding of other faiths and cultures, as displays of pupils' artwork show. Provision for pupils' moral development is very good. The school has high expectations regarding behaviour, and pupils are aware of it. They know that members of staff expect them to be polite and considerate. The school makes very good provision for social development. Pupils get the chance to enhance their social skills by listening to each other, sharing and working collaboratively in lessons. They are also given good opportunities to use their initiative and accept responsibility. Six pupils serve on the school's "Eco Committee", an organisation dedicated to environmental stewardship, and a further eight act as Team Captains. Eco Committee members and the Team Captains are elected by their peers.

### **Attendance in the latest complete reporting year [%]**

Authorised absence		Unauthorised absence	
School data:	4.7	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.*

12. Pupils' attendance makes a positive contribution to their good achievement. Overall attendance is above the national average. Unauthorised absence is slightly below average. However, a significant number of pupils are away for one or two weeks because of family holidays. In some cases, holiday leave accounts for more absence than illness or other unavoidable reasons.

## **QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The quality of education is **good**. Teaching and learning are **good**. The curriculum is very good, with very good extra-curricular provision. Pupils are cared for well. The partnership with parents is very good.

### **Teaching and learning**

Teaching is **good** overall. In most lessons, expectations are high, pupils are challenged and learn well. Teachers make effective use of assessment information to plan future work, particularly in the Reception classes.

## Main strengths and weaknesses

- Good teaching enables pupils to make consistent progress and achieve well in most subjects. The school makes effective use of teachers' specialist skills.
- Teachers' use of assessment information to plan future work is good overall, but very good in the Reception classes.
- Teaching assistants support pupils with special educational needs very well.
- Pupils are increasingly encouraged to evaluate their own work and to become independent learners.
- There are some weaknesses in planning in mathematics and this affects the pace of learning and the achievement of some pupils.
- There is some cross-curricular use of ICT, but this remains patchy between year groups.

## Commentary

13. At the 1998 inspection, teaching was, as now, good overall, but with a lower proportion of very good teaching and around one lesson in ten being unsatisfactory. Though still good overall, the quality of teaching has improved. The proportion of very good teaching has almost doubled and the unsatisfactory teaching has been eliminated. Several staff from 1998 remain in the school and there has been a good level of stability over the period.

### Summary of teaching observed during the inspection in 39 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (3%)	12 (30%)	19 (49%)	7 (18%)	0 (0%)	0 (0%)	0 (0%)

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

14. In the Foundation Stage, staff have a good understanding of the areas of learning and work well in partnership with parents to enable children to learn well. Lessons are well prepared and planning is very good, taking very good account of individual needs. Teaching and learning in the lessons observed were good, enabling children to make good progress. Some very good lessons were observed. Staff achieve a good balance between child-initiated learning and activities planned by the staff. There is a particular focus on the development of literacy skills. Relationships are very good. Children's progress is carefully assessed and recorded. Assessment systems are very thorough.
15. Good teaching supports good achievement overall for pupils in the main school. A high proportion of teaching observed was good or better, with a good balance between the year groups. Across the school, pupils are generally challenged well – and respond positively to this approach. The teaching is rigorous and motivates pupils well. A particularly successful feature is the effective use of teachers' specialist skills, for example in music and physical education, to ensure that pupils have a high quality experience and that staff themselves can make best use of their specialist skills. This has a very positive effect on standards. Throughout the school, pupils show a good capacity to work independently or collaboratively. They are expected to get on with tasks. This encourages pupils to be self-sufficient in their learning. Occasionally, however, the excessive use of worksheets limits the opportunity for pupils to take the initiative and to develop skills in independent recording. This is sometimes the case in science and mathematics. There are some inconsistencies in the use of ICT to support learning across the school and between subjects. Teachers question pupils well and, in the best lessons, encourage them to think strategically to devise ways of approaching a problem which can be applied, or creatively adapted, on other occasions. This approach was used well - for example, in several lessons in one of the Year 4 classes. Planning is thorough and well-focused, in most subjects, on individual needs. However, this was a significantly weaker feature in mathematics, where pupils are organised in sets in most years. Teachers tend not to plan for the needs of

groups of pupils within these sets and this often has a negative effect on the pace of pupils' learning.

16. Pupils with special educational needs are well taught in lessons and when they are withdrawn. Assessment structures are good and detailed individual education plans are drawn up, outlining the intervention needed. Work is well matched to pupils' needs and basic skills are taught effectively. Classroom assistants give very good support throughout the school. They are well briefed and know the pupils well. The school has developed very good links with outside agencies for support and advice.
17. Teachers' methods are chosen well to assist pupils in gaining knowledge and developing understanding. There is, for example, a good level of first-hand learning in science in Years 3 and 4, where pupils experience a creative investigative approach. This is less secure in Years 1 and 2, where activities tend to be pre-packaged and too little initiative is left to the pupils. History and geography curricula are well-supported by visitors and the local environment. The school has developed good planning structures with plenty of guidance for staff to draw on. Curriculum links are clearly identified and well-established, so that teachers can work efficiently. Clear objectives are set for learning. These are frequently referred to in lessons. Other than in mathematics, good use overall is made of assessment in Years 1 to 4 to support the planning of work which is appropriately matched to pupils' needs. Pupils are given helpful comments when their work is marked, to help them improve their future work, although the quality of comments and rigour of the marking varies between subjects. Pupils are being trained to evaluate their own work and that of others. This was evident in many lessons in physical education.
18. Teachers make good use of data to track pupils' progress and identify areas of weakness. Progress is effectively tracked in writing and numeracy every half term, and this helps with target-setting, at least in English. Individual targets are set in English and pupils appear to have a good knowledge of these. This has yet to be developed in mathematics and science. Outline assessment procedures are in place for most foundation subjects. The use of homework to support pupils' achievement is good. Homework is set consistently, carefully marked and makes a good contribution to pupils' learning.

### **The curriculum**

Provision for meeting the curricular needs of pupils is **very good**.

### **Main strengths and weaknesses**

- The curriculum is very good. It provides a rich range of opportunities for pupils.
- A number of imaginative and innovative curricular initiatives have been introduced.
- There is a very good level of enrichment of the curriculum through the extra-curricular activities, educational visits and visitors.
- Provision for pupils who have special educational needs is very good.
- The contribution of the learning support staff is very good.

### **Commentary**

19. The curriculum is very good, offering considerable breadth of opportunity to its pupils. The content of each subject is properly balanced and documentation provides a good structure on which to base planning. This helps to ensure that knowledge and skills are built incrementally. There is a very good level of creative and innovative curricular development designed to enhance achievement, raise academic standards and develop personal qualities – for example, the extensive programme of activities to raise pupils' awareness of environmental issues.
20. All pupils are given very good access to the curriculum. The dedication and hard work of teachers and support staff creates a purposeful and secure environment with equal opportunity for every pupil. Where appropriate, lessons generally contain separate activities designed

specifically for the higher and lower achievers. The setting arrangement in mathematics seeks to continue this process although the planned activities do not always acknowledge the range of mathematical capabilities within a particular set.

21. Pupils with special physical, emotional or educational needs are fully incorporated into the life and work of the school. Staff are sensitive to the personal circumstances of each pupil. Provision for pupils with special educational needs is good. Pupils are supported well by learning support staff, enabling them to make good progress.
22. Although the time allocated to the curriculum is barely in line with that recommended for Years 3 and 4, provision is augmented by a very good range of extra-curricular activities which embrace artistic, sporting, musical and other clubs. In addition, all pupils benefit from visits to places of educational interest and by specialist visitors to school. Productions, performances and assemblies provide further opportunities for pupils to develop self-confidence and a range of talents. Pupils are very keen to participate in these activities and one-third of pupils are learning to play a musical instrument. The 'Eco Project' programme provides very good opportunities for pupils to develop greater awareness of community, citizenship and the environment. Pupils speak about this initiative with enthusiasm. Good links between subjects are evident, as in some Year 1 work relating to *Water*. As well as the scientific and geographical elements, pupils learnt about the symbolism associated with water and wrote creative poems. The annual Arts Week also provides stimulating learning opportunities.
23. The provision for pupils' personal, social and health education is good. Wide-ranging discussions embrace topics of importance to pupils' understanding and needs. Consideration of relationships, responsibilities and feelings are included in this approach. There is an appropriate policy for the teaching of sex education and matters relating to health education are given substantial emphasis. The school's programme for health education includes the required emphasis on the importance of diet and harmful substances. Considerable efforts are made to develop pupils' self-esteem, to enrich their experiences and to develop them as capable, responsible people.
24. Preparation for each stage of education is good. Teachers liaise closely to make sure that the curricular and other needs of pupils are considered when pupils are admitted to the school, when they move between classes and when they transfer to middle school.
25. There is a good match of teachers' expertise to meet curricular demands. Subject co-ordinators provide informed leadership. The contribution made by the support staff is very good. Good relationships promote an effective partnership between such staff and the teachers.
26. The accommodation is satisfactory although parts of the building are in need of refurbishment. Two classes are housed in temporary classrooms and the ICT suite is small for its purpose. Refurbishment of the Foundation Stage accommodation is planned. In addition, the school is developing the outside areas in imaginative ways. The sensory garden and the projected woodland area, for example, enhance the aesthetic appeal of the site and provide valuable learning opportunities. There is a satisfactory range of resources. Those for religious education, history, geography, art and for pupils with special educational needs are good.

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

The school takes **good** care of pupils. It monitors their progress closely and supports them effectively.

### **Main strengths and weaknesses**

- Arrangements for the induction of new pupils are very good.
- Members of staff know pupils as individuals and give them very good personal guidance.

- The school monitors and supports pupils' progress well.
- There are effective procedures for ensuring pupils' welfare, health and safety.
- Arrangements for consulting pupils and acting on their views are good.

### Commentary

27. The school takes effective measures to safeguard pupils' welfare. It makes sound provision for child protection and has good procedures for dealing with issues of health and safety, such as risk assessment and first aid. The governing body has an active role in ensuring health and safety. The level of supervision during break and lunch hours enhances pupils' safety. Supervisors reduce the likelihood of boisterous or aggressive behaviour by encouraging children to engage in organised playground games.
28. Pupils get very good support when they start school. The induction of children into the Reception classes is handled very effectively. As a result new children settle in smoothly, quickly become confident and make good progress. Year 4 are given good preparation for the next stage of their education. Webheath works closely with local middle schools over induction days and the transfer of pupils. Parents with older children say that the arrangements work well and pupils make good progress at their new school.
29. Pupils receive very good personal support. Teachers know them very well as individuals. They monitor their progress closely on an informal basis, identify any problems, and provide guidance that meets each pupil's specific needs. The school's family atmosphere enhances the quality of care. Pupils have friendly and trusting relationships with members of staff. They say that there is always someone in the school to whom they can turn for help if they are worried or in trouble.
30. Provision of support and guidance is securely based on good monitoring and assessment of pupils' personal development and academic attainment. Members of staff record and track their achievements via the school's system of sanctions and rewards. The school acknowledges and celebrates their successes and provides support to individuals in difficulties. The quality of academic guidance through marking and target setting is uneven across the curriculum. It is good in English but less well developed in mathematics.
31. The school has good arrangements for seeking and acting on pupils' view. The Eco Committee is an effective forum for consultations and expression of opinions. It is complemented by good informal communication between pupils and members of staff. In answer to the inspection questionnaire, nine out of ten pupils said that their teachers listened to their ideas and followed them up well.

### Partnership with parents, other schools and the community

The school has **very strong** links with parents and with the community. Links with other schools are **good**. Overall, the school's partnerships make a valuable contribution to pupils' learning and progress.

### Main strengths and weaknesses

- Parents make a very good contribution to their children's learning at school and at home.
- Parents find the school very welcoming and approachable.
- The quality of information for parents is good.
- Links with the community enrich the curriculum and enhance provision for pupils' personal development.
- Good links with other schools assist the smooth transfer of pupils.

### Commentary

32. Parents are supportive of the school. They are particularly happy with the quality of leadership and management and the range of extra-curricular activities. Only a very small minority of

parents are unhappy with standards of work and behaviour, but nearly one in seven of the replies to the inspection questionnaire express dissatisfaction with the quality of information on pupils' progress. However, inspectors did not find significant evidence to support these sentiments. Overall, they agree with the majority of parents who have favourable views of the school.

33. Parents' involvement with the life of the school has a positive effect on pupils' attainment and progress. Parents take a keen interest in what their children are studying and how well they are doing. They give very good support to their children's learning at home. A good number of parents serve as voluntary helpers or are active in the "Friends of the School". This organisation regularly raises large sums of money that make a very important contribution to school funds. The working parties have significantly enhanced resources for learning by creating the sensory garden.
34. The school works well to develop its partnership with pupils' families. It operates a successful open door policy. It welcomes in parents who wish to talk to members of staff and deals swiftly with any complaints. There are also good arrangements for seeking out and acting on parents' views. The quality of information for parents is good. Consultation evenings and written reports provide good accounts of pupils' progress. The end of year reports do not include specific targets, but do summarise strengths and weaknesses and indicate areas for improvement.
35. The school has a wide range of well-established links with the community. These play a major role in the provision of extra-curricular activities, such as coaching in tennis and football, and make a very valuable contribution to pupils' spiritual, moral, social and cultural development. Provision for cultural education is enriched by visiting speakers or experts. Strong links with local churches help to promote spiritual development. The local vicar regularly leads whole school assemblies. He has developed a very good rapport with pupils. They enthusiastically respond to his teaching.
36. The good partnership with other schools benefits pupils' learning and progress. For example, the headteacher meets colleagues to discuss issues of common concern and to share good practice. There are good curricular links in physical education. There is effective co-operation with local middle schools over the transfer of pupils. Induction events help to allay pupils' worries and assist them to settle quickly when they join their new school at the beginning of Year 5.

## LEADERSHIP AND MANAGEMENT

The leadership and management are **very good**. Management and governance are **good**.

### Main strengths and weaknesses

- The headteacher provides very good leadership with a clear vision for the school.
- Co-ordinators lead their subjects very well.
- The deployment of support staff is very good; they are highly effective in support of pupils with special educational needs.
- Governors have a good awareness of the school's strengths and weaknesses. They are very supportive but do not always challenge sufficiently decisions by senior managers.
- There is very good attention to inclusion.
- Financial planning is very well managed. General administration is very good.

### Commentary

37. The headteacher provides very good leadership that motivates colleagues and enables the school to develop and improve at a very good pace. He is ably supported by the deputy headteacher and together they provide clear vision, high expectations and good direction for the school's work. Good teaching overall ensures that pupils achieve well. A clear commitment to

further improvement has been successful in raising standards since the last inspection and has led to very good improvement overall.

38. The headteacher leads the school with the full support and confidence of the governors. Underpinning the work of the school is the headteacher's very clear sense of purpose and endeavour to sustain a broad curriculum which provides enrichment through an exciting and integrated arts programme. Pupils are treated equally as individuals, whatever their needs, and the school works hard to ensure they get the best from their time in school. All statutory requirements are met.
39. The very good leadership of the headteacher has led to the successful establishment of a staff team who are fully committed to making good provision for the all-round development of pupils. Their work is guided by a good school development plan that focuses on the drive for further improvement in standards. This has been successful in many areas of the curriculum. Performance is tracked well through analysis of data from national and school based assessments. Monitoring of teaching and scrutiny of work help the school to know effectively how well it is doing. Subject co-ordinators are fully accountable for their subjects and manage their responsibilities very well. There are effective systems to support staff new to the school.
40. This is a school where all pupils are provided for very well. The management of special educational needs is very good. The school follows the recommended Code of Practice and has effective links with all the appropriate external agencies. Pupils' progress is carefully monitored and assessed and very good additional support is allocated to individuals on the basis of need. The targets in pupils' individual education plans are reviewed regularly and amended to reflect progress or additional difficulties encountered. The very few pupils with English as an additional language are also very well supported through the very good work of the support staff.
41. The management of the school is good. There are effective procedures in place to enable the school to run smoothly on a day-to-day basis. Performance management is fully implemented and is effectively supporting staff development. Everyday administration is very good, relieving the headteacher and staff of many routine management tasks. The caretaker and cleaning staff carry out their duties very well, maintaining a high standard of cleanliness throughout the school.
42. Financial planning is very good with prudent management of the school budget. There are clear links between the school development plan and the budget.

**Financial information for the period September 2002 to March 2003**

Income and expenditure (£)	
Total income	627,322
Total expenditure	641,034
Expenditure per pupil	£2,297

Balances (£)	
Balance from previous year	£37,671
Balance carried forward to the next	£23,959

43. The governance of the school is good. Governors are very supportive of the headteacher and have a good understanding of the strengths and weaknesses of the school. They are well informed about pupils' performance and budgetary detail and are developing their role in monitoring and evaluating the work of the school effectively. The governors fulfil their statutory duties well and know and understand the principles of best value, although they do not always challenge decisions made by the headteacher and senior management as fully as they could. Policies cover the school's stance on all required areas, such as racial equality and equal opportunities. The school meets the needs of its pupils well and provides **good** value for money.

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

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

44. Children receive a good start to their education in the Reception classes. Teaching is consistently good and often very good. Children benefit from a very good, well-planned curriculum. There is a good balance between self-selected and adult directed activities with a strong emphasis on the development of learning through play and a clear focus on the development of literacy skills. The leadership and management of the Reception classes are very good. Very good support from classroom assistants and very good parental support make a valuable contribution to children's learning. Very good assessment procedures are in place. Information from these is used very effectively to plan the next stages of learning. Very good development has resulted from participation in a major self-evaluation in the Foundation Stage through the *Effective Early Learning Project*. As a result there has been very good improvement since the last inspection. Children are prepared well for transfer to Year 1.
45. Children enter Reception in the September of the year in which they will be five. Most have had some pre-school education. There are currently 59 children in the Reception classes. At present there are no children identified with special educational needs. The very few children for whom English is an additional language are very well supported and as a result achieve as well as others in the class. Very good induction procedures ease the transition from home to school and establish good links with parents who are very positive about the start children receive to their education. Attainment on entry is average with the full range of abilities represented, although many children have above average speaking skills. Achievement is good in many areas of learning and is very good in their personal, social and emotional development and in their physical and creative development. Most children are likely to achieve all the Early Learning Goals, and a significant number will exceed these by the time they enter Year 1.

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

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

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

- Teaching is very good and children achieve very well.
- Classroom routines are very well established.
- Personal, social and emotional development is integral to all class activities.

#### **Commentary**

46. Children enter the school with the expected range of skills in personal, social and emotional development. These skills develop very well within the Reception classes as a result of the very well planned curriculum, very good teaching, very good relationships and high expectations of behaviour. Children quickly learn classroom routines. They listen carefully to instructions and participate enthusiastically in all the activities. Adults provide good role models for children, who are happy to come to school and eager to learn. They are encouraged to share, take turns to speak and listen to each other. They are expected to take responsibility for clearing their workspace at the end of activities and show a good level of independence when doing so. Most children are likely to exceed the Early Learning Goals in this area of learning.

## COMMUNICATION, LANGUAGE AND LITERACY

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

### Main strengths and weaknesses

- Teaching and learning are good.
- Children achieve well overall, particularly in speaking and listening. However, writing skills are not as well developed.

### Commentary

47. Attainment is average when children start in Reception, although a significant number have good speaking skills. They achieve well and make good progress as a result of well planned activities. Very good relationships with teaching and support staff contribute effectively to children's learning. Most listen carefully and follow instructions obediently. Many are confident and articulate when speaking with adults or other children. The children are given good opportunities to develop a love of books, such as 'Handa's Surprise', and are well supported at home in the development of early reading skills. Most children recognise a good number of initial sounds and a significant number are reading the early books in the reading scheme. Although opportunities are provided for children to engage in purposeful early writing activities, such as making books about the life cycle of a frog, writing pizza recipes and shopping lists, there are some missed opportunities to develop writing skills further through role play and other activities, and this is reflected in the average standards of writing at the end of the Foundation Stage. Good attention is given to formal letter formation. Class teachers enable children to engage effectively in extended conversations. Their language skills are developed well through well focused questions that challenge children to use their language and extend their skills in a variety of situations. For example, role play activities 'on safari' and in 'Handa's Market' are well planned to extend language skills. Good intervention from support staff contributes well to extending children's speaking skills. Most children are likely to achieve the Early Learning Goals in communication, language and literacy by the time they start in Year 1. A good number will exceed these in speaking and reading skills. Fewer will exceed them in writing.

## MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

### Main strengths and weaknesses

- Teaching and learning are good.
- Basic number skills are reinforced well.
- Well planned practical activities enable children to learn well.

### Commentary

48. Children enter Reception with average mathematical skills. They achieve well as a result of good teaching and well planned practical activities, carefully matched to their abilities. A variety of number rhymes and songs support children's learning well. The activities successfully develop a secure sense of number, order and sequence.
49. Higher attainers recognise and count numbers to 20 and beyond. They form numbers correctly and create repeating patterns with good understanding. They record simple addition sums to 10. Most children have a good understanding of mathematical vocabulary such as 'taller/shorter' and 'heavier/lighter' and terms such as 'estimating'. Higher attainers understand symmetrical patterns when printing butterflies. Using mirrors they create symmetrical objects. Lower attainers print randomly. ICT is used well to support mathematics. Most children have

good mouse control and higher attainers use the symmetry tool confidently. Lower attainers are not secure in this activity and also struggle to create repeating patterns accurately.

50. Role play in 'Handa's Market' helps children to recognise and add together coins when shopping. The good range of practical activities holds children's interest well and provides many opportunities for sorting, ordering, matching and counting. Most children are likely to achieve the Early Learning Goals in this area of learning and a good number will exceed these by the time they start in Year 1.

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

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

### **Main strengths and weaknesses**

- The quality of teaching and learning is good.
- Good use is made of the outdoor area and resources available.
- Very good questioning by adults extends children's thinking skills well.
- Classroom displays contribute well to this area of learning.

### **Commentary**

51. Children enter Reception with the expected standards for their age. The good teaching and good range of experiences ensure that children achieve well in extending their knowledge about the world. Lessons are well planned and linked well to other areas of learning. For example, when investigating exotic fruits, children use their different senses, make observational drawings and describe what they can see and taste. Children know the names of the seasons and months of the year. They use mirrors and magnifying glasses to carry out investigations. They are aware of the life cycle of the frog, recall events from the past and draw artefacts from long ago. When investigating freezing and melting they predict where an ice cube will melt first in the classroom. Using the story 'Handa's Surprise' as a stimulus, children locate Africa on a globe and explore African songs and drumming. In religious education they extend their knowledge of African culture, exploring music, dress and dance. They design African masks and hats. They also enjoy stories from the Bible such as 'Noah's Ark'. They make simple maps such as the route Red Riding Hood took to Grandma's house. In the forest area and sensory garden they experience sounds such as Caribbean music.
52. Well-structured role play and timely intervention contributes effectively to learning. Visits and visitors also make a valuable contribution to children's knowledge and understanding of the world. Good use is made of resources, including computers, to develop and support learning. All children are on course to achieve the Early Learning Goals by the time they enter Year 1 and a significant number will exceed them.

## **PHYSICAL AND CREATIVE DEVELOPMENT**

Overall provision is **very good**.

### **Main strengths and weaknesses**

- Teaching is very good and leads to very good achievement.
- The teachers provide a very good range of experiences.
- Support assistants make a valuable contribution to learning.
- Very good use is made of the outdoor areas, including the forest area and sensory garden.
- Children make good progress in developing movement and actions in response to music.

## Commentary

53. Children enter Reception with the physical and creative skills expected for their age. The adults help children to develop their control of small manipulative skills well because there are good opportunities through well-structured activities involving cutting, sticking, painting, and moulding as well as pencil skills. They soon learn to control brushes and pencils carefully in most cases and cut, stick and paste effectively. In dance, teaching and learning are very good and promote very good achievement and attainment that is above that expected nationally. Often music and dance take place in the forest area. When moving rhythmically to African drumming, they do so with good co-ordination and control, expressing themselves freely and moving with great enjoyment. Many children show very good footwork and lively imaginations, 'we could smack the carpet to make a drum beat' says one boy as he dances. This lesson makes a very good contribution to children's cultural and personal development, led very well by a classroom assistant. The very good outdoor provision ensures all children have experience with large wheeled toys and a wide range of outdoor activities. All adults working in the Reception classes have high expectations of children's independence.
54. There is a very good range of experiences to develop children's creative and imaginative skills. Role play areas provide good opportunities for imaginative play and have a positive effect on mathematical and speaking and listening skills. Teachers use music, songs and rhymes very effectively to enhance creative understanding. All children can keep a steady beat while chanting rhymes. They have a good repertoire of songs and most sing tunefully and with much enjoyment. There is a good focus on language. Children are familiar with a wide range of untuned percussion instruments. They listen attentively to a Zulu song called 'Tula Tula' and describe how it makes them feel. Learning is fun and achievement is very good as a result of very good teaching. All are on course to achieve the Early Learning Goals and many will exceed them in these areas of learning.

## SUBJECTS IN KEY STAGES 1 and 2

### ENGLISH

Provision in English is **very good**.

#### Main strengths and weaknesses

- The leadership of English is very effective.
- Teaching is good, overall; pupils achieve well.
- Target setting is very good. Pupils evaluate the quality of their work with increasing skill.
- Planning to develop speaking and listening skills is very good.
- Pupils with special educational needs receive very good support in lessons and achieve well against their specific targets.
- Literacy support programmes to improve learning are well taught. Non-teaching staff support pupils' learning very well.
- There are good links with other subjects, but there is some over-reliance on photo-copied worksheets, which limits opportunities for pupils to write in different contexts.

## Commentary

55. Standards in English are above average by the end of Year 2 and average at the end of Year 4. This reflects the overall ability profile of the respective year groups. Achievement is good because planning is carefully matched to pupils' differing abilities and needs. Pupils are well challenged and teachers have high expectations. The achievement of pupils with special educational needs is good because of well-organised support in literacy lessons. Improvement since the last inspection has been good.

56. Overall, standards in speaking and listening are above average. The use of key questions promotes thinking and discussion. Pupils respond confidently when spoken to and conversations are often well extended. Staff work hard to help pupils to extend their vocabulary by encouraging them to talk in different situations, to each other and to a variety of audiences. The use of very good lists of relevant subject terminology helps extend pupils' vocabulary, while discussion and drama activities help them to communicate correctly and effectively.
57. Standards are above average in reading for pupils in Year 2. These pupils are very confident in discussing the actions of the main characters and justifying views using evidence from the text. There are good daily opportunities for all pupils to engage in group, paired and silent reading. These are working well, helping pupils to become more independent learners and reinforcing phonic knowledge and understanding. Year 4 pupils have an author to study each half term – currently, Dick King Smith. Clear guidelines, helping pupils to write well-constructed book reviews, are used well across the school. There are two libraries with good quality stock. Displays celebrate the work of authors and capture pupils' interest very well.
58. Writing across the school has improved. The pupils have responded well to relevant, purposeful, creative planning. Higher attainers in all years achieve well and write for a range of purposes. Older pupils are well challenged to use powerful language, especially in trying to write persuasively to the council to stop a road being built across their environmental area and the school field. The range of writing in Year 2 is well structured and shows a secure grasp of story writing and the use of effective vocabulary. A visiting speaker during Arts Week had raised the profile of poetry across the school, helping pupils to recognise language conventions and grammatical features used in poetry. Younger pupils are beginning to use basic punctuation accurately and their writing is increasingly extended.
59. Handwriting is improving. The new handwriting scheme and the literacy strategy spelling lists are in place and are beginning to raise standards. Most pupils in Year 2 are using joined up writing and are writing in ink.
60. The work of the pupils with special educational needs shows how well they are integrated. These pupils have very positive attitudes to their work. Individual education plans are well focused on pupils' key needs, with appropriate and clear targets. The intervention programmes to boost the learning of specific groups of pupils are taught well.
61. The quality of teaching is good overall, with some very good teaching seen. Here the teachers' use of very good questioning and intervention techniques enables pupils to use their knowledge of language conventions and grammatical features in writing. As a result, pupils achieve very well. Teachers' expectations are high. They plan work carefully to meet the differing abilities in their class, so ensuring that all pupils are challenged. Relationships are very good and this is reflected in pupils' very positive attitudes to learning.
62. Assessment information is used very effectively to set class targets. The new method of writing assessment introduced last September is successful. It has shown the pupils' progress throughout the year and the exact level each child is at. All pupils have their own targets and are encouraged to assess their own work. In a very good Year 4 lesson, pupils evaluated their partner's work and set them a target for the next lesson. This helps them to know what it is they need to learn next. Marking is very effective in helping pupils to improve their work.
63. The well-qualified and very effective co-ordinator has worked extremely hard to move the subject forward. She is very knowledgeable and enthusiastic and is promoting a literacy curriculum, which is challenging, purposeful, creative and motivating.

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

Language and literacy across the curriculum is good overall. Spoken English is good. Planning identifies opportunities for applying these skills. Teachers encourage pupils to learn the specialist language of different subjects - for example, vocabulary relating to vehicles, in design and

technology. There is good evidence of written work in history, geography and religious education. However, there is an over reliance of worksheets in some areas of the curriculum with, for example, too few planned opportunities for pupils to use their recording and writing skills in a scientific way. Pupils have used computers for independent research and to present their work more effectively.

## **MATHEMATICS**

Provision in mathematics is **satisfactory** overall.

### **Main strengths and weaknesses**

- Though standards are currently above average in Year 4, pupils' achievement is variable through the school. Higher attainers are well-supported in Year 4.
- While much of the teaching in Years 3 and 4 is good, pace is a weaker feature in some lessons. This affects pupils' learning.
- Lesson planning does not always take account of the range of pupils in each class.
- Standards of presentation could be improved – teachers' expectations should be higher. There is an over-reliance on worksheets in Years 3 and 4.
- Individual target-setting has not yet been implemented.

### **Commentary**

64. Standards in mathematics are above average in Year 4, but average in Year 2. This runs counter to the overall academic profile of each year group. However, generally, attainment in Year 4 has been positively affected by the good provision for the higher attainers. Almost all of the pupils in the top set are working confidently within the Year 5 curriculum. This is a result of the focused teaching they have received and means that the overall attainment of the year as a whole is above average. Although Year 2 is considered a stronger group academically, their attainment, on the basis of the information provided by the school, remains within the average band, with a lower proportion of pupils achieving the higher Level 3 than was the case in 2003. The setting arrangement does not provide the same advantage for able pupils as is the case in Years 3 and 4.
65. Although pupils' achievement is, at present, satisfactory overall, it is variable across the school. The management of the setting arrangements needs review. In Year 2, setting implies only the teaching of the lower-attaining pupils in a separate group. Average and higher attaining pupils remain together in their classes. This does not provide sufficiently for the higher attainers, given that planning is not sharply focused on meeting the needs of different groups within the set. A different situation arises in Years 3 and 4. The lower attainers (mostly Year 3) and highest attainers (all Year 4) are identified and taught well, though separately. In the remaining three sets, with pupils mostly in the middle ability band, there is insufficient planning for different groups within each class. This affects pupils' learning and is an area for improvement. The achievement of pupils with special educational needs is similar to the others, although it can, on occasion, be better when they are receiving particularly good support.
66. There is a satisfactory focus on reinforcing basic numeracy skills. While there are reasonable opportunities for independent recording from an early stage, there is, across the school, an over-reliance on worksheets. This could be improved. Overall, expectations of the presentation and organisation of work are not high enough, even where the teaching is strongest. These factors, together with a variable level of challenge, contribute to erratic achievement. The school is making satisfactory use of practical and investigative work to secure pupils' understanding of key mathematical concepts at present and is adequately resourced to support this approach.
67. Teaching is satisfactory overall, though strongest in Years 3 and 4. The impact, even of the better teaching, is diminished by weaknesses in the planning. While the initial input is almost always good, demonstrating good knowledge and understanding of the subject, there is

sometimes a loss of pace when pupils settle to a task. This was particularly evident in a Year 1 lesson and in one of the middle groups in Years 3 and 4. In the best lessons, teachers challenge pupils to think and to develop strategies to enable them to deal with mathematical problems. They question pupils carefully to ensure that they understand. There is limited use of computers by pupils to support learning in mathematics. Across the school, pupils' learning is underpinned well by the positive attitudes which they bring to their work. At times, however, pupils are reluctant to contribute orally and this could be promoted further.

68. Teachers use assessment satisfactorily to guide their planning of future work. The school has identified targets for each year group. Individual target setting, with short-term, achievable targets, has not yet been fully implemented in mathematics. Pupils could be encouraged to evaluate their own understanding. Marking is broadly satisfactory in most classes, with some guidance as to how pupils can improve their performance, but there is scope for greater rigour in approach. Homework arrangements are consistent and satisfactory.

69. The leadership of the subject is satisfactory. The co-ordinator has been appointed recently and has had little time to work on her action plan. As an effective teacher she provides a good role-model for others and now has a clear understanding of what needs to be done to move the subject forward.

### **Mathematics across the curriculum**

Pupils use mathematics satisfactorily to support their work in other subjects, primarily in science, geography and design and technology. They use graphs and tables to record data in science and practise their skills in measuring when they undertake practical tasks in design and technology. There are some links with ICT, but these could be developed further.

### **SCIENCE**

Provision in science is **good**.

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

- Standards in science are above average in Year 2 and Year 4.
- Pupils achieve well in Years 2 to 4 as a result of good teaching.
- Good quality investigative work in most classes helps to reinforce pupils' learning and understanding through scientific enquiry.
- Good use of visits and visitors enhances the science curriculum.
- The subject is well led and managed.
- An over-reliance on worksheets limits investigative work in Year 1.
- The use of ICT in science is not sufficiently developed.

#### **Commentary**

70. Standards at the end of Year 2 and Year 4 are above average and have improved well since the last inspection. The good teaching and level of support enables pupils to achieve well.

71. Pupils in Years 2 and 4 have a good depth of knowledge and understanding in all the elements of the curriculum, including practical and investigative work. They successfully use their knowledge of scientific facts to make predictions, and to plan, carry out and record investigations. They have a good scientific vocabulary. Pupils draw conclusions confidently and sensibly from their investigations. Most teachers develop skills in scientific investigation well by giving good attention to this aspect and ensuring that tests pupils carry out are fair – based on a clear understanding of what constitutes a fair test. However, in Year 1, much of the work is worksheet driven and this restricts pupils' investigative skills as a result.

72. The quality of teaching and learning is good overall. Excellent teaching was observed in Year 4, where direct teaching was made interesting and exciting with engaging resources and dramatic demonstration that amused pupils and made learning fun. The very well planned lesson outdoors reinforced pupils' knowledge and understanding of a fair test as they worked collaboratively in small groups, devising an investigation to test for the strongest leg muscles. Classroom assistants and parent make a valuable contribution to pupils' learning. Pupils with special educational needs are very well supported, enabling them to achieve as well as other pupils. Other features of the good teaching include high expectations and careful questioning to extend pupils' thinking. Regular assessment of pupils' work checks learning and understanding. The curriculum is enriched through a wide range of visits - for example, to Bishop's Wood Environmental Centre, Barston Sewage Works and the Botanical Gardens. In addition, very good use is made of the school grounds, which include a forest area and sensory garden. Through science, very good links are made to other subjects. High quality displays enrich the learning environment.
73. Adequate use is made of ICT to support and develop pupils' learning in science, but not enough use is made of computers in lessons, particularly for recording investigations in different ways and using data.
74. Since the last inspection, pupils' learning has improved and standards have risen because a greater emphasis is placed on practical investigation and scientific enquiry. Improvements to the curriculum and whole school planning have resulted in better progression and greater enrichment. Leadership and management are good. The co-ordinator has a good understanding of the strengths and areas for development in science. There is a good programme of work for teachers and pupils to follow. There has been some checking of standards and pupils' progress through monitoring of planning, work in books and targets. The monitoring of teaching is about to be further developed, as science is a current priority in the school development plan.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- Standards at the end of both Year 2 and Year 4 are higher than those found nationally. Pupils achieve well.
- The co-ordinator provides good leadership.
- Teaching is good. The guidance for teachers has been well defined.
- Investment in resources and training has had a good effect upon standards.
- The computer suite is cramped and lacks adequate ventilation to ensure comfortable working conditions.

### **Commentary**

75. Standards at the end of Years 2 and 4 are higher than those expected. Achievement is good in all year groups. Skills and knowledge are built methodically and incrementally as pupils move through the school. Almost all Year 2 pupils are able to use a wide range of word processing tools and to save and retrieve files independently. Year 3 pupils are able to record and insert sound effects in the written form of a song. Year 4 pupils can discuss a wide range of topics, such as programming floor devices and on screen control software, with a confidence and competence that is higher than normally found.
76. Teaching is good. Teachers have secure subject knowledge, plan lessons carefully and build systematically upon previous learning. They make high, but realistic, demands of pupils. They

have very good class management skills and have very good relationships with their pupils. This generates a very positive working atmosphere and has a good effect upon learning.

77. Pupils have very good attitudes in lessons. They sustain concentration well in lessons. They constantly strive to do well and collaborate very productively in pairs and small groups.
78. Leadership is good. This is because the co-ordinator is committed to continued improvement and demonstrates a clear, longer-term vision for the subject. She has instigated a number of initiatives to improve standards. There has been significant recent improvement in provision and there is no sense of complacency. The school has put in place detailed guidance for teachers. This supports the delivery of a systematic programme. A sound and manageable process of assessing pupils' progress has been introduced.
79. The computer suite makes an important contribution to the effectiveness of learning since it allows direct teaching of skills to be followed by immediate, hands-on experience. However, the room is somewhat cramped and at times excessive heat leads to uncomfortable working conditions. Better ventilation is required to alleviate this problem.
80. The school has made a very good response to the shortcomings identified at the last inspection. Standards are considerably higher, achievement is now good, the programme is well defined and resources have been considerably improved. These measures have had a very good effect on standards and achievement.

### **Information and communication technology across the curriculum**

81. The use of ICT to support work in other subjects is broadly satisfactory. The graphical work in science relating to forces, word processing in English and the use of the internet to research historical topics provide examples of how ICT skills are reinforced, whilst also making an important contribution to learning across the curriculum. However, more could be done to promote the use of ICT in English, mathematics and science. The school continues to augment the range of software to support other subjects and intends to provide broadband access to the internet in order to promote more efficient use of the internet.

### **HUMANITIES**

82. In humanities, work was sampled in **history** and **geography**, with no lessons seen. It is not possible to make an overall judgement about provision. However, there is every indication from pupils' work that standards are likely to be broadly average at the end of both Years 2 and 4. There has been very good improvement in both areas since the last inspection.
83. It is clear that themed days and a range of visits and visitors play an important part in making the work interesting and relevant. In history, for example, photographs show the pupils enjoying a Roman Day, a Saxon Day and a Viking Day to aid their understanding of what life was like during the first millennium. Pupils have good knowledge about the past and present in Webheath through studying local maps and walking around the local area. Visits to Bishop's Wood, Avoncroft, Bordesley Abbey, Forge Mill Needle Museum and Tardebigge successfully enhance pupils' learning in both subjects. Pupils in Year 3 make productive use of their day visit to Malvern enabling them to understand some of the physical and human features of this type of environment.
84. The subject co-ordinators have worked hard to ensure their subjects reach the expected standard. They monitor planning, teaching and learning in their subjects. They look at samples of pupils' work and are building up a portfolio of good work. Teachers plan to develop speaking and listening skills well using many drama strategies. Work in each topic studied is recorded in booklet form. However, in some areas there is over reliance on photocopied worksheets. This limits opportunities for pupils to develop their skills in sustained writing.

## Religious education

Provision in religious education is **good**.

### Main strengths and weaknesses

- There is good coverage of the four strands outlined in the Worcester Agreed Syllabus.
- Standards attained are above those expected.
- Visits and visitors to school enhance the subject.
- There are good links with other areas of the curriculum.

### Commentary

85. Standards are above the expectations of the locally agreed syllabus at both Year 2 and Year 4. This is a good improvement since the last inspection. Even though a lot of work covered in religious education lessons centres on discussions, there was some written work to examine. Analysis of this work and talking to pupils indicate that pupils' achievement is good throughout the school.
86. In the lessons seen, teaching was good and pupils are gaining a sound understanding of Judaism, Hinduism and Christianity. Very good use is made of visits to the Mandir, Worcester cathedral, the local church and synagogue. This indicates that pupils are being given opportunities to discover the meaning behind religions as well as facts. The subject is enriched by experiences provided by the staff, some pupils, the local vicar and visiting speakers. There are good examples of cross-curricular links especially with special projects like Arts Week. This was particularly successful in capturing beauty in so many unexpected places through observational drawings, artefacts, sculpture, clay work, painting, printing, the work of famous artists and poetry.
87. The co-ordinator is continually updating and reviewing the curriculum. She has a good portfolio of work showing the good coverage of each aspect of the syllabus. The use of the school grounds to re-enact stories in the life of Jesus is particularly poignant. For example, the pupils used all their senses to try to understand and feel how Jesus might have felt in the garden of Gethsemane. Resources are good.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

88. Only a small number of lessons were observed in **music** and it is not possible to make a judgement on overall provision. However, on the evidence available, it is likely that standards in class music will be above those normally found by the end of Years 2 and 4. This was the case in a very good lesson observed in Year 2, where expectations were high and the pace very brisk. Pupils were able to use their voices flexibly and to modulate the sounds they produced. Resources were very well-used to take learning forward. The significant strength in music provision lies in the wider curriculum. The school works hard to sustain a broad range of opportunities for pupils. There are many performances during the year, with all year groups included. There is a large choir and almost 100 pupils belong to recorder club or take instrumental lessons in a wide range of instruments with visiting teachers. Music is also supported well during the *Arts Week* each year. The subject is very well led and managed by the co-ordinator who uses her specialist skills well across the school. More use could be made of ICT to support pupils' learning. The positive picture outlined in the last report has been developed well.
89. No lessons were observed in **design and technology** during the inspection and it is not possible to make a judgement on the quality of provision. However, the subject is given due prominence within the overall curriculum and is taught through a series of clearly defined topics. Good guidance is provided to help teachers plan their lessons. There is good emphasis upon the creative elements of the subject as well as upon the design, construction, evaluation

and review of the products made. On the evidence available, it is likely that standards will be similar to those found nationally at the end of both Year 2 and Year 4.

90. There are good links between the work in design and technology and that in other subjects. This helps to make the topics more interesting and meaningful. When considering the design of a vehicle, for example, Year 2 pupils produced associated pieces of creative writing. The recipe books produced by Year 4 combined aspects of food technology, healthy eating and writing.
91. Leadership is good. The co-ordinator for design and technology has considerable expertise and a clear understanding of her role.

### **Art and design**

Provision for art and design is **very good**.

### **Main strengths and weaknesses**

- Standards are well above average in Year 2 and Year 4.
- Pupils achieve very well as a result of very good teaching.
- Links to other subjects are very good and multicultural art is a strength.
- The use of visits and visitors enrich the curriculum very well.
- High quality displays value pupils' efforts and enhance the learning environment.
- Leadership and management are very good, providing a strong example for other teachers.

### **Commentary**

92. Standards in art are well above those normally found in Years 2 and 4. This is a significant improvement since the last inspection. Pupils' achievement is very good as a result of very good teaching and learning. Pupils with special educational needs are very well supported and achieve as well as other pupils.
93. Pupils in Years 1 and 2 have very good skills in observational drawing as seen in a lesson focused on careful observation of buildings in Year 2. Attention to shape, pattern and detail was precise and accurate. The lesson made very good links to science. A carefully painted pebble surface, featuring minibeasts, also reflected work in science and use of the sensory garden. Weaving, collage and paintings using 'fiery' colours were completed to the same high standard.
94. In Years 3 and 4 teachers build very effectively on these skills and extend the range of media and experiences very well. Observational drawings of flowers using a wide range of media were to a high standard. Using wire, pupils construct flowers for the sensory garden. Year 3 pupils create dream catchers, three-dimensional masks and totem poles as part of a study of North American Indians. Pupils in Year 4 create Aboriginal pictures and patterns as they listen to Aboriginal music. Plaster models of hands displaying Mendhi patterns and silk painting link closely to work in religious education on Hinduism. Throughout the school the very good cross-curricular links are a strength as in the focus on multicultural art. There is very good attention given to three-dimensional art, such as the clay models, inspired by Giacometti, in Year 4, the wire and clay fish in Year 3 and the hot air balloons in Year 4.
95. Overall, teaching and learning are very good. Skills are systematically developed and pupils experience a wide range of media. Sketchbooks are used effectively to enable pupils to experiment and explore different techniques. All pupils are very well motivated to learn. They work with enthusiasm and enjoyment and take great pride in their results. Activities are matched sensitively to pupils' needs. Well-directed teaching assistants reinforce and support learning very effectively. High quality displays enhance pupils' learning.

96. The very good use of visits to places such as Avoncroft Museum and Worcester Cathedral contributes to the high standards seen. The use of artists and writers in residence as part of *Arts Week* leads to very effective cross curricular work, such as the poetry and art work based on the elements seen throughout the school. The very effective use of the excellent outdoor environment, including the forest area and sensory garden, is a strength of the school.
97. Leadership and management are very good. The co-ordinator leads by example and provides very good guidance and support. Time is given to monitoring teaching, sketchbooks and displays and this has contributed well to the improvements made.

### Physical education

Provision for physical education is **very good**.

### Main strengths and weaknesses

- Standards are above average overall, and particularly high in swimming.
- Teaching and learning are very good. Expectations are high. Skills are taught effectively, enabling pupils to achieve well.
- Pupils with special educational needs are supported well in lessons.
- Provision is enriched by an extensive programme of extra-curricular activities.
- Leadership and management of the subject are very good.
- Pupils are encouraged to evaluate the quality of their work.

### Commentary

98. Physical education is a strength of the school. The school has continued to build upon the strengths already evident at the last inspection and improvement has been very good. Most elements of the curriculum were observed, apart from swimming. Standards are better than those normally found at the end of both Year 2 and Year 4. Pupils' good achievement is boosted significantly by the very good range of extra-curricular activities provided. Provision for swimming is a particular strength, enabling the great majority of pupils to achieve, by the time they leave the school at the end of Year 4, the standards expected by the end of Year 6 (25 metres unaided).
99. Year 1 pupils were observed in a challenging dance lesson. Pupils sustained interest very well in this session, as their teacher encouraged them to explore movement suggested by recent work on clouds. Pupils applied themselves enthusiastically and showed considerable perseverance in trying to build sequences and explore new ideas. They achieved well during the lesson. Year 2 pupils demonstrated above average skills in another dance lesson based on minibeasts. This was a very good session, largely because of the high quality of the teaching and the high expectations set. The pace was extremely brisk, with constant input of skills coaching, explanation and opportunities for evaluation. The focus on developing pupils' evaluative skills and on health and safety issues are key strengths. There was evidence of very effective support for a pupil with special educational needs. The outcomes of the lesson were good and pupils achieved well. As in all lessons observed, the positive attitudes which pupils bring to their learning are a key factor in their success.
100. Teaching is very good overall and slightly better, on balance, in Years 3 and 4 than in Years 1 and 2. Planning is detailed and provides well for the range of needs in each class. Teachers have very good subject knowledge and manage pupils very well. They have very good relationships with pupils and very high expectations of their behaviour. Pupils with special educational needs are well supported. The pace of lessons is a key strength. Pupils are challenged throughout and respond to this very positively. This was evident in a Year 4

athletics lesson, conducted in challenging weather conditions, when pupils demonstrated a willingness to persevere.

101. The very good programme of additional sporting events and clubs enriches the curriculum significantly and is very well supported by pupils. Several activities are supported by skilled outside coaches.
102. A key driving force behind the success of the subject is the knowledgeable co-ordinator who, as an Advanced Skills Teacher, has been able to support colleagues well, so ensuring the high standard and consistency of teaching evident in the school.

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

103. No lessons were observed in personal, social and health education. However, on the evidence available, the principles and values of citizenship are developed to a good degree. It is a strength of the programme that the associated values are integral to the life and work of the school. Relationships are very good and adults provide very good role models for pupils. Very real responsibility is given to pupils. They formally exchange views through their elected representatives on the Eco Council and are genuinely consulted about initiatives and proposals. This involvement helps to foster a knowledge that this is 'their' school as well as building a sense of responsibility and participation. It enhances their understanding of democracy and why society operates within a structure of rules and laws.
104. Not only do the values of citizenship flow through the life of the school but they are apparent in the programmes for religious education, for personal, social and health education and through the pioneering 'Eco Project' programme. Pupils are able to express opinions and to consider the views of others. Their sense of responsibility towards others and to the community is strongly developed. They develop a sense of self-worth through identifying and expressing feelings and, in this way, begin to understand how their actions affect themselves and others.
105. Overall, pupils have a good understanding of the values, responsibilities and choice relating to citizenship and are developing a sensitive appreciation of the ideals, feelings and respect involved in personal and community relationships.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>3</b>
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	3
<b>Overall standards achieved</b>	<b>3</b>
Pupils' achievement	3
<b>Pupils' attitudes, values and other personal qualities</b>	<b>2</b>
Attendance	3
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
<b>The quality of education provided by the school</b>	<b>3</b>
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	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	3
<b>The leadership and management of the school</b>	<b>2</b>
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	2
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).*