

# **INSPECTION REPORT**

## **BLACKHEATH PRIMARY SCHOOL**

**Rowley Regis  
West Midlands**

**LEA area: Sandwell**

**Unique reference number: 103981**

**Headteacher: Mrs L King**

**Lead inspector: John Williams  
Dates of inspection: 13<sup>th</sup> – 16<sup>th</sup> June 2005**

**Inspection number: 266441  
Inspection carried out under section 10 of the School Inspections Act 1996**

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## INFORMATION ABOUT THE SCHOOL

<b>Type of school:</b>	<b>Primary</b>
<b>School category:</b>	<b>Community</b>
<b>Age range of pupils:</b>	<b>3 – 11</b>
<b>Gender of pupils:</b>	<b>Mixed</b>
<b>Number on roll;</b>	<b>449</b>
<b>School address:</b>	<b>Britannia Road Rowley Regis West Midlands</b>
<b>Postcode:</b>	<b>B65 9NF</b>
<b>Telephone number:</b>	<b>0121 559 1033</b>
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<b>Appropriate authority:</b>	<b>Governing body</b>
<b>Name of chair of governors:</b>	<b>Mrs J Rushton</b>
<b>Date of previous inspection:</b>	<b>05/07/1999</b>

## CHARACTERISTICS OF THE SCHOOL

The school is located in Sandwell, West Midlands. It serves an area which contains a mixture of local authority and private housing and has pupils aged from 3 to 11. Currently there are 449 pupils on roll which is much larger than most primary schools. This includes 60 children who attend part-time in the nursery. The school has 12 pupils for whom English is an additional language, the majority of whom are not at an early stage of acquiring English. There are 6 asylum seekers in the school. Approximately 27 per cent of the pupils claim free school meals, which is around the national average. Some 27 per cent of pupils are identified as having special educational needs, which is above the national average. These range from speech and communication difficulties, to physical problems. Five pupils (1.2 per cent) have statements of Special Educational Need, which is broadly in line with the national average. Pupils' attainments on entry to the school are well below average, especially in communication, speech development, literacy and social skills. The school moved into new premises in January of this year.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
22516	John Williams	Lead inspector	Science, art and design, design and technology, physical education
19366	Bill Walker	Lay inspector	
23196	Sue Chesters	Team inspector	Foundation Stage, English as an additional language, music, religious education
22291	Keith Saltfleet	Team inspector	Special educational needs, mathematics, information and communication technology, geography, history
29263	Florence Clarke	Team inspector	English, personal, social, health education and citizenship

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

This is a **good, effective** school, which gives **good** value for money. It is well placed for further improvement.

The school's main strengths and weaknesses are:

- Although standards in English, particularly writing, mathematics, science and information and communication technology are below average, pupils achieve well from their low levels on starting school. Standards in religious education exceed the expectations of the locally agreed syllabus.
- Children in the Foundation Stage achieve very well and the pupils in Years 1 to 6 achieve well.
- The leadership, management and governance of the school are good.
- The quality of teaching is good and results in pupils learning well.
- The curriculum, which is currently under review, is good.
- Overall, assessment is satisfactory. It is good in the Foundation Stage and the core subjects but needs to be developed in the non-core subjects.<sup>1</sup>
- The school's partnership with parents needs further development.

The school has made **good** improvement since the last inspection. It has successfully addressed the issues raised then and continues to improve all aspects of its work. It has raised the level of boys' attainment and they now achieve well. Although there is still work to be done, the school does now provide many more opportunities for pupils to use their knowledge from other subjects in their writing. Assessment procedures, although still developing, are now good in some subjects and give useful information to teachers. Reports to parents meet all requirements.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	E	E	D	C
Mathematics	D	E	E	E
Science	E	E*	D	C

*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.*

Pupils achieve **well**. The table above shows that in the 2004 national tests and tasks for Year 6 pupils, results were below average in English and science and well below average in mathematics. When these results are compared with schools in similar contexts, they are average in English and science and well below average in mathematics. Children start school with a wide range of abilities but overall their skills are well below average. They achieve very well in the nursery and reception classes. By the time that this year's reception children start Year 1, the indications are that the majority will exceed the goals set in all areas of learning except for communication, language and literacy. They achieve well in Years 1 and 2. However, indications are that results in this year's national tests are well below average in reading, writing and mathematics. Inspection evidence supports this but it must be borne in mind that one quarter of the current Year 2 are rightly identified as having special educational needs. Inspection evidence indicates that, for the current Year 6, standards are below average in English, mathematics and science. However, one third of this year group are identified as having special educational needs which impacts negatively on overall standards. It also needs to be noted that some year groups have unavoidably experienced inconsistencies in staffing and there will have inevitably been disruption caused by moving to new

<sup>1</sup> Core subjects referred to are English, mathematics, science and information and communication technology. Non-core subjects are art and design, design and technology, geography, history, music, physical education and religious

premises. Standards are below average in information and communication technology (ICT). This is partly due to the fact that, until the move to the new accommodation, the school did not have adequate facilities to cover the ICT curriculum. Standards in religious education are above those expected. This enhances pupils' personal development.

Pupils' personal qualities, including their spiritual, moral, social, cultural and personal development are **good**. The school has a fully inclusive philosophy which values and respects everyone. Pupils' attitudes to school are **good** and their behaviour is **very good**. Punctuality and attendance are **satisfactory**.

## **QUALITY OF EDUCATION**

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

The quality of teaching, and of learning, is **good**. Assessment systems are **satisfactory** overall. Staff plan well and provide challenging activities which interest and enthuse the pupils. There are good examples of teachers assessing pupils' work very successfully, particularly in the Foundation Stage, and in the core subjects. They use the information that they gather very effectively to track and monitor pupils' achievements.

The curriculum is **good**. It has recently been improved by strengthening the links between subjects. It is enriched well by additional opportunities. Accommodation overall is very good. Resources are satisfactory overall. The school takes good care of all of its pupils and gives them sound support, advice and guidance. Links with parents are **satisfactory** although the provision of homework could be more consistent. Links with the community, and with other schools and colleges, are **very good**.

## **LEADERSHIP AND MANAGEMENT**

The leadership, management and governance are **good**.

The leadership and management of the head teacher, her deputy and other key staff are good. The head teacher gives the school determined and effective leadership. She and her able deputy give clear and purposeful guidance to all staff and pupils. All aspects of the school's work are monitored and evaluated and any issues arising from these reviews are resolved. The school's self-evaluation systems are good. Staff are good role models. The governors understand well the strengths of the school and fully support its development. They meet all of their statutory duties and act as good critical friends of the school.

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

The majority of parents support the school well. They say that their children are happy and learn well. Pupils like their school very much and say that they feel trusted and valued.

## **IMPROVEMENTS NEEDED**

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

- further improve standards in English, particularly writing, mathematics, science and information and communication technology;
- on completing the review of the new curriculum, improve assessment systems as planned;
- seek ways to improve the partnership with parents, so that they are actively involved in their children's learning.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

Children achieve **very well** in the Foundation Stage and, in Years 1 to 6, pupils achieve **well**. Overall standards are **below average**.

#### Main strengths and weaknesses

- Children achieve very well in the Foundation Stage.
- Pupils in Years 1 to 6 achieve well.
- Standards are below average in English, mathematics, science and information and communication technology because of the high numbers of pupils with SEN.
- Standards in religious education are above the expectations of the locally agreed syllabus.

#### Commentary

1. All children achieve very well in the Foundation Stage. They start school with attainment levels that are well below what is expected for the age group. Their communication, language and literacy skills are particularly low. They make rapid progress in the nursery because of the very good teaching and the interesting and challenging activities that staff give them. They continue to achieve very well in the reception classes. The assessments undertaken at the end of Foundation Stage, for the current reception year, show that the majority of children have achieved very well. They have exceeded the goals set in all areas of learning,<sup>2</sup> except in communication, language and literacy, where they have reached the expected goals.

#### Standards in national tests at the end of Year 2 – average point scores in 2004

Standards in:	School results	National results
reading	15.1 (14.3)	15.8 (15.7)
writing	13.9 (13.2)	14.6 (14.6)
mathematics	15.9 (15.0)	16.2 (16.3)

*There were 58 pupils in the year group. Figures in brackets are for the previous year*

2. Pupils, including those with special educational needs, achieve well in Years 1 and 2. Those pupils with English as an additional language achieve well alongside their peers. The above table shows that the results in 2004, for the national tests at the end of Year 2, were below average in reading, writing and mathematics. When compared with similar schools, these results are average in reading and writing and above average in mathematics. Indications are that the 2005 results will be slightly lower than this. However, one quarter of the current Year 2 is identified as having special needs and, from a well below average starting point when they began school, they have achieved well.
3. In Years 3 to 6, all pupils continue to achieve well. The table on the next page shows that in the national tests in 2004 for Year 6, results were below average in English and science, and well below average in mathematics. When compared with similar schools, these results were average in English and science and well below average in mathematics. The indications are that in the 2005 Year 6 national tests, results will be lower. However, it has to be borne in mind

<sup>2</sup> There are six areas of learning in the Foundation Stage; personal, social and emotional development, communication, language and literacy, mathematical development, knowledge and understanding of the world, physical development and creative development. There are average goals set in each of these areas which it is expected children will reach by the time they start Year 1.



that one third of the current Year 6 is identified as having special educational needs. Thus, overall, pupils have achieved well.

**Standards in national tests at the end of Year 6 – average point scores in 2004**

Standards in:	School results	National results
English	26.5 (24.4)	26.9 (26,8)
mathematics	25.4 (24.4)	27.0 (26.8)
science	28.3 (25.1)	28.6 (28.6)

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

- Overall, standards are below average in English, mathematics and science. Pupils now achieve well throughout the school. However, at times, learning has been inconsistent which has slowed the rate of progress for some pupils. This has been for a variety of reasons. For example:
  - pupils start school with very low level skills in all areas of learning;
  - there are above average numbers of pupils with SEN in each year group;
  - some year groups have unavoidably experienced inconsistencies in staffing;
  - there has been inevitable disruption caused by moving to new premises.
 Now that pupils are settled in the new school and the curriculum has been revised and tailored to the needs of the pupils, pupils’ achievement in lessons is consistently at least good.
- Standards are below average in information and communication technology but improving rapidly. This is because, since the move to new accommodation, where there is a very good ICT suite, the school now has all the facilities needed to fulfil the requirements of the ICT curriculum. In its old premises, there was inadequate equipment to teach all strands set out in the National Curriculum for ICT. Religious education has a high focus in school. As a result, pupils achieve very well and standards are above the expectations of the locally agreed syllabus.

**Pupils’ attitudes, values and other personal qualities**

Pupils’ attitudes to school are **good** and their behaviour is **very good**. Pupils’ personal development, including their spiritual, moral, social and cultural development is **good**. Attendance and punctuality are **satisfactory**.

**Main strengths and weaknesses**

- Pupils have good attitudes to school which make a positive contribution to their learning.
- Behaviour in and around the school is very good and pupils get on well with each other.
- Pupils’ personal development is promoted well, as are all aspects of their spiritual, moral, social and cultural development.
- The school’s efforts to improve attendance have been successful.

**Commentary**

- Pupils respond well because the good teaching engages their interest. They have positive attitudes to school, responding well to teachers’ questions and applying themselves to their work. The school has an ethos in which very good behaviour is the norm. Instances of bullying or harassment are rare, but pupils know they can turn to an adult for help and support if necessary. The school is very successful in promoting personal and social development in the Foundation Stage so pupils enter Year 1 with very well developed skills in this area.
- The school’s provision for pupils’ spiritual, moral, social and cultural development is good and, as a result, these aspects of pupils’ personal development are good. Assemblies and

opportunities to discuss concerns and feelings in class provide good opportunities for pupils to think about their own feelings, to develop empathy and to share their thoughts about the world around them. Pupils learn about a wide range of world faiths in religious education and develop understanding of and respect for the beliefs of others. The inclusive ethos of the school makes it a place where all pupils are valued and in turn they learn to value themselves and each other.

8. Social and moral development is promoted well. Pupils understand the difference between right and wrong and develop a good sense of personal responsibility. Relationships are good throughout the school which helps to create a good learning environment. Pupils are encouraged to work co-operatively in lessons and they get on well with each other and the adults. A practice known as 'response partners' allows pupils to comment on each other's work in a constructive way which encourages collaborative and responsible attitudes to each other and to their work. Pupils are very polite and welcoming to visitors. The school council provides a good opportunity for pupils to learn what it means to be an active citizen and to develop communication skills. It is very much involved in the "School Travel Plan" and in raising money for new books. Pupils appreciate the plight of those less fortunate than themselves and engage enthusiastically in collecting for charities.
  
9. Pupils' understanding of local, national and other cultures is good and race equality is promoted effectively. Pupils benefit from a wide range of educational visits and visitors to the school. The school makes good use of local museums such as the Black Country Museum and the Dudley Museum.

### Attendance

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

Authorised absence		Unauthorised absence	
School data:	4.4	School data:	0.7
National data:	5.1	National data:	0.4

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

10. The school has consistently emphasised the importance of regular and prompt attendance in raising pupils' attainment. Parents have co-operated well, and the rate of attendance has improved in each of the last four years. It is now similar to that for other schools nationally. Most pupils are punctual, enabling teachers to make a prompt start to lessons.

#### Ethnic background of pupils

Categories used in the Annual School Census
White – British
Mixed – White and Black Caribbean
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British – Indian
Asian or Asian British – Pakistani
Asian or Asian British – any other Asian background
Black or Black British – Caribbean

#### Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
304	6	1
10	0	0
3	0	0
3	0	0
4	0	0
7	0	0
4	0	0
1	0	0

Chinese	4	0	0
Any other ethnic group	4	0	0
No ethnic group recorded	4	0	0

11. Exclusion is used rarely by the school. Checks on the school's procedures show that where exclusion is used it is to ensure the well-being of all pupils, after all other procedures have been exhausted.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides **good** quality education. Teaching and learning are **good**. The curriculum is **good**. The school takes **good** care of its pupils and they feel valued and secure. It provides them with **satisfactory** support, advice and guidance. There are **satisfactory** links with parents and **very good** links with the community and with other schools and colleges.

### Teaching and learning

The quality of teaching is **good** and results in **good** learning. Assessment is **satisfactory**.

### Main strengths and weaknesses

- Teachers have high expectations that pupils will behave well and work hard.
- Staff include all pupils in all activities and value their contributions.
- Teachers plan a wide range of activities that link subjects together very successfully.
- Assessment is satisfactory overall and the school has very good plans to develop systems further.

### Commentary

#### Summary of teaching observed during the inspection in 42 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (2%)	17 (41%)	18 (43%)	6 (14%)	0	0	0

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

12. Teachers expect pupils to behave well and to work hard. They make clear what they expect pupils to achieve in each lesson and have good guidelines and rules that they expect pupils to follow. Thus, pupils are in no doubt about what they have to do and how best to achieve the targets set for them. They behave very well, because they are fully occupied and work hard and because they are eager to learn new things.

13. Relationships between staff and pupils are very good. Staff have a good rapport with their pupils so pupils are secure and happy in their learning. They are not afraid to ask questions if they are not sure. All pupils are very well included in all activities, whatever their background or ability. Hence, they will join in lessons knowing that their contributions will be listened to and valued by staff and fellow pupils.

14. Teachers plan a wide range of activities which successfully challenge pupils of all abilities. They link subjects wherever possible. This means that pupils learn in a 'joined up way' and their studies make sense. Many examples of cross-curricular work were observed. For example, Year 2 pupils described activities done at the seaside, linking their writing to their geography. Year 6 wrote a newspaper report about the storming of the Bastille, making effective use of their historical knowledge. This thematic approach to learning helps pupils acquire skills and

knowledge in context and successfully enhances their achievements. Teachers prepare Individual Education Plans (IEP's) for pupils who have special educational needs. They contain clear learning objectives, targets and dates for review and are very useful in ensuring that these pupils make good progress.

15. Overall assessment is satisfactory. The school has some good systems in place for assessing pupils' achievements and tracking their progress. This is particularly so in the core subjects of English and mathematics and in the Foundation Stage. However, these systems are less well developed for the non-core subjects. The assessment co-ordinator has a very clear vision of how to develop assessment across the whole curriculum. She has prepared a very good action plan which, once the current curriculum review is complete, will enable the school to establish a useful and manageable 'through school' assessment system.

## The curriculum

The school's curriculum is **good** and fully meets statutory requirements. The school provides a **good** range of opportunities for enrichment. Accommodation is very good and resources are **satisfactory**.

### Main strengths and weaknesses

- The school provides a broad, interesting and worthwhile curriculum which enables pupils to achieve well.
- The curriculum in the Foundation Stage is good, enabling very good achievement.
- There is a good programme for personal, social and health education.
- Visits and visitors enrich the curriculum.
- The quality of accommodation is very good and much better than at the last inspection.

### Commentary

16. Children in the Foundation Stage experience a good range of activities which are specifically planned to meet their needs and to encourage independent learning. Because of this, children's achievement is very good in all the areas of learning. The curriculum for the rest of the school enables pupils to achieve well in acquiring basic skills. Curriculum development is a prominent feature in the school's action plan. A thematic curriculum has been in place for one year and is currently being fully reviewed and evaluated by the curriculum manager. A major target for the next academic year is to embed literacy skills, especially writing, even further in each subject, which the school considers will help to raise standards generally in English. French lessons add variety to the curriculum for Year 6 pupils over the last few weeks of the academic year. These lessons are proving to be an interesting experience for the pupils and a good introduction to modern foreign languages.
17. Pupils benefit from a good range of additional curriculum opportunities which enrich their learning outside the classroom. There is a satisfactory variety of after-school clubs mainly funded through the school's association with the local educational action zone. Pupils' interest and enjoyment in learning is also stimulated by rewarding visits made to places such as the Think Tank in Birmingham and the Robin Hood Centre in Nottingham. Pupils in Years 2, 4 and 6 enjoy residential visits where they engage in outdoor pursuits and a range of artistic activities. These visits support many areas of the curriculum and make a good contribution to pupils' personal development. The school also makes effective use of the specialist skills, knowledge and expertise of visitors such as a local artist and representatives from local churches, mosques and temples.
18. Provision for personal, social and health education is good. There is a well-structured programme, taught through designated and other lessons such as science and religious education. This programme combined with high expectations by adults, enables pupils to develop well and underpins their good attitudes and very good behaviour. Good attention is

paid to education about relationships and pupils are taught about the dangers of drug misuse. There are very good opportunities for pupils to make informed decisions about healthy living, for example, in maintaining a healthy diet.

19. The level of staffing of teacher assistants is very good, enabling extra support to be provided for groups of lower attaining pupils. The very attractive new school building provides very good accommodation with many specialist areas to enhance the quality of educational provision, such as the computer suite and the area used for musical activities. However, there is just one library which is small and not easily accessible for younger pupils. The grounds provide an engaging learning area which is used well to make a very good contribution to pupils' social, physical and academic development and support many aspects of learning. The school is reviewing resource provision in all subjects and is aware that there is a shortage of good quality fiction books throughout the school. There are various plans to remedy this situation in the near future. Teachers make good use of interactive whiteboards and projectors to enliven their lessons but need to ensure that the work and information on them is clearly visible to all pupils in the class.
20. Provision for pupils who have special educational needs is good and individual education plans are reviewed termly. There has been a recent improvement in resources and the co-ordinator plans to use ICT programmes much more widely to enhance the learning of these pupils.

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

There is good provision for pupils' care, welfare, health and safety. Pastoral support is a particular strength. The quality of academic support, advice and guidance is sound. The school actively seeks and values pupils' views.

### **Main strengths and weaknesses**

- Governors have a very responsible attitude to health and safety.
- The school provides very good pastoral support for pupils.
- Induction arrangements are good.
- The school seeks and values the views of pupils.

### **Commentary**

21. The school provides a healthy and safe environment for its pupils. There has been a professional focus on safety following the move to new premises. The governors have been active in reviewing procedures and have re-written their policy to accord with advice from the local authority. They have liaised closely with the building managers to ensure that proper risk assessments are carried out for the premises and they are currently checking that similar procedures are followed for all relevant pupil activities. Proper advice and guidance on child protection issues is provided for all members of staff. First aid procedures are very good. The school carefully records any dietary or health needs, encourages healthy eating and uses the curriculum effectively to promote a healthy and safe lifestyle for pupils.
22. Teachers know their pupils well and are very sensitive to their pastoral needs. Induction procedures for pupils new to the school are well structured to suit the needs of the individual. Children in the nursery and reception classes are often at an early stage of their personal development. The warm and supportive relationships which they develop there help to build their confidence and self respect. This stands them in good stead as they move up through the school. Relationships generally are very good and much valuable, personal support is also provided by other members of staff. This is particularly true of the learning mentor who is always available to pupils and who has built up a relationship of trust and understanding with many of the families. She works closely and effectively with the support agencies to provide additional help where it is needed. In a recent survey, an impressive 93 per cent of pupils indicated unequivocally that there was an adult they would go to if they were worried at school.

Both teachers and other classroom staff are accessible and approachable so that parents have opportunities to share any areas of concern. Progress in the core areas and subjects is assessed regularly and pupils receive helpful guidance on how to improve. This good practice is currently being extended to incorporate all areas of the curriculum.

23. The school council is a well established and effective medium through which pupils become involved in the school's work and development. Pupils know their views matter and take their responsibilities seriously. They spend time canvassing views from their colleagues, collate the information and present the views to the meeting. In the recent past, they have discussed a travel plan with a representative of the local authority, assessed outdoor accommodation at their school and considered how to raise money to extend the choice of books in the library. This is very good practice and reflects well on the personal development of pupils and the inclusiveness of the school community.

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

The school's links with parents are **satisfactory**. There are **very good** links with the community and with other schools and colleges.

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

- The school works very hard to involve parents in the life of the school.
- The provision of homework is inconsistent.
- Resources within the community are used very effectively to broaden the curriculum.
- Close and harmonious links with other schools and colleges contribute much to the education of pupils.

#### **Commentary**

24. The school fully recognises the importance of partnership with parents and is working hard to develop the links that exist. The major upheaval in school life that has taken place over recent months has had consequences in many areas, not least in the frustration of some parents who have suffered inconvenience and who perhaps feel that their views have not been considered when decisions affecting them have been made. Consequently, some of the views expressed through the questionnaire and at the meeting with Ofsted inspectors are equivocal. For example, about 30 parents say they are unhappy with the management of the school, feel they are not consulted and consider they are not well informed about their children's progress. There are, however, many positive factors. The great majority of respondents say that their children are happy, well taught and make good progress; they work hard, are treated fairly and are helped to become mature and independent. The inspection evidence is consistent with the positive views. The school complies with all legal requirements, provides a good education and cares for pupils well. Teachers are readily available for consultation and, although relatively few respond, the school provides many opportunities for parents to learn more about their children's education and about how they can help them in their work at school and in the home.
25. There are weaknesses. The homework policy at present lacks structure and consistency but the school recognises that this is an area for development. Similarly, the annual reports on pupils are satisfactory but lack information that would help parents make a more positive contribution to their children's learning. The governors are sensitive to the element of parental disquiet that has been made explicit in the questionnaires and have ensured that details of their complaints policy are published in the prospectus. At the meeting which they held for parents in the spring term, no parent, apart from parent-governors attended. However, in consultation with the headteacher, they have already made provisional arrangement for parents to be formally surveyed about all aspects of school life. It is a school priority identified in the school improvement plan to make the partnership with parents more constructive and effective.

26. Links with the community are strong. Teachers make very effective use of local resources to enrich the curriculum and broaden the educational opportunities for pupils. Many visitors are invited to talk to the pupils about their faiths, the arts, the emergency services and other aspects of life. Many visits are made to museums, churches, mosques and temples and sporting venues. The personal development of pupils, as well as their learning, is substantially enhanced by this input.
27. The school's links with other schools and educational institutions are very good. There is close liaison with the cluster of local primary schools which facilitates sharing of experience, a common monitoring of the curriculum and improved training opportunities. Transfer arrangements to the high school are well established with visiting teachers developing curricular links. This helps to ensure a proper and consistent transfer of information and eases the stress often experienced by pupils as they move on to the next stage of their education. The school also makes an effective contribution to initial teacher training through its links with teacher training establishments.

## **LEADERSHIP AND MANAGEMENT**

The school is **well** led, managed and governed. The leadership provided by the headteacher and senior members of her staff is **good**. Management is efficient and effective in all areas. Governors are knowledgeable, active and supportive.

### **Main strengths and weaknesses**

- The headteacher is a firm and effective leader. She has clear vision and a strong commitment to raising standards.
- She is very well supported in her aspirations by members of her senior management team.
- Management systems throughout the school are good.
- The monitoring of performance data and financial administration is very good.
- Governors are closely involved in shaping the vision and direction of the school.

### **Commentary**

28. The good quality of education provided is testimony to the good leadership of the head teacher. She has presided over a particularly challenging period in the school's history. The logistics of planning for and moving to new premises are burdens rarely placed on the shoulders of a head teacher. In this case, the difficulties have been exacerbated by the understandable frustration of parents when initial problems arose with the new building, and inevitable stresses and strains on all members of staff striving to ensure that attainment and progress of pupils did not suffer in the process. Throughout this time, the headteacher has maintained her high aspirations for the school with a strong focus on raising standards. She has recognised the strengths amongst her staff and has created a highly motivated senior team who are supporting her very effectively. They are proud of their school and share her vision for the future.
29. Management throughout the school is good, and in several areas it is very good. The headteacher has been at pains to ensure that those with managerial responsibility have access to proper training and development opportunities, and she is beginning to delegate effectively. This has led to a rigorous focus on self-evaluation. All aspects of the school's work are constantly monitored and effective action is taken to implement change where it is needed. Management in the Foundation Stage is very good, enabling all children, including those with special educational needs, to make very good progress. All members of staff are closely involved in their own professional development. Performance management procedures for teachers are fully established and the results have a positive effect in the classroom. The annual appraisal system for support staff is currently being reviewed following a number of staff changes. The induction policy is well structured to meet the needs of staff new to the school.

30. The management of special educational needs is good. The co-ordinator ensures that all statutory requirements are met. She visits classes on a regular basis, liaising with support assistants to ensure good provision. The co-ordinator knows the pupils very well and maintains a very clear overview of their progress.
31. Systems for day-to-day financial control and administration are very good. Procedures are unobtrusive and efficient. The administrator liaises closely with the financial support officer from the local authority to check the accuracy of the financial data. She makes full use of modern technology to monitor expenditure, determine costs and prepare information in a clear and comprehensible manner for the headteacher and the governors. Both the head and the governors apply the principles of best practice to ensure that the school gets value for money in its routine expenditure. The most recent audit was in 2003. The report's recommendations have been implemented.
32. The school has had a substantial carryover on its budget in each of the last two years. This is in accordance with a deliberate and very proper policy of the governors not to invest unnecessarily in a building which was to be demolished and to defer spending on learning resources until the move to new premises had been completed. Some uncertainty remains about the outstanding liabilities of the school in relation to the move but there is now a need to formalise the planned expenditure on resources in the short and medium term to accord with the guidelines issued by the Audit Commission in financial planning.

**Financial information for the year April 2004 to March 2005**

Income and expenditure (£)		Balances (£)	
Total income	1,146,318	Balance from previous year	184,605
Total expenditure	1,246,541	Balance carried forward to the next	160,065
Expenditure per pupil	2,789		

33. The governing body is very supportive and fulfils its statutory responsibilities well. A good working relationship with the headteacher does not inhibit governors from taking a critical and challenging approach to the school's development. They receive comprehensive and accurate information and are able to play a proper part in shaping the direction of the school and contributing to its strategic management. They agree educational and financial priorities with the headteacher and ensure that the budget is managed effectively. Several governors are much involved in the daily life of the school, assisting in the classrooms and supporting individual pupils in their learning. As a body, governors are able to demonstrate a good understanding of the school's strengths and weaknesses and to account for the performance of the school.
34. Now that the school has successfully and safely removed to its new premises, there are no obvious barriers to further improvement.



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

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

Provision for children in the Foundation Stage is **good**.

35. Children start in the nursery class in the September of the year in which they are four. They have a wide range of abilities in all areas of learning. These vary from year group to year group but are generally well below average, particularly in personal and communication skills. They move to the reception classes the following September. Children have a very good start in the nursery and reception classes and achieve very well. The current reception children, in their end of Foundation Stage assessments, have exceeded the goals set in all areas of learning apart from communication, language and literacy. From a low starting point, this is very good achievement and puts them in a favourable position as they start in Year 1.
36. Teaching, in all areas of learning, is good. As a result, children learn successfully and achieve very well. This is because staff
- make a very strong team who have a consistent approach when supporting children;
  - plan interesting and stimulating activities to engage children's interest;
  - make very good links between all areas of learning, so that children learn in a joined up way;
  - make very good use of the new accommodation.
37. The Foundation Stage is very effectively led and managed. There has been very good improvement since the last inspection, building on the good practice which existed then. Moving to the new accommodation, which is fully equipped and designed specifically for the Foundation Stage, has enabled staff to provide a full and exciting curriculum which has enhanced the children's achievement. Staff use the outside areas very well for all areas of learning. Children have routine outside opportunities to paint, read, write, build with big and small construction kits and experiment with sand and water, as well as numerous activities involving using wheeled and pushable equipment. This has helped to accelerate children's learning and enabled them to make rapid progress. Assessment procedures are good. Staff keep good records of children's attainment and progress. There are very good induction procedures for children starting school and for when they transfer to Year 1.

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

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

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

- Regular routines are quickly established.
- All staff show a consistent approach when helping children.

#### **Commentary**

38. Children settle quickly into school routines and begin to understand how to play and work together in harmony. For example, in the nursery class, they sit with their cheese and biscuits and drinks at break time, and chat sociably to each other and to staff. Throughout the Foundation Stage, staff work as a strong team and have a common approach when supporting the children. Thus, children in the nursery and reception classes know what is expected of them and respond very well. Children become very confident and work well together in pairs and groups. Relationships are very good. Children know that staff value them and include them in all activities and this helps to build up their self-esteem. As a result, they work sensibly and happily, achieving very well.

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

- Great importance is placed on children listening well.
- Children have good opportunities to learn their sounds.

### **Commentary**

39. Many children start school with low level communication skills. Staff insist on children listening to what is said. They consistently praise those children who show good listening skills. Staff plan activities so that children listen to stories, to music and to each other. In this way, they learn to respect the fact that they must take turns to speak, and at other times listen. Staff give children many opportunities to learn their sounds. Children practise their sounds daily. In the nursery, children begin to recognise 'beginning' sounds, such as 'b' 'a' 'p' and 'd'. They pick out pictures which begin with those sounds and recognise rhyming words. They extend this work successfully in the reception classes by blending the sounds to make words such as 'pan'. They listen for the ending sounds and add them to simple words for example, 't', to make 'pant'. They understand that books give information, as well as tell stories and they enjoy reading for themselves.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **good**.

### **Main strengths and weaknesses**

- Staff use every opportunity to develop children's number skills.

### **Commentary**

40. Staff make sure that children are surrounded by mathematical vocabulary through good quality displays. In both the nursery and reception classes, every opportunity is taken during the day to reinforce both mathematical vocabulary and skills. This is done through activities such as counting how many children are present, matching and ordering number cards and learning the days of the week. Children learn to sing a good range of number rhymes and songs to reinforce their number work. Children 'count down' from 100 and practise counting to 10, 20 or higher. Number skills are taught daily, in the reception classes, for example, through partitioning toy lorries, in different ways, onto coloured squares, representing car parks. Children then record their findings. They enjoy this practical type of activity and build on their knowledge and understanding of numbers very effectively. All children achieve very well in their mathematical activities due to the good teaching provided.

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

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

### **Main strengths and weaknesses**

- Children are encouraged to investigate and explore their environment.
- Activities very successfully link with other areas of learning.

## Commentary

41. Most children start with below average understanding of the world around them, while many have a restricted range of experiences to draw on. To address this, staff plan an interesting range of activities to extend children's knowledge and understanding of the world. For example, in the 'plan, do, review', sessions in the nursery, opportunities to explore the properties of malleable materials, such as playdough, are offered to children. They investigate the differences between wet and dry sand. Reception staff build on this work and plan very good opportunities for children to explore their environment and to find out for themselves how things work. They use computers to reinforce their learning with games. Staff work alongside children, expertly questioning and challenging them to ensure that they achieve well and to extend their language skills, as well as their knowledge and understanding. Thus, children begin to ask questions about how things work and successfully increase their knowledge and understanding of the world about them. Staff plan very good links between all areas of learning. For example, the nursery children used their 'good speaking' and 'good listening' skills to re-tell their experiences of the journey that they had made around school. They put the photographs that they had taken on the walk, in order, discussing when and where they had seen the various people and objects en route. They very successfully made a 'journey stick' of their work for a display.

## PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

### Main strengths and weaknesses

- Children are encouraged to use small and large equipment safely.
- The outdoor area is used very well.

## Commentary

42. Staff teach children how to use small equipment, such as pencils, paint brushes and scissors safely. In all classes, children use these resources on a daily basis in order to build up their confidence and enjoyment. They also teach children how to fold up their clothes as they change for physical education sessions. They give them tips as to how to get in and out of coats and jumpers. Children become adept at changing and enjoy the independence of being able to get themselves ready for physical education lessons in the hall. Children use the large apparatus in the hall successfully and with great enjoyment. In a reception class lesson, children practised different ways to travel around the hall. They used the space in the hall well. They successfully transferred their movements to a range of apparatus, demonstrating good control of their bodies. Staff plan outdoor sessions to develop children's co-ordination skills and confidence, using large and small equipment. For instance, the children use bikes and scooters daily in their secure outdoor areas. They pedal and steer round a track with increasing dexterity. They use the climbing apparatus, learning to balance and control their movements.

## CREATIVE DEVELOPMENT

Provision in creative development is **good**.

### Main strengths and weaknesses

- Children use a very wide range of media to express their ideas.

## Commentary

43. Staff provide a wide variety of activities and introduce the children to a good range of techniques such as colour mixing, collage and junk modelling. This is very good improvement since the last

inspection, when it was reported that there were too few activities in this area of learning to help children develop their understanding of colour and texture. Children have access to a wide range of activities in the nursery. Skills learned there are extended in reception and children become more accurate when painting and creating pictures and models. Staff display children's work most effectively. This greatly enhances their learning and produces lively, stimulating classrooms. Children know a good range of nursery rhymes and songs. They enjoy role-play in the garage workshop and dressing up as different characters. This stimulates their imagination very successfully. As children concentrate on their activities, staff constantly extend their ideas and language skills and encourage them to cooperate with others. Thus children achieve very well and rapidly move towards the goals set.

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

### **ENGLISH**

Provision in English is **good**.

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

- Standards in writing are well below average.
- Teaching is good with a strong emphasis on developing pupils' writing skills.
- Good quality fiction books are in short supply.
- Whole-school plans to develop and improve the subject have correctly identified areas for improvement.
- The subject is very well led and managed.
- Pupils use their reading and writing skills well in other subjects.

#### **Commentary**

44. The national test results for the past four years show that standards for pupils in Year 2 and Year 6 have been below average. Standards for pupils currently in these year groups reflect this pattern. However, taking into account the high proportion of pupils in these groups with special educational needs, most pupils are achieving well from a very low starting point on entry into the nursery, both in these classes and throughout the school. Although standards are similar to those found in the last inspection, provision, including teaching, is better, and the school is now in a strong position to improve the level of standards achieved.
45. Most pupils speak confidently and make themselves understood although some pupils remain limited by a restricted vocabulary and consequently their understanding and their ability to communicate effectively are hampered. Teachers use subject specific vocabulary whenever possible and opportunities for speaking and listening are utilised well in most lessons through teachers' questioning and through pupils being encouraged to engage in discussions with each other. Pupils with special educational needs receive the support and encouragement that they need to express themselves and to join in conversations and so make good progress in the development of oral skills.
46. Standards in reading are generally below average throughout the school. In Year 2, pupils' knowledge of phonics is satisfactory and they use phonic knowledge effectively along with other strategies to tackle unknown words. The school provides good opportunities in school for pupils to engage in reading activities and pupils take books from the reading scheme home to read with parents. In Year 6, pupils' knowledge and understanding of authors is generally well below average. Although pupils are encouraged to read regularly through initiatives such as 'Books and Beyond', there is scope to provide more guidance, particularly for the average attainers and the more able, to develop personal reading. The school acknowledges that there is a shortage of good quality fiction books in the school and there are plans to remedy this situation in the near future. Pupils' opportunities to develop their reading skills and enjoy a variety of reading experiences are unfortunately, at present restricted, both in and out of school. Pupils develop

adequate research skills but they have insufficient opportunities to use the school library for independent research.

47. Standards of writing are below average in Year 2 and Year 6 and the school has put great emphasis on developing pupils' skills in this area. Pupils are taught a range of skills to strengthen and extend sentence structure, widen vocabulary, use expressive language and develop awareness of the different forms and purposes for writing. They are given good opportunities to apply these skills to a wide range of relevant and realistic writing activities. Pupils are engaging in varied, interesting and stimulating writing experiences which is instrumental in raising standards. Higher attaining pupils in Year 6 organise their writing very well. They use vocabulary and a variety of sentence structures effectively to sustain the reader's interest and they develop characters well.
48. Teaching and learning are good overall with examples of very good teaching. Relationships are very good and pupils feel secure and confidently participate in lessons knowing that their contributions will be valued. Teachers usually set their expectations high and explain the purpose of each lesson so that pupils know what they are to learn. Teachers use questioning well to check recall and understanding of previous learning. Where teaching is at its most effective, lessons proceed at a lively pace, teachers are confident in the subject and convey their enjoyment and high expectations to the pupils. In a very good Year 6 lesson aimed at getting pupils to write an interesting extended story, the teacher immediately captured the interest and attention of the class with a lively series of short spelling, grammar and language exercises which established an atmosphere of expectation and willingness to look for lively language in their own writing. With a wealth of ideas and worked examples, presented verbally, through acted out scenes and via the interactive whiteboard, he stimulated contribution and discussion. This helped the pupils to bring a variety of speech, action and description into their stories which reflected genuine observation and an imaginative variety of language.
49. Leadership and management of English are very good. The recently appointed co-ordinator has, through effective monitoring procedures, developed a clear understanding of the strengths and weaknesses in teaching and learning and has identified the priorities for developing the subject. These priorities include further improvement in the standards of writing, which has been and remains a key priority for the school.

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

50. The school systematically plans for pupils to use their language and literacy skills effectively to support learning in other subjects. Lively question and answer sessions in subjects such as mathematics, where pupils are required to explain their strategies, give pupils the opportunity to develop their speaking and listening skills. Written accounts in subjects such as history and religious education give pupils the chance to express their ideas in their own words.

## **MATHEMATICS**

Provision in mathematics is **good**.

### **Main strengths and weaknesses**

- Pupils achieve well because of the good teaching and learning.
- Teachers' use of the interactive whiteboard is very effective.
- Mathematics is well led with a focus on raising standards.
- Planned opportunities for pupils to use and apply their mathematical skills are in need of further development.

## Commentary

51. Pupils' performance in the national tests in the last four years shows that by the end of Years 2 and 6, attainment is consistently well below the national average. When compared to similar schools over the same period there is a similar picture of generally below average attainment, with a higher than average proportion of pupils with SEN in each year group. For pupils in the current Years 2 and 6, attainment continues to be below average. However, when pupils enter the school, their attainment is low and, as a result of consistently good teaching, they achieve well.
52. The quality of teaching and learning overall is good with a significant proportion of very good. The national strategy is used effectively and lessons are planned with clear objectives, which are always shared with pupils. Mental sessions are quick-paced with the effect of making pupils think nimbly and so effectively develop and refine their mental calculation skills. The interactive whiteboard plays an important part in helping teachers to explain, demonstrate and model their objectives by providing images so that pupils fully understand the concepts being covered. Learning support assistants are well-briefed and often effectively lead groups on specific tasks. Pupils are given good opportunities to consolidate and reinforce their learning.
53. There is little evidence in pupils' books of challenging opportunities for them to develop their using and applying mathematics skills in everyday situations. At the moment, problem solving is limited to the completion of word problems. The school recognises that there is a need to build on this and ensure that teachers plan to cover all types of problem solving. Pupils are regularly assessed and useful information is collected about their progress although at the moment they are not sufficiently involved in planning their own learning. Personal improvement targets are in place to enable them to raise their achievement.
54. The co-ordinator has made a good start to her role and is well supported by senior colleagues. By monitoring lessons and pupils' work, she has a good understanding of the strengths and areas for further development. There has been satisfactory improvement since the last inspection. The National Numeracy Strategy has had a positive effect in making the school's long and medium term planning more consistent. There is a clear focus on what is to be taught and when. Providing staff with training courses has increased their subject knowledge and consequently the quality of teaching and learning is better.

## Mathematics across the curriculum

55. Mathematics is used satisfactorily across the curriculum. For example, Year 2 use information and communication technology to locate the co-ordinates where Billy Grub has hidden his food and Year 6 pupils answer mental questions in French and use spreadsheets to convert kilometres to miles.

## SCIENCE

Provision in science is **satisfactory**.

### Main strengths and weaknesses

- Standards by Year 2 and Year 6 are below average, but are rising steadily and pupils achieve well.
- Teachers provide too few opportunities for investigations.
- The subject leaders are aware of these deficiencies and are planning improvements.

## Commentary

56. In national tests, pupils attain below average standards at Year 2 and Year 6. However, considering the low starting points of many of these pupils, this represents good achievement by

most pupils. Standards have risen steadily over the last five years. In national tests in 2004, over 80 per cent of pupils reached the expected level. This was a significant increase since the last inspection.

57. In the scrutiny of completed work and in lessons seen, it is evident that pupils have full access to the National Curriculum. Teaching overall is satisfactory. Pupils learn best when actively involved, whether in testing materials in Year 1, or in deciding whether materials are transparent, translucent or opaque, in Year 3. Pupils are encouraged in these lessons to test out their scientific thinking and ideas. Their learning is effective and pupils of all abilities achieve well. They respond well to the challenge, suggest lots of ideas and enjoy their lessons. Their teachers' expectations, both of their behaviour and performance are good, and they learn well.
58. However, it is evident that opportunities for pupils to design and carry out their own investigations and develop their scientific thinking are limited in most classes. This area of the curriculum needs to be improved and made more consistent so that these skills are learned progressively, if all pupils are to be given the opportunity to achieve the standards of which they are capable. Most pupils are interested and keen to explore and investigate, but do not have sufficient opportunities to do so.
59. The subject leaders, who are active and well informed, are aware of the deficiencies in provision and are planning to bring about improvements. They are aware that there is a need for a major school focus on the provision for investigative science and for the development of subject specific vocabulary in order to improve pupils' scientific thinking skills. This is required in order to bring about the consistency of provision and levels of challenge required, if pupils of all abilities are to achieve their full potential in this subject.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- Although pupils in Years 2 and 6 attain standards which are below the national average, this represents good achievement.
- The futuristic computer suite is very well resourced.
- Pupils need more opportunities to use control technology.
- The co-ordinator has made a significant impact since her recent appointment.

### **Commentary**

60. The school recognises that standards in information and communication technology (ICT) are not high enough. This is partly due to the fact that, until the recent move to the new building, the school was poorly resourced and did not have adequate facilities to cover the ICT curriculum, particularly control technology. The school recognises that there is still some way to go in terms of standards reaching national expectations at both Years 2 and 6, particularly when the low starting point is taken into account. Clearly it will take some time for pupils' improving competence to move through the school, although from looking at examples of pupils work around the school, good progress is being made.
61. Attainment at the last inspection was judged to be satisfactory, although a direct comparison is difficult due to the differences in the curriculum, the more sophisticated technology available and the overall raised expectations. However, there has been an improvement particularly in terms of the accommodation and resources. The ratio of pupils to computers is in line with the national average. The modern computer suite is very well equipped in terms of hardware, furniture and accommodation. In addition, each of the classrooms has a further computer together with an interactive whiteboard. All these are linked to the Internet.

62. Insufficient direct teaching was seen to make overall judgements about the quality of teaching. However, in the two lessons seen the quality of teaching and learning was excellent in one lesson and very good in the other. It is clear that pupils enjoy working with computers and are not put off when things go wrong. In the short time she has been in the school, the co-ordinator has made a very positive impact. Her action plan spells out what needs to be done next to further improve. For example, she has identified training for teachers in data logging and control, introduced comprehensive assessment booklets to record pupils' developing skills and audited the school's software resources. There is clearly the potential to quickly raise standards.

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

63. This is a developing area and teachers increasingly include opportunities to use information and communication technology in other subjects in their short term planning. For example, Year 2 pupils use the word processor to write prayers and Year 3 pupils use the Internet to research healthy eating.

## **HUMANITIES**

### **Geography and History**

64. As only a small number of **geography** and **history** lessons were observed, it is not possible to make any detailed judgements about provision or standards of attainment. However, from talking to pupils, looking at their books and displays around the school, it is clear that they enjoy their work and that there are some useful links with English. Good examples were seen in a letter written by a Year 4 pupil to the local council about improving the park and Year 6 role-play of the 'Storming of the Bastille'. Both subjects make a useful contribution to pupils' social and cultural development and also give pupils good first hand experiences, for instance, visits to the Black Country Museum and the Tudor 'Oak House'. Geography and history are co-ordinated well and through effective action planning developments for the future have been identified. These include completion of the transition to thematic planning, making more use of information and communication technology and developing assessment procedures to check the progress and development of pupils' skills.

### **Religious Education (RE)**

Provision in religious education is **good**.

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

- Standards are above average throughout the school.
- Very good links are made with other subjects.
- Religious education contributes very successfully to pupils' personal development.

#### **Commentary**

65. Throughout the school, standards exceed those expected in the locally agreed syllabus. Pupils achieve very well, particularly in their understanding of Christianity and a range of other world religions. They do this because of the

- good quality teaching in the subject, which results in pupils learning well;
- interest and involvement of the staff, who make the subject interesting for the pupils;
- quality and range of visits made, such as to local churches and temples;
- interesting visitors, who talk to the pupils about their experiences.

66. Teachers plan very good links with other subjects to enhance pupils' knowledge and understanding in R.E. For example, Year 2 pupils use their design and technology skills to make a menorah when studying Jewish customs. They write instructions describing the design



and making process, using skills learned in literacy lessons. Older pupils write newspaper reports about Florence Nightingale and biographical accounts of Lord Shaftesbury, whom they have studied in R.E. topics. This successfully extends their writing skills. Year 6 skim and scan articles, such as 'The Street Child', searching for information. They use their artistic skills to produce a cartoon style strip about the life of Joan of Arc.

67. Religious education contributes very successfully to pupils' personal development. Themes are closely linked to topics in personal, social, health and citizenship education (PSHCE). This greatly enhances pupils' knowledge and understanding of the world around them. They learn to respect and value other peoples' feelings and beliefs. This contributes greatly to their spiritual, moral, social and cultural development.

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

### **Art and design and design and technology**

68. Neither subject was a focus for the inspection. Only one design and technology lesson was observed, so it is not possible to make an overall judgement about provision. However, from the scrutiny of work and displays and talking to pupils, it is clear that they enjoy both subjects. There are clear policy statements and schemes of work for each subject. Teachers use guidelines from published schemes to ensure a progression of skills across the school. Both subjects are satisfactorily led and managed. The co-ordinators are knowledgeable and keen to raise the status of their subjects. Good quality displays using skills learned in both subjects enhance the environment around school.

69. Displays included:

- "Our Art Gallery" in which Year 6 pupils experiment with different brush strokes and mixes of colours to give their paintings atmosphere;
- a series of models of Victorian Fairground rides;
- displays of work recording educational visits such as the one to the Black Country Museum. These displays successfully show how artwork and design and make projects link successfully with the school's thematic approach to the curriculum. They also demonstrate how pupils' skills develop as they move through the school.

### **Music**

70. Judgements were not made on provision, standards or teaching and learning, because too few lessons were seen. However, music plays a prominent part in the life of the school. Pupils enjoy music and know a wide variety of songs. They sing tunefully and with good diction. The school uses the expertise of a visiting specialist teacher to work with each year group in rotation throughout the year. This enhances provision and encourages both pupils and staff to enjoy music lessons. All requirements of the National Curriculum are met successfully. Currently, work is planned using a published scheme as a base. However, the school is developing a thematic curriculum, where music will be closely linked to other subjects through topics. There is a good range of musical resources, including multi-cultural instruments and world music recordings. The subject leader organises a choir, which is very well supported and there are opportunities for pupils to receive peripatetic violin lessons. Pupils from these groups are encouraged to perform in assemblies and concerts, and also at local music festivals.

### **Physical education**

71. No lessons were observed so it is not possible to comment on standards, except in swimming. There is very good provision in Years 2 and 5, and the result is that the vast majority of pupils learn to swim 25 metres unaided by the time they leave the school. It is evident that teachers plan their physical education lessons very carefully, often involving work from other subjects. All requirements of the National Curriculum are met. Teachers ensure that there is full compliance with health and safety considerations and that pupils learn effectively about the benefits to

health of regular exercise. Pupils say that they enjoy their lessons and are very enthusiastic about all physical activity. The school considers that it is very important that pupils take plenty of exercise. The school provides an increasing number of extra curricular opportunities for pupils to pursue their interests and develop their talents and to make use of the excellent facilities that the new school premises provide.

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

### **Personal, social and health education and citizenship (PSHCE)**

72. The school has a strong, well-planned Personal, Social and Health Education programme supported by a variety of visits and visitors. Close links with other subjects such as religious education enhance the provision in this area. Lessons are planned to include discussion times, which helps develop pupils' awareness of the feelings and needs of others. The very good ethos of the school helps pupils to become mature and responsible and show respect for others. Pupils understand the need to consider others within a community, and they learn to be good citizens. Through the school council, pupils have opportunities to make suggestions to improve their school. This forum works well in providing opportunities for pupils to develop an awareness of how democracy works as well as showing them that they have a role to play in their own communities.

## 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	3
<b>Overall standards achieved</b>	<b>5</b>
Pupils' achievement	3
<b>Pupils' attitudes, values and other personal qualities</b>	<b>3</b>
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	3
<b>The quality of education provided by the school</b>	<b>3</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
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	4
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	3

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