

# INSPECTION REPORT

## WYLDE GREEN PRIMARY SCHOOL

Sutton Coldfield

Birmingham

Unique reference number: 103349

Headteacher: Mr P Barnett

Lead inspector: Dr M J Bradshaw

Dates of inspection: 7<sup>th</sup> - 9<sup>th</sup> June 2004

Inspection number: 258526

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

© Crown copyright 2004

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

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

## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 -11 years
Gender of pupils:	Boys and girls
Number on roll:	363
School address:	Green Lanes Sutton Coldfield West Midlands
Postcode:	B73 5JL
Telephone number:	(0121) 373 2691
Fax number:	(0121) 373 0950
Appropriate authority:	The governing body
Name of chair of governors:	Mr M Murray
Dates of previous inspection:	20 <sup>th</sup> - 23 <sup>rd</sup> May 2002

## CHARACTERISTICS OF THE SCHOOL

The school has 363 full-time pupils from Reception to Year 6. The proportion of boys and girls is similar. The changes to the school's roll during the school year are quite low. Children enter Reception full-time in the September of the year in which they are five years old. Attainment data show that the attainment of children joining the school in Reception is about average. About 82 per cent of pupils are from a white ethnic background. Other pupils come from a wide variety of backgrounds, with no single group predominating. Two pupils who are at an early stage of acquiring English joined the school very recently. Pupils' backgrounds are about average. About 13 per cent of pupils claim free school meals, close to the national average. About 11 per cent of pupils in Reception to Year 6 have been identified as having significant learning needs, including four pupils who have a statement of special educational needs; these figures are close to the national average.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
6169	Dr M J Bradshaw	Lead inspector	Science Physical education Religious education
9406	Mr R Cottington	Lay inspector	
2787	Mr R Wonnacott	Team inspector	Mathematics Information and communication technology History
21245	Mr W Lowe	Team inspector	Special educational needs English as an additional language English Geography
18502	Miss V McTiffen	Team inspector	Foundation Stage Art and design Design and technology Music

The inspection contractor was:

Tribal PPI  
Barley House  
Oakfield Road  
Clifton  
Bristol  
BS8 2BN

Any concerns or complaints about the inspection or the report should be made initially to the inspection contractor. The procedures are set out in the leaflet '*Complaining about Ofsted Inspections*', which is available from Ofsted Publications Centre (telephone 07002 637 833) or Ofsted's website ([www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

## **REPORT CONTENTS**

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>4 - 5</b>
<b>PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS</b>	
<b>STANDARDS ACHIEVED BY PUPILS</b>	<b>6 - 9</b>
Standards achieved in areas of learning and subjects	
Pupils' attitudes, values and other personal qualities	
<b>QUALITY OF EDUCATION PROVIDED BY THE SCHOOL</b>	<b>10 - 14</b>
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
<b>LEADERSHIP AND MANAGEMENT</b>	<b>14 - 16</b>
<b>PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS</b>	<b>17 - 29</b>
<b>AREAS OF LEARNING IN THE FOUNDATION STAGE</b>	
<b>SUBJECTS IN KEY STAGES 1 AND 2</b>	
<b>PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS</b>	<b>30</b>

## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

Wylde Green Primary School gives a **good** quality of education. It is an increasingly **effective** school and provides **good** value for money. Most children enter the school with average attainment levels and are now achieving well. Attainment by Year 2 is above average, but it is about average in Year 6, reflecting previous underachievement. Pupils' attitudes and behaviour are very good. Teaching is good and the headteacher has set a very rapid pace to change and improvement within the school.

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

- The leadership of the headteacher and his drive to improve standards are very good.
- The quality of teaching is good, which is leading to good learning and improving achievement.
- The provision for pupils with special educational needs is good.
- Attainment is above average by Year 2 and in science in Year 6; it is not yet high enough in English and mathematics by Year 6.
- Pupils' personal development is well supported and results in very positive attitudes, behaviour, relationships and racial harmony.
- The links with other schools and colleges are very good.
- The school provides a good curriculum and innovative practice is being developed.
- Pupils' handwriting is not developed well and this affects the presentation of their work.
- The monitoring and evaluation of teaching are not sufficiently well developed.
- Aspects of accommodation, such as the huts, computer suite and hall are not adequate.

Very good progress has been made in the past two years since the previous inspection when the school was judged to be underachieving. Pupils' attainment by Year 2 has improved and is now above average in information and communication technology (ICT) and religious education (RE). By Year 6, attainment remains about average in English and mathematics, although the school's performance when compared with similar schools has improved in the last two years. Attainment by Year 6 has improved in ICT, RE, music and design and technology. Teaching has improved, especially in the juniors. The curriculum is better and pupils have a good range of learning opportunities. The accommodation for children in Reception is much better, but the huts, ICT suite and hall remain inadequate. Pupils' behaviour and attitudes have improved, as has the monitoring of pupils' attendance.

### STANDARDS ACHIEVED

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

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

*Similar schools are those whose pupils attained similarly at the end of Year 2.*

Achievement in the school is now **good**. Children enter the school with average attainment levels. Children in Reception achieve well in the development of their English and number skills. By the time they start Year 1, pupils' attainment in English exceeds the goals expected. In other areas, most children will reach and about a third will exceed the goals expected. Good achievement in Years 1 and 2 results in above average standards in reading, speaking and listening, mathematics, science,

ICT and RE. Pupils' attainment is similar to that expected in design and technology, history and physical education (PE).

Achievement in the juniors is improving and at least good in virtually all lessons. However, the previous underachievement means that achievement of Year 6 pupils is satisfactory overall. Their attainment is average in English and mathematics. It is above average in science. Improvements have led to average standards in ICT, design and technology, music and RE. In history and PE, pupils' attainment by Year 6 remains about average. The table shows that pupils' attainment has been broadly average over the past two years. Last year, compared with similar schools, the results suggest satisfactory progress in English and mathematics and good progress in science; this indicates an improvement since 2001.

Children's personal qualities, including their spiritual, moral, social and cultural development, are **good**. Children have very good relationships with other pupils and racial harmony is very positive. Their attitudes and behaviour are very good. Personal development, including the raising of an awareness of a range of cultures, is good, especially in RE and music. Attendance is above average and punctuality very good.

## **QUALITY OF EDUCATION**

The quality of education provided is **good**. Teaching is **good** and this is leading to good learning in most lessons. Examples of good or very good teaching occur in all classes. Teachers consistently have very high expectations of pupils' behaviour. Lessons are well planned and pupils are interested. Good systems have been developed to identify how well pupils are doing but these are not used sufficiently to identify the next step in their learning. Marking is extensive but does not always help pupils know how they can improve.

The school provides a good curriculum, which is enriched by a suitable range of visits and extra-curricular activities. Increasingly good links are made between different subjects, which help to make lessons interesting and relevant to pupils. This is a caring school in which the personal needs of pupils are looked after very well. Pupils' education is aided by good links with the wider community and parents and very good links with local schools.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management of the school are **good**. The headteacher has brought about significant improvements in the school and set a rapid pace to change. His action, to bring about extensive staffing changes, has led to improvements in the quality of teaching. Management is good but the monitoring and evaluation of classroom teaching, to ensure further improvement, are not extensive enough. Governance of the school is satisfactory. Statutory requirements are fully met.

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

Parents are very satisfied with the school and comment favourably of the improvements made over the last two years. They think their children like school and make good progress. They also think teaching is good and that the school is well led. Pupils are positive in their views of school.

## **IMPROVEMENTS NEEDED**

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

- continue to work to raise standards in English and mathematics by Year 6;
- improve pupils' handwriting throughout the school and emphasise the importance of good presentation;
- extend the use of monitoring and evaluation of teaching to help raise its quality further; and

- as resources permit, improve accommodation, especially with regard to the huts, computer suite and hall.

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

### **STANDARDS ACHIEVED BY PUPILS**

#### **STANDARDS ACHIEVED IN AREAS OF LEARNING AND SUBJECTS**

Children in Reception achieve well in English and the development of number skills. They achieve at least satisfactorily in other areas. They will exceed the goals expected in English. Pupils in Years 1 and 2 achieve well, and attainment in Year 2 is above average. Achievement in Years 3 to 6 is now good and previous underachievement is being eliminated. Standards in English and mathematics are average by Year 6. Standards in science are above average.

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

- Children in Reception achieve well in developing their English and number skills.
- Achievement in Years 1 and 2 is good and attainment is above average in English, mathematics, science, ICT and RE.
- Attainment in science is above average by Year 6.
- In the juniors pupils' achievement is now good, although previous underachievement means that attainment is not yet as high as it could be in English and mathematics.
- Handwriting skills are not sufficiently well developed.

#### **Commentary**

1. In the past two years in National Curriculum tests, Year 2 pupils' attainment has generally been above average in reading, writing and mathematics. Since the last inspection in 2001, results in Year 2 have improved in writing and mathematics and been broadly similar in reading. Currently attainment is above average in reading, mathematics and science and about average in writing. In the past two years, Year 6 pupils' results in English and mathematics have been average and, in 2003, above average in science. Since the last inspection in 2001, results in Year 6 have remained similar in English and mathematics and improved in science. Compared with the results of similar schools, attainment has improved. This is illustrated by the fact that, in English, mathematics and science, results compared with similar schools were below average in 2002, but in 2003 they were average in English and mathematics, and above average in science. This year, attainment in Year 6 is average in English and mathematics and above average in science. Over the past two years, there have been major changes to the teachers in the school. The changes are helping to ensure the rising achievement evident in virtually all lessons.
2. Children begin Reception with broadly average skills. They make at least steady progress so that, by the time they leave Reception, virtually all will reach the standards expected for their age in all areas of learning. In reading, writing and number, children achieve well and many exceed the expected levels by the time they start Year 1.

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

Standards in:	School results	National results
reading	16.6 (16.8)	15.7 (15.8)
writing	16.4 (14.7)	14.6 (14.4)
mathematics	17.8 (17.0)	16.3 (16.5)

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

3. In recent years in National Curriculum tests, results by Year 2 show that girls and boys have attained broadly similar standards; no significant difference is evident at present. In 2003, in reading, writing and mathematics between a third and a half of pupils reached the high Level 3 standard. Pupils from the different minority ethnic groups found in the school achieve as well as other pupils. Pupils make good progress in Years 1 and 2 and build well on their earlier learning. As a result, by the end of year 2, standards in English, mathematics and science are above average. In English, reading and speaking and listening develop well and pupils' attainment is above average. In writing, satisfactory progress results in broadly average standards. Pupils' handwriting does not reach a sufficiently good standard. In mathematics, attainment is above average in number, shape and measurement. In science, pupils achieve well and pupils develop a good depth to their knowledge and a broad range of skills. In ICT, achievement is good and pupils in Year 2 attain standards above those expected. In Years 1 and 2, pupils' work shows good achievement in RE and attainment is above that expected. Achievement is satisfactory in design and technology, history and physical education (PE) and attainment is about average.

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

Standards in:	School results	National results
English	26.9 (26.8)	26.8 (27.0)
mathematics	26.7 (26.6)	26.8 (26.7)
science	29.4 (28.3)	28.6 (28.3)

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

4. In recent years in National Curriculum tests, results by Year 6 show that boys have tended to perform slightly worse than girls in English; no significant differences are evident this year. Similarly, pupils from the different ethnic minorities achieve as well as other pupils in the school. In the 2003 National Curriculum tests, attainment was average in English and mathematics and above average in science. This represented at least satisfactory or better achievement since Year 2 and this marked an important improvement in the school, with the effects of underachievement previously reported being reduced or eliminated. In English, mathematics and science between a fifth and a half of pupils reached the high Level 5 standard and the school broadly met the targets it had set. Attainment in English this year is about average, both reading and writing are about average, but speaking and listening is better than this and is above average. Handwriting skills are not developed to a sufficiently high standard and this adversely affects the presentation of pupils' work. In mathematics, pupils develop secure number skills and attainment is about average. Science knowledge and pupils' scientific skills are above average and develop well because of an interesting curriculum. In ICT, pupils achieve well and their attainment by Year 6 reflects the standard expected. In Years 3 to 6, improving provision and good achievement in music and RE have resulted in an improvement in attainment since the last inspection. Similarly design and technology has improved and attainment is now about average. In history and the small amount of PE seen achievement was satisfactory and attainment in line with that expected.
5. The school ensures that the targets outlined for special educational needs pupils on their individual education plans are used effectively to ensure their progression. They are given a good level of support and this in turn leads to a good level of achievement. Lower attaining pupils in Year 6 have made better progress in mathematics than last year, when around a third failed to achieve the expected Level 4. This figure has been reduced substantially. The school now plans well to meet the needs of higher attaining pupils to ensure that those who are able can reach the higher Level 5 by the end of Year 6. The school is now beginning to identify gifted and talented pupils in other subjects to help them achieve even more.

## Pupils' attitudes, values and other personal qualities

Pupils' behaviour, attitudes and relationships are **very good**. The provision for their spiritual, moral, social and cultural development is good. Attendance is good whilst punctuality is very good.

### Main strengths and weaknesses

- There is a very strong school ethos based on very good levels of mutual respect, behaviour and very positive relationships, including very good racial harmony.
- The level of pupils' interest in all aspects of school life and the enthusiasm with which they involve themselves in lessons and other activities are very good.
- Personal development opportunities give pupils a good cultural understanding and have a good impact on pupils' maturity, self-esteem and spiritual awareness. Their social development is very good.
- Overall attendance levels are above national averages and punctuality is very good.

### Commentary

6. Since the last inspection the school has further improved in this area of its work and has addressed the issues raised in the last report. Parents and pupils recognise the positive improvements in pupils' attitudes, behaviour and personal development. During the past two years the school has focused very strongly on creating a positive climate for learning. The importance of good relationships and high levels mutual respect have been recognised as well as the need to improve standards of behaviour. Through the introduction of very effective behaviour management policies, effective teaching, fair and consistent reinforcement of rules and the very good role models provided by all staff, the school has created a very effective and happy learning environment. These strategies have also helped to ensure very positive racial harmony in the school.

#### *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	277	2	0
White – Irish	5	0	0
White – any other White background	7	0	0
Mixed – White and Black Caribbean	6	0	0
Mixed – White and Black African	3	0	0
Mixed – White and Asian	1	0	0
Mixed – any other mixed background	3	0	0
Asian or Asian British – Indian	8	0	0
Asian or Asian British – Pakistani	7	0	0
Asian or Asian British – any other Asian background	1	0	0
Black or Black British – Caribbean	19	0	0
Black or Black British – any other Black background	2	0	0
No ethnic group recorded	1	0	0

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

7. Behaviour in and around the school is very good. There is an absence of any oppressive, threatening or unkind behaviour. Although there were two exclusions last year, these were both for short periods and school records show that there has been a steady decline in the incidents of inappropriate behaviour. One temporary exclusion has been required this year. The behavioural problems during breaks highlighted in the previous report have been resolved mainly due to the very good improvements in facilities and resources now available at these times.
8. Relationships across the whole school are very good and make a good contribution to a friendly and happy atmosphere in the school. Nearly all pupils show very good levels of respect for their teachers and other support staff. Pupils help each other not only with their work but also by providing emotional support if their peers are upset. There is a strong sense of teamwork in classes and pupils share the success of others. They work well together. A very effective teaching strategy involves "Talking Partners" when, during whole class sessions, teachers pose questions and ask pairs to discuss possible answers. When these sessions occur there is an immediate buzz when pupils explore ideas with each other. Not only does this ensure that all pupils feel part of the lesson but they also make a very good contribution to pupils' social development. There is a very strong sense of inclusiveness in the school with friendships formed irrespective of background, social circumstances or capability.
9. Pupils say they like being in school and enjoy lessons and the other activities provided. In lessons they work hard, are eager to do well and show very good levels of interest and concentration. They enjoy the praise and recognition they receive when they work hard. When describing how the school rewards behaviour, effort and good work, one pupil proudly showed her book with the reward stamps. Other activities, especially the breakfast and after school club (Wylde Cats), are very well supported. Overall the pupils' attitudes to school and lessons are making a very good contribution to their learning.
10. There is a strong focus on pupils' social development. Pupils have a very good awareness of the behaviour expected of them and school rules clearly set out the boundaries between right and wrong. The school ethos is providing pupils with a very good understanding of their responsibilities of living in a community. Among a number of very good examples is their behaviour during the breakfast club when levels of supervision are more relaxed. Pupils share the resources available, take turns and show very good social skills when helping each other and helping staff manage the routine activities such as storing the resources. Other aspects of personal development including their spiritual and moral awareness are well provided for in lessons such as RE, science and music. Pupils' cultural development is satisfactorily promoted and well covered in RE. 'Circle' discussion time is used effectively to develop other areas for example recognising dangers in the home.

## **Attendance**

11. Standards of attendance are now good. Although the table below shows a level of unauthorised absence well above the national level during 2002/3, the most recent figures for 2003/4 show that that the level of unauthorised absence has fallen to below the national average. The high level of unauthorised absence during 2002/3 was due to a recording error when pupils on holiday during term time were being shown, incorrectly, as been absent without permission. The issue highlighted in the last report involving monitoring attendance has now been addressed. The school monitors attendance well and has very good systems in place for contacting parents when attendance problems emerge. Pupils show very good attitudes to punctuality. When arriving at school in the morning or when returning to lessons after breaks they settle down quickly and show an eagerness to start work.

### ***Attendance in the latest complete reporting year (%)***

Authorised absence	
School data	4.9
National data	5.4

Unauthorised absence	
School data	0.8
National data	0.4

*The table gives the percentage of half days (sessions) missed through absence in 2002/3.*

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a **good** quality of education based on a good curriculum and good teaching. The care provided for the pupils is good. Links with parents and the community are good and those with other schools are very good.

### Teaching and learning

Teaching, learning and the systems for assessment are **good**; the use of assessment is **satisfactory**.

### Main strengths and weaknesses

- Good or very good teaching is seen in all classes and in most subjects.
- Good relationships with pupils and high expectations of good behaviour aid pupils' learning.
- Assessment procedures are good and marking thorough, but not enough use is made of the information gained to help pupils understand how they can improve further.

### Commentary

#### *Summary of teaching observed during the inspection in 53 lessons*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0 (0%)	11 (20.8%)	33 (62.3%)	9 (17.0%)	0 (0%)	0 (0%)	0 (0%)

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

- Teaching and learning are good overall. Teaching has improved since the previous inspection when almost one in ten lessons featured unsatisfactory teaching. Weaknesses at that time were especially evident in the juniors; these weaknesses have been eliminated. Over three-quarters of lessons featured good or better teaching in all parts of the school; this compares with under half previously. The improvement in teaching in the juniors is associated with large changes to the teaching staff and, as a result, learning and achievement are now rising.
- The quality of teaching and learning in the Reception classes is good. Teachers and other adults have consistently high expectations about children's behaviour and this helps their personal development. Planning is very good, ensuring that lessons move at a good pace and children's learning is stimulated. Not all the new resources available, especially those associated with the outdoor area, are used sufficiently.
- Teaching in the rest of the school is good, with examples of very good teaching in many classes. Where there is sufficient evidence, teaching in most subjects is good. It is satisfactory in PE because, on occasions, a few pupils, especially boys, whose attitudes are

not focused sufficiently on the tasks in hand, distract teachers from ensuring all pupils make good progress. Some very good lessons feature well-planned opportunities for all pupils to make rapid progress at their own level; this was well illustrated in a Year 3 mathematics lesson, which explored fractions of numbers. On occasions, learning is made fun because the lessons excite and interest pupils, as when pupils in Year 5 explored air pressure and rockets and those in Year 6 investigated crater formation on the moon. In virtually all lessons, a significant strength was the consistency with which teachers applied their high expectations of good behaviour. This leads to very good concentration and pupils' interest in their learning. Teachers regularly use discussion sessions, in which pairs or small groups of pupils discuss various points in the lesson before contributing their thoughts to the whole class. This strategy has had a positive impact on pupils' speaking and listening skills. The recently introduced interactive whiteboards and digital projectors are often used very well to explain concepts and strategies during lessons. Pupils are finding these new resources add an interest to their learning. In many lessons, teachers vary the tasks well, involve pupils effectively and inject pace into the learning. Good links made between subjects and the effective use of literacy skills also make learning relevant and interesting, although numeracy and ICT skills are not used as widely as they might be to extend learning.

15. Pupils with special educational needs are supported well in classrooms and in small group work. Teachers ensure that they take a full part in lessons and they are making good progress in line with that of their peers. The quality of teachers' planning ensures that they have work matched to their capabilities. The school places considerable emphasis on the importance of individual targets, as outlined in individual education plans, being used to inform planning for special educational needs pupils. These targets are set in consultation with the pupils concerned and they have a copy of their individual plan to enable them to become fully aware of their general progress. Teachers' planning and the lessons taught now ensure each group of pupils, including more able pupils, can learn well and this is contributing to the improving achievement.
16. Assessment procedures are good and their use satisfactory. Throughout the school, marking is comprehensive and often makes reference to the specific aspects that pupils should have learnt. However, there is some variation between classes and subjects. Too often, it does not contain detailed comments to give guidance on the next steps needed for pupils to improve further. Assessment in Reception is good. It is used effectively to check how well Reception children are doing, especially in reading, writing and number. In all subjects, detailed guidance is provided to assess each pupil's progress in relation to the material pupils are expected to learn and the specific targets set. There is some variation in the quality of detail from class to class and between subjects. Assessment procedures are often good in English, mathematics and science and satisfactory in other subjects. Revised systems for using assessment information to plan the next stage of learning have been successfully introduced in mathematics and plans are now in place to ensure these are used consistently and to use them in other subjects. National assessments are carried out correctly, but the detailed analysis of these tests, to identify strengths and weaknesses of individuals, has only recently been developed.

## **The curriculum**

The curriculum is **good** overall but the school's accommodation has some limitations.

### **Main strengths and weaknesses**

- Good improvements have been made towards developing a wider curriculum.
- Positive links are developing across subjects to make learning more meaningful.
- Whilst the school provides good resources overall, some aspects of the accommodation are unsatisfactory.

## Commentary

17. Issues raised by the last inspection have largely been addressed so that the school is moving forward in its aim to provide a seamless curriculum. This means the school wants to tailor the curriculum to meet specifically the needs of all pupils and promote creativity and thinking skills across all subjects. A more balanced timetable ensures sufficient time for practical and creative lessons. Music is now taught weekly. Design and technology, art and design, history and geography are taught in half-termly units, allowing for in-depth study and the gradual acquisition of skills. As a result of new accommodation and better planning, the Reception curriculum is less formal and appropriately offers children practical, physical and creative experiences.
18. The special educational needs co-ordinator has worked hard and successfully to improve the standard of provision for special educational needs pupils and it is now good. Pupils are supported well with carefully formulated individual education plans that are used effectively to support their good standard of progress. Pupils with statements of special educational needs are given the full range of provision outlined in them and their parents are fully involved in their formulation. Outside agencies are used effectively to inform provision.
19. Curriculum coordinators have a clear overview of their subjects and, therefore, planning takes account of skills and knowledge that need to be taught. As a result, the breadth of curricular opportunity in English, mathematics and science is good, with appropriate links across subjects. Pupils develop speaking, listening and thinking skills and apply their learning from one subject to another. During the inspection, in a Year 5 design and technology lesson, pupils considered how musical instruments are made. This very good lesson drew upon pupils' scientific knowledge of materials, extended thinking, designing and speaking skills and informed pupils about instruments and their origins. By encouraging pupils to work with each other and develop confidence in their capabilities, the lesson made a good contribution to personal, social and emotional education, which is evolving well throughout the school.
20. Since the last inspection the school has put in place a programme of study for pupils' personal, social and health education (PSHE). Weekly discussion sessions, known as 'Circle Time', allow pupils to talk about rights, responsibilities and behaviour. They discuss what it means to be a good citizen; learning that is well supported by a police visitor. Good additional support is evident when a mobile unit visiting the school helps to raise pupils' and parents' awareness of drug misuse. Older pupils accept roles of responsibility and are well prepared for their move to secondary school. Through the school council, junior pupils can raise issues and concerns. To further pupils' sporting and artistic talents, the school offers a good range of popular lunchtime and after school clubs, which include a line-dancing club, choir and a range of sporting pursuits. Visits are made to the Birmingham Symphony Hall and Year 6 pupils enjoy a residential trip to the Maengwynedd Outdoor Adventure Centre. This provision has a positive impact on pupils' personal and social development although opportunities for pupils to show initiative in selecting resources and working methods in lessons are underdeveloped. The school has rightly identified the need to develop a system for tracking how well pupils are doing in PSHE.
21. Resources are generally good and teachers effectively use the newly installed interactive whiteboards. There is a good match of teaching staff to the curriculum, which means that all pupils, including those with special educational needs, are well supported in their learning. The good number of classroom assistants aids learning. Outside play areas have been modified and extended as part of the school's ongoing improvement programme. Classrooms are inviting and attractively display work. The special educational needs and target rooms support learning well because they provide extra accommodation for group work. The library is adequately stocked and effectively used by pupils and staff. However, efforts to meet the demands of the school's improving curricular provision are handicapped by the

accommodation in temporary classrooms, which have no sinks and become uncomfortably hot during the summer months. In the computer suite, although there are sufficient computers for pupils to work with partners, space is cramped and the room becomes too hot. These conditions have an adverse effect on pupils' concentration during lessons. In response to the previous inspection, the school has created extra storage space for physical education equipment but the hall is too small to house a whole school assembly comfortably.

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

All aspects of the care, guidance and support for pupils are **good**.

### **Main strengths and weaknesses**

- Procedures for ensuring that pupils and staff work in a safe and healthy environment are effective and good attention is paid to the welfare of the pupils.
- The good levels of mutual respect and trust throughout the school enable pupils to seek help, support and guidance. Teachers monitor pupils' progress and development well.
- Pupils are increasingly becoming more involved in all areas of school development.
- Procedures for helping pupils to settle into school life are good and enable pupils to become part of the school community quickly.

### **Commentary**

22. The school takes seriously its responsibilities for the care of its pupils. The local education authority has recently carried out a whole school health and safety audit and the issues raised have all been addressed. Daily checks are also made to ensure that potential risks are identified and dealt with. There are good levels of awareness by all staff about the medical and other needs of individual pupils and they respond quickly to minor injuries, illness or emotional upsets. The issues raised in the previous report, regarding attention to child protection procedures, have been addressed. All adults are now reminded about the issues and procedures at the start of every term.
23. The very positive school ethos has led to a strong sense of community within the school. Nearly all pupils say that they trust and like their teachers and would be prepared to discuss worries or concerns with them. For their part, teachers and support staff have a good sense of the pupils' capabilities and special educational needs. Procedures for monitoring progress, both during lessons and over time, are now well established. In lessons teachers review the extent to which each pupil has understood what has been taught and records are maintained showing progress during the term. Effective action is taken when necessary, for example by providing additional support either in the lesson or in small groups outside the lesson. This work ensures that all pupils receive effective support and is leading to improving standards. Pupils with special educational needs are well supported in the school, but care is taken to ensure that they do not become too dependent on individual adults. Staff in the Reception classes know children very well and are well informed of individual needs.
24. A good range of initiatives shows an increasing level of pupil involvement in the life of the school. The school council has been actively involved in the selection of lunchtime resources and the markings of the new playground. Plans are in place to enhance further the role of the school council and pupils' involvement is also being extended beyond it. A good example involves a small group of older pupils working with pupils of a neighbouring school on a joint project. The two groups visit both schools with the object of identifying good practice that they would like introduced into their own schools. Further examples include older pupils supporting younger colleagues and peer group mentoring. The pupils, the majority of whom agree that teachers listen and value their ideas and comments, value this work.

25. There are suitable links with local playgroups and home visits are offered. Parents of children starting in Reception are invited to attend information meetings. The children who join the school other than in the Reception classes also enjoy good induction procedures including the appointment of a mentor when first starting at school. During the inspection it was noted that new pupils were treated well, and were happy and settling in well.
26. Since the last inspection the school has improved in this area of its work and the issues raised in the previous report have been addressed. The majority of parents and pupils comment favourably about the way the school fulfils its responsibilities in relation to these aspects.

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

The links between the school, the parents and the community are **good**. Links with other schools and colleges are **very good**.

### **Main strengths and weaknesses**

- Nearly all parents expressed positive views about the school and the recent improvements.
- A minority of parents are concerned about information about pupils' progress.
- The links with parents and the support they give the school make a good contribution to learning.
- Links with other schools and colleges make a very good contribution to school management, learning and pupils' development.

### **Commentary**

27. There have been good improvements in this aspect of the school's work since the last inspection. A large majority of parents (over nine out of ten) expressed very positive views about all aspects of the school. Many parents commented on the significant improvements made by the school during the past two years. They are particularly pleased that their children enjoy being in school, that they make good progress and how the school encourages the pupils to become responsible and mature. The inspection team endorses these views fully. A significant minority of parents would like more information about how well their children are getting on. They would like more time during parents' evenings and some question the timing of these meetings. Although annual reports to parents about pupils' progress meet requirements, they do not give parents a clear picture of what has been taught, the progress made and targets for improvement. The reports also include too much jargon. Reception teachers and assistants form close working relationships with parents who are actively encouraged to raise issues or concerns they may have. They are kept well informed of their children's learning.
28. The school is continuing to develop its links and involvement with parents. To this end, it has organised events to keep parents informed about the curriculum, for example the teaching of mathematics and regularly carries out parental surveys. Parental support for the school is good. Parents' evenings are well supported and there is a good turn out for whole school events such as achievement assemblies. The well-established parent teacher association is very effective. Not only are the events that are organised by the group very well supported by parents but the substantial funds raised also make a good contribution to teaching and learning, for example the purchase of audio visual equipment. Nearly all parents take an active interest in their children's education and give good support in the home.
29. Under the drive and leadership of the headteacher the school has forged very effective links with other schools and a local college. These links have been instrumental in bringing about many of the very positive changes to curricular management, improving the quality of teaching

and improving pupils' attitudes and behaviour. The sharing of ideas and mutual support achieved through the involvement of three 'beacon' primary schools as well as the 'Community Learning Network' involving managers and staff from five other local schools have led to close working relationships between staff who show a willingness to accept new ideas. Teachers at Wylde Green speak very highly about this mutual support. The school has also managed to secure funding from the Home Office for a safer schools project. Benefits are already evident with a dramatic drop in burglary and incidents of graffiti whilst the school environment has been greatly enhanced.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are **good** overall. The headteacher provides **very good** leadership. The contributions of other key staff to leadership and management are **good** and improving rapidly. Governance is **satisfactory**.

## Main strengths and weaknesses

- The headteacher has a total commitment to meeting the needs of all the pupils. He has a clear vision of the way in which the school should develop.
- The headteacher is well supported by the deputy headteacher and subject co-ordinators, many of whom are new to their role. Overall, their work is good and improving rapidly.
- Leadership and management of special educational needs and the Foundation Stage are good.
- The school development plan is a good document; it provides a detailed analysis of the school's needs and future development. However, the plan does not provide a concise picture of the main areas for immediate action.
- In the last two years, monitoring of teaching and learning has improved the overall quality of teaching. A systematic and rigorous programme of classroom observations now needs to be developed to improve teaching and learning further.

## Commentary

30. Over the last two years the headteacher has taken very effective action to improve teaching and to raise standards. He has a clear vision for the future of the school and sees it as a vital source of services and support in the local community, beyond providing high quality education and care for its pupils. He has successfully developed a sense of unity among the staff and they hold him in high esteem. He has the total confidence of those connected with the school. He gives a high priority to ensuring that all children entering the school have the chance to achieve their best and be fully involved in all that the school offers. He is well supported by the deputy headteacher and other staff who share his aspirations.
31. The management team and staff have a common vision and sense of purpose. There is a shared commitment to meeting the personal needs of all the pupils and raising academic standards even higher. Overall, the work of the co-ordinators is good. Many of the subject co-ordinators are new to their roles. Nevertheless, in a short period of time, they have successfully identified the strengths and weaknesses in the provision for their subjects and have written good plans to strengthen the provision. Leadership of the Foundation Stage is good, resulting in very effective teamwork and clear communication. The leadership of special educational needs is good. Good use of outside expertise, teachers and teaching assistants ensures that pupils with special educational needs receive the best support available within a very well managed budget. The special educational needs co-ordinator has well organised procedures for planning and monitoring special educational needs and this contributes to pupils' good progress.
32. The school's documentation, including the school improvement plan, is very detailed. The plan shows, in a clear way, how the school has met the many challenges of the last two years. Owing to the detail and length of the plan, it is not clear what the most important developments are for the next two years. Good use is made of the school's self-evaluation to assess where it is and what needs to be done. The headteacher's astute analysis and regular monitoring have resulted in the much-improved teaching seen during this inspection. Similarly, the deputy headteacher's monitoring of performance data has helped to identify the most important areas to improve and enabled targets to be monitored carefully.
33. The governing body is very supportive of the school and ensures that its work meets all statutory requirements. It has an effective committee structure that enables it to function efficiently. There are designated governors for some aspects of the school's work, such as literacy and special educational needs. Governors are not sufficiently involved in the production and monitoring of the school development plan and they do not have a thorough enough understanding of the academic standards in the school, or what needs to be done to improve

them. Financial management by the governors, headteacher and office staff is effective. Available funding is used well to meet the needs of the pupils.

### **Financial information**

#### ***Financial information for the year April 2003 to March 2004***

Income and expenditure (£)	
Total income	832,534
Total expenditure	800,807
Expenditure per pupil	2,224

Balances (£)	
Balance from previous year	-20,602
Balance carried forward to the next year	11,108

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

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

Provision in the Reception classes is **good** and has improved since the last inspection. The new Reception unit, improved teaching, planning and systems for checking how well children are doing have had a very positive impact. Outdoor accommodation has significantly improved and, although this is not yet fully used for all areas of learning, it is providing opportunities for a fuller and more balanced curriculum. Children come to school with broadly average levels of attainment. They make at least steady progress so that, by the time they leave Reception, nearly all will reach the standards expected for their age. In reading, writing and number, children achieve well and many exceed the expected levels. This is because good teaching develops skills in line with children's capabilities. Individual needs are clearly identified and progress monitored well. Leadership and management of the Foundation Stage, which have improved since the last inspection, are good and ensure very clear communication between staff and very effective teamwork. There are good arrangements when children start school and positive links with parents.

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

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

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

- Adults encourage positive relationships and good behaviour.
- Children know daily routines very well.
- Opportunities for children to select activities independently are underdeveloped.

#### **Commentary**

34. During their first year in school, children respond well to daily routines and settle quickly so that, by the time they enter Year 1, they reach levels appropriate for their age. Children mix well with other children and adults. They often offer to help each other. They share resources and accept responsibility as class helpers. They like to talk about what they are doing and play together well, sometimes organising games for several to join in. Children act with maturity in assembly, when they share their achievements with others, or when working in the computer suite. Teaching is good. As a result, an ordered environment with clear systems is created, which enables children to feel secure and understand what is expected of them. Teachers maintain consistent signals for moving to new activities, which children do sensibly and with confidence. Planning ensures a suitable balance between teacher-led activities and those in which children engage unaided. However, sometimes, teachers over direct the selection of activities, limiting children's independence and initiative in choosing new tasks.

### **COMMUNICATION, LANGUAGE AND LITERACY**

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

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

- Children are well prepared for developing their English skills when they enter Year 1.
- A strong focus aids the development of writing skills.
- Opportunities are lost to develop language through role-play.

### Commentary

35. Teaching is good. Owing to a clear focus on developing literacy skills, especially reading and writing, achievement is good. Tasks are well matched to capability and virtually all children reach the expected levels for their age and many exceed them. This prepares children well for future learning. Teachers provide a range of activities for children to read, write and spell. Children handle books with care and take them home regularly. They use letter sound skills and picture clues to make sense of what they are reading. Teachers read with groups when they encourage talk about the story and characters. Daily handwriting practice reinforces the need for neat presentation and many children produce writing that is consistent in size and shape. Many spell key words accurately and some know when to use full stops. During free activities, some children select writing tasks; for instance during the inspection, children in 'The Beach' play area were writing postcards while sitting on beach chairs under a parasol. In all activities, children listen attentively to teachers and respond well to questions. In focus groups, children learn about the French café or discuss animals and their habitats when new words are introduced. However, opportunities to further language development through imaginary play during free activities are limited.

### MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

#### Main strengths and weaknesses

- Children achieve well, especially in number, where the focus is strong.
- Children are well prepared for developing their mathematical skills when they enter Year 1.
- Discovery and exploration through practical activities are limited and insufficiently focused.

### Commentary

36. Teaching is good, with a strong emphasis on developing number skills. Children achieve well. By the time they leave the Reception classes, virtually all meet the expected goals and many exceed them. Because of clear planning and distinct groupings, children receive the appropriate level of support. Activities are varied and well matched to capability. Teachers use well-directed questions and provide a good level of challenge, especially for the more able. Sessions end effectively. Time is allowed for children to describe what they have been doing and explain their way of calculating. This consolidates learning and enables teachers to gauge the level of understanding. Children engage in a range of number activities and learn to record with plus and minus signs. They make patterns, recognise shapes, sort items, join dot-to-dot and identify light and heavy objects. Often, these activities are teacher-led to provide the right level of focus. Sometimes, however, practical activities do not fully enable children to develop concepts and understanding through play and experimentation.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

#### Main strengths and weaknesses

- A good range of interesting activities develops children's understanding.
- Good opportunities are given for children to use computers to enhance learning.

### Commentary

37. Good teaching provides a range of interesting activities, which suitably prepare children for the next stage of learning. Children question, gather information and find out about the world around them. To become familiar with the immediate school surroundings and locality, teachers take children to visit local shops and study street furniture. Stimulating activities prepare children well for future scientific and technological learning; they label body parts, know about healthy eating and identify the uses of water. They use computers regularly to produce colourful images and make things happen on screen and learn about the use of technology in real life. During the inspection, several children enjoyed collecting information on their classmates' favourite animals, which they did with confidence and a good level of independence. Some worked with a class teacher to sort animals into groups when they were introduced to appropriate language to describe their characteristics. Others confidently engaged in some simple French with their teacher while, in the French café, a group discussed what we find in a café and sampled croissant and jam. 'The Beach' play area illustrates holiday locations around the world and encourages children to become involved in a small representation of the real world. As a result of this varied and effective teaching, nearly all children reach the goals expected by the end of Reception.

### PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

#### Main strengths and weaknesses

- Accommodation and resources have improved.
- Some activities lack sufficient structure.

### Commentary

38. Since the last inspection, a new Reception unit has been built, providing good outdoor play facilities. The newly acquired adventurous play equipment is destined for use by the Reception classes and plans are underway for a purpose built area solely for these younger children. As a result, provision has improved. Children achieve expected standards for their age. Teaching is good. Planning effectively ensures access to a range of physical activities. Children are provided with construction kits, building blocks, sand, water, brushes and scissors to practise and refine skills. During the inspection, children were encouraged to use needles and thread safely and with increasing control, by sewing fish they had designed. Dance and movement lessons take place in the school hall. Outdoors, children use a variety of small apparatus for catching, throwing and aiming. Some organise games to compete with each other, often encouraged by teachers. When using wheeled vehicles, children pedal, steer and change direction with accuracy. However, sometimes, outdoor activities take the form of free play when there is insufficient input to develop or improve skills systematically through stimulating, challenging and structured tasks.

### CREATIVE DEVELOPMENT

Provision in creative development is **satisfactory**.

#### Main strengths and weaknesses

- A variety of activities is on offer which children enjoy.
- Opportunities for children to select materials for themselves are limited.

### **Commentary**

39. Since the last inspection, 'rotation wheel activities' provide a more balanced curriculum and allow children to engage in creative tasks. This improved provision has given children a better chance to reach standards expected for their age and a large number do so. Satisfactory teaching provides a range of activities, although evidence of the systematic teaching of creative skills is limited. Children often engage in creative pursuits unaided. Whilst this allows free expression, it means that children receive little guidance in how to improve or refine techniques. Children respond very well to creative opportunities and enjoy being able to choose what to do. At times, this choice is over-directed by teachers. This limits children's scope to explore, experiment and select materials for themselves. Children paint pictures, sometimes mixing the colours they need. They print patterns and make sticky shape pictures, using items from the environment for leaf and bark rubbing. They have access to a range of musical instruments. During the inspection, a group worked unsupervised and very well together, following simple notation and taking it in turns to play instruments. In assembly, children sing songs, although there is little evidence of the singing of songs and rhymes in classrooms. Teaching in the French café prepares children for future imaginary play in this area when they engage as waiters and customers.

## **SUBJECTS IN KEY STAGES 1 AND 2**

### **ENGLISH**

Provision for English is **good**.

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

- Given the major changes experienced by the school since the last inspection, pupils are achieving at a good level within the subject.
- Teaching is good and pupils are making good progress.
- All pupils are attaining standards in their speaking and listening skills that are good and sometimes very good.
- The subject is well led by the co-ordinator.
- The work pupils produce is often untidy and their handwriting skills are underdeveloped.

### **Commentary**

40. The 2003 National Curriculum test results for Year 6 show that pupils reached average standards. Compared with the results of similar schools, attainment has improved from below average in 2002 to average in 2003. Inspection findings show a similar picture; currently standards in Year 6 are average. In the 2003 assessments for Year 2 pupils, the school's results for writing were well above average and those for reading above average. Inspection evidence indicates that standards in Year 2 are currently above average in reading and speaking and listening and average in writing.
41. Speaking and listening skills are above average by Years 2 and 6. Pupils talk confidently and expressively about the school, their work and their achievements, and use a wide range of vocabulary. The well-planned opportunities for pupils to discuss questions with a partner before giving answers aloud to the class have a positive effect. Pupils are encouraged to listen carefully to teachers and their classmates, which they do well. These listening skills enable pupils to phrase questions well and higher attaining, older pupils in particular respond well by developing ideas and themes introduced by the teacher or other pupils.

42. Pupils in Year 2 are achieving standards in reading that are above those expected nationally and those in Year 6 are attaining standards in line with expectations. The school has worked hard and successfully, to improve its provision for reading and to remedy the problems highlighted in the last inspection report. The library has been very much improved and the books now available to the pupils cover a wide range of interests and are in good condition. Book stocks in the classrooms are now good and the opportunities provided for pupils to experience a full range of guided reading opportunities have been developed well. Study skills are well developed and in discussion pupils show themselves able to talk about the functions of publishers, authors and illustrators; they use the index and contents pages to find information in books.
43. Pupils in Years 2 and 6 are achieving overall standards in writing that are in line with those expected nationally. More able pupils in Year 6 are on course to achieve the higher Level 5. In Year 2 pupils are developing their ability to use punctuation to good effect in the writing of logical sentences. Their work demonstrates an ability to use their literacy skills to write extended stories, letters and poetry; for example: 'Fluffy warm cosy, Gold brown squirrel, Muddy dirty slimy path'. Pupils in Year 6 are making good progress in their ability to use words in an interesting way and their ability to write in a number of different forms is being well developed; for example: 'Snowflakes fall to join the duvet covering the ground. The smell of log fires chases around the street...' However, some of the work seen during the inspection was untidy and demonstrated a lack of handwriting development throughout the school. The school has recognised the need to improve the overall standard of presentation by pupils of their work, particularly handwriting skills and is providing the pupils with regular practice. Pupils are not as yet transferring the skills developed in practice sessions to their general presentation where there is a lack of consistent letter size and general formation.
44. Teaching and learning have improved considerably since the last inspection and are now good. Teachers mark pupils' work carefully and in some detail, for example, noting on individual pieces whether or not the learning objectives of the lesson have been achieved. Lessons are based on a scheme of work that provides progression and pupils' successes are monitored with the use of assessment tests. Tests and assessment results are used well by the school to inform planning, the organisation of groups and the setting of appropriately challenging individual pupil targets. Pupils with special educational needs and those from ethnic minorities achieve at a level in line with that of others in their class. The school has not identified any pupils who fall within the classification of gifted and talented within the subject, but is now meeting the needs of higher attaining pupils effectively.
45. The subject is well led and managed and there has been a good level of improvement in the school's provision since the last inspection despite the overall average attainment noted in Year 6. The many areas of concern highlighted in the report of 2002 have been addressed and continue to be, by the school with varying degrees of success. However the school is aware of the need to continue to drive up standards particularly in Year 6.

### **English across the curriculum**

46. Pupils use their language and literacy skills well in other subjects. Year 5 pupils have used their literacy skills to produce "mind maps" in science. In their work on Victorians, Year 6 pupils used their literacy and ICT skills to produce accounts of their visit to a centre connected with the topic. The use of ICT within the subject is generally at a satisfactory level.

### **MATHEMATICS**

The provision in mathematics is **good**.

## Main strengths and weaknesses

- Standards attained by pupils are improving.
- The teaching observed during the inspection was good; this is an improvement from two years ago.
- Teachers make good use of the national guidance for teaching numeracy. They plan their lessons in detail, but they do not always make sufficient use of assessment data to plan the next stage of learning.
- Teachers offer good levels of encouragement to their pupils, engaging them well in lessons.
- The subject is well led.
- The monitoring of teaching and learning is not well developed.
- Pupils show good attitudes to their work and there is a good promotion of equality of opportunity.

## Commentary

47. The 2003 National Curriculum test results for Year 6 showed that pupils reached average standards. Compared with the results of similar schools, attainment has improved from below average in 2002 to average in 2003. Inspection findings show a similar picture; currently standards in Year 6 are average. In the 2003 tests for Year 2 pupils, the school's results were well above average. Nearly half the pupils attained the higher Level 3; this had a significant impact on the school's overall results. Inspection evidence indicates that standards in Year 2 are currently above average. Improvement since the last inspection is good because the teaching is much better.
48. When the present Year 6 pupils were in Year 2, they achieved average standards. Overall, their achievement has been satisfactory as they moved through Years 3 to 6. The school has recognised the need to develop pupils' mathematics skills and it has improved teaching and learning. As a result, pupils' achievement in the last two years has been good. Inspection evidence indicates that, compared with last year, a higher proportion of Year 6 pupils are on track to attain the expected Level 4. This will represent an improvement in the school's results. Higher attaining Year 6 pupils are on track to attain at the higher Level 5. In discussion, they explained a range of strategies they could use to solve problems. They have a good understanding of percentages, fractions and work on shapes.
49. The quality of teaching and learning is now good throughout the school and much is very good. Pupils now achieve well, although, because of previous underachievement, Year 6 pupils' achievement is only satisfactory overall. This indicates good improvement since the last inspection, especially in the juniors. In Years 5 and 6 the setting arrangements work well. Generally, teachers plan work at different levels of demand for pupils. This ensures that the work covered is at the right level for all pupils. However, in a small number of lessons, not enough attention was given to the pupils' lack of understanding of recent work and they were expected to complete tasks that were too hard. Systems for using assessment data to plan the next stage of learning have been successfully introduced and now need to be embedded and used consistently. In the best lessons, teachers ask questions that enable pupils to explore the way they have arrived at an answer: 'How did you get that? Is there another way?' This approach provides pupils with the confidence to make mistakes and reflect before rethinking their solutions.
50. Lessons are usually well structured and delivered at a swift pace. At the beginning of lessons, teachers ensure there is good emphasis on mental calculation and they expect pupils to explain how they work calculations out. Pupils demonstrate good mental agility. There is normally good attention given to direct teaching of the whole class and groups. Teachers question pupils effectively to help them sort out ideas and take forward their thinking. The end

part of lessons is used appropriately to check on what pupils have learnt but sometimes the focus is on the work of a few pupils and the rest of the class lose interest.

51. Most pupils find mathematics enjoyable because the problems they are given are stimulating. In a Year 6 lesson where pupils were asked to find different ways of working a simple number maze, the pupils were fully engaged in finding as many solutions as possible. When numbers were added to the task the pupils showed a good range of number skills. When asked to calculate  $39 \times 7$ , one pupil quickly responded by working out  $40 \times 7$  and then subtracting 7, to get the correct answer. Resources are plentiful and pupils have access to practical counting equipment so mathematics is easy to visualise. Teachers mark pupils' work regularly and mistakes are followed up unobtrusively with pupils during lessons in a way that does not demoralise them. Pupils with special educational needs are given good support and their achievement is generally good.
52. Leadership of the subject is good. Although the co-ordinator has only been in post for two terms she has clearly identified the strengths and weaknesses in provision. She has clear plans to develop teaching so that standards are further improved. At the time of the inspection the co-ordinator had not been given the opportunity to monitor mathematics teaching. The school's management team acknowledges this weakness and plans are in place to provide the co-ordinator with the necessary time to complete a full range of observations.

### **Mathematics across the curriculum**

53. Teachers are aware of the need to reinforce numeracy skills in all subjects. They do this satisfactorily. Number skills are used well in science where, for instance, pupils record in graphical form. There are also good links with ICT, as seen in Year 1 when pupils used programmable toys to solve problems involving 90-degree turns.

### **SCIENCE**

Provision in science is **good**.

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

- Teaching is good, so that pupils achieve well and make good progress in developing their scientific knowledge and skills.
- By Years 2 and 6, attainment is above average.
- Pupils enjoy science and demonstrate very good behaviour and attitudes.
- Marking is not used sufficiently to help pupils know how they can improve.
- There are not enough opportunities for pupils to use their independence to design investigations.
- The subject is well led.

#### **Commentary**

54. In 2003, pupils' attainment in Year 6 was above average, having improved over the average results in 2002. Compared with similar schools, these pupils achieved well when their attainment in Year 2 was taken into account. This was a marked improvement over the previous two years, when pupils' achievement was below average. Attainment is currently above average in both Years 2 and 6. Since the last inspection, good progress has been made in improving teaching and the development of pupils' skills. More attention is also given to meeting the needs of pupils with different capabilities.
55. In all lessons, pupils behaved very well and showed high levels of interest and concentration and this aided learning. They responded well to the exciting and interesting activities offered,

which reflect the thoughtful curriculum that is being developed. In Year 5, for instance, pupils made predictions and then tested the distance travelled by 'bottle rockets', containing different amounts of water, propelled by pumping in air. It was unfortunate that, because of the high temperatures, few of the rockets fired as the bottle bungs had expanded. However, this gave pupils a valuable insight into the nature of science and that experiments do not always follow the predicted path. In Year 6, pupils gained much from the introductory discussion about the size of craters on the moon and then used model meteorites, dropped from different heights and varying in shape and mass, to examine the impact craters in sand. This imaginative approach fired pupils' imagination and led to very positive attitudes and behaviour. Teaching is consistently good or better, it is well planned and meets the needs of different pupils well. It often uses questions and discussion opportunities to good effect and very good management of pupils is always evident. Teachers make good use of the interactive whiteboards when explaining scientific principles and, on occasions, pupils use ICT to enter and display the results obtained. Good links are established with numeracy and pupils' mathematical skills are applied and extended well. Literacy skills are also used well, including making notes and summarising observations. Occasionally there is a lack of clarity in the teachers' explanations, such as the distinction between water as a gas and fine water droplets, as seen in steam or clouds. Also some generalisations made for younger pupils are misleading, such as dividing plants into flowering plants, shrubs and trees, even though all are in fact flowering plants. Pupils are keen to learn about science and enjoy being involved in practical activities, such as when testing the effect of different forms of exercise on heart rate. Assessment procedures are good. A useful system for recording pupils' progress has been introduced and is being used consistently in most classes. The coordinator has not yet analysed the answers in Year 6 National Curriculum tests in detail to identify pupils' strengths and weaknesses and any patterns evident. Marking is generally complete but it does little to help pupils know how to improve.

56. About half of Year 6 pupils display high standards in their knowledge of science and virtually all have a secure understanding of the skills of scientific investigation. However, pupils throughout the school do not have enough opportunities to plan and carry out investigations that are not very closely controlled by the teacher. Good use is made of mathematical skills because of the experimental work completed, so that results can be recorded in tables, averages taken and information presented in a range of different graphical forms. Occasionally ICT is used to present data.
57. The co-ordinator, who has been responsible for science for less than one year, has led the subject well. He has updated guidance to teachers and introduced good assessment procedures. An effective lesson-planning sheet has been introduced, which gives a high priority to those scientific skills being developed in the lesson, together with the range of vocabulary to be used. There has been insufficient opportunity for the coordinator to monitor teaching, although the quality of pupils' work across the school has been examined.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision for ICT is **good**.

### **Main strengths and weaknesses**

- Teaching is good and pupils achieve well.
- ICT is used well to support learning in other subjects.
- Resources, in particular the number of computers, are good. However, the cramped space in the computer suite becomes very hot.
- The subject is well led.

### **Commentary**

58. The provision of resources is good. Good use is made of the interactive whiteboards by the staff to support work in a range of subjects. By Year 2, pupils are attaining above average standards. They confidently use the mouse, enter data, select different fonts and colours and save their work. Standards by Year 6 are generally in line with national expectations. These standards represent good and improving achievement. Discussion with Year 6 pupils and a scrutiny of their work indicate that standards in many aspects of ICT are average, including word processing. Pupils have a satisfactory understanding of the way computers can be used to help in the production of spreadsheets. The highest attaining Year 6 pupils explain how information changes on the sheet, when one item is changed. They also predict the changes that will occur when data on the sheet are changed. Effective use is made of the Internet.
59. Teaching is good. Teachers are confident when using the computers; this confidence is passed on to the pupils who are equally at home when using the different programs available. The lessons observed were well planned and pupils made progress in using the computers. In a Year 6 lesson, where pupils were using a simple control program to manage the sequence of traffic lights, the teacher asked searching questions so that the pupils thought about the way they constructed the program for the lights. By the end of the lesson, the majority of pupils had written flow programs that controlled the set of lights; they had made good progress.
60. Co-ordination is good. The co-ordinator has a good understanding of the way in which ICT can be used to enhance pupils' learning across a range of subjects and she is clear about the strengths and weaknesses in the subject. She provides colleagues with valuable support. Resources are good, however, the computer suite is in a small room, which becomes very hot. Although a similar comment was made in the last inspection report no action has been taken to improve the situation.

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

61. ICT is being used to support work in a number of subjects including English, mathematics and science. The recently installed interactive whiteboards are used to support teaching and learning in many subjects. Good use is made of the Internet, such as for developing research skills. The co-ordinator is aware of the need to extend this aspect of provision, so that appropriate resources can be fully used to develop all aspects of pupils' learning. This aspect of the school's work is better than that seen in many primary schools.

## **HUMANITIES**

### **Geography and History**

62. Neither geography nor history was a major focus during the inspection. In history, pupils in Year 2 have developed a good understanding of important ideas about World War II. They have written about the way servicemen should be remembered. In Year 3, pupils have studied the ancient Egyptians. They have made good use of the Internet to carry out research on the topic. Work in the books of the Year 5 pupils shows that they have a good understanding of life in ancient Greece. Work on display shows how the modern Olympic Games are related to those that occurred in ancient Greece. Pupils in Year 6 have studied the Victorian period. Work in books shows a good understanding of the difficulties faced by those working in factories. Inspection evidence demonstrates that there is good coverage of the nationally prescribed programme of work for history. Standards are average. Overall, these judgments represent an improvement from those reported following the last inspection, when standards in history had declined.
63. In the two lessons seen in geography, both in the same year group, the pupils demonstrated a satisfactory level of attainment and the teaching was good. In Year 2 pupils have produced a generally good level of work on journey planning and are aware of the differences that make up

the characteristics of different areas, for example, the seaside. In discussion, pupils in Year 6 demonstrated an understanding of how we adversely affect our environment through pollution and demonstrated a good level of knowledge about possible sources of information, for example, the Internet and books. They are concerned about the effects of global warming and have a satisfactory knowledge about its cause. They discuss the causes of erosion and its effects, particularly on the coastline. In a lesson on the Caribbean, they used maps to discuss the different geographical features of the islands of Trinidad and Tobago. The pupils use their literacy skills well in writing descriptions and formulating questions.

## **RELIGIOUS EDUCATION**

Provision in religious education is **good**.

### **Main strengths and weaknesses**

- Pupils achieve well and by Year 2 their attainment is above that expected.
- Teaching is good and, on occasions, very good.
- RE strongly promotes pupils' personal development and understanding of a range of faiths and cultures.
- The subject is well led.

### **Commentary**

64. At the end of Year 2, pupils' achievement is good and their work displays a knowledge of RE above what might be expected for the locally agreed syllabus. In Year 2, pupils demonstrate a good understanding of the beliefs of Muslims and use the information gained, following a visit to a Mosque, well. Those in Year 1 demonstrate a depth of understanding of aspects of Judaism that shows a surprising maturity for children so young. By Year 6, pupils attain the expected standard, but achievement in the school is now good because the changes to the curriculum and approach to RE have had a positive effect. They understand that art is often used to display religious ideas and they explored Christian art with an appropriate level of understanding in relation to the use of colour and religious symbols. A few pupils also began to appreciate how the spiritual and reflective nature of the material might influence how a believer perceived the art, but this area was underdeveloped during the lesson. Teaching is good and on occasions very good. In all lessons, there was very good pupil management and resources were used to good effect. Pupils display very positive attitudes and respect for the beliefs of a wide range of faiths. In a very good lesson in Year 5, the teacher very sensitively introduced pupils to the importance of prayer to Muslims and how, wherever possible, they face Mecca to pray. This was brought alive to pupils because of the use of prayer mats, which included a compass to help find the direction of Mecca. The teacher also very sensitively involved a Muslim child in the class and ensured that pupils understood the rituals associated with prayer, including removal of shoes and socks and the importance of the sequence of movements completed by Muslims before praying. RE makes a positive contribution to pupils' personal development, including their understanding of a range of cultures and to racial harmony in the school.
65. The co-ordinator, who has been responsible for RE for less than a year, has had a positive effect in raising the profile of RE within the school and helping to give teachers confidence in teaching the subject. She has reviewed the guidance for staff and introduced appropriate procedures to record pupils' strengths and weaknesses. There has been insufficient opportunity for the coordinator to monitor teaching, although the quality of pupils' work across the school has been examined. Since the last inspection progress has been good. Achievement is rising and teaching is now good. Links have been established with a wide range of places of worship.

## **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

## Art and design

66. Only one lesson was seen in art and design so it is not possible to make a judgement on the quality of teaching and learning, standards or provision. Scrutiny of pupils' work in folders and on display indicates that pupils of all ages use a variety of materials to communicate their ideas. Younger pupils produce line drawings before working with paint. They study detail and texture, often looking at the immediate environment for inspiration. They make collages and three-dimensional papier-mâché images. Pupils produce wax resistant pictures in the style of Monet's 'Water lilies' and produce observational drawings and patterns linked to learning in science and mathematics. Older pupils refine their skills in tone and shade. They engage in large-scale projects of outdoor art at an adventure centre. Work in other subjects provides the stimulus for still life studies, book cover design and historical representations. Points raised by the previous inspection are being addressed. A new subject coordinator is due to take on the role in the autumn.

## DESIGN AND TECHNOLOGY

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

### Main strengths and weaknesses

- Teaching is good.
- Standards amongst junior pupils are rising.
- Cross-curricular links and enrichment are good.
- Independence is developed insufficiently to allow pupils to select their own resources and methods of working.
- The subject is well led.

### Commentary

67. During the inspection, one lesson was seen in Year 2. This, together with scrutiny of work in books, photographs and displays, indicates that standards are in line with those expected nationally and pupils' achievement is satisfactory. They design, make, refine and evaluate their work. They consider how items are made and how this affects their function. Year 2 pupils compared their visit to Telford Town Park with new adventurous play equipment recently installed at the school. This provided a very good opportunity for pupils to link their learning to their immediate environment. The lesson was well supported by a visit from a representative of the play equipment company. Pupils examined samples of materials, considered safety aspects and talked about what they had observed, before recording their preferences.
68. Standards by the end of Year 6 are in line with those expected nationally, which is an improvement since the last inspection when standards were unsatisfactory. This represents good achievement over a short space of time and is as a result of good teaching and improved curricular coverage. Design and technology is taught in units covering alternate half terms to allow sufficient time for the progressive development of skills. Recent improvements mean that pupils receive well-balanced activities, which give them the chance to apply skills and develop understanding through investigation and evaluation. They look at packaging and design their own for a specific purpose. They use scientific knowledge to make simple circuits when designing lighthouses. In food technology pupils consider how foods go together to create healthy, balanced, sweet or tasty options.
69. Teaching is good and has a positive impact on standards. In the best lessons teachers: motivate pupils through appropriate pace and level of challenge; engage pupils in practical and stimulating activities which they enjoy; make references to other subjects so that pupils make sense of their learning; and ensure pupils understand what they are learning and the skills they need to apply; and explain and demonstrate clearly and with confidence.
70. In one very good lesson, Year 6 pupils worked on initial ideas for their own model of a fairground ride. Through a very good range of tasks, they tested, constructed and researched in preparation for making the ride. As a result of a clear lesson focus, learning involved applying scientific, technological, literacy and personal skills. Pupils worked very well together, sharing ideas and resources and organising their time effectively. Teachers are working to develop pupils' confidence to enable them to select their own resources and working methods. The subject is well managed. Although the role of monitoring teaching and learning is underdeveloped, a positive and enthusiastic approach to the subject has been instrumental in improvement.

## Music

Provision in music is **good**.

### Main strengths and weaknesses

- Increased subject focus and timetabling improvements have contributed to the bid to raise standards.
- Enrichment through visitors and musical clubs has a positive effect.
- The use of ICT has improved.
- The subject is well led.

### Commentary

71. No lessons were seen in the infant classes so it is not possible to make a judgement on standards or the quality of teaching. In the junior classes, standards by the end of Year 6 are average. This represents good achievement over time from a low starting point because standards in the previous inspection were below average and progress unsatisfactory. Pupils know words 'tempo', 'pitch' and 'volume' and identify various musical styles. They work together to compose and are happy to perform and evaluate each other's work. In some cases, they use ICT to research musical origins and create their compositions.
72. Improvement since the last inspection is very good. Music is timetabled weekly and planning ensures that pupils appreciate, compose, perform and evaluate music. There is sufficient emphasis on the consistent building of skills through a newly created scheme of work. The range of resources has grown to include multicultural music and a wider variety of instruments. As a result, music has a higher profile. Pupils hear music as they enter assembly, where they sing tunefully. Good use of staff expertise means that the music co-ordinator leads singing in assembly, challenging pupils to keep time as they sing a round. There are very good opportunities to join the school choir and drama club, which stages musicals for the whole school. Pupils participate with enjoyment, performing with gusto and feeling. Tuition in a range of instruments further enriches provision.
73. Teaching in the junior classes is good, which impacts on raising standards. Teachers present the subject with confidence and promote enjoyment. They develop musical vocabulary and encourage pupils to talk about their response to music, aptly questioning to extend thinking. Organisation and management of resources are good and teachers have high expectations of behaviour and levels of participation. The subject is well managed by a competent and musical coordinator. Although the monitoring of teaching and learning has yet to evolve, demonstration lessons have been provided to support colleagues. This has increased teachers' confidence in the subject and improved pupils' learning.

## Physical education

Provision in physical education is **satisfactory**.

### Main strengths and weaknesses

- Extra-curricular activities, including line-dancing, make a positive contribution to pupils' performance.
- Teachers do not always set a good role model by changing into appropriate PE clothing.
- The pace of lessons can be too slow and some pupils do not follow instructions closely.
- The hall limits the range of activities that can be undertaken.

## **Commentary**

74. PE was not a major focus during the inspection, but it was possible to observe three lessons, two of which were in the area of dance. Teaching is satisfactory. Lessons are appropriately planned and follow recently introduced published guidance. There is a satisfactory focus on developing skills and challenging pupils to improve. On occasions, however, the pace of lessons is too slow because too much time is taken organising pupils. In addition, some boys are not attentive enough and time can be wasted in ensuring they behave and are properly involved. Some teachers do not set a good role model when they do not change into appropriate clothing or shoes, despite requiring pupils to do so. Pupils' attainment in dance and ball control was in line with that expected. Extra-curricular activities make a good contribution to PE. The line-dancing club involved over 30 pupils and they performed to a good standard. Since the last inspection, the hall has been cleared of items of equipment, but it is still inadequate and limits the range of activities that can be covered at any one time. Provision, teaching and standards are similar to those reported previously.

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

### **Personal, social and health education and citizenship**

75. It was only possible to observe one lesson in this subject and there was not enough evidence to support a judgement on provision, but personal, social and health education (PSHE) is an increasingly important aspect of the school's development. Suitable policies and schemes of work are in place and provision includes a wide range of activities including health, sex and drugs education. Pupils are introduced well to the principles of citizenship because work on democracy, voting and elections is included. 'Circle' discussion time is used well to raise pupils' awareness of dangers and risks. Pupils work well together, they are prepared to share resources and they help each other when the work is difficult. This approach was evident in ICT lessons where pupils have to share computers. Despite the very cramped and hot condition they did this with no fuss. RE lessons make a particularly positive contribution as pupils learn to understand the beliefs of others and to reflect on the key features of different religions and how they can influence the life of a believer. Coverage of PSHE is monitored to ensure delivery but not quality of teaching. Leadership of the area is satisfactory although changes in coordinator role are planned for later this year.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

### *Inspection judgement*

### *Grade*

<b>The overall effectiveness of the school</b>	<b>3</b>
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	3

<b>Overall standards achieved</b>	<b>4</b>
Pupils' achievement	3

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

<b>The quality of education provided by the school</b>	<b>3</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils' needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	2

<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	4
The leadership of the headteacher	2
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).*

