

# INSPECTION REPORT

## **BROADMEADOW JUNIOR SCHOOL**

Birmingham

LEA area: Birmingham

Unique reference number: 103286

Headteacher: Mr B J Gumery

Lead inspector: Mr J Sorsby

Dates of inspection: 10<sup>th</sup> – 12<sup>th</sup> January 2005

Inspection number: 266496

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

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## **INFORMATION ABOUT THE SCHOOL**

|                              |  |
|------------------------------|--|
| Type of school:              | Junior   |
| School category:             | Community  |
| Age range of pupils:         | 7 to 11  |
| Gender of pupils:            | Mixed  |
| Number on roll:              | 308  |
| School address:              | Monyhull Hall Road<br>King's Norton<br>Birmingham<br>West Midlands |
| Postcode:                    | B30 3QJ  |
| Telephone number:            | 0121 464 1717  |
| Fax number:                  | 0121 464 2642  |
| Appropriate authority:       | The Governing Body   |
| Name of chair of governors:  | Mr David Kershaw   |
| Date of previous inspection: | 19 <sup>th</sup> April 1999  |

## **CHARACTERISTICS OF THE SCHOOL**

Broadmeadow Junior School is an above average size primary school serving pupils in Years 3 to 6. Approximately eight per cent of pupils have special educational needs, which is below average and 1.3 per cent of pupils have a statement of special educational needs, which is average. The majority of pupils with special educational needs have moderate learning difficulties.

Twenty pupils are of a background other than white British or mixed British and all pupils speak English fluently. Most pupils' socio-economic backgrounds are below average. Fourteen per cent of pupils joined or left the school at times other than normal in the last year, this being average. The school received the Basic Skills Quality Mark in 2003 and the Schools Achievement Award in 2002. Children's attainment on joining the school is average.

## INFORMATION ABOUT THE INSPECTION TEAM

| Members of the inspection team |            |                | Subject responsibilities  |
|--------------------------------|------------|----------------|---|
| 14042                          | J Sorsby   | Lead inspector |   |
| 32676                          | N Power    | Lay inspector  |   |
| 32747                          | K Faulkner | Team inspector | English<br>Art and design<br>Design and technology<br>Physical education                                      |
| 25778                          | A Hicks    | Team inspector | Mathematics<br>Information and communication technology<br>Music<br>Personal, social and health education     |
| 23010                          | L Watson   | Team inspector | Science<br>Geography<br>History<br>Religious education<br>Provision for pupils with special educational needs |

The inspection contractor was:

Penta International  
Upperton House  
The Avenue  
Eastbourne  
BN21 3YB

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# PART A: SUMMARY OF THE REPORT

## OVERALL EVALUATION

The school provides an acceptable quality of education but has serious weaknesses because pupils make insufficient progress in English and mathematics. All unsatisfactory aspects of the school stem from one wrong decision, to judge pupils' progress against their standards measured by a variety of means at the start of Year 3 rather than their national test results at the end of Year 2. Nevertheless, the school also has important strengths and successfully produces well rounded, mature young people who achieve satisfactorily or better in all other subjects. Personal development is promoted well; the school is well regarded by pupils and their parents. Provision has improved in information and communications technology (ICT), physical education and the curriculum, but because pupils make insufficient progress the school provides unsatisfactory value for money.

The school's main strengths and weaknesses are:

- The achievement of most pupils in mathematics and English is unsatisfactory because targets, based on inappropriate data, are too low, and consequently teachers' expectations are too low.
- Pupils' attitudes, behaviour, relationships and personal development are good.
- The curriculum has improved, particularly in, physical education and personal, social and health education (PSHE), and there are good opportunities for extra-curricular activities.
- Standards have improved in information and communications technology (ICT) and its use as a teaching tool is much improved.
- Standards are above average in physical education and pupils benefit from a very innovative programme of lessons.
- The school has good relationships with parents and very good relationships with the community.
- Although some aspects of leadership and management are strong, overall, governance, leadership and management are unsatisfactory because they have not overcome pupils' insufficient progress in English and mathematics.

The school was last inspected in April 1999 since when there has been unsatisfactory improvement because there has been deterioration in the amount of progress most pupils make in English and mathematics. Inappropriate target setting in these subjects is resulting in teaching not having its desired impact. Leadership and management, although good in some aspects, is also judged to have deteriorated because of the problems with English and mathematics. There has been good improvement in addressing the weaknesses in ICT reported last time. Standards in science however are lower than at the time of the last inspection. The curriculum, criticised in the last inspection has improved with a better balance between the time allocated to various subjects and activities. However, the effectiveness of assessment has not improved, despite considerable development of systems for the collection of data.

## 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           | C    | D    | E*              |
| mathematics   | E           | D    | D    | E*              |
| science   | E           | C    | C    | E               |

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average E\* - in the bottom five per cent nationally.*

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

**Pupils' achievement is unsatisfactory.** Pupils now in Year 6 joined the school with standards that were above the national average in reading and writing and average in mathematics. Their achievement has been poor in English and unsatisfactory in mathematics and their standards are below those expected for their age in both subjects although more-able pupils and those with special educational needs achieve satisfactorily. Pupils now in Year 6 are working at standards that are average in science, ICT, history, geography, religious education, design and technology and art and design. In all these subjects, they are achieving satisfactorily. They achieve well in physical education where their standards are above average. Pupils' standards in the 2004 tests were below the national average in English and mathematics, and very low by comparison with those of pupils in similar schools: in the bottom five per cent nationally. This group of pupils also achieved poorly in science. **Pupils' personal qualities, including their spiritual, moral, social and cultural development, are good.** They behave well and develop good attitudes. Attendance is satisfactory.

## **QUALITY OF EDUCATION**

**Overall, the school provides an acceptable quality of education and the quality of teaching and learning is satisfactory.** Although the quality of teaching of individual lessons is often good and pupils learn well, in English, mathematics and science teachers' planning is based on an underestimate of the long term progress of which many of their pupils are capable. There is therefore insufficient challenge for many pupils, particularly those who are average or below average, to reach higher standards. Setting ensures that higher-attaining pupils are appropriately challenged and so make satisfactory progress, as do pupils with special educational needs because of the support they receive from teaching assistants. Good features of teaching include the motivation of pupils, the use of resources and ICT as teaching aids and the effective management of pupils to ensure their good behaviour and the creation of a good ethos for learning. A good range of sporting, artistic and other activities is available outside the school day. Pupils' learning is very well enhanced by the school's very good links with the community.

## **LEADERSHIP AND MANAGEMENT**

**The leadership and management of the school are unsatisfactory.** Some aspects of leadership and management, such as financial management and the recruitment, retention and development of staff are strong. However, overall, governance and leadership and management are unsatisfactory because they have not effectively addressed pupils' insufficient progress in English and mathematics. Staff work as a strong team and governors see to it that the school complies with its statutory requirements.

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

Pupils like the school and their parents have confidence in it.

## **IMPROVEMENTS NEEDED**

The most important thing the school should do to improve is:

- Raise standards and improve pupils' achievement in English and mathematics by ensuring that due account is taken of pupils' standards on entry to the school, as measured by their test results at the end of Year 2, when setting their individual targets and planning their lessons.

# PART B: COMMENTARY ON THE INSPECTION FINDINGS

## STANDARDS ACHIEVED BY PUPILS

### STANDARDS ACHIEVED IN AREAS OF LEARNING AND SUBJECTS

Overall, standards are below average and achievement is unsatisfactory. More able pupils and those with special educational needs achieve satisfactorily.

#### Main strengths and weaknesses

- Standards and achievement in English, particularly writing, and mathematics are unsatisfactory but an improvement on those a year ago.
- Standards of reading, scientific investigational skills and in physical education are good.

#### Commentary

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

| Standards in: | School results | National results |
|---------------|----------------|------------------|
| English       | 25.8 (27.3)    | 26.9 (26.8)      |
| mathematics   | 26.2 (26.3)    | 27.0 (26.8)      |
| science       | 28.6 (28.6)    | 28.6 (28.6)      |

*There were 78 pupils in the year group. Figures in brackets are for the previous year*

1. While there has been fluctuation in pupils' standards on entry in English and mathematics, the trend has been towards improving standards. Standards at the end of Year 6 have not kept pace and pupils' progress has therefore diminished.
2. This table demonstrates that in English, pupils' average point scores in the 2004 national tests were lower than those scored by pupils from this school a year earlier. In 2003 the school result was better than the national average, while in 2004 it was worse. There was a similar but smaller reversal of fortunes in mathematics. Only in science have standards been maintained in 2004. While each of these results would appear superficially to be not much different to the national averages, this masks the real problem. When comparing the average point scores these pupils achieved in 2004 with those they achieved at the end of Year 2 just prior to leaving their previous schools, they have made poor and sometimes very poor progress.
3. In comparison with schools in which pupils have similar socio-economic backgrounds, pupils' standards in 2001 were well above average. In 2002 and 2003 standards fluctuated and in 2004 they were average. The overall trend has been one of falling standards. When compared to schools in which pupils began with similar standards to those with which the 2004 Year 6 pupils arrived at Broadmeadow, pupils' progress was poor in science and very poor in English and mathematics.
4. This raw data also hides other important facts. Not all pupils made such poor progress. More able pupils achieved satisfactorily, as did those with special educational needs. In general, pupils achieved better in reading than in writing.
5. Governors and the head teacher have worked hard to understand why standards are as they are. In particular, they have noted that in comparison with pupils from similar socio-economic backgrounds, their pupils achieve average standards in English and mathematics and above average standards in science. This has been largely as a consequence of the higher than average



proportion of pupils who reach the above average Level 5. However, the important measure is not what levels pupils attain but how much progress they make while attending this school. This can be accurately ascertained as it is the difference between the average point scores obtained by this school's Year 6 pupils and the scores these same pupils achieved when they were at the end of Year 2. It is because this progress has been lacking that pupils' achievement is unsatisfactory.

6. The school has not set sufficiently challenging targets for many of its pupils, and consequently, over the long term, the school's average and below average pupils have not been encouraged to reach the higher standards of which they are capable. This has arisen from an under-estimate of pupils' capability on entering the school. No evidence has been found to indicate that the standards pupils achieved in their tests at the end of Year 2 were incorrectly measured or wrongly stated. However teachers in Year 3 have regarded many pupils' standards to be significantly lower when they join the school than their national test results indicate. All future target setting has been developed on the basis of this error of judgment, resulting in underachievement.

7. Although it is the case that many children need time to adjust to a new class in a new school and will be uncertain about what they know and can do, it is also the case that the school's initial assessment of pupils as they arrive in Year 3 under-estimates their attainment. As a result, the Year 3 targets set for them are too low and the subsequent curriculum and lesson planning is too modest in aspiration. This is further compounded by subsequent assessments so that each year the unsatisfactory achievement is further entrenched. Higher attaining pupils have not been affected as much as average and below average pupils because of setting in English and mathematics. Teachers have maintained sufficient challenge for these pupils. Similarly, pupils with special educational need have made satisfactory progress because of the support they receive from teaching assistants.

8. Pupils now in Year 6 are faring better but are still not making sufficient progress. Their attainment on entry to the school was above average in reading and writing and average in mathematics. This is known from the results they achieved in the national tests they sat at the end of Year 2. Their achievement has been poor in English, which is an improvement on the very poor achievement of the previous Year 6, and unsatisfactory in mathematics, which is a significant improvement on the very poor achievement of the previous Year 6. Their standards are below that expected for their age in both subjects but an improvement on the situation in 2004.

9. In other subjects, the current Year 6 pupils are doing better. In ICT, standards have improved. Those in reading and scientific investigation are good. In physical education pupils are achieving well and their standards are above those expected for their age. More able pupils and those with special educational needs achieve satisfactorily. Some pupils with special educational needs reach standards comparable with those of their classmates.

## **PUPILS' ATTITUDES, VALUES AND OTHER PERSONAL QUALITIES**

Pupils' attitudes and behaviour are good; the personal, including the spiritual, moral, social and cultural development of pupils is good. Attendance is average and punctuality is satisfactory.

### **Main strengths and weaknesses**

- Pupils behave well in lessons and around the campus.
- Pupils' have good attitudes to school and to learning.
- Pupils have a good awareness of the responsibilities of living in a society.
- The school promotes good attendance and behaviour very well and the attendance rate is improving year on year.
- Pupils' personal development is good; the school is producing well rounded, mature young people.
- The behaviour of a minority of pupils is sometimes challenging, but well managed.

## Commentary

10. Since the last inspection, the pupils' good spiritual, moral, social and cultural development have been maintained. So have pupils' good attitudes to school and learning and their good behaviour. Occasionally a small number of pupils present challenging behaviour, but teachers are very skilled in the management of pupils and it has little effect on the outcome of lessons. However, three boys were subject to a total of six fixed period exclusions last year. The school is successful in producing mature young people with a good understanding of their place in society and their responsibilities to others.

11. Pupils' rate of attendance remains satisfactory as a consequence of improvements over the past three years. The school works very hard and successfully to ensure that pupils and their families understand the importance of regular attendance. The school is also proactive in seeking and obtaining a standard of behaviour of which it and its pupils can be proud. Consequently, with few exceptions, pupils behave well in lessons and around the school, contributing to their good attitudes to school and to learning. Because they are motivated and well managed, pupils want to learn. The learning mentor and attendance worker, supported by the educational social worker, play important roles in promoting the school's positive ethos.

12. Pupils good attitudes and behaviour and their good overall personal development reflect the good provision made by the school for their spiritual, moral, social and cultural development. Much of the school's work promotes pupils' awareness of self and the development of the whole person. During their years with the school, pupils' awareness of their part in the life of the school is encouraged, through the responsibilities they carry. They also have a good understanding of their part in the wider society. Class discussions, citizenship lessons and the work of the school council make significant contributions in this respect. Pupils have a good appreciation of right and wrong and know what other pupils and adults expect of them. Cultural development is well promoted through art, music and literature, as well as subjects such as geography, religious education and history. The school makes good use of its multi-cultural nature and that of the local community to ensure that pupils have a good understanding of the wider society in which they live.

13. Most pupils with special educational needs have positive attitudes towards learning. They understand their targets and work hard to achieve them. As they get older, pupils become more involved in the assessment of their own progress and the development of new targets.

## Attendance

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

| Authorised absence |     | Unauthorised absence |     |
|--------------------|-----|----------------------|-----|
| School data:       | 4.9 | School data :        | 0.4 |
| 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.*

## 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                                     | 262                  | 6                                 | 0                              |
| White – any other White background                  | 3                    | 0                                 | 0                              |
| Mixed – White and Black Caribbean                   | 21                   | 0                                 | 0                              |
| Mixed – White and Black African                     | 2                    | 0                                 | 0                              |
| Mixed – White and Asian                             | 2                    | 0                                 | 0                              |
| Mixed – any other mixed background                  | 1                    | 0                                 | 0                              |
| Asian or Asian British – Indian                     | 2                    | 0                                 | 0                              |
| Asian or Asian British – any other Asian background | 1                    | 0                                 | 0                              |
| Black or Black British – Caribbean                  | 10                   | 0                                 | 0                              |
| Black or Black British – African                    | 1                    | 0                                 | 0                              |
| Black or Black British – any other Black background | 2                    | 0                                 | 0                              |
| No ethnic group recorded                            | 1                    | 0                                 | 0                              |

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

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school is providing a satisfactory quality of education. Although pupils make insufficient progress in English, mathematics and science teaching of the range of subjects studied is satisfactory overall. The satisfactory curriculum, which meets all statutory requirements, is well enriched by out of school activity, especially sport. The care and support of pupils is good, as is the guidance they receive in their personal development. Academic guidance is unsatisfactory because assessment and the use of assessment data are unsatisfactory. The school works well with parents and very well with the community.

### TEACHING AND LEARNING

The quality of teaching and learning is satisfactory but has deteriorated since the last inspection. In those subjects where there is insufficient progress being made, assessment data is being used incorrectly at the start of Year 3 and subsequently.

#### Main strengths and weaknesses

- Targets set for pupils, other than those who are higher attainers or who have special educational needs, are too low in English and mathematics and are based on inappropriate assessment data. Consequently teachers' long term expectations of most pupils are too low.
- Teachers motivate and manage pupils well.
- Good use is made of resources and ICT as teaching aids.
- Relationships in lessons are good and there is a good ethos for learning.

## Commentary

### Summary of teaching observed during the inspection in 33 lessons

| Excellent | Very good | Good     | Satisfactory | Unsatisfactory | Poor   | Very Poor |
|-----------|-----------|----------|--------------|----------------|--------|-----------|
| 0 (0%)    | 6 (18%)   | 13 (39%) | 12 (36%)     | 2 (6%)         | 0 (0%) | 0 (0%)    |

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

14. The teaching in most lessons seen during the inspection was good or better in quality and only two lessons were unsatisfactory. This would appear to be a contradiction given the unsatisfactory or sometimes poor progress pupils made in English and mathematics, which constituted 15 of the 33 lessons seen. The problem is not in the ability of teachers to deliver good lessons, or to plan lessons that in themselves contain enough challenge for most pupils considering pupils' knowledge and understanding at the start of the lessons. The weakness is that at the very start of pupils' time in the school, incorrect assumptions are made about the progress pupils are likely to make during their time in the school and all subsequent challenge stems from these incorrect assumptions. In particular, insufficient challenge is built into long term planning for average and below average pupils. If one sets off on the wrong track, one will inevitably finish up at the wrong station! Despite considerable work having been done since the last inspection to develop more robust procedures to measure what pupils know, understand and can do, such assessment and the use made of assessment data to plan what pupils are to learn is therefore unsatisfactory.

15. Teaching for pupils with special educational needs is satisfactory and, consequently, their learning is satisfactory. Teachers know their pupils' learning and personal needs well and brief support staff effectively so they can provide effective support. In most lessons, teachers take care to involve these pupils in class discussions and ensure they participate fully in all activities.

16. Similarly, the teaching of higher attaining pupils is satisfactory, and such pupils succeed in learning satisfactorily and ending Year 6 with higher than normal standards.

17. Most lessons are characterised by a good ethos, hard working pupils, good behaviour and management of behaviour and good use of resources and ICT to provide pupils with interesting experiences. Pupils behave well and are well motivated because teachers are aware of pupils' knowledge and skills at the start and set appropriate targets to be achieved by the end. While the challenge set is therefore appropriate given the starting point of the lesson, in the long term, teachers' planning in English, mathematics and science does not challenge pupils sufficiently to raise their standards because it is based on incorrect assessment of the standards they are capable of reaching. The small number of unsatisfactory lessons seen suffered from lack of awareness of what individual pupils required, pupils becoming bored and their behaviour deteriorating in consequence.

18. Taking account of the quality of lessons observed and a detailed scrutiny of pupils' work since September, the quality of teaching was judged to be good in physical education and satisfactory in all other subjects, other than those in which insufficient lessons were observed for a judgment to be made. These were design and technology, music and personal, social and health education.

## THE CURRICULUM

The school provides pupils with a satisfactory curriculum that meets statutory requirements. A good range of extra-curricular activities and educational visits enrich pupils' experiences well. Accommodation is satisfactory, resources are good and staffing is satisfactory.

## **Main strengths and weaknesses**

- Much planning, especially in English and mathematics, does not promote high enough achievement except for higher attaining pupils and those with special educational needs.
- Good provision for physical education contributes well to pupils' achievements.
- Provision for personal, social and health education is good
- The school provides a good programme of enrichment activities that contribute well to learning.
- The school is well equipped. Resources support learning well.
- Temporary classrooms restrict the teaching of some activities.

## **Commentary**

19. The time given to each subject and the number of lessons in the school day have been revised since the last inspection to remedy weaknesses identified at that time. Curriculum breadth and balance are now satisfactory. In English and mathematics pupils are taught in groups of roughly similar ability, a process called "setting". Whilst this is generally satisfactory for higher attaining pupils where expectations are appropriate, long term planning for other groups does not make sufficient demands on a significant number of pupils across both of the remaining sets in each year. The effect of this accumulates as pupils move up through the school and contributes to under-performance of pupils in Year 6. This planning weakness is related to the target setting process explained elsewhere in this report.

20. The "Physical Education and School Sports" initiative which the school shares with others in the area contributes well to the curriculum and to standards in physical education, which are above average by the end of Year 6. Pupils are enthusiastic about the healthy lifestyle promoted by physical education, reflected in their performance in lessons and displays and portfolios of their work, for example on the benefits of taking exercise. Interest clubs and representative teams for a good range of seasonal sports contribute well to the programme of extra-curricular activities and educational visits that pupils enjoy. Other activities include visits to places of worship, local farms and museums, opportunities to learn to play musical instruments and to take part in drama and music productions, all of which make good contributions to learning across the curriculum.

21. The school places great value on pupils' personal development, and it has maintained its good provision for personal, social and health education, including appropriate planning for sex, relationships and drug education. Pupils are involved well through their "PIGS" folders in which they assess and record their "personal interests, goals and successes". All classes have weekly personal, social and health education lessons. A very good lesson seen during the inspection developed well pupils' understanding of how their actions affect others. Residential trips, participation in sport and musical performances, such as Christmas celebrations, also contribute effectively to pupils' growing independence and their sense of teamwork.

22. Pupils with special educational needs are supported appropriately in the classroom with effective support from classroom assistants. Teachers plan the use of this support well so that pupils with special educational needs are included in the lessons. The school fully meets statutory requirements and the pupils' individual education plans are effective in raising rates of progress.

23. Big investment in computing equipment is contributing well to rising standards in ICT and to the quality of teaching overall. Teachers have learned quickly how to use the new computer-linked interactive whiteboards and use them well to teach many subjects. Facilities for physical education contribute effectively to the good standards that pupils reach. Other subjects are well-resourced, for example in science where practical investigation is central to learning. The school accommodation is satisfactory overall. The outside playground and field areas are a good size, although the field is often too wet to be used in the winter months. Internal space is generally adequate for the number of pupils and size of classes. However, the hatted classrooms are in continual need of repair and their small size limits the effectiveness of some lessons, for example group music making, where noise from one group interferes with the work of others in the room.

## **CARE, GUIDANCE AND SUPPORT**

The school gives its pupils good support, advice and guidance in relation to their personal development but unsatisfactory academic guidance based on its monitoring of them. The school ensures the care, welfare, health and safety of its pupils well. The school seeks, values and acts on pupils' views well.

### **Main strengths and weaknesses**

- Pupils receive good guidance to promote their personal development but unsatisfactory academic guidance.
- The work of the learning mentor is good.
- Teachers listen to pupils and respect their views.
- A few support staff have not received current training in child protection.

### **Commentary**

24. This is a very caring school that successfully helps pupils to become well rounded, mature young people. Its measures to help pupils to develop personally are good. There is a clear behaviour and rewards policy and this is implemented effectively and consistently throughout the school. As a result pupils behave well. Pupils compile a folder of special work, certificates and awards they have received. This is reviewed annually by teachers and pupils and encourages pupils to be proud of their achievements. However, targets set to improve pupils' academic achievement are often too low and the academic guidance they receive is therefore unsatisfactory.

25. The school's learning mentor works well with those pupils and parents who need extra help to integrate fully into school life. As a result these pupils settle quickly into life at their new school and receive good support and guidance throughout their time there. The learning mentor reviews each pupil individually to determine the best way to help them. This could be through individual sessions, group work to help to improve social interaction or by involving parents or other agencies as appropriate. The learning mentor also works with teachers to ensure that pupils' needs are understood by all.

26. Pupils with special educational needs are well supported. Their progress is carefully monitored. They are encouraged to discuss their needs and ways in which they can make progress towards their targets, contributing well to their achievement.

27. Pupils have good relationships with their class teachers and feel that they are able to approach them if they have any concerns. Pupils are treated with respect and their ideas and feelings are valued. For example, the school council, responding to the expressed feelings of pupils throughout the school, wanted to raise money for the victims of the Asian Tsunami and decided to hold a non-uniform day. Valuing its pupils and their feelings, the school supported the pupils' proposal.

28. All teaching staff have received recent training in child protection. However, the training of some non-teaching staff is not current and needs to be updated to ensure that the school's child protection procedures are followed at all times.

29. Overall, the school has maintained the quality of support, guidance and care provided to pupils as at the time of the last inspection.

## **PARTNERSHIP WITH PARENTS, OTHER SCHOOLS AND THE COMMUNITY**

The school's has good links with parents and parents regard the school highly. Links with the community are very good. Links with other schools are satisfactory.

## **Main strengths and weaknesses**

- Good links with parents supports pupils' learning.
- Very good links with the community enhance the curriculum and promote pupils' achievement.

## **Commentary**

30. The school works hard to involve parents in their children's education and as a result many parents are keen to help their children learn. The school organises regular 'INSPIRE' workshops for parents and other adults to attend with pupils. These are very well attended and equip parents and carers well to help their children academically. There are regular, informative communications with parents and the school values parents' participation in school events.

31. A parent-partnership worker is employed to encourage more parents to be involved in school life. This is a good feature as more parents are now becoming involved in the school's work through attendance at courses and events run by the parent-partnership worker. Recent courses have included sign language and Christmas decoration making. The learning mentor builds effective relationships with the parents of the pupils she works with and these links support the learning of the pupils involved well.

32. The school involves and consults parents of pupils with special educational needs from the earliest stages of identification and in subsequent reviews of their child's progress. Parents are kept well informed of developments arising from meetings with support agencies. Parents' knowledge and experience of their children's progress is highly valued and contributes well to pupils' achievements.

33. The school's links with the community are very well developed and used well to support pupils' learning. Several local companies support the school financially through the provision of resources, for example, a wild garden area has been provided. Others support the school by sharing their skills - a local light commercial vehicle manufacturer has provided activity days for pupils to take part in design and technology activities. The school has a good relationship with the local police who visit regularly to provide drug education and crime prevention activities. The school works collaboratively with the community so that events planned are valuable for all involved.

34. The school's improvement in this area since it was last inspected in 1999 is satisfactory.

## **LEADERSHIP AND MANAGEMENT**

The governance, leadership and management of the school are unsatisfactory because the weaknesses in pupils' progress in English and mathematics remain unchecked. Financial management is good.

## **Main strengths and weaknesses**

- Strategic planning and management has not tackled the underlying causes of pupils' failing to make sufficient progress in English and mathematics.
- The school manages its finances well.
- The school recruits, develops and retains staff well.

## **Commentary**

35. The professional and lay leadership and management of the school have struggled to find the reason for pupils making insufficient progress in English and mathematics. Through the decision to base pupils' targets on the school's own assessment of what pupils know, understand and can do at the start of Year 3 (rather than accepting the pupils' national test results at the end of Year 2) the school has created a situation where teachers' expectations are too low and most pupils cannot

make enough progress to maintain their standards relative to national averages. For this reason, leadership and management are unsatisfactory. This is not as good as at the last inspection.

36. Nevertheless, some aspects of management are good. Financial planning is one such area. The headteacher and governors have carefully monitored changes in the number of pupils who attend the school and planned accordingly. Thus, in years when budgets were larger than normal, money was saved in the knowledge that several lean years were to follow. Large balances were created but these are now being rapidly spent to maintain staffing levels during the current temporary fall in the number of pupils and for the purchase of new equipment such as interactive whiteboards. The school has thus maintained its ability to fulfil its school development plan.

37. Although governance is unsatisfactory overall, governors have committed their time to become well trained, participate well in activities such as ensuring health and safety and monitoring special educational needs and the quality of teaching. All governors are now receiving training in special educational needs. They play a full and active role in school development planning and budgeting. Most meetings of the governing body have full attendance. Governors have been very concerned about pupils' lack of progress in English and mathematics, but because the professional leadership was as unsure of its cause as they, nobody was able to put forward suggestions as to how to deal effectively with the matter.

38. The school has a good record in recruiting competent staff, training them well and retaining their services. Staff turnover is low and the staff work as a strong and unified team, supportive of the headteacher, the school and its objectives. The school invests well in staff training. For example, every member of the teaching staff has undertaken a five day mathematics course and all have received ICT training.

39. The management of special educational needs is satisfactory. There is an effective team of support staff to help meet pupils' needs. The co-ordinator regularly liaises with teaching staff, support agencies and the special educational needs governor. There is a good range of resources within the school. The school's documentation for pupils is clear and kept up to date. The school spends its allocated funds appropriately.

## Financial information

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

| Income and expenditure (£) |        | Balances (£)                        |        |
|----------------------------|--------|-------------------------------------|--------|
| Total income               | 771827 | Balance from previous year          | 106004 |
| Total expenditure          | 811210 | Balance carried forward to the next | 66621  |
| Expenditure per pupil      | 2559   |                                     |        |



# PART C: THE QUALITY OF EDUCATION IN SUBJECTS

## SUBJECTS IN KEY STAGE 2

### ENGLISH

Provision in English is **unsatisfactory**.

#### Main strengths and weaknesses

- Test results for average and below average pupils are too low in Year 6.
- Standards of writing in Years 5 and 6 are too low except for the more able pupils.
- Pupils are insufficiently challenged in lessons.
- Standards of reading are good.

#### Commentary

40. Pupils' standards at the end of Year 6 in the 2004 tests were below the national average. Their progress was in the bottom five per cent nationally by comparison with that of pupils in similar schools. It was very poor. Pupils now in Year 6 joined the school with standards that were above the national average in reading and writing. They are now working at below expected standards for their age, particularly in writing, and their achievement has been poor in English. Over five years, the trend in pupils' standards has been below the national trend.

41. Standards in English remain too low and pupils' achievement is unsatisfactory. In particular, average and below average pupils make insufficient progress in Years 4 to 6. Pupils generally achieve higher standards in reading than writing. The standards of work seen in the present Year 6 is below average and is lower than at the time of the last inspection when they were judged to be average. Teachers base individual pupils' targets on their judgment of what pupils know, understand and can do at the start of Year 3, rather than pupils' national test results at the end of Year 2. This results in insufficient challenge to enable most pupils to reach the standards of which they are capable.

42. Standards in writing are lower than those in reading. The more able pupils in Year 6 write at standards expected of average pupils. For example, they write in a range of genres such as newspaper style, using correct grammar, extended sentences and accurate spelling and punctuation. By comparison, pupils of average and below average ability use simple sentence structures and punctuation and less adventurous vocabulary. Many pupils do not use joined-up handwriting, an aspect of writing normally established in Years 2 and 3. Individual targets for some pupils in the average ability group included the accurate use of capital letters, commas and full stops: skills that should have been easily accomplished by them by this stage. This underachievement can be explained by the low expectations linked to imprecise individual pupil targets. Gaps in previous learning have not been sufficiently addressed to enable pupils to make satisfactory progress through the school.

43. The school places considerable emphasis on pupils' reading and creates many opportunities for them to do so. Standards of reading are good overall and pupils throughout the school are making satisfactory progress. The more able pupils read with confidence, fluency and enjoyment. They review books, explaining in detail the main events. Their enjoyment is evident when pupils of all abilities talk about reading a series of books by a favourite author such as Roald Dahl, J.K. Rowling, Dick King-Smith or Jacqueline Wilson, both at home and school. The reading skills of average and below average pupils are also good. A range of helpful strategies is used to interpret unfamiliar words. Younger pupils use phonics and clues from pictures to help them read and

understand unfamiliar words. Pupils know about their targets and younger pupils are proud of their progress in reading and are keen to achieve well.

44. Standards in speaking and listening are similar to those in writing. More able pupils are working at average standards for their age, demonstrating confidence and the ability to put forward good reasons in support of their ideas. Some average and below average pupils are more reticent in part because teachers do not create enough opportunities for them to contribute in lessons. This results in some pupils being too passive in class and so not making the progress of which they are capable.

45. Although the majority of individual lessons observed were good, the overall long-term quality of teaching is satisfactory because of the problems with target setting and the consequent unsatisfactory progress by average and below average pupils. In lessons where the quality of teaching is good, teacher's questioning and further probing of pupils' responses helps the pupils, particularly those who are more able, to increase their skills in the interpretation and meaning of apparently simple words. For example, in a Year 6 poetry lesson the pupils began to understand that the Earth was a precious but unappreciated wonder. This was achieved by the teacher's focused questions and encouragement to reflect and respond in a more thoughtful way to the poem. In contrast, teaching is less successful in some lessons because despite careful planning, the learning is not carefully matched to the pupils' ability, particularly that of average and below average pupils. The result is that pupils are not expected to achieve as much as they could and progress is too slow. Some pupils are occasionally disengaged during the lesson and this contributes to their lack of progress. At the ends of lessons pupils do not always have the opportunity to share and evaluate what has been achieved and how it will be used in future lessons. The marking of pupils' written work seldom informs them how to improve, a feature of teaching which reflects unsatisfactory assessment practice.

46. The leadership and management of English by the subject leader are satisfactory but because of decisions to concentrate on a range of assessment measures at the start of Year 3 instead of pupils test results at the end of Year 2, they have been unable to improve many pupils' progress. The subject leader has good knowledge of the subject and by attending professional development training ensures her skills and knowledge are up to date. The pupils' work is scrutinised and moderated against national curriculum levels and gaps in pupils' learning are identified. The outcomes are shared with colleagues at staff training days with the intention that all teachers are aware of weaknesses that need to be addressed. However, senior leaders do not always follow this up and ensure that all teachers are implementing the required actions in their lessons. Each year, as a result, a significant number of pupils do not make satisfactory progress. The analysis of test results is not used effectively to set appropriately challenging targets for all of the pupils. This has a cumulative effect year on year resulting in underachievement for a significant number of Year 6 pupils.

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

47. The links between English and other subjects are satisfactory. A cross-curricular plan has been developed that identifies links with other subjects. In geography, non-fiction writing skills enable pupils to design holiday brochures. In history, pupils write in a persuasive style about ancient Greece. Pupils write poetry using specific scientific language such as conservation, global warming and pollution. They use computer tools such as the thesaurus to improve the quality of vocabulary in their writing. In some subjects, such as science, pupils' weak literacy skills impede their progress.

## **MATHEMATICS**

Provision in mathematics is **unsatisfactory**.

### **Main strengths and weaknesses**

- Standards are below average and a significant proportion of pupils do not do as well as they should.
- Targets for many pupils are not ambitious enough. This leads to low expectations when teachers plan work.
- Teachers use the new interactive whiteboards well in teaching.
- Classroom support staff are deployed effectively to support pupils with special educational needs.

## **Commentary**

48. Pupils' performance in the Year 6 tests in 2004 was below the national average. It was very low compared to that of pupils in other schools who attained similar standards when they took the Year 2 tests in 2000. Pupils start at the school with average standards but for reasons explained below a significant number do not make the progress that they should. Standards of work for current Year 6 pupils are below average overall. The highest attaining pupils calculate accurately using whole numbers, decimals and fractions. However, many others make mistakes because they do not fully understand the methods they are taught or make careless errors in recalling basic facts such as multiplication tables. Good analysis of the 2004 Year 6 test results identified weaknesses in pupils' understanding of shape and space and data handling. This has led to a greater emphasis on these topics in improved planning which is proving beneficial. Higher attaining pupils have a good grasp of metric measurement, angles and the properties of two and three-dimensional shapes, including area and perimeter. However, others are less confident and make mistakes especially in work involving decimals and metric measurement.

49. Teachers use the new computer-linked interactive whiteboards well to support learning. For example, in one lesson the visual approach promoted by the technology gained pupils' interest and developed well their ability to add mentally a string of numbers. All adults and pupils get on well together. Pupils behave well and consequently lessons are enjoyable and purposeful. Pupils with special educational needs receive good support from teaching assistants. Because of this, they take a full part in lessons and achieve equally as well as others in the class.

50. The quality of teaching overall is satisfactory but in the long term it does not build quickly enough on what pupils already know. The school takes insufficient account of pupils' performance in Year 2 before they join the school and bases its projections for Year 6 performance on other data. This leads to a target setting process that underestimates the capabilities of a significant number of pupils across the whole ability range and especially of those who are just below average. Teaching is then geared towards these targets and consequently there is a cumulative effect of underachievement as pupils move up through the school. This is seen in lessons where, for example, starter activities are too easy and test at a low level what pupils already know rather than develop their understanding. In new work, discussions and explanations are sometimes too long, limiting the time that pupils have to practise new techniques for themselves and restricting the progress they might otherwise make. In the best lessons, teachers have high expectations and lessons move on at a good pace. This led in one instance to good progress in a demanding lesson on the angle properties of triangles. Pupils gained new skills and knowledge quickly, building well on what they already knew. Very occasionally errors in the teacher's understanding and explanation of new techniques leads to errors in pupils' work which will need to be rectified. Where this occurs, teaching and pupils' progress are unsatisfactory.

51. Subject leaders and school managers have worked hard to address the recent trend in under-performance and are rightly concerned about the decline in standards since the last inspection. However, targets for improvement in the mathematics development plan do not focus sufficiently on raising standards because of the underlying flaws in the target setting process and associated low expectations explained above.

## **Mathematics across the curriculum**

52. Pupils use their numeracy skills satisfactorily to support learning in other subjects which helps them understand the practical application of mathematics. For example, pupils measure forces and other variables in science experiments and analyse the results of their experiments using graphs. They apply simple algebraic ideas when learning how to use spreadsheets in ICT and apply their knowledge of coordinates in geography mapwork.

## **SCIENCE**

Provision in science is **satisfactory**.

### **Main strengths and weaknesses**

- Teachers have a good understanding of the subject.
- Pupils' attitude to their work is good and they work hard.
- The curriculum provides a wide range of learning opportunities.
- Planning restricts the progress of some pupils, especially the lower attainers, by failing to provide sufficient challenge within lessons and over time.

### **Commentary**

53. By the end of Year 6, the majority of pupils attain standards that are in line with those seen nationally. In the previous inspection, pupils were judged to be attaining above the average standards. This fall in standards can be attributed to low expectations restricting the progress made by some pupils, especially lower attainers.

54. Pupils' past work indicates that topics are now taught through a greater emphasis on investigations and that pupils are being taught to use the correct scientific language. This is an improvement since the last inspection. Pupils have a positive attitude to their work and co-operate well when working in groups. They understand the concept of fair testing and most pupils make sensible predictions when testing friction on different surfaces or investigating ways in which quantities of salt can be dissolved in water more quickly. They use their numeracy and ICT skills appropriately when finding the median of their results and representing their findings graphically. They have sound knowledge and understanding of the properties of living and non-living things but lower attaining pupils have difficulty recording their ideas due to underdeveloped literacy skills. Pupils know how to separate different sized solids in mixtures by sieving and how properties of materials affect their suitability for thermal insulation.

55. The quality of teaching and pupils' learning is satisfactory. Teachers make good use of their subject knowledge and resources to provide a wide range of learning experiences. Good use is made of interactive boards to introduce concepts and stimulate discussions. Teachers encourage pupils to use correct terminology and challenge them to explain their ideas fully. Teachers' assessment of pupils' previous knowledge is not always accurate and their expectations of what pupils can achieve are too low. As a result, lessons sometimes fail to provide sufficient challenge for pupils and hence their progress is limited. In some lessons, too much time was spent unnecessarily recapping known concepts and insufficient opportunities were provided for pupils to develop their knowledge and skills fully. Pupils' past work provided limited evidence of tasks being planned which reflected the abilities of the lower attaining pupils. Teachers do, however, indicate whether or not pupils have achieved their targets and suggest ways in which they can improve their work.

56. The subject co-ordinator has worked hard to improve the coverage provided by the curriculum and to support staff and increase their confidence in teaching the subject. There is now a more consistent approach to assessment. However pupils' abilities need to be more accurately assessed and teachers' expectations of what pupils can achieve need to be higher in order to raise standards and enable pupils to make greater progress and achieve well.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

## **Main strengths and weaknesses**

- ICT subject management and leadership are good.
- Standards have improved since the last inspection. By the end of Year 6 most pupils attain national expectations for ICT and achieve satisfactorily.
- Investment in new equipment is contributing well to raising standards.
- The curriculum has improved since the last inspection. It is now satisfactory.
- Teaching in ICT as a discrete subject and the use of ICT to support teaching in other subjects are both improving as a result of staff training.

## **Commentary**

57. Good leadership of ICT has led to a successful overhaul of the school's provision in order to rectify weaknesses identified in the last inspection. Big investment in a new computer suite and most recently in computer-driven interactive whiteboards, reorganisation of the curriculum to provide specific ICT lessons and staff training have all been beneficial and the school is now beginning to see the results of its efforts. Standards are rising and pupils' achievement has improved as they have benefited from regular access to ICT and better teaching. However there is still much to be done to raise standards and achievement further and to develop ICT throughout the curriculum. Improvement in provision so far is satisfactory.

58. All aspects of ICT are taught in an improved curriculum that now meets National Curriculum requirements. Systems to track pupils' progress are under development. Younger pupils experiment with text and pictures and reach expected standards in work such as word processed instructions for making a cup of tea or adding written descriptions to accompany pictures of Roman soldiers. Work is edited well and attractively presented. They explore simple databases of data about themselves to investigate questions such as "how many children have 2 brothers?" Many older pupils have good computer operating skills. A group of Year 6 pupils demonstrated well to an inspector a range of work that they had done over the past two years. Most pupils are on track to attain the standard expected for eleven-year-olds by the end of the year, but there is little evidence of higher attainment. Pupils use the Internet effectively, for instance to find websites containing information on the Victorians, and then prepare a word-processed document with hyperlink pointers so that other pupils may use the sites they have found to answer questions about life in Victorian times. Pupils explain confidently the principles of mathematical modelling that are required when using spreadsheets, for example to explore the best way to allocate a budget of £60 when planning a party. Work in control technology and automatic measuring of data such as temperatures in science experiments is less developed, but plans are in place to address these areas later in the school year.

59. The quality of teaching in the small number of lessons seen was satisfactory. Teachers and classroom assistants support individual pupils well as they work at the computers, resolving difficulties as they occur, whilst giving opportunities for pupils to explore the software for themselves. Pupils behave well so that lessons get on purposefully without interruption. They make satisfactory progress, gaining new skills steadily. Staff training is developing teachers' confidence and teachers demonstrate new techniques satisfactorily. However, achievement is sometimes limited by the teacher's unfamiliarity with some of the subject matter. This was seen for example in an introductory lesson to compare the benefits of using computer based multimedia information resources with the use of books. Pupils spent too much time exploring the information on the computer system, and teaching did not focus their attention sufficiently on identifying potential advantages and disadvantages. These were considered only briefly at the end of the lesson. More could have been achieved in the time available.

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

60. A prominent feature of many lessons seen during the inspection was the good use teachers made of the new computer-driven interactive whiteboards to teach subjects across the curriculum. This technology is very effective in motivating pupils and adds much to lesson quality. Teaching

makes satisfactory links with other subjects so that pupils do not learn new ICT skills in isolation but see how they can be applied in context. For example pupils store the results of science experiments on a spreadsheet and produce graphs to analyse their findings. They use ICT to present Broadmeadow Times and other simple newspapers when they study report writing in English. The use of ICT across the curriculum is developing as teachers gain familiarity with the subject.

## HUMANITIES

61. Geography and history were sampled during the inspection, but there was insufficient evidence to make a judgement on the quality of provision in either of them. During the inspection only one lesson in each subject was observed and pupils' work was examined. The work seen indicates that standards are in line with expectations by the end of Year 6 and have been maintained since the last inspection. In **geography** pupils' work indicates that they are developing appropriate skills, such as map reading and correctly identifying changes in areas and land use over time. They develop their geographic vocabulary and correctly describe and compare different climates and environments. There is insufficient evidence to judge teaching and learning. The curriculum has improved since the last inspection. Resources are now good and pupils are given more opportunities for fieldwork which enables them to develop their skills more fully. Greater use is made of ICT to enhance teaching and learning. In **history** pupils' work indicates they have a satisfactory understanding of historical vocabulary. They demonstrate sound knowledge of the periods they study. Pupils work with care and make good use of their literacy skills when writing accounts of important events or recording what might have been written in a Victorian housemaid's diary. Pupils of all abilities indicate the periods they study on a time line ranging from the Ancient Egyptians to modern times. The curriculum has improved since the last inspection, providing greater opportunities for pupils to develop their skills and the concepts they study. Teaching is monitored and lessons evaluated. Teachers are given support and encouraged to make greater use of ICT when planning and delivering lessons.

## RELIGIOUS EDUCATION

Provision in religious education is **satisfactory**.

### Main strengths and weaknesses

- Pupils are keen to share ideas and show respect for others.
- Visits to a range of places of worship enrich the curriculum.
- Insufficient knowledge of pupils' learning results in some teachers failing to provide appropriate tasks.

### Commentary

62. As at the time of the last inspection, standards by the end of Year 6 are in line with the expectations of the locally agreed syllabus and achievement is satisfactory. Pupils have a sound understanding of the world's major faiths. Their written work shows that they have listened well and retained the knowledge they have gained in lessons. Pupils learn about the Old and New Testaments. They recognise signs, symbols and artefacts associated with different religions and their places of worship. Their learning is enhanced by visits to a gudwara, synagogue and local churches. These opportunities contribute to their cultural development. In lessons, older pupils are thoughtful and discuss ideas maturely. For example, they demonstrated good spiritual, moral and social development when sharing their understanding of the meaning of "wealth".

63. Teachers have sound understanding and knowledge of the subject and the satisfactory qualities of teaching and learning have been maintained. Sensitivity towards world faiths is encouraged as is respect for the opinions of others. A good range of resources, including ICT, is used appropriately to enrich pupils' learning experiences. Organised visits by people of different

faiths provide opportunities for pupils to develop greater understanding of these faiths. Teachers set a good example to pupils, by listening carefully to their ideas and ensuring that pupils of all abilities participate fully in discussions. They do this willingly and thoughtfully, fully appreciating the contributions of others. Where teaching is less effective, pupils' previous knowledge has not been accurately ascertained. This results in some lessons restricting pupils' learning by providing insufficient challenge and in other lessons, teachers planning activities for which pupils are not ready. Consequently, pupils' achievement is satisfactory overall.

64. The satisfactory leadership and management of the subject has been maintained. The use of ICT has been extended and resources have improved. The subject manager has taught in each year group but has not yet monitored teaching by other members of staff. There is now in place a procedure for assessing pupils' progress. However the use of assessment to enable teachers to plan appropriate lessons is not monitored to ensure pupils make good progress. Improvement since the last inspection is satisfactory.

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

65. In **design and technology** insufficient lessons were observed to judge the overall quality of provision. Scrutiny of pupils' past work and examination of the scheme of work indicate that standards are satisfactory. Pupils develop the skills of design and evaluation in a range of tasks. For instance in Year 3 pupils designed and made sandwiches and then decided how they could be improved. Teaching in the Year 6 lesson observed was very good. The teacher's good knowledge, the challenging task and well-prepared resources stimulated pupils' interest. Pupils were clearly familiar with identifying potential problems and finding solutions to them. Well briefed on the task and with appropriate materials and adult support, small groups worked together successfully to construct a full size shelter. The teaching assistant was efficiently deployed to support pupils with special needs and ensure they were able to participate fully. As a result, this group of pupils made good progress. The lesson was very effective and all pupils made good gains in their problem-solving skills and understanding of the necessity for accurate measurements in construction work.

66. In **music** one lesson and a school singing assembly were observed, and discussions were held with the music co-ordinator. Standards of unison singing are in line with national expectations for pupils of all ages singing together. In the singing assembly pupils made satisfactory progress in learning a new song "Make Me a Channel of Your Peace". Singing is generally in tune although more work is needed to develop variation in dynamics. The teacher's musical expertise was evident in a lesson that developed very well pupils' understanding of musical pitch and how it may be represented on paper, important early stages in learning to read and write music. A good, varied range of activities and the use of musical instruments and recordings maintained interest well and kept the lesson moving on briskly. Pupils achieved well because they had to listen carefully and work hard. However, the cramped space of the temporary classroom hampered progress in the final task because the room is too small for groups of pupils to work without the sound interfering with other groups. Good leadership and support for colleagues, including revision of the music curriculum has improved teachers' confidence. There is growing provision for extra curricular music. Demand for instrumental tuition from visiting teachers outstrips what can be provided. A programme of visits to places such as Symphony Hall to work with pupils from other schools and opportunities to perform in front of a large audience all make important contributions to pupils' musical education.

## **ART AND DESIGN**

Provision in art and design is **satisfactory**.

### **Main strengths and weaknesses**

- The well planned opportunities for the pupils to experiment and investigate.
- Good cross curricular links with other subjects.
- Assessment is underdeveloped.



- Good use is made of ICT as a teaching aid.

## Commentary

67. Standards in art and design have been maintained since the last inspection and are average. All pupils, including those with special educational need, reach the standard expected for their age by the end of Year 6.

68. The school has developed a scheme of work based on national guidelines and adapted it to make clear connections with other subjects taught in the school. The scheme of work is satisfactory and effectively plans for pupils to systematically build on skills and knowledge as they move through each year. The time allocated to teaching art and design enables pupils to use and apply skills to a variety of tasks so that they are able to refine, develop and improve their creative skills. For example, pupils develop drawing skills through producing Tudor portraits and sculpture skills by designing and making Easter eggs in a variety of media.

69. The lessons observed were planned well. Teachers used their good subject knowledge to demonstrate specific techniques to the pupils. Clear explanations, good resources and satisfactory management of the lessons motivated the pupils to work hard, achieve satisfactorily and work purposefully. Pupils are encouraged to investigate and experiment before using their skills on a specific piece of work. For instance, in one lesson seen, pupils were able to use a range of media to experiment in creating lines and marks. This technique was then extended, used and applied to observe and draw some natural foliage with satisfactory outcomes for all of the pupils. In other lessons good use was made of ICT. The interactive whiteboards were used well to download examples of Ancient Greek frescos and to present information about explorers, thus developing a link between the art work in hand and history, and contributing to pupils' cultural development.

70. Sketchbooks are consistently used across the school and pupils experiment with lines and shading, sketching techniques, design and colour. Pupils are beginning to evaluate their own work. Marking by teachers does not give sufficient guidance on how to improve further. The portfolio of evidence of pupils' achievements is not moderated against national curriculum levels to accurately assess the standards and progress achieved by pupils, and so pupils and parents do not have accurate information about how well pupils are doing, or what they have to do to improve.

71. Art displays around the school demonstrate that pupils learn about famous artists such as William Morris and are able to recreate his designs through their own interpretations.

## PHYSICAL EDUCATION

Provision in physical education is **good**.

### Main strengths and weaknesses

- Teaching is good and pupils make good progress in lessons.
- There are many opportunities for pupils to take part in a range of sporting activities both in school and in out of hours learning.
- Pupils have positive attitudes and are enthusiastic in lessons.
- Physical education contributes well to pupils' personal and social development.
- Teachers have good knowledge and skills.

## Commentary

72. Standards of attainment have been maintained since the last inspection and are above those expected by the end of Year 6 in dance, gymnastics and games. By the time pupils reach 11 years of age, the majority meet the expected standard in swimming. Pupils' achievement overall is good.

73. All pupils have opportunities to participate in a variety of physical education activities. Physical education has a high priority in the curriculum and outside of the school day. The school is

participating in a national project to improve the quality of physical education and school sport. Some benefits of this initiative are already evident as explained by two pupils in Year 6 who “like being part of a team” and know that physical education is important “to help stay fit and healthy”. Further initiatives include the development in the school’s grounds of an orienteering course and zone park that are contributing to pupils’ personal development by helping to improve their collaborative skills at play and lunch times. Staff are strongly committed to the school’s emphasis on the development of physical education and sport and give freely of their time to support the football, rugby, netball, cricket, tennis, and athletics clubs. Pupils regularly participate in tournaments and win many competitions, which generates a sense of pride and success for the school and community.

74. The quality of teaching in the lessons observed was good. Staff pay very good attention to the health and safety, for example, by ensuring that pupils have appropriate kit and footwear. Pupils clearly understand why they need to stretch and warm-up. In a games lesson good demonstration by the teacher of what pupils were expected to do, resulted in pupils developing and improving ball control skills. Good questioning helped the pupils to learn the correct vocabulary for the different ways of throwing a ball, and contributed to their developing use of language. Effective lesson planning made provision for pupils to consolidate throwing, catching, defending and attacking skills. Simple team games maintained pupils’ interest and while practising the skills, enhanced pupils’ social development as team players. In a good gymnastics lesson, pupils were challenged to use their previous learning to combine a variety of jumps into a sequence. All of the pupils achieved what was expected of them. More able pupils demonstrated very good precision, control and fluency making very good progress in the lesson.

75. The subject is led effectively but management still requires improvement, particularly in assessment where systems to monitor pupils’ progress are at an early stage of development. Teachers plans are monitored, staff training needs identified and training provided to further update staff skills and knowledge. This is helping the school to maintain good quality provision.

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

76. One lesson in **personal, social and health education** was seen and discussions were held with the subject co-ordinator. A very good lesson explored pupils’ feelings and the impact of their actions on others. Skilfully and sensitively led by the teacher, the lesson engaged pupils well in discussing the dangers of making snap judgements about newcomers, especially if their judgements proved to be wrong. Pupils achieved well because the lesson content was relevant to their experiences and challenged their beliefs. Support for personal, social and health education is good. Curriculum planning is sound, and joint planning helps teachers to share examples of good practice. Monitoring the quality of teaching and involvement in planning gives the subject co-ordinator a good view of strengths and areas for further development.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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