

INSPECTION REPORT

COTON GREEN PRIMARY SCHOOL

Tamworth

LEA area: Staffordshire

Unique reference number: 121433

Headteacher: Mrs J Hollis

Lead inspector: Mr P M Allen

Dates of inspection: 22nd - 24th November 2004

Inspection number: 266674

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Primary
School category: Community
Age range of pupils: 4 - 11
Gender of pupils: Mixed
Number on roll: 291
School address: Kipling Rise
Tamworth
Staffordshire
Postcode: B79 8LX
Telephone number: (01827) 475 667
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Appropriate authority: The governing body
Name of chair of Mr Richard Kingstone
governors:
Date of previous 24th May 1999
inspection:

CHARACTERISTICS OF THE SCHOOL

This is an average sized community primary school. It draws the vast majority of its pupils from the immediate area which consists of a mixture of housing, mainly owner occupied. There are 291 pupils on roll with slightly more boys than girls. There has been a good number of staffing changes over the two years previous to the inspection. Currently there are 12 classes, two for Reception, three for Years 1 and 2 and seven for Years 3 to 6. The vast majority of pupils are of white UK heritage background, with a small number of pupils from an Indian heritage background and from a mixed heritage background. There are no pupils who speak English as an additional language. Twenty-six pupils are identified as having special educational needs, this proportion being below the national average; a number of them have specific learning difficulties. There are six pupils who have statements of special educational need, this proportion being above the national average. The proportion of pupils entitled to free school meals is below the national average. The vast majority of pupils have experienced pre-school education. Attainment on entry to the Reception class varies from year to year, but overall it is broadly in line with what could be expected.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
17531	Mr P M Allen	Lead inspector	Foundation Stage Mathematics History Physical education
13448	Mrs D Lloyd	Lay inspector	
32636	Mrs G Hepworth	Team inspector	Science Art and design Geography Religious education Special educational needs
32180	Mr D Sleightholme	Team inspector	English Information and communication technology Design and technology Music

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **fairly effective and improving school** with a number of significant strengths, in which every pupil is valued. Standards at the end of Year 6 are in line with the national average in English and mathematics and above in science. Currently pupils are achieving well relative to their capabilities because of the overall good quality of the teaching and learning. Overall leadership and management and the value for money provided by the school are satisfactory.

The school's main strengths and weaknesses are:

- Very good teaching in Years 2 and 6 is having a positive impact on pupils' achievement.
- Overall standards in mathematics need to be higher across the school.
- Standards in written work have improved in Years 1 and 2, but are not yet high enough in Years 3 to 6.
- The pupils' very good attitudes, behaviour and relationships have a significant impact on their learning.
- Parents hold the staff and the school in very high regard.
- The very good pastoral support underpins the caring, community ethos.
- Assessment, tracking of pupils' progress and target setting are in need of further development.
- There is insufficient use of information and communication technology to support teaching and learning across all the areas of the curriculum.

The school has made a satisfactory improvement since its previous inspection. The issues raised have been addressed. The Reception classes are now better resourced, notably for outdoor play and there is a better progression and continuity in pupils' learning in art and design and design and technology across the school. The quality of teaching and learning has improved and, as a consequence, pupils are now achieving better and standards are rising. The staff have a strong commitment and a good capacity to further improve the quality of education provided.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	C	C	#E	#E
mathematics	C	C	C	B
science	C	C	B	A

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. # - The grades for English were subject to marking discrepancies.

Children's achievement is satisfactory and improving in the Foundation Stage (Reception classes). Most of the children are likely to reach the goals they are expected to reach by the end of their

Reception Year and a minority are likely to exceed them. Standards at the end of Year 2 are likely to be above the national average in reading, writing and science and in line with the national average in mathematics. Standards at the end of Year 6 are likely to be in line with the national average in English, where standards are much higher in reading than they are in writing. The results of the 2004 English tests were adversely affected by marking discrepancies. Standards in mathematics are likely to be in line with the national average, as they have been every year for several years. Standards are above average in science. All the evidence indicates that in the current year, as in 2003 - 2004, achievement in Year 2 is higher than it was previously. In the past the progress of pupils in Years 3 and 4 had slowed down. However, currently across the school **pupils are achieving well overall**, most notably in Years 2 and 6. There are no significant differences between the achievement of boys and girls or between pupils of different ethnicity. Pupils with special educational needs achieve well because of the good support they receive. Standards in information and communication technology are in line with those expected nationally at the end of Year 2 and Year 6. Standards in religious education are broadly in line with the requirements of the locally agreed syllabus. Pupils' **personal development is good**. It is well promoted by the **overall good provision for their spiritual, moral, social and cultural development**. Pupils have very positive attitudes towards school and enjoy very good relationships. Behaviour is very good, especially on the part of the Year 6 pupils whose behaviour is at times exemplary; they provide very good role models for the younger pupils. Attendance is very good being well above the national average. Pupils are very punctual, invariably eager to start the school day.

QUALITY OF EDUCATION

Overall the quality of education is good. The quality of teaching and learning is good overall, with some satisfactory teaching and some very good teaching. Around four fifths of the lessons observed were good or better. Teaching was satisfactory with some good features in the Reception classes where there have been a number of staffing changes. Most of the very good teaching was observed in Years 2 and 6 and, as a consequence, this is where pupils achieve best. Teachers work very hard and with a strong commitment to the school and its pupils; they are well supported by the classroom assistants. In the recent past the school has developed some good procedures for monitoring pupils' attainment, tracking their progress and setting targets, but more remains to be done to make them more effective. The curriculum is broad and balanced with good enrichment partly through the good range of extra-curricular activities. The school recognises the importance of further developing the use of information and communication technology to support all the curriculum areas. Care, guidance and support are good overall within a framework of very good pastoral support. Good links and communication are part of the school's good partnership with the parents. There are good links with the local community and other local schools.

LEADERSHIP AND MANAGEMENT

The **overall leadership and management are satisfactory**. The headteacher is providing satisfactory leadership and management, with a number of strong features. Well respected by the parents, her enthusiasm and commitment to the school and the pupils have a very positive impact on the life of the school. She is very well supported by the deputy headteacher. The role of the subject co-ordinators is being well developed, providing effective support to colleagues. School self-evaluation needs to focus more sharply on raising standards. Governance is satisfactory. It meets statutory requirements, although the governing body could benefit from further developing its monitoring role.

Good use is normally made of time, but teaching time is less than national recommendations in Years 3 to 6.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very supportive of the school, its headteacher and staff and are appreciative of all the school does for their children. Pupils enjoy school because they find lessons often exciting and fun, teachers are kind and helpful and everyone is friendly.

IMPROVEMENTS NEEDED

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

- continue to raise standards in writing in Years 3 to 6 and in mathematics across the school;
- further develop procedures for monitoring pupils' attainment, progress and target setting; and
- further develop the use of information and communication technology to support teaching and learning across all the curriculum areas.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Standards at the end of Year 2 are likely to be above average in reading, writing and science; in mathematics they are likely to be in line with the national average. Standards at the end of Year 6 are likely to be in line with the national average in English and mathematics and above in science. Across the school most pupils are currently achieving well. There is no significant difference between the achievement of boys and girls and between pupils of different heritage background.

Main strengths and weaknesses

- Pupils across the school reach above average standards in reading and science.
- Standards in written work are not high enough in Years 3 to 6.
- Overall standards in mathematics are not high enough across the school.

Commentary

1. Judgements on current standards are based on work seen in lessons, on an extensive review of the pupils' work and on discussions with pupils. Judgements also take into account the school's own data, which include the tracking of pupils' attainment and progress in English and mathematics and predictions of future performance at the end of Year 2 and Year 6.
2. Children's achievement is satisfactory and improving in the Reception classes. Most children are likely to meet the expected goals in each of the six areas of learning and a small number are likely to exceed them. Children make most progress in the area of communication, language and literacy.

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

Standards in:	School results	National results
reading	17.0 (14.4)	15.8 (15.7)
writing	16.7 (13.8)	14.6 (14.6)
mathematics	16.6 (15.4)	16.2 (16.3)

There were 44 pupils in the year group. Figures in brackets are for the previous year.

3. Currently standards at the end of Year 2 are very similar to those at the time of the previous inspection. They are above the national average in reading, writing and science and in line with the national average in mathematics. These standards are reflected in the 2004 results in reading which were above the average for all and similar schools and in the mathematics results which were in line with the average for all and similar schools. Standards in writing in 2004 were well above the national average for all and similar schools. Pupils achieve less well in mathematics than they do in the other subjects. National performance data show that, over the last three years, whilst pupils' performance in reading and writing at the end of Year 2 has been

above the national median, it has been below in mathematics. Standards in science are above the national average as they were in the 2004 teacher assessments.

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

Standards in:	School results	National results
English	*25.2 (27.5)	26.9 (26.8)
mathematics	27.6 (26.8)	27.0 (26.8)
science	29.9 (28.7)	28.6 (28.6)

*There were 37 pupils in the year group. Figures in brackets are for the previous year. * - This score for English is unreliable because of marking discrepancies.*

4. In the past, partly due to some instability in staffing, the progress of pupils in Years 3 and 4 has slowed down; this impacts on standards at the end of Year 6. Nevertheless, currently pupils achieve well overall from Year 3 to Year 6. Achievement is best for pupils in Year 6 because of the overall very good teaching they receive. Currently standards are similar to those at the time of the previous inspection, except in science where they are now higher. In science in 2004, the results were above the national average and well above the average for similar schools. The current marked improvement in science has been brought about as a consequence of the way in which the school has targeted improvements in teaching the pupils' the skills of scientific enquiry.
5. Standards in English at the end of Year 6 are likely to be in line with the national average, although standards are much higher in reading than they are in writing. Although overall standards were lower in 2004 because of the significant proportion of pupils with special educational needs in that year group, it is not appropriate to make comparisons with the 2004 test results as problems with outside marking and issues around re-marking make the results unreliable.
6. Standards in mathematics are likely to be in line with the national average. This is reflected in the 2004 results which were in line with the national average and above those of similar schools. Standards have been in line with the national averages year on year since 2000. The leadership of the school has been insufficiently proactive in addressing this. Overall standards in mathematics are not high enough. The pattern over recent years is that at the end of Year 2 a good number of pupils reach Level 2, the expected level for most seven year olds, but too few reach the higher Level 3. Similarly, at the end of Year 6 a good number of pupils reach Level 4, the expected level for most 11 year olds, but too few reach the higher Level 5. This same pattern also exists in writing at the end of Year 6. The school has recognised this issue and is beginning to address it with rigour, but more remains to be done.
7. Standards in information and communication technology at the end of Year 2 and Year 6 are likely to be broadly in line with those expected nationally. Standards in religious education meet the requirements of the locally agreed syllabus. Given the time constraints of the

inspection, it was not possible to make judgements about standards in the other subjects of the curriculum.

8. There are no significant differences between the achievement of boys and girls and between pupils of different heritage backgrounds. Pupils with special educational needs make good progress and achieve well because of the good provision for them. The school has identified a number of pupils who are gifted and talented. Teachers are becoming increasingly successful in providing challenging work for these pupils to better enable them to achieve the higher levels in English, mathematics and science. Pupils identified with specific talents in the arts and sport receive a good level of encouragement and support.
9. In recent years, the school's self-evaluation has been insufficiently focused on reviewing pupils' performance and setting targets for improvement. The school is now appropriately focused on the further raising of achievement and standards and recent improvements in the quality of teaching are beginning to have a positive impact. The school is now setting challenging but realistic targets for the pupils. To this end, there is a shared commitment amongst staff to continue to raise standards and improve the quality of education provided.

Pupils' attitudes, values and other personal qualities

Pupils have very good attitudes to learning and behave very well. The school caters very well for pupils' personal development. Spiritual, moral and social development are good; cultural development is satisfactory. Attendance and punctuality are very good.

Main strengths and weaknesses

- Pupils are keen to learn and they usually work enthusiastically in lessons.
- Pupils are growing in maturity because the school promotes their personal development well.
- Pupils have relatively few opportunities to explore the beliefs, festivals and customs of a range of faiths.

Commentary

10. Pupils like coming to school. They arrive eagerly in the mornings, ready to learn new things and enjoy new experiences. In lessons, they listen carefully to the teacher and are anxious to show what they have learned by offering answers to questions or volunteering to demonstrate to the rest of the class how something is done. Most pupils concentrate well on their activities and maintain their interest and enthusiasm throughout each lesson. All aspects of personal, social and emotional development are well promoted in the Reception classes and the vast majority of the children respond well. Older pupils are conscious of the importance of achieving well. They delight in meeting their teachers' high expectations and in rising to the challenges set for them. They are ambitious and work hard to attain the best results they can. Their careful, neatly presented work shows that they take clear pride in doing things well.
11. Pupils know how they are expected to behave and because they have helped to negotiate the simple rules that are displayed in each classroom, they accept and observe them. They find the school's 'Golden Rules' sensible and fair, so that in lessons and at playtimes, most pupils choose to do what they know is right. As a

result, there is a calm, purposeful atmosphere in the classrooms, with pupils working productively. They settle down quickly and sensibly to written and practical exercises and, even when working in pairs or groups on activities that they find exciting and fun, they remain focused on their tasks. Outside lessons they play happily together and, for the most part, behave very well. They are polite, friendly and helpful to visitors and treat everyone with respect and consideration.

12. Alongside the academic education that the school provides, it also aims to develop pupils' personal qualities that will give them a good foundation on which to build their future lives. A strong community spirit is evident in group activities such as assemblies, where pupils are encouraged to celebrate the achievements, skills and talents of others as well as trying to establish what makes each of them special and unique. Because of the school's emphasis on personal and social development, pupils are becoming increasingly mature in their attitudes to learning and in their understanding of the basic principles of citizenship. The youngest pupils are learning that they must undertake simple tasks, such as tidying their equipment; then, as they move through the school, pupils are expected to take on progressively greater responsibilities. Pupils in Year 6 provide very good role models for the younger ones, both in their positive attitudes to learning and in their willingness to show initiative and act responsibly; for example, in caring for the Reception children at playtimes and in raising funds to pay for extra resources or for charitable causes. Although pupils have some opportunities to explore the beliefs, festivals and customs of some world faiths, there is a need for more opportunities to gain a deeper understanding of the multicultural world in which they are growing up.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.1	School data	0.1
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.

13. Pupils' attendance is well above that found in most primary schools and their punctuality is also very good. There are effective monitoring procedures, but most parents notify reasons for absence promptly and co-operate well with the school by making sure that pupils attend regularly.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

Overall the quality of education provided by the school is good. The quality of teaching is good overall. Pupils' care, welfare, health and safety are very good. There is satisfactory provision of support, advice and guidance based on monitoring. There is a good partnership with parents and the school works very closely with the local community.

Teaching and learning

The overall good quality of teaching and learning observed during the inspection was enabling the pupils to learn well. The school's recent focus on making the teaching more effective is leading to better pupil achievement. Assessment is satisfactory but requires further development.

Main strengths and weaknesses

- The recent monitoring of teaching has had a very positive impact on the quality of teaching and learning.
- Very good teaching in Years 2 and 6 has a very positive impact on pupils' achievement.
- Support staff provide valuable help in the teaching and learning, especially for those pupils with special educational needs.
- The pupils' very good attitudes, behaviour and relationships have a significant impact on their learning.
- Assessment, tracking of pupils' progress and target setting are in need of further development.

Commentary

14. The leadership of the school is very committed to the improvement of teaching and learning. The table below shows the quality of teaching seen throughout the school during the inspection, with around four-fifths being good or better. During the inspection no unsatisfactory teaching was observed. The impact of recently improved teaching is that pupils are enabled to achieve better than previously.

Summary of teaching observed during the inspection in 31 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0 (0%)	5 (16%)	20 (65%)	6 (19%)	0 (0%)	0 (0%)	0 (0%)

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

15. This is the first year all children have started in Reception in September and at the time of the inspection the new supply teacher, supported by the Foundation Stage co-ordinator, was fitting in well and beginning to have a positive impact on the quality of education provided. The quality of teaching and learning in the Reception classes is satisfactory with some good features. Where it is effective, children are well managed and productive; where it is less effective children are less well managed and prone to become noisy and off task. Recent staffing difficulties have not made for consistency. The quality of planning is good with a good range of experiences provided. There are good systems in place to track the progress of individual children through the 'stepping stones' which lead to the Early Learning Goals in the six areas of learning.
16. The recent programme of structured monitoring of teaching and learning, including that undertaken by the local education authority, with its consequent targets for improvement, has had a strong impact on the quality of teaching and learning; this can benefit from continued development such as through the modelling of the very effective teaching observed during the inspection.
17. Very good relationships underpin the teaching and learning across the school and this helps to promote the self-esteem and very positive attitudes of the pupils. Across the school, the vast majority of teaching observed was effective and sometimes, most notably in Years 2 and 6, it was very effective with challenging work for the higher attaining pupils. Teachers interest and engage pupils, who are usually very well

behaved, show enjoyment, application and concentration. Pupils co-operate well together; this was a very strong feature in the Year 6 lessons. Teachers usually have high expectations and the pupils respond by working hard; work is usually neat and well presented. In the small number of less effective lessons observed, expectations were not as high and the pupils were less skilfully managed. This meant that they were not as productive and so did not make the same progress typically seen in most lessons and that the higher attainers were not sufficiently challenged.

18. Throughout the school, teachers plan thoroughly for lessons, ensuring that they are well organised and resourced with clear learning objectives which are shared and reviewed with the pupils. Most classrooms are well organised and attractive. Information and communication technology is sometimes well used to support the teaching and learning such as through the use of the interactive whiteboard. In a good number of lessons observed no use was made of the classroom computers. The school makes too little use of information and communication technology to support teaching and learning across all the curriculum areas.
19. Pupils with special educational needs are supported well and teachers plan effectively to meet their needs. The pupils are enabled to achieve well. An important feature of the teaching is the good quality of support provided by the relatively small number of classroom assistants. The school is still in the early stages of identifying pupils who are gifted and talented. Most of the teaching observed during the inspection was of English, mathematics and science lessons and, in most, challenging work was set for higher attainers. This is having a positive impact on the achievement of the higher attainers.
20. Some sound assessment practices have been established in English, mathematics and science where regular assessments enable the staff to track progress and set targets. Pupils are becoming aware of their own targets which are now shared with parents at consultation evenings. Some of the targets are clear and well focused, others less so. In order to drive up standards, pupils, especially older ones, need to be party to and have an understanding of what they need to aspire to; for example, Year 6 pupils can benefit from learning exactly what it is they have to do in their writing for it to reach Level 5. Assessment in other subjects, notably information and communication technology, is relatively underdeveloped. Homework is generally used effectively to support learning in English and mathematics.
21. After a period of insufficient focus on raising standards, the school is now developing an increasingly clear agenda for improving pupils' achievements and raising standards and this is one of the reasons why standards are beginning to rise. The impact of the quality of teaching and learning is increasingly significant in this.

The curriculum

THE SCHOOL PROVIDES A GOOD, BROAD AND BALANCED CURRICULUM THAT IS ENHANCED BY A GOOD RANGE OF ACTIVITIES. THERE IS A GOOD MATCH OF TEACHERS TO MEET THE NEEDS OF THE CURRICULUM. RESOURCES ARE GENERALLY ADEQUATE.

Main strengths and weaknesses

- A broad and varied programme of additional experiences and visits complements and enriches pupils' work.
- Good opportunities are provided at different times of the year for pupils to take part in extra-curricular clubs and sport.
- Skills-based cross-curricular approaches are beginning to enhance provision in all subjects but the use of information and communication technology needs developing.
- The personal development of pupils is well supported by the good provision for personal, social and health education and citizenship.
- Provision for pupils with special educational needs is well organised by the effective co-ordinator.

Commentary

22. The school's curriculum meets statutory requirements, including the provision for religious education and collective worship. The curriculum is thoroughly planned to motivate pupils' learning. Pupils are enthusiastic about many aspects of the curriculum and eager to learn. They acquire skills of research and develop good attitudes to independent learning. Effective skills-based links are being developed between subjects so that pupils see the purpose of their learning. This is beginning to enhance provision across all subjects. There is insufficient use of information and communication technology to support all the curriculum areas. Long term planning is thorough and national guidance has been adapted to reflect the particular needs of mixed age classes covering yearly cycles. There is progression and continuity in all areas of the curriculum, including art and design and design and technology, which were identified as issues in the last inspection. The curriculum is reviewed regularly and updated to take account of new developments and to improve its relevance to the pupils. Good use is normally made of time, but teaching time is below national recommendations in Years 3 to 6.
23. The ethos of the school is characterised by good commitment to the equality of opportunity for all pupils. Good attention is given to personal social and health education, including sex and relationships education and good attention is given to education about alcohol and drugs misuse. Pupils talk and act with maturity; they have a well-developed sense of care and responsibility. The school ensures that the pupils are well prepared for their moves to and between the different stages of education.
24. Provision for pupils with special educational needs is well organised and pupils achieve well because of the use made of good quality individual education plans. The hard working special educational needs co-ordinator works closely with staff and parents to support the effective learning and progress of these pupils. Individual education plans are detailed, with appropriate targets identified and strategies suggested to achieve them. The classroom assistants work in close liaison with the teachers. Although they are few in number, they are well deployed and use their experience and skills to meet the varying needs of individual pupils.
25. Overall the quality of accommodation and resources meets the needs of the curriculum. There is a good match of teachers and support staff that meets the needs of the curriculum. Resources are adequate but teachers acknowledge they would benefit from more resources.

The accommodation is good but the outside classrooms are in need of some refurbishment. The school does make best use of its accommodation, with good use of display to enhance the environment.

26. The school is effective in promoting participation in sport and other interests. There is a good range of well-supported activities outside the school day and at lunchtime. These include opportunities for taking part in various sports as well as drama, dance and recorder playing; a high proportion of pupils attend, mainly in Years 3 to 6. The school provides an interesting range of visits to support the curriculum, as well as capturing the pupils' interest and imagination. These contribute well to the overall quality of the curriculum.

Care, guidance and support

The school has very good arrangements to ensure the welfare, health and safety of pupils. Support, advice and guidance, based on monitoring, are satisfactory. There is good involvement of pupils in the work of the school.

Main strengths and weaknesses

- Pupils are very well cared for by staff who know them well.
- There are very good arrangements to ensure the health and safety of pupils, staff and visitors to the school.
- Pupils have good opportunities to express their views and to become involved in new developments.

Commentary

27. Teachers and support staff know pupils well and show genuine concern for their personal welfare. Parents are particularly impressed by the fact that the headteacher knows all pupils individually and they are confident that their children are cared for well, while pupils themselves staunchly assert that there are adults in school to turn to if they were worried. Staff are prepared to make extra efforts to support pupils' specific needs, for example, in researching how best to help pupils with dyslexia, or in providing a breakfast club for those who need to leave home early in the morning. There is a culture of caring for pupils that creates a secure, happy environment in which effective learning can take place. Because relationships between pupils and adults are very good, pupils feel confident and are prepared to try new things. For example, pupils in a Year 2 music lesson were confident to conduct as the class played percussion instruments; in personal, social and health education and citizenship, Year 6 pupils felt able to discuss sensitive issues openly, knowing that their views would be treated with respect.
28. A comprehensive health and safety policy ensures that regular checks are made of the building and equipment. Risk assessments are prepared appropriately and safe practices meticulously observed in lessons and in the planning of school trips. There are good arrangements for first aid and routine medical care, which include up-to-date training for staff and an innovative system that can be used to call for help if a pupil or teacher is taken ill or has an accident in the classroom. Pupils are supervised well at lunchtimes and child protection procedures are properly in place.

29. Pupils' views are sought in a number of ways and their opinions and suggestions valued. Questionnaires and informal discussions with the headteacher are used to find out what pupils are thinking. The Eco Council has been established for some time and allows pupils to recommend and introduce ways in which the school can be a healthy and environmentally friendly place. The recently established School Council is proving a good forum for all pupils to play their part in the life of the school. Pupils appreciate the opportunities this gives them to make their voices heard and they are pleased to see the changes that have already taken place as a result of their deliberations, such as the provision of more playground toys, the purchase of new benches and the improvement of the 'Buddy' system used at lunchtimes. Their involvement in initiatives like these enables pupils to contribute positively to school developments, while at the same time teaching them social responsibility, organisational skills and moral values.

Partnership with parents, other schools and the community

Links with parents, with the local community and with other schools and colleges are all good.

Main strengths and weaknesses

- Parents hold the staff and the school in high regard.
- Strong links with the local community enhance pupils' learning and contribute to their personal development.
- Good links with other schools contribute to continuity of learning and ease the process of transition.

Commentary

30. A very high response to the pre-inspection questionnaire for parents indicates that they are very happy with everything that the school does for their children. Their very good attendance at consultation meetings, together with evidence of their support for pupils' learning at home through completing reading records and helping with homework projects, is also indicative of the great interest they have in their children's progress. Those who can give practical help in classrooms or accompanying school trips, while the strong and active Parent, Teacher and Friends' Association organises fund-raising and social events for the benefit of the school and its pupils. In its turn, the school seeks to nurture its successful partnership with parents by providing regular, good quality information for them through newsletters and reports and by consulting them on new developments.
31. The school makes good use of the local community as a resource to enhance pupils' classroom learning. A wide range of visits to places of interest brings lessons to life for the pupils, letting them see the practical applications of what they have been studying. For example, visits to an oil depot and to a power station have enabled pupils to see the importance of science in industry. Visitors into school are equally valuable in enriching pupils' learning experiences, such as the grandmothers who came to talk about their lives during the Second World War, the nurse and policeman, who have described their work to pupils and the vicar, who has conducted a mock wedding for the younger pupils and led the school in Christingle celebrations. Pupils make their own contributions to the local community by donating harvest produce to

very appreciative elderly people, raising funds for charity and taking part in joint concerts with the choir of Lichfield Cathedral.

32. There are strong links with the local pyramid of schools which are mutually beneficial. Students from the receiving high school give support in sports activities, as part of their Junior Sports Leader Award training. This helps the primary pupils to develop their skills. Extra classroom help is provided by work experience students from the high school and from a college of further education. Curricular liaison with other schools allows teachers to share good practice and contributes to continuity of learning for the Year 6 pupils, who start bridging courses in English, mathematics and science, which are then completed when they are in their first year at secondary school. There is also close liaison between teachers in relation to curricular and pastoral provision for pupils with special educational needs. A programme of visits helps prepare primary pupils for their transition to the secondary phase. The move is made easier because they have already met some of the teachers and students and may have worked with them on sporting activities or computer skills. The school's partnership with parents, other schools and the community has a positive impact on the quality of education.

LEADERSHIP AND MANAGEMENT

The overall leadership and management of the school are satisfactory. The headteacher is providing satisfactory leadership and management with a number of strong features. Well respected, her enthusiasm and commitment to the school and pupils have a very positive impact on the life of the school. She is very well supported by the deputy headteacher. Governance is satisfactory. It meets statutory requirements, although the governing body's monitoring role is underdeveloped.

Main strengths and weaknesses

- The headteacher values each pupil's development very highly and is committed to ensuring they benefit fully from all school activities.
- Governors have a clear view of the school's strengths, but they are less clear about the most important areas for development.
- School improvement planning and school self-evaluation have only recently focused on raising standards.

Commentary

33. The leadership of the school is satisfactory. The headteacher's interest in each pupil's development sets a very good example for others to follow. She is invariably on hand to offer support and guidance to governors and readily available to parents, who hold her and the school in very high regard. She successfully inspires and motivates others and, as a result, leads a very hard working staff who seek to provide quality opportunities in the classroom and outside normal school hours.
34. In the past, the school's self-evaluation has been insufficiently focused on reviewing pupils' performance and setting targets for improvement. The headteacher, well supported by the deputy headteacher, leads a senior management team who now recognises and is acting upon the need to focus more sharply on raising standards.

In mathematics, standards have largely stood still over the last few years; there has been insufficient challenge for higher attaining pupils, particularly in writing in Years 3 to 6 and mathematics throughout the school. Consequently, in new and revised action plans, there is a greater emphasis on strategies that will boost pupil achievement further and address the weaknesses that have been identified through checking on pupils' performance in optional and national tests. The school has put in place good arrangements to support the professional development of staff and this is evident in the way subject co-ordinators are becoming increasingly aware of their roles and effective in them.

35. The governing body fulfils its role satisfactorily. Governors are proud of their school and keen to see it do well. A number of new governors have joined the body in the recent past and all are committed to the school. They are especially pleased with the school's upgraded facilities for information and communication technology. The enthusiastic chair of governors shares with fellow governors a view of an improving school. Most governors have a clear view of the school's strengths, but they are less certain about the most important things they need to do to improve it further. They receive reports about the school's performance in national tests, but are insufficiently involved in holding the school to account; for example, in questioning why standards in mathematics have been static at the end of Year 6 for several years.
36. As part of their developing monitoring role, governors visit the school and complete a record of visit sheet where they make observations about what they have seen and note questions they would like to ask. Governors do all that is necessary to fulfil their statutory duties and are satisfactorily involved in shaping the vision and direction of the school, although the governing body could benefit from further developing its monitoring role.
37. The school's financial management is secure. There are satisfactory procedures to ensure funds are used wisely, and are allocated to the most important educational priorities. Overall, there has been satisfactory improvement since the previous inspection.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	702,880
Total expenditure	674,740
Expenditure per pupil	2,368

Balances (£)	
Balance from previous year	21,200
Balance carried forward to the next year	49,340

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

A significant number of staffing changes over recent years, including a number just prior to the inspection, have had an adverse effect on stability in the Reception classes. Leadership and management of the Foundation Stage are satisfactory. At the time of the inspection, a supply teacher in one of the two classes who had only been working in the school for two weeks was fitting in well and working effectively. The overall provision is satisfactory with some good features. The main issue from the previous inspection was to improve resources in the Reception classes, especially in the physical area of learning and outdoor play. Since then resources have improved significantly and the provision now benefits from a good outdoor play area.

The work is well planned involving a lot of imaginative activities. There are good systems for assessing and monitoring children's progress through the competencies needed to reach the national goals in each of the six areas of learning. The quality of teaching is satisfactory overall with some good teaching. Classroom assistants support the teachers well. Most children respond well and become well engaged in their learning although there are some, mainly boys, who can sometimes find it difficult to settle, becoming noisy and sometimes argumentative. This has an adverse effect on their achievement.

Children now start in Reception in September. Attainment on entry varies from year to year, but overall it is broadly in line with what could be expected. Children's achievement is satisfactory and sometimes good.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children are confident to try new activities.
- Most are learning to be independent, selecting activities and resources for themselves.
- A minority have difficulty in maintaining attention and concentration.

Commentary

38. Teaching is satisfactory and sometimes good and children's achievement is satisfactory overall. Most, although not all, of the children are likely to meet the goals for this area with around a fifth likely to exceed them. A minority of children lack self-esteem and self-confidence and this has a negative impact on their progress. An understanding of what is right and what is wrong and why, is well promoted by the staff. Most children form good relationships with the adults and their classmates and are kind to one another. They are learning to be independent, to take turns and share and to co-operate well with one another.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Children make most progress in this area of learning because of its high profile.
- Focused teaching helps to ensure that children are good at learning letter sounds to help them to read and write.
- Most children speak clearly with confidence and control.
- Good opportunities are given for children to learn early writing skills to which they respond well.

Commentary

39. The quality of teaching is satisfactory and sometimes good. The vast majority (around nine tenths) are likely to reach the goals for this area, although some may not reach the higher level competencies in reading and writing. Around a fifth of the children, the higher attainers, are likely to exceed the goals. Children's achievement is satisfactory and sometimes good. Children achieve well in the well taught activities provided for them to learn and practise letter sounds and to write for a variety of purposes. Children enjoy listening to favourite stories such as 'Goldilocks and the House of the Three Bears' and 'The Very Hungry Caterpillar'. Most enjoy exploring language through role-play in 'the three bears' house' and 'the estate agents'.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Children do well in naming numbers and putting them in order because of the careful structure of the teaching.
- Staff capitalise well on mathematical opportunities in most of the activities undertaken.
- Good use is made of the computer to enable children to practise counting to ten.

Commentary

40. The quality of teaching is satisfactory overall and sometimes good. Achievement is satisfactory and when teaching is good achievement is good. As in communication, language and literacy, the vast majority are likely to meet the expected goals and a small number are likely to exceed them. Children benefit from a good range of activities to practise their number skills; for example, through good use of the computer, they are enabled to count reliably up to ten and then 20 and beyond. They can match 'towers' they have built to numbers and order the towers in size. They become familiar with language such as 'more' and 'less' and 'heavier and lighter'. As the year progresses they learn to record their calculations. Learning is reinforced through the good use of counting songs such as '1, 2, 3, 4, 5 once I caught a fish alive' and 'Ten in a Bed'.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- The children are given a good variety of experiences through visits locally and further afield.
- Good use is made of the school environment, the local area and visits to places further afield.
- Children investigate and explore the natural world.

Commentary

41. The quality of teaching is satisfactory and sometimes good. Achievement is satisfactory overall. Virtually every child is likely to reach the appropriate goals with a small number likely to exceed them. Children learn effectively about the past by considering their own histories through looking at old and new photographs of themselves and through dressing up and spending a Victorian day at Shugborough Hall. They learn of their own locality through touring the local shops, making doughnuts in a large supermarket; they learn about the wider world through regular trips further afield to places such as 'Conkers' outdoor nature reserve and Twycross Zoo. Children's curiosity about the natural world is well promoted such as through studying frogspawn, enjoying a 'snail hunt' and by hatching pupae into butterflies. Children become skilled at controlling the mouse to access information at the computer.

PHYSICAL DEVELOPMENT

42. During the inspection very little teaching was seen in this aspect. As a consequence it was not possible to make a judgement about provision in this area of learning. The school's record keeping and assessment procedures indicate that virtually all children are likely to achieve the appropriate goals and that a small number are likely to exceed them. A good number of children show good fine motor skills such as when they are using scissors, pencils, crayons and paintbrushes.

CREATIVE DEVELOPMENT

Provision in creative development is **satisfactory**.

Main strengths and weaknesses

- Children thoroughly enjoy working in this area of learning, such as when they are cutting and sticking.
- Children's imagination is developed well through role play activities.
- Children enjoy drawing, painting and making and their achievement is satisfactory.
- Virtually all the children are likely to achieve the goals and a small number are likely to exceed them.

Commentary

43. The quality of teaching and learning is satisfactory overall and sometimes good. Children paint and experiment with a good range of resources. They use the computer mouse skilfully to create pictures of teddies and houses. They produce colourful pictures of favourite fireworks. Over time, their creative skills are being developed. Children sing simple songs from memory and match movements to music.

They sing a good range of number rhymes, nursery rhymes and action songs. Children develop good imagination through role-play and 'small world' play.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Even though the quality of teaching observed during the inspection was good overall and pupils achieved well overall, standards in written work are not high enough in Years 3 to 6.
- Very good teaching in Years 2 and 6 has a positive impact on pupils' achievement.
- Pupils' work is marked well and this helps them understand what they need to do to improve.
- Assessment, tracking of pupils' progress and target setting are in need of further development.

Commentary

44. THE STANDARDS IN ENGLISH ARE SIMILAR TO THOSE AT THE TIME OF THE PREVIOUS INSPECTION. VERY EFFECTIVE TEACHING IN YEAR 2 HAS CONTRIBUTED TO A SIGNIFICANT IMPROVEMENT IN READING AND WRITING SINCE THE 2003 NATIONAL TESTS, WHEN THE STANDARDS OF A LOW ATTAINING YEAR GROUP WERE WELL BELOW AVERAGE. THE SCHOOL TOOK PART IN THE 2004 TEACHER ASSESSMENT TRIAL FOR PUPILS AT THE END OF YEAR 2. STANDARDS IN 2004 ROSE SIGNIFICANTLY AND WERE ABOVE AVERAGE IN READING AND WELL ABOVE AVERAGE IN WRITING. THESE HIGH STANDARDS HAVE BEEN MAINTAINED AS READING, WRITING AND SPEAKING AND LISTENING ARE LIKELY TO BE ABOVE AVERAGE, OVERALL, BY THE END OF YEAR 2.
45. STANDARDS AT THE END OF YEAR 6 ARE LIKELY TO BE IN LINE WITH THE NATIONAL AVERAGE. IN THE 2003 NATIONAL TESTS, STANDARDS IN ENGLISH WERE IN LINE WITH THE NATIONAL AVERAGE AND ABOVE THOSE FOR SIMILAR SCHOOLS. IN THE 2004 NATIONAL TESTS, THE RESULTS WERE LOW NOTWITHSTANDING THE SIGNIFICANT NUMBER OF PUPILS IN THE YEAR GROUP WITH SPECIAL EDUCATIONAL NEEDS. THE SCHOOL ACTED SWIFTLY TO SEEK EXPLANATIONS FOR THIS DISAPPOINTING OVERALL PERFORMANCE AND RESUBMITTED SOME TEST PAPERS. THERE WERE MARKING DISCREPANCIES AND AS A RESULT, HIGHER MARKS WERE AWARDED IN EACH CASE. NEVERTHELESS, SOME PUPILS UNDERPERFORMED IN THE WRITING TASKS. CONSEQUENTLY, THE SCHOOL HAS REVIEWED ITS PROVISION TO ENSURE IT GIVES GREATER EMPHASIS TO DEVELOPING WRITING SKILLS IN THOSE WEAKER AREAS. THOSE STRATEGIES ARE BEGINNING TO HAVE AN IMPACT IN YEAR 6 BECAUSE THE OVERALL QUALITY OF WRITING IS IMPROVING. READING STANDARDS CONTINUE TO BE ABOVE AVERAGE THROUGHOUT THE SCHOOL.
46. THE SCHOOL IS KEEN TO IMPROVE PROVISION IN ENGLISH. IT IS PARTICIPATING IN THE NATIONAL PRIMARY STRATEGY WHICH ENTITLES IT TO DRAW UPON SUPPORT, TRAINING AND GUIDANCE FROM LOCAL EDUCATION AUTHORITY CONSULTANTS. AS A RESULT, IT HAS RECOGNISED THE NEED TO INCREASE THE CHALLENGE FOR HIGHER ATTAINING PUPILS SO THAT THEY ATTAIN THE HIGHER LEVELS IN WRITING. IT IS TOO EARLY TO ASSESS THE FULL IMPACT OF THIS WORK, ALTHOUGH INDICATIONS ARE THAT STANDARDS ARE BEGINNING TO IMPROVE BECAUSE TEACHERS ARE GIVING GREATER EMPHASIS TO 'MODELLING' GOOD WRITING AND TO ENSURING PUPILS HAVE FREQUENT OPPORTUNITIES TO WRITE IN DIFFERENT STYLES AND FOR A VARIETY OF PURPOSES. FOR EXAMPLE, IN A GOOD LESSON IN YEAR 6, PUPILS AND TEACHER WORKED TOGETHER TO CREATE AN OPENING TO A MYSTERY STORY. THE TEACHER USED THE INTERACTIVE WHITEBOARD TO DISPLAY HER 'MODELLED' WRITING, WHICH INCLUDED THE USE OF INTERESTING AND IMAGINATIVE FEATURES TO ENGAGE HER PUPILS' INTEREST. THROUGH DISCUSSION PUPILS IDENTIFIED THE FEATURES THAT MADE THE 'MODELLED' WRITING SO SUCCESSFUL AND APPLIED THESE EFFECTIVELY WHEN WRITING THEIR OWN ACCOUNTS.
47. The school has introduced a number of strategies intended to boost pupils' attainment. An analysis of work in pupils' books confirms good quality marking is helping them to improve the quality of work when teachers identify what they have done well and the key things they need to do to improve. Some strategies, such as the long-term targets being pasted in the front of pupils' books, are not applied consistently, because some classes have used these regularly, whereas in others there are no

marks on these pages at all. Similarly, teachers identify weekly literacy targets and display these in classrooms so that pupils know what they will be learning. In most classes teachers discuss these with pupils at the start of lessons, but not all. There is, however, good use of self-assessment at the end of lessons in most classes when pupils reflect on what they have achieved and teachers help them to link this to National Curriculum levels. This was used effectively in a lesson with pupils in Years 4 and 5 when the teacher boosted pupils' confidence by confirming the National Curriculum levels they had been working at and explained what they would need to do to reach the next level. This is an area for development so that, for example, as pupils move through the school they are given very clear insights into what they need to include in their written work to reach the next level.

48. The overall quality of teaching is good throughout the school and this is enabling all pupils, including those with special educational needs, to achieve well. There are no significant differences in the attainment of girls and boys or pupils of different ethnicity. In Years 2 and 6 the quality of teaching is very good and this is contributing to pupils' good achievement in those year groups. In these very effective lessons pupils make rapid progress because expectations are high, tasks are very well thought out and challenging and teachers 'model' writing very well. For example, in a very good lesson with pupils in Years 1 and 2, the teacher challenged pupils to use interesting adjectives when writing a 'setting' for 'The Snow Lambs'. She used short, focused partner discussions to develop pupils' speaking and listening skills and to maintain a good pace of learning. Personal whiteboards were used so that pupils could record answers quickly. This enabled the teacher and classroom assistant to informally assess pupils' responses as they went along and use this information to 'pitch' the lesson appropriately, with a suitable amount of challenge for higher attaining pupils.
49. The co-ordinator has worked closely with the headteacher and other senior staff to ensure provision continues to improve. As a result she has developed a clear view of the subject's strengths and weaknesses and knows where further improvement is needed. For example, she is aware that the use of information and communication technology to support learning is an area for development. Classroom computers were not used during literacy lessons. However, some teachers make good use of the recently installed interactive whiteboards to support their work, particularly the teaching of writing. The co-ordinator is also aware of the further improvements needed in assessment and plans to issue guidance to staff on assessing speaking and listening and to add to the strategies

in place for tracking pupils' progress. The co-ordinator is committed to the role and her good leadership and management are having a positive impact.

50. The drama club makes a good contribution to the development of pupils' speaking and listening skills and to their personal and social development. The home/school reading record is a good link with parents that supports pupils' reading development. There are sufficient resources to promote pupils' learning, except in the library where resources are limited and a good number of books are out of date. There has been satisfactory improvement since the previous inspection.

LANGUAGE AND LITERACY ACROSS THE CURRICULUM

51. Language and literacy skills are developed satisfactorily in other areas of the curriculum. The co-ordinator is aware that staff need to plan wider opportunities for pupils to use and develop curriculum skills in other subjects and is issuing further guidance. Teachers in Year 6 have developed pupils' literacy skills well in work on the Second World War when 'evacuees' have written a letter to their parents and 'ARP Wardens' have kept a diary. In an information and communication technology lesson with pupils in Years 1 and 2, a teacher developed pupils' literacy skills effectively when they wrote statements about 'The Ugly Duckling' or 'Little Red Riding Hood'.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Too little has been done in the past to target raising standards, which need to be higher across the school.
- Pupils achieve best in Year 2 and Year 6.
- Target setting is insufficiently rigorous.
- Good quality marking helps pupils to understand how to improve their work.

Commentary

52. Standards in mathematics across the school are similar to those at the time of the previous inspection. Standards at the end of Year 2 are in line with the national average. This is reflected in the 2004 results which were in line with the average for all and similar schools. National performance data show that over the last four years pupils' performance at the end of Year 2 has been below the national median in mathematics. Standards at the end of Year 6 are in line with the national average. This is reflected in the 2004 results which were in line with the national average and above that for similar schools. Even though standards have been in line with the national averages year on year since 2000, too little has been done to address this trend. The school is now clearly aware that standards in mathematics need to be higher across the school. The pattern over recent years is that at the end of Year 2 a

good number of pupils reach Level 2, the expected level for most seven year olds, but too few reach the higher Level 3. Similarly, at the end of Year 6 a good number of pupils reach Level 4, the expected level for most 11 year olds, but too few reach the higher Level 5. The school has recognised this issue and is beginning to put in place strategies for improvement, but more remains to be done.

53. In spite of the issue over standards, in the lessons seen and the work reviewed, most pupils were achieving well, most significantly in Years 2 and 6. Inspection findings are that there are no significant differences between the achievement of boys and girls and between pupils of different heritage backgrounds. Pupils with special educational needs make good progress and achieve well because of the good provision for them. Teachers are becoming more effective in providing challenging work for the higher attaining pupils to better enable them to achieve the higher levels in mathematics.
54. The quality of teaching and learning observed during the inspection was good overall, although it varied from satisfactory to very good. Classroom assistants provide good support for pupils with special educational needs. Across the school, pupils have good opportunities to learn about the properties of numbers. Good emphasis is put on investigations and problem solving and this heightens pupils' understanding of the need to learn mathematics to help them in everyday life. In a very good Year 6 lesson on decimals, the teacher's high expectations were matched by the pupils who worked industriously, so well engaged in the tasks that it would have been possible to hear the proverbial pin drop. This is part of a classroom ethos which promotes self-esteem and achievement. In the small number of less effective lessons observed, the pupils were less well managed, as a consequence of which they were less productive, achieving less in the time.
55. Lessons are well planned. Aims for what will be learned are clearly outlined at the beginning of the lesson so that pupils are clear what they are going to do and what is expected from them. Teachers' marking is well used to help pupils understand how they can improve. Some good assessment practices have been established. Half-termly assessments enable the staff to track progress and set targets. Pupils are becoming aware of their own targets which are now shared with parents at consultation evenings. Some of the targets are clear and well focused, others less so. In order to drive up standards, pupils, especially older ones, need to be party to and have an understanding of exactly what they need to do to improve their work.
56. Leadership and management of mathematics are satisfactory overall. Too little has been done in recent years to target raising standards above average. The conscientious co-ordinator is leading initiatives to improve standards and consequently expectations and standards are beginning to rise. The increasingly careful analysis of pupils' work and of their assessment and test results is being used to identify areas where the pupils are not achieving as well as they could; for example, the Year 2 teachers addressed the need to improve pupils' understanding of data handling. The school is becoming increasingly focused on the further raising of achievement and standards and recent improvements in the quality of teaching are having a positive impact. There is now a shared commitment amongst staff to raise standards in mathematics across the school.

Mathematics across the curriculum

57. Pupils often make effective use of mathematics as part of their work in other subjects and this helps them to begin to develop an appreciation of the practical uses for their skills. For example, they use graphs and tables to record data in geography and science; they use measuring skills in design and technology. They use computer programs to practise and reinforce number skills. They use a time line in history. There is need for more routine use of information and communication technology in mathematics lessons.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Standards in science are good across the school.
- The good quality of teaching enables all pupils to achieve well.
- Pupils have very positive attitudes which make a significant contribution to their achievement.
- Improving links with other subjects and opportunities for visits to places of interest help promote pupils' learning.
- Procedures for monitoring pupils' attainment, progress and target setting need further development.

Commentary

58. Standards in science are higher now than at the time of the previous inspection. Standards at the end of Year 2 and Year 6 are above the national average. This reflects the national test results of 2004 where there was a significant rise in the number of pupils reaching the higher levels. The indications are that standards will continue to be above average in 2005. There are no significant differences between the achievement of boys and girls or pupils of different ethnicity.
59. All pupils achieve well. They are enthusiastic and work productively in lessons, especially when collaborating within groups. In discussions, pupils are able to give clear explanations about the things they are learning and offer scientific explanations for findings in their work. They are able to discuss details of experiments and investigations that they have completed and explain very clearly about setting up a fair test. Pupils with special educational needs achieve well and are well supported by classroom assistants.
60. The quality of teaching and learning is good overall with very good teaching in Years 3 and 6. Teachers have good subject knowledge and plan lessons well to take account of the different levels of ability within the class. A particularly strong feature is the well selected and challenging range of activities provided, which results in pupils being interested and engaged in their learning. For example, in a Year 6 lesson, pupils had to devise their own experiments and investigations using cold, warm and hot water. The questions were sharp and well focused, allowing pupils of differing abilities to achieve well. The pace of the lesson was very good and pupils' attention and interest was retained because they were given new challenges. Pupils used their knowledge from previous lessons to make predictions and conclusions, together with an explanation of the reasoning behind their ideas.

61. The investigative strand of science is taught well across the school and pupils record their scientific conclusions to investigations. Opportunities are made for pupils to devise their own experiments and investigations and explain why they have made predictions and drawn conclusions, together with an explanation of the reasoning behind their ideas.
62. The statutory curriculum is enriched very well by visits such as those to the 'Birmingham Science Museum' and a Year 6 residential visit. Pupils are very enthusiastic about the visits and could state what they had learned. The science curriculum is developing links with other subjects and this is already having a positive impact on pupils' understanding of science in everyday life.
63. Observations made in class, judgements of standards reached in pupils' work and periodic assessments all contribute to teachers' knowledge of what pupils can and cannot do across the science curriculum. This gives teachers sufficient information to plan the next steps in learning for their class. However, the information does not give a detailed enough picture of pupils' progress, what they really do well and what they need to focus on to improve.
64. The science co-ordinators are leading and managing the subject well. Observations of teaching and monitoring of standards have enabled the co-ordinators to develop a clear idea of where improvements are needed in the future. They have worked hard to raise staff awareness of the need to promote investigative science and this has helped improve the profile of science across the school.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **satisfactory**.

Main strengths and weaknesses

- Good teaching and learning enable pupils of all ages to achieve well.
- The recently upgraded computer network and interactive whiteboards offer a good basis for further development in the subject.
- There is insufficient use of information and communication technology to support teaching and learning across all the areas of the curriculum.
- Procedures to assess pupils' progress are at an early stage of development and play little part in helping teachers plan the next steps in learning.

Commentary

65. Standards are similar to those at the time of the previous inspection, although national expectations in information and communication technology are higher than they were then. The standard of pupils' work is in line with current national expectations by the end of Years 2 and 6. As a result of good teaching and learning, pupils' confidence is growing and this enables them to achieve well. Pupils who have special educational needs achieve well in relation to their prior attainment,

because they receive good support from classroom assistants who focus on their individual needs. For example, in a lesson for pupils in Years 1 and 2, two pupils received good support from a classroom assistant who guided them through the process of logging on and accessing the software. She continued to support their learning by asking questions that ensured they thought about what they needed to do and this enabled them to make good progress with the task. There are no significant differences in the attainment of girls and boys, or pupils of different ethnicity.

66. The school has put a lot of effort into improving the provision and has recently upgraded the original network of computers. As a result, lessons take place in a suite where there are sufficient good quality computers for whole class use, running software that enables teachers to meet the requirements of the National Curriculum well. As a result of improvements in provision, all classes have enough time and opportunities to learn information and communication technology skills and this is contributing to pupils' good achievement.
67. The quality of teaching is good overall and this is having a positive impact on pupils' learning. For example, in a good lesson with pupils in Years 1 and 2, the teacher successfully linked her focus on teaching skills to stories of 'The Ugly Duckling' and 'Little Red Riding Hood', covered earlier in literacy lessons. This gave relevance to pupils' learning as they practised and developed skills in word processing, such as using the 'caps lock', 'return' key and 'delete' key when producing four statements about each story. The teacher's good subject knowledge made an effective contribution to the success of this lesson, using the projector and a large screen to demonstrate the key skills pupils would need. Pupils made good progress because they were interested in this work and benefited from effective adult support, including the contribution of the school's knowledgeable technician.
68. The school follows national guidance when planning lessons and is currently updating its plans to ensure there is greater use and development of information and communication technology skills across the curriculum. Through checking curriculum provision, the school has identified the need to develop this area. Computers were not used to support learning in classrooms during the week of inspection. However, in lessons in the computer suite, teachers made good use of the computers and of pupils' information and communication technology skills as they made links to other subjects. For example, in a good lesson with pupils in Years 4 and 5 the teacher made links to geography when she informed pupils there were plans to develop the area around Blithfield Reservoir, which could involve building a housing estate. Pupils practised and developed Power Point skills as they produced alternative plans and put together convincing arguments for keeping the area as it is. The school needs to usefully build on the good practice seen in the suite as it makes greater use of classroom computers to support learning in other subjects.
69. The co-ordinator is developing a view about the strengths and weaknesses in provision through the sampling of teachers' plans and the observation of two lessons. As a result she is aware that assessment procedures need to be developed further so that these go beyond recording the progress of the class, to the progress of

individuals. This will build up a picture of pupils' strengths and weaknesses and enable teachers to plan the next steps in learning more effectively. The co-ordinator is leading and managing the subject satisfactorily and has managed the school's recent improvements in provision well. There has been satisfactory improvement since the previous inspection. The policy for safe access to the Internet is followed. The 'ICT Club' provides a useful opportunity for pupils in Years 4, 5 and 6 to develop their skills further.

INFORMATION AND COMMUNICATION TECHNOLOGY ACROSS THE CURRICULUM

70. Although some teachers plan good opportunities for cross-curricular links in information and communication technology lessons, overall information and communication technology skills are used insufficiently well across the curriculum. The Year 6 teachers have explored good links between information and communication technology and history when pupils have put together Power Point presentations on World War II.

HUMANITIES AND CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

The work in geography and history and in art and design, design and technology, music and physical education meets statutory requirements. These subjects were not specific areas of focus for the inspection and only a limited range of evidence was sampled. As a consequence there is insufficient evidence to make overall judgements on the quality of the provision.

Geography

71. During the inspection no lessons were seen in geography. It is not possible therefore to form secure judgements about teaching and learning. Scrutiny of teachers' plans, analysis of pupils' work and discussions with the co-ordinator indicate that pupils receive an appropriate curriculum.
72. Good use is made of the local environment, including the school grounds and of visits in the wider community to enhance the curriculum. The pupils in Years 1 and 2 are developing an awareness of localities beyond their own. There is clear evidence that pupils in Years 4 and 5 have good knowledge and understanding of the different environments in various parts of the world.
73. The subject co-ordinator has a clear vision for the development of geography. She has produced a strategic action plan that includes immediate priorities and long-term goals. Planning is continually reviewed to include further development of cross-curricular links between geography and other subjects. Assessment procedures are being developed to track pupils' progress over time. The work is adequately resourced.

History

74. No lessons were seen during the inspection and, as a consequence, there is insufficient evidence to make secure judgements about the quality of teaching and learning or about standards. The series of topics, which follow national guidance,

have been adapted to serve the school's needs and are taught in two out of every three terms each year. A review of the work in Year 4 included a good variety of interesting tasks on the Romans. Good work in Year 6 on 'Britain since the 1930s' indicated good links with literacy in imaginative writing, including the diary of an 'ARP warden' and letters home from 'evacuees' missing their families.

75. The pupils' enthusiasm for the subject is well promoted by a range of historical visits, although the pupils could benefit from more opportunities to learn about the history of their own community. Valuable visits further afield make use of Tamworth Castle, the Museum of Cannock Chase, Leicester New Walk Museum, Ashmolean Museum and London, including a visit to the Globe theatre.
76. A system of simple assessments has been introduced. A recent review of the history books and interviews with pupils reflected positive attitudes towards the subject. History is adequately resourced. Future plans include making more links with geography, making more use of the local area and making better use of information and communication technology to support the teaching and learning.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Collective acts of worship make a positive contribution to religious education.
- Subject leadership provides good support for all teachers.
- Assessment and recording of pupils' achievements needs further development.

Commentary

77. Although an appropriate amount of time is given to religious education, during the inspection it was not possible to observe any lessons. Consequently it is not possible to make judgements on teaching and learning. However, a close review undertaken of the pupils' work indicates that standards are broadly in line with the requirements of the locally agreed syllabus as they were at the time of the previous inspection.
78. Throughout the school pupils attain at the levels expected for their age and achieve satisfactorily. From the work seen and from talking with pupils, it is clear that they are gaining a sound understanding of a range of religious beliefs. Their learning also contributes well to their spiritual development with positive encouragement to reflect on personal values. Good opportunities are given for pupils to be reflective.
79. In Years 1 and 2 pupils learn about the life and stories of Jesus. They consider the lives of the disciples and learn about the main participants in the story of the first Christmas. In Years 3 to 6, pupils learn about the symbols of different faiths. They learn about some of the main features of Islam and Hinduism and their different styles of worship. Visits to the local churches at particular times help to develop the pupils' understanding of Christian festivals.
80. The co-ordinator has had a positive influence on revising the schemes of work, improving resources and raising the profile of the subject. She has a clear vision of further subject development and is working closely with colleagues to ensure the areas identified for improvement are used to further raise standards. Although simple assessments are undertaken, there are firm plans to better develop procedures for monitoring pupils' progress.

Art and design

81. No art and design lessons were observed during the inspection. A scrutiny of pupils' work, including that on display, together with teachers' planning, indicates that the pupils receive an appropriate curriculum. The care with which pupils' work is displayed shows pupils that their work is valued and helps to create a stimulating environment in keeping with the ethos of the school.
82. The school has addressed the issue from the previous inspection and schemes of work ensure progression and continuity and focus on the systematic development of skills. The curriculum is rich and varied allowing pupils to experience and experiment with a wide variety of media. These include textiles, collage, pastels, charcoal and paint. They study the work of a number of artists from a variety of cultures and are given very good opportunities to interpret different styles and skills; for example, Year 3 pupils used 'dabbing techniques' to paint their pictures in the style of Monet and Year 6 pupils made sculptures in the style of Henry Moore with very attractive wire sculptures representing bodies on the move. Work in art and design supports other areas of the curriculum. Examples include pastel pictures, with links to science, in response to photographs from a visit to the 'Earth and Air' museum and pictures of the 'gunpowder plot' with links to history. The leadership and management of the subject are good and the co-ordinator's knowledge and enthusiasm has raised the profile of a subject that is enjoyed by all pupils throughout the school.

Design and technology

83. As only one lesson was seen there was insufficient evidence to make judgements about standards, teaching and learning and provision overall.
84. In Year 2, pupils made good links to literacy when they created a fruit salad and wrote down instructions to tell others how to do this. Photographic evidence suggests they presented their fruit salads attractively, taking the consumer into account. The evaluation proved to be the most enjoyable part of the experience.
85. In the lesson observed in Year 3, pupils made good progress because the activity was well planned, building on skills pupils had developed previously. They applied these skills well as they designed a monster they would make for a toy factory, using pneumatics for some of the moving parts.
86. Pupils in Year 6 have completed good quality work on bridges, considering the most appropriate ways of making a strong structure when using materials such as straws and folding card. Pupils' finished work matched their original designs well and, as many proved to be capable of holding a heavy weight, pupils felt they had succeeded in meeting the design brief. In their evaluations pupils considered what had worked well and what they would improve next time.
87. Work on display confirms activities have been completed in line with the school's long-term plan. Discussions with the co-ordinator confirm the school has tackled the issues raised at the previous inspection and staff confidence in teaching design and technology has grown. The introduction of 'skills ladders' enables the staff to record

pupils' progress at the end of each unit of work and is contributing to teachers' understanding of pupils' strengths and weaknesses. The co-ordinator feels design and technology is an improving subject, but recognises that staff would benefit from further training in using 'control'.

Music

88. Only one lesson was seen and so no judgements can be made on standards or the quality of teaching and learning. Discussions with the acting co-ordinator confirm that an appropriate curriculum is taught, but that assessment procedures are at an early stage of development. Staff training has focused on ensuring continuity in planning and developing links to other curriculum subjects.
89. In the one lesson seen in Years 1 and 2, pupils were taught well and made good progress. All pupils were fully involved throughout the lesson. They had opportunities to compose, appraise and perform as they responded to the directions of a conductor, who indicated when they should stop and start and how loudly they should play. After the first few minutes of following the teacher's direction, conductors were chosen from class members. They carried out their roles very well.
90. There are good opportunities for pupils to develop musical skills in recorder lessons from Year 3 onwards and through extra-curricular activities. A number of teachers visit the school to teach pupils who are learning to play brass, woodwind or string instruments. This tuition is of good quality and, as a result, pupils reach a high standard. For example, the string section performed several pieces during the first assembly of the week. They made a very rich sound, especially when they played, 'Tap Dancer', which was skilfully accompanied by their teacher on the piano. The rest of the school joined in enthusiastically clapping the rhythm in special places, which they managed very well. In assembly pupils sing enthusiastically, especially when they joined in with, 'This Little Light of Mine'. Trips out of school have taken the children to Lichfield Cathedral where they performed with other choirs and they have participated in local recorder festivals.

Physical education

91. No lessons were seen during the inspection and so no judgements can be made on standards or the quality of teaching and learning. Recent support from the local education authority involved introducing a new policy and a very recently introduced new scheme of work which provides ideas and guidance and helps to ensure that pupils receive an appropriate curriculum. The work benefits from a good-sized hall with recently improved and updated large apparatus, good play space and an extensive playing field.
92. Good opportunities are provided for swimming at the local leisure centre with pupils in Years 3 and 6 having weekly lessons in the autumn term and pupils in Years 4 and 5 having weekly lessons in the spring term. There are good links with other local schools, including the secondary school through which there is coaching in football and cricket. There are a good number of extra-curricular sporting activities at various times of the year, including football, netball, hockey, dance, cricket and athletics. The school takes part in matches and tournaments with other schools in most of these

sports. Boys and girls are enthusiastic about all these activities. A strong feature of the work is the annual Year 6 residential stay at 'Chase Water' when pupils are given very good opportunities to follow outdoor pursuits including climbing, cycling, archery and orienteering.

93. The new co-ordinator, who has a very significant impact on the extra-curricular provision, is very enthusiastic and is beginning to raise the profile of physical education. At the present time assessment is underdeveloped. There are firm plans to further develop assessment and to monitor teaching and learning.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

The quality of provision in personal, social and health education and citizenship is **good**.

Main strengths and weaknesses

- Personal, social and health education and citizenship are well promoted in all aspects of school life.
- Year 6 pupils set a very good example to younger pupils.

Commentary

94. Personal, social and health education and citizenship is given a high profile by being timetabled weekly. A strong emphasis on encouraging responsibility and independence is helping to promote the pupils' very positive attitudes and other personal qualities.
95. The programme is well organised and covers three main themes of 'a healthy lifestyle', 'citizenship' and 'confidence and responsibility'. As part of the series of topics, pupils are helped to consider issues such as bullying and racism. They are given good insights into railway safety, water safety and road safety. In a good Year 6 lesson which reviewed situations where people were not treated fairly, pupils made sensible contributions with classmates listening carefully and respectfully, indicating a mature empathy and understanding. Pupils are happy to take responsibilities as they move through the school, from classroom responsibilities, such as delivering milk, to school responsibilities, such as register and hymn book monitors. Older pupils are happy to be part of the 'buddy system' in the playground for younger pupils.
96. The school's programme makes a positive contribution to its caring, community ethos where every child is valued. Co-operative relationships are encouraged throughout the school. The school's Eco Council which deals with environmental issues and also the relatively new School Council give pupils insights into the democratic process, helping them to make their views known. The council members take their responsibilities very seriously; for example, they have helped to initiate a fairer system for sandwich eaters at lunchtime. Pupils of all ages show a good awareness of how to behave in a community and they usually work well together in a supportive and caring way. The attitudes and behaviour of the Year 6 pupils are providing a very good example for younger pupils. The provision for personal, social and health education and citizenship underpins the school's ethos and is a core feature of the life of the school.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	4
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4

Overall standards achieved	4
Pupils' achievement	3

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

The quality of education provided by the school	3
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	2
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3

The leadership and management of the school	4
The governance of the school	4
The leadership of the headteacher	4
The leadership of other key staff	4
The effectiveness of management	4

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