

INSPECTION REPORT

ST AUGUSTINE'S CATHOLIC PRIMARY SCHOOL

Handsworth

Birmingham

LEA area: Birmingham

Unique reference number: 103431

Headteacher: Miss Loretta Barratt

Lead inspector: Mr Keith Edwards

Dates of inspection: 15-18 March 2004

Inspection number: 257583

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:	3-11
Gender of pupils:	Mixed
Number on roll:	264
School address:	Avenue Road Handsworth Birmingham
Postcode:	B21 8ED
Telephone number:	0121 5545069
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Appropriate authority:	Governing body
Name of chair of governors:	Mr Keith Hyem
Date of previous inspection:	27 April 1998

CHARACTERISTICS OF THE SCHOOL

St Augustine's Catholic Primary School serves an urban area of Birmingham and draws almost all of its children from the immediate locality. It is involved in the Excellence in Cities project. The school is slightly larger than other primary schools with 264 pupils on roll. This includes the 60 children who attend the nursery. Very few pupils start or leave the school other than at the beginning of the school year. Forty-three per cent of the pupils have an entitlement to free school meals, which is well above the national average. Culturally and ethnically, the school has a very diverse population. Eighty-five pupils, five of whom are at an early stage of development, are learning English as an additional language. Attainment on entry to the nursery is lower than average, although there is a significant variation in the pupils' achievement. There is a wide spread of ability in each class. Twenty-one per cent of the pupils are on the school's list for special educational needs, mainly because they find it harder to learn than usual. This is close to the national average. Two pupils have a Statement of Special Educational Need, which is below average for the size of school. St Augustine's earned a School Achievement Award in 2000 and 2001.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21190	Keith Edwards	Lead inspector	English Information and communication technology
9510	Christine Murray-Watson	Lay inspector	
29703	Ray Barton	Team inspector	Mathematics Personal, social and health education Geography History Physical education Special educational needs
20645	Rosemary Webber	Team inspector	Foundation Stage English as an additional language Science Art and design Design and technology Music

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PART A: SUMMARY OF THE REPORT

This is a very effective school that has made excellent progress since the last inspection. The headteacher has provided excellent leadership and has raised the expectations of the whole school community. The provision is very good and gets better each year. The ethos of care and respect has a very positive impact on the personal development of the pupils. They are making very good progress and achieving very well because the teaching is good, the curriculum is rich and inclusive and the assessment procedures are very good. The school provides very good value for money.

The school's main strengths and weaknesses:

- The headteacher has high aspirations for the school and has successfully built on the strengths identified in the last report. The governing body supports the school very well
- The pupils achieve very well, particularly in English and information and communication technology
- The provision for the children in the Foundation Stage is very good
- Assessment procedures are used very effectively to help the pupils to learn
- The contribution of the support staff to the pupils' learning is excellent. All staff show a keen interest in the children's welfare. This enables the pupils to feel secure and boosts their self-esteem
- The pupils' attitudes to learning are very positive and relationships are excellent
- The school develops the pupils' personal qualities very effectively

The school has made excellent progress since the last inspection. Almost every aspect of school life has improved. In particular, the quality of leadership and management, teaching, the curriculum and accommodation have been transformed. The issues identified in the last report have been resolved. The school has made very good progress in developing its capacity to teach information and communication technology.

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	C	B	A*
Mathematics	A	E	C	A
Science	A	E	D	B

Key: A - well above average; B - above average; C - average; D - below average; E - well below average

The school's results in the 2003 Key Stage 2 National Curriculum tests were mixed, but in all subjects the results were higher than those of the previous year. The A* in the table above shows that the school's results for English at Year 6 in 2003 were in the top five per cent nationally, in comparison to similar schools. As a result of the measures taken to raise standards, the progress the pupils are making is often good. Standards in lessons are rising, with pupils achieving levels that are above average in English and information and communication technology and average in mathematics and science.

The achievement of the pupils is very good. The children make very good progress in the Foundation Stage and most pupils are set to exceed the Early Learning Goals by the end of the year. This is because the pupils feel secure and the quality of teaching is very good. Standards in reading, writing, mathematics and information and communication technology are above average in Year 2 and are rising because of the systematic programme of work that has been introduced. The

achievement of the pupils continues to be very good, particularly in English, in the junior classes. Standards in art and design and music are above average. The pupils achieve well in geography, history and physical education. This is because the teachers know the pupils well and ensure that the work set is well matched to the pupils' needs. Because the school's provision is very effective, **the pupils' spiritual, moral, social and cultural development is very good.** The pupils grow to become mature, confident and responsible. The pupils have very positive attitudes towards school and relationships are excellent. The pupils enjoy coming to school and attendance levels are improving.

QUALITY OF EDUCATION

The quality of education provided by the school is very good. The teaching is very good in the Foundation Stage and good overall. This helps the children to achieve well, particularly in literacy and numeracy. The teachers maintain very good levels of discipline and plan interesting work that the pupils enjoy. Because the teachers make very good use of assessment information, there is a good level of challenge in lessons. Tasks are very well matched to the abilities of different groups of pupils and very good support is available for those pupils with special educational needs and those who are learning English as an additional language. Consequently, the pupils apply themselves well and work hard.

The curriculum is rich and vibrant and is very well enhanced by a good range of visits and visitors. The school provides excellent care, guidance and support for the pupils. The pupils enjoy excellent relationships with their teachers and support staff, who monitor their progress carefully. The teachers know the pupils very well, listen to them and welcome their comments and ideas. Partnerships with parents are very good. Parents support their children very well. The school has developed very good relationships with the local community, particularly the parish church.

LEADERSHIP AND MANAGEMENT

The headteacher has achieved her vision to create a very effective school through her commitment to high standards and her belief in teamwork. The atmosphere in the school is excellent. Pupils of all abilities and backgrounds feel secure and confident and this enables them to make good progress. **The quality of leadership and management is excellent.** The headteacher has motivated and empowered her colleagues to settle for nothing but the best. The teamwork between members of staff is a strength of the school. Co-ordinators have established an atmosphere that encourages an open discussion of effective classroom practice. This, together with the more formal programme of monitoring of teaching and learning, continues to improve the quality of teaching. The governors provide very good support for the work of the school. They fulfil their statutory duties and are very successful in maintaining the ethos. Financial systems are secure.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very satisfied with the school and think highly of it. The pupils are proud of their school and feel they are valued and very well supported.

IMPROVEMENTS NEEDED

The school should strive to maintain its commitment to excellence and continue to raise standards, particularly in science.

- The school needs to bring greater clarity to its communications with parents in its reporting of children's progress.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

The overall achievement of the pupils, including those with special educational needs and those who are learning English as an additional language, is very good. Standards are above average in English and information and communication technology in Year 6. Standards in mathematics are rising and a significant number of pupils in Year 6 achieve standards that are above average. Standards in music and design and technology are good.

Main strengths and weaknesses

- Standards in English, mathematics and information and communication technology have improved significantly since the last inspection
- In the national tests (SATs) for pupils in Year 2 in 2003, standards were well above the national average in reading and writing and the pupils' achievement was very high in comparison to that of pupils in similar circumstances. In English, the pupils' results in Year 6 were in the highest five per cent in comparison to pupils in similar schools
- Current standards in reading, writing and mathematics in Year 2 are above average
- By the end of the Foundation Stage, most of the children are likely to exceed the goals set for them in each of the areas of learning. The children's achievement is very good
- Pupils who have special educational needs and those who are learning English as an additional language achieve very well
- Improvements in science have not kept pace with English and mathematics

Commentary

1. In the national tests in reading and writing for pupils in Year 2, standards have risen markedly since the appointment of the current headteacher three years ago. Standards in the national tests in mathematics have dipped over the same period, although current standards in Year 2 are above average. In the national tests for pupils in Year 6, standards are rising markedly in English, mathematics and science since a sharp dip in performance in 2002 when there was a significant proportion of pupils with special educational needs in the group. Overall the pupils achieve very well in English, mathematics and science in comparison to pupils in similar schools.

2. Attainment on entry to the Foundation Stage is generally below average in each of the areas of learning. The children make very good progress and so, by the time they start the next phase of their education, their overall attainment is above average. In the case of their personal, social and emotional development, it is well above average. This is because the adults provide such good role models and provide a rich variety of experiences for the children. This also contributes significantly to the children's very good progress in the acquisition of language skills. This is very good achievement over time and is a direct result of the consistently, very high quality of education provided by the teachers and the classroom assistants.

3. The children achieve very well in the infant classes particularly in learning to read and write. The teachers set a good example in helping the children to appreciate the richness of language through the range of stories that they tell and through the richness of the experiences that they provide. This strategy strongly supports the pupils' achievement in reading and writing. The systematic teaching of reading, the broad range of opportunities for the pupils to write and the strong

links with the parents enhance the pupils' performance. In speaking and listening, standards are generally above average for their age. Most pupils listen carefully and speak clearly. This is because from an early age, the children are encouraged to work in groups and to solve problems together and this strongly supports the development of their vocabulary and their skills of speech. Current standards in mathematics in Year 2 are above average because the quality of teaching is good.

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

Standards in:	School results	National results
Reading	17.0 (17.1)	15.7 (15.8)
Writing	16.3 (16.2)	14.6 (14.4)
Mathematics	16.6 (17.1)	16.3 (16.5)

There were 27 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	28.2 (27.4)	26.8 (27.0)
Mathematics	27.2 (24.9)	26.8 (26.7)
Science	27.6 (27.2)	28.6 (28.3)

There were 31 pupils in the year group. Figures in brackets are for the previous year

4. The pupils' achievements are very good in the junior classes because of the overall quality of teaching, the rigour of the school's tracking systems and the strength of the curriculum that places such high value on the personal development of the children. Current standards in Year 6 in English and information and communication technology are above average with a significant minority having higher achievements. This represents a success for the school. Standards in mathematics are broadly average with many pupils in Year 6 achieving standards that are above average. Standards in science are improving and current standards in Year 6 are broadly average. Across the curriculum, the pupils have a very clear understanding of what they need to do to improve and work hard to meet the targets set for them. The teachers, in most lessons, set an appropriate degree of challenge. Standards are rising as the cumulative benefit of the school's rigorous assessment procedures are realised and as the pupils grow in confidence. Standards in music and design and technology are above average.

5. The achievement of pupils who are learning English as an additional language is very good in relation to their prior language attainment. This is because the specific needs of this group of pupils are particularly well catered for through well-planned and suitably modified resources and tasks that are appropriate to the language needs of this group of pupils. Pupils with special educational needs make very good progress and achieve very well because work is matched to their needs and support for them is of a very good quality.

Pupils' attitudes, values and other personal qualities

The pupils are very well behaved and work hard in lessons. As they get older they become self-confident and sensitive to the needs of others. Relationships are excellent. Attendance is slightly below that generally found in primary schools nationally.

Main strength and weaknesses

- Behaviour and attitudes are consistently good
- The pupils are very willing to assume responsibility
- Relationships between pupils in an ethnically diverse school community are very positive

Commentary

6. The pupils are very well behaved, polite to visitors and thoughtful towards each other. In lessons, they apply themselves with great enthusiasm. They join in eagerly with the interesting range of work and appreciate the way that the teachers make learning fun. They are quick to settle in lessons and can listen and concentrate well, even at quite a young age. This willingness to involve themselves in whatever activity the lesson holds means that they make good progress as well as finding enjoyment in their learning.

7. Within the context of the Roman Catholic faith, the pupils are learning to reflect on how they can become the caring young people. Their ability to concentrate well and to sit quietly when required means that reflective and calm activities, such as prayer, can be fostered within the school. They have a sympathetic attitude to children less fortunate than themselves.

8. The pupils are encouraged to assume responsibilities within the school day, even from a very young age. By the time they reach Year 6, they not only undertake routine practical tasks, such as caring for the playground toys or helping in the office, but actively care for each other. The School Council members represent the views and ideas of their peers, for example, and the trained pupil mediators help to resolve differences on the playground and to support those pupils who are facing difficulties. There is great enthusiasm for these different tasks, and no shortage of volunteers to help in different ways.

9. Relationships throughout the school are excellent. The pupils appreciate and respect the differing cultures represented within the school and incidents of racism are very rare and quickly resolved. The school makes positive use of the wide cultural mix, and the range of visitors in school, to foster a good multi-cultural awareness. Effective role models, from different ethnic backgrounds, play an active part in the school's programme for personal and social education. The different ethnic groups mix freely and harmoniously, both in lessons and on the playground. Some pupils commented on how much they enjoyed coming to school to meet their friends.

10. Pupils who have English as their second language have very good attitudes to their learning. They show good levels of interest and perseverance in their work and this contributes well to the very good achievement of this group of pupils.

Attendance

11. The school has worked hard to raise its attendance levels since the last inspection. The great majority of pupils now have good levels of attendance and arrive punctually at the start of the school day. The introduction of a weekly award for the best class attendance, individual awards for high levels of attendance and the introduction of a system whereby late arrivals can only gain admittance to the school through the main reception area have all been contributory factors towards this marked improvement. Authorised extended absences for religious reasons and illness are the two main reasons for non-attendance.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	94.0
National data	94.2

Unauthorised absence	
School data	0.0
National data	0.4

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

Exclusions

12. There have been no exclusions in recent years.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

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

Teaching and learning

The overall quality of teaching and learning is good. This highly inclusive school provides very well for all of its pupils. Assessment is very good.

Main strengths and weaknesses

- The school makes excellent use of teaching assistants
- The quality of teaching is very good in the Foundation Stage
- Assessment procedures are used very effectively to help the pupils to learn
- The school is very successful in teaching those children who are learning English as an additional language (EAL)
- The school is successful in promoting the pupils' writing skills.

Commentary

13. The quality of teaching is very good in the nursery and good in the reception class. Both teachers and support staff understand the needs of young children very well and activities are very well planned and structured to support children's learning across the curriculum. This is because the assessment procedures are very good. The staff make full use of the information gathered about the children to guide future planning and this significantly contributes to their very good progress. On entry to the nursery initial assessments are thorough and involve discussions with parents. The staff assess each child's stage of development in the six areas of learning and set future targets for their achievement. Arrangements to track the children's progress over time are very good. Close and careful observations of the children enable accurate assessments to be made. The staff in the nursery make full use of the excellent accommodation and resources to plan a range of stimulating and exciting activities for the children.

14. The strength of the school's assessment framework lies in the cohesion of the system as a whole. It is designed to move the school forward to a situation where every teacher is equally accountable for the progress their pupils make. Because the staff have been trained to have an accurate awareness of what constitutes attainment at each relevant National Curriculum level, the benefits of the system are having a marked impact on the pupils' learning. The class teachers agree targets for each pupil in literacy and numeracy. The senior managers meet at the end of each half term with each member of staff to review the 'value-added' – the progress their pupils have made and to set new targets. The system leaves little to be desired in terms of using assessment to influence teachers' planning and to improve achievement. The rising standards in English and mathematics are testament to its success.

15. The quality of teaching and learning for pupils who have English as their second language is very good. The teacher responsible for this group of pupils provides class teachers with very good levels of guidance and the teachers plan work that is appropriate to the pupils' specific language needs. The teachers deploy support staff very effectively to support pupils learning. Pupils who enter the school with little knowledge of English are quickly targeted for intensive support. This ensures that they make rapid progress in developing early English language skills across the whole curriculum. The EAL teacher and class teachers use assessments very effectively to track the pupils' progress and plan future appropriate work.

16. Pupils with special educational needs are included in all activities and achieve very well. Support staff, working under the direction of the class teacher, understand their role in supporting pupils in each lesson. Teachers and support staff work very well together to plan and evaluate activities that enable pupils to succeed and achieve their targets.

Example of outstanding practice

The support staff make an excellent contribution to the work of the school.

The contribution to the pupils' learning made by the support staff is excellent. From the nursery through to Year 6 the children benefit greatly from their expertise and commitment. Support staff are very well trained and all have, or are working towards, a recognised qualification linked with the support of pupils. Throughout the inspection, inspectors commented upon the high quality of their work and their impact on pupils' learning. All of the pupils benefit from the support given, whether they are pupils with special needs, higher-attaining pupils, learning English as an additional language, those requiring a short-term boost or those having difficulties socially or behaviourally. Support staff contribute to the teachers' planning of the work. They carefully evaluate and record the work they have undertaken so that future planning can better meet the needs of those pupils that they support. Some support staff work with groups of pupils during the school's 'Creative Activities' afternoon. They teach topics such as British Sign Language, Health and Safety, cookery and various types of fabric work in which they have a particular expertise. Their expertise in the computer suite is invaluable and ensures the smooth running of the system. Support staff make a significant contribution to after school activities such as gardening and sport. Overall, the support staff play a full part in the pupils' development and are recognised as valuable members of the school team.

17. A particular strength of the teaching is the way that the teachers help the pupils to develop their vocabulary and language skills. Many lessons begin with very lively question and answer sessions that builds on what the pupils know from a previous lesson or unit of work. For example, in a literacy lesson for the pupils in Year 6, the teacher very effectively enabled the pupils to identify literary techniques to add humour to poetry. From the reception class onwards, teachers expect the pupils to convey their ideas on paper. This means that the pupils experience a good range of opportunities to practise their writing in different subjects and this develops both their confidence and expertise. Homework is used very effectively to help the pupils to develop their skills of literacy and numeracy.

Summary of teaching observed during the inspection in 31 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (3%)	8 (26%)	17 (55%)	5 (16%)	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.

The curriculum

The pupils benefit from a very good curriculum. The provision of support staff is excellent and contributes significantly to the achievement of the pupils.

Main strengths and weaknesses

- The provision of support staff is excellent. The skills of the support staff and visitors are used very effectively to enrich the curriculum
- There is very good provision for pupils with special educational needs and those with English as an additional language.
- The school looks carefully at ways to develop its curriculum, making it more interesting for the pupils and better suited to their different learning styles

Commentary

18. All subjects of the National Curriculum are taught and the breadth and balance of the curriculum is very good. The curriculum includes good provision to promote pupils' understanding of citizenship through its programme of personal, social and health education. This programme includes lessons concerning sex and relationships and the use and misuse of drugs. Subject leaders play an effective part in monitoring and evaluating the curriculum and governors have a good understanding of the strengths and weaknesses in the school's provision.

19. Some positive developments, such as the 'Creative Activities' afternoon, are proving popular with pupils. Approximately fourteen activities take place across the school led by teachers and support assistants. These activities cover a range of areas from cross-stitch, cookery and collage to music, drama and sign language. These are well led and organised and provide the pupils with very good extended learning experiences. Two Year 3 boys commented on how much they enjoy these activities and the very good progress they had made in learning sign language.

20. The school has looked at how pupils learn in different ways, such as through seeing, speaking, listening and practical experiences. Very good initiatives include the developing use of drama not only in literacy but also in other subjects. For example, in geography, the Year 6 pupils took on the roles of tourist information officers, holidaymakers and managers. In these roles they acted out situations that needed the use of their knowledge of the Caribbean island of St. Lucia. This experience encouraged the pupils' sense of empathy for people in different situations and developed their ability to persuade through discussion. Year 2 pupils talked enthusiastically about making Ghanaian houses and also about how they enjoyed role-playing in religious education. In a very good Year 5 mathematics lesson the pupils were engrossed in practical activities, which not only extended their problem solving skills, but consolidated their knowledge of capacity and how it is measured far more meaningfully than a purely paper and pencil exercise.

21. The school works hard and successfully to include all the pupils in the curriculum. Those pupils who have special educational needs or English as an additional language are supported very well by their teachers and learning support assistants and as a result make very good progress. The pupils with special educational needs have individual education plans with specific learning targets and these are well known to staff and appropriately used. The assessment of needs is achieved at an early stage, good support is given and regular checks of progress are carried out.

22. The range and frequency of extra school activities is very good. Activities range from sports such as football, netball and athletics to drama, dance, recorders, computers and two guitar groups. These activities are well organised, provide a very valuable learning experience and are much appreciated by the pupils. The school also makes good use of an extensive range of visits out of school and visitors into school. These provide a valuable learning resource that is recognised by the pupils. Year 6 pupils commented that they thought that their visits to places such as the Handsworth House and Birmingham museum and art gallery helped them learn more about the topics they were studying in history.

23. The schools' staffing, accommodation and resources contribute very well to the quality of education. The schools' provision of teaching staff is very good and it has an excellent provision of support staff. There is a very good range of resources in all subjects and these are well organised and used. The school environment, both inside and out, is stimulating and contributes very well to the learning experiences of the pupils.

Care, guidance and support

The school offers a very high level of support and guidance for the pupils in its care. It works hard to ensure that every child is helped to achieve the best possible standards of academic achievement and personal development. The pupils are given an active role in the school's work and development.

Main strengths and weaknesses

- The quality of relationships between pupils and with adults is high
- Pupil mentoring is used well to support personal development
- The academic progress of pupils of all levels of ability is extremely well supported
- Pupils play an active part in the day-to-day life of the school
- The level of care for pupils' health, safety and protection is excellent

Commentary

24. The commitment of all staff to the well-being and progress of every child, whatever his or her ability or background, is a significant strength. Whether through high expectations, the attention given to supporting each individual during lessons or the opportunities given to the pupils to contribute actively in the life of the school, each child is left in no doubt that he or she is a valued member of the school community. This shared vision is evident in every aspect of school life.

25. The school employs two part-time pupil mentors who give guidance and support to those children who find it difficult to match the high standards of behaviour and application to work expected of every pupil. Within group or individual sessions, withdrawn from their classmates, these pupils are given help to gain a better understanding of how to overcome their difficulties. As a result they are able to rejoin their classes in a better frame of mind to concentrate and learn well.

26. Rigorous use of assessment to determine the level at which each pupil needs to work means that lessons are challenging and individuals are set work at an appropriate level to encourage the best possible progress. The high level of trained classroom assistants in each class, both paid and voluntary, means that pupils of differing abilities can be given well-targeted support when needed. The needs of pupils with special educational needs are regularly assessed and well supported. The pupils benefit from the good range of external agencies to which the school has access, including the special needs support service, psychologist and speech and language therapist.

27. The active engagement of so many pupils in the workings of the school day means that there is a strong sense of ownership amongst the children, who are proud of their school and happy to talk about all the things they enjoy. Schemes like that for pupil mediation, and the way older pupils help groups of younger ones in art activities, for example, leads to a high level of mutual support amongst the pupils, as well as from the staff.

28. The welfare, health, safety and security of the children are very well managed and supported by a very good level of staff training to ensure consistency of approach. Both teaching and non-teaching staff have received training in child protection and the school liaises with outside agencies as required.

Partnership with parents, other schools and the community

The school maintains very effective links with the parents and carers. The school, its pupils and the parents derive considerable benefit from these links. It maintains good links with other schools and colleges.

Main strengths and weaknesses

- The school provides workshops and information for parents on the taught curriculum
- Parents contribute well to the educational support of the pupils though some of the pupils' annual reports are not as helpful as they might be
- Adult education courses, on offer to the parents and members of the wider community, enhance the support available for the pupils and foster good relationships locally

Commentary

29. The school engages a part-time worker to support the provision of workshops and curriculum booklets for the parents. The parents are encouraged to make known any areas where they would like more information on how they can support their children at home or to gain a better understanding on the teaching methods used in school. Once an area has been identified, the community worker, teachers and classroom assistants work together to provide the information needed. In this way, the parents have an informed understanding of what it is their children are expected to learn and how best to help them. Homework is set at all levels, appropriate to the age of the children and the parents are able to offer constructive support for this. In a few classes the quality of the written reports on the children's progress is not as clear as it might be. The school uses its staff from different ethnic backgrounds very effectively to communicate with parents in their mother tongue and this ensures that parents are well informed about their children's progress and attainment.

30. A second community worker is engaged to identify and arrange courses that the parents would like to attend for their own education. Covering a wide range of interests, from the use of computers to subjects like aromatherapy and beauty care, these courses are a way back into adult education that often leads to further study. Apart from bringing people into the school and helping them to feel at home there, the participation of adult family members in learning activities at school also helps to raise the self-esteem of the pupils.

31. The school is now in its second year of providing the base for an accredited NVQ course for classroom assistants. This gives the participants a greatly enhanced understanding of the way children learn and in many cases opens the way to paid employment and higher levels of training. As part of this training involves practical experience in the classroom, the school benefits from a cohort of assistants to enhance the support that can be offered to the pupils in class. Whilst it is possible to

offer some paid employment, others remain involved in the school as volunteers once the course is finished, still further raising the numbers of trained helpers available.

LEADERSHIP AND MANAGEMENT

The leadership and management have transformed the school over the last three years. The climate for learning is very good and the pupils are very well motivated to work hard and achieve well.

Main strengths and weaknesses

- The headteacher provides excellent leadership
- The ethos of the school is excellent
- The school has made excellent progress since the last inspection and continues to strive for further improvements
- The governors provide very good support

Commentary

32. The excellent leadership provided by the headteacher has ensured that the school has made rapid progress over the last three years. Through extensive consultation with the staff, priorities have been clearly identified and there has been unstinting commitment to establish procedures for the whole school. For example, the school has developed rigorous and effective assessment procedures for English and mathematics to ensure that all pupils are achieving their best and all teachers are clearly held accountable for their pupils' progress. Standards are improving rapidly as the pupils rise to the challenge of higher expectations.

33. The headteacher has been very successful in promoting a common ethos of social inclusion and high expectations of the pupils' academic performance, behaviour and courteousness. Pupils of all abilities and backgrounds are happy to come to school; this is reflected in the positive response of the parents in the questionnaire and at the meeting prior to the inspection. The school has enhanced its reputation within the community and the pupils are proud to attend the school.

34. The strategic management of the school has been first class and it has been particularly successful in building a team that will settle for nothing less than the best for the pupils. The curriculum priorities identified in the school development plan are entirely appropriate and set aspirational, and yet achievable, long term goals within the current climate. The monitoring of teaching and learning has been supportive, systematic and yet rigorous enough to ensure that the process results in a clear evaluation of progress. Furthermore, the role of the curriculum co-ordinators has developed very well and their effectiveness has improved. This is particularly the case with the co-ordinators of English and information and communication technology whose subjects have been a priority for development in the current academic year. The co-ordinators have risen to the challenge of increased responsibility and accountability. Their confidence in taking the initiative and the development of their expertise has made a significant contribution to the improvement in standards.

35. The headteacher and senior staff have a total commitment to ensuring that all pupils benefit from the educational opportunities that the school provides and to ensure racial understanding and harmony. The teaching assistants make a very valuable contribution to the pupils' own sense of worth and on their learning. The leadership and management of special educational needs are very good. The special educational needs co-ordinator, who at present is the deputy headteacher, is well organised and systems for the monitoring of pupils progress and updating paperwork are very effective. She has a determined view that pupils with special educational needs should be given the

best possible support to meet their often complex needs. The leadership and management of the EAL co-ordinator is very good and staff are very well informed on how to cater for the needs of EAL pupils through well organised in-house support and guidance by the EAL teacher.

36. The governing body is very supportive of the headteacher and the school. The committee structure is very well established and the governing body fulfils its statutory duties. Its role as a critical friend to the school is well developed because the governors have a very clear understanding of the curriculum and the standards achieved as well as pastoral, staffing and premises issues. For example, the special educational needs governor has a termly meeting with the co-ordinator to discuss the progress of pupils on the register and any barriers to learning. Furthermore, the governors discuss the school's progress towards the objectives of the school improvement plan on a regular basis and they make a significant contribution to the strategic planning of the school.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	802,797	Balance from previous year	79,441
Total expenditure	789,790	Balance carried forward to the next	93,945
Expenditure per pupil	2925		

37. The office and administrative staff provide a welcoming first point of contact and a very efficient service. The day-to-day financial management of the school is very good. This is the result of the effective partnership between the local education authority and the school to establish financial systems that are relevant and effective. The strategic use of finance is excellent. The school is very successful at securing additional finance and ensures that specific grants, for information and communication technology and special educational needs for example, are correctly spent. Much of the balance carried forward to the next financial year is to pay for the final stage of the school's on-going programme of improving the external accommodation. All expenditure is carefully tracked in line with best value principles and the budget is updated continuously to show the current state of the school's finances. The school provides very good value for money.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

38. Children who are under five are taught in the nursery and one reception class. Attainment when children start in the nursery is well below average. Provision for children in the nursery and reception classes is very good. Largely because teaching is very good, children achieve very well and reach well above average standards for their age in social, personal and emotional development and above average standards in communication, language and literacy, mathematics, creative development and physical development. Curriculum planning and provision are very good. Excellent teamwork exists between the staff and teachers. Accommodation and resources are excellent and the teachers use them very effectively to enhance children's learning. The leadership and management of the Foundation Stage are very good.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children's achievement is very good and standards are well above average
- Teaching is very good
- Children's attitudes to learning are very good
- Excellent relationships exist between pupils and adults and there is a high level of social and racial harmony between different groups of children

Commentary

39. The children achieve very well because of very good teaching. Excellent relationships exist between children and adults and the staff provide very positive role models for children to follow. Very good induction arrangements ensure children settle very quickly and happily into school routines and activities. A positive code of behaviour is well promoted and the adults encourage the children's independence and personal skills such as showing respect and working co-operatively with others, and learning how to dress themselves after physical activity. Because the staff in the Foundation Stage understand the needs of young children very well, this ensures that children soon gain confidence and show they are able to take part in activities with interest, enjoyment and good levels of concentration for their age.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Standards in speaking, listening and writing are above average
- The children achieve particularly well in reading

Commentary

40. The quality of teaching in this area of learning is very good. Teachers promote early reading skills very well and by the age of five most children know their initial letter sounds and can read simple words and sentences well for their age, including those children who have English as their second language. Teachers organise theme corners and role play activities such as the 'Café ' very well in order to promote children's speaking, listening and early writing skills and support staff are deployed very effectively to interact with children in order to develop their skills. For example, one child was observed holding a notebook and pencil in order to take orders from the café menu. Children listen very well to adults and they respond very quickly to instructions. In writing, teachers provide a good range of writing opportunities that enable children to acquire early writing skills and by the age of five most children can write some simple words and sentences independently.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- Mathematical skills are taught very effectively across other areas of learning

Commentary

41. The children's achievement is very good and by the age of five they reach standards above average for their age. The teaching is well structured and teachers use resources very well in order to support children's learning. Teachers and support staff use other areas of learning, such as creative development, very effectively to develop children's mathematical skills. For example, in the nursery a member of the support staff skilfully developed the children's counting skills whilst singing a familiar song. Children in the reception class count and order to ten and understand simple addition and subtraction. They identify and name two-dimensional shapes and follow simple repeated patterns.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weakness

- Teachers use the school environment very effectively in order to develop children's knowledge and understanding of the world around them
- ICT is used well across all the areas of learning in order to support children's learning

Commentary

42. Standards are in line with age related-expectations in the reception class. The quality of teaching is very good. Teachers use the school environment, local places of interest and visitors to the school well to develop children's knowledge and understanding of the world around them. For example, reception children listen to and ask questions of a mother who has brought her baby into school in order for them to begin to appreciate how to care for others. The concept of how things grow and change over time is suitably developed as children tend and watch plants grow in the school garden. They use their senses of touch and smell as they explore and describe how different things around them feel and smell. Children's attainment in ICT is above average for their age and they use the computer confidently and show they can skilfully use the mouse to click on icons and move items around the screen very well for their age.

PHYSICAL DEVELOPMENT

The provision in physical development is **very good**.

Main strengths and weaknesses

- The outdoor accommodation and the very good range of resources are used very effectively

Commentary

43. The children's achievement is very good in physical development and by the age of five they reach standards above average for their age. Teachers make effective use of an excellent range of equipment to develop the children's gross motor skills. When engaged in physical activity, such as moving around the hall, the children show a good sense of spatial awareness for their age. Children also show good balance, control and co-ordination when involved in gymnastic activities. Their fine motor skills are well developed and they can use scissors, glue sticks, pencils and paintbrushes well to cut, stick, draw, write and paint.

CREATIVE DEVELOPMENT

The provision in creative development is **very good**.

Main strengths and weaknesses

- Teachers provide a wide range of well-planned opportunities for children to develop their creative skills

Commentary

44. The children achieve well in creative development and by the age of five their attainment is above average. Teachers provide children with plenty of opportunities for them to construct imaginative structures from both construction kits and junk materials and effectively encourage them to investigate different ways of joining materials together while in the making process. Children are able to apply paint well in order to produce large and small pictures and teachers effectively enable children to experience a good range of different media, such as chalks, inks and pastels in order to support their learning. In music, children experience a good range of activities that develop their sense of rhythm and singing skills and teachers effectively use a range of percussion instruments in lessons in order to develop children's playing skills.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

The provision in English is **very good**.

Main strengths and weaknesses

- Standards are above average in Year 6
- There is a high level of consistency in the planning and delivery of literacy teaching
- The pupils' achievement is very good
- The school provides very good support for pupils who are learning English as an additional language and for those who find learning difficult
- Literacy is developed very well across the curriculum

Commentary

45. The pupils make very good progress in developing their speaking and listening skills and standards are above average. This is because the teachers provide many exciting opportunities for the pupils to learn from first-hand experiences and to extend their vocabulary. The trusting relationships that have been developed between the teachers, the support staff and the pupils, builds the pupils'

confidence in speaking and listening. They listen well to their teachers and this enables them all to contribute to class discussions. The school provides many opportunities for pupils to develop their skills and confidence in public speaking both in class and to a wider audience.

46. Standards in reading are above average in Year 2 and Year 6. The pupils make very good progress in reading because of very effective teaching based on a strong and well-planned curriculum. The school makes good use of a range of strategies to help the pupils develop their reading skills. Each class has regular reading sessions when the pupils are encouraged to read and understand a wide variety of stimulating texts. Older pupils share books with younger pupils on a weekly basis. This benefits both sets of pupils as it reinforces the value of books and the pleasure that can be gained from literature. Lower attaining pupils benefit from a very structured approach to the teaching of reading where the early skills are very well taught. Teaching assistants play a vital role in supporting this work. Many parents reinforce the school's efforts by providing support and encouragement at home within the context of a very structured homework system, particularly for the younger pupils. The school library provides a good range of modern and attractive books. In Year 5, all of the pupils have the opportunity to become very familiar with the organisation of reference material as they each take turns as library monitors.

47. The pupils' achievement in writing is very good because they are highly motivated to improve and the quality of teaching is good. The staff have high expectations and provide good feedback to pupils. Standards of handwriting are very good because the skills are taught systematically. Grammar and spelling are well taught throughout the school. The teachers plan work very well to provide a range of opportunities for the pupils to write in different styles such as formal accounts, poems and letters. The teachers take account of the wide range of abilities and the teaching assistants give very effective support, particularly for those pupils with special educational needs. For example, in a class for pupils in Year 2, the teaching assistants helped some pupils to write from a different perspective and other pupils to touch type in the computer suite. Information and communication technology is very well used to support work on developing research skills. In every classroom and in different subjects, there is a very good range of attractive, well presented written work. Lessons are very well planned with a good balance of teacher input and pupil activities, although some teachers are more skilled in this than others. In every lesson an appropriate learning objective is set.

48. The subject is very well led and managed. There are very clear and well-understood assessment systems and these support the pupils' achievements. This is a key attribute of the pupils' success. The progress of all of the children is tracked very carefully and reviewed every half term. The school ensures that all of the pupils receive additional support on a regular basis as well as having the opportunity to work independently.

Language and literacy across the curriculum

49. Both history and geography are used to enhance the development of the pupils' literacy skills very well. They provide the pupils with opportunities: to write in their own words and in different styles; to practise their speaking and listening skills in group work and in role-play exercises; to develop their reading and comprehension skills through research tasks.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- The standard of teaching is good across the school
- Support assistants make a valuable contribution to the development of the pupils' learning
- Pupils of all abilities are supported very well
- The leadership and management of the subject are very good

Commentary

50. Inspection evidence shows that overall standards in the current Year 6 are average with a significant minority working at above average levels. The school has set challenging targets as it is committed to raising standards further. Standards are rising in Year 2 and in Year 6. The achievement of those pupils leaving the school at the end of Year 6 is very good. The school has made good progress since the last inspection.

51. The quality of teaching is good overall with some very good teaching. The teachers generally have very high expectations of the pupils' behaviour and encourage the pupils to work hard. The pupils respond well and show enthusiasm and a motivation to learn. The quality of teaching is generally higher in Years 2, 5 and 6. This is reflected in the standards achieved by the pupils, which begin to rise more quickly through these years. The very good classroom relationships ensure a friendly yet productive atmosphere. For example, in a very successful Year 5 lesson on capacity, no matter which adult the pupils found they were going to work with, there came the same pleased comment of 'Yes!!' The pupils used and improved their knowledge of capacity measurement through a well-organised and practical learning experience. Throughout the school the teachers give clear explanations of what is required and the classroom assistants give very good support to their groups, stressing important elements such as estimating and problem solving strategies. The pupils are kept very busy and involved in their learning and all groups of pupils are challenged effectively by their problem solving tasks.

52. In the less successful lessons, pupils are not challenged sufficiently and sometimes the teacher does not have enough control over their behaviour. The quality of the teachers' marking is generally of a good standard giving support and helps the pupils to improve their work, but this high standard of marking is not consistent across the school.

53. Learning support assistants make a very valuable contribution to the learning of the pupils. The work of support assistants is well planned and directed by the teachers and the assistants use a variety of strategies to help the pupils understand their work. They place a good emphasis on practical learning and language so that the inclusion of pupils in the lesson and the progress that they make are often very good. The teachers and support assistants work well together as teams and they are conscientious in their evaluation of the work that the pupils have done. Sometimes groups of pupils are withdrawn to work outside the classroom with either a teacher or an assistant. This enables pupils to be given extra help in improving their work and for others, who are the most able, the opportunity to tackle more difficult work than the rest of the class.

54. The pupils' presentation of their work is good and consistent across the school. The school is placing an increasing emphasis on problem solving activities and collaborative learning. These two aspects of work, which are developing well, are together helping the pupils to understand what skills are needed in solving problems. There are no significant differences in the attainment of boys and girls or between different ethnic groups.

55. The leadership and management of the subject are very good. The co-ordinator's role as subject leader has developed well and she has a clear commitment to raising standards of achievement. Arrangements for the monitoring of teaching and learning are very good and good use is made of the information gained. Assessment procedures are very good and target setting is well developed.

Mathematics across the curriculum

56. There are good opportunities for the pupils to apply their mathematical knowledge in subjects such as design technology, geography and science and the co-ordinator is keen that this use continues to develop. This practical application reinforces the pupils' understanding of their mathematical skills. For example, older pupils use their knowledge of geometry to calculate the relative diameters of the planets in the solar system

SCIENCE

The provision in science is **very good**.

Main strengths and weakness

- The pupils' achievement is very good
- Assessment procedures are used very effectively to track pupils' progress
- The leadership and management of the subject are very good

Commentary

57. The achievement of pupils in science is very good. Although the results of the 2003 national curriculum tests for eleven year olds were below average, the current set of Year 6 pupils are attaining standards in line with national expectations. Standards in Year 2 are also in line with national expectations and standards overall are improving. The teachers track each individual pupil's progress and plan work that builds on their prior attainment. Pupils' with special educational needs are very well supported in lessons by support staff and this enables them to make very good progress. Pupils who are learning English as an additional language make very good progress because the teachers adapt the resources and teach the subject-specific vocabulary thoroughly.

58. The leadership and management of the subject are very good and standards, teaching and learning are very effectively monitored. This supports the development of the subject throughout the school. The quality of teaching is good. All aspects of the subject are well planned and there is a good balance between the different areas of study. Throughout the school the teachers effectively promote scientific lines of enquiry in lessons. Investigations are well planned and organised and this enables pupils to understand the concept of a fair test. In Year 6, the pupils plan and carry out scientific investigations for themselves. Teachers have secure subject knowledge and this enables them to teach confidently and accurately.

59. Throughout the school pupils work collaboratively with others in a group in order to carry out investigations and they are eager and confident to explain their work, often showing a good grasp of scientific vocabulary. For example, in Year 6 pupils can explain well how a liquid is turned into a gas by evaporation.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- The provision has improved significantly since the last inspection and the pupils achieve very well
- The staff have a good level of expertise and are keen to make the most of new technological developments
- The co-ordinator provides very effective leadership
- Assessment procedures are very good
- The school has made very good arrangements for technical support to deal with day-to-day problems
- The school makes good use of information and communication technology to support learning across the curriculum

Commentary

60. Standards in Year 2 and in Year 6 are above average. The pupils make very good progress because lesson plans are detailed and well focused upon the developing pupils' skills. The school's commitment to training all staff has led to increased confidence and a willingness to use information and communication technology to support learning across the curriculum. For example, the teachers make very effective use of interactive white boards in each class to explain new ideas in different subjects and to increase the involvement of the pupils in lessons. The school's computer suite is timetabled regularly for each class to ensure that the basic skills are taught systematically and this is working very well. Furthermore, pupils with special educational needs and those who are learning English as an additional language are very well supported.

61. The quality of teaching is good overall. The development of the teachers' expertise and knowledge in this subject has been very well managed and this has enabled the new resources to be used to good effect. Assessment procedures are very well developed and provide staff with clear information about each pupil's progress. In one excellent lesson, on the use of hyperlinks in multi-media presentations, the teacher had very high expectations of the pupils. She gave clear guidance on the development of their presentations on St Lucia, so that the pupils knew where their learning was taking them. The teacher's explanations and instructions were very clear, and when she found misunderstandings these were dealt with quickly. This meant that the pupils were kept very busy and involved in their work. These factors, together with the quality of the relationships in the class, allowed the pupils to feel comfortable about sharing their mistakes and their successes.

62. The school has an excellent ratio of computers for the number of pupils and linked resources such as digital cameras, programmable toys and sensors are readily available. This is a key element of the school's efforts to raise standards. Furthermore, the school's arrangements for technical support are excellent and this results in the school's computer resources being used to optimum effect. The subject leader presents a very good teaching model and her pupils are enthusiastic about the subject. She has a clear and appropriate vision of how standards in ICT can be raised further and how its use in other subjects can be enhanced. The improvement made since the last inspection has been very good.

Information and communication technology across the curriculum

63. The school is making good use of information and communication technology to support learning across the curriculum. For example, pupils in Year 5 research information about the Tudors

to support their work in history. In an interesting lesson with the same class, the pupils strengthened their understanding of graphs when they learned to identify anomalies in data. In literacy lessons throughout the school, pupils take turns to word process their work. Good use is made of the digital cameras to record items for the school newspaper.

HUMANITIES

64. One lesson was seen in history and two in geography, so it is not possible to make firm judgements about provision in these subjects. However, improvement in both subjects since the last inspection has been good, particularly in the use of research skills and the development of the pupils' literacy skills. Assessment procedures in both subjects have developed well and relate very well to the work undertaken by the pupils.

65. Analysis of the pupils' work, the teachers' planning and talking to pupils indicates that **geography** is covered appropriately and that the pupils have a satisfactory grasp of the curriculum. Those in Year 6 talk confidently about their work and show good knowledge of the location of some countries around the world and places in this country. They show in their descriptions of the Caribbean island of St. Lucia their knowledge of, and enthusiasm for, their work. The pupils' knowledge of more advanced mapping skills extends to the use of Ordnance Survey maps and simple aspects of grid referencing, but they are unsure of more advanced features such as contour lines. Year 2 pupils talked enthusiastically about their work on Chereponi, a village in Ghana, and they could identify that it was in Africa. Some were proud to show their models of Ghanaian village houses that they had made at home, and they were looking forward to making some at school. They also talked about their work in physical education dance lessons where they performed a Ghanaian morning dance. Valuable learning experiences are being promoted by the school to bring subjects to life. The pupils' work is well presented and they make good use of drawings and personal writing to record their observations from an early age. The older pupils use reference materials and the Internet. The quality of teaching in one of the lessons seen during the inspection was good. It successfully brought together the development of the pupils' knowledge of different aspects of life on St. Lucia, collaborative working methods and their use of role-play drama skills. The pupils enjoyed the practical nature of the activities and made good progress in their learning.

66. **History** is covered appropriately and the pupils have a satisfactory knowledge of the curriculum. Year 6 pupils know about the Romans, Vikings, Tudors and Victorians. In their lessons they have opportunities to carry out research using books and the Internet and then to show their knowledge by writing accounts in their own words. In order to be able to do this they are taught and encouraged to develop the important skill of note taking. Year 2 pupils talk in some detail about their knowledge of the great fire of London and Samuel Pepys. They discuss the narrow streets, how the fire started and how Samuel Pepys had to use a feather dipped in ink to write in his diary. The pupils' historical knowledge and understanding benefit from a wide range of visits and visitors. Year 6 pupils commented enthusiastically that they thought visits to places such as the Handsworth House, Birmingham museum and art gallery, helped them to learn and understand. The one lesson seen in history was good and the teacher built upon the pupils' knowledge of Greek gods. The research tasks given to each group were well suited to their abilities and provided a good challenge. The pupils responded very well to her good discipline, positive and encouraging style and use of humour by working hard, behaving very well and working well together.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

67. During the inspection only two **physical education** lessons were observed. Further evidence was gained through looking at teachers' planning and talking to teachers and pupils. A firm

judgement on the standard of provision could not be made but the evidence available indicates that physical education is covered appropriately and that the pupils experience a wide range of activities. The pupils enjoy physical education and this was seen in both of the lessons observed. Although no lessons were seen in either Year 1 or Year 2 the pupils talked enthusiastically about their work in dance, which had been linked to their study of a village in Ghana. In the two lessons observed in Years 4 and 6, the standard of the pupils' work in dance and hockey skills was satisfactory. The teaching in these lessons was at least satisfactory and often good and the pupils worked hard and co-operated well in the tasks they were given to perform. Sometimes some pupils were not fully occupied by the tasks given as they spent too much time waiting for their turn to carry out an activity.

68. The physical education work of the pupils is enhanced by the provision of after school sporting activities and visitors into school, such as members of the Birmingham Bullets basketball team. The school's development of 'Astro Turf' outside areas should further enable the development of sporting skills. The subject co-ordinator leads the development of the subject very effectively and is committed to continued improvement. She has identified the need for all pupils to be active throughout a lesson. Assessment and monitoring procedures have developed very well. Improvement since the last inspection has been good and there is now a clear indication that the pupils from Year 3 to Year 6 make at least satisfactory progress.

ART and DESIGN

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

Strengths and weaknesses

- The organisation of a weekly creative arts afternoon contributes significantly to pupils' learning across the school
- Support staff make a significant contribution to pupils' learning in the subject
- Higher attaining pupils achieve above average standards

Commentary

69. The scrutiny of pupils' art work and teachers' planning and discussion with teachers, show that standards have been maintained since the last inspection and remain in line with age related expectations for year 2 and year 6. Higher attaining pupils achieve standards that are above average. All aspects of the subject are sufficiently covered to meet the requirements of the National Curriculum. The teachers use ICT very effectively to support learning. Only one lesson was observed during the inspection, therefore it is not possible to make a secure judgement about the quality of teaching; in the one lesson seen in the juniors the teaching was satisfactory.

70. The leadership and management are very good and standards, teaching and learning are effectively monitored in order to develop and raise standards in the subject. A very positive initiative that has helped to raise the profile of the subject across the school is the very effectively planned and organised creative arts afternoon. This uses the skills of both teaching and non-teaching staff to teach pupils across all year groups and the pupils' achieve well as a result, particularly in three-dimensional work, such as pottery and ceramics. For example, each pupil in the school has made very good quality tile designs in order to decorate the garden wall. Pupils across the school have very good attitudes to their learning and they show very good levels of concentration and care while working.

71. Resources for the subject are very good and this provides pupils with the opportunity to experience and work in a range of media, such as paint, inks, chalk and clay. Higher attaining pupils

show good attainment in observational drawing but for most pupils, their attainment in drawing and painting techniques are average for their age.

DESIGN and TECHNOLOGY

Provision in design and technology is **very good**.

- There has been very good improvement in provision since the last inspection and all aspects of the subject are now effectively taught
- The achievement of all groups of pupils is very good
- Standards have improved and are now above average
- Support staff are deployed very effectively to support learning

Commentary

72. At the time of the last inspection the curriculum for design and technology was not sufficiently well taught, particularly in the juniors where teaching was judged to be unsatisfactory. The scrutiny of the pupils' work, an analysis of the teachers' planning and discussion with both teachers and pupils show that standards have improved.

73. The leadership and management of the subject are very good. A well-planned in-service training programme has improved the teachers' subject knowledge and expertise. Furthermore, a careful review of curriculum planning and more effective deployment of support staff has ensured that the subject is now effectively taught across the school. As a result all groups of pupils achieve well and standards have improved. In Years 2 and 6, standards are now above average. Pupils produce and refine detailed plans for their models and use them effectively to inform the construction process. They evaluate their finished products and suggest ways in which they might be improved.

74. In the one lesson seen in Year 5, the quality of teaching and the level of support given to pupils were very good. Resources were well prepared and used effectively to support learning. Staff had secure subject knowledge and developed the pupils' skills well.

MUSIC

Provision in music is **very good**.

Strengths and weaknesses

- The achievement of pupils is very good
- Standards are above average
- Extra-curricular activities and opportunities for pupils to perform at a range of venues significantly contribute to the very good achievement of pupils

Commentary

75. Standards in music in both the infants and juniors are above average. The very good leadership, management and quality of teaching by the subject co-ordinator and the very effective deployment of a professional musician to work alongside teachers enhances the provision. Standards and teaching and learning in the subject are effectively monitored and developed. Through the recording of pupils' performances on a tape recorder, teachers effectively encourage pupils to assess and evaluate their own performance.

76. Extra-curricular activities such as choir, guitar and recorder clubs contribute significantly to the pupils' learning. Other well-planned opportunities such as the choir performing at the Birmingham Symphony Hall and the National Indoor Arena, contribute significantly to the very good achievement of the pupils and contribute very effectively to the pupils' social and cultural development.

77. Standards in singing are particularly high. The pupils sing complex songs, such as a quartet, with very good control of pitch and sense of phrasing and musical expression. All aspects of the subject are effectively taught and this is an improvement since the last inspection, when the composing element of the subject was not well developed. For example, in a Year 1 lesson, the pupils were very skilful in reading simple notation and could play a steady rhythm on a range of percussion instruments.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision for personal, social and health education and citizenship is **very good**.

Main strengths and weaknesses

- The very good achievement of children in the Foundation Stage provides a secure basis for further learning
- There is a strong sense of school community
- There are very good relationships
- Pupils have a clear understanding of the impact of their actions on others

Commentary

78. Children in the Foundation Stage make a very good start to their learning. Almost all are likely to attain and most are likely to exceed the Early Learning Goals before they leave the reception class. The children are very secure and happy and quickly form very good relationships with adults and others in the school.

79. Adults provide a secure and happy environment where all are valued. Pupils learn to respect each other and accept that some pupils need special support. Classroom assistants, dinner supervisors and all of the adults working in the school treat pupils with respect and set a very good example to which the pupils respond. Each week the teachers organise class discussions to enable the pupils to deal with emotions, feelings and their response to certain situations such as being left out of games. Excellent opportunities are provided for pupils to collaborate with others. For example, representatives from each class take part in the school council and pupils in Years 5 and 6 have many responsibilities around the school.

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	1
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	2
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	2
The quality of teaching	3
How well pupils learn	3
The quality of assessment	2
How well the curriculum meets pupils needs	2
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	2
Pupils' care, welfare, health and safety	1
Support, advice and guidance for pupils	1
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	3
The leadership and management of the school	1
The governance of the school	2
The leadership of the headteacher	1
The leadership of other key staff	2
The effectiveness of management	1

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