

INSPECTION REPORT

WARD END PRIMARY SCHOOL

Ward End, Birmingham

LEA area: Birmingham

Unique reference number: 103217

Headteacher: Ms S Gormley

Lead inspector: Ms B Matusiak-Varley

Dates of inspection: 9th – 11th February 2004

Inspection number: 258300

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
Number on roll:	482
School address:	Ingleton Road Ward End Birmingham
Postcode:	B8 2RA
Telephone number:	(0121) 464 5424
Fax number:	(0121) 464 8988
Appropriate authority:	The governing body
Name of chair of governors:	Dr S M Thomas
Date of previous inspection:	19 th October 1998

CHARACTERISTICS OF THE SCHOOL

Ward End Primary School is a large multiracial school with 482 pupils on roll. The school is situated in Ward End in the Saltley area of Birmingham, an area of high socio-economic deprivation with high unemployment. Sixty per cent of pupils are from minority ethnic groups, 45 per cent have Asian or Asian/British backgrounds, 13 per cent are dual heritage, four per cent are black or black/British. Forty-eight per cent of these pupils (well above average) have English as an additional language, of which 15 per cent are supported by staff funded by the Ethnic Minorities Achievement Grant. Forty-six per cent of pupils are entitled to free school meals (well above average). Twenty per cent of pupils have special educational needs; this is broadly average, as is the number of pupils with statements (one per cent). The school has high levels of mobility with approximately 60 per cent of pupils in Year 6 not having started their education at the school. This naturally affects attainment in national tests at the end of Year 2 and Year 6.

Attainment on entry to the nursery is poor. A significant minority of children have underdeveloped linguistic and mathematical skills. In the infants, there is a significant group of pupils in Year 2 who have not attended school previously and this naturally contributes to depressed end of year academic results. The school faces many challenges as a significant minority of pupils have emotional and behavioural problems and find learning difficult, especially in learning within a structured environment.

The school is involved in the Primary Excellence in Cities initiative, Primary Leadership Programme and Sure Start, aimed at developing children's pre-school experiences. In 2002, the school achieved a Healthy Schools award.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
19938	B Matusiak-Varley	Lead inspector	History Provision for pupils with English as an additional language
11084	J L Hughes	Lay inspector	
27426	T Aldridge	Team inspector	Mathematics Religious education Areas of learning for children in the foundation stage
1352	J Carnaghan	Team inspector	
25591	J Hughes	Team inspector	Information and communication technology Design and technology Physical education
22157	M Roussel	Team inspector	Science Geography Music
11642	B C Parkinson	Team inspector	English Art and design Provision for pupils with special educational needs

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a satisfactory school with good features which are not reflected in overall standards of attainment as defined by national test results. Whilst standards are below average, pupils' achievements are good in relation to their prior attainment due to the overall good quality of teaching. Standards are rising but they are not yet high enough, particularly in English and mathematics. The good leadership of the headteacher is having an impact on pupils' good achievements. The school provides satisfactory value for money.

The school's main strengths and weaknesses are:

- The school provides a safe environment for the turbulent lifestyles of many of its pupils.
- Whilst standards are rising, they are not yet high enough in the majority of subjects, including English, mathematics, science and information and communication technology (ICT), although pupils' achievements are good.
- The good quality of provision in the foundation stage gives children a very good start to their education.
- Provision for special educational needs and pupils with English as an additional language is good.
- The learning base provides a good resource for pupils who are underachieving due to their emotional and behavioural difficulties.
- Pupils have good attitudes to learning, behave very well and appreciate the work of all staff.
- Teaching is very good in the foundation stage and good in the infants and juniors.
- Aspects of curriculum planning, assessment procedures in science, religious education and foundation subjects, need further attention.
- Attendance is poor.
- Higher attaining pupils could be achieving more in lessons.

There has been satisfactory improvement overall since the previous inspection in all key issues and pupils' attainment, but progress has been rather slow due to the high turnover of staff and the changing nature of the school's population. With the present complement of staff, the school is well placed to continue to improve. Standards have risen from well below average in English and mathematics to below average in Year 6. Average standards in ICT have been maintained in the infants and are just below the national average in the juniors. The quality of leadership has improved, and the senior management team plays a vital role in raising standards.

STANDARDS ACHIEVED

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

Key: A - well above average; B - above average; C - average; D - below average; E - well below average; E - very low.*

Similar schools are those whose pupils attained similarly at the end of Year 6.

Standards are rising year-on-year but, in 2003 at the end of Year 6, standards were well below national averages in English, mathematics and science. However, in comparison with similar schools, standards were in line with national averages in English and were below in mathematics and science. By the end of Year 2, teachers' assessments and test results indicated that standards were well below average in writing, below average in reading and mathematics and in line with

national averages in science. Inspection findings show that attainment on entry to Year 1 is well below that expected nationally and that, by the end of the foundation stage, many children do not attain the early learning goals and, overall, attainment is well below that expected in all areas of learning, in spite of good and very good teaching. By the end of Year 2, standards in speaking and listening, reading, writing and mathematics are below national averages but in science, standards are broadly in line. By the end of Year 6, standards are below average in English, mathematics, science and ICT but are improving. Pupils' achievements are good. In physical education, at the end of both Years 2 and 6, standards are above average and pupils achieve very well. In religious education, by the end of Years 2 and 6, pupils attain the expected levels of the locally agreed syllabus and make good progress. In history, pupils attain the expectations of seven and 11-year-olds and make good progress. No judgements were made on standards in the remaining foundation subjects as too few lessons were seen and this was not the main focus of the inspection. Pupils with special educational needs make good progress, as do those with English as an additional language, although the latter's progress is better in the infants than the juniors.

Pupils' personal development, including their spiritual, moral, social and cultural development, is good. High levels of care and very good relationships contribute to good attitudes. Behaviour is very good. Attendance is poor, despite the school's efforts to improve it.

QUALITY OF EDUCATION

The quality of education is good overall. Teaching and learning are good, with some lessons of very high quality, especially in the foundation stage, Year 3 and Year 6. Management of pupils' behaviour is good. Teaching of pupils with special educational needs and English as an additional language is good. Assessment is satisfactory overall, but good in English, mathematics, ICT and physical education. However, its use is inconsistent across the school. The curriculum is satisfactory and meets statutory requirements, but is not yet sufficiently well developed to match the needs and interest levels of pupils. The school looks after its pupils very well and pupils are well involved in all aspects of school life. Pupils' views are valued and the school council is very effective in representing its views. The school has satisfactory links with parents.

LEADERSHIP AND MANAGEMENT

The leadership and management of the headteacher and senior management team are good. The headteacher has worked relentlessly to ensure that the Excellence in Cities initiatives are impacting positively on pupils' learning. Subject leaders perform their duties satisfactorily. Governance of the school is satisfactory. All staff are committed to improvement.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are pleased with the school and are unanimous in valuing the way that staff care for their children. Pupils have very positive views about the school and know that they can approach the staff at any time. Very few pupils have any concerns about bullying.

IMPROVEMENTS NEEDED

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

- Raise overall standards in literacy, numeracy, science and ICT.
- Improve assessment procedures in science, religious education and some foundation subjects and their use to challenge higher attainers.
- Improve curriculum planning so that subject-specific skills and opportunities for literacy, numeracy and ICT are more clearly defined.
- Provide further support for pupils with English as an additional language in the juniors.
- Raise attendance levels.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Standards are below the national average, with the exception of science (Year 2), history and religious education, where they are similar to those expected of seven and 11-year-olds. In physical education, standards are above average and pupils' achievements are very good. Pupils with special educational needs and English as an additional language make good progress overall. Standards are rising due to the good leadership and management of the headteacher and senior management team and good quality teaching.

Main strengths and weaknesses

- Standards are below the national average but pupils' achievements are good in relation to their prior attainment.
- Standards in science at the end of Year 2 are average and pupils' achievements are very good. Pupils achieve well in history, very well in physical education and standards in singing exceed the expectations of seven and 11-year-olds.
- Pupils' skills of numeracy are not sufficiently well developed in other subjects.
- Pupils with special educational needs and English as an additional language achieve well but the latter do better in the infants than in the juniors.
- Children in the foundation stage of learning achieve well but do not attain the early learning goals in all areas of learning.

Commentary

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

Standards in:	School results	National results
reading	14.3 (15.0)	15.7 (15.8)
writing	13.9 (12.7)	14.6 (14.4)
mathematics	15.7 (15.9)	16.3 (16.5)

There were 60 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	25.4 (24.9)	26.8 (27.0)
mathematics	24.3 (24.4)	26.8 (26.7)
science	26.6 (25.0)	28.6 (28.3)

There were 59 pupils in the year group. Figures in brackets are for the previous year.

1. The significant movement of pupils in and out of the school, pupils' very low attainment on entry, the high percentage of below average attainers, pupils with special educational needs and those with English as an additional language in Years 2 and 6, in addition to a very high turnover of staff since the last inspection and pupils' low attendance rates, all have a negative effect on standards attained in national tests.
2. The 2003 national test results show that, in comparison with all schools, by the end of Year 2 in writing, standards were well below national averages and were below national averages in

reading and mathematics. In science, teachers' assessments indicate that standards were broadly in line with national averages. However, too few pupils attained the higher levels in English, mathematics and science. Teachers' assessments indicate that standards in speaking and listening were well below national averages. In comparison with similar schools, standards were in line in reading and were above average in writing and mathematics. Over three years, the performance of pupils fell below the national average with no significant differences in attainment by gender. The trend in the school's National Curriculum points for all core subjects was broadly in line with the national trend.

3. By the end of Year 6, in comparison with all schools, standards were well below average in English, mathematics and science. In comparison with similar schools, based upon prior attainment, standards were in line with national averages in English and were below average in mathematics and science. The trend in the school's National Curriculum points for all core subjects was broadly in line with the national trend. Over three years, the performance of pupils fell below the national trend with no significant differences in attainment by gender. The school met its targets in literacy and numeracy. There are no differences in the achievement of ethnic minority pupils and other pupils.
4. Inspection findings show that standards are improving and, from a very low baseline on entry to the school, pupils are attaining standards which are below national averages in English, mathematics, science and ICT, and their achievements are good. By the end of the foundation stage, children do not attain the early learning goals in all areas of learning due to the high numbers of pupils with special educational needs, English as an additional language and below average attainers. Children achieve well due to the good provision, good teaching and high emphasis placed upon the teaching of basic skills but overall attainment on entry to Year 1 is well below average.
5. Many children enter the school with significant barriers to learning, such as:
 - underdeveloped communication skills, and their skills of co-operation are weak;
 - socio-economic circumstances are poor;
 - emotional and behavioural problems;
 - attendance, which is erratic, is poor overall;
 - a high percentage of pupils entering and leaving the school at times other than those of normal admission or leaving;
 - a high turnover of staff (since the previous inspection, 31 teachers have left the school, many for career moves); and
 - the school's population has changed significantly with many more pupils entering having English as an additional language or special educational needs.
6. These barriers have not discouraged the headteacher who has tenaciously tried to improve provision for her pupils. She is now well supported by a senior management team that shares her vision of ensuring that all pupils receive the best deal possible in attaining high standards.
7. Effective systems have been put in place to raise standards, for example, pupils' progress is regularly tracked, good assessments have been introduced in English, mathematics and science, targets are set for pupils, standards are regularly evaluated, good systems for performance management are in place, teaching and learning are being effectively monitored, staff have been allocated classes and subject responsibilities best matched to their expertise, a good programme of continuous professional development has been introduced, and there is now more open communication and collaboration between year groups. Good liaison with outside agencies, such as the educational psychologist, and links with other schools in the Saltley Plus Excellence in Cities initiative are helping the headteacher to have access to the latest thinking on raising standards.
8. The school has a learning base for pupils with emotional and behavioural problems, which is used by other schools in the area, and this is helping to raise standards.

9. By the end of Year 2 and Year 6, standards are below average in English, mathematics, science and ICT in Year 6. In Year 2, pupils attain average standards in science. There is weakness in spelling, writing, acquisition of higher order reading skills, using and applying mathematics, and problem-solving. In science in Years 3 to 6, pupils struggle with setting up their own experiments, recording their findings, and using ICT to devise charts and graphs.
10. Pupils generally achieve well in relation to their prior attainment. In ICT, achievement is good overall but, whilst pupils make good progress in ICT lessons, they do not have sufficient opportunities to develop their skills in other subjects and ICT is not used sufficiently well to support learning across the curriculum.
11. The use of numeracy across the curriculum is unsatisfactory. Pupils do not use their skills of numeracy sufficiently well in other subjects due to weaknesses in curriculum planning. However, the use of literacy across the curriculum is satisfactory, especially in history. By the end of Year 2 and Year 6 in religious education, pupils attain the expectations of the locally agreed syllabus and overall achievement is satisfactory, but there are too few opportunities for pupils to write about what they have learnt and the use of ICT is underdeveloped. In history, by the end of Year 2 and Year 6, pupils attain the expected standards of seven and 11-year-olds, good links are made with literacy to support learning and pupils visit museums and other places of interest. As a result, they achieve well in relation to their prior attainment.
12. In physical education, pupils exceed the expectations of seven and 11-year-olds and achieve well, especially in dance.
13. No judgements can be made on standards in design and technology, geography, art and design and music as insufficient work was seen and the main focus of the inspection was on standards in English, mathematics, science, ICT and religious education. However, in music, pupils sing well and instrumentalists make good progress, especially the recorder group. In personal, social and health education, pupils learn well and are developing their skills of citizenship appropriately. There is still work to be done on developing curriculum planning to ensure that subject-specific skills are clearly identified in planning.
14. Pupils with special educational needs and English as an additional language achieve well, but further support is needed for the latter in the juniors who, in spite of being able to access the curriculum, need to be further supported in helping them to develop higher order reading skills and explanations of mathematical computations.
15. The school has made good progress in raising standards since the previous inspection and standards are now below national averages rather than well below. The school's involvement with the Excellence in Cities initiative is having a positive effect on standards.

Pupils' attitudes, values and other personal qualities

Attendance is **very low** in comparison with other schools. Most pupils are punctual. Pupils' attitudes to school are **good** and their behaviour is **very good**. Pupils' personal development, including their spiritual, moral, social and cultural development, is **good** overall; in particular, their moral and social development is **very good**.

Main strengths and weaknesses

- Too many parents do not bring their children to school regularly and this affects their learning.
- Children like coming to school and get on very well with teachers and their peers.
- Some first-rate teaching inspires the youngest children to develop into enthusiastic learners.
- Pupils know what is expected of them and behave really well.
- Class discussions help children to become increasingly sensitive to the needs of others.

Commentary

16. The school has battled to reverse lower than average attendance figures for several years but has still not managed to halt the slide. Most recent figures for autumn term 2003 show this to be a continuing trend. Although the headteacher has sought support from the local education authority, the work of the education support worker has, until very recently, lacked any real impact and this has been a frustration for the school. Dogged efforts by the headteacher have eventually resulted in an increased local authority focus and, finally, the school is in a position to make some headway with these attendance issues. There is a stubborn lack of understanding from a minority of parents who, for a variety of reasons, fail to comprehend the importance of regular attendance if their children are to make the most of their primary education. The school is working hard at trying to involve parents at all levels to get them to understand the importance of education.
17. The school has satisfactory systems in place to recognise and reward good attendance and parents are contacted on the first day that their child fails to come to school. Although the data analysis the school undertakes is very useful, in some cases the bar is set too low for any major improvement to be made. For example, a class with unacceptably low attendance rates can still win the prize for best weekly attendance if all the others are even lower. Similarly, individual attendance rates are only targeted when they fall below 80 per cent which, again, is very low. Considerable time is spent analysing attendance statistics by ethnicity, gender and reason. The main reason for absence is recorded as illness, although these figures are not necessarily a true picture as too many parents are quick to condone an absence by reporting their child as ill. The school is to implement an attendance project next month when an attendance worker will support the school for two days each week for up to eight weeks.
18. Pupils of all ages like coming to the school and the youngest children in nursery bounce into school, full of anticipation. This is due in no small part to the exciting and imaginative activities they experience there.
19. No wonder children look forward to school when they enjoy such adventures as ... a Bear Hunt!

Example of outstanding practice

A lesson on developing language structures for nursery children.

Their class teacher transported them into another world as soon as they got outside. Through graphic description, she turned the area around the climbing frame into a bog that they all had to negotiate on stilts. No-one was allowed to duck the challenge and even the most tentative child attempted to wobble through the 'mud'. And so the trial went on – a crawl through the wiggly tunnel and a quick dash across the meandering stepping stones along the river – and then.... they were ready for the wild world beyond the nursery gates which involved a mad dash across the playground to the vast swathes of long grass (the school field). Here the class teacher had set up a slalom of cones for children to navigate. Again, she set the scene in best storytelling tradition ... in their minds the children were on safari in Ward End! "Can you hear the grass going swishy swashy?" she cries. "Yes!" they scream back "Swishy swashy, swishy swashy" they call as they weave through the cones towards her. Then, the final frontier looms. They quietly navigate the bark paths through the trees "Tiptoe, tiptoe!" she exhorts them. She continues to build the suspense until finally "What's that over there?" she whispers. By this time, the children are beside themselves. "A cave, a cave" gabbles one girl as she spots the colourful tent set up in the corner of the clearing. Great bravado follows as the children creep up to the tent to find ... "the BEAR!" as they all run off squealing.

20. Similarly, pupils throughout the school respond with enthusiasm to the challenges teachers set before them. They are eager to participate and are willing workers.
21. Pupils behave very well, with self discipline, and know what is expected of them. Even in the dining hall, which is very old and echoey, they are cheery, considerate and tidy away after their meals. They join in well with each other's games in the playground and are very quick to chat

to visitors about their school and work. There have been 14 fixed period exclusions involving five boys in the past year. Some of these pupils have since left the school to take up places in special schools and the others have been successfully and sensitively reintegrated into school life. The learning support unit “clever cats” and the school counsellor play a vital role in enabling pupils to access all aspects of school life and work on their limitations.

22. A number of strong initiatives make a significant contribution to pupils’ spiritual, moral, social and cultural development; they become increasingly sensitive to the needs of others as a result. Pupils are given good opportunities to learn about one another’s religions and customs. During the best personal, social and health education lessons, pupils look at different reactions their friends may have in certain situations and then decide how these could be improved. Boys are just as willing to express their feelings as girls and some insightful debates take place. For instance, some Year 3 pupils designed a number of different scenarios during a religious education lesson. They looked at the inappropriate outcomes, decided as a group what would be a preferable response and re-scripted the dialogue so that they ended up with a conciliatory message. Finally, each class member was given a blank ‘Dove of Peace’ on which to write a compliment about another person in the room and these were read out to everyone before being displayed on the windows as a positive reminder of how sensitive they could be.
23. Clear rewards and sanctions, appropriate interventions and strategies by lunchtime staff and the ‘Framework for Intervention’ status of the school all help to ensure that staff and children work together to overcome behavioural and environmental issues within the school to the benefit of the whole school community. Coupled to this, the Personal Capabilities Project, piloted in Year 5, encourages children to become good listeners and to be able to co-operate with their peers, and develops their responsibility for developing pupils’ behaviour, which is now judged as very good.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	8.8
National data	5.4

Unauthorised absence	
School data	0.3
National data	0.4

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

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	158	4	0
White – Irish	2	0	0
White – any other White background	3	0	0
Mixed – White and Black Caribbean	31	0	0
Mixed – White and Black African	0	4	0
Mixed – White and Asian	15	0	0
Mixed – any other mixed background	13	0	0
Asian or Asian British – Indian	1	0	0
Asian or Asian British – Pakistani	213	0	0
Asian or Asian British – Bangladeshi	20	0	0
Asian or Asian British – any other Asian background	3	0	0
Black or Black British – Caribbean	11	6	0
Black or Black British – African	6	0	0
Black or Black British – any other Black background	1	0	0
Any other ethnic group	2	0	0
No ethnic group recorded	3	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 school provides a **satisfactory** quality of education for its pupils. Teaching and learning are **good** and the curriculum is **satisfactory**. However, more work needs to be done to ensure that the curriculum is more suitably matched to the needs and interest levels of the pupils. There is insufficient focus on the progressive development of subject-specific skills and opportunities for developing pupils' skills of mathematics and ICT. The curriculum is enriched by a satisfactory range of visits, visitors and extra-curricular activities.

Teaching and learning

The quality of teaching and learning is **good** overall. Most lessons enable pupils to learn well. Teachers are very hard working individuals who give of their best to pupils. The teaching of basic skills is good throughout the school but it is particularly effective in the foundation stage of learning.

Main strengths and weaknesses

- Teachers have good subject knowledge, give clear explanations and model very effectively what they expect of pupils.
- Support staff make a valid contribution to learning.
- All pupils have equal access to the curriculum.
- Basic skills are taught well, especially in the foundation stage of learning.
- The teaching of pupils with special educational needs and English as an additional language is good but the latter make faster progress in the infants.
- Assessments are good in English, mathematics, physical education and ICT, and pupils' progress is tracked effectively but assessment procedures in some foundation subjects and religious education are not sufficiently well developed and are unsatisfactory overall.

Commentary

Summary of teaching observed during the inspection in 62 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
1 (2%)	8 (13%)	30 (49%)	21 (33%)	2 (3%)	0 (0%)	0 (0%)

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

24. The school has faced considerable challenges in recruiting and retaining teachers and this has had a detrimental effect on pupils' learning but, with the present complement of staff, the school is now well placed to raise standards at an even faster rate. Teachers are hard working and give of their best to the pupils in their care. Even when teaching does not quite meet the acceptable standard (in a very few lessons seen), they are keen to know how to put it right and improve their practice. During the week of inspection one excellent lesson was seen in the nursery, eight very good lessons were seen in both the infants and the juniors, and 60 lessons were satisfactory or better (30 being good). Only three of the lessons seen in the juniors marginally missed being satisfactory, but the headteacher is already providing support to improve the quality of teaching. In these lessons, in the older classes in the juniors, expectations were not high enough and teachers were not sufficiently familiar with the material that they had to teach. As a result, pupils became confused and interest levels waned. Where teaching is very good, such as in a literacy lesson for pupils with English as an additional language in Year 1, where pupils were learning about the story of Red Riding Hood, a genuine passion for learning was created, which surpassed all language barriers, and pupils used puppets very effectively to create meaning.
25. In a reception class, in preparation for a visit from the paramedics, the class teacher gave very good explanations about what the children would be doing and very skilfully modelled writing an invitation to the paramedics. Pupils made very good gains in learning how to set out an invitation, so much so that, after they had finished writing, one child said "Can we write another one?" Pupils love learning because their teachers offer a secure learning environment with very clear instructions about what is expected of them. A strength of the teaching is the modelling by teachers of how to write letters and stories, read effectively and undertake mathematical tasks. Support staff make a valid contribution to pupils' learning, they intervene appropriately and give good explanations but ensure that all pupils "have a go", giving pupils a chance to succeed.
26. The teaching of English and mathematics is good overall. In a very good literacy lesson in Year 6, a senior teacher pushed the pupils into adapting a piece of narrative into a play script. By using very good questioning, she reminded the pupils of the characters' gestures which needed to be brought out in the directions of the play. Very good opportunities were given for pupils to explain where they became stuck, so that appropriate help could be targeted.
27. The teaching of children in the foundation stage of learning is good with very good features. Teachers take every opportunity to help children learn using their senses; they ensure that subject specific vocabulary is well displayed so that pupils can identify the spoken word with the written word and thus learn new vocabulary. Basic skills are taught well throughout the school and teachers in the juniors are quick to recognise some pupils' limitations in developing their thinking further.
28. The teaching of pupils with special educational needs is good. Appropriate help is provided by support staff to ensure that these pupils receive their full entitlement and have full access to the curriculum. Pupils make good progress towards targets in their individual education plans and achieve well.

29. Pupils with English as an additional language achieve well and make rapid gains in learning due to the good quality of teaching. However, their rates of progress are better in the infants than in the juniors, because of more targeted support and better use of teaching methods. Pupils in the juniors would benefit more from intervention from staff, especially those who have experience of teaching pupils with English as an additional language, to develop their higher order thinking and reading skills.
30. Teachers in both the infants and the juniors use a good range of teaching methods, such as group work, partner work and modelling, which has a positive effect on learning because pupils can use a variety of strategies to understand the material they are presented with. Throughout the school, teachers manage behaviour very well, pupils are clear about boundaries, and the consistency with which teachers apply the behaviour code results in a secure learning environment.
31. Overall assessment is satisfactory; it is good in English, mathematics, science and ICT. In foundation subjects, it is less well developed but is satisfactory overall. It is unsatisfactory in religious education and, at times, above average achieving pupils are not challenged sufficiently. Teachers' knowledge of skills underpinning level descriptors is variable, ranging from very good to satisfactory, but is satisfactory overall. The school has recognised this as an area to be addressed in the school development plan. An effective start has been made at setting group targets for pupils but, as yet, not all pupils have personal targets identified for them. Staff know their pupil progress targets well and are working hard to achieve them.
32. Pupils who are taught in the learning base receive good quality support, their barriers to learning are quickly identified and appropriate help is given. The very good quality of teachers' intervention has a very positive effect on pupils' self-esteem and enables pupils to become more confident in their learning. ICT is taught well; teachers have been fully trained and are competent in their delivery of the curriculum.
33. At present, a stumbling block to developing teaching even further is the lack of identification of subject-specific skills in schemes of work. The school has identified this as an area for development.
34. Improvement since the last inspection has been good due to the effective monitoring of teaching and learning, good school self-evaluation, and rigorous implementation of performance management targets.

The curriculum

Provision for children in the foundation stage is **good**, it is **satisfactory** in Years 1 to 6 and meets statutory requirements, providing satisfactory breadth and balance in most subjects. The school's provision for opportunities that enrich the curriculum is satisfactory. Accommodation is satisfactory and used well. The quality of resources is satisfactory overall, with some subjects being well resourced.

Main strengths and weaknesses

- Curriculum provision for children in the foundation stage is good.
- Provision for pupils with special educational needs, English as an additional language, and personal, social and health education is good.
- The use of mathematics and ICT is not sufficiently developed, needs to be planned more systematically, and is unsatisfactory overall.
- Equality of access and opportunity for all pupils is good.
- Music, geography and art and design are not covered in sufficient depth in relation to subject-specific skills development.
- There are weaknesses in planned opportunities for pupils to participate in the arts.

- The school needs to examine timetables to ensure the school day is used more efficiently, especially in the time allocated to personal, social and health education.
- The school needs to ensure that, when subjects are blocked, sufficient time is available to develop subject-specific knowledge and skills.
- Outdoor play facilities for the foundation stage need further development.

Commentary

35. The foundation stage curriculum is good with some very good features and this has improved since the previous inspection. Good curriculum plans are in place, based on themes which successfully incorporate all the areas of learning that should be taught before children enter Year 1. The quality of lesson planning is good and very good in the nursery. Children have access to a wide range of interesting activities and learning experiences, which provide a good balance between skills development and play. This results in a broad, stimulating and varied curriculum. Children have access to a suitable range of wheeled vehicles in the outside play area. However, there is no current provision for permanent outdoor equipment, such as climbing frames, for reception children. The school has identified this weakness and clear plans are in place to improve the accommodation for outdoor play.
36. In Years 1 to 6, the curriculum is soundly planned over the year to ensure all subjects are covered, although music, geography and art and design are not covered in sufficient depth across the school. Religious education is soundly planned in accordance with the locally agreed syllabus. Sound policies and guidelines are in place for most subjects and have recently been reviewed. The school makes satisfactory use of national guidance in science, personal and social education and foundation subjects to plan for continuity and progression. Whilst short-term planning is often good, medium-term planning is not always precise enough as it does not always identify subject-specific skills to be taught or expectations of all groups of pupils. Subject co-ordinators are not sufficiently involved in monitoring planning or looking at pupils' books to ensure lessons are taught with sufficient rigour and depth, and thus identifying strengths and weaknesses in the curriculum provision. The school provides good opportunities to develop skills of citizenship and personal, social and health education, contributing well to pupils' personal development. The school achieved the Healthy Schools Award in 2002. Year 5 pupils are currently involved in a personal capability project with The City Technology College and Sheffield Hallam University to develop learning skills through cross-curricular project work. This is having a positive effect on personal development.
37. Scrutiny of timetables shows that there are inconsistencies in how subject time is allocated. There is an imbalance of time spent on some subjects in similar-aged classes and lack of consistency across the school, especially in personal, social and health education. Some subjects are taught in blocked units and the school needs to undertake rigorous monitoring of timetables to ensure that time is used efficiently and subjects are allocated sufficient time to be studied in sufficient depth. Daily collective worship is identified in some class timetables but not in others.
38. The school has adopted the National Literacy and Numeracy Strategies and these are well established. The school has focused on raising standards in literacy and this is beginning to improve standards. Provision for developing speaking and literacy skills is satisfactory and there are effective opportunities for writing. However, there are weaknesses in the provision for guided reading and, too often, written tasks are not matched to work pupils have read. Literacy skills are effectively developed in other curriculum subjects, such as science, religious education, history and geography. The school has adapted the National Numeracy Strategy and it is soundly embedded in the school's practice in Year 1, Year 2 and Year 3. However, the mathematics curriculum is not as well established in Years 4 to 6. The school has tried various methods over the past three years to raise standards by the age of 11, which have remained well below average since 2000. This has led to several changes and lack of continuity and consistency in approach. Since January 2004, mathematics in Year 4, Year 5 and Year 6 has been taught using the numeracy strategy unit plans and it is clear that all staff are not yet

confident with this approach. In Year 6, pupils are taught in four groups. These currently comprise pupils identified with learning difficulties, a 'booster' group and two groups of mixed higher and lower attaining pupils with a wide range of ability, which places extra demands on teachers to ensure a suitable match of activities. Introductory mental/oral and final sessions are not always used as well as they could be to develop speaking and listening skills. There is an over reliance on a commercial scheme and worksheets. The use of numeracy in other subjects of the curriculum, such as science, design and technology, geography and history has not been systematically addressed. There are insufficient opportunities for pupils to use their knowledge in problem solving activities in mathematics and science. Although the curriculum for ICT is satisfactory, the planned use across other subjects is unsatisfactory and needs further development. During the inspection, the use of computers was rarely identified in teachers' planning and computers were hardly ever used to develop pupils' knowledge and understanding in other subjects. The school undertakes a useful cross phase ICT project with a local secondary school to help with transfer.

39. There are good procedures in place to ensure that all groups of pupils have equality of access to all subjects and activities. There are good systems in place to identify and support those children identified as having English as an additional language in the foundation stage and infants. However the school needs to review procedures and support for those pupils who enter the school in Years 3 to 6.
40. The provision for pupils with special educational needs is good. There are good systems and clear procedures are in place, which closely follow the code of practice on the identification and assessment of pupils, and good quality individual education plans are provided for pupils. These are used effectively and care is taken to ensure that the work provided for pupils is closely suited to their needs. The code has been carefully and effectively implemented by the efficient special educational needs co-ordinator, and pupils are involved in the full range of school activities.
41. The school provides satisfactory support for learning outside of the school day. There is a satisfactory range of clubs and visits to support geography, history and religious education. Visitors to the school, such as the Language Alive Theatre Group, provide further enrichment, along with a residential visit for Year 4 and Year 6 pupils. These activities make a good contribution to pupils' personal and social development, as well as developing their learning in various subjects. The recorder tuition provides good opportunities for playing a musical instrument which pupils demonstrate during collective worship.
42. There are sufficient teachers and support staff to meet the needs of the curriculum and support staff are effectively deployed to maximise the learning of all groups of pupils. The school tries hard to make best use of the 1930s building to meet the educational demands of the 21st century. The accommodation is satisfactory; it is clean and used well, allowing the curriculum to be soundly taught with accessibility to disabled pupils. Plans are in place to develop accommodation further with the removal of outside accommodation from April 2004. Classrooms provide adequate teaching space and are well organised, generally providing an attractive learning environment. There is an adequate outdoor hard play area with various playground markings to encourage pupils to co-operate together and spend breaktimes meaningfully. The library area, although cramped, is soundly resourced and organised but provides limited opportunity for pupils to undertake their own research. There are satisfactory resources in all subjects to support pupils' learning.
43. Improvement since the last inspection has been satisfactory. The breadth of curriculum activities has been maintained and schemes of work are now in place for all subjects.

Care, guidance and support

The school makes **very good** provision for pupils' care, welfare, health and safety. Staff offer **good** support, advice and guidance to all children. There are good efforts by staff to involve children in the work and development of the school.

Main strengths and weaknesses

- The headteacher and staff create a very secure and caring learning environment for children.
- Staff take their duty of care very seriously and cope well with changing directives from outside agencies.
- Learning mentors, teaching assistants, other support staff and the school's involvement in local initiatives create a whole network of valuable advice for children; they provide effective role models for their pupils.
- There is a strong commitment to giving pupils an interest in, and responsibility for, their school.

Commentary

44. There are clear procedures in place to assure the safety and general wellbeing of everyone working in school. Pupils and adults are familiar with emergency procedures and issues of first aid are carefully addressed. Governors play an active role in ensuring that the premises are secure and safe.
45. Child protection issues are very carefully monitored by the headteacher and staff. Parents know that they can come into school with their problems and that they will be listened to and comforted by staff. Adults in the school are keen to work through any issues and are prepared to spend considerable time and effort to ensure parents and children are satisfied.
46. Staff know pupils very well and are able to offer appropriate levels of support and guidance. Individual behaviour plans are drawn up for those pupils with particular needs and there are good levels of support for children with any type of special educational need. There are dedicated funds to support 50 children for whom English is an additional language. This support centres on children in the nursery, reception and infant classes. Support for junior pupils with language difficulties is not as well directed or secure. Learning mentors based in school work with individual children and can respond to their particular individual needs; they are very effective in the impact they have on children's development. In addition, an educational psychologist and a counsellor both work in school and pupils really value their presence. One boy talked about his regular visits to the counsellor. "I like her ... she really calms your nerves" he said. As part of the Saltley Cluster Project and using funds from the Excellence in Cities initiative, a number of special projects have been instigated, ranging from work packs for overseas travellers, to speech and language support, attendance and Early Years projects. All of these provide additional respite and guidance for pupils and their families and make an effective contribution to their wellbeing. Breakfast club is well attended and lunchtime staff have trained to provide structured play opportunities for pupils. In addition, those children who wish to have a quieter lunchtime can go to the Wise Monkeys club for pencil and paper activities if the outdoor excitement proves too much for them.
47. The school council is really starting to have an impact throughout the school now. Class councils drive the agenda for the overarching school council and children really appreciate the involvement they have in many areas of school life. They have brought in 'Fruity Friday', paper recycling and music playing in the corridors as well as helping to re-plan the playground. Pupils are very proud of their school and say that they like it a lot. They feel that lessons are really interesting, teachers have high expectations of them and show them how to do things properly and all adults help them as much as possible. They think that they are trusted to fulfil tasks independently and that their views are taken into account. Some pupils think that children's behaviour could be better at times. All staff have the interests of their pupils at heart and the

headteacher is totally committed to giving these pupils the best opportunities she can. The school has maintained its high levels of care identified in the previous report.

Partnership with parents, other schools and the community

There are **satisfactory** links with parents and **good** links with the community. Links with other schools and colleges are also **good**.

Main strengths and weaknesses

- The school offers parents appropriate advice and helpful information.
- Although parents are generally co-operative, much of their support is tacit.
- A small number of parents attend family learning courses and other curriculum-related workshops.
- Community links help to enrich children's school experiences.
- Effective liaison with other schools helps to raise standards in some curriculum areas and has improved transfer procedures for pupils.

Commentary

48. There is a strong commitment from the headteacher and staff to encourage parents into school and for them to play an active role in their children's education. Unfortunately, although the school makes its philosophy and demands very clear to parents, many are not wholly committed to the benefits of school, following their own negative educational experiences. As a result, some parents do not want to become actively involved in their children's learning and this affects the amount of support they offer children at home. Some come to school ill-prepared for the day ahead, without physical education kit or too tired to concentrate. Staff are mindful to send clear information home in the form of concise newsletters and curriculum updates and these are well received. The school prospectus is well written and the governors' annual report to parents does not shirk from telling parents when they have failed to support the school – on attendance issues, for example. Clear and evaluative progress reports are sent to parents and these provide a useful picture for parents of what their children can do.
49. Although the majority of parents ensure that their children attend school regularly, attendance rates still lag far behind the national average. Some parents remain difficult to convince that their children are better off in school and the headteacher and staff constantly strive to deliver this crucial message in different ways. No parents have ever chosen to visit the Life Education caravan over the past five years when it visits, nor do they enter into any of the healthy eating debates. Few parents come into school to help in lessons – perhaps one family per class - but almost all attend parents' meetings and school productions. Parents particularly appreciate that their children like school and behave well. They feel teaching is of good quality, staff are approachable and the school is well led and managed. A few parents would like more information on the progress their children make and they also question the behaviour of a small number of children. The Parent, Teacher and Friends Association makes generous donations to the school as a result of annual fundraising events and the money raised has been used to purchase ICT equipment and playground resources.
50. Parents of some of the youngest children make time to attend the 'Inspire' workshops set up and run as part of the adult education programme. Here, parents and children work together in a supportive atmosphere in sessions led by the nursery teacher and a community involvement worker, funded by Sure Start. This is an effective partnership as parents learn to value what young children learn through play in school. They are also able to work with a positive male role model, which is something some children lack at home. A small number of parents are keen to attend literacy and numeracy workshops and this knowledge helps them to understand better what their children learn in school.

51. The school makes efforts to establish links with the wider community and has been involved in individual projects with local businesses. Staff have undertaken work placements around the area and this has brought new expertise into school. One teacher established links in the local shopping centre and produced a big book for use in literacy lessons in school.
52. A number of useful projects undertaken by staff with other schools help to improve teachers' knowledge as, for instance, schools jointly planned units of work as part of an ICT transition project. Links with a local Beacon school led to a rise in junior science test results and also improved the quality of 'circle time' in school. These, along with other links, have a positive impact on children's learning and are built on readily by the staff. Links with secondary schools are good and effective transfer arrangements are in place. The satisfactory links with parents have been maintained since the previous inspection.

LEADERSHIP AND MANAGEMENT

The leadership and management of the headteacher and senior management team are **good**. Governance is **satisfactory**.

Main strengths and weaknesses

- The school has good systems of self-evaluation.
- The headteacher monitors performance effectively and is totally committed to inclusive practices.
- In spite of many difficulties in recruiting staff, the headteacher ensures that staff are appropriately trained and that performance management is rigorously implemented.
- The headteacher has a clear vision and manages monies from local and national initiatives well.
- The headteacher has forged good links with support agencies and is willing to try new ideas to the benefit of all groups of pupils.
- The headteacher is ably supported by the deputy headteacher and the assistant headteacher.
- The school development plan could be improved by ensuring that success criteria are specific and measurable.
- Not all subject co-ordinators are sufficiently engaged in developing best practice in their subjects, especially in foundation subjects.
- The governors use the principles of best value well in relation to financial planning and spending and support the headteacher well in times which have been turbulent for the school because of staff changes and major initiatives such as Sure Start and new school buildings.

Commentary

53. The leadership and management of the school is good. The headteacher has a clear vision for the future of the school and, in spite of the many setbacks, such as a high turnover of staff since the previous inspection, she is "ploughing the furrow" assiduously to make sure that pupils get the best start to their next steps in education. This is already seen in the way staff have been allocated duties, such as the good leadership and management of the foundation stage and special educational needs.
54. If the headteacher has a weakness, it is that she undertakes far too many duties herself and would benefit from further developing her skills in making all staff accountable for the standards that pupils attain, and instilling in several co-ordinators the need to become personally responsible for developing their subjects, rather than waiting to be told to do so. Now that the competent deputy and assistant headteacher, both of whom are very good classroom practitioners, have been appointed, the headteacher will be able to implement her vision fully for the school.
55. The headteacher and senior management team evaluate and know the schools' strengths and areas for development and set up appropriate priorities. They are well supported by the local

education authority and external consultants and the recently established good systems for assessment are starting to “kick in” on the standards that pupils attain. Staff receive good training and performance management is rigorously implemented as is the monitoring of teaching and learning. The school development plan has the appropriate priorities for improvements identified, it is costed appropriately but the success criteria are too vague and governors would have difficulty in monitoring the effectiveness of strategies that have been implemented.

56. The monitoring of teaching and learning is good. The headteacher and senior management team are aware of the staff’s strengths and areas for development, and offer appropriate support. New staff are made to feel welcome in the school and procedures for induction are good. However, not all staff have had the opportunity to see the best practice in the school and would benefit from observing the best strategies used to move pupils on in their learning.
57. Governance of the school is satisfactory. Governors take their duties very seriously and the chair of the governing body has been a great help to the headteacher, coming to the school regularly and always having a positive outlook on the many challenges that the school has faced. All statutory requirements are met and governors regularly attend training in order to become more familiar with the new initiatives and legislation.
58. Financial planning is good and both the headteacher and governing body have managed the numerous monies from national initiatives well. Principles of best value are closely adhered to. The large-scale building works are being appropriately monitored.
59. Since the previous inspection, good improvements have been made in the school. The headteacher has implemented the key issues identified in the previous report.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	1,288,941	Balance from previous year	1,177
Total expenditure	1,288,941	Balance carried forward to the next	0
Expenditure per pupil	2,674		

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the foundation stage is **good**, and it is well managed by the co-ordinator. Good assessment procedures are in place, using the recently introduced foundation profile. Improvement since the last inspection has been good with the standard of teaching and provision improved.

Main strengths and weaknesses

- Pupils achieve well in all areas of learning.
 - The quality of teaching and learning is consistently good, with examples of very good and excellent practice.
 - There are very good induction procedures.
 - Planning and assessment procedures are good.
 - Staff are conscientious and hard working, very caring and provide very good role models.
 - Basic skills are taught well, especially in the reception class.
 - Outdoor play facilities need further development.
 - Resources are good.
 - The foundation stage is well led and managed by a competent and enthusiastic co-ordinator.
60. Children are admitted into nursery during the year that they are four. Several children have previously attended one of the local playgroups. There is currently provision for 26 children, attending part-time in both the morning and afternoon sessions. Older children enter the two reception classes in the September of the year in which they are five and there is provision for 60 children. At the time of the inspection, 25 children had already attained their fifth birthday.
61. Attainment on entry to the nursery is poor. Children have underdeveloped speaking and listening skills, their knowledge of basic mathematical vocabulary is weak, and they have poor social interaction skills. Induction procedures are very good and include visits to playgroups that send children to the school, home visits, and pre-visit meetings. Discussions with parents indicate they are very happy with these arrangements. Induction sessions into reception consist of afternoon sessions with the reception teachers. Thorough assessments are made on entry to the nursery and show that most children enter with standards that are very low in all areas of learning. Very good assessment records, linked to specific 'stepping stones', are kept in the nursery and passed on to the reception teachers. Most children make good progress throughout the foundation stage but the school's assessments and inspection evidence indicates many are likely to be well below expectations in communication, language and literacy, mathematical development and knowledge and understanding of the world, creative and physical development by the end of reception. Many are likely to reach standards below expectations in personal and social development.
62. Weekly and daily planning is very well planned by the teacher and classroom assistant within the six areas of learning in the foundation stage and is linked very closely to the recognised 'stepping stones' which lead to the early learning goals. This means staff know their children well and can provide activities to challenge individual children. Reception teachers plan activities carefully, together with classroom assistants, to ensure the parallel classes receive similar experiences. Staff in both the nursery and the reception classes provide a very good range of interesting and relevant activities around half-termly themes, which are well matched to the children's needs. All children achieve well because the teaching is consistently good in all areas, and sometimes very good. This means children are attentive, well motivated and behaved, and clearly enjoy school in the secure environment.

63. Accommodation in the nursery and reception classes provides a stimulating learning environment with clearly defined areas covering all areas of the early learning goals. However, there is no covered outdoor play area so that this facility could be used in all weathers. Classroom resources are of good quality and well used. There is a small nursery outdoor play area marked with a roadway and crossings where children use large wheeled bicycles, tricycles and have access to a portable climbing and sliding facility. There is currently no outside adventurous climbing equipment for reception children, although the school has clear plans in place to address this. However, children do have regular access to large wheeled bicycles and scooters with a roadway and access to climbing and gymnastics equipment in the hall.
64. The nursery is developing good links with parents through the Sure Start scheme, encouraging them to become active partners in their children's learning. In both the nursery and reception classes, there are regular newsletters informing parents and carers of the activities children will be undertaking each half-term and how they can help. Improvement since the last inspection has been good and provision is now good, as is the quality of leadership and management.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision for personal, social and emotional development is **good**.

Main strengths and weaknesses

- Staff provide a caring and supportive environment from which children learn to co-operate and help each other.
- Staff provide very good role models.
- Children achieve well because of the good teaching and the high expectations set by staff.

Commentary

65. Most children are likely to attain standards below expectations by the end of reception. Most achieve well because of the consistently good quality teaching. Most children have very underdeveloped social skills on entry to nursery and staff work very hard to develop these. High standards and caring relationships ensure that the children know what is expected of them, so that they quickly learn the correct way to behave. Children quickly settle into the daily routines of directed and self-chosen tasks with little fuss and behave very well. They take good care of materials and equipment and soon move confidently round the classroom. They are given many opportunities to develop independence and co-operate with others, and share and take turns during activities. They are encouraged to clear away at the end of sessions and help with activities, such as giving out fruit and milk during 'snack time'. These activities are continued in the reception classes. The very good teamwork of the adults in both classes gives the children very effective role models for co-operation, and a calm approach to work so that relationships are very good. Most children show good levels of interest in what they are doing, concentrate well, even when not directly supervised, and are eager to learn. Most children go to the toilet unaided, and manage to dress themselves and put on their own coats, but still need help with shoes and buttons by the end of reception. Teaching and learning are good. Staff work successfully to ensure children learn to share, co-operate and play confidently. There is very friendly and positive interaction among all children and staff, which contributes to children feeling safe and secure in their learning.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Staff take every opportunity to develop the children's language skills, and teaching is consistently good.
- Children do not always form letters correctly in reception and there are not enough opportunities to develop writing skills, especially for those children who are above average attainers.

Commentary

66. Most children are likely to achieve standards well below expectations by the end of reception. On entry to the nursery, most children have very limited language skills, with a very narrow vocabulary, and find it difficult to express themselves. There are a high number of children from homes where English is not the first language. However, they take every opportunity during activities both in and out of the classroom to develop children's speech and language through careful questioning and modelling, and ensuring that they take turns and listen to others. These pupils are well supported by the teacher funded by the Ethnic Minorities Achievement Grant, and good explanations are given in mother tongue to enable pupils to access the curriculum. This means children make good progress due to the good teaching and learning, and most achieve well. All adults show high levels of interest in what the children have to say and this encourages them to develop the confidence to talk. Children listen and enthusiastically join in with favourite rhymes and songs, which helps develop speech and language. Most listen attentively when a story is read to them. In reception classes, there is effective teaching of sounds and phonic skills so that children gradually learn to recognise sounds and simple words from their reading books and through classroom displays. They regularly take books home to share with parents and carers, and there are many opportunities when children can look at books themselves, which most handle with care developing an understanding of how to turn the pages. Activities in the nursery and reception role-play areas, currently 'The Doctor's', provide children with the opportunity to act out familiar roles and develop confidence in speaking, listening and co-operation. Visits from people such as the ambulance service provide a range of good opportunities for children to mark, make and develop writing skills. Many children attempt to write their names although many form letters incorrectly. However, there are limited opportunities for children to mark, make and develop writing skills for the more able children.

MATHEMATICAL DEVELOPMENT

Provision for mathematical development is **good**.

Main strengths and weaknesses

- Adults plan a wide range of practical activities to promote children's mathematical development, ensuring children achieve well.
- Good use is made of mathematical language.
- Good use is made of resources to promote learning.

Commentary

67. Despite good teaching and learning, most children are likely to achieve standards well below expectations by the end of reception, but achieve well from a very low starting point. Teaching is good in both the nursery and reception class; staff plan a good range of interesting activities to promote mathematical understanding. Children are encouraged to count and match numbers, using a good range of resources, in structured and less formal activities. Adults use

a wide range of number rhymes and songs to help children count and a few are already beginning to count accurately to five. Children have regular access to structured sand and water activities and are beginning to understand words such as 'full', 'empty', 'larger than' and 'smaller than'. They are developing an understanding of plane and solid shapes. Children with English as an additional language are given good opportunities to have first-hand experience of counting and understanding the language of position, ordering and proximity.

68. In reception, children are given a good range of activities to build on what has been learnt in the nursery class. These involve counting on and back from a set number and ordering, estimating and matching numbers to 20. They undertake activities to reinforce the meaning of longer and shorter through simple measuring activities. All these practical activities prepare the way well for future learning, and are appropriate for this stage of development, ensuring that children sustain interest and do not become bored. Adults ensure they use correct mathematical words to develop and extend children's understanding of mathematical language.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- A range of interesting activities is planned to promote learning in this area but too few opportunities are provided for children to learn through interactive displays.
- Staff use questioning effectively to enhance the children's knowledge and understanding of the world about them.
- There is a good range of visits and visitors to the school.
- Children have regular access to, and use, computers.

Commentary

69. Most children are likely to achieve standards well below expectations by the end of the reception year. However, good quality teaching and learning across the foundation stage means children achieve well. Classrooms are well organised with a range of activities to stimulate children's natural curiosity and enthusiasm. Through the use of road layouts, simple construction kits, and role-play areas, children increase their knowledge and understanding of the world. There is a satisfactory range of visits and visitors such as the fire and ambulance services, dentist and 'Zoo lab' which provides good opportunities to raise children's awareness beyond the school. Opportunities are provided for children to develop early scientific skills through simple observations of seeds and plants. They begin to learn about their own culture and that of others and how to live harmoniously together through religious education lessons. Children have regular access to computers using the mouse and keyboard to design and print pictures and control objects on the screen. However, there are limited opportunities for children to explore and examine objects through interactive classroom displays using equipment such as magnifying glasses, magnets and torches. Children struggle with understanding the concept of old and new and the passage of time; however, they have a sound understanding of celebrations and festivals.

PHYSICAL DEVELOPMENT

Provision for physical development is **good**.

Main strengths and weaknesses

- Staff make good use of the limited outdoor play area and children have regular access.
- Good hand and eye co-ordination is encouraged in a variety of activities that require the use of small hand tools, crayons, pencils and brushes.

Commentary

70. Most children achieve well but are likely to achieve standards well below expectations by the end of reception, despite the good quality of teaching, learning and provision. Outdoor play provision in the foundation stage is satisfactory overall and clear plans are in place to improve facilities from April 2004. In the nursery, children move freely, with growing confidence, and are developing sound awareness of space and others in the limited space available. They climb and slide on the climbing apparatus and are encouraged to take turns. Most respond well to instructions, stop and start on request, and clearly enjoy the opportunities provided during outdoor playtime. Staff are clearly aware of health and safety issues as they support children. In the reception classes, staff make best use of limited resources. Children have regular access to large wheeled toys but more adventurous activities are restricted to apparatus in the hall.
71. Children are given a wide range of opportunities to develop their co-ordination and manipulative skills by handling dough, cutting with scissors and painting with a range of brushes in activities such as making models of ambulances, bookmarks, and stick puppets. There is a good range of construction kits and jigsaws which are readily available. Displays in classrooms and photographic evidence show that children are given frequent occasions to encourage fine hand movements and control.

CREATIVE DEVELOPMENT

Provision for creative development is **good**.

Main strengths and weaknesses

- Good use is made of role-play to develop children's creativity and imaginative responses.
- There is a good range of planned creative activities.
- Children have regular access to a role-play area.
- Good resources are used to capture pupils' interest levels, and planning for this area of learning is good.

Commentary

72. Most children are likely to attain standards well below expectations by the end of reception, despite good teaching and learning across the foundation stage. Many children enter the nursery with very few creative experiences. There is good provision for children's creativity and children achieve well because of the many good learning opportunities, both directed and self-chosen. The quality of teaching is good. Planning and displays show that, through the use of art and design, role-play, songs, rhymes and stories, children successfully develop their imagination and creativity. Children confidently use paint to create imaginative pictures of their favourite toys, parents and themselves. Good quality resources are plentiful and well used. Children in the reception class readily take part in role-play activities in 'The Doctor's Surgery' and are beginning to co-operate well. Adults intervene effectively with challenging questions and are willing to enter into play when opportunities present themselves. Resources and equipment are used well. Children are given regular opportunities to explore musical instruments and sounds using both tuned and un-tuned instruments during music activities. Each child's opinion and response is valued; this, in turn, enables them to develop very positive attitudes to learning.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Standards are below average by the end of Year 2 and Year 6.
- Teaching, learning and achievement are good.
- There are good opportunities for developing speaking and listening and writing.
- Spelling is poor.
- There are weaknesses in provision for guided reading.
- Pupils with special educational needs and those whose first language is not English are supported well in small groups, particularly in the infants.
- Assessment procedures are good but their use is inconsistent.
- There is not enough recording of work done by pupils who experience difficulty in writing.
- Too few pupils attain the higher levels.

Commentary

73. Pupils come into school with poor standards in language and literacy, having entered the nursery from a very low baseline. Results of 2003 showed that, in comparison with all schools nationally, standards in reading were well below national average and standards in writing were below national average. By the end of Year 6, standards in English were well below national average. In comparison with similar schools, by the end of Year 2, standards were average in reading and below average in writing. By the end of Year 6, standards in English were average. In both the infants and juniors, too few pupils achieved the higher levels. The school did not meet its targets for English.
74. Teaching is good overall in both the infants and the juniors, although there were some weaknesses seen in the juniors. Lessons are well planned and teachers involve pupils well in their work and, because of this, pupils' behaviour is good and they are keen to work. Teaching assistants are well prepared to support pupils, and work closely with teachers and make a valuable contribution to the rate pupils learn, especially those who are below average attaining pupils or have special educational needs. Pupils with English as an additional language are generally well supported but the quality of support is better in the infants than in the juniors. In the juniors, pupils with English as an additional language still need rigorous intervention in order to help them develop their thinking and higher order research skills. In the present Year 2, there is a group of pupils which has been admitted to school late for a number of reasons, which may be social, administrative or because pupils are refugees. This group, although it is making good progress, has missed important learning opportunities and so their level of attainment is below where it should be. Year 6 has a significant proportion of pupils who have joined the school late and who experience many barriers to learning. A high proportion has special educational needs and English as an additional language. Their education has been disrupted because of changes in staffing. Too few pupils achieve higher levels, and a large number struggle with vocabulary normal for their age, and have not reached the stage where they read fluently enough to acquire new vocabulary and consolidate language structures used in writing. Pupils have not established good spelling patterns in Years 1 and 2 because correct written patterns are not insisted upon by teachers. The school has recognised this as an area of weakness and plans are in place to rectify this.
75. Speaking and listening are below average in both Year 2 and Year 6; pupils achieve well in relation to their prior attainment but they lack adventurous vocabulary and often confuse their tenses. Standards in reading are below average; pupils can read print but they struggle with comprehending what they have read. Standards in writing are below average and spelling is

particularly weak. Pupils have difficulty in organising their thoughts, and spelling subject-specific words, but they enjoy writing stories and poetry.

76. Assessment procedures are good and all staff are well aware of the level of support pupils need to make progress, because very effective tracking procedures have been introduced by the new deputy headteacher and the curriculum altered to meet pupils' needs. Pupils with special educational needs and English as an additional language generally receive a good level of high quality support, which helps them to achieve well.
77. Below average attaining pupils do not have enough opportunities to be helped to record their ideas and understanding of what they have been taught because they cannot read and write well enough themselves. Therefore, this level of understanding is underestimated because of their difficulties with literacy.
78. There are minor weaknesses in some, but not all, groups in the teaching of guided reading. Provision for this is good in Year 2 and Year 6. Where provision is weaker, pupils have books too difficult for them and there are not enough strategies in place for pupils to learn independently. The school has worked hard to develop opportunities for speaking and listening in all subjects, listing specific vocabulary and making particular arrangements for discussion. The school does not have any drama lessons which would extend the provision. In Year 6, in guided reading of "The Giant's Necklace", the teachers had high expectations of the pupils' capacity to extract meaning from text and helped them to do so by reading the extract aloud with good expression. Pupils do not know the meaning of words such as "tentatively" or "entire" but, while their own spoken vocabulary is limited, their ability to decode language is good.
79. Leadership and management of the subject are good, as are assessment procedures. The co-ordinator has worked very hard at ensuring that her audit clearly identifies the most important areas to be tackled in order to raise standards, and the satisfactory range of resources is used well. Staff training has been well managed and documented and is effective in keeping teachers up-to-date and knowledgeable. Lessons are observed regularly and aims to improve standards in English are whole-school performance targets. The use of ICT to support learning is limited and is unsatisfactory overall. Improvement since the previous inspection has been satisfactory as pupils' achievements are now good.

Language and literacy across the curriculum

80. The use of literacy across the curriculum is satisfactory with some good features. Literacy is used well to support pupils' learning in history, where pupils are given good opportunities to write from different viewpoints. Good examples of key words, which aided pupils' learning, were seen in some lessons. However, in some classes, too few opportunities are provided for pupils to record their work.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Standards are improving across the school.
- The quality of teaching and learning in the infants is good.
- The mathematics curriculum and lessons are usually well planned, especially in the infants.
- There are insufficient opportunities for pupils to apply their mathematical knowledge in practical problem-solving activities.
- Results of the most recent pupil assessments are now thoroughly analysed to identify strengths and weaknesses in teaching and learning but the information is not shared sufficiently well.
- Not enough use is made of assessment information in planning challenging activities for different groups of pupils.

- Pupils are keen to learn and enjoy their lessons.
- The role of the subject manager, whilst satisfactory, needs further development.
- ICT does not support mathematics teaching sufficiently.
- The use of mathematics in other subjects needs to be systematically developed.

Commentary

81. By the end of Year 2 and Year 6, pupils are acquiring a good knowledge of relationships between numbers and, by the end of Year 6, can continue a sequence of doubling and halving whole numbers, but they struggle with providing annotations to make sense of problems with devising diagrams. They also have difficulty recognising equivalence in fractions and metric conversion. The school has adapted the National Numeracy Strategy, which is soundly embedded in the school's practice in the infants and Year 3. However, the curriculum is not as well established in the juniors as the school has been trying different ways of adapting the curriculum to try to raise standards over the past three years.
82. At the end of Year 2 and Year 6, work seen during the inspection and the school's thorough assessment and tracking information indicate that standards are below average. This is an improvement since the last inspection when standards at age seven were considered low, and at age 11 well below, the national average. Although achievement by pupils, including those identified as having special educational needs and English as an additional language, is good, it could be even better if more effective use was made of assessment information.
83. The results of national tests for seven-year-olds in 2003 showed that pupils achieved standards below the national average compared with schools nationally and above average compared to schools in similar circumstances. National test results for 11-year-olds show standards to be well below average compared to schools nationally and below average compared to similar schools. Although test results indicate boys perform much better than girls at age 11, this was not evident during the inspection. Pupils with special educational needs and English as an additional language achieve well, in mathematics in the infants, the percentage of pupils attaining the higher levels was nearly in line with the national average but, in Year 6, too few pupils attained the higher levels, largely as a result of not being able to problem-solve accurately. The school took immediate steps and standards are improving.
84. Progress since the last inspection has been satisfactory overall and standards are slowly improving. The school has adapted the National Numeracy Strategy and it is soundly embedded in the school's practice in Year 1, Year 2 and Year 3. The school has tried various methods over the past three years to raise standards at the age of 11, which have remained well below average since 2000. This has led to several changes and lack of continuity and consistency in approach. Since January 2004, mathematics in Year 4, Year 5 and Year 6 has been taught using the Numeracy Strategy Unit plans and it is clear that not all teachers are fully confident with this approach, especially in Year 5. In Year 6, pupils are taught in four groups. These currently comprise pupils identified with learning difficulties, a 'Booster' group and two groups of mixed higher attaining and lower attaining pupils with a wide range of ability, which places extra demands on teachers to ensure a suitable match of activities.
85. The quality of teaching and learning in lessons seen, and from looking at pupils' work, was good in the infants and satisfactory overall, with good features, in the juniors but it is good overall. In lessons observations, the quality of teaching ranged from unsatisfactory to very good, with two unsatisfactory lessons observed in the juniors. The good teaching seen in both the infants and juniors is not consistently reflected in pupils' workbooks, where there is evidence of pupils undertaking the same tasks, unfinished work and lack of challenge for higher attaining pupils. Lesson planning is good in the infants, based on the National Numeracy Strategy, and teachers usually teach lessons well. However, not all teachers in the juniors are confident in delivering the current planning. Teachers display at least adequate subject knowledge, usually manage pupils well and use resources effectively. Most lessons begin briskly and learning intentions are usually clearly shared with pupils so that they know what

they will be doing. However, introductory sessions do not always fully engage all pupils because teachers often only take answers from those who put up their hands and there are few challenging follow-up questions. Where teaching is weaker, introductory sessions are too long and insufficient time is allowed for the main pupil activity, so that pupils do not achieve as well as they should. The use of the plenary is variable and does not always give pupils sufficient opportunity to talk about what they have been learning and explain the strategies they used. Scrutiny of pupils' workbooks indicates teachers do not always provide sufficiently challenging activities for different groups of pupils, with all pupils undertaking the same activities. Not enough use is made of assessment information to plan tasks that are appropriate and sufficiently challenging, especially for more able pupils. However, explanations are clear, teachers intervene appropriately in pupils' learning and support staff make a valid contribution to keeping pupils on task. However, more help is needed in the juniors for pupils with English as an additional language, especially the pupils of above average capability, who often struggle with explaining their reasoning but come up with correct calculations. Pupils with special educational needs and English as an additional language make good progress; those who are above average attainers make satisfactory progress but could be achieving more.

86. Throughout the school, teachers do not provide sufficient opportunities for pupils to use mathematics, involving real life problems; they overuse a commercial scheme and worksheets. There is a heavy emphasis on number work and limited evidence of activities involving measures, shape and space, and data handling in Years 3 to 6. Classroom assistants are used well to support groups of pupils. The use of ICT is underdeveloped and unsatisfactory overall. Scrutiny of pupils' past work shows inconsistencies in marking, providing little guidance about how they can improve. By the end of both Year 2 and Year 6, pupils struggle with measuring accurately and comparing their findings because of their weak speaking and listening skills.
87. Leadership and management by the co-ordinator are satisfactory. She provides sound support to colleagues, assists with analysing annual test results and produces a yearly action plan. However, she is not involved in monitoring planning or rigorous monitoring of the quality of teaching, learning and standards. Annual assessments, using statutory and non-statutory tests, are undertaken, and strengths and weaknesses identified, but these have not yet had sufficient time to impact on raising standards. This information is not shared sufficiently with staff, reflected in planning, or used effectively to set realistic individual pupil and group targets, and this is a weakness. Procedures for tracking pupils' progress have recently been established and now provide useful information for setting end of year targets.

Mathematics across the curriculum

88. The use of mathematics across the curriculum is unsatisfactory. Links between mathematics and other subjects, such as science, history and geography, are not systematically planned and this is an area for development.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Pupils achieve well and have a good attitude to their learning.
- Teaching is good overall.
- Co-ordination is good.
- Too few opportunities are provided for independent learning and recording findings in a variety of ways.
- The good support of the learning support assistants.
- Cross-curricular links with English, mathematics and ICT for data-logging are limited.

- The development of skills in science investigation is beginning to impact on standards.
- The science curriculum is not well-balanced in time or in the consistency of practice.
- Pupils in Year 2 attain average standards and achieve very well in relation to their prior attainment.

Commentary

89. National test results and teacher assessment from 2003 show that, by the end of Year 2, pupils achieved average standards and, by the end of Year 6, standards were well below average in comparison with all schools and below average in comparison with similar schools. Standards are in line with those expected by the age of seven and below average by the age of 11. However, there has been a strong focus on the development of pupils' investigative skills that is now beginning to impact on standards. Furthermore, the good quality of teaching, pupils' attitudes and the support given to pupils with special educational needs and those with English as an additional language all contribute to the good achievement the pupils make. Pupils with special educational needs and English as an additional language achieve well in relation to their prior attainment.
90. Evidence from the scrutiny of pupils' books and medium-term plans for science, indicated that there has been good coverage of science across the school in the autumn term and some of the work covered up to and including the inspection. However, there is a weakness in the balance of curriculum coverage when analysing the work of individual years. For example, the work in Year 5 in the autumn term was comprehensive and good evidence of the work covered was seen in pupils' books. However, during the spring term, a 'personal capabilities' science-based project is undertaken in Year 5 in conjunction with the Centre for Science Education at Sheffield Hallam University and timetabled for a minimum of five hours per week. Although the project is cross-curricular in nature and includes mathematics, literacy and design and technology, the main focus is on science. Overall, the project guidelines from the Centre for Science Education are excellent and focus on a space adventure entitled 'Out of this World.' However, the scrutiny of work covered in pupils' books did not reflect the quality of work expected from such detailed lesson plans given as examples for teachers to use.
91. By the end of Year 2 and Year 6, pupils are starting to use appropriate science vocabulary for making their ideas explicit and they can identify features of fair testing but struggle with drawing out appropriate conclusions from data they have collected or have been given, and the use of secondary sources, such as Internet research, is only just starting to be implemented.
92. The links to mathematics and ICT are not secure and only a limited number of examples of the use of diagrams, tables and graphical representation were seen in the scrutiny of books or in the displays across the school.
93. Teaching is good overall with some very good features. The better lessons were planned well, and challenged and inspired their pupils in their learning because they were interesting, with focused tasks for all capabilities, and encouraged the development of independent learning by giving pupils the opportunity of designing and conducting investigations in small groups. However, the development of independent learning was not so successful where the lessons were too teacher-directed. The lessons that were not so successful were because of a slow pace and lack of inspiration and challenge. Invariably, some pupils became restless because they were bored and consequently caused the teacher to break from the flow of the lesson to deal with behaviour issues. Teachers are well supported by the very effective work of the support assistants, who work together as a co-ordinated team.
94. The subject is well led by a co-ordinator who has ensured she has undertaken a range of courses to further develop her knowledge and understanding of the co-ordination of science. Other work has included analysing test results and setting targets for Year 6 pupils, investigating a trip to support the science curriculum, auditing the resources and organising a good range of resources into boxes to support the planned topics. The science action plan

also includes supporting the work of teachers and monitoring the work across the school. To raise the profile of science, the subject co-ordinator is looking into providing training for staff in data logging and planning a science day for the whole school. The rising standards in the infants and in science investigations across the school constitute an improvement since the last inspection.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Standards at the end of both Year 2 and Year 6 are below the expectations of seven and 11-year-olds.
- The school has a designated suite for ICT teaching, with sufficient computers for whole-class work; all classes are timetabled to use this facility.
- The co-ordinator for the subject has a clear vision for the future direction of ICT and has developed a fully operational programme of staff training.
- There is an ICT club for pupils in Years 3 and 4 which is over-subscribed.
- A clear strategy for the cross-curricular teaching of ICT has yet to be developed and monitored.

Commentary

95. By the end of Year 2 and Year 6, pupils attain at below the expected level. Their achievements are good overall. Pupils use word processing skills, editing, saving and printing their work. They make use of the Internet to search for information and are taught how to refine their searches to access educationally relevant information but, as yet, they are not overly confident in doing so. In one lesson observed with a Year 6 class, pupils were developing their knowledge of chosen aspects of World War II, using the Internet to discover more about such topics as the role of the Home Guard and women during the war years. In a Year 2 class, pupils investigated a database to explore the topic of fruits and their individual characteristics. Good links with literacy were made; one pupil correctly identified the category of questions being posed in the computer program as open questions. The school has recently acquired four interactive whiteboards; these were already in use, as are two digital cameras. There are plans to purchase more interactive whiteboards but, as yet, there is still more work to be done in ensuring that these become an integral part of learning.
96. A newly appointed co-ordinator has recently taken over and she is aware of what needs to be done so the subject is well placed to improve. She is undertaking her duties effectively and has introduced good quality assessments. Teaching is good and whole school training is now paying dividends as teachers are more secure in their knowledge and use of ICT. A whole-school scheme of work, developed by the co-ordinator in consultation with all school teaching staff, is in place and is regularly revised and updated. The school has its own network for use by staff and pupils.
97. Pupils have good attitudes to learning and persevere well in their tasks but some of them do not have computers at home.

Information and communication technology across the curriculum

98. The use of ICT across the curriculum is not sufficiently well developed and monitored, and is unsatisfactory overall. The co-ordinator plans to review the use of ICT across the curriculum; at present, there is at least one computer in every classroom but its use is not sufficiently well monitored. In a Year 2 class, the computer was used for dictionary, word search and mathematical reinforcement work. A Year 3 class used their computer for word-processing poetry and illustrating it. Electronic keyboards are used by Year 6 pupils in a keyboard club but, as yet, ICT is not yet sufficiently developed across all subjects.

HUMANITIES

99. It was not possible to give a judgement on the provision of **geography** as only one lesson was observed and limited evidence was gained from the scrutiny of pupils' books and planning. However, evidence was gained from the planning of Year 6 in the autumn term, where they studied the Rainforest with a science focus, but also a cross-curricular element; in a lesson observed in Year 4, they were studying Pakistan. Topics are planned in line with national guidance and pupils have the opportunity to undertake visits, which have included the study of the village of Curdworth, and walks around the locality. However, planning does not systematically identify skills development, use of ICT and opportunities to use mathematics.

History

Provision in history is **satisfactory**.

Main strengths and weaknesses

- Achievement is good because teachers make lessons interesting.
- Pupils have good knowledge of local history.
- Pupils with special educational needs and English as an additional language achieve similarly to others because of the good quality of teaching.
- History makes a good contribution to pupils' spiritual, moral, social and cultural development and consequently pupils have good attitudes to learning.
- Medium-term planning lacks skills identification and opportunities for pupils to develop their numeracy and writing skills are limited.

Commentary

100. Standards by the end of Year 2 and Year 6 are similar to those normally found but achievement is good by the end of Year 2 and Year 6. This is satisfactory improvement since the previous inspection. Pupils achieve well as a result of good teaching, which is pacy, provides good opportunities for developing writing, and is lively and interesting. Lessons are well planned and pupils are interested in learning and, as a result, develop positive attitudes and behave well. Learning is good and pupils in Year 6 have a good understanding of life during World War II. They know about the industry of the local area in World War II and how important Fort Dunlop, Washwood Heath Road and the Aerodrome Wolseley were in manufacturing Crusader tanks. Pupils have a good insight into how ordinary people protected Ward End from the enemy. They write well from the point of view of an evacuee and are starting to use ICT to research information, but this is at an early stage of development. Opportunities are missed to help pupils develop their skills of numeracy in relation to comprehending chronology further.
101. Pupils in Year 2 know about the Great Fire of London, and the bravery of the people at Eyam, and know the difference between an eyewitness account and a story. They love being "history detectives" and finding out what it was like living in Victorian times, and their work is brought alive by the sound range of visits, including one to St John's museum in Warwick. History makes a good contribution to pupils' spiritual, moral, social and cultural development as pupils begin to understand how people gave up their lives to fight for values that were important to them. However, more opportunities could be provided for pupils to record what they have learnt and communicate their learning, using an array of writing conventions.
102. The leadership and management of the subject are satisfactory. Assessment is satisfactory overall but could be improved with clearer identification of skills development. Improvement since the last inspection is satisfactory, although the rates of progress of pupils, who have special educational needs, have improved.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Average standards have been maintained since the last inspection.
- The curriculum is well planned across the school, based on the locally agreed syllabus.
- There are no whole-school assessment procedures.

Commentary

103. Standards seen during the inspection are broadly in line with expectations of the locally agreed syllabus at the end of Year 2 and Year 6, as they were at the time of the last inspection. All pupils, including those identified as having special educational needs and English as an additional language, achieve satisfactorily as they move through the school. From the three lessons observed and scrutiny of pupils' books, activities covered in religious education lessons often centre around discussions or drama activities, so there was limited written work to examine in some year groups. Evidence suggests that planned lessons are not always taught with sufficient depth and rigour, and there are differences in time allocated to religious education in similar-aged classes in Year 4 and Year 5. Pupils have a positive attitude to lessons and religious education contributes well to pupils' personal and social development.
104. From lessons observations and looking at samples of pupils' workbooks, teaching is good overall. Most teachers have good subject knowledge. Lessons usually have clear learning objectives, although it is not always clear what activities pupils are expected to undertake. Pupils are gaining a good understanding of Christianity and other religions as they progress through the school. Good use is made of drama opportunities to reinforce learning. Discussions with pupils in Year 6 show they have a sound understanding of other religions, places of worship and festivals. Sound use is made of visits to the local church and Gurdwara to give pupils first-hand experience. Major religious festivals of other religions are regularly celebrated, acknowledging the wide range of faiths and cultures within the school. Good use is made of staff expertise of other religions and cultures within the school. However, teachers are not always clear about what pupils should be achieving because there are no whole-school assessment procedures. Assessment is unsatisfactory.
105. The subject is soundly led and managed by the co-ordinator in the limited time available. Although she provides sound support to colleagues, she has no opportunity to monitor the quality of teaching, learning and standards to provide a clear picture of attainment and achievement across the school. The curriculum is well planned, with good topic guidelines based on the locally agreed syllabus. However, there is no rigorous monitoring of planning and pupils' workbooks to ensure that the subject is taught with sufficient rigour and depth across the school. Assessment procedures and recording of pupils' progress, a weakness at the time of the last inspection, have still to be addressed, and this is unsatisfactory. The use of ICT is unsatisfactory; insufficient opportunities are provided for pupils to use ICT to support learning. There is a satisfactory range of resources and artefacts, although these need to be catalogued so that staff are aware of what is available to support them in their teaching. Overall, progress since the last inspection has been satisfactory.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

106. **Art and design** was not a focus for the inspection and so a judgement will not be made on provision. Whilst the co-ordinator has good subject knowledge, art and design does not have a high enough profile in the school and there are not enough exhibition areas dedicated to pupils' work. The subject is allocated a suitable amount of money each year but the range and variety of artefacts, books and materials is not wide enough. Resources are satisfactory but there is a lack of three-dimensional work throughout the school. The school has concentrated on the core subjects in the curriculum recently and insufficient emphasis has been given to professional development of staff in art and design. Curriculum planning shows that, whilst essential activities are covered, subject-specific skills and knowledge to be built up progressively as pupils go through the school are not clearly identified and related to chosen activities. The management file shows that, whilst there is a clear grasp of the basic necessities to manage the subject, the provision is not as effective as it could be as the co-ordinator does not fully exploit her expertise in monitoring standards in teaching and learning, and ensuring that all aspects of art and design are covered in sufficient depth.
107. Insufficient evidence was available to make secure judgements in the quality of provision in **design and technology**. However, from displays of pupils' work around the school, related written work, the curriculum leader's planning folder, and discussion with individual teachers, it is evident that the subject contributes appropriately to pupils' literacy and personal development. By the end of Year 2 and Year 6, pupils plan and sketch what they are going to make. They adapt plans if necessary and when they have completed their model, they evaluate and look for ways to improve it. Resources have improved since the last inspection and teachers now have access to a good range of suitable materials and equipment, which is easily accessible and clearly catalogued.
108. As no teaching of **music** was seen, no judgement on provision can be made. However, evidence was gained through looking at the planning for music, music co-ordinator's file, class timetables, the use of music in the assemblies and photographic evidence in the school albums. It was observed that music is a subject that does not appear regularly on class timetables and, in the week of the inspection, only Year 4 had music on their timetable. Although the planning for music is consistently applied for each term, it is inconsistent in practice because limited evidence was found of pupils' work in the autumn term or for the first half of the spring term. However, some evidence of graphic scores was seen in the infants and a photograph of pupils using a computer to compose their electronic score. The subject co-ordinator's file indicates that the scheme of work needs updating, as does the policy. However, the music co-ordinator has recognised that a significant number of teachers are not confident in the teaching of music and is planning to work alongside them in their classrooms with the aim of developing knowledge, understanding and skills in teaching the subject. The school has good links with the local secondary school and takes part in joint concerts. In addition, good links have been created with the City of Birmingham Symphony Orchestra and the school has had a visit from a double bass player from the orchestra to play to the pupils. However, a strength of the school is in the singing. This is because every week all pupils take part in a singing practice that is a highlight of the week for some. The standards of singing are very high and pupils sing joyfully, yet in a controlled volume and pitch with good diction. Furthermore, there are visiting teachers for electronic keyboards and recorders from Year 3 onwards. In a singing practice that was observed, a group of ten pupils played in a recorder group at an excellent standard because of the very controlled pitch and tuning with a very warm tone.

Physical education

Provision for physical education is **good**.

Main strengths and weaknesses

- Pupils exceed the expectations of seven and 11-year-olds in dance and gymnastics.
- The quality of teaching is good and pupils learn well.
- Pupils are appropriately challenged in their learning.

Commentary

109. Only two aspects of physical education were seen - gymnastics and dance. In gymnastics, at the end of Year 2 and Year 6, pupils exceed the national expectations, and in Year 6, pupils are capable of planning and performing their selected sequence of movements with meticulous attention to detail and evaluating their own and others' work with skill and precision. The hall facilities are adequate for the teaching of gymnastics and resources are maintained in good order. The quality of teaching seen was good. In dance, pupils and staff benefit from the input of a visiting specialist teacher who conducts sessions with enthusiasm and develops pupils' movement skills considerably. The level of challenge to pupils is high; they are expected to use their imagination, to try out a range of movements, and to contribute their own ideas. In both dance and gymnastics, pupils are taught how to do warm-ups at the start of the lesson and cool-downs at the end, and understand why these are important for all physical activity. Pupils are well trained by their teachers in health and safety aspects of physical education, and they thoroughly enjoy lessons and have good attitudes to learning. Swimming was not observed but discussion and scrutiny of the co-ordinator's file demonstrated that the majority of pupils attain at least the expected standard before they leave the school. A satisfactory range of extra-curricular activities, including netball, football, hockey, dance, and rugby clubs, enhance the curriculum well. Pupils in Years 4 and 6 have the opportunity each year to take part in outdoor and adventurous activities in a rural setting. The co-ordinator is knowledgeable and leads the subject well. She oversees an ongoing development programme for the teaching of physical education, which she has devised following consultation with her fellow teachers. A coherent and relevant scheme of work is in place.

110. The leadership and management of the subject are good. Assessments are good and a clear and accurate record is kept of pupils' learning. Since the last inspection, improvement has been good.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

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

Main strengths and weaknesses

- Teachers offer pupils interesting opportunities to share their feelings and ideas.
- The subject co-ordinator is well organised and gives staff a clear focus.
- Pupils relish the debates they have and are eager to participate.
- Pupils take increasing responsibility for life in school through school and class councils.
- Good use is made of visitors and support agencies to help pupils learn more about safe and healthy living.

Commentary

111. Lessons seen during the inspection captured children's imaginations and encouraged them to discuss a range of subjects, many of which gave them an insight into the feelings of others. Children are becoming increasingly confident during 'circle time' activities and discuss their

feelings openly with their peers. They understand the conventions of 'circle time' well and take turns to speak and listen. The warm relationships that exist between staff and pupils help to make these into productive sessions. The school is aiming to raise children's self-esteem through these sessions and is succeeding well.

112. Teaching is good and pupils learn well. They are acquiring good skills of citizenship and know how important it is to take on board the needs of others when discussing the most effective use of land and how animals in captivity should be treated.
113. The subject co-ordinator works hard to ensure that staff receive helpful support and have access to suitable resources. The learning programme is well planned and timetabled; personal, social and health education, religious education and collective worship are well linked to the aims of the Personal Capabilities programme, for example. This ensures that general personal, social and health education aims are delivered through subject teaching and not just in dedicated 'circle time' slots. All these aspects of provision create a well-considered personal development programme for pupils to follow.
114. A particular strength of the provision is the school council. Aably run by Year 6 pupils, each meeting has a clear agenda, set by discussions held in class councils. All pupils show great maturity as they listen carefully and take turns to tell the meeting about the views of their classmates. Issues pertinent to the whole school are discussed and well-considered decisions are reached. Staff play a minor role in the process – the meetings really are the children's.
115. Representatives from local service providers make regular visits to the school and ensure that pupils receive all the guidance they need to ensure a healthy lifestyle. Members of the emergency services talk to children about their work and the school nurse is involved at appropriate times of the year to support the sex and relationships curriculum.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	4
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4

Overall standards achieved	5
Pupils' achievement	3

Pupils' attitudes, values and other personal qualities	3
Attendance	6
Attitudes	3
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	3

The quality of education provided by the school	4
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils' needs	4
Enrichment of the curriculum, including out-of-school activities	4
Accommodation and resources	4
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	4
The quality of the school's links with the community	3
The school's links with other schools and colleges	3

The leadership and management of the school	3
The governance of the school	4
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	3

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