

INSPECTION REPORT

GEORGE DIXON PRIMARY SCHOOL

LEA area: Birmingham

Unique reference number: 103200

Headteacher: Mr H Heaven

Lead inspector: L A Furness

Dates of inspection: 2-4 February 2004

Inspection number: 260651

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:	Independent
Age range of pupils:	4-11
Gender of pupils:	Mixed
Number on roll;	263
School address:	City Road Edgbaston Birmingham
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Appropriate authority:	Governing Body
Name of chair of governors:	Vimia Dodd
Date of previous inspection:	28/ 09/1998

CHARACTERISTICS OF THE SCHOOL

This is an average size, multicultural school catering for 263 pupils (135 boys and 128 girls) between the ages of four and eleven. Thirteen different cultural backgrounds are represented in the school with the majority of pupils of Asian Indian or Pakistani and Black Caribbean or African heritage. Most pupils speak English as an additional language, with 14 per cent at an early stage of learning English. There are also 26 refugee and asylum seekers in the school. A high proportion of pupils joins and leaves the school other than at the usual admission and transfer times (termed 'mobility'). The proportion of pupils with learning difficulties (10.7 per cent) is below the national average and the number of pupils with statements (3) is also below the national average. The area in which the school is situated is socially and economically disadvantaged and the proportion of pupils eligible for free schools meals is above average. Children's attainment when they begin school is below that expected for their age, especially in the areas of communication, language and literacy. The school has gained a number of School Achievement Awards over recent years and is involved in the government's Excellence in Cities (EiC) project.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
8245	L A Furness	Lead inspector	English Citizenship
19431	J Holmes	Lay inspector	
33225	E Greensides	Team inspector	Science Art and Design, Design and Technology Music Physical Education
32507	C Quigley		Foundation Stage Geography History Religious Education
33111	S Wilson	Team inspector	English as an additional language Special Educational Needs Mathematics Information and Communication Technology

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PART A: SUMMARY OF THE REPORT

The school's effectiveness is satisfactory. Its caring ethos results in the good personal and social development of its pupils. All pupils are very well included in all aspects of school life. Teaching overall has a satisfactory impact on pupils' learning and pupils' achievement is satisfactory overall. The school provides satisfactory value for money.

The school's main strengths and weaknesses are:

- The school greatly values and makes the most of the diverse range of cultural backgrounds within the school.
- The standards that pupils attain in English and mathematics are below those expected for their age by Year 6.
- A rich and broad curriculum, based on the pupils' cultural backgrounds, leads to good standards in art and design, religious education and history.
- Provision for pupils with special educational needs and those who are at an early stage of English language is good. These pupils are well supported by able support staff.
- Assessment information is not used as effectively as it should be to impact upon learning. Pupils are not sufficiently involved in assessing their own learning and knowing how to improve the quality of their work.
- Although satisfactory, monitoring and evaluation procedures do not focus sufficiently on the impact of teaching on learning.
- Pupils' personal qualities are very effectively promoted. They enjoy school and behave well.

The school was last inspected in September 1998 and since then all of the key issues identified have been satisfactorily rectified. School improvement is satisfactory overall but there has been good improvement in developing pupils' spirituality and information and communication technology and religious education provision.

STANDARDS ACHIEVED

Pupils' achievement is satisfactory overall, with evidence of good achievement. It is good in Years 1 and 2, but satisfactory in Years 3 to 6, due to the differences in the quality of teaching. By Year 6, standards are below those expected in English and mathematics and match those expected in science, information and communication technology (ICT) and geography. In art and design, history and religious education, standards are above those expected for the pupils' age and achievement is good. In design and technology, music and physical education there was insufficient evidence to make a secure judgement on standards or achievement. In the Foundation Stage, although achievement is satisfactory, the majority of children attain standards that are below the goals children are expected to reach by the end of reception.

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

*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.*

In Year 2 in 2003, pupils' performance matched the national average in reading, but was below the national average in writing and mathematics. In comparison with similar schools, pupils' performance was well above average in reading, above average in mathematics and matched the average in writing. In science, on the basis of teacher assessment, performance was below the national average, but above average in comparison with the results of similar schools. Pupils

currently in Year 2 are attaining standards that match those expected for their age in reading, mathematics and science, but in writing they are attaining standards that are below those expected for their age. Achievement overall is good.

Pupils' personal qualities, including their spiritual, moral, social and cultural development are very good. Pupils like school; they behave well and are eager to learn. Although most are punctual, attendance rates are low and this negatively affects some pupils' education.

QUALITY OF EDUCATION

The quality of education is satisfactory. The quality of teaching is satisfactory overall with good features particularly in Years 1 to 3 and in religious education lessons. The unsatisfactory management of time, too much teacher talk and unsatisfactory management of behaviour led to unsatisfactory teaching in some lessons. The use of assessment information to inform future learning is inconsistent resulting in uneven progress in Years 3 to 6. A particular strength is the way that the teaching assistants and support staff are deployed to support pupils with special educational needs and those with English as an additional language. In the Foundation Stage, the teacher and support assistant work effectively together and teaching is satisfactory.

The overall quality of the curriculum is good. The curriculum is being developed well through a range of effective innovative practices which link different subjects in a coherent way, often through art and design and the performing arts such as dance and music. The school has effective systems in place to check on the health, safety and well being of pupils. The school's partnership with parents is good and constructive links have been established with the local community and other schools.

LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory. The head teacher and key staff provide clear direction for the school's work but monitoring and evaluation systems need to be more rigorous. Governors have a sound understanding of the school's strengths and weaknesses and fulfil their legal obligations. They are good friends to the school and a number are significantly involved in its work.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have confidence in the school and are pleased with the quality of education their children receive. They have particularly good opinions of the head teacher and many speak of how sorry they will be when he retires later this year. Pupils are also positive about the school and like that their views are sought and acted upon.

IMPROVEMENTS NEEDED

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

- Raise standards in English and mathematics.
- Ensure that assessment information is used effectively to inform the future learning of pupils and involve them more in knowing how to improve the quality of their work.
- Ensure that the monitoring and evaluation of teaching are focused on its impact on learning and pupils' achievement.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils' achievement is satisfactory overall, with evidence of good achievement. It is good in Years 1 and 2, but satisfactory in Years 3 to 6, due to the differences in the quality of teaching.

Main strengths and weaknesses

- Standards in English and mathematics are below those expected for the pupils' age by Year 6
- Good standards are attained in art and design, religious education and history and pupils' achievement is good
- Achievement is good in Years 1 and 2 because of consistently good teaching

Commentary

1. Children start school in the Foundation Stage (reception) with skills in communication, language and literacy, mathematical development and personal, social and emotional development that are below those expected for their age. Although they make satisfactory progress during their first year in school, the majority of children attain standards that are slightly below those that are expected by the end of reception in all six areas of learning. Achievement is satisfactory.
2. In Years 1 and 2 pupils make good progress and achievement is good. This is because the quality of teaching is at least good in these two year groups of pupils. The table below shows pupils' performance in the National Curriculum tests in 2003. Although results declined from the previous year in all three subjects, there were a large number of pupils who had special educational needs in this group of pupils. They achieved well in relation to their prior attainment.

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

Standards in:	School results	National results
reading	15.9 (16.8)	15.7 (15.8)
writing	13.7 (15.7)	14.6 (14.4)
mathematics	15.9 (17.4)	16.3 (16.5)

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

3. When compared with all schools, pupils' performance matched the national average in reading, but was below the national average in writing and mathematics. In comparison with similar schools, however, their performance was well above average in reading, matched the average in writing and was above average in mathematics. There were no significant differences between the attainment of boys and girls in the National Curriculum tests in reading, writing or mathematics in 2003, and none were noted during the inspection. In science, on the basis of teacher assessment, performance was below the national average but above average in comparison with the results of similar schools. Pupils currently in Year 2 are attaining standards that match those expected for their age in reading, mathematics and science, but in writing they are attaining standards that are below those expected for their age. Speaking skills are below age related expectations but listening skills are good.

4. In Year 6, pupils' performance in the National Curriculum tests was well below the national average in English, matched the national average in mathematics and was below the national average in science. In relation to the average points score when the pupils were in Year 2, the proportion of pupils reaching the expected levels was well below that of similar schools in English, matched that expected in mathematics and was below that expected in science.

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

Standards in:	School results	National results
English	24.8 (26.5)	26.8 (27.0)
mathematics	26.9 (26.8)	26.8 (26.7)
science	28.2 (29.4)	28.6 (28.3)

There were 60 pupils in the year group. Figures in brackets are for the previous year

5. Although girls outperformed boys in all three subjects and this was particularly so in English, no significant differences were noted during the inspection. Overall the trend in the school's average points over the last three years broadly matched the national trend despite the dip in performance in English and science in 2003. However, it must be noted that this particular cohort had experienced 56 per cent mobility since Year 2 and there were a high number of pupils with special educational needs in this group of pupils. The targets set for 2003 were not achieved in English or mathematics. The work seen of the current Year 6 pupils indicates that it is unlikely the challenging targets set for 2004 will be met in either subject. The school however, is confident that the extra support that pupils will receive over the next few months in terms of booster classes, will improve pupils' attainment considerably. Pupils currently in Year 6 are attaining standards that are below those expected for their age in English and mathematics and match those expected in science. Achievement overall, is satisfactory although it varies because of the uneven quality of teaching throughout Years 3 to 6.
6. Throughout the school, pupils achieve well in religious education where standards are above the expectations of the locally agreed syllabus. Good achievement is also evident in art and design and history where good standards are attained. This good achievement in these subjects is due to the interesting way in which these subjects are planned which engages the pupils' interest and makes them want to learn. By Year 6, standards match those expected in science, information and communication technology (ICT) and geography. Achievement is satisfactory overall in these subjects. It was not possible to make secure judgements about standards and achievement in design and technology, music and physical education.
7. The achievement of pupils with special educational needs and those at the early stages of English acquisition is good throughout the school when they are supported by the effective support staff. These staff play a significant role in supporting and meeting the needs of individual pupils and enabling them to achieve well in relation to their abilities.

Pupils' attitudes, values and other personal qualities

Pupils' behaviour and attitudes to work are **good**. The pupils' personal development and spiritual, moral social and cultural development are **very good overall**. Attendance is poor.

Main strengths and weaknesses

- Racial harmony is very good
- Pupils' spiritual and cultural development are very good
- Pupils are keen to learn, know what is expected of them and behave responsibly at all times
- The school council effectively promotes pupils' personal development
- Attendance is the well below the national average

Commentary

8. The diverse cultural nature of the school, which has many different nationalities, gives rise to a cultural richness, which pervades the whole school. The pupils work and play together well, respecting the values and feelings of fellow pupils. Racial harmony is very good; pupils from all ethnic groups are very well integrated into the life of the school.

9. Pupils' good attitudes to work make a positive contribution to their learning. In discussion, virtually all pupils say they enjoy coming to school, and are able to identify favourite subjects. Many speak enthusiastically about their history work focusing on Martin Luther King. The majority of pupils are interested in what they are doing and take an active part in all parts of lessons. They listen attentively to their teachers' instructions, maintain concentration over time and make a positive contribution to classroom discussions. Most pupils take a pride in their work, willingly talk about what they are doing and readily explain their ideas to others. Pupils with special educational needs and those at an early stage of English language acquisition show the same positive attitudes to school as their fellow pupils. They develop good social skills, are polite and welcoming and show care and consideration for others. They understand the impact of their actions on others and behave well. In the Foundation Stage children display good behaviour and attitudes towards school because of the safe and secure environment and the good level of care that they receive.

10. As a result of pupils' good behaviour, the atmosphere in classrooms is pleasant, relaxed and friendly. This has a significant and positive effect on pupils' learning and rate of progress. Most pupils are fully aware of what is and is not acceptable behaviour. They have a good understanding of the school rules and activities such as circle-time allow them to discuss moral and social issues. Outside of lessons, before and after school, at breaks and lunchtime pupils socialise and interact very well together. There have been no exclusions over the last two years.

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	9	0	0
White-any other White background	8	0	0
Mixed – White and Black Caribbean	11	0	0
Mixed – White and Asian	1	0	0
Mixed-any other mixed background	6	0	0
Asian or Asian British – Indian	70	0	0
Asian or Asian British-Pakistani	51	0	0
Asian or Asian British- Bangladeshi	7	0	0
Asian or Asian British- any other Asian background	7	0	0
Black or Black British – Caribbean	30	0	0
Black or Black British – African	40	0	0
Black or Black British – any other Black background	10	0	0
Any other ethnic group	7	0	0
Parent/pupil preferred not to say	6	0	0

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

11. There is very good provision for pupils' spiritual development. This shows good improvement since the previous inspection. Regular assemblies include the recognition of God and time for prayer and thoughtful reflection. Through the school's good personal, social and health education programme, pupils are encouraged to explore their feelings and emotions, and their relationships with friends and family. Very good spiritual links are made in subjects such as religious education and history.
12. The pupils' moral and social development are good. The use of circle-time allows pupils to express and develop their ideas effectively as well as helping them to improve their speaking skills. For example, Year 3 pupils clearly expressed their ideas about courage and discussed what they had done which could be perceived as brave. Relationships between staff and pupils and the pupils themselves are very good. Staff provide good role models and, by openly valuing pupils' opinions and ideas, effectively promote their self-esteem. Pupils are taught to share, help one another and show consideration for others. They work well together in pairs and small groups. Differences of opinion are discussed sensitively and without animosity. During the inspection no oppressive behaviour was observed and any instances of bullying are dealt with quickly and effectively with appropriate records kept. Pupils' social development is enhanced by a range of educational visits, visitors to the school and the extra-curricular activities provided by the school.
13. The school council has representatives from all the year groups and the meetings are extremely well run by the chair and executive committee. The class representatives find out the opinions of the class and report back to them with any decisions made by the council. The pupils have the opportunities to discuss issues and have been involved recently in visiting the local Council Chamber to debate genetically modified food. Pupils say that the school listens to their views and this is having a good impact on their personal development. Some pupils act as peer mediators who listen sensitively to fellow pupils when they have problems or concerns.
14. The cultural development of the pupils is very good. The school has many displays of art that promote peace and an understanding of different religions. The school celebrates the major religious festivals including those of all of the pupils, helping them to foster an understanding of other religions and cultures. The use of visitors, such as dancers and musicians and visiting artists further help pupils to extend their awareness of the outside world and of other cultures, religions and nationalities. A very good example of this was in the recent partnership with the 'IKON Work Project', when pupils explored the work of an artist from Palestine (Shibli) to produce a series of artistic works, including photography, collage, three dimensional and graphite pencil designs to illustrate the sense of displacement, unhappiness and the development of this community. Pupils generally show a good level of respect for the feelings and beliefs of others, which helps them to understand the needs of living in a diverse multicultural society.
15. Attendance in 2002-2003 was well below the national average. However it is improving and during this current year it is similar to the previous years' national average. The school is working hard to improve attendance and has raised parental awareness of the need for pupils to attend on a regular basis. This has resulted in the number of extended holidays being reduced. Certificates are awarded to pupils with over 95% attendance on a termly and annual basis. In Years 1 and 2, 'Attendance Ted' is presented to the class with the best attendance and this is very well received by the pupils. A home/school liaison assistant looks at patterns of absence and contacts parents of pupils who give concern. The school works very closely with the Education Welfare Officer who visits the school on a weekly basis.

Attendance in the latest complete reporting year (%) 2002-2003

Authorised absence	
School data	6.5
National data	5.4

Unauthorised absence	
School data	0.4
National data	0.4

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is **satisfactory**. The quality of teaching and learning are **satisfactory** overall. Curricular provision is **good** with a **good** programme of enrichment activities. Partnerships with parents are **good** and the school promotes a **good** standard of care.

Teaching and learning

The quality of teaching observed during the inspection was **satisfactory overall**; it is good in Years 1 and 2, and satisfactory in the Foundation Stage and in Years 3 to 6. However, there was evidence of good and very good teaching in these year groups of pupils.

Main strengths and weaknesses

- There are examples of good and very good teaching in the Years 1, 2 and 3 classes but the quality of teaching is less consistent throughout the rest of the school.
- Pupils with special educational needs and those at an early stage of English language acquisition learn well when extra help, including bilingual support, is provided
- The use of assessment is satisfactory overall although some teachers do not pass enough information on to the pupils to make it clear what they need to do to improve.

Commentary

16. The table below shows the quality of teaching seen throughout the school during the inspection. Almost half was good or better. However, a small amount of unsatisfactory and poor teaching was seen.

Summary of teaching observed during the inspection in 34 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	2 (6%)	13 (38%)	16 (47%)	2 (6%)	1(3%)	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.

17. The teachers have a satisfactory knowledge of the National Literacy and Numeracy Strategies and use the frameworks to plan activities for the class. The quality of relationships between adults and pupils is a consistent strength of teaching. Teachers and pupils show respect for each other. Pupils get on well with each other and feel they have someone to turn to for advice and help. There is little tension in classrooms. Teachers are quick to challenge discrimination of any sort. In the best lessons, often in Years 1 to 3, pupils discuss delicate matters in a mature way.

Features of good lessons include:

- good subject knowledge in religious education resulting in good learning taking place
- good challenging questioning as was seen in English lessons in Years 1 to 3 and Year 6;
- the good use teaching assistants and other support staff to include pupils with special educational needs and those at an early stage of English language acquisition;
- good use of resources, including interactive whiteboards, to engage pupils' interest.

Pupils are mainly well motivated in lessons and try hard to succeed with their learning. They work well both individually and collaboratively, as was seen in mathematics, ICT and religious education activities. Homework is set regularly and it is used appropriately to extend what is learned in school.

18. Although in English, mathematics and science, teaching and learning are mainly satisfactory, teaching ranges from very good to poor. In these subjects, there was evidence of slow pace and insufficient challenge. The strategy of teaching Years 5 and 6 pupils in ability sets or groups for mathematics is useful, but some teachers do not satisfactorily plan work to meet the range of ability within the group of pupils. Too much teacher talk, poor explanations skills and low expectations meant that in one lesson seen for Year 4 pupils for example, very limited learning took place and few pupils developed a secure understanding of the concept of area. In an English lesson for Year 5 pupils, the activities insufficiently challenged pupils' thinking. This meant that pupils were not as engaged as they should be and some silly behaviour occurred. The teacher did not use behaviour management strategies effectively to manage this inappropriate behaviour. Not all teachers use a range of strategies to involve all pupils during introductions to lessons resulting in some pupils being content to let a minority take part in the question and answer sessions. This means there are missed opportunities to develop pupils' speaking skills.
19. There is now a great deal of assessment information available for teachers to use when planning work for pupils. However, not all teachers use this information effectively. Also the way in which teachers use assessment to make pupils aware of what they need to do in order to improve varies significantly, particularly in the Years 3 to 6 classes. In the best examples, pupils are given a clear understanding of what the next steps in their learning need to be, as was seen in Year 6 religious education books. However, there are other instances in which teachers' marking or target setting leaves pupils with little idea of what they need to do to improve.
20. The quality of teaching in the Foundation stage (reception) is satisfactory and the teacher uses a sound range of teaching styles. The reception classroom is designed to provide appropriate activities in all areas of learning but the outdoor facilities are unsatisfactory and this restricts learning. An appropriate range of activities is delivered by an enthusiastic, experienced and caring teacher who works in sound partnership with a good bilingual support assistant. The bi-lingual assistant provides good support for all children and this helps them to achieve satisfactorily. Assessment and record-keeping systems are satisfactory but too often, information about children is stored in the heads of the teacher and assistant and this means it is hard for them effectively to plan activities that extend, support or challenge children. The teacher and bi-lingual assistant know all the children very well; are sensitive to their individual needs, and provide them with sound levels of support. This results in these young children coming happily into school and wanting to learn.
21. Support staff are well briefed and the well-planned support given to pupils with special educational needs and those who are at an early stage of English language acquisition ensures that the teaching they receive is good. Teachers and support staff work well together to ensure specific individual targets are taken into account.

The curriculum

The school provides a **good** curriculum for its pupils. The curriculum is **extended well** with a wide range of additional activities. The accommodation and learning resources are **satisfactory** overall

Main strengths and weaknesses

- There is very good planned participation in the arts curriculum
- There is a good approach to curriculum innovation and development through focusing on the rich variety of ethnicity and culture represented in school
- Provision for pupils with special educational needs and those who are at an early stage of English language acquisition is good
- Some elements of the curriculum lack emphasis on the development of skills

Commentary

22. The school ensures that all pupils have a broad curriculum and the curriculum meets statutory requirements. The curriculum is being developed well through a range of effective innovative practices which link different subjects in a coherent way, often through art and design and the performing arts such as dance and music. For example, in English, pupils learnt about different legends through dance; in history, pupils learnt about Anglo Saxon houses by designing and building their own, and music was used effectively to emphasise sound and rhythm in a poetry lesson.
23. However, there is a degree of lack of cohesion and balance throughout school and some teachers place more emphasis on some subjects than on others. Also aspects of certain subjects are not always taught in sufficient depth; for example, the design elements of design and technology and the experimental and investigative aspects of science. The effectiveness and impact of curriculum improvement largely depend on the leadership skills of key staff, rather than a cohesive approach throughout the school, and so recent good curriculum innovations and developments do not always impact as well as they could on all subjects.
24. The curriculum in the reception class is generally satisfactory and follows national guidelines. However, a lack of facilities and equipment, such as large wheeled toys, climbing apparatus and outdoor writing and painting equipment, limits the opportunities children have to develop their knowledge, understanding and skills through outdoor activities.
25. The school provides a very good programme of activities to enrich the basic curriculum. These are often planned specifically to use the many cultural backgrounds represented in the school. Pupils receive a good range of opportunities to improve their skills in art and design, and this was given further emphasis during the "Year of the Arts" in 2003. Pupils in Years 5 and 6 enjoyed half termly arts days when they had a variety of experiences including dance, art and design and music. The school makes good use of visitors, such as dancers and musicians and visiting artists. During the inspection pupils throughout the school were enthralled by a visit from musicians from the Birmingham Symphony Orchestra. These activities help pupils to extend their awareness of the outside world and of other cultures, religions and nationalities. The provision for pupils' personal, social and health education is thorough and effective and results in pupils making good progress in their personal development.
26. Provision for pupils with special educational needs and those who are at an early stage of English language acquisition is good. Pupils are assessed and given work that appropriately meets their needs. Good arrangements for teachers and support staff to share planning help these pupils to be well supported and access all aspects of the curriculum. A support teacher and teaching assistants often withdraw pupils from classes to give individual programmes of work when necessary.
27. The accommodation and resources are satisfactory overall. Accommodation for children in the reception class, however, is unsatisfactory because of the lack of outdoor facilities. The match of teaching staff to the curriculum is good with a good number of support staff available to enhance pupils' learning. Although some redecoration is required, the

accommodation is very effectively enhanced by colourful and thought provoking displays that celebrate pupils' work and stimulate their learning and personal development. There is a well used designated parents' room and the newly created ICT suite enables classes of pupils to be taught ICT skills effectively.

Care, guidance and support

This is a **caring** school, which provides a **safe and secure** environment where pupils feel happy and can learn and develop. Procedures for pupil's support and guidance are **satisfactory overall**. The school actively **seeks** and **values** pupils' views of the school.

Main strengths and weaknesses:

- Very good relationships ensure that pupils are valued and help to provide a good standard of pastoral care
- The headteacher and other staff are very caring, knowing the pupils well
- The use of assessment needs to be improved

Commentary

28. The school is a happy friendly community where pupils of different cultures are all treated very well and with equal respect. Pupils are well cared for with effective child protection systems in place. The designated person receives good support from outside agencies and all staff have had appropriate training. There are good health and safety procedures evident and appropriate policies and risk assessments are in place. The school effectively promotes healthy eating through the 'National Fruit Scheme'.
29. Children joining the school are satisfactorily supported through induction procedures. The new reception children are visited at home by the headteacher and the classteacher and then they are invited into school for an induction day. Good relationships are formed from the start. There are satisfactory systems in place to support the integration and assessment of pupils joining the school at other times.
30. The headteacher and other staff know the pupils very well and they provide valued support for pupils and parents. The staff provides a wealth of people for pupils to talk to. The good standard of individual care provided for pupils ensures they feel happy, confident and secure. Staff and pupils interact well both inside and outside the classroom. Pastoral support for pupils is good; pupils feel confident to approach their teachers should any problems of a personal nature arise in the knowledge that appropriate support and guidance will be forthcoming. There are a number of sessions providing out of school support for pupils and parents including the 'Inspire Workshops'. The headteacher is particularly caring and supportive and takes time to talk to pupils and parents who openly express their like of him. The schools' effectiveness in assessing and supporting the academic progress of pupils is satisfactory. The headteacher and the assessment co-ordinator are aware of the need to develop assessment and tracking arrangements so that information is used more effectively to inform teaching and learning.
31. Good support is provided for pupils with special educational needs and those at an early stage of English language acquisition. Teachers make good links with external agencies and take advice on how to plan for the learning of pupils who have different barriers to their learning. The school is very effective in enabling these pupils to become independent in their personal and social skills. The school celebrates the different cultures of pupils and this ensures that all feel valued as an integral part of the school community.

32. Pupil involvement in the school is good. They are regularly consulted through questionnaires and through the school council. Pupils comment that their opinions have been acted upon. For example, pupils have been involved in suggesting improvements to the playground and in designing the school questionnaire for parents.

Partnership with parents, other schools and the community

The school has a **good** partnership with parents. Links with the community and with other schools are **good**.

Main strengths and weaknesses

- Parents have a good level of confidence in the school
- The school consults with parents well and is responsive to their concerns.
- Links with the community and with other schools make an effective contribution to pupils' learning.

Commentary

33. The school has a good partnership with parents who generally think well of the school. The parental questionnaire indicated that a number of parents did have some concerns, particularly about information on progress, their child being bullied or harassed and about homework and how to help. The inspection team did not agree with these concerns. The school provides three consultation evenings each year for parents to discuss their child's progress and parents also receive a written report in the summer term; about 80 per cent of parents are reported to attend these meetings. However, although the written reports are satisfactory they do not contain clear targets to inform parents about what their child needs to do next to improve. Parents are also able to talk to teachers at the end of each day if they have any concerns. The behaviour in class and around school was observed to be good and no instance of harassment was observed. The school has held a number of workshops to inform parents about the purpose of homework and what they can do to help. These evenings are also reasonably well supported with about 60 per cent of parents attending.
34. Parents are effectively encouraged to become involved in school life. They are invited into school to attend achievement assemblies each half term and they are also invited to the 'Inspire Workshops' when they can join their children in learning and find out how better to help their child. In addition, in conjunction with the Community Education Initiative, the school provides language lessons for parents and ICT courses for parents three mornings each week. The school works closely with parents of pupils with special educational needs and those for whom English is not their first language. Support is given to parents through activities such as the 'Inspire Workshops' to aid and share ideas about speaking and listening activities. Translated documents are also given to parents.
35. Parents are consulted on a regular basis via a questionnaire and the very successful 'black history' week was a result of a parental comment following consultation. The questionnaire sent to parents this year was designed by the pupils to give both stakeholders an input into the school life. A few parents and friends come into school to help around school and in class.
36. Good links with the local secondary schools help to ease transition and provide useful support for development of the curriculum. Pupils have the opportunity to use the science laboratories at the adjacent school which also provides support for ICT and music. The headteacher and teachers from the secondary school come into the school to meet the pupils and the pupils themselves visit the secondary school prior to transfer. Links with the community and other schools are also good. The links with the Christian Mission and local church, which is visited for a carol service, adds to the cultural inclusiveness. The fire brigade and the police, who help with drugs education, visit the school and opportunities are

provided for work experience students. The school is used each day for an after- school club catering for pupils whose parents work and the local play group from the church hall comes into school for special assemblies and Christmas.

LEADERSHIP AND MANAGEMENT

The quality of leadership of the headteacher and other key staff is **good**. Management is **satisfactory** and the governance of the school is also **satisfactory**.

Main strengths and weaknesses

- The headteacher provides clear direction for the schools' work
- Leadership by the English, mathematics, religious education, assessment and special educational needs co-ordinators is good
- Monitoring and evaluation systems do not focus sufficiently on the impact of teaching on learning

Commentary

37. The headteacher has a clear vision and leads the school well. He has been instrumental in ensuring that all pupils feel valued and are included well, appreciating that the many different cultures within the school are a feature of strength, something to celebrate and share. It is through his leadership that ideas such as the highly successful 'black history' week have come into fruition, resulting in pupils attaining good standards in history and religious education. He leads by personal example and is always willing to speak to any member of staff, parent or pupil who has a problem or concern. He is very well thought of by all and many express their sadness at his retirement in the near future.
38. Since September the deputy head teacher has been unavoidably absent. Therefore the school has been operating with a temporary senior management team and although this operates satisfactorily, the headteacher is aware that upon the return of the deputy headteacher a new senior management system needs to be developed. However, in the light of his retirement he thinks that this should be something decided when the new headteacher is appointed.
39. Although monitoring and evaluation procedures are satisfactory, they do not focus sufficiently on the impact of teaching upon learning. Even so, some weaknesses in the quality of teaching have been identified and appropriate action has been taken. However, as yet the action has not had time to take effect. Some coordinators, as in English, mathematics, religious education, assessment and special educational needs (SENCO), are now influencing work in their areas. They analyse test scores and check teaching satisfactorily. A sound system of assessment and tracking pupils' progress has been introduced recently so the school is now able to check upon pupils' progress year-by-year. However, the use of this information is not used sufficiently by all teachers. Also, although the English and mathematics coordinators have informed teachers of strengths and areas for development, they have not had the time to check if action has been taken. Other coordinators are not active enough in the first hand monitoring of provision in their subjects. Performance management is embedded in the school's work but targets set for teachers are not always focused enough on improving individual teachers teaching skills.
40. The SENCO and the English as an additional language coordinators provide good leadership and management. Documentation is thorough and tracking arrangements are in place. Pupils are well supported by the able support staff. There are good assessment and review procedures involving pupils and parents. Resources have been developed for whole school use. As a result, all pupils are fully included in school life and make good progress in their learning.

41. The governing body is supportive of the school and ensures that statutory requirements are met. The governors have a sound idea of the strengths and weaknesses of the school, and they are beginning to hold the senior management team to account, particularly with regard to standards and the achievement of different groups of pupils.
42. Financial management is satisfactory, and the headteacher and governors apply the principles of best value by comparing costs and outcomes against data from the local education authority and other sources. The headteacher and administrator compare costs, and the governors monitor the effectiveness of spending decisions. The school has considered carefully the anticipated falling rolls and is saving money to manage this. The funding for pupils at an early stage of language acquisition is spent thoughtfully by providing extra support for these pupils. Funds for special educational needs are also used well to give the SENCO time to monitor and evaluate provision for these pupils.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	770554.41	Balance from previous year	48,284
Total expenditure	691673,71	Balance carried forward to the next year	86,138
Expenditure per pupil	12600.27	These figures do not seem right	

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Good use is made of children's' experiences in other places or countries.
- The outdoor environment limits development in this area of learning

Commentary

47. At the beginning or reception, attainment is below the level expected. Children make steady progress and by the end of the year the majority will be just below the level expected for their age and achievement is satisfactory. Sound displays such as the 'touch me' wall help children to develop language about the environment appropriately. Children use a sound range of words to describe textures and are beginning to have an awareness of those that are similar or different. Following on from a book about aliens, children use appropriate construction materials to build their own 'aliens'. However, the range of materials is not sufficient and this restricted choice limits independence. When children have been on holiday or have arrived in the country as refugees, then good use is made of their experiences with appropriate sensitivity. This helps new children to feel welcome and for those who have travelled to develop their speaking skills. The bilingual assistant helps children to develop their language well.

48. There is very little use made of the outdoor environment. This results in a somewhat limited development of patterns and textures in the natural and built environment. It also leads to a lower than expected level of development of description involving all of the senses. Children show appropriate curiosity but at a level that is lower than the expected for this age.

PHYSICAL DEVELOPMENT

During the inspection, no teaching of this area of learning was observed. As a result, the quality of teaching or provision cannot be judged. However, through observation of children at play, indications are that children's attainment matches the national picture for those elements associated with movement and a sense of space. Children use scissors as a cutting tool appropriately and use small construction equipment appropriately.

CREATIVE DEVELOPMENT

Provision in creative development is **satisfactory**

Main strengths and weaknesses

- Role play activities are used well to develop creativity

Commentary

49. When children start reception, their attainment is below the national expectation. By the time they reach the end of reception they have achieved satisfactorily but attainment remains below the national expectation. Each day, drama activities are used appropriately to develop children's creativity. Children enjoy producing puppet shows either linked to stories they have heard or to their own experiences. Children are somewhat limited in their role play through their lack of spoken language, but they use gestures and actions to demonstrate meaning well. The classroom has a range of sound resources to promote creative development,

including sand, water, paints, glues, scissors and colourful paper. Displays show an appropriate use of all of these and, as a result, children make satisfactory progress.

SUBJECTS IN KEY STAGES 1 and 2

Provision for English is **satisfactory**

Main strengths and weaknesses

- Standards in English are below those expected for the pupils' age throughout the school
- Teaching and learning are good in Years 1 to 2, resulting in pupils' achieving well
- Teaching assistants and other support staff contribute well to pupils' learning particularly those with special educational needs and those at an early stage of English language acquisition
- Subject leadership is good with the co-ordinator providing a very good model for other staff
- Although satisfactory, monitoring and evaluation systems need to be more focused on the impact of teaching upon learning
- Assessment information is not used as well as it should be to plan lessons or to inform pupils as to how they might improve their work

Commentary

50. Standards of attainment overall are below those for their age by Years 2 and 6. Achievement overall is satisfactory with good achievement in Years 1 and 2. This is because the quality of teaching is consistently good in these two year groups. In Years 3 to 6 although there is a significant amount of good teaching, the quality of teaching is uneven with unsatisfactory teaching in Years 4 and 5. Provision for pupils with special educational needs and those who are at an early stage of English language acquisition is good and they make good progress because of the good support that they receive from teaching assistants and other support staff.
51. Standards in speaking are below those expected for the pupils' age throughout the school, but listening skills are good. However, given that there are a high percentage of pupils with English as an additional language of whom some are at an early stage of English language acquisition, achievement in speaking and listening is satisfactory overall. At the start and end of most lessons pupils have the chance to give their points of view and share their work with the rest of the class. However, in each class there are a number of pupils who are reluctant to answer questions and who are not drawn consistently into discussions by their teachers. Not all teachers use strategies, such as 'talk partners' for example, to ensure that all pupils have the opportunity to develop their speaking skills. The coordinator is aware of the need to improve this aspect of English and has implemented a good action plan to do so.
52. Although throughout the school pupils have opportunities to write for a range of purposes their insecure knowledge of grammar, spelling and punctuation rules, together with a restricted vocabulary, inhibits their progress. For example, pupils in Year 6 do not make consistent use of a range of punctuation in their written work, and examples of extended writing show the need to include more description and a wider range of connectives in their work. The teaching of handwriting is inconsistent. Many pupils at the upper end of the school slip back into printing, and errors such as using capital letters inappropriately go unchecked throughout the school. In reading, higher attaining Year 6 pupils showed a sound understanding of the books they were reading and have some established preferences for authors. They can discuss the differences in style between authors such as J. K. Rowling and Jacqueline Wilson. However, average and lower attaining pupils have difficulty in reading for meaning and a minority of pupils do not use a dictionary effectively as they are unsure of the order of

letters in the alphabet. Lower attaining pupils read without expression. Most pupils however, listen well, want to achieve, and have good attitudes to learning.

53. Teaching is satisfactory, although it is inconsistent. The good and very good teaching was successful because pupils were clear about what they were going to learn. Tasks were well matched to pupils' abilities and meticulously planned to reinforce the learning objective. In a very good lesson in Year 2, pupils benefited from the brisk pace, and the very good use of praise resulted in them working enthusiastically and confidently. Imaginative use of resources stimulated good discussion about characters in the story. All pupils achieved well because the teacher, and the bi-lingual support assistant, used incisive questioning and made effective use of the responses to build on the next stage of learning. In satisfactory lessons, teaching did not always make the most effective use of assessment information in the planning. In some cases, some pupils received work that proved to be either too difficult or too easy. Questions were usually used well but not all pupils were involved, and teachers often allowed the most articulate to dominate discussions. In the unsatisfactory lesson seen during the inspection, the pupils did not make satisfactory gains in their learning because the pace was slow and the tasks were inappropriate for their needs. Pupils lost interest and many did not contribute to the discussion. In some lessons pupils spend too much time listening to the teacher. This slows down their progress and gives them insufficient time to develop their speaking and writing skills, which are areas that the school is trying to improve.
54. When support staff are available they are used well, particularly to improve the provision for pupils who have special educational needs and those who are at an early stage of learning English. These pupils benefit from further explanations, in small groups, from classroom support staff and this enables them to achieve well. Pupils generally have good attitudes, get on well with their teachers and rarely misbehave, although they are restless at times when the pace of the lesson is too slow and their interest has waned.
55. Leadership is good and management is satisfactory. The coordinator leads by example and provides very good support for her colleagues. She has a clear understanding of the strengths and the areas for development. Although the coordinator has informed teachers of the development areas she has not had the time to check if action has been taken. Also monitoring and evaluation do not focus sufficiently on the impact of teaching upon learning. The information from regular assessments is appropriately used to track pupils' progress and to set individual targets to improve pupils' learning. However, not all teachers use this information well and marking does not always inform pupils of why their work is good or not and how they might improve. Resources are satisfactory and used appropriately to support learning.

Language and literacy across the curriculum

Skills are promoted satisfactorily. For example, when recording in geography and design and technology, pupils use bullet points, labelling and notes. Across the curriculum there is appropriate emphasis on subject-specific vocabulary being understood and used correctly. Effective links are made with other subjects, such as writing poetry in response to the feelings evoked by music. Information and communication technology makes an effective contribution.

MATHEMATICS

Provision for mathematics is **satisfactory**.

Main strengths and weaknesses:

- Standards by Year 6 are below those expected for their age
- Teaching and learning in Years 1 and 2 are good
- Teaching assistants are used well to support pupils' learning
- The subject is well led

- Pupils' interest and engagement is good in Years 1 and 2
- There are inconsistencies in teaching in Years 3 to 6
- Assessment does not always ensure individual needs are met
- Monitoring and evaluation systems lack rigour

Commentary

56. There has been good improvement in the provision for mathematics since the last inspection and pupils currently in Year 2 are now attaining standards expected for their age with evidence of more able pupils attaining above the level expected. There is evidence in the pupils' books of a good coverage of mathematics topics with work on number, shape, fractions and solving number problems. In their work, the majority of pupils show an understanding of how to count on and back in 1s and 10s and solve calculations using tens and units. Because of the good teaching in Years 1 and 2 and the effective use of teaching assistants most pupils, including those with special needs and at an early stage of English acquisition, achieve well in comparison with their prior attainment.
57. By Year 6 the majority of pupils are working at levels that are below those expected. In the Year 6 books, there is evidence of a good range of work including factors, prime numbers, ratio and proportion and multiplication and division using 10s, 100s and 1000s. However, pupils do not confidently manipulate numbers and their mental calculations skills are limited. The school is confident that the additional support that will be given over the next few months (booster classes) will enable more pupils to attain the level expected for their age in the national tests. Achievement is satisfactory and, when pupils with learning difficulties are supported by teaching assistants, they make good progress.
58. Teaching overall is satisfactory. Teaching in Years 1 and 2 is good. Activities engage and enthuse pupils and good planning ensures individual needs are met. In one lesson on partitioning numbers, 2, 3 and 4 digit numbers were used for the differing abilities in the class. The use of whiteboards for pupils to record answers enabled the teacher to make immediate assessments. In Years 3 to 6 teaching is inconsistent and there is evidence of some poor teaching. When teachers encourage pupils to express ideas and where tasks are suitable for the pupils' differing abilities, they achieve well. In one lesson, pupils gained a clear grasp of following instructions for quarter turns, anticlockwise and clockwise. In less effective lessons with poor planning, pupils are not challenged and their behaviour deteriorates. Language is used incorrectly as for example, Year 4 pupils were asked to draw a box instead of a rectangle, which was very confusing, particularly for pupils with English as an additional language. The pace of lessons is often poor and does not maintain pupils' interest or encourage them to be productive. Oral and mental starters failed to engage pupils' interest.
59. The subject is well led by the coordinator who sets a good example through her own good teaching and planning. Management of the subject is satisfactory as a good action plan has been produced but monitoring and evaluation has, as yet, not had an impact on raising standards. Work is well presented in books and there is evidence of a broad range of activities covering all strands of mathematics. Planning in Years 1 and 2 is good but this does not carry on consistently through the school and in Years 3 to 6 differing pupils' needs are not always catered for. Marking of pupils' work by teachers is not focused sufficiently on the learning intention of lessons and pupils do not know what they need to do to improve their work and make progress.

Mathematics across the curriculum

There are good links with ICT when teaching in the ICT suite but overall there are too few opportunities for pupils to develop their numeracy skills in other areas of the curriculum.

SCIENCE

Provision in science is **satisfactory**

Main strengths and weaknesses

- Pupils achieve well in Years 1 and 2 because of good quality teaching.
 - Teaching assistants give good support for learning
 - There is insufficient emphasis on the skills of enquiry and investigation
 - Assessment information is not used sufficiently well to improve standards
 - Monitoring and evaluation procedures do not focus sufficiently on the impact of teaching on learning
60. Pupils in Years 2 and 6 are working at the levels expected for their ages and achievement overall is satisfactory. Most pupils have a good knowledge of scientific facts, although Year 6 pupils are not always able to link cause and effect and explain how they have investigated their theories and predictions. Pupils with special educational needs and those in the early stages of acquiring English are supported effectively by teaching assistants. This was observed, for example, in a lesson for pupils in Year 2 on melting and dissolving where a group of pupils were ably supported by a bilingual teacher who also provided good support for some less able pupils. This meant that they achieved well during the lesson and were not held back by lack of English or ability to read and write.
61. Teaching overall is satisfactory but it is good in Years 1 and 2. Teachers of the younger pupils are confident in their approach towards science and make good use of wall space as a teaching and learning resource. They prepare well for lessons, and resources are ready in advance, of good quality and sufficient. Consequently pupils are able to handle materials and record results successfully. This is partly because teachers pay good attention to the needs of all the pupils within the class and prepare worksheets and other resources so that all can take full part. Pupils are confident and approach their work with interest and enthusiasm. For example, in a Year 2 class there was an atmosphere of excitement as pupils picked up various materials such as butter, chocolate and plasticene and tried to melt them in their hands using body heat. This very messy activity was well controlled by the teacher, and thoroughly enjoyed by the pupils! Good learning was evidenced in the language which pupils used when describing what was happening, and the questions which they asked during the activity. Due to consistently good teaching, achievement is good for these pupils by the time they reach the age of seven.
62. By the end of Year 2 pupils use different frameworks to record their own experiments quite well, and teachers use many practical ways to develop understanding and enquiry. They make good use of scientific language and all books and worksheets have lists of basic and key words which pupils may need. Staff also make good use of key words in lessons and effective questioning encourages the pupils to be more thoughtful and enquiring when studying this subject. This good scientific approach produces good learning and progress within lessons.
63. However, this approach is not always mirrored for older pupils and there is over-emphasis on the use of worksheets. There is evidence of unsatisfactory teaching in these year groups. Workbooks for pupils in Year 6 are over-dependent on a published programme of work, and all pupils within a class do the same work. This means that more able pupils are rarely stretched in their thinking. Questions to extend thinking or to guide pupils while they work are

not used effectively and teachers do not always check for understanding when explaining a point and this also leads to slower progress, especially for pupils with a higher ability.

64. Time is not always used well. For example, a Year 6 lesson was split by the afternoon break. Before the break pupils recapped learning from a previous lesson, and wrote predictions for an investigation, and afterwards set up the test in a prescribed way and began to write about it using a prepared worksheet. Time before break was not used to prepare equipment, despite many pupils having finished early, and spending the rest of the time on other activities. Time spent on science throughout the year is not always used well. Most classes have a half term “break” from the subject which hinders progress, and insufficient time is spent on enquiry and investigation in Years 3 to 6. This is a similar position to that in the previous inspection. Marking is rarely constructive or used to challenge or encourage pupils. Assessment information is not used by all teachers to inform future learning activities.
65. Leadership and management are satisfactory. The coordinator for the subject has recently revised the policy for science to give greater emphasis to the skills of enquiry and investigation and is aware of the limited opportunities for pupils to extend their own learning by devising and designing their own experiments. However, she has not yet implemented any changes within the scheme of work or monitored the impact of the new policy. Resources overall are satisfactory and ICT is used appropriately to improve learning.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision for information and communication technology (ICT) is **satisfactory**

Main strengths and weaknesses:

- Improvements made since the last inspection have resulted in standards being as expected in Years 2 and 6
- Information and communication technology is used well to support literacy and numeracy
- Information and communication technology is used well to support pupils with special educational needs
- There has been little monitoring of learning in this subject

Commentary

66. Standards match age related expectations at the end of Year 2 and Year 6. All pupils are very enthusiastic about working on computers and enjoy being in the computer suite. Achievement is good in Years 1 and 2, as pupils start school with skills below those expected for their age and standards match those expected by the end of Year 2. Pupils in Years 3 to 6 make satisfactory progress. Pupils with learning difficulties are well supported during ICT lessons and because of this good support they achieve well.
67. The provision for ICT has improved considerably since the previous inspection with the completion of the suite, which is now used by all classes. Teaching and learning are satisfactory overall. Teaching of ICT in the suite is often linked to other curriculum areas, particularly literacy and numeracy. In a Year 2 lesson, pupils were taught reading and writing skills while recognising that computer programs use sound, text and pictures. Pupils in the lesson understood how to ‘log on/off’ and how to vary the font during their word processing activity.
68. In Year 4, pupils are confident typing on the computer and can independently save their work. In a Year 5 lesson, the teacher successfully linked the teaching of ICT skills with science and pupils were confident using a multi-media program to present their work on the solar system. In all the lessons observed, pupils with special educational needs and those at the early stages of English language acquisition were well supported by knowledgeable teaching assistants and their achievement is good.

69. The leadership and management of the subject are satisfactory. The subject coordinator is knowledgeable and has provided training and support for colleagues. Staff have also received training through the New Opportunities Fund and they now have a much more secure knowledge and understanding of the subject. The action plan shows clearly how the school intends to develop the subject. There is recognition that the school needs a more coherent scheme of work to ensure all strands of ICT are covered more effectively. There are plans to develop the use of ICT in classrooms to support all areas of the curriculum. Monitoring and evaluation of the subject have not yet been undertaken and it will be important to focus on the impact of teaching on learning.

Information and communication technology across the curriculum

With the installation of the ICT suite and staff training the provision for ICT has become satisfactory and it is having a positive impact on pupils' learning although the school is fully aware of the need to develop further the use of ICT to support other areas of the curriculum.

HUMANITIES

RELIGIOUS EDUCATION

Provision for religious education is **good**.

Main strengths and weaknesses

- The school celebrates the richness of religious and cultural diversity and as a result, pupils learn well from each other.
- Teaching and learning are consistently good.
- Leadership of the subject is good and is responsible for the improving standards
- Religious education contributes well to the pupils' moral development

Commentary

70. Standards in religious education are good. Pupils in Years 2 and 6 reach levels beyond that expected in the locally agreed syllabus. There are a number of religions represented by the pupils of the school and all pupils learn about each other's beliefs and lifestyles well. As a result there is a good level of understanding and a high degree of tolerance and respect. Because of this, achievement is good.
71. Staff are particularly good at using the beliefs of pupils as a starting point for learning about world faiths. Almost all of the major world religions are represented in the school and good opportunities are taken to celebrate all major festivals or special days. This is a good starting point for units of work, as pupils are able to teach each other in a lively and effective way. The school has been innovative in its organisation of the curriculum to incorporate festivals and this has had a significantly positive impact on standards.
72. The quality of teaching is consistently good. In a very good Year 1 lesson, there was a very good appreciation of the different ways in which pupils learn. The teacher presented the class with a range of stories, pictures and religious artefacts to help them understand the celebration of Eid al Adha, which had taken place the day before. In a good Year 6 lesson, the teacher was particularly good at presenting topics for discussion. This linked pupils' own experiences to the life of Buddha well, and as a result, pupils understood the sacrifices made by Buddha in order to become a teacher. The work in pupils' books shows that every opportunity is taken to develop literacy skills. All forms of writing are planned for and in lessons, speaking and listening opportunities are carefully considered. As a result, pupils

learn to debate effectively and communicate their views confidently. In discussion with pupils, they are enthusiastic and knowledgeable about religious education. They convey a real sense of religious tolerance and show a great deal of respect for one another's beliefs.

73. The good standards achieved are very much due to the good subject co-ordinator. Acting as a good role model, the co-ordinator has enthusiastically raised the profile of the subject through training and development work and by keeping the school's documentation up to date, relevant and useful for teachers. There is a good level of understanding of pupils' achievement and an appropriate action plan is in place. Leadership is good and management is satisfactory. The need to develop further the assessment systems, have been rightly identified by the co-ordinator. Strongly linked to the work in religious education is the moral development of pupils. The school's innovative and very good 'black history' week is one such example in which pupils learned well about equality and the lives of significant figures such as Dr Martin Luther King and Nelson Mandela. Resources are good and staff skills high. At the time of the last inspection, standards were satisfactory. There has been good improvement since then.

GEOGRAPHY AND HISTORY

74. Work was only sampled in **geography** and **history** as insufficient lessons were seen. It is not possible, therefore to make an overall judgement about provision in these subjects. However, evidence from pupils' work and from talking to them enables secure judgements to be made about standards. Standards in **geography** by Years 2 and 6, match those expected for their age and achievement is satisfactory. In **history**, standards are above those expected by Years 2 and 6 and achievement is good.
75. In **geography**, pupils in Year 2 use Venn diagrams and tables well to sort information about the ways they travel to school. This develops their numeracy skills well. Pupils also develop literacy skills appropriately by presenting their writing in a variety of ways. For example, bullet point lists give information about countries pupils have visited. There is an appropriate emphasis on developing map work and enquiry skills. Pupils in Year 6 have a good awareness of the countries of Europe and have a sound knowledge of the impact of humans on the environment. However, pupils have a limited knowledge of the different types of locations that exist within the United Kingdom. This limits their achievement in geography.
76. In **history**, pupils in Years 2 and 6 are enthusiastic and knowledgeable about a range of methods of finding out about the past. In Year 2 pupils have a secure sense of chronology. They speak accurately of the passing of time linking events in their lives and in the lives of their family to a timeline. Pupils in Year 6 question evidence and make good judgements as to the validity of different sources of evidence. They have a good awareness of the passing of time and can accurately order on a time line major events such as the birth of Christ and events in British history since the invasion of the Romans and Vikings. In pupils' work, there is good development of literacy skills and this helps pupils to achieve well.
77. The very good 'black history' week is of very good relevance to the pupils. In discussion, they relish the opportunity to speak about what they have learned. Pupils in Years 2 and 6 discuss the lives of Dr Martin Luther King and Nelson Mandela in the fight for equality and reflect well on the lives of Black Americans and South Africans during times of slavery or segregation. They have a strong sense of moral development and bring this to their work effectively.
78. Leadership of history and geography is good and management is satisfactory. The subject leaders are relatively new to the subject but have a strong vision for development. However, action plans and the processes used for tracking the progress and achievement of pupils are in need of further development.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

79. It was not possible to make a firm judgement about provision in **art and design, design and technology, music or physical education** and these subjects were sampled during the inspection.
80. Throughout the school a full range of **art and design** work is displayed which has a considerable effect on the environment. Classrooms and shared areas are bright and colourful, and are significantly enhanced by the quality, range and ethnic diversity of the work on display. Much of the work is linked to other subjects, including pupils' personal and social education, history and religious education. Examples on the walls and in books show pupils attain good standards and achieve well. Work reflects all aspects of the teaching of art and design, including texture, colour, the interpretation of the work of significant artists and three-dimensional displays. Many cultures and nationalities are represented, with displays of pupils' work on patterns on Kenyan scarves and wraps, Rangoli patterns, Muslim art and aborigine paintings. The work on display and in books shows careful attention to skill and control of the medium being used, including photography, collage and ICT. This considerable achievement has been brought about by the vision of key staff within school and a programme of enrichment during the "Year of the Arts".
81. Only one lesson was observed in **design and technology**, and it was not possible to look at a large enough sample of pupils' completed work to make a judgement on standards or pupils' achievement. Design and technology is planned to be taught in conjunction with other subjects and this relatively new development is having a good effect on learning. For example, pupils designed and made Roman helmets in history and have had the opportunity to learn more about the Tudors through a study of the designs of houses, comparing them to those of the present day. An important part of the designing and making process is the opportunity for pupils to evaluate their work and that of others, but this is not yet a significant element in design portfolios. The new co-ordinator for the subject plans to ensure full coverage of aspects of design and to implement a framework for the acquisition and progression of skills.
82. It was not possible to gather sufficient evidence to comment on standards or achievement in **music**. The small amount of singing heard was of a satisfactory standard. There is a good programme of enrichment, including visiting orchestras, drummers and the school's own steel band. The pupils have many opportunities to listen to music from many different cultures and countries. Pupils listening to the visiting string quartet during the inspection were excited but well behaved and listened with good attention, despite a fairly long session. During the quieter pieces some were observed with closed eyes, and some with open mouths as they listened! They joined in with their bodies during louder and faster pieces and some could be seen copying the actions of the cellist or violinist. The choir performs to audiences, and has been to visit other events in the city. The school is piloting a new commercial programme of work in order to improve standards and coverage and to support teacher's confidence when teaching. This is an improvement since the previous inspection. Resources are somewhat limited and dated, and are in need of replenishment.
83. **In physical education** there was insufficient evidence to comment on standards or achievement. There is a good programme of enrichment in this subject, including visiting sports people and dancers, and a range of extra-curricular activities for pupils to join in. These include football, athletics, and other sporting competitions with local schools. There is a satisfactory balance across different aspects of the subject, and the subject co-ordinator is planning further development in dance. There is a commercial programme of work which all staff follow to ensure that learning is continuous throughout the school, and the school has joined a scheme with local secondary schools to promote health and fitness.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

84. Only two personal, social and health education lessons were seen, one in Year 1 and one in Year 3. The evidence is therefore somewhat limited and it would be inappropriate to make an overall judgement about subject provision.

85. From the content of the two lessons seen and the regularity with which personal, social and health education lessons appear on the timetable, it is clear that the school puts a strong emphasis on pupils' personal development. Systems such as the school council and circle-time effectively help to promote this aspect of the school's work resulting in the good achievement of pupils. Year 6 pupils have become accustomed to discussing important issues, such as basic human rights, in a mature and sensible manner, and readily express their views in the knowledge that they will be listened to and their views respected. The foundations of this work can be seen clearly lower down the school where teachers skilfully draw Year 2 pupils into discussions about what qualities are needed to be a good friend. The very good relationships teachers establish with pupils are the cornerstone of the teaching and provide an atmosphere in which pupils can openly address the sensitive issues that affect all their lives.

PART D: MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	4
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
Overall standards achieved	5
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	3
Attendance	6
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
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	4
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	3
The leadership and management of the school	4
The governance of the school	4
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	4

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