

# INSPECTION REPORT

**YARDLEY WOOD COMMUNITY PRIMARY SCHOOL**

Birmingham

LEA area: Birmingham

Unique reference number: 103281

Headteacher: Mr J Wiczerzak

Lead inspector: Cheryl Thompson

Dates of inspection: 17<sup>th</sup> – 20<sup>th</sup> November 2003

Inspection number: 260522

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
Number on roll;	268
School address:	School Road Birmingham
Postcode:	B14 4ER
Telephone number:	0121 4742456
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Appropriate authority:	Governing Body
Name of chair of governors:	Mrs Sarah Rayment
Date of previous inspection:	20 <sup>th</sup> September 1999

## CHARACTERISTICS OF THE SCHOOL

Yardley Wood Primary serves an area of high unemployment south of Birmingham city centre. It is a larger than average school with 268 pupils on roll including 25 full time children in the nursery. The roll is dropping due to the change in the local area's population. Attainment on entry is well below average. Almost half the pupils are eligible for free school meals which is well above the national average. A quarter of pupils have special educational needs, including six with statements of specific need; these figures are above average. Pupils' main needs are identified as moderate learning and emotional and behavioural difficulties. There is a high proportion of pupils whose first language is not English but only a small number at the early stages of learning the language. In most years, there is a high turnover of pupils with the added problem of pupils missing significant amounts of schooling as they move between schools.

The school gained a school's achievement award in 2000 and 2001. In 2001 it gained an Inspire award for establishing family workshops throughout the school; these have continued.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
22822	Miss C Thompson	Lead inspector	Information and communication technology History Geography Music Religious education Provision for pupils with special educational needs Provision for pupils with English as an additional language
32676	Mr N Power	Lay inspector	
22397	Mr S Fowler	Team inspector	English Science Design and technology Physical education
30691	Mrs K Yates	Team inspector	Mathematics Art and design Areas of learning for children in the Foundation Stage

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## PART A: SUMMARY OF THE REPORT

This is a **good** school where pupils do well. Inspirational leadership together with very high expectations make Yardley Wood a strong, caring community where pupils develop self-confidence and an enthusiasm for learning. Good management means there is a clear understanding of what needs to be done to maintain good achievement. The school provides very good value for money.

The school's main strengths and weaknesses are:

- The head and deputy headteacher provide a very clear sense of purpose for the school
- Standards are improving at a good rate because good teaching helps pupils achieve well
- Excellent pastoral care with very good provision for pupils' personal development
- Pupils are very keen to learn and behave very well
- There is an excellent range of out of lesson-time activities
- Provision for children in the nursery and reception classes is unsatisfactory
- Subject co-ordinators do not have time to check on teaching and learning
- Attendance is well below average

Since the previous inspection in September 1999, the school has made good improvement overall. There has been very good improvement in standards and the provision for pupils' personal development. The key issue to improve the quality of provision for the youngest children has not been resolved, mostly due to staff changes.

### STANDARDS ACHIEVED

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

Overall, standards are average and achievement is **good**. A high number of pupils join and leave the school. Data provided by the school shows pupils who have always attended Yardley Wood achieve very well from a low starting point. Pupils who join at other times achieve well, but many have much to make up.

When children start school in the nursery, standards are well below those expected. In the current reception class, standards are below. Nursery children achieve well in developing good attitudes to learning but in all other goals they are expected to reach by the end of reception, they achieve satisfactorily. In the main, reception children underachieve due to unsatisfactory teaching.

Year 2 standards in reading and science are average, in writing well above average and in mathematics below average. Achievement overall is good, but in writing it is very good and pupils use their writing skills very well in other subjects.

Year 6 standards are average, although in the current Year 6, standards attained in national tests are likely to be lower in English and mathematics. Pupils achieve well. Throughout, pupils achieve well in information and communication technology (ICT) and in Year 6 make very good use of their knowledge in other subjects such as history.

Pupils' spiritual, moral, social and cultural development is **very good**. Relationships are very good. Pupils are helped and supported to become thoughtful and responsible young people. They have

very good attitudes to learning, behave very well and show mature respect for the ideas and opinions of others.

Attendance is well below average. In spite of the school's very good efforts, a significant minority of parents do not make sure their children come to school regularly.

## **QUALITY OF EDUCATION**

The quality of education at Yardley Wood is **good** overall. Excellent pastoral care means pupils are happy, confident and very keen to respond to the **good** teaching. Within a framework of very good relationships, teachers set very high expectations and manage pupils' behaviour skilfully. Consequently, no time is wasted, pupils learn at a good rate and take pride in their accomplishments. Where teaching is very good in Years 6, 5 and 2, pupils work very well together and show an impressive application to their tasks; they are determined to do their best. Good links are made between subjects so that lessons and planned visits are interesting and relevant. Staff provide an excellent range of extra-curricular activities such as drama and sports, which gives more opportunities for pupils to find something they are good at and can succeed. Skilled teaching assistants and support teachers provide good help for pupils who have English as an additional language and those with learning difficulties; this has a very positive effect on their self-esteem and good achievement.

The quality of education for nursery and reception children is unsatisfactory. Although teaching is satisfactory overall, teachers do not have a secure understanding of how to plan purposeful and structured activities to promote learning at a good rate. Sound teaching in the nursery provides a good start in terms of helping the youngest children develop their communication and social skills and positive attitudes to school. However, in reception, teaching is generally unsatisfactory because children's behaviour is not managed well.

## **LEADERSHIP AND MANAGEMENT**

Overall, leadership and management are **very good**. The head and deputy headteacher provide determined and inspirational leadership. They believe passionately that the school should give pupils the best possible opportunities to succeed. This vision is shared by staff who work very well together as a team to provide these opportunities. The head and senior team make very good use of data provided about the school to plan further improvement. Management is currently good rather than very good because many subject co-ordinators are very new to their roles and they do not have time to gain an overview of standards and teaching in their subjects. The work of the governing body is satisfactory and they benefit from a dynamic, hardworking Chair.

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

Parents have very good views of the school. They are appreciative of the opportunities to attend the Inspire Workshops and of the approachability of teachers. Pupils have very good views of the school. They love coming to school and like their teachers. Many older pupils say they like the drama club and sports.

## **IMPROVEMENTS NEEDED**

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

- Improve the provision for nursery and reception children;
- Develop subject co-ordinators' roles;
- Improve attendance;

and, to meet statutory requirements:

- Make sure the Prospectus and Governors' Annual Report contain all the necessary information.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

#### Standards achieved in areas of learning, subjects and courses

Standards as measured against National Curriculum criteria are **average** overall and pupils of all abilities **achieve well**. Standards in the nursery are well below average, in reception, below; overall, achievement in the nursery is satisfactory but in reception, unsatisfactory.

#### Main strengths and weaknesses

- Results attained by Years 2 and 6 have improved at a good rate and, compared to schools in a similar context<sup>1</sup>, are well above average
- As they move through the school, pupils make at least good progress
- The school is very successful in a range of sports
- Unsatisfactory provision for reception children slows achievement

#### Commentary

1. Since the previous inspection in 1999, standards attained in Year 6 national tests have risen from well below the national averages to average. This rise in standards has been at a better rate than that found nationally and is mainly due to the headteacher's high aspirations, very good analyses of data and good assessment of an individual pupil's learning in order to provide suitable challenge or help. Compared to schools in a similar context, standards are well above average in English, mathematics and science.

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

Standards in:	School results	National results
English	27.0 (27.2)	26.8 (27.0)
mathematics	27.0 (25.7)	26.8 (26.7)
science	29.2 (27.1)	28.6 (28.3)

*There were 49 pupils in the year group. Figures in brackets are for the previous year*

2. In Year 2 national tests, standards attained in writing are well above the national average and similar to those attained in the top ten per cent of similar schools in the country. These standards are the result of a very clear focus on teaching basic literacy skills thoroughly and providing interesting and imaginative stimuli for writing. Mathematics is the subject where pupils do less well and improvement has not been as good. However, the school continues to place great emphasis on developing pupils' mathematical vocabulary and understanding. Very good data analysis and good assessment has also identified the need to improve pupils' problem solving skills and planning is in hand to do so.

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<sup>1</sup> Schools in a similar context are those with a similar proportion of pupils eligible for free school meals.



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

Standards in:	School results	National results
reading	15.8 (15.1)	15.7 (15.8)
writing	16.3 (15.9)	14.6 (14.4)
mathematics	15.9 (15.1)	16.3 (16.5)

*There were 29 pupils in the year group. Figures in brackets are for the previous year*

3. Given the well below average starting point in the nursery and the average standards attained in Year 6, pupils' achievement is at least good as they move through the school. Indeed, the school's data shows pupils who start and finish their primary schooling at Yardley Wood actually achieve very well. The variable but generally high number of pupils leaving and joining means that those coming in to the school, especially in Years 5 and 6 can have a detrimental impact on standards as measured by average points scores. Analysis of the school's data and records shows the great majority of 'new' pupils start in the school with considerably lower levels of attainment than their peers. Many have also had, and continue to have, very high levels of absenteeism. Pupils who leave and eventually return to Yardley Wood have often missed many weeks of schooling in between. However, the school's records and analysis of data also shows these pupils also achieve well from their individual starting points. The two main reasons pupils achieve well are – the attention paid to ensuring pupils feel happy, confident and secure in school and the very high expectations for behaviour, quality and quantity of work.

4. Good teaching and support for pupils with learning difficulties and for those who have English as an additional language helps pupils develop self-confidence and good basic literacy and numeracy skills.

5. The good provision for physical education and excellent range of out of school activities ensures boys and girls have chances to discover and develop sporting talents. Professional cricket and football coaches provide expert tuition. All pupils learn to swim with the great majority able to swim at least twenty-five metres by Year 6. The headteacher is committed to entering teams in local competitions and does so successfully; there is never a shortage of willing team members. A few boys and girls have gone on to a professional sports career.

6. In the reception class, children underachieve in some areas and could do better. The main reasons for this are:

- children's behaviour is not managed well and much time is wasted as a result;
- day to day planning does not clearly identify what it is children are expected to learn by undertaking the planned activities. Therefore, some activities are purposeless and children do not learn much from taking part.

### **Pupils' attitudes, values and other personal qualities**

Pupils' spiritual, moral, social and cultural development is **very good**. Pupils have **very positive** attitudes to school and behave **very well**. The attendance rate is **poor**.

### **Main strengths and weaknesses**

- Pupils have very good attitudes to school
- The school has very high expectations of behaviour
- Relationships are very good
- Pupils' personal development is very good
- A significant minority of pupils do not attend school regularly

## Commentary

7. Pupils' attitudes to school and their lessons are very good. All pupils show a great interest in what is being taught and enjoy coming to school. They say that they like coming to school and that their teachers are kind and helpful. Most parents agree that their children like school and the inspection findings confirm their views. Parents feel strongly that the school promotes good attitudes and moral values

8. Pupils behave very well because the school sets very high expectations for them to do so. Their very good behaviour has a positive impact on learning because they listen carefully and get on with the work set for them. Staff are very good at dealing with behaviour matters quietly, they 'praise in public, punish in private' and pupils respond very well to this approach. Only in the reception class when teaching lacked sufficient challenge and class routines were not well established was behaviour unsatisfactory. All pupils move around the school very sensibly even when they are unsupervised. Incidences of bullying are few and are swiftly dealt with.

9. Relationships in the school are very good. Yardley Wood is a friendly community. Boys and girls of all ages and ethnic backgrounds work and play together and care for one another well. The school's appointment of a mentor for raising self-esteem and after school activities has been very beneficial. Self-confidence is boosted by activities in drama, class assemblies and Circle Time. Residential trips provide very good opportunities for social development. A sense of responsibility is encouraged through older pupils giving help with the younger children and being part of sporting teams.

10. The school provides very well for pupils' personal development. They are encouraged to think beyond themselves in moments of reflection in assemblies and through poetry and art and design. In a 'Peacemaker' session, pupils showed an impressive ability to empathise and understand other people's point of view. When formulating their own class rules, pupils further their understanding of right from wrong. All adults in the school provide very good, consistent, role models for kindness and integrity. Pupils develop a good awareness of festivals and customs celebrated by people from different ethnic origins. Two members of staff, one of whom is African and the other a Muslim are instrumental in bringing a special focus in the form of a week of organised Nigerian activities, and a greater understanding of the celebrations of Ramadan.

## Attendance

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

Authorised absence		Unauthorised absence	
School data	5.9	School data	0.9
National data	5.4	National data	0.4

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

11. The school's reported attendance level is poor, but this includes figures for a small number of pupils who have moved on from the school and have not yet been removed from the school's roll. The school identifies those pupils whose attendance is unsatisfactory. It has data to show that if the very small number of pupils whose attendance is very poor is not included in overall statistics then the attendance of the vast majority of pupils is at least satisfactory. The school has a very effective range of strategies in place in order to encourage parents to send their children to school regularly.

## Exclusions

12. There have been no exclusions. In line with the ethos of the school, it takes in pupils who have been excluded from other schools. In the vast majority of cases, pupils thrive in the supportive atmosphere and rise to the very high expectations set for all.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is **good** overall, although for nursery and reception classes it is currently unsatisfactory.

### Teaching and learning

Teaching and learning are **good** overall with very good teaching in Years 2, 5 and 6 and unsatisfactory teaching in reception.

#### *Summary of teaching observed during the inspection in 40 lessons*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2 (5%)	6 (15 %)	12 ( 30 %)	16 (40%)	2 (5 %)	0 (0 %)	2 (5 %)

*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.*

### Main strengths and weaknesses

- Very good relationships together with very high expectations promote good achievement
- In Years 1 to 6, teachers manage pupils very well so that no time is wasted dealing with behaviour issues
- Teachers encourage a good level of discussion and sharing of opinions to develop self-confidence
- Assessment is good but is not being used to full advantage to help pupils understand how they can improve their work
- In reception, children's behaviour is not managed well and, in some sessions, activities lack purpose

### Commentary

13. Underpinning good teaching is the very strong leadership from the headteacher in providing pupils with a school community where they can grow in self-confidence and develop a love of learning. Within a framework of very good relationships and very high expectations, pupils know what is expected of them and, in the main, they rise to these expectations and learn well as they move through the school. Teachers plan for interesting links between subjects and make good use of a range of visits and visitors to make lessons lively and relevant. Good assessment quickly identifies pupils who need extra help and this is provided. Knowledgeable support teachers provide good teaching for pupils with learning difficulties to help them develop their basic literacy and numeracy skills. Teaching assistants work well with teachers to make sure all pupils are clear about what they have to do in lessons and provide good support as necessary. Pupils with English as an additional language are sensitively supported and teachers ensure any new vocabulary is understood. Teachers set firm guidelines for quantity and quality of work which all pupils try hard to meet.

14. During inspection it was clear that teachers enjoy teaching and like many experts, make the job look easy, especially in Years 2, 5 and 6. A strength in teaching is the apparent ease with which teachers manage pupils, many of whom have complex behavioural difficulties. Teachers use public praise very effectively but any admonishment is done quietly and often privately so that pupils are in no doubt about how their behaviour is viewed. They are also expected and encouraged to talk through how they should behave. The deputy headteacher provides very good support for staff in helping them to manage pupils' behaviour so that there is a 'whole-school approach'.

15. A feature of many lessons observed was the expectation that pupils would give explanations about their work or share their opinions with others. In an excellent Year 6 ICT lesson pairs of pupils had prepared a 'PowerPoint' presentation. With their teacher's quiet encouragement they showed a

very good awareness of their audience, explained coherently why they had chosen their particular aspect of Victorian life and answered questions competently from their responsive audience. In a Year 4 'circle time' session, pupils were confident in stating what they felt they were good at and what made their friend special. In a very good Year 5 mathematics lesson, to reinforce their learning, pupils were encouraged to use newly learned vocabulary such as 'prism' and 'cuboid' in their answers to their teacher's very good questioning.

16. Pupils' work is always marked but the quality and value of comments made by teachers is inconsistent. Consequently, pupils are not always made aware of what they need to do to improve. Similarly, the school's very good system for tracking pupils' progress is not used to full advantage by sharing targets for attainment and improvement with pupils.

17. In the reception class, children's behaviour is not always managed well enough to ensure they learn the right way to behave. Planning identifies activities to be undertaken, however it does not always make clear what it is pupils are expected to learn by taking part in an activity. Consequently, some tasks are aimless and little learning takes place.

### **The curriculum**

The school provides a **good** curriculum for Years 1 to 6. It is enriched by an excellent range of additional activities. The curriculum for the nursery and reception classes is satisfactory. Resources are satisfactory.

## Main strengths and weaknesses

- The school has adopted several new initiatives which have a very positive impact on pupils' learning and personal development
- An excellent range of clubs, educational visits and visitors widens pupils' horizons and makes learning interesting and relevant
- Good teaching and support for pupils with learning difficulties and English as an additional language
- In the nursery and reception class, planning is not good enough
- Some areas of accommodation and resources need improving

## Commentary

18. The school's curriculum is broad and balanced and meets all statutory requirements. Annual audits help to ensure that all subjects receive an appropriate time allocation. In addition, the school implements a range of local and national initiatives that have a positive impact on curricular provision and pupils' learning. During the inspection, for example, nearly all the parents of Year 2 pupils were involved in the "Inspire" project. They were invited into school to work with members of staff and local librarians in order to develop strategies for supporting their children's learning in the home and this proved a very productive and popular session. Other initiatives include "Sure Start" which supports parents when their children are entering school and a project devised by the Local Education Authority that begins when pupils are in their final term in the school and continues through their first term at their chosen high school. These initiatives provide a good start and finish to school at Yardley Wood. The Quaker Foundation were invited in to school to run a 'Peacemaker' course to teach Year 6 pupils to become peer mediators in cases of disputes between pupils. Observations of these sessions show the impressive impact on pupils' self-knowledge and their ability to empathise with others.

19. In line with the headteacher's vision to provide the best opportunities for pupils to succeed there is an excellent range of clubs, educational visits and visitors to enrich the curriculum. Staff are committed to providing a rich and varied programme of experiences for all and most teachers are involved in the very strong extra-curricular programme. During the inspection, for example, clubs for football, drama, homework and art and design were well attended and pupils clearly enjoy these additional opportunities. Pupils are keen to talk about their involvement in the gardening club. Staff give generously of their time at weekends to provide drama clubs and take pupils to competitive sports events. Pupils also have the opportunity to participate in a comprehensive programme of visits that support the curriculum. For example, pupils visit Millennium Point as part of their work in science, local theatres to extend their English studies and the Black Country Museum to help them to develop their historical awareness. Visitors to the school include the "Health Road Show", the "Life Education Mobile Classroom" and representatives of "Severn Trent Water". In addition, the school organises annual Science and Arts Weeks. All of these experiences enrich the curriculum. They provide excellent opportunities for learning and are appreciated by both pupils and parents.

20. Good analysis of pupils' learning needs and detailed individual education plans help pupils with special educational needs to make good progress. This is improved provision since the last inspection. Very good use is made of the school's tracking system to highlight pupils who may need extra help. A good mix of individual support and support in class provides help at the right level.

21. Provision for pupils who have English as an additional language is well planned and sensitively implemented. Teachers are well aware of pupils' needs and pupils, too, are very supportive of their friends.

22. In nursery and reception, planning is not good enough to ensure children are able to work towards meeting the goals they are expected to reach by the end of reception. Teachers do not have a good enough idea of how to plan carefully structured activities and support to ensure effective learning.

23. The school buildings are old and the upkeep and constant need to right the results of vandalism are a constant drain on the school's budget. However, it is kept very clean and made attractive with quality displays of pupils' work. Good use is made of the accommodation but some areas are in urgent need of redecoration and refurbishment. The school library, though used effectively, in spite of teachers' best efforts, is very drab and some books are in poor condition and need replacing. The school dining rooms need decorating both internally and externally and many classrooms have yet to be carpeted. The positioning of the school office on the second floor means that parents and visitors have no obvious entry point to the school. Learning resources are generally satisfactory for teaching the National Curriculum. However, pupils in many classrooms still work at desks that are old, unattractive and often not suited to the size of the chairs which means that pupils' posture is adversely affected. In their questionnaire responses, many pupils commented that they did not like the desks.

### Care, guidance and support

**Satisfactory** procedures are in place to ensure pupils' health and safety. Pastoral care is **excellent** with very good support and guidance to help pupils succeed. Informal methods of seeking and acting on pupils' views are **good**.

### Main strengths and weaknesses

- Child protection procedures are good
- Staff's very good relationships and genuine concern for pupils' well-being mean pupils feel safe, secure and happy in school
- Very good procedures for tracking pupils' academic and personal development ensure help and support are provided at the right time
- Currently, pupils are not involved in setting targets for themselves and reviewing their progress
- There is a limited number of first-aiders and the sand pit is left uncovered

### Commentary

24. Pupils' well-being is of paramount concern to the head and deputy who set very high standards in this area. All staff have a good understanding of their responsibilities in respect of Child Protection. Pupils say they feel they would feel able to talk to 'someone in school' if they had a problem.

25. The head and deputy have an in-depth understanding of their pupils' circumstances; indeed, the deputy has taught many parents of current pupils. They know that to learn effectively their pupils need to feel happy and secure in school and have high expectations of their staff in this area. Teachers and teaching assistants know their pupils very well and are always alert to signs that a pupil may need time to talk through problems, or a quiet time to consider their feelings.

26. However, although staff are very responsive to pupils' particular difficulties, expectations for good behaviour and hard work remain very high; pupils know this and respond accordingly. Pupils are confident that they will be listened to but also know the rules. For example, pupils are absolutely clear that if they misbehave, whatever the circumstances and however a good player they are, they will not be allowed to represent the school in a sporting event. They also know that they will be given a second chance at a later date.

27. Very good assessment procedures are in place to track pupils' attainment and achievement as they move through the school. The assessment findings are used to 'set' ability groups for mathematics and provide extra support for pupils needing extra help. Currently, the school is not

making full use of these very good procedures to set individual targets for pupils to reach. However, this is an area noted for development. A notable feature in the school is the careful record kept of pupils' personal development. Teachers keep informative notes about any difficulties a pupil may be experiencing, for example, in working with others. The information gained from these notes may be used to provide extra support or unobtrusive monitoring. The school noted that in the current Year 6, a significant number of pupils had difficulty managing their behaviour. As a result, the school asked for the Quaker Foundation to set up a Peacemaker project in the school. After only nine sessions, teachers report 'changed children'. Observations of these sessions show pupils have developed a very good understanding of the impact of their behaviour on others and their ability to empathise is extremely mature for their age.

28. The school has only one named first-aider, which is not enough for a large school.

29. The large sand-pit in the nursery outside area suffers frequent vandalism which means that it is left uncovered and, as such, is a health hazard. Also, children are not allowed to use the climbing frame because the ground surface is not appropriate so the frame is, currently, a wasted resource.

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

The school's links with parents are **satisfactory** with some good features. The links the school has with the community and with other schools are **good**.

### **Main strengths and weaknesses**

- Parents' good involvement in their children's learning
- Good links with other schools, organisations and industry
- Parents hold the school in very high regard
- Parents' opinions are not actively and regularly sought

### **Commentary**

30. Parents are very satisfied with the school. They receive good information about the school and their children's standards and the progress they have made. The 'Welcome pack' parents receive includes information about attendance, discipline and homework, but some parents are unsure of the school's procedures for dealing with anti-social behaviour. The school's links with parents are constructive and actively involve most parents in their children's learning through the Inspire and Surestart initiatives. The Inspire initiative is a programme of curriculum workshops and is very well attended. The Surestart scheme helps parents develop their parenting skills and prepares them and their children for life in school. Both initiatives play a significant part in building positive relationships. The school is not proactive in seeking the views of parents, relying upon the good relationships it has with parents and its 'open door' policy to gauge parental opinion. This means that there are some parents whose opinions are not taken into account.

31. The good links that the school has with the local community and industry are productive. There is a programme of visits to the places of worship of different faiths and representatives from most of these faiths are actively involved in the life of the school. This helps to foster good relationships between children of different faiths and within the community. The well-established links with the local library are very productive. Library staff are fully involved in the Inspire project. Parents and their children are encouraged to use the library together. Older pupils make good use of the library and its computers to complete homework projects. The 'transition project' which helps pupils get to know their secondary school is very good.

### **LEADERSHIP AND MANAGEMENT**

Leadership and management are **very good**. Leadership is **very good** and is the inspiration for the successful school ethos. Management is **good** overall. Governance of the school is **satisfactory**.



## Main strengths and weaknesses

- The headteacher provides a very clear sense of purpose for the school which is shared by all staff
- Very strong commitment to including all pupils in the life and work of the school
- Performance management links well with very good use of test result analyses and continuing professional development for staff
- The Chair of Governors provides dynamic leadership
- Co-ordinators do not have time to check on teaching and learning and gain an overview of standards across the school
- Foundation Stage leaders do not have enough time to check rigorously on provision

## Commentary

32. The head, together with the deputy, provide inspirational and purposeful leadership for a talented team of teachers. Both have an in-depth understanding of family lifestyles in the school's catchment area. They have a determined commitment to providing the best possible opportunities for pupils to succeed academically and in sports and drama. Both give generously of their weekend time to run drama clubs and take pupils to sporting events. Staff also give much time to providing the excellent range of extra activities. The very strong emphasis on raising standards and ensuring good achievement is evident in the very high expectations of all staff.

33. All pupils are valued. Very good tracking procedures, used well, ensure pupils of all abilities have the right support and encouragement to succeed. Teachers' very good relationships with their pupils and their good notes on pupils' personal development help them note if there are any signs of a pupil needing extra support to manage their behaviour, and this is provided as required.

34. A key issue raised by the previous inspection was that there was no complete system for teacher appraisal and the school's procedures for induction of new staff were inadequate. These weaknesses have been resolved very well. Members of staff have appropriate responsibility for the induction of new teachers. There are thorough procedures for performance management of teachers which are closely linked to the key objectives of the school improvement plan. Very good strategic planning is informed by very thorough analyses of test and other data supplied about the school's performance. There is a strong emphasis on teachers' and teaching assistants' continuing professional development. Staff willingly attend courses to extend their knowledge, especially in ICT. Several teachers have paid for and undertaken courses in their own time to increase their ICT knowledge.

35. The Chair of governors shares the headteacher's vision for the school. Having herself been a pupil at the school she has a very good understanding of the community it serves. She has been involved in data analyses and visited every class in the school and sat in on lessons, so has a good idea of the quality of education the school is providing. She provides good leadership for a supportive governing body who are rightly proud of their school, but have yet to develop their roles to the full and be more questioning in their approach. There are a small number of omissions in the school's prospectus and governors' annual report which need to be addressed so that statutory requirements are met.

36. Many subject co-ordinators are new to their role in this academic year and, currently, have no allocated time to gain an overview of the provision in their subjects and have an impact on the standards achieved. However, the senior management team has a good overview of the core subjects of English, mathematics and science through their data analyses, but there are few opportunities for monitoring the quality of teaching and this prevents the sharing of good or better practice amongst staff.

37. Leadership for the Foundation Stage (nursery and reception classes) is shared between the nursery teacher and the Key Stage 1 co-ordinator. Currently, this leadership is satisfactory in terms of checking on planning and resources and developing good links with parents. However, there has been no time available this term to check on the quality of teaching. Consequently, the unsatisfactory teaching in reception has not been addressed and children are underachieving in a few areas of their learning.

### Financial information

#### *Financial information for the year April 2002 to March 2003*

Income and expenditure (£)		Balances (£)	
Total income	947598	Balance from previous year	76515
Total expenditure	928348	Balance carried forward to the next year	133605

38. Very good use is made of 'bought-in' financial advice to plan for the falling roll situation. The school has clear plans for the future based on careful financial analysis. The large carry forward figure is the result of successful bids for finance to solve the problem of continuous vandalism to the school and its site. The unspent monies awarded to the school for building the new caretaker's house and security fencing will soon be used. The work is to be completed by December 2003 and will be paid for from the carry forward figure.

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

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

39. Provision for children in the Foundation Stage is **unsatisfactory** overall and has not improved sufficiently since the last inspection. Due to the falling roll, children now enter the nursery class in September aged three plus and enjoy full time places. Attainment on entry to the nursery for the majority of the children is well below the expected levels in all areas of learning. On entry to the reception class, attainment remains below the expected levels in all areas except personal and social development where it is in line with the expected levels. It is unlikely that the majority of children will reach the expected standards in any of the areas of learning at the end of their time in reception.

40. Two teachers share management of the Foundation Stage, whereas there was no-one to lead at the time of the previous inspection. Management is satisfactory overall in terms of checking on planning and establishing good relationships with parents. However, the lack of rigorous checks on teaching and learning means that, since the start of term, unsatisfactory provision for children in the reception class has gone unnoticed.

41. Teaching and learning are satisfactory overall with some strengths in the nursery and weaknesses, mostly in reception. In the nursery, teaching is always satisfactory and good in the important areas of personal and social development and in developing communication and language and literacy. In reception, teaching is predominantly unsatisfactory. On many occasions, expectations of children in the reception class are too low and are not helping them to make good progress. Behaviour management causes much time to be lost. In both classes, long term planning for the curriculum is satisfactory, but day-to-day planning does not have a clear focus as to how small steps in learning are to be made. This is because teachers do not have a good enough understanding of the activities that lead children into achieving the learning objectives.

42. Although the nursery is extremely spacious, many of the resources are old and unexciting. The reception class is of an average size but most of the resources and furniture are old and unattractive. Both classes enjoy direct access to a large secure outdoor area but this is under-resourced and lacks stimulation.

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

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

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

- The school values parents as partners in children's education
- All children receive a warm welcome to nursery
- Behaviour of reception children is not well managed

#### **Commentary**

43. Provision is good in the nursery but unsatisfactory in reception. Teaching and learning in nursery are good and children achieve well. The school values parents as partners in children's education and parents are made very welcome in school. All children including those who have special educational needs and those with English as an additional language receive a warm welcome from adults and they settle quickly into an environment where they feel secure and well cared for. Staff are skilled in dealing with children who have difficulties and they are very successful at developing self-esteem. Children settle to tasks well and behave sensibly and are continually encouraged to feel confident about what they achieve. In the reception class in most lessons seen, expectations of children to behave well were too low. There was no insistence that children should

wait their turn and listen politely to others so that their achievement at the end of the reception year is likely to be below the level expected. In both classes there is insufficient planning to encourage independence in learning.

## **COMMUNICATION, LANGUAGE AND LITERACY**

Provision in communication, language and literacy development is **unsatisfactory**.

### **Main strengths and weaknesses**

- Good relationships in nursery encourage children to talk confidently
- Planning in reception lacks a clear focus for learning

### **Commentary**

44. Provision is good in the nursery class but unsatisfactory in reception. Teaching and learning are good in nursery and children achieve well. Speaking and listening skills are poor when children enter. However, very good relationships quickly develop between children and adults and ensure children are developing the confidence to talk as all adults are genuinely interested in what children have to say. Adults tell stories in ways which engage children's interest, so they listen attentively and with enjoyment. In response to good questioning from staff, more able children identified the 'ticking of an alarm clock' and less able children showed their understanding of story content by making appropriate noises of the night time animals, such as cats and owls.

45. In one lesson observed in reception where the teaching and learning were satisfactory, children were encouraged to hold pencils correctly when they formed letters and more able children were beginning to blend letter sounds together to make short words such as 'hat'. Good use was made of a tape and headphones as less able children listened to favourite stories. In a second lesson observed, teaching and learning in reception were poor. On this occasion, there was not a clear understanding of what it was children were expected to learn from taking part in the set activities. Consequently, children were not told what new skills they were to focus on. Activities lacked challenge and children were set identical tasks to those already experienced. Although most children displayed positive attitudes and were keen to learn, activities were aimless resulting in unsatisfactory achievement.

46. In both classes there is no clear identification in planning as to the new vocabulary to be promoted in lessons to guide adults and help children develop language skills in a systematic way.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **unsatisfactory**.

### **Main strengths and weaknesses**

- Good use of action songs and rhymes
- Planning for the organisation of resources

### **Commentary**

47. Provision is satisfactory in nursery and unsatisfactory in reception. Teaching and learning in nursery are satisfactory, as is achievement. Nursery staff are very aware that children arrive with poor understanding of number so they make regular use of action songs and rhymes to reinforce understanding of numbers. Children engage very readily in these activities as they tap and clap but they are given insufficient opportunities to use appropriate mathematical language. All children enjoy using ICT to match up the correct shoes for a clown. Children with English as an additional language receive good support, so that they join in all the activities and make good progress in learning figure

names such as 'three'. In reception, teaching and learning are unsatisfactory. The activities planned for the lesson observed had the potential to be interesting and engaging but the teacher failed to explain the purpose of activities clearly to children, which resulted in unsatisfactory achievement. Although children were keen to engage in the hopscotch activity to illustrate their understanding of 'one more', the markings on the playground are indistinct and act as a poor stimulus to learning. The teaching assistant is used effectively to support learning as children engage enthusiastically in making a staircase to ten. In both classes, planning for the organisation of resources to promote mathematical thinking in a progressive way is not well thought out.

## **KNOWLEDGE AND UNDERSTANDING OF THE WORLD**

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

### **Main strengths and weaknesses**

- Good opportunities for children to explore and learn from first hand experiences
- Insufficient promotion of language skills

### **Commentary**

48. Teaching, learning and achievement in both classes are satisfactory. Children in nursery use their sense of hearing as they identify the sounds of fire engines, babies crying and owls hooting. The teacher is keen to share her knowledge of owls with the children as they learn from close observation of pictures and stories about the nocturnal habits of owls. They happily engage in assembling construction parts to fix wheels on cars but opportunities are not planned whereby adults question children about their activities to promote their vocabulary and extend their learning. In reception, children reveal curiosity and interest as they busily engage in mixing sugar, eggs and butter to make fairy cakes as they work alongside the teaching assistant who has good behaviour management skills. Children noticed the changes that occur as the ingredients blended together. Another group of children engaged well in listening to the teacher as she demonstrated how to sow seeds in an eggshell. Children were provided with good opportunities to feel the texture of the eggshell and compared it to the cotton wool with which they carefully lined the shell.

## **PHYSICAL DEVELOPMENT**

It was not possible to make an overall judgement, but the indications are that standards are below the expected levels.

### **Main strengths and weaknesses**

- Outdoor sessions lack appropriate planning

### **Commentary**

49. Children in both classes are developing skills of handling and using tools and equipment appropriately. No hall sessions were observed during the inspection, but children were observed in the playground and indications are that children at the end of both years are unlikely to achieve the expected levels. The spacious outdoor area is shared by both nursery and reception children and apart from an adequate number of wheeled toys it is poorly resourced. The school is aware of this and has plans to address this issue. The sandpit constitutes a health hazard, as it is uncovered. The ground beneath the climbing frame is not the correct surface. Currently, children are not using the frame which makes it an underused resource.

## CREATIVE DEVELOPMENT

Provision in creative development is **unsatisfactory**.

### Main strengths and weaknesses

- Nursery children enjoy regular opportunities to use a variety of materials
- Role play activities lack imagination in both classes

### Commentary

50. Provision is satisfactory in nursery and unsatisfactory in reception. Teaching and learning in nursery are satisfactory as is achievement. There are regular opportunities to draw and paint and use a variety of materials. Children are developing competence in using creative tools such as scissors, paintbrushes glue sticks and materials as they decorate the face of an owl and paint crocodiles. Most children are able to name colours and more able children distinguish between light and dark colours. There are good opportunities for children to sing well-known songs and respond to sounds with body movements. Seasonal performances in which all children take part enable parents to celebrate their children's learning. Independent creative development is limited across the Foundation Stage by the lack of access to resources in well-defined areas. Achievement is unsatisfactory in reception because of insecure knowledge and understanding of how children in the Foundation Stage learn. In both classes, resources for role play are old, unexciting, uninviting and lack stimulation to promote children's imagination. Where there is adult input they fail to interact appropriately and provide children with relevant vocabulary to enact scenarios to promote language development. There is no learning focus and children are playing randomly. This is an area identified at the time of the previous inspection, as needing improvement and it remains so.

## SUBJECTS IN KEY STAGES 1 AND 2

### ENGLISH

Provision in English is **good**.

#### Main strengths and weaknesses

- Standards are improving at a good rate, especially in Year 2 and pupils achieve well
- The quality of teaching is good
- The attitudes and behaviour of pupils are good
- Very good use is made of analysis of test results to inform planning
- The co-ordinator has not had the opportunity to monitor the quality of teaching and learning and so share existing good practice

#### Commentary

51. Since the previous inspection, there has been good improvement. Standards in Years 2 and 6 have risen consistently and at a rate that has exceeded the national trend. In 2003 National Curriculum tests, Year 6 pupils attained standards in line with national averages and well above those seen in schools with a similar context<sup>2</sup>. Year 2 attained standards in writing that were well above national averages and similar to standards attained in the top ten per cent of similar schools in the country. Evidence from work scrutiny and lesson observations shows attainment for the current Year 2 and Year 6 is similar to the previous year, although fewer pupils are likely to achieve the higher grades and this may depress overall standards. Many pupils start school with very poor levels of language and literacy skills but by the time they leave, their skills are in line with those expected nationally. This represents good achievement over time. Pupils with learning difficulties and those with English as an additional language also achieve well due to the good support that they receive from learning support teachers and assistants.

52. Teaching and learning are good overall, although one unsatisfactory lesson was observed. A significant strength is teachers' good interpretation and use of the National Literacy Strategy, which is the main reason for pupils' good overall progress. Learning objectives are made clear at the beginning of each lesson and are usually revisited at the end of the lesson to enable pupils to identify the progress that they have made. In the best lessons, teachers provide activities that are both challenging and stimulating. In a very good lesson in Year 2, for example, one group of pupils developed their understanding of instructional writing by making jam sandwiches, whilst another group enjoyed writing imaginative ingredients for their Witch's Brew. Excellent teaching in Year 5 encouraged pupils to 'switch on the cinema' in their heads whilst listening to well chosen music. These pupils listened intently and, in small groups, concentrated for good lengths of time to set the scene for Icarus to escape and fly. Expectations were extremely high; pupils were not expected to use mediocre vocabulary and therefore made good use of a thesaurus or dictionary to enliven their work.

53. In most lessons, teachers provide good opportunities for pupils to develop speaking and listening skills. For example, in a good Year 6 lesson, pupils worked in pairs to develop dialogue before acting out a scene between two characters, whilst pupils in Year 2 used earphones to listen attentively to the story of "The Hungry Caterpillar". The school has a thriving drama club and regular productions give good opportunities for pupils to develop confidence through performance.

54. In all lessons observed, pupils' attitudes and behaviour were at least good. When teaching was very good or excellent so were attitudes and behaviour. Pupils enjoy lessons and work well both as individuals and within groups. They settle to work quickly and enjoy very good relationships with their teachers and peers. They appreciate the opportunities to participate in the clubs that enrich the

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<sup>2</sup> 'Similar context schools' are those with a similar proportion of pupils known to be eligible for free school meals.

curriculum. During the inspection, nearly fifty pupils were involved in rehearsals for a production the story of King Arthur, whilst others took advantage of the homework club to carry out research work in the computer suite. Recent visits to local theatres and cinemas have contributed to pupils' appreciation of literature.

55. The school makes very good use of assessment procedures. Data analysis is thorough and enables the co-ordinator to develop suitable pupil targets, monitor progress and to predict the likely performance of pupils in future national tests. The progress of individual pupils is monitored closely and support programmes, such as booster classes and additional literacy support sessions, are targeted effectively. Very good data analysis enables the school to identify weaknesses in performance and to secure improvements and this has made a significant impact on pupils' learning. For example, the school has been very successful in developing strategies to improve standards of writing throughout the school. All classes now have weekly extended writing sessions and pupils have become used to writing at length. In a lesson in Year 5, for example, pupils were encouraged to convey feelings in their poetry by careful choice of words and phrases. All pupils worked productively and achieved well over the lesson. Teachers are very aware of the need to select subject matter that appeals to both girls and boys. For example, boys in Year 5 have had the opportunity to write about the careers of well-known footballers.

56. The co-ordinator for English has only been in post for one year but already provides good leadership for staff. She is knowledgeable and committed to seeking further improvements within the subject and is currently developing a strategy to improve standards of comprehension throughout the school. However, her impact on provision has been limited; she has not had the opportunity to monitor standards of teaching and learning throughout the school in order to ensure that the good and very good practice seen in some lessons is extended to all classes and any weaknesses are eliminated. Nor has she had sufficient opportunity to share her knowledge with her colleagues.

### **Language and literacy across the curriculum**

57. Pupils use their language and literacy skills well in other subjects. They write confidently and have a good attempt at spelling unfamiliar words. As part of their work in design and technology, Year 1 pupils have made their own books out of card to reflect the story of "Little Red Riding Hood". As part of work in personal and social education, Year 6 are participating in the "Peacemakers" project that encourages them to consider the impact of their behaviour on others and to concentrate on positive relationships with their peers. The good work that has been done in this project area contributes significantly to the development of speaking and listening skills and the very good attitudes seen throughout the school.

## **MATHEMATICS**

Provision in mathematics is **good**.

### **Main strengths and weaknesses**

- Standards are at the expected levels
- Placing pupils in small groups enables them to achieve well
- Very good relationships exist between adults and pupils
- Good use is made of tracking systems to place pupils in groups to ensure they achieve their best
- Monitoring of teaching and learning is not established as a means of gaining a good overview of standards



## Commentary

58. Standards at the end of both Year 2 and Year 6 are at the expected levels. Over time, all pupils achieve well. The support given to pupils with English as an additional language and those with learning difficulties is good and enables them to make good progress in their learning. The quality of teaching overall is good and pupils learn and behave well. These are all good improvements on the findings of the last inspection.

59. Setting by ability of small groups enables all pupils to achieve well and teachers to pitch the pace of lessons to engage the pupils at levels which are entirely appropriate for their abilities. In a mixed age class of more able Year 3 and 4 pupils, where the teacher used good questioning techniques, pupils responded confidently as to which operations they might choose when solving word problems with fractions. In a very good lesson for less able Year 5 children, activities were changed regularly, pupils given more thinking time, and there was a greater use of practical apparatus such as cubes and prisms to reinforce learning. By investigating and handling 3D shapes, pupils learned to recognise and name various prisms. Good use of praise in both lessons helped to raise achievement and self-esteem.

60. Very good relationships exist between adults and pupils and these contribute positively to their good achievement. Staff enjoy teaching and respect and value pupils. They are enthusiastic about their subject and promote in pupils a love of learning. In a very good Year 6 lesson pupils' behaviour was exemplary, the pace of learning brisk and the level of challenge high. As a result, all pupils achieved very well as they started by recording the difference between positive and negative numbers and progressed to following a chain of temperature changes. Good use is made of technology, for example when pupils were involved in discovering how a triangle may be reflected in four quadrants. They read and plotted coordinates accurately and recorded their findings very neatly. At the end of the lesson the teacher and pupils recapped and reflected with a sense of pride on their achievements.

61. Good use is made of tracking systems so that pupils' progress is keenly monitored. Data obtained from testing and scrutiny of pupils' work is carefully analysed and areas of weakness in learning are targeted for further development. Current emphasis is rightly being placed on the development of mathematical vocabulary and was illustrated well in a Year 2 class where pupils learned to use the vocabulary of add, plus, and combine in their learning on 'doubling' numbers. A focus on problem solving activities is another area identified for development. Booster classes and the help of support staff make a significant impact on pupils' learning.

62. Monitoring of teaching and learning is not established sufficiently so that the good and very good practice evident in some of the lessons seen may be extended to all classes and thus raise the level of pupils' achievement further. Though leadership and management are sound, the impact is constrained. The co-ordinator does not have sufficient opportunity to share her knowledge with colleagues and to support them in their teaching to ensure the most suitable approaches to learning are provided. Individual targets for pupils lack a clear focus linked to curriculum levels and marking of work to help pupils improve is not consistently applied.

## Mathematics across the curriculum

63. Pupils often use mathematics as part of their work in other subjects and consequently develop an appreciation of the practical uses of these skills. For example, they use graphs and tables to record data in geography and science or measure materials in design technology when constructing shelters. These activities provide good opportunities to consolidate and extend skills but they are not planned for in a systematic way by all teachers.

## SCIENCE

Provision in science is **good**.

### Main strengths and weaknesses

- Standards are improving and pupils achieve well
- Teaching and learning are good
- Pupils have very positive attitudes to their work
- Very good use is made of test result analysis
- The co-ordinator has implemented good opportunities for curriculum enrichment
- Procedures for monitoring of teaching and learning are not yet established

### Commentary

64. Standards attained by Years 2 and 6 are average and this represents good achievement over time. Although there has been some fluctuation in standards since the last inspection, the 2003 National Curriculum test results at the end of Year 2 and 6 were better than at the time of the last inspection and amongst the best ever achieved. Evidence from work scrutiny and lesson observations show attainment for the current Year 2 and Year 6 is average and similar to the previous year, although fewer pupils are likely to achieve the higher grades and this may depress the overall standard. However, this represents good achievement over time as many of these pupils entered school with very low standards of attainment. Pupils with learning difficulties and those with English as an additional language also achieve well due to the good support that they receive from learning support teachers and assistants.

65. The quality of teaching and learning is good with some very good features. This is good improvement since the previous inspection. In a very good Year 2 lesson, pupils were given good opportunities to predict and then observe how materials change as a result of being heated and this led to good levels of discussion. In a very good Year 5 lesson, pupils discussed the ways in which drugs can affect our bodies and thereby gained a very good knowledge of health-related matters. Pupils discussed the harmful and beneficial nature of a range of different drugs before placing them in appropriate categories. In this lesson, there was very effective teaching and learning with strong cross-curricular links to physical education, personal and social education and literacy. In the very best lessons, teachers use questioning very well to probe and enhance pupils' understanding and set activities that provide appropriate challenge. For example, in Year 2 when pupils were investigating material changes, the teacher encouraged her pupils to use precise scientific language such as "solid", "liquid" and "investigate" to explain what had occurred. This lesson also illustrated the good support provided for pupils with learning difficulties. Three learning support assistants were involved in the lesson and they were effective in helping pupils to discuss the changes that had occurred and in assessing whether the learning objectives had been achieved. Teachers provide opportunities for pupils to record data in various ways, such as tables, graphs and charts, and this enables pupils to make good use of their numeracy skills.

66. Pupils clearly enjoy science lessons and take a pride in their work as can be seen in their high standards of presentation, particularly in Years 3 to 6. Their investigations are set out clearly, diagrams are sketched and labelled attractively and appropriate conclusions are drawn. Pupils use their predicting skills confidently and the provision for experimental and investigative science is a particularly strength of the curriculum. Pupils in Year 6, for instance, were very accurate in predicting whether substances were likely to dissolve in water and could give reasons for their predictions. Pupils show a good awareness of the concept of a fair test. The attitude and behaviour of pupils is very good. They share apparatus willingly and work well both as individuals and within groups. Although the planning, organising and recording of investigations has improved since the time of the previous inspection, it is usually teacher-directed and it is rare to see examples of pupils using the school library or the internet to develop their research skills or for individual pupils to carry out their own experiments.

67. The school has implemented comprehensive assessment procedures including thorough data analysis and this is now playing a key role in the improvement of standards of attainment in science throughout the school. For example, a thorough analysis of test results highlighted the need for pupils to become more confident in their understanding of scientific language and this information has been used well. As a direct result of this analysis, each pupil now has a science dictionary in which they list scientific vocabulary and this has led to a significant increase in the number of pupils achieving higher grades in the recent National Curriculum tests. The very good emphasis placed upon assessment and data analysis has had a positive impact on standards. It ensures that there is a clear overview of attainment throughout the school and enables teachers to track the progress of individuals and groups of pupils effectively and to target support accordingly. For example, pupils with learning difficulties and English as an additional language receive good support from learning support assistants and this helps them to make good progress.

68. The co-ordinator provides good leadership for the subject which has contributed to the improved standards. The co-ordinator is very enthusiastic about her subject and ensures the curriculum is enriched by a range of additional activities. She has implemented an annual Science Week that involves input from local industrialists. Visits to local nature reserves and environmental centres are an important part of science provision. The school has established close community links with organisations such as Severn Trent Water. However, the co-ordinator has not had the opportunity to monitor standards of teaching and learning throughout the school in order to ensure that the good and very good practice seen in some classes is extended to all, nor has she had sufficient opportunity to share her knowledge with colleagues.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in information and communication technology (ICT) is **satisfactory**.

### **Main strengths and weaknesses**

- Good teaching of ICT skills
- Good links started in some subjects with further improvement planned
- Classroom computers are not used enough

### **Commentary**

69. Throughout, standards are average and pupils achieve well, which is similar to the findings of the last inspection. Good improvement has been made since the last inspection when there was a limited number of computers and teaching was satisfactory. There is now an adequate number of more up-to-date, networked computers and a reasonable range of software. Teachers have completed a national training scheme and several have undertaken further courses to develop their knowledge. This professional development has had a good impact, especially in Year 6 where teachers have confidence in their subject knowledge and teach very well.

70. Teaching is good overall with one very good and one excellent lesson observed. In the excellent lesson, Year 6 pupils achieved very well, not only in reinforcing their ICT skills but in personal development. In response to their teacher's very high expectations, their PowerPoint presentations were of high quality. Their explanations as to how they had gone about compiling their presentations and what they had enjoyed were given confidently, with a very good sense of audience. In the very good lesson for Year 2, very good demonstrations from the teacher showed her good subject knowledge and helped pupils make a brisk start to retrieving their files and editing work.

71. Good links are made in some subjects, such as in the excellent lesson cited above, when history and speaking and listening skills were extended. However, the school has identified that more needs to be done in mathematics and science and more software to support learning in other subjects is a priority.

72. During inspection, there was limited evidence to show pupils make good use of classroom computers.

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

73. The use of ICT across the curriculum is satisfactory overall and an area identified by the school for development. In a lesson in religious education, pupils used the internet to research the life and work of Mother Teresa, whilst pupils in Year 6 have completed individual research projects into historical characters such as Dr Barnardo, Florence Nightingale and Charles Dickens as part of their work on "The Victorians". These projects are thorough, well presented and have contributed significantly to the development of pupils' historical knowledge and awareness. The homework club for older pupils allows them to make good use of the computer suite.

74. A feature of the school is the close links with the local library. In an Inspire workshop session, librarians had brought mathematical games for parents to play together with their child in the computer suite. Pupils and their parents are encouraged to use the computers in the library for learning. It is clear from some of the homework completed by Year 6 that some make good use of the library resources.

### **HUMANITIES**

75. In humanities, work was sampled in **history** and **geography**, with two lessons seen in history. It is not possible to make an informed judgement on provision in geography as little work had been completed this term because geography will feature next term. However, from the evidence seen in history, provision is **good**. Samples of work show a good coverage of the programme of study and that visits extend pupils' knowledge and understanding. Standards are around those expected. Teaching is good and extended with interesting homework which helps to reinforce and extend historical knowledge as well as literacy skills. The school has an excellent resource – its own museum which is full of exciting and interesting artefacts. Year 1 pupils were awestruck when they walked in and saw the genuine Edwardian toys. Opportunities to have first hand experience of comparing these old toys with their own had a powerful impact on learning.

### **Religious education**

Provision in religious education is **good**.

### **Main strengths and weaknesses**

- The curriculum for religious education is well planned
- Religious education makes a good contribution to pupils' personal development

### **Commentary**

76. Standards of attainment are in line with those expected by the locally agreed syllabus and pupils achieve well. These findings are similar to those found at the last inspection. Three whole and part of one lesson were observed where teaching was, overall, good.

77. Currently there is no co-ordinator for the subject due to maternity leave. However, long term planning is systematic, follows the locally agreed syllabus and provides good guidance for teachers. Good links are made with 'circle time' sessions so as to exploit themes such as 'the right way to behave' or 'what makes a good friend'.

78. In lessons observed, older pupils showed a good, questioning interest and worked very hard. In a good Year 3 lesson, pupils demonstrated a good understanding of personal qualities as they identified the 'right way to behave' as being kind, patient, selfless and to have good manners. Pupils in this class also listened very respectfully to their friend as she explained how the Quran is kept and

cared for and that she could read a little of the Quran in Arabic. In a good Year 6 lesson, pupils identified that Mother Teresa 'gave her life to the poor' and that her way of life 'advertised to the world about the poor' and that the Nobel Peace Prize was awarded for her selflessness.

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

79. Only one lesson was seen in **design and technology** and **physical education**. No lessons were observed in **art and design** and **music**. Therefore, it is not possible to give an overall judgement on provision in these subjects. In art and design, discussions with pupils and samples of their work show they have good opportunities to use a wide range of media and that learning in art and design has a good impact on their cultural development. Teachers take time and care to display pupils' work well which enhances the school environment and celebrates achievement. In design and technology it is evident from discussions with the subject co-ordinator and samples of pupils' work that relevant skills are built up over time with opportunities for pupils to reinforce their skills in a good range of experiences. In music, pupils sang tunefully and with enthusiasm in a singing practice. Discussions with pupils show they enjoy music lessons, especially creating their own music. In physical education, the school provides an excellent range of sporting activities to encourage participation in sport. This excellent provision reflects the high aspirations of the headteacher to provide as many chances as possible for pupils to succeed. Football clubs, cricket, tag-rugby and rounders clubs are just a few of the wide range available. In addition there is an outdoor pursuits residential visit for Years 5 and 6. These opportunities contribute very well to pupils' personal development. In all of the above subjects, the co-ordinators do not have time to check on standards in their subjects and gain an overview of provision in the school.

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

Provision in pupils' personal, social and health education and citizenship is **very good**.

### **Main strengths and weaknesses**

- Pupils' personal, social and health education and citizenship have high priority in the school
- Currently there is no school council which limits pupils' opportunity to put forward their views

### **Commentary**

80. This area of the school's provision is seen as crucially important by the head, deputy and senior team and is embedded in many areas of the school's work. The impact of provision is self-confident pupils who, as they move through the school, develop a very good sense of responsibility and awareness of the effect of their behaviour on others. 'Circle time' sessions and associated 'Golden time' are timetabled weekly. Two sessions observed show pupils are confident in giving opinions and sharing feelings. The Peacemaker project run by the Quaker Foundation is having an impressive impact on Y6 pupils' understanding of how to resolve conflict. Through the Excellence in Cities funding, the behaviour mentor provides good unbiased guidance for pupils needing extra support. The school takes advantage of free fruit for schools and in the science curriculum encourages healthy eating.

81. Currently, there is no school council and therefore no formal way of seeking pupils' views. However, the school has plans to restore the organisation in the near future.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<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	3
Value for money provided by the school	2
<b>Overall standards achieved</b>	<b>3</b>
Pupils' achievement	3
<b>Pupils' attitudes, values and other personal qualities</b>	<b>2</b>
Attendance	6
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
<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	3
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	1
Accommodation and resources	4
Pupils' care, welfare, health and safety	4
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
<b>The leadership and management of the school</b>	<b>2</b>
The governance of the school	4
The leadership of the headteacher	2
The leadership of other key staff	2
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).*