

INSPECTION REPORT

Sacred Heart Catholic School

Birchfield, Birmingham

LEA area: Birmingham

Unique reference number: 103477

Headteacher: Mr. G. Murray

Lead inspector: Mr. M. Massey

Dates of inspection: 22 - 24 March 2004

Inspection number: 257389

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary aided
Age range of pupils:	4-11
Gender of pupils:	Mixed
Number on roll:	211
School address:	Earlsbury Gardens Birchfield Birmingham, West Midlands
Postcode:	B20 3AE
Telephone number:	0121 3564721
Fax number:	0121 3443842
Appropriate authority:	Governing body
Name of chair of governors:	Mrs. C. Boyle
Date of previous inspection:	June 1998

CHARACTERISTICS OF THE SCHOOL

Sacred Heart Catholic School is an average sized school situated in the Handsworth ward in the Birchfield area of Birmingham. Pupils mainly come from the surrounding area, where there is a mix of rented, privately owned and council accommodation. The pupils are from a very wide range of different ethnic backgrounds. The largest proportion of pupils is of black Caribbean origin with other substantial groups of pupils from Indian Asian and white British or Irish backgrounds. The school also has a high proportion of refugee and asylum seeker pupils. Only a few pupils are at an early stage of speaking English as an additional language. Around 25 per cent of the pupils have been identified as having special educational needs, which is above the national average. These pupils mainly have moderate learning needs or social, emotional and behavioural difficulties. The number of pupils known to be eligible for free school meals is above average. The pupils' attainment on entry is below average. The proportion of pupils who leave or join the school during the year is around 11 per cent.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
23785	Malcolm Massey	Lead inspector	Foundation Stage English as an additional language Science Physical education
11437	Tony Anderson	Lay inspector	
27541	John Collins	Team inspector	English Information and communication technology Art and design Music
32318	Nick Beech	Team inspector	Special educational needs Mathematics Design and technology Geography History

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Sacred Heart Catholic School is a very good school. It gives very good value for money. The school is very well led. Teaching is good and pupils make good progress in their learning, achieving standards that are above average by the time they are in Year 6.

The school's main strengths and weaknesses are:

- The headteacher and key staff lead the school very well.
- Teaching is good, often it is very good and sometimes it is excellent.
- Standards are above average in mathematics and science and well above average in English.
- The school has created a very good climate for learning.
- Pupils from different ethnic groups and those with special educational needs are fully included in activities and they achieve very well.
- Provision for outdoor play in the Reception area is not good enough.
- Not enough use is made of assessment in mathematics.
- Gifted and talented pupils are not systematically identified.

Since the last inspection in June 1998 the school has improved well, with all the key issues being successfully addressed. Outdoor provision for young children has not improved enough, however.

STANDARDS ACHIEVED

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

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

Pupils achieve very well. Pupils enter with below average attainment and achieve standards that are at least average and, for the present cohort of pupils in Year 6, standards are better than this. The grades given in the above table for similar schools, which is based on the prior attainment of pupils from Year 2 to Year 6, does not adequately reflect the very good work of the school. A better reflection of pupil achievement is gained by looking at national data, showing progress against schools with similar free school meals. This information shows that standards for pupils leaving Year 6 in 2003 were in the top five per cent for science and well above average for English and mathematics. The achievement of black British Caribbean pupils and those with special educational needs is very good. In the Reception class, children are already achieving the goals that they are expected to reach by the end of the Reception year in personal, social and emotional development, mathematical development, knowledge and understanding of the world and physical development. In communication language and literacy and creative development children are on course to reach the expected goals by the end of the year. By the end of Year 2 pupils have continued to achieve well and standards are above average in reading, writing, mathematics and science. By the end of Year 6 pupils have achieved very well in English where standards are well above average. In mathematics,

science, information and communication technology and music standards are above average and in art and design standards are average.

Pupils' spiritual, moral, social and cultural development is very good. Pupils have a very good attitude to learning and their behaviour is good. Their punctuality and attendance are also good, although a small minority of parents do not support the school well in this area.

QUALITY OF EDUCATION

Overall, the quality of education is good. Teaching is good, with a high proportion of very good and some excellent teaching and this leads to good learning and above average standards. Teaching in the Reception class is very good and children achieve very well because of this. The consistently good and sometimes excellent teaching in English results in pupils learning very well. Teaching assistants and specialist teachers make a very good contribution to the learning of lower attaining pupils and those with special educational needs as well as to standards in science and music. Teachers' high expectations of pupils' behaviour and very good class control lead to a good learning environment where children can get on with their work. Pupils from the wide variety of ethnic backgrounds in the school are fully included in all activities. Good assessment ensures that the needs of all groups of pupils are met effectively.

The curriculum is very good with a wide range of educational visits, out of school activities and a practical approach to subjects like science and music that excites the pupils and engages their attention. This encourages them to learn. The school is proud of its work in the arts, where a national Artsmark has been awarded. Pupils are well cared for and supported. Links with the local community are very good and this helps pupils to develop their personal skills, for example through helping with the weekly lunch club.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are very good. The headteacher has a very clear view about the direction of the school and he provides strong leadership. Staff are confident in the support that he gives to them. The deputy headteacher and other senior staff have clear roles and they make a very good contribution to the running of the school and the above average standards obtained by pupils. Co-ordinators manage their subjects well, identifying areas for improvement and producing their own subject improvement plans. The budget is managed very effectively, priority being given to establishing good staffing levels in order to maintain standards. The vast majority of the governing body are recently appointed. They have quickly developed a good understanding of the school and they are prepared to question suggestions made to them. They fulfil their statutory responsibilities. The chair of governors has a very good knowledge of the school and acts as a good critical friend to the headteacher.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have a positive view of the school, feeling that it is well led and managed. Some concern was expressed at the parents' meeting about communication. The team agrees that information in the end of year reports could be improved but felt that the weekly newsletters were very good. The majority of parents felt that they could approach the school with any problems. Pupils generally have a positive view of the school, with the vast majority having an adult they felt that they could turn to for advice if they needed to.

IMPROVEMENTS NEEDED

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

- Make more effective use of information gained from assessments to further improve standards in mathematics;
- Improve provision for outdoor play for the Reception class;
- Systematically identify gifted and talented pupils and ensure that these pupils are supported and challenged.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

By the time pupils leave the school in Year 6 they have achieved very well. Standards in English are very good, while standards in mathematics and science are good.

Main strengths and weaknesses

- Children achieve very well in the Reception class
- In English, pupils achieve very good standards by the time they are in Year 6.
- Standards in mathematics, science and information and communication technology are above average.
- Pupils with special educational needs and those with English as an additional language achieve very well.
- Gifted and talented pupils are not challenged enough.

Commentary

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

Standards in:	School results	National results
reading	14.5 (18.4)	15.7 (15.8)
writing	13.5 (16.8)	14.6 (14.4)
mathematics	14.1 (18.8)	16.3 (16.5)

There were 34 pupils in the year group. Figures in brackets are for the previous year

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

Standards in:	School results	National results
English	28.1 (28.3)	26.8 (27.0)
mathematics	27.0 (26.7)	26.8 (26.7)
science	30.6 (29.5)	28.6 (28.3)

There were 42 pupils in the year group. Figures in brackets are for the previous year

1. Compared to all schools, standards in 2003 for pupils in Year 2 were well below average. Clearly targeted support and good teaching is now raising standards for this group of pupils. In the three previous years standards had been consistently good or very good, apart from mathematics in 2001, when standards were average. When compared to similar schools, standards were above average in reading, average in writing and below average in mathematics. For pupils in Year 6, standards compared to all schools were well above average in science, above average in English and average in mathematics. Compared to other schools with similar free school meals, standards in science were in the top five per cent, while standards in English and mathematics were well above average. The comparison of standards from Year 2 to Year 6 does not give an accurate reflection of the very good work done by the school, which take in pupils with below average attainment and turn out pupils with generally above average attainment. Over time, the trend in the school's results is broadly in line with the national

trends. Black British Caribbean pupils make up a large proportion of the school population and they achieve very well.

2. Although children in the Reception class achieve well in creative development, their achievement is limited by the poor outdoor facilities. In all the other areas of learning children achieve very well. This is because the teacher and teaching assistant have consistently high expectations of the children and plan/organise the curriculum very well. Higher and lower attaining children receive plenty of help and do well. In communication, language and literacy and creative development children are on course to reach the expected goals by the end of the Reception year. In personal, social and emotional development, mathematical development, knowledge and understanding of the world and physical development children have already reached the expected goals.
3. By the time they leave the school in Year 6 pupils are attaining standards that are well above average in English. In lessons they achieve very well, overall. This is because the subject is very well led and the basic skills of reading and writing are very well taught. Pupils use descriptive language well in their writing and teachers are good at introducing and using correct language in subjects like science, successfully enhancing pupils' vocabulary.
4. Pupils in Year 6 attain standards that are above average in mathematics, science and information and communication technology. Good foundations are laid for these subjects throughout the school, with standards in Year 2 also being above average. In mathematics, pupils are enthusiastic and work hard in lessons, which means that they make good progress. However, assessment is not yet used well enough to identify the areas that need further improvement. In science, pupils make good progress in learning how to carry out a fair test and they have a good scientific knowledge. Good use is made of the computer suite to teach pupils skills for use in other areas of the curriculum, such as art and design.
5. Pupils with special educational needs and those with English as an additional language receive very good support and as a result they make very good progress. Individual targets are set for pupils with special educational needs and the co-ordinator is very aware of innovative practice as a means of allowing pupils to reach their full potential. Pupils with English as an additional language are identified early and given appropriate support. Many of these pupils achieve the nationally expected standards by the time they leave the school.
6. Although there is a register for gifted and talented pupils, the identification of pupils to go on the register is not yet effective and, as a result, these pupils do not achieve their full potential.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes are very good. Their behaviour and personal development are good. Pupils' attendance and punctuality at the school are good. The provision for spiritual, moral, social and cultural development is very good.

Main strengths and weaknesses

- The vast majority of pupils exhibit good attitudes and behaviour in the classroom.
- Pupils are well behaved around the school and in the playground.

Commentary

7. Most pupils behave well in lessons and around the school. In some circumstances, pupils' attitudes and behaviour are very good, as observed in an assembly for pupils in Years 3 to 6. A warm feeling of spirituality was created at the start of the assembly by the playing of quiet music and by the lighting of a candle. Pupils were very receptive to the biblical theme of the assembly and they offered very appropriate answers and suggestions to a range of relevant questions. In the playground, pupils play well together and they demonstrate good relationships with the teaching and supervisory staff. There have been a few fixed term exclusions concerning a small minority of pupils during the current academic year at the school, mainly for behavioural difficulties. However, the process of behaviour management is very well controlled. Pupils from the many different ethnic groups represented in the school get on well together.
8. Teachers have high expectations of pupils' behaviour and this can clearly be seen in the classrooms where most lessons were well paced and pupils' concentration levels were high. In one science lesson for example, most pupils exhibited very good attitudes and interest in the subject as they studied the key joints in the human skeleton. A wide range of opportunities is provided for pupils to enhance their personal development. They take responsibility for their own standards of work and behaviour and they carry out various tasks efficiently and sensibly around the school.
9. The provision of spiritual, moral, social and cultural development of pupils is very strong. They are provided with many opportunities to work together in the classroom and to explore the local environment by means of many curricular linked visits into the community. Collective worship is linked to a weekly theme and is planned for use in both infant and junior assemblies to ensure equality of access and opportunity. Parents are also invited to Thursday mass at the school and every Wednesday there is a whole school presentation and awards assembly. Spirituality is enhanced during assemblies through special times for reflection and prayer that are also a feature of some registration periods. Moral and social development is enhanced through personal, social and health education lessons and circle time, and in the way group and partner working is encouraged in the classroom. Very special moral and social input is provided in the dining room by a reward system, which allows the most well mannered table to win the Sacred Heart Restaurant Award. This is very highly regarded by all children at the school. Pupils' cultural development is successfully enhanced through music, art and design, history and literature. World faiths such as Christianity, Islam and Hinduism are featured on a wide range of very effective displays around the school and visits to a mosque and to Hindu and Sikh temples are planned into the curriculum.
10. Attendance at the school is good, being above the national average. The incidence of unauthorised absence is low and is below the national average. A few pupils are occasionally late but the vast majority of parents are very supportive of the school in terms of helping to ensure that their children attend school regularly and promptly. The school is very proactive in promptly following up unexplained absence.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.0	School data	0.1
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.

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	26	0	0
White – Irish	17	1	0
Mixed – White and Black Caribbean	1	1	0
Mixed – White and Black African	1	0	0
Mixed – White and Asian	1	0	0
Mixed – any other mixed background	5	1	0
Asian or Asian British – Indian	22	0	0
Black or Black British – Caribbean	99	4	0
Black or Black British – African	22	0	0
Black or Black British – any other Black background	11	0	0
Any other ethnic group	5	0	0
No ethnic group recorded	1	0	0

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good. Teaching is good, with a high proportion of teaching that is very good and excellent. Curriculum provision is very good as are the school links with the community. There is no aspect of provision that is unsatisfactory.

Teaching and learning

Teaching, learning and assessment are good.

Main strengths and weaknesses

- Good and some excellent teaching results in high standards in English.
- Teachers work hard to involve pupils in the lessons.
- In mathematics, the teaching of number work is not always consistent.
- Work is challenging and teachers expect pupils to behave well, consequently pupils' learning is good.
- Teaching in the Reception class is very good.
- Teaching assistants and specialist teachers are used very well.
- In mathematics, assessment is not used well enough to identify areas for improvement.

Commentary

11. Consistently good teaching, with some excellent teaching, enables pupils to make very good progress in English. The subject is very well led and, as a result, teachers have a clear

understanding of the needs of the pupils. Teachers use the correct technical vocabulary in subjects like mathematics and science to improve pupils' own use of language and this helps pupils in their writing. Teachers' marking gives pupils a good understanding of how they can do better and this improves their rate of learning. The school has done very well in assessing the needs of particular groups of pupils. They have succeeded in encouraging boys, particularly black British Caribbean boys, to work hard and enjoy the subject. This is noticeable in the very good teaching of reading and writing which ensures that pupils make rapid progress in their learning in these areas.

12. Teachers are very committed to teaching science through setting up investigations for pupils. The pupils really enjoy this approach and are good at making their own decisions and setting up fair tests. Teachers successfully encourage them to work out their own ideas and they actively support pupils working co-operatively. This approach is possible because teachers have very good classroom management skills; pupils know that they are expected to behave well and they do so. In mathematics, teachers use resources well to encourage pupils' interest and there are examples of some effective use of technology to help pupils' learning, for example in a Year 3 lesson on division. However, there are inconsistencies in the teaching of calculations which means that some pupils' work is not always accurate. Overall, teachers' questioning is good and many teachers use the information gained from questioning effectively to assess pupils' progress and reinforce work during the lesson. Teachers match the work well to the needs of the pupils, ensuring that there is enough challenge to keep pupils interested and successful. The good pace evident in the vast majority of lessons reinforces the high expectations that teachers have of pupils' productivity.
13. The co-operative work between the teacher and teaching assistant in the Reception class is a strength of the teaching and a major factor in the very good progress that children make. Activities are very well planned, expectations of children are very high and the children respond appropriately. As a result there is a very good atmosphere for learning, children behave very well and enjoy their time at the school.
14. The specialist teaching in science and music promotes consistency and above average standards in these subjects. The teachers have very good subject knowledge and they are used effectively to lead and support teaching across the school. This improves the subject knowledge of other staff and often provides an additional pair of hands in the classroom. In these lessons higher attaining pupils are often challenged effectively. Teaching assistants support the learning of pupils with special educational needs and English as an additional language very well. This was seen to very good effect in a Year 2 science lesson where the work of the integration assistant enabled pupils with particular special educational needs to take a full part in the lesson.

Summary of teaching observed during the inspection in 27 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2	9	10	6	0	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons.

15. Overall, assessment is used well in the school. It is used very well to help pupils with special educational needs and pupils from different ethnic backgrounds. The work done in the sensory activities with small groups of children is of high quality and successfully encourages the development of individual skills. Although assessment procedures are rigorous and used very

well in subjects such as English; in mathematics the results of assessments are not always used well enough to identify areas where teaching could be further improved. In other subjects, such as science, assessment has clearly identified areas where teaching could be better and this has led to a steady improvement in standards.

The curriculum

The school provides a very good range of curricular opportunities. The enrichment of the curriculum, including extra-curricular activities, is very good.

Main strengths and weaknesses

- Very good use is made of educational visits to enrich the curriculum.
- Provision for pupils with special educational needs is very good.
- Inclusion and equal opportunities are excellent.
- There is a very good range of extra-curricular opportunities.
- Promotion of the arts and participation in sport is very good.
- The use of information technology across the curriculum is very good.
- Provision for gifted and talented pupils is unsatisfactory.

Commentary

16. The curriculum engages pupils' interests and caters very well for their needs. It is exciting and encourages them to work hard. Very good use is made of educational visits to enrich the learning experiences of the pupils. For example, in English the Year 1 pupils have visited Birchfield library for a Caribbean story telling session and Year 6 pupils have seen "Tom's Midnight Garden" at the Birmingham Repertory Theatre. In history, the pupils have visited local museums to study Egypt, West African Textiles and The Tudors. The Year 5 pupils have visited the Jaguar Car Plant as part of a design and technology project. Careful consideration is given to providing access to educational visits for pupils with physical disabilities and where necessary special arrangements are made; this is a good example of the school's excellent commitment to inclusion.
17. The special educational needs co-ordinator and class teachers work in close partnership to assess pupils with special educational needs. Information from these assessments is used to set targets in the individual education plans which are of very good quality. The pupils in need of the greatest support receive daily direct teaching from the special educational need co-ordinator who makes very good use of innovative practices such as "Brain Gym" and other accelerated learning techniques. The progress the pupils make towards their targets is monitored on a regular basis. A weekly "Sensory Group" develops pupils' auditory memory through a variety of physical activities. As a result of this high quality provision, pupils with special educational needs make very good progress.
18. A very good range of extra-curricular activities is on offer throughout the school year including a wide variety of sports, a chess club, a club to help pupils prepare for the national tests in English, mathematics and science, a steel pans club and a choir. Participation in the arts is very good and the school received national recognition in 2003 when it was presented with the "Silver Arts Mark Award".
19. The buildings and resources allow the curriculum to be taught effectively; good facilities are found in the information and communication technology suite and a room set aside for design and technology and science teaching. The headteacher makes very good use of teaching and support staff with particular qualifications and experience to meet the demands of the curriculum. However, the cloakroom facilities for older pupils are inadequate and the playground surface is poor in some places.
20. The provision for gifted and talented pupils is not yet fully established. Only a very small number of these pupils receive direct support which challenges them to achieve their full potential. The cloakroom area for Year 5 and Year 6 is small and inadequate; the pupils identified this as something they wished to change about the school.

Care, guidance and support

The procedures for child protection and welfare are very good and good procedures are used to support and guide pupils. The procedures for seeking and acting on pupils' views are satisfactory.

Main strengths and weaknesses

- Child protection procedures are very effective.
- Teaching and support staff know their pupils very well.
- Medical records are well maintained and regular fire drills are undertaken and recorded.

- The school provides a very high level of support and guidance as pupils progress through the school.

Commentary

21. Very good child protection systems successfully promote pupils' well being. All staff in the school know the reporting person. Relevant staff training in child protection matters has also taken place. The school teaching and support staff, well supported by a range of external agencies, provides a high degree of welfare support to individual pupils as shown by the good provision for pupils with special educational needs. Pupils' academic performance and personal development is monitored both formally and informally by the school and steps are taken to identify any individual problems with a range of effective strategies which may include the provision of individual education (or behavioural) plans for some pupils.
22. In the classroom, teachers and support staff know their children very well and they are quick to observe any personal difficulties exhibited by pupils and to take appropriate and remedial action. The school operates a very good first aid system for minor accidents and appropriate records are maintained. Regular fire drills are carried out and the school also maintains a record log. A further log is maintained of pupils' medical records including food allergies, which are copied to relevant staff around the school. The school also carries out occasional health and safety audits of the site and is proactive when considering possible risks on external trips out of school.
23. Lessons such as personal, social and health education are used well to provide pupils with the opportunity to talk about themselves and to be aware of and understand the school's behaviour management strategy. The walls in the hall and in the classrooms are used effectively to promote the school rules and to highlight and celebrate the very good work of the children. However, the opportunities for children to have a real 'voice' in the way the school is run and managed (for example through a school council), is at present limited. The school has recognised this and there are plans to rectify the situation.
24. The very high level of child protection and welfare support to pupils at the school, together with the very good procedures for promoting pupils' personal development and well being, have a positive impact on learning and they are a strength of the school.

Partnership with parents, other schools and the community

Parents' views of the school are good, as are the school's links with parents. The school's links with the local community are very good and with other schools they are good.

Main strengths and weaknesses

- Newsletters give parents good information about the school.
- Annual reports on pupils do not give parents enough information about how their children can improve.
- Good use is made of the local community to improve pupils' learning.

Commentary

25. The information provided by the school through the prospectus, annual governors' report to parents and via regular and well designed newsletters is of a very high standard. Annual academic reports to parents are of a good standard particularly in relation to the reporting of the main core subjects. However, the reports do not include any clear areas for pupils' development. Parents have reasonable access on the two parents evening each year, to discuss

their children's progress. These evenings are generally very well attended by parents. The school is very proactive in monitoring parental attendance and it follows up parents who are unable to attend in order to offer further information if required.

26. Around 15 per cent of parents help the school by providing very welcome classroom support and assistance with occasional external visits. All parents have been invited to enter into a home/school agreement, which is designed to promote improved communication between the school, parents and children. Parental attendance at school concerts, celebrations and sports days is very good.
27. The school also makes exceptionally good use of the local environment to enhance pupils' curricular access and the range of extra-curricular clubs and activities is impressive. The school has good links with local museums, where for example, they have recently studied Egypt, West African textiles and the Tudors. They have also paid a recent visit to Sri Dasmesh Sikh Temple as part of the religious education and citizenship curriculum. Very good use is made of the local church, library and regular field trips to support pupils' access to the wide curriculum. The school nurse is a regular visitor and other community representatives such as members of the clergy, the police and fire brigade are also frequent visitors to the school. Close links are also apparent with several local schools, to which many pupils will eventually transfer. Several children recently attended a pantomime at one local secondary school.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are very good. The leadership and management of the headteacher, deputy headteacher and other senior staff are very good. The strong sense of direction and purpose in the school is supported well by the new governing body.

Main strengths and weaknesses

- The school is effectively organised and managed with clear lines of responsibility.
- The strong ethos is built upon very good relationships and a very clear vision for the school.
- Governance of the school is good.

Commentary

28. The quality of leadership and management is very good. This is reflected in the commitment and enthusiasm provided by the headteacher and his hard-working staff team and the work of the governors. The headteacher sets out very clear aims and values that have guided the school's development. Roles and responsibilities are clearly defined, and staff have specific management responsibilities that support the school well. There are good opportunities for teachers and classroom staff to develop professionally and personally, so that they are confident and well informed about the changes in their subjects and other areas of responsibility.
29. Co-ordinators lead their subjects very well and have a clear view of standards and what needs to be done to improve them. For example, since the last inspection the headteacher and other key staff have improved their skills of analysis so that the results of tests and assessments are now tracked and evaluated in a systematic fashion. There are now very good systems of assessment across the whole curriculum, which ensures that all staff have good information on which to plan future developments. This information is then used to revise the well-developed and manageable school improvement plan. This would be further improved if the school made

more use of the specific targets for some subjects from the subject leaders' own development plans.

30. The staff and other adults who work in the school provide excellent role models for pupils and there are very good relationships at all levels across the school. In addition to the development of a well-ordered community in which the children feel secure and valued, there is a sharp focus on ensuring that all pupils achieve highly, whatever their background and starting point. A strong ethos and environment of care foster the positive relationships, which exist throughout the school and into the immediate community. The school sets a high priority for the inclusion of all its pupils and works hard to provide equal opportunities for all. The school has been particularly successful in raising the achievement of black British Caribbean boys, against a national and local trend of declining achievement. This group of pupils achieve as well as all other groups in the school.
31. Discussions with governors show that they are developing a good understanding of the strengths and weaknesses of the school and deal with them openly. They are prepared to evaluate and challenge the suggestions and views put before them. The recent changes to the governing body have been managed well through the co-option of representatives of the local community. All the governors are keen to support the school and have already begun to improve the governing body's own performance through training so that new governors have a good understanding of their roles.
32. The use of financial resources is managed well. The day to day running of the school is very well managed by the office staff, who provide good support to the headteacher and governing body. Resources are carefully directed to priorities within the school improvement plan and appropriate care is taken in planning contingencies, for example, for any potential fall in rolls and building improvements. Staff and governors are implementing the principles of best value well; for example, they continually check whether the contracts they place offer the best cost-effective return for the school. The costs per pupil are well below the national average. Considering the very good provision and good achievement of pupils, the school gives very good value for money.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	529,018
Total expenditure	526,830
Expenditure per pupil	2,195

Balances (£)	
Balance from previous year	45,978
Balance carried forward to the next	48,166

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The overall provision is **very good**. The teacher, who is also the co-ordinator, has succeeded in establishing a very well ordered classroom that reflects her high expectations of the children's behaviour and achievement. She provides strong leadership and has successfully reorganised the curriculum to best suit the needs of the children. The very good co-operation between the teacher and teaching assistant has a very positive impact on the children's learning. Assessment is used well to identify children who need extra support as well as those who are ready for more challenging work. The children are very well prepared for work in Year 1. The school has successfully maintained high quality provision in this area since the last inspection.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Staff have very high expectations of the children.
- Routines are well established and give children confidence.
- Children are responsible and considerate towards others.
- Too little time is allowed for independent activities in some sessions.

Commentary

33. Staff give very clear guidance to the children. Children know how they are expected to behave towards adults and one another and they try hard to live up to these expectations. As a result children can get on with their work without disruption from others. This was seen to very good effect when children were using the large apparatus for physical development in the school hall. Children took turns happily, although they were eager to try out the activities. In the classroom they get on with their work quietly and sensibly, making choices confidently when given the opportunity to do so. On some occasions there is not enough time for children to practise their independently chosen activities. Children are already achieving the goals expected for children at the end of the Reception year

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Assessment is used well to identify how children can improve.
- Staff support children well
- Children make good progress in their reading and writing.

Commentary

34. The teacher and teaching assistant work very well together to give support and challenge to different groups of children. Children are continually assessed and the results are used to

measure children's progress and identify any help needed. There is a good mixture of whole class and targeted group teaching. In the group teaching, lower attaining children are very well supported in small groups and they make good progress. Higher attaining children are given more challenging work to ensure that they continue to make rapid progress in their learning. The teaching of phonics is particularly strong, with lower attaining children knowing most of the sounds of letters. This approach is helping all the children to be successful in their reading and writing. Higher attaining children are writing short personal accounts with little adult help. Other children are forming their letters well and beginning to space words correctly. Children's listening skills are very good. Their speaking skills are satisfactory but many are not yet speaking confidently. Staff are aware of this and provide good opportunities for development. Most children are not yet reaching the expected goals for Reception children but are on course to do so by the end of the year. Higher attaining children have already reached the expected standard.

MATHEMATICAL DEVELOPMENT

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

Main strengths and weaknesses

- Teaching is very good.
- Children have a good knowledge of numbers.
- Children have a good attitude to their learning.

Commentary

36. There is a good mixture of whole class and independent learning activities. The teacher organises lessons well and activities are carried out at a good pace. Children are eager to respond to questions in the whole class activities, counting in ones to 30 and backwards in ones from 10. Group activities build on the initial teaching and children apply their knowledge of numbers to working with money. The teaching assistant supports lower attaining pupils very well, helping them to identify coins up to 10p. Higher attaining pupils develop their adding skills by finding combinations of coins to make 10p. Other children are developing a good understanding of more and less than. Children enjoy mathematical activities, joining in enthusiastically. The majority of children have already reached the expected goals. Teachers are eager to ensure that children progress beyond this where they are able.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Children are developing good computer skills and historical knowledge.
- Resources are used well to promote learning.

Commentary

37. The teacher makes good use of the computer suite in the main school to promote children's learning. Children use the mouse accurately to move the icon around the screen. They select

parts of the program that they want and move pictures around the screen. They are learning to save their work and higher attaining children can do this already. Many children know how to delete unwanted text. Children co-operate very well in these sessions and have a very good attitude to learning. Old and new toys were used by the teacher to give children an understanding of how things change over time. The children really enjoyed this, particularly selecting an "unknown" toy from under a cover. The teacher took the opportunity to discuss the materials used to make the toys and children talked about materials like plastic, wood and metal. Visits to places like farms are used to further develop children's knowledge in this area. In the areas observed children have achieved the expected goals.

PHYSICAL DEVELOPMENT

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

Main strengths and weaknesses

- Children climb, run and jump confidently.
- Teaching provides very good challenge and support.
- Children behave very well.

Commentary

38. Children really enjoy using the large equipment in the main school hall. Many children are confident climbing above head height and balancing across equipment off the floor. Teachers encourage vigorous and adventurous activities for those children who enjoy the challenge. Other children are very well supported and encouraged to develop their skills at their own pace. Children are very good at taking turns and respecting the space of others so that activities are carried out safely. Children have been taught how to hold pencils correctly and this is helping them with their writing. They use scissors to cut out carefully. The vast majority of children have achieved the expected goals for children at the end of the Reception year.

CREATIVE DEVELOPMENT

Provision in creative development is **satisfactory**.

Main strengths and weaknesses

- Children enjoy role-play activities.
- A good range of activities is available in the classroom.
- The outdoor area is poor.

Commentary

39. There was limited opportunity during the inspection to observe children's creative development. Children enjoy dressing up in the role-play area and acting out parts, such as being a policeman. This successfully helps to develop their social and speaking skills as well as their creative development. A range of other creative activities is readily available and children enjoy painting, cutting and glueing to make collage pictures, as well as drawing patterns to decorate their pots. There is no fixed large apparatus in the outdoor area and the area is not immediately accessible from the classroom. This limits children's creative development and restricts the opportunities that the teacher can make available during the day. The school is aware of this deficiency and has drawn up initial plans to remedy the situation. Overall, children are on course to reach the expected goals by the end of the year.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- Standards in Year 6 are high and they are above average in Year 2 .
- The basic skills of reading and writing are taught very well.
- Good quality marking helps pupils to know how they can improve.
- Leadership and management are very good.
- Most pupils are achieving very well, particularly black British Caribbean boys.

Commentary

40. Effective teaching and a good variety of learning opportunities mean that most pupils attain above average standards in all aspects of English in Year 2 and well above average standards in Year 6. The school has successfully addressed the dip in standards last year at the end of Year 2 and current inspection evidence shows that these pupils are now making the progress expected of them. The overall rise in standards since the last inspection has been strongly influenced by very good management, including analysis of what was needed to improve teaching and learning.
41. Teaching is now consistently good with some excellent teaching seen in both infant and junior classes. This is an improvement since the last inspection. Teachers have very good subject knowledge and use it to plan interesting and lively lessons. Work is matched very well to the needs of all pupils and builds well on their previous learning, as was seen in a Year 5 lesson where pupils were able to develop their use of descriptive language in their story writing. Pupils with special educational needs work on the same topics as other pupils, either being fully included in lessons, or through small groups withdrawn for additional help. These pupils are very well supported by knowledgeable staff, who help them achieve their best. Relationships with pupils are very good and classes are managed in a very positive manner.
42. Standards in speaking and listening are improving due to the strong emphasis placed on them in lessons. In lessons, there is a good balance between teacher and pupil talk where teachers make good use of open-ended questions. This enables pupils to expand their ideas and opinions and develops their confidence; for example, in Year 6 when pupils develop a good understanding of how to plan an advert using persuasive language.
43. The quality of teachers' marking is particularly good. Comments that teachers write in pupils' books highlight what pupils do well and not so well. This means that pupils throughout the school know what to do to improve their work and they respond well to suggestions from the teacher. This is having a positive effect on the quality and standard of work for all groups of pupils. The school has been particularly successful in raising standards for groups of black British Caribbean boys, both in writing and reading. Boys are as enthusiastic about reading as girls because great care has been taken in the selection of books to ensure that all needs are catered for. Reading is taught very well and the Big Books used in literacy lessons are used effectively not only to improve pupils' reading skills but also to form a basis for writing. This was particularly well illustrated in an excellent lesson in Year 2, where the Big Book, 'My Bean Diary', was used to develop pupils' knowledge and understanding of science and mathematics as well as leading to the use of alphabetical order in the index of non-fiction books. Teachers encourage pupils to look at how authors develop their stories and characters and teach them to use such strategies in their own writing. Teachers are skilled at using a wide range of strategies that support the development of pupils' writing so pupils know how to improve their work. For example, pupils edit and redraft their writing. They become response

critics and discuss each other's writing and make comments as to how it can be improved. Pupils concentrate well and are proud of their finished writing.

44. The deputy headteacher currently leads the subject very well. She is very knowledgeable and has a very good overview of the subject. Teaching and learning are monitored systematically and, because of this, the school has a clear vision of how to develop the subject, focused on raising standards. She provides a very good role model for other staff and pupils.

Language and literacy across the curriculum

45. Teachers provide many good opportunities for all groups of pupils to use their literacy skills in other subjects. For example, they apply reading skills well in independent research in books and using computers, accessing the knowledge they need quickly and efficiently. Year 3 pupils have produced their own topic books on the island of St. Lucia, which show how well they use research skills. All pupils have good opportunities for writing reports of work in other subjects, such as Year 4 science work on the human body, or the re-writing of the story of 'Rapunzel' using computers by Year 1 pupils. Pupils in Year 6 have produced their own questionnaire in a geography topic on Birmingham, and those in Year 5 have produced their own versions of fables and myths.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- The standards the pupils achieve are above average.
- Teaching is good and teaching assistants are used well in lessons.
- The pupils are enthusiastic and work hard.
- There are inconsistencies in the way mental and written methods of calculation are taught
- Assessment information is not used well enough to identify areas for improvement

Commentary

46. Teaching overall is good and, as a result, pupils achieve well. Standards are above average for the present cohort of pupils in Year 6. Some teaching was satisfactory and some teaching in Year 2 and Year 5 was very good. The best lessons get off to a lively start with the pupils actively involved, for example in a Year 2 lesson the pupils counted in 2's, 5's and 10's whilst clapping a repeating pattern. They joined in with much enthusiasm and developed their understanding of the number system. A teaching assistant was used very effectively in this lesson to help a small group of pupils with special educational needs by involving them in a variety of activities which developed their physical skills as well as their ability to count in steps of different sizes.
47. Good teaching was characterised by careful modelling of mathematical concepts, often involving visual resources and practical apparatus. For example, in a Year 3 lesson the teacher modelled division as grouping using the silhouette of interlocking cubes on an overhead projector and skilfully kept all the pupils involved by providing them with similar cubes to arrange into groups in response to her questions. In less effective lessons this type of modelling was not evident and as a result the pupils made less progress.
48. In a very good lesson in Year 5 the teacher built on previous learning effectively. Through carefully planned questioning she helped pupils to make generalisations about magic squares. The pupils were able to use their newly acquired knowledge in order to solve further magic square puzzles. They were able to spot patterns, make further generalisations and communicate their findings to others. Some more able pupils raised questions to investigate for themselves. Because the work interests and involves pupils they concentrate well and work hard. Teachers in Years 4, 5 and 6 are beginning to make use of the Primary Strategy Unit Plans. Lessons based on these plans were always at least satisfactory; however, in some classes plans are not

adapted well enough to fully meet the needs of all the pupils in the class. The co-ordinator is committed to raising standards in mathematics. As part of this drive she, with the support of the headteacher, runs a mathematics club for pupils. The co-ordinator also supports some year groups in order to further raise standards.

49. There are inconsistencies in the written methods of calculation taught, especially for subtraction. The pupils are not always taught to use a mental method of calculation even where this would be more efficient. Consequently the pupils in Year 6, including the more able, are not always accurate when solving mental or written calculations. While assessment information is carefully recorded and analysed, it is not used well enough to inform curricular target setting or to identify areas for whole school improvement. In most classes, marking in mathematics does not give pupils sufficient guidance on how they can improve their work.

Mathematics across the curriculum

50. The use of mathematics in other subjects is satisfactory. The Year 2 pupils have used mathematics in information and communication technology to develop their skills in using a simple data-handling package. The Year 3 pupils have explored the properties of shape in Islamic tile patterns as part of their work in art. The Year 6 pupils have used mathematics and information technology in geography to analyse the results from a survey they carried out among shoppers in Birmingham City Centre.

SCIENCE

Provision in science is **very good**.

Main strengths and weaknesses

- Standards are above average.
- There is very good provision for investigational work.
- The organisation of teaching through the school is very good.
- Pupils enjoy the subject.

Commentary

51. Standards for pupils at the end of Year 2 and when they leave the school in Year 6 are above average. Pupils' scientific knowledge is good and they often use what they know to make reasonable predictions about what might happen when they are setting up investigations. In Year 6, pupils apply their previous learning about materials to predict which materials might be soluble and which might not. They record their work independently and consult with one another well in order to clarify their thinking. Pupils use scientific language well to describe their work, for example when pupils in Year 2 talk about pollination and photosynthesis in their work on plants.
52. The school places a high priority on scientific investigation and this makes a significant contribution to the pupils' understanding and enjoyment of the subject. The pupils are very motivated by carrying out their own investigations. In Year 6, they select their own equipment, apply the criteria for ensuring a fair test and make sound predictions about what might happen. They handle the equipment carefully and record their findings accurately. In Year 2 pupils are developing good investigational skills with good adult support. They have a very good knowledge of how plants grow and set up experiments to show the effect of light, heat and

water on plant growth. Some of the lower attaining pupils need intensive support to be successful and can not yet set up their own investigations. However, very good support from the integration assistant ensures that these pupils take a full part in the lesson.

53. Teaching is very good. This is because it is very well organised to use the strengths of the existing staff. A part-time science teacher, who has very good knowledge of the subject, is employed to lead some lessons and help teachers in others. Consequently there is good continuity in teaching and learning throughout the school. The teaching is enthusiastic and carried out at a good pace. The science teacher knows the right questions to ask during lessons to extend pupils' learning and she is confident in allowing pupils to set up investigations. Classroom management is very good and as a result pupils behave very well. This helps them all to enjoy what they are doing without being disturbed by others.
54. The subject is very well led by the co-ordinator who is responsible for allocating the teaching time for the science teacher. She has prioritised work in improving pupils' scientific investigations and attended training to improve her own knowledge in this area. This has had a good impact on pupils' learning in this area. The co-ordinator has a good knowledge of standards in the school through monitoring teaching, sampling pupils' work and having regular discussions with the science teacher. She has a clear vision of how she wants the subject to develop and would like to increase the use of information technology to further raise standards. There has been a good improvement since the last inspection.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Very good use is made of information and communication technology in other subjects
- Standards are above average
- Assessment procedures are very good
- Leadership by the subject co-ordinator is very good
- Information and communication technology is not widely used in classrooms.

Commentary

55. The above average standards the pupils achieve in Year 2 and Year 6 reflect the good teaching. A comprehensive scheme of work is in place and followed by all teaching staff. There is a good balance between teaching skills and applying them to other areas of the curriculum. In Year 2, the pupils know how to change the font, font size and colour of text when producing writing for different purposes. They use simple art packages to create work in the style of Jackson Pollock and in mathematics they enter data into a graphing program in order to produce a variety of graphs and charts.
56. In Year 6, the pupils use Power Point in geography to create a presentation to persuade people to visit Birmingham City Centre. They can insert and edit text, download photographs from the Internet, insert sound and customise slide animation in order to create an interesting presentation. In mathematics, the Year 6 pupils have used Excel to produce graphs to compare the average monthly temperatures in Sydney and Edinburgh. In art and design they have taken, saved and printed digital photographs of Aston Hall which were used as a stimulus for pencil

drawings. In English, the Year 6 pupils have used information technology to produce a range of high quality writing for different purposes including book reviews, stories, persuasive writing and invitations.

57. In a Year 3 English lesson, excellent use was made of computers to develop the writing skills of a group of pupils. Using laptops they retrieved their previous work on writing a myth, took note of the comments the teacher had added to their writing in order to help them improve and edited their work. However, the use of computers in the classroom is not widespread and this means that pupils do not have enough opportunities to use their computer skills in other lessons.
58. The subject is very well led by the co-ordinator who has provided training for all staff on various packages and developed a very good system for assessing and recording the pupils' skills. She has good vision; work is currently in progress on developing a mini suite for the Foundation Stage and Years 1 and 2 and writing a parents' guide to information and communication technology to help them with developing their child's learning at home. Although Year 5 and Year 6 make limited use of e-mail, the co-ordinator has plans to develop this when the school intranet is created.

HUMANITIES

59. No lessons were observed in geography or history during the inspection. The school teaches these subjects in blocks of time to ensure that these subjects are covered in depth. Evidence was gained by looking at pupils' work throughout the school and talking to pupils about what they knew.
60. In **geography**, a study of pupils' work shows that all the required elements of the curriculum are taught. The work is very well presented and there are good links with other subjects, such as history. There is good evidence that the work matches the interests of the children with elements on St. Lucia and the local environment. Discussions with pupils show that they have a sound knowledge of the aspects that they have studied. They are happy to talk about the different layers of habitat found in a rainforest and had really enjoyed going into the city centre to carry out surveys on members of the public.
61. In **history**, there was little written evidence from younger pupils, although from the available evidence it was clear that the subject was being studied adequately. The work of older pupils showed some good work on the local area and sound historical knowledge of characters from history, such as Lord Shaftesbury. In discussion, pupils showed that they had a good understanding of the impact of change over time, talking about the Industrial revolution and its effect on people's lives. The use of visits makes a good contribution to learning in this subject. Pupils had very much enjoyed visiting places like Blakeley Hall, where they had the opportunity to dress up and re-enact the life of the times.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

No lessons were observed in design and technology or physical education. Evidence was gained by looking at pupils' work, talking to pupils and some very short observations of physical education in the hall. The quality of work seen in **design and technology** was good. Some of the work, particularly in Year 5, was of a high quality. The pupils know about the design and evaluation element of the subject and coverage of the required elements is good throughout the school. Pupils in Year 6 are very enthusiastic about their work and will show it to visitors with little prompting! They

apply their scientific knowledge well to make moving fairground rides using electrical circuits. The full range of activities is covered in **physical education** and this is supplemented by school teams, who regularly compete. Some of the pupils are very enthusiastic about cricket, while others talk animatedly about their work in dance. Swimming is carried out on a rota basis and pupils know about the importance of safety when using apparatus in the hall.

ART AND DESIGN

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

Main strengths and weaknesses

- The pupils have access to a good range of learning opportunities.
- Pupils are developing good observational and painting skills.
- In some lessons the pace is too slow.

Commentary

62. The co-ordinator has successfully initiated a new scheme of work which is having a positive impact on standards in the school. This is helping teachers to plan effectively and provides continuity from year to year. There are good links with other subjects, such as design and technology, which help pupils to improve their skills. The awarding of an Artsmark in 2003 reflects the school's commitment to improving standards in art and other creative subjects. Pupils in Year 6 are aware of the work of major artists, such as van Gogh and Escher, and can compare the different styles of work of these artists. By the end of Year 6, pupils produce some good work painting in oils on canvas and printing on materials in the style of William Morris. Information and communication technology is used appropriately to enhance work in art; for example in Year 1 and Year 3 internet research is used as a stimulus for work on space. In Year 5, some of the pupils' paintings are of above average standards. Visits to places such as the Birmingham Museum and Art Gallery and around the local area further enhance learning in the subject.
63. Resources are used well and encourage pupils to maintain an interest in the subject. Teachers have good subject knowledge and consequently are able to show pupils how they can improve their skills. Discussion of pupils' work is used to demonstrate how work can be improved and pupils are happy to contribute to these discussions. Sometimes the work is too difficult for some pupils and the the pace of the lesson becomes slow as the pupils need extra explanantion and support to be successful. Overall, improvement since the last inspection has been good.

MUSIC

Provision in music is **very good**.

Main strengths and weaknesses

- Teaching is consistently very good.
- Attainment is high by the time pupils leave the school.
- Most pupils are achieving well.
- Leadership and management are very good.

Commentary

64. Music continues to be a strength of the school as it was at the time of the last inspection. The leadership and management of the subject have a significant impact on the high standards achieved by most pupils when they leave the school. The co-ordinator is very knowledgeable and enthusiastic, and has developed very good links with the local community that enhances the school's provision in music for considerable numbers of pupils. Links with the Birmingham Symphony Orchestra have led to the pupils recording their own songs and compositions, and the most recent initiative involving a Steel Pan Band has done much to raise pupils' self-esteem and confidence. Pupils of all ages enjoy the musical activities planned for them and respond with great enthusiasm and involvement. They concentrate hard and achieve well: pupils from Year 3, in only their fourth lesson on the Steel Pans, showed very good skills in playing together. A lesson with Year 6 pupils showed clearly the development of their music making skills as they played well together, reading musical notation quickly and effectively. Older pupils show an increasing confidence and sense of ownership of the music, making sensible and constructive suggestions as to how it can be improved.
65. The teaching of the co-ordinator is consistently very good and all pupils respond with interest and enthusiasm to the very well planned lessons. Pupils are engaged by what they are asked to do and enjoy music lessons. The teacher uses her very good knowledge of the subject in all its forms to encourage and challenge pupils to give of their best. She plans lessons for all age groups and a scrutiny of the planning shows that skills, knowledge and understanding in music are developed progressively as pupils move through the school. Good systems of assessment have been developed so that teachers are aware of what pupils have achieved and what they need to do next in order to improve.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	2
How inclusive the school is	1
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	2
Overall standards achieved	3
Pupils' achievement	2
Pupils' attitudes, values and other personal qualities	2
Attendance	3
Attitudes	2
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	2
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	2
The school's links with other schools and colleges	3
The leadership and management of the school	2
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	2
The effectiveness of management	2

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