

INSPECTION REPORT

Redhill Community Primary School

Cannock

LEA area: Staffordshire

Unique reference number: 124073

Headteacher: Mr Robert Carter

Lead inspector: Stafford Evans

Dates of inspection: 13th - 16th October 2003

Inspection number: 257294

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

© Crown copyright 2003

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

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
Number on roll:	322
School address:	Wright's Avenue West Chadsmoor Cannock
Postcode:	WS11 2JR
Telephone number:	01543 502181
Fax number:	01543 462956
Appropriate authority:	Governing body
Name of chair of governors:	Mr Alex Forbes
Date of previous inspection:	1 st February 1999

CHARACTERISTICS OF THE SCHOOL

Redhill is situated north of Cannock's town centre. A significant number of pupils come from homes that are economically and socially disadvantaged. Forty-four per cent of pupils receive free school meals. This is high compared with the national average of 18 per cent. Attainment on entry to the nursery is well below that expected of children this age. One per cent of pupils are from ethnic minority backgrounds and no pupil speaks English as an additional language. Half the pupils are on the register of special educational needs. This is well above the national average. Less than one per cent of pupils have a Statement of Special Educational Need. This is below the national average. The number of pupils who start or leave the school other than at the normal dates varies from year to year and from class to class. It averages 18 per cent annually. This is significantly higher than the national average figure of 11 per cent.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21217	Mr S G Evans	Lead inspector	Mathematics Information and communication technology Physical education
11450	Mr L Kuraishi	Lay inspector	
21020	Mrs T Galvin	Team inspector	Foundation Stage Design and technology Music
10228	Mrs S Russam	Team inspector	Special educational needs English Art and design Citizenship
22291	Mr K Saltfleet	Team inspector	Science Geography History Religious education

The inspection contractor was:

Altecq Education Ltd
102 Bath Road
Cheltenham
GL53 7JX

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

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	9
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	12
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	16
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	19
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 and 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	29

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Redhill provides an acceptable standard of education, but has serious weaknesses in areas of its work. The school gives **unsatisfactory value for money**. Pupils achieve standards that are well below the national average in English and mathematics by the time they leave the school. Important aspects of the leadership of the school and in the quality of teaching are unsatisfactory. The school's provision for pupils' personal development is good. This ensures that pupils leave the school with good social skills despite very many of them entering school at a level that is well below that expected.

The school's main strengths and weaknesses are:

- standards of achievement are too low in English and mathematics;
- the leadership of the school is unsatisfactory;
- teachers do not match work accurately to the varying needs of pupils, except for those pupils identified as having special education needs. Provision for these pupils is good;
- teachers do not expect high enough standards of achievement from pupils;
- children have a good start in the nursery;
- pupils' attitudes to learning, behaviour and personal development are good;
- pupils achieve well in information and communication technology by the time they leave the school;
- teachers' planning is unclear about what pupils are to learn in different subjects and when it is to be learnt;
- learning support staff provide a good level of help with pupils' learning;
- the school provides a high level of care for all its pupils;
- good links exist with the community.

The school has made unsatisfactory improvement since the time of the last inspection.

Standards of achievement in English and mathematics have not improved. This was the key issue identified in the last report. The quality of teaching has not improved - another key issue last time. There are still weaknesses in how teachers plan pupils' work over the long term. All statutory requirements are now met. Provision and standards in religious education are better. Pupils' attitudes and behaviour have improved from satisfactory to good. Their attendance rate is higher now than at the time of the last inspection. There are good improvements in the quality of the school's accommodation. The establishment of a nursery class has greatly enhanced the quality of Foundation Stage provision.

STANDARDS ACHIEVED

Standards of achievement are poor by the time pupils leave the school.

Year 6 results

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2000	2001	2002	2002
English	E	E	E	D
Mathematics	D	E	E	E
Science	E	C	E	D

*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*

Care needs to be taken when comparing different year groups because there are a very significant number of pupils who either start or leave the school other than at the usual starting or leaving times. By the end of the Foundation Stage achievement is satisfactory. Children attain standards that are in line with national expectations in personal, social and emotional development, and in their physical development. They attain standards that are below national expectations in communication, language and literacy, mathematical development, knowledge and understanding of the world and creative development. Children make good progress in the nursery and satisfactory progress in reception. By the end of Year 2, pupils' achievement is satisfactory. They attain standards that are well below average in reading, writing and mathematics, and below average in science. Standards are improving in Years 1 and 2. By the end of Year 6, pupils' achievement is satisfactory, but the progress pupils make is slower in Year 6 compared with Years 3, 4 and 5. Pupils attain standards that are well below average in English and mathematics, and below average in science by the time they leave the school. Boys do not achieve as well as girls in English. Throughout the school, pupils' use of literacy and numeracy skills in other subjects is unsatisfactory. Standards of achievement in information and communication technology are in line with national expectations, and pupils achieve well. Standards of achievement in religious education are in line with those expected in the locally agreed syllabus for religious education. Ethnic minority pupils achieve similarly to their classmates. Pupils with special educational needs achieve well in relation to their prior attainment.

Pupils' personal development is good. Provision for their spiritual, moral and social development is good, and provision is satisfactory for their cultural development. Pupils' attitudes to learning and behaviour are good. Relationships between pupils, and between pupils and adults, in the school are good. The attendance rate and punctuality are satisfactory.

QUALITY OF EDUCATION

The quality of education is satisfactory with some good and some unsatisfactory features.

The teaching and learning in the nursery class are good. The quality of teaching and learning is satisfactory in English and mathematics. Procedures for assessing pupils' work in English and mathematics are satisfactory, but teachers make unsatisfactory use of the information and do not match work accurately to pupils' varying needs. This means that pupils do not have work that challenges them sufficiently to achieve their best work. Good use of skilled support staff ensures that pupils identified as having special educational needs receive the help they need in lessons. In some lessons, especially in Year 6, what teachers expect pupils to achieve is not high enough and the pace at which teachers expect pupils to work is not fast enough. Therefore, pupils do not make as much progress as they are capable of over time. Teachers do not use computers efficiently enough to help pupils learn in lessons other than in information and communication technology lessons.

The learning opportunities provided for pupils are satisfactory, but the way teachers plan them is unsatisfactory. The school enhances pupils' learning through a satisfactory range of extra-curricular activities.

LEADERSHIP AND MANAGEMENT

The leadership of the school is unsatisfactory, but the school is managed efficiently.

The leadership of the headteacher is unsatisfactory because there has been insufficient improvement since the last inspection in the low standards achieved by pupils. However, the headteacher provides good leadership in setting the tone for the school in which pupils can learn effectively. The senior management team is beginning to provide the sort of good leadership that can bring about the necessary improvements in the school. Although subject co-ordinators currently provide unsatisfactory leadership of their subjects, they have the enthusiasm and vision to help bring about improvements within the subjects for which they are responsible. School development planning is unsatisfactory because it is unclear what exactly is to be done, who exactly is responsible for doing the task and by when. There is complacency among some staff about the need for change. The monitoring of teaching and learning is not rigorous or frequent enough. The governance of the school is satisfactory.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have a good level of satisfaction with the work of the school. They are very happy with nearly all aspects of school life, especially regarding the way staff care for and support their children. Although there was concern from a minority of parents about bullying, the inspection team found that any instance of bullying is dealt with effectively.

Pupils think highly of the school. They say they like school very much. They are treated fairly and receive help whenever they need it. They are secure in the knowledge that they can approach an adult in the school if they need help. They feel safe and secure in school. Some pupils think the work they receive is not hard enough, especially in mathematics.

IMPROVEMENTS NEEDED

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

- raise standards of achievement in English and mathematics;
- improve the quality of teaching;
- improve school development planning;
- monitor, evaluate and support teaching more effectively.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Standards achieved are **well below average in English and mathematics by the end of Years 2 and 6**. Standards are **below average in science**. The rate of pupils' progress slows in Year 6, when it is unsatisfactory. Girls do better than boys in English.

Main strengths and weaknesses

- Standards achieved are too low, and have not improved since the time of the last inspection.
- Pupils identified as having special educational needs, when supported in lessons, make good progress.
- Children in the nursery make good progress.
- Pupils achieve well in relation to their prior attainment in information and communication technology (ICT).
- Pupils make unsatisfactory use of their literacy, numeracy and ICT skills to help them make progress in all areas of the curriculum.
- Pupils achieve well in religious education.

Commentary

Foundation Stage

1. Most children enter the nursery with early learning skills that are well below the level expected for children of this age. Children achieve well and make a good start to their education in the nursery because the teaching and what the teachers plan for children to learn are good. The progress of most children slows down in the reception classes and their achievement is satisfactory. The main reason for the slower progress is that reception staff have an insecure understanding of the national guidance for teaching children this age.

Years 1 and 2

Standards in national tests at the end of Year 2 – average point scores in 2002

Standards in:	School results	National results
Reading	11.8 (11.5)	15.6 (15.7)
Writing	10.8 (10.2)	14.1 (14.3)
Mathematics	14.3 (14.2)	16.3 (16.2)

There were 33 pupils in the year group. Figures in brackets are for the previous year

2. Pupils achieve satisfactorily by the end of Year 2 compared with their prior attainment. Standards are improving, as is apparent in the good achievement of pupils in Year 1. Inspection evidence indicates that standards in reading, writing and mathematics are well below the national average. This reflects the standards pupils attained in the 2003 national tests. Standards in science are below average. Current standards are the same as those attained in the 2002 national tests. Standards have not improved since the last inspection when they were judged to be well below the national average. Standards in the national tests in reading and writing have fallen since the time of the last inspection. They have risen slightly in mathematics. In English, girls attain higher standards than boys and more so than is found nationally. By the end of Year 2, pupils attain standards that are in line with national expectations in ICT. They achieve well in relation to their prior attainment. Standards in

religious education meet those expected in the locally agreed syllabus. This represents good achievement.

Years 3 to 6

Standards in national tests at the end of Year 6 – average point scores in 2002

Standards in:	School results	National results
English	25.0 (25.5)	27.0 (27.0)
Mathematics	24.6 (25.3)	26.7 (26.6)
Science	26.6 (28.5)	28.3 (28.3)

There were 53 pupils in the year group. Figures in brackets are for the previous year

3. Inspection evidence indicates that by the end of Year 6, pupils attain well below average standards in English and mathematics. They attain below the national average in science. This means no improvement has been made in standards achieved since the time of the last inspection. In every year since the last inspection in the national tests, standards in English have been well below average. In mathematics, they have been well below average except for 2000 when they were below average. In science, standards have been well below average in each year except for 2001 when they were average. Although no national comparisons are yet available for the 2003 tests, indications are that no improvement has been made. For example, less than one third of the pupils attained the nationally expected level in writing, and only about one half attained the nationally expected level in reading.
4. Pupils in Years 3 to 6 achieve satisfactorily in lessons. However, the rate of pupils' progress is unsatisfactory over time. This is because work is not matched accurately enough to pupils' varying needs, which means pupils do not complete work that builds effectively on their previous learning. Also, teachers do not expect pupils to achieve highly enough in lessons and the pace of pupils' learning is too slow. This is especially so for higher attaining pupils. For example, in the national tests in 2003, less than one pupil in ten achieved above the nationally expected Level 4. This is well below the standard achieved by pupils in similar schools to Redhill.
5. Standards in ICT are in line with national expectations. This means that pupils achieve well in relation to their prior attainment. This is because the school makes good use of the computer suite to teach ICT skills. The quality of teaching and learning is good, and is the main contributory factor in ensuring that pupils achieve well. Pupils achieve well in religious education and attain standards that are in line with those in the locally agreed syllabus.
6. There is no significant difference in the attainment of boys and girls in mathematics and science. In English, girls attain higher than boys but no more so than is found nationally. Ethnic minority pupils achieve similarly to their classmates.
7. The achievement of pupils with special educational needs is good. This is evident from the progress pupils make towards meeting their individual targets. However, these good learning programmes have only been introduced recently. Therefore, it is not possible to track the progress pupils have been making over a longer period of time. Indications from previous individual education plans are that, at best, attainment and progress have been erratic. This would also account for the very high percentage of pupils who have been placed upon the special educational needs register indefinitely. This unacceptable practice has now been rectified.
8. The way teachers use pupils' limited literacy skills in other subjects is effective in some classes, but unsatisfactory overall. Pupils do not have sufficiently secure numeracy skills for use in other subjects and teachers do not plan sufficient opportunities for pupils to develop

their numeracy skills in this way. Pupils' ICT skills are sufficient to help them work independently in other subjects using computers. However, teachers do not give them sufficient opportunities to do so.

Pupils' attitudes, values and other personal qualities

The school's provision is **good**. Therefore, pupils have **good attitudes** towards the school and their **behaviour is good**. The school provides for pupils' personal development effectively, including their spiritual, moral, social and cultural development. Attendance is **satisfactory**.

Main strengths and weaknesses

- The school works hard to encourage good attendance and punctuality.
- The school has a calm, purposeful atmosphere.
- Pupils form good relationships with staff and with each other.
- In Years 1 to 6, the improvement in pupils' behaviour has been good since the time of the last inspection.
- The lunchtime supervisors promote pupils' good behaviour effectively.
- Religious education makes a good contribution to pupils' spiritual and cultural development.
- Staff provide few opportunities in subjects other than religious education to develop pupils' awareness of the diverse cultures within modern multi-cultural Britain.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence	
School data:	6.5
National data:	5.4

Unauthorised absence	
School data:	0.0
National data:	0.5

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

Exclusions

Ethnic background of pupils

Categories used in the Annual School Census
White – British
Mixed – White and Black Caribbean
Chinese
Parent or pupil preferred not to say
Information not obtained

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
262	9	0
2	0	0
1	0	0
2	0	0
14	0	0

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

- Attendance has improved to average this year from 93.1 to 94.15 per cent because of the effective systems for follow up after absences that the school has now put in place. The school works hard to encourage good attendance and punctuality. As a result, most pupils have a good attendance record and come to school on time.

Commentary

10. The school has a calm, purposeful atmosphere because staff have good relationships with the pupils and consistently implement the school's behaviour policy. As a result, most pupils' behaviour is good in lessons. They are polite and courteous. Therefore, they are ready to learn and they listen attentively to their teachers and when their classmates speak. The lunchtime supervisors promote pupils' good behaviour effectively. The improvement in pupils' behaviour has been good since the time of the last inspection. There is no evidence of oppressive behaviour. Last year two pupils were excluded on nine occasions, the same number as reported in the previous inspection. There was no behaviour observed during the inspection to indicate that exclusions are likely this school year. Parents say that the school helps their children to become mature and responsible.
11. Throughout the school, pupils' personal development is good because of the care with which staff promote it. Therefore, nursery and reception children achieve well in personal, social and emotional development. In Years 1 to 6, staff promote pupils' moral and social development, and sense of citizenship successfully. Lessons in religious education make a good contribution to pupils' spiritual and cultural development. However, the school provides few opportunities in other subjects to develop pupils' understanding of the diverse cultures in modern multi-cultural Britain. Pupils say they like school and they enjoy taking a full part in all the activities.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is **satisfactory**, with **some good** and **some unsatisfactory features**. The quality of teaching is satisfactory, but with some important aspects that are unsatisfactory. The learning opportunities the school provides in the Foundation Stage are satisfactory. The way teachers plan to cover all subjects in Years 1 to 6 is unsatisfactory. The school provides a good level of care of its pupils. Links with the community are good, and satisfactory with parents and other schools.

Teaching and learning

The quality of teaching and learning is **satisfactory in the Foundation Stage**. Teaching and learning is **satisfactory overall in Years 1 to 6**. However, because of so little good or better teaching and learning pupils' achievement over time is adversely affected. This is one of the main reasons for the low standards of achievement. The way teachers use the results of assessment is unsatisfactory.

Main strengths and weaknesses

- Teachers make unsatisfactory use of information they have about what pupils know, can do and understand to match work accurately to their varying needs.
- Teachers do not expect pupils to achieve high enough in lessons or over time, and the pace of learning is too slow.
- The teaching and learning in the nursery is good.
- Teaching and learning in ICT lessons is good.
- Skilled support staff make a good contribution to the learning of pupils identified as having special educational needs.
- Weaknesses identified through monitoring the teaching and learning have not been dealt with rigorously enough by the senior leaders of the school.

Commentary

12. Teachers have a lot of information about what pupils know, can do and understand. This is usually used to group pupils of the same ability together in lessons. However, this is not always done with sufficient rigour and a few pupils in the same group find themselves with work that is

too easy or too hard for them. This adversely affects the progress they make in some lessons. Also, higher attaining pupils are not often given enough work that is hard enough for them to make sufficient progress. This again slows down their progress over time. For example, in Year 6 science pupils of all abilities had the same target for achievement and completed the same work. Teachers are not always clear of how well they expect pupils to achieve, particularly the higher attaining pupils. This means that standards of achievement in English and mathematics remain well below the national average and below average in science.

13. Pupils with special educational needs receive good help in lessons from learning support assistants. Support staff are well focused and they target specific areas where individuals need help to learn. They make good use of new, effective systems, which assess, record and report what pupils know, understand and can achieve. The information is used well to track how effectively these pupils are making gains in their learning and to devise the next targets for them to achieve.
14. Nursery staff take every opportunity to encourage children to talk about their ideas and experiences, and to extend children's pencil control and writing skills in all activities. For most children this good progress slows down in the reception classes. On the other hand, reception staff do build well upon children's reading skills. They use the reviews that they make of children's progress effectively in order to match the books to their learning needs. Therefore, children make good progress in reading in reception. Nursery staff are effective in promoting children's mathematical development through all activities, which enable children to make good progress. In reception, the staff build steadily upon children's counting skills and, as a result, most children recognise and count objects to ten accurately. However, the reception staff do not always take enough account of all that children already know when they plan the work and do not check and support children's learning regularly and effectively when the children work independently in order to encourage children to talk and to show what they fully know and understand. Where this happens, about a quarter of the children make unsatisfactory progress.
15. In ICT, teachers build on pupils' previous learning effectively. Secure knowledge about the subject underpins the teaching. This means the teachers give clear instructions and the pupils know exactly what they have to do to improve their work. The teachers intervene in the pupils' learning to ensure that mistakes are quickly identified and rectified. This means that pupils' learning is brisk and they complete a lot of work. The use of national guidance as the basis for planning lessons ensures that requirements are met for teaching all aspects of the subject.
16. The headteacher has monitored teaching in English and mathematics. As a result of this, teachers' strengths and weaknesses were identified and evaluated accurately. However, development needs have not been dealt with speedily enough. Also, there is complacency among some staff that slows the rate of improvement. This means that key issues identified in the last inspection report, relating to the quality of teaching, have not been dealt with successfully. The senior management team have a clear strategy of how they intend to tackle the weaknesses in the future. This needs to be done urgently and rigorously.

Summary of teaching observed during the inspection in 45 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0 (0%)	2 (4%)	13 (29%)	30 (67%)	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.

The curriculum

The curriculum provision for children in the **Foundation Stage is satisfactory**, but **it is unsatisfactory** for pupils **in Years 1 to 6**. The way the school enriches the curriculum is **satisfactory**.

Main strengths and weaknesses

- The quality of leadership and management in developing the curriculum is unsatisfactory.
- Provision for personal, social, health and citizenship education, religious education and ICT is good.
- Provision for pupils with special educational needs is good.
- Too much unproductive time is spent teaching literacy.
- Inadequate development of ICT, literacy and numeracy skills in other subjects.
- The use of outdoor provision for pupils in reception is unsatisfactory.
- There is a good range of well-maintained accommodation.

Commentary

17. Since the time of the last inspection too little has been done to improve the quality and range of learning opportunities. Although it meets statutory requirements, the curriculum does not cater well enough for the interests, aptitudes or particular needs of the pupils. There are some examples of how teachers have tried to promote pupils' literacy skills in other subjects of the curriculum, such as focusing on vocabulary, but overall it is unsatisfactory. Similar initiatives to develop numeracy and ICT skills also remain areas for improvement.
18. Subject leaders or the senior management team do not review the whole-school curriculum often enough. There is no whole-school plan which shows what is to be taught to each class in every subject and when. This is having a negative impact upon the standards pupils achieve. There are no systems in place to evaluate the quality and worth of what is being taught. For example, the very high percentage of time devoted to literacy has not been evaluated in relation to the lack of impact it is having on raising standards in English.
19. Significant strengths of the curriculum are religious education, information and communication technology and personal, social, health and citizenship education. Pupils are provided with better opportunities to learn these subjects and make faster progress and enjoy the variety of work teachers give them. Good provision is also made for special educational needs. Learning support assistants are very effective in their work, but class teachers need to make more use of individual education plans and ensure these pupils do not miss other subjects in order to receive help with their literacy skills. The school boasts a good range of internally well-maintained accommodation and external play areas, including a playing field.

Care, guidance and support

The procedures for ensuring pupils' care, welfare, health and safety are **good**. There are good procedures for involving pupils in the life of the school. The advice and guidance provided for pupils is **satisfactory**.

Main strengths and weaknesses

- There are good procedures to ensure pupils work in a healthy and safe environment.
- Pupils have good trusting relationships with adults in the school.
- Induction arrangements for pupils joining during the term time are unsatisfactory.

Commentary

20. The school is a caring and harmonious community where pupils feel secure. Parents say that pastoral care is good, and their children feel valued at school. All staff are well trained to look after pupils' general welfare and specifically those who come from vulnerable families. Child protection procedures are very good and meet local guidelines. The newly appointed designated teacher and staff are trained well and are aware of the action to take should the need arise. The school takes necessary steps to eliminate or minimize hazards within the school. Health and safety decisions are based on good quality and regular risk assessments. The school takes part in the Staffordshire and city of Stoke's Health Promoting Schools project. This provides good experiences for pupils to learn about healthy living.
21. Pupils' social skills are developed well through personal, social and health education programme and in assemblies. Pupils are aware of the help and support available in case of need. Parents and pupils are happy that the staff listen to and act on matters of concerns. Pupils are allowed time out to visit the secondary school of their choice. Parents are generally satisfied with the arrangements for settling new children in the school. However, induction procedures for pupils joining the school during the term time are not fully established.
22. The school seeks pupils' views successfully, and pupils know their views matter. They are consulted via the school council and by questionnaire. Staff encourage pupils effectively to get involved in decision making about school issues. Staff respect and try to act positively on what pupils say. The council members support for mid-day staff during playtime enhances their personal development. Pupils with special educational needs receive good care and support from the staff and are very well integrated into school life.

Partnership with parents, other schools and the community

The school has **satisfactory links with parents**, and the **relationships with the community are good**. Links with other schools are **satisfactory**. The school uses local resources well to enhance pupils' learning.

Main strengths and weaknesses

- The school provides parents with good quality information.
- The school has good informal arrangements for listening to and dealing with parents' complaints.
- The school's links with the wider community are good.

Commentary

23. The school has satisfactory links with parents. Parents are generally happy with the openness, professionalism and friendliness of the staff. They are happy that the teachers provide good role models. This enables their children to develop positive attitudes to learning and to life in general.
24. There are good opportunities for parents to meet teachers, and pupils' annual progress reports are of good quality. They give good details of progress in all subjects and provide targets for improvement. Homework tasks involve parents and some parents co-operate by supporting their children well. Parents are invited to many activities provided by the school. However, most parents lack sufficient confidence to establish working relationships with the school.
25. There is a small number of dedicated parents who organise a variety of events to raise money for school funds. Their efforts are valued greatly by the school. Teachers inform parents at an early stage if there are any concerns about a child's learning. Parents of children identified as having special educational needs are informed regularly about their child's progress, and are

given copies of their individual education plans so they can help develop learning at home. This contributes positively to raising pupils' achievement.

26. The school consults informally with parents and listens carefully to their views. Any complaints are investigated thoroughly. However, the views of parents are not always recorded. A number of parents spoken to during the inspection expressed the view that the headteacher and staff are very approachable. They listen carefully to parental concerns and take the necessary action to rectify problems.
27. There are good links with the local community. The school has successfully established links with local agencies such as the education welfare services. This has led to significant improvement in pupils' attendance rate. Links with the local community police help the school to prevent truancy and prevents vandalism in the school. Other initiatives, for example links with Cannock Chase Street Wardens and the Crime Reduction and Social Inclusion unit, help parents and the school to improve community life in the area.
28. Visitors such as the local vicar and the representative from the family learning group are welcomed into the school. The school is a part of the Health Promoting Schools and this contributes to a healthy living, which improves behaviour and general welfare of pupils. Links with the family learning group, visits to the theatre and joint sporting activities with local schools successfully promote a sense of community among pupils. The school has good links with the local technology college through the work placement scheme. The school also works satisfactorily in partnership with the family of schools in the area. This provides good in-service training and helps with staff development. The school makes regular and effective evaluations of the impact of its liaison with the community.

LEADERSHIP AND MANAGEMENT

Leadership of the school is **unsatisfactory**. The effectiveness of the school's **management is satisfactory**. **The governance of the school is sound**.

Main strengths and weaknesses

- There are important weaknesses in the leadership of the school.
- The school does not have clear educational direction and is not sufficiently focussed on raising standards.
- The headteacher has created a good climate for learning.
- Co-ordination of special educational needs is very good.
- The role played by some subject leaders in managing improvement in their subjects is not effective.
- Procedures for monitoring of teaching and learning and taking effective action are not sufficiently rigorous.
- Not enough progress has been made in addressing the issues from the last inspection.

Commentary

29. Leadership by the headteacher is firm, competent and committed and has created a good ethos for learning. However, crucial aspects of leadership are lacking, as lines of responsibility are unclear. There is a lack of clarity in the leadership of the school in establishing a shared vision and sense of purpose. Therefore, staff do not understand the school's goals and their role in achieving them, which results in the slow pace of implementing initiatives. This is reflected in the unsatisfactory improvement since the last inspection in relation to the key issues, particularly in raising the attainment of pupils in English and mathematics, and the monitoring and evaluation of the school's performance.

30. The headteacher has monitored teaching and learning. He has identified weaknesses but they have not been rectified with sufficient rigour. Subject co-ordinators are in place for every subject, but they have not been given sufficient training for them to be effective in their role. At present, structures and procedures for subject co-ordinators to rigorously monitor teaching and learning are not in place so they are not able to influence improvement, support colleagues or rise to the challenge of leadership.
31. There are some areas where co-ordination is good, for example, religious education with the result that pupils achieve well in this subject. There is effective teamwork in the nursery and in the senior management team. The qualities of leadership of the special educational needs co-ordinator are very good. In both cases there is clear vision of how they want the school to develop and a strong determination to succeed.
32. Although test results and other performance data are analysed, the school does not use these analyses to raise pupils' standards. The next step is to make more effective use of this information in order to target areas for improvement, both for individuals and for groups of pupils, then to carefully follow their progress and to allow teachers to plan their lessons precisely. As mobility is a problem in some year groups, assessment of pupils' abilities when they enter the school is another aspect for development. With well below average attainment in literacy and numeracy, these subjects are a priority. There are instances where pupils' progress is closely targeted, for example, through 'Precision teaching' of pupils with special educational needs. In these cases, lessons are planned through the careful assessment of pupils' exact needs. They are given good support and their progress is monitored regularly through the week against their individual targets. Because of this they make good progress and achieve well.
33. The management of the school is satisfactory. Day-to-day, the school runs smoothly. Efficient routines are in place and the school is an orderly community. Previous school development plans are evaluated. However, there is no reference to improved academic standards or standards in terms of pupils' personal development. The current school development plan is up to date and informative, but again does not clearly focus on raising standards within the core subjects despite this being an on-going weakness since the last inspection. The criteria for evaluation of success are not sufficiently thorough. Although the school lists its priorities, it is not clear what are the priorities in order of importance. However, satisfactory action plans for individual subjects do focus on raising standards in literacy and numeracy, but they do not state by how much in terms of improved standards of attainment, achievement and personal development. The school development plan does not state clearly what has to be done, by whom and by when. The school is supportive of new members of staff and induction procedures are good. Administrative staff work effectively and efficiently to support the teachers.
34. The governance of the school is satisfactory. Governors have some good knowledge of the school gained from meetings, headteacher's reports and general observations from visits to the school. There is regular communication between the headteacher and chair of governors. Their role as critical friends of the school is developing.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	848,900
Total expenditure	795,912
Expenditure per pupil	2,334

Balances (£)	
Balance from previous year	24,299
Balance carried forward to the next	11,883

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

35. **The provision for children in the nursery and reception classes (Foundation Stage) is satisfactory.** Most children enter the nursery with early learning skills that are well below the level expected for children of this age. Children achieve well and make a good start to their education in the nursery because the quality of teaching and what the teachers plan for them to learn are good. The progress of most children slows down in the reception classes and their achievement in these classes is satisfactory rather than good. The main reasons for the slower progress are that reception staff have an insecure understanding of the national guidance for teaching children this age and how children learn through relevant, practical experiences.
36. Across the Foundation Stage children with special educational needs make good progress because of the extra help that support staff give them. Parents are happy with the arrangements for settling their children into the school.
37. The improvement since the time of the last inspection is unsatisfactory because then it was reported that provision in the reception classes was good. There was no nursery provision at the time of the last inspection. Leadership and management are unsatisfactory. The new co-ordinator has taken some positive steps to improve the provision, but the action has not been rigorous enough.

Personal, social and emotional development

The provision is good in the nursery and reception classes and children make good progress. They reach the expected level for their age by the end of reception.

Main strengths

- The relationships between staff and children are good.
- Children are polite and well behaved, and they try hard in all their work.

Commentary

38. Staff are caring, supportive and friendly so children feel secure and this gives them the confidence to learn. They frequently praise children for their efforts and achievements. Therefore, most children try hard with their work. Children are polite and well behaved. They share equipment and work sensibly together as friends. They develop a good awareness that some actions are right and some are wrong.

Communication, language and literacy

The provision is satisfactory and children make satisfactory progress. They reach below average standards by the end of reception.

Main strengths and weaknesses

- Nursery staff take every opportunity to extend children's everyday vocabulary and writing skills, but reception staff do not give enough time to this.
- Reception staff teach basic skills in reading well, and they effectively match the work to children's varying learning needs.

Commentary

39. Many children have a narrow range of everyday vocabulary when they enter the nursery. Nursery staff take every opportunity to encourage children to talk about their ideas and experiences, and to extend children's pencil control and writing skills across all areas of learning. Also, they inspire children through reading them a variety of interesting stories. Most children's good progress slows down in the reception classes because staff do not give enough time to extending children's everyday vocabulary in order to develop their speaking skills or to support children's own attempts at writing. On the other hand, reception staff do build upon children's reading skills well. They use the checks and reviews that they make of children's progress effectively to match the books to their varying learning needs. Therefore, children make good progress in reading.

Mathematical development

Teaching and learning are satisfactory and most children make satisfactory progress.

Children reach below average standards by the end of reception.

Main strengths and weaknesses

- Nursery staff successfully promote children's mathematical development across all areas of learning.
- Reception staff do not always take enough account of what children already know when they plan the work or effectively support and monitor children's learning.

Commentary

40. Nursery staff are effective in promoting children's mathematical development through all activities, which enable children to make good progress. In reception, staff build steadily upon children's counting skills and, as a result, most children recognise and count accurately objects to ten. However, the reception staff do not always take enough account of all that children already know when they plan their lessons. Also, they do not check and support children's learning regularly and effectively when the children work independently in order to encourage children to talk about what they are learning and to allow the children to show what they fully know and understand. On these occasions about a quarter of the children make unsatisfactory progress.

Knowledge and understanding of the world

The provision is satisfactory and children make satisfactory progress. They reach below average standards by the end of reception.

Main strengths and weaknesses

- Nursery staff work very well together as a team and have high expectations of what children can achieve.
- Reception staff have an insecure knowledge of the national guidance for this area of learning for children of this age.
- The use of the school's information and communication technology provision is unsatisfactory.

Commentary

41. Nursery staff work together very effectively as a team and have high expectations of what children can achieve. On the other hand, the reception staff have an insecure knowledge of the curriculum guidance for children of this age and how children learn through practical, relevant experiences. This is reflected in the amount of time that they allocate to lessons, the teaching

methods that they use, and the organisation of the groups within lessons. The nursery children's good progress in using computers declines to unsatisfactory in the reception classes. This is because currently there is only one computer available to all children and the staff do not take the children to the computer suite. The improvement has been unsatisfactory since the time of the last inspection.

Physical development

The provision is satisfactory. From a below average starting point children make good progress in the nursery. They reach average standards by the end of reception.

Main strengths and weaknesses

- Nursery staff plan the outdoor physical activities very carefully and successfully.
- The use made of the outdoor provision is unsatisfactory in the reception classes, but staff partially compensate for this through lessons in physical education indoors.

Commentary

42. Nursery staff plan the outdoor physical activities very carefully to extend not only children's control of larger movements but also their learning across the whole curriculum. The good approach is not evident in the reception classes because the main provision is through break times and the provision in these sessions is poor. The staff partially compensate for this through lessons in physical education. As a result, children show satisfactory control and co-ordination of their larger movements. Within the classroom, most children's control of finer movements is satisfactory. The quality of the provision has declined from good since the time of the last inspection because reception staff have not kept up-to-date with the current curriculum guidance for outdoor provision.

Creative development

The provision is satisfactory and children make satisfactory progress. They reach below average standards by the end of reception.

Main strengths and weaknesses

- Nursery staff plan the work very carefully across a wide range of activities, but the range of activities is narrow in the reception classes.

Commentary

43. Nursery staff provide a wide range of activities and materials that inspire children's creative and imaginative skills and they also ensure that there are good opportunities for the children to talk about their work. In the reception classes the range of activities is narrow and children's progress slows down to satisfactory. The improvement in this part of the provision has been unsatisfactory since the time of the last inspection. On the other hand, the good progress that nursery children make in music in the nursery is maintained in the reception classes because a music specialist teaches the music.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **unsatisfactory**.

Main strengths and weaknesses

- Standards pupils attain in all aspects of English throughout the school are poor.
- Throughout the school pupils do not achieve well enough over time.
- National test results have consistently been well below average.
- In comparison with similar schools, test results in Year 2 have been well below average.
- No unsatisfactory and some good teaching was observed during the inspection.
- Teachers make unsatisfactory use of the information they have about what pupils know, can do and understand.
- There are weaknesses in the curriculum.
- There are weaknesses in the leadership and management of the subject.
- Learning support assistants make a good contribution to the quality of teaching and learning.

Commentary

44. Insufficient progress has been made since the time of the last inspection in raising the standards pupils achieve in English. Girls achieve higher standards than boys, and more so than is found nationally. Ethnic minority pupils achieve similar standards and progress at a similar rate to their classmates, Pupils in Years 1 and 2 have insufficient vocabulary to add interest to their writing, or explain things in detail. By Year 6, approximately 50 per cent of pupils still have very limited vocabulary and the quality of their spoken language is weak. The majority have difficulty adapting their speech to the audience or situation. The practice of encouraging pupils to answer and explain things in complete sentences, using standard English, is not consistent and not given a high enough profile throughout the school.
45. During Years 1 and 2, pupils gradually learn basic reading skills. The more able pupils read fluently and with understanding, but by the end of Year 2 most are still only reading very simple texts. Pupils who are able to attain higher standards are not made to work hard enough because the books they are given to read lack sufficient challenge. Too many pupils reach Year 6 unable to read well enough to use their reading to find things out in other subjects. Insufficient use is made of the library to develop research skills and engender a love of literature and reading for pleasure. Overall progress is too slow, especially in Year 6, and standards are far lower than they should be.
46. Standards in writing are poor. Teachers give pupils work that is linked to grammar, punctuation and elements of different types of writing, but allow them too few opportunities to consolidate their writing skills either in literacy lessons or in other subjects. In Years 1 and 2, few pupils write well-constructed sentences, although pupils currently in Year 1 are producing improved standards of work. Pupils in most year groups produce little work of any length or quality. Opportunities for such work are insufficient and the writing element of lessons is not planned well enough. By Year 6, even the most able pupils produce little in the way of good quality extended or imaginative writing, and many of these pupils do not achieve as well as they should. A substantial proportion show limited knowledge of how to spell common words.
47. The quality of presentation of work is satisfactory in classes where teachers encourage pupils to take care with their writing and spelling. There is no consistency from class to class about standards expected so pupils are unclear about what they are to do. In some classes, the quality of pupils' written work deteriorates as the year progresses because they do not receive enough guidance or encouragement to maintain high standards.

48. Despite no unsatisfactory lessons being observed during the inspection, the quality of teaching and learning is not good enough to improve pupils' rate of progress. This is because the National Literacy Strategy is not used well enough throughout the school, particularly in Years 3 to 6. Too much time is devoted to teaching literacy over and above the designated literacy hour, which is unproductive and mundane. In classes where teachers try to promote literacy skills in other subjects, pupils are more highly motivated. In most literacy lessons, most teachers' expectations of what pupils can achieve are too low. Work is not inspiring or challenging enough and pupils' efforts are accepted too readily. Teachers do not use effectively the information they have from checking pupils' work. Therefore, they do not ensure that pupils always work at the correct level to help them make good progress. The rate at which teachers expect pupils to work is not fast enough. Information and communication technology is not used well enough to support pupils' learning. Learning support assistants make good contributions to the quality of teaching and learning because they are focused upon providing clear support to individuals or groups of pupils whose learning needs have been more specifically defined. Support staff evaluate the progress pupils make effectively in achieving their learning goals.
49. Since the time of the last inspection the subject has not been led or managed well enough. Insufficient emphasis has been placed upon improving the quality of teaching and learning. The role of the subject leaders has lacked clarity and they have not made an effective contribution to raising standards. There have been no regular opportunities to rigorously monitor the quality of teaching and learning, teachers' planning or the quality of pupils' work.

Language and literacy across the curriculum

50. There are some effective initiatives that promote language and literacy skills in other subjects. For example, there is a focus on developing vocabulary specific to mathematics, science, information and communication technology and religious education. However, there is no consistent approach throughout the school. Good practice is initiated by individual teachers and is particularly evident in the Year 1 and 2 classes. However, examples of extended writing across the curriculum are very limited. The quality and range of library resources to support research skills are satisfactory. Opportunities for pupils to read for information and pleasure are unsatisfactory.

MATHEMATICS

Provision in mathematics is **unsatisfactory**.

Main strengths and weaknesses

- Standards of achievement are well below the national average by the end of Year 2 and Year 6.
- There has been no improvement in standards of achievement since the last inspection.
- There are weaknesses in important aspects of the teaching of mathematics.
- Skilled support staff provide a good level of help for pupils identified as having special educational needs.
- The leadership and management of the subject are unsatisfactory, despite the co-ordinator's enthusiasm and desire to bring about improvements.
- Good work has been completed in an effort to involve parents in pupils' learning.

Commentary

51. By the end of Year 2, for the last four years, standards attained in the national tests have mainly been well below the national average in comparison with all schools, and in comparison with schools similar to Redhill. The only exception was in 2000 when standards were in line with the national average. Inspection findings indicate that standards are well below average and pupils achieve satisfactorily in relation to their prior attainment. By the end of Year 6,

standards over the last four years in the national tests have mainly been well below the national average in comparison with all schools, and below average in comparison with schools similar to Redhill. Current standards are well below average. There has been no improvement in standards since the last inspection, except in 2000 when standards were below the national average. To raise standards of attainment in mathematics was one of the key issues identified in the last inspection report.

52. There is no significant difference in the attainment of boys and girls. Pupils identified as having special educational needs make good progress in lessons when they receive help from the skilled support staff. Higher attaining pupils do not achieve as well as they should. Ethnic minority pupils attain similar standards to their classmates. Their achievement is also not significantly different to the rest of the pupils.
53. Although the quality of teaching is satisfactory overall, there is far too little good or better teaching. This means that pupils do not make sufficient progress over time. There are weaknesses in important aspects of the teaching. Teachers carry out checks of pupils' work to determine what pupils know, can do and understand. However, they do not use this information effectively to plan work that accurately meets pupils' varying needs. Therefore, they do not ensure that pupils work at a level that brings about improvement in the standards they achieve. Another important weakness is that teachers do not have high enough expectations for what they want pupils to achieve academically. The pace at which pupils are expected to work is not brisk enough. A weakness in nearly all lessons is the ineffective use of computers to help pupils develop their numeracy skills. There is good use of skilled support staff to help pupils learn. This support is mainly for pupils identified as having special educational needs and ensures that they make good progress in lessons.
54. The subject co-ordinator is clear about what needs to be done to improve standards, but has not taken the necessary steps to bring about the improvement. He monitors standards and quality of teaching through examining pupils' work in their exercise books. This was completed in his own time. However, no clear strategies exist to follow up this monitoring to address the weaknesses identified in order to bring about improvement. There is some monitoring of teaching and learning, but it is not frequent or rigorous enough to improve its quality. The co-ordinator is very enthusiastic about bringing about improvement. This enthusiasm is reflected in the good work he has done in involving parents in pupils' mathematical learning. For example, he has held open afternoons for parents to work alongside their children to gain a better understanding of how they learn in mathematics.

Mathematics across the curriculum

55. Pupils' weak skills and understanding in mathematics means that they are unable to make sufficient progress in mathematical aspects of other subjects, such as science.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- The quality of teaching and learning in Years 1 and 2 are good. As a consequence standards of attainment are rising and pupils achieve well.
- Pupils' attainment at Year 6 is below average.
- Provision for investigative science is unsatisfactory.
- The use of checks on pupils' progress and target setting is unsatisfactory.
- Information and communication technology is not used consistently to support pupils' work.
- The co-ordination of science is poor.

Commentary

56. By the end of Years 2 and 6, pupils attain standards below the national average. However, there is evidence that standards are rising due to good teaching, particularly for pupils in Years 1, 2, and 3. This represents good achievement for these pupils, including those with special educational needs. However, achievement for pupils in Year 6 is unsatisfactory. Higher attaining pupils do not achieve as well as they should. Ethnic minority pupils achieve similar standards to their classmates.
57. Opportunities for pupils in some classes to design and carry out their own investigations, and to develop their scientific thinking, are limited. This results in their scientific thinking and vocabulary being less well developed than they could be, particularly for pupils in Years 4, 5 and 6. This area of the curriculum is unsatisfactory, and skills are not learned in the correct order as pupils move from one year to another. Not all pupils are given opportunities to achieve the standards of which they are capable.
58. The quality of teaching and learning is good in Years 1 and 2, and satisfactory in Years 3 to 6. Pupils learn best when actively involved. The best lessons are planned to be interesting and these are typified by teachers' good subject knowledge, giving pupils clear explanations and insights into their work, which prompts them to ask questions. In Years 1 and 2, teachers plan work to meet the needs of pupils of differing abilities. They also use ICT to help pupils learn. Teaching assistants are used well in all classes to help pupils, particularly those with special educational needs, to be fully involved in the lesson.
59. The lack of suitably challenging work for older pupils in Years 3 to 6 results in their underachievement. For example, in Year 6, pupils of all abilities are given the same work with the result that it is too easy for higher attaining pupils, and too difficult for lower attaining and special educational needs pupils. Commercial targets such as 'Explain why plants produce their own food and why that determines their position in all food chains' are common to all. Detailed checks of what pupils know and can do are essential to raising standards, but are not carried out. Individual and group targets are not set on a regular basis or shared with pupils and parents. This slows the rate of improvement very significantly. Marking of pupils' work is better in Years 1 and 2 than for Years 3 to 6. In a Year 2 book, comments and explanations such as 'Your discussion work was great' contrasts with a lack of any pointers to Year 6 pupils of how they can improve their work.
60. The co-ordinator, absent at the time of the inspection, has responsibility for teaching science to all pupils in Year 6 and the higher attaining pupils in Year 5. Leadership and management of the subject clearly lack the rigour needed to take the action necessary to improve standards.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **satisfactory**.

Main strengths and weaknesses

- Pupils achieve well in the development of their information and communication technology skills.
- The quality of teaching ICT skills is good.
- Teachers do not make sufficient use of ICT to help pupils learn in other subjects.
- Children in the Foundation Stage do not use the computer suite enough to prepare them for work in Year 1.
- The monitoring and evaluation of teaching, learning and standards in ICT are unsatisfactory.

Commentary

61. Pupils' achievement in lessons is good because the teaching and learning are good. This means that standards are improving. They are in line with national expectations by the end of Years 2 and 6. These standards are the same as at the time of the last inspection. There is no significant difference in the achievement of any group of pupils. Examples of good achievement were observed in lessons in Years 1, 3 and 6. The teachers built on pupils' previous learning effectively. Secure subject knowledge underpinned the teaching. This meant the teachers gave clear instructions and the pupils knew exactly what they had to do to improve their work. The teachers intervened in the pupils' learning to ensure that mistakes were quickly identified and rectified. This meant that pupils' learning was brisk and they completed a lot of work. The use of national guidance as the basis for planning lessons ensures that requirements are met for teaching all aspects of the subject. Year 6 pupils produced particularly good work in their multi-media presentations on the story of Noah's Ark.
62. The standards and achievement of pupils in Year 1 are adversely affected because children in reception do not use the computer suite to develop their ICT skills as well as only making limited use of ICT resources in their classroom. For example, a significant number of pupils in Year 1 had difficulties with mouse control that are not usually found among Year 1 pupils.
63. The ICT co-ordinator was absent during the inspection. The monitoring of teaching, learning and pupils' work are unsatisfactory. There is no clear picture of how the school will develop the subject further, particularly with regards to the use of ICT to help pupils learn in other subjects.

Information and communication technology across the curriculum

64. There is a little satisfactory use of ICT to help pupils' learning in other subjects, but not nearly enough. A Years 4/5 class produced work of a satisfactory standard in their history topic about the ancient Egyptians. Year 2 used a computer program to graphically illustrate the heights of the pupils in the class. There was no use of computers in classrooms observed during the inspection. The use of computers to support pupils' learning in lessons in other subjects is not a regular or consistent feature of teaching.

HUMANITIES

65. In geography and history, no lessons were seen and it was not possible to make any judgement on standards, pupils' achievements or the quality of teaching and learning.

Religious education

Provision in religious education is **good**. Pupils' achieve well and attain standards in line with the locally agreed syllabus by the end of Years 2 and 6.

Main strengths and weaknesses

- Standards in religious education have improved since the last inspection.
- Pupils achieve standards better than in most other subjects.
- The curriculum is well planned to develop pupils' spiritual, moral and cultural awareness.
- There are good links with personal, social and health education.
- The strengths in the leadership, management and teaching have led to a significant improvement in standards

Commentary

66. The quality of teaching is good. Lessons are well planned and teachers have good strategies to make sure everyone listens and contributes, by asking different types of questions of different pupils. By the end of Year 2, pupils know about special places and the reasons for going to Church. A particular effective piece of work was seen in a display where pupils used the symbolism of water to 'wash away the bad things in the World'. Pupils in Year 4 develop their understanding of the similarities and differences of the major religions. For example, they explore in detail the inside of a Mosque, noting that, like Christianity, worshippers face east, in this case to Mecca. Pupils in Year 6 not only know about different customs and beliefs but also attempt to give explanations for these. They contrast the Torah with the Bible and use the Book of Leviticus to describe the different aspects of Sukkoth and ways in which it is celebrated. Pupils show a good understanding of their previous work, referring to Lula, the sheaves of corn, and how the Menorah would have lit the celebrations. The quality of marking is good. Supportive comments, such as, 'We'll try the Star of David again' help lower attaining pupils to feel they are making a worthwhile contribution.
67. Religious education was an area for improvement at the last inspection. The school has made good progress since then. The curriculum concentrates on four faiths in detail so that pupils build on what they know and so gain more detailed knowledge as they grow older. The leadership and management of this subject are good. Learning from religion, not just about it, is the guiding principle. The co-ordinator has worked hard to provide pupils with good opportunities for learning with strong links to other subjects, such as personal, social and health education, and school assembly themes. Future plans include incorporating art, drama and dance. Effective monitoring of what and how pupils learn promotes a good rate of learning by all pupils. The steps taken to raise achievement are successful and are reflected in pupils' increased knowledge and understanding.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

68. Inspectors concentrated on checking the standards in the core subjects of English, mathematics and science, as this was an agreed focus for the inspection. There was insufficient work seen in **art and design** to make a definite judgement on standards and provision. However, examples of pupils' work seen around the school were of an average standard. This was confirmed by work recorded in sketchbooks and discussions with pupils. However, pupils could recall having used a limited range of materials and were not as familiar as they should be with the work and styles of well-known artists.
69. Only one Year 2 lesson was seen in **design and technology** so no definite judgment can be made on teaching and learning. Further evidence for design and technology comes from talking to pupils and teachers, and pupils' work on display around the school. The evidence indicates that the provision is unsatisfactory overall and that improvement has been unsatisfactory since the time of the last inspection. Therefore, leadership and management of the subject are unsatisfactory. Although teachers now provide suitable experiences in design and technology they have not done so in previous years. A contributory factor is that teachers do not have an overall plan that shows what is to be learnt and when. As a result, pupils have gaps in their knowledge and skills and the standard of work in Year 6 is below national expectations. Pupils do not check and review their work regularly and make decisions about how to improve it. The work in Year 2 indicates that standards are in line with those expected. In the lesson, teaching and learning were good because of the effective planning of the work and the clear teaching of skills. Pupils say they enjoy the work.
70. In **music**, the evidence indicates that provision is satisfactory in Years 1 to 2. As a result, pupils reach average standards in Year 2. Pupils sing familiar songs, such as *A Pizza Hut*, with enjoyment and good diction. They identify percussion instruments correctly, such as maracas and triangle, and use these carefully when they play simple music patterns. The school has made good improvement in the subject since the time of the last inspection.

71. A very limited amount of **physical education** was observed, therefore no judgements can be made regarding standards of achievement, teaching or the leadership and management of the subject.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

The provision is **good**.

Main strengths and weaknesses

- Achievement is good.
- Teaching is good.

Commentary

72. One personal, social and health education lesson was seen in a Years 4/5 class, but inspectors looked at pupils' work and spoke with pupils. Citizenship is not taught as a separate subject but as part of personal, social and health education. Pupils achieve well in their personal, social and health education development. They develop confidence and responsibility and try to make the most of their abilities. They develop good relationships and respect the differences between people. The personal, social and health education lessons play a major part in helping to eliminate bullying in the school. In the one lesson observed the quality of teaching was good. The teacher used good questioning skills to develop pupils' understanding for the need for rules. Pupils work co-operatively and collaboratively in groups. There were good relationships between teacher and pupils and between pupils throughout. The school council and house system helps pupils to develop a sense of citizenship.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Grade

The overall effectiveness of the school	4
How inclusive the school is	4
How the school's effectiveness has changed since its last inspection	5
Value for money provided by the school	5

Overall standards achieved	6
Pupils' achievement	4

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	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	5
How well the curriculum meets pupils' needs	5
Enrichment of the curriculum, including out-of-school activities	4
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	3
The school's links with other schools and colleges	4

The leadership and management of the school	5
The governance of the school	4
The leadership of the headteacher	5
The leadership of other key staff	5
The effectiveness of management	4

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