

# INSPECTION REPORT

## **COTTERIDGE JUNIOR AND INFANT SCHOOL**

Birmingham

LEA area: Birmingham

Unique reference number: 103190

Headteacher: Mrs J Sanders

Lead inspector: John Ayerst

Dates of inspection: 17<sup>th</sup> – 20<sup>th</sup> January 2005

Inspection number: 266676

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

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## INFORMATION ABOUT THE SCHOOL

|                              |   |
|------------------------------|---|
| Type of school:              | Primary                                     |
| School category:             | Community                                   |
| Age range of pupils:         | 3 – 11 years                                |
| Gender of pupils:            | Mixed                                       |
| Number on roll:              | 390   |
| School address:              | Breedon Road<br>Birmingham<br>West Midlands |
| Postcode:                    | B30 2HT                                     |
| Telephone number:            | 0121 4642865                                |
| Fax number:                  | 0121 4642295                                |
| Appropriate authority:       | Governing Body                              |
| Name of chair of governors:  | Reverend Canon M Blood                      |
| Date of previous inspection: | 22/2/1999                                   |

## CHARACTERISTICS OF THE SCHOOL

The school is bigger than other primary schools, with 390 boys and girls aged three to eleven. More pupils than normal leave and enter the school other than at the usual times of leaving and transfer, because of the relatively high level of mobility in the area and local social services arrangements. Most of the pupils come from the surrounding residential area, which is an area of mixed, but average, social and economic advantage. The percentage of pupils eligible for free school meals (24.7 per cent) is broadly average. The proportion of families from minority ethnic backgrounds is above average with a number from Asian, Caribbean and African heritage. The number of pupils whose first language is not English is higher than in most schools (9.7 per cent), but at present very few are in the early stages of language acquisition. The percentage of pupils identified as having special educational needs (23.3 per cent) is above the national average as is the percentage of pupils with a statement of special educational needs (2.5 per cent). Most of the pupils with special educational needs are identified as needing help with moderate learning difficulties or with speech and communication. Some need help with social, emotional and behavioural difficulties. Some have hearing impairment and some physical difficulties. Others have autism. Pupils' attainment on entry to the nursery is below average. Pupils who enter the school other than at normal times of entry are frequently lower attainers.

## INFORMATION ABOUT THE INSPECTION TEAM

| Members of the inspection team |               |                | Subject responsibilities  |
|--------------------------------|---------------|----------------|---|
| 3832                           | John Ayerst   | Lead inspector | English, art and design, music, English as an additional language.  |
| 9770                           | John Baker    | Lay inspector  |   |
| 22729                          | Robert Arnold | Team inspector | Mathematics, information and communication technology, design and technology, geography, history, special educational needs |
| 10144                          | Mary Marriott | Team inspector | Science, Foundation Stage, citizenship, physical education, religious education.  |

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## **REPORT CONTENTS**

|   | Page      |
|---|-----------|
| <b>PART A: SUMMARY OF THE REPORT</b>                                      | <b>6</b>  |
| <b>PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS</b>                 |           |
| <b>STANDARDS ACHIEVED BY PUPILS</b>                                       | <b>9</b>  |
| Standards achieved in areas of learning and subjects                      |           |
| Pupils' attitudes, values and other personal qualities                    |           |
| <b>QUALITY OF EDUCATION PROVIDED BY THE SCHOOL</b>                        | <b>13</b> |
| Teaching and learning   |           |
| The curriculum  |           |
| Care, guidance and support  |           |
| Partnership with parents, other schools and the community                 |           |
| <b>LEADERSHIP AND MANAGEMENT</b>  | <b>18</b> |
| <b>PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS</b> | <b>20</b> |
| <b>AREAS OF LEARNING IN THE FOUNDATION STAGE</b>                          |           |
| <b>SUBJECTS IN KEY STAGES 1 and 2</b>                                     |           |
| <b>PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS</b>                  | <b>32</b> |

## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

The school's **effectiveness is good**, and it provides good value for money. All groups of pupils achieve well. Overall, they enter the school with below average levels of attainment and leave, at the end of Year 6, with standards in English that are average, and standards in mathematics and science that are above average. Teaching and learning are good. The leadership and management of the school are good; considerable progress has been made since the headteacher was appointed and the school has potential to improve further.

The school's main strengths and weaknesses are:

- Pupils have very good attitudes to learning and relationships throughout the school are very good.
- Teaching and learning are good overall and pupils achieve well throughout the school, but teaching in some lessons could be improved.
- The provision for pupils' spiritual, moral, social and cultural development is very good.
- The provision for pupils with special educational needs is very good.
- Co-ordinators in some subjects are new to the role and not yet effective.
- Assessment in foundation subjects is under development and not yet sufficiently structured.
- Pupils' work is not monitored sufficiently in all subjects to enable the school to make secure judgements about pupils' progress and take appropriate action to improve achievement.

Overall, improvement since the last inspection is satisfactory. The key issues from the last inspection have been addressed. Provision for religious education is now satisfactory and pupils' spiritual, moral, social and cultural development is very good. There has been good improvement for children's learning in the Foundation Stage and provision now is good. Much work has taken place to improve assessment in foundation subjects, but more remains to be done.

### 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   | B           | B    | B    | A               |
| science   | A           | B    | C    | B               |

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average  
Similar schools are those whose pupils attained similarly at the end of Year 2.*

The table shows that, for the most part, standards at the end of Year 6 are average or higher. The school states that the lapse in English last year was due to a large proportion of pupils misunderstanding a significant question in the tests. From the evidence of current pupils' work standards in English are broadly average in the present Year 6 and in classes leading into Year 6. Standards in mathematics and science are above average and in

religious education they are average. The 2004 tests for Year 2 show below average standards in reading and writing, and average standards in mathematics. The work of the current Year 2 classes shows average standards in mathematics, reading, speaking and listening, science and religious education. Writing is below average.

Pupils **achieve well** throughout the school and those with special educational needs make good progress. Children enter the Foundation Stage with below average attainment overall and, although they make good progress, the majority are not on course to achieve the standards expected for children of that age when they enter Year 1, other than in social and personal development, and in physical development. Standards improve steadily in Years 1 to 6 to enable pupils to reach average and above average results by the time they leave school.

Pupils' **personal qualities** and their attitudes to learning are **very good** and a significant feature of the school; their behaviour is good. Pupils' spiritual, moral, social and cultural development is very good. Attendance and punctuality are satisfactory.

## **QUALITY OF EDUCATION**

The school provides a **good quality of education**. **Teaching** and learning are **good** at all levels. In good and very good lessons, teachers plan carefully for the different groups in the class. Teachers ask searching questions that challenge pupils. In the best lessons pupils become excited about their learning. However, there is a considerable amount of teaching that is satisfactory, but less effective. This is usually when tasks or activities fail to engage the interest of pupils, and pace is slow. Assessment is satisfactory overall and teachers monitor pupils' progress well in the Foundation Stage, and in English and science. It is satisfactory in mathematics, but further work is needed in most other subjects to relate assessment more closely to progression of skills. The assessment arrangements for pupils with special educational needs are good. The curriculum has good breadth and balance, with good opportunities for enrichment. Pupils are well cared for and links with parents are good. Links with the community are very good.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management** of the school are **good**. The leadership of the headteacher is very good, but she has not been in permanent post long enough for the effects of her work to be fully realised. The school is well managed by the senior team. The leadership by other key staff is variable and under development, although it is satisfactory overall. The governance of the school is good and all statutory requirements are met.

Good systems are established for monitoring provision in the Foundation Stage, English, mathematics and science, but monitoring of teaching and of pupils' progress in foundation subjects is not yet fully established. This limits the information the school has to decide how to improve achievement.

The headteacher has set a strong ethos committed to improvement and has brought a clear vision to the school that is shared by all. She is working successfully to increase opportunity and enable managers at all levels to take greater responsibility for their roles.

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

In general, parents have a very positive view of the school and approve of the education their children receive. Similarly, pupils are overwhelmingly pleased with their school.

However, a significant percentage of parents did not feel well informed about their children's progress, expressed concerns about approaching the school with concerns and felt that the school did not take their views sufficiently into account. The inspection team looked carefully at all of these issues and found the concerns not to be well founded. Indeed all these aspects of the school were found to be good.

## **IMPROVEMENTS NEEDED**

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

- Improve the quality of teaching and learning further, sharing some of the very good practice evident in some rooms.
- Clarify the role of subject co-ordinators to ensure that teaching and pupils' work are monitored in all subjects, providing training for subject leadership where needed.
- Improve procedures and criteria for assessment in foundation subjects and provide further training for teachers in the use of assessment in these subjects.



## **PART B: COMMENTARY ON THE INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

#### **Standards achieved in areas of learning and subjects**

Pupils achieve well as they move through the school. All groups of pupils improve on the below average attainment evident on entry to the nursery and reach standards that are average, or above average, by the time they leave school.

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

- Pupils achieve well in English, mathematics and science, and very well in science in Year 6.
- Children in the Foundation Stage achieve well.
- Pupils with special educational needs make good progress.

#### **Commentary**

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

| Standards in: | School results | National results |
|---------------|----------------|------------------|
| reading       | 15.0 (15.3)    | 15.8 (15.7)      |
| writing       | 13.8 (14.5)    | 14.6 (14.6)      |
| mathematics   | 16.3 (15.9)    | 16.2 (16.3)      |

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

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

| Standards in: | School results | National results |
|---------------|----------------|------------------|
| English       | 25.2 (26.9)    | 26.9 (26.8)      |
| mathematics   | 28.1 (27.6)    | 27.0 (26.8)      |
| science       | 29.3 (29.5)    | 28.6 (28.6)      |

*There were 52 pupils in the year group. Figures in brackets are for the previous year*

1. The results in English for Year 6 were well below average in 2004, which is well below standards reached in previous years. The school's research indicates that many pupils misunderstood a question in an important section of the test. In mathematics, the results were above average, and in science pupils reached the average standard, which again was a drop from previous years. In comparison with similar schools the results are well below average in English, above average in science and well above average in mathematics. In the tests for Year 2 in 2004, results in reading and writing were below average in comparison with all schools and average when compared to similar schools. In mathematics they were average in national comparisons and above average in comparison with similar schools. These results are broadly similar to those reported in the last inspection.

2. In work seen during this inspection, in Year 6 standards are average in English and religious education and above average in mathematics and science. In Year 2, standards in English are below average; in mathematics, science and religious education they are average.
3. This represents good achievement for pupils at all stages in comparison with their levels of attainment on entry. When children enter the school, the school's assessment records indicate that levels of attainment are below average. In general, they achieve well during their time in the nursery and reception classes, but other than in social and personal development and in physical development, the majority are not on course to achieve the standards expected for children of that age when they enter Year 1. The good achievement throughout the school is due to the good teaching in most lessons, good behaviour and very good attitudes to learning that pupils demonstrate.
4. Pupils with special educational needs achieve well because of the very good support across all areas of the curriculum. The pupils achieve well against the targets set for them in their individual education plans. Pupils for whom English is an additional language develop good skills in English language and make similar progress to their peers.
5. Pupils' skills in literacy and numeracy are used well across the curriculum. The school's strategies for developing literacy and numeracy are sound. The use of information and communication technology (ICT) and mathematics across the curriculum is satisfactory.

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

Pupils' attitudes, spiritual, moral, social and cultural development and other personal qualities are very good and are a strength of the school. Behaviour is good. Attendance and punctuality are satisfactory.

### **Main strengths and weaknesses**

- Pupils enjoy coming to school and their attitudes to learning are very good, which helps them to achieve well.
- Pupils behave well in the classroom and around the school.
- Personal relationships are very good and are a result of the school's ethos of caring for and respect for others.
- Pupils are very confident and keen to take responsibility. This is the result of their being given many opportunities to mature and become independent.

### **Commentary**

6. Pupils show very good attitudes to learning in most lessons. Nearly all listen attentively, are keen to contribute to lessons and undertake tasks enthusiastically. This is the result of good and frequently very good teaching where teachers maintain a high level of interest and set appropriately challenging tasks, which ensure that all abilities have the opportunity to achieve. In the nursery and reception classes provision for personal, social and emotional development is very good. As a result, children's achievement is very good and most are on track to exceed the goals expected of them in this area of learning by the time they start in Year 1.

7. Standards of behaviour are good in the classroom and around the school, including the playground where all pupils play harmoniously together. All pupils discuss and agree class rules and are fully aware of the school rules, which they consider to be fair. Only one incidence of aggressive behaviour was observed and bullying is rare. The school has good procedures for dealing with bullying should any arise. There were two fixed term exclusions last year, both of which were fully justified. The inspection team does not share the concerns expressed by some parents about behaviour and bullying.

**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                                     | 293                  | 2                                 | 0                              |
| White – any other White background                  | 11                   | 0                                 | 0                              |
| Mixed – White and Black Caribbean                   | 6                    | 0                                 | 0                              |
| Mixed – White and Black African                     | 1                    | 0                                 | 0                              |
| Mixed – any other mixed background                  | 19                   | 0                                 | 0                              |
| Asian or Asian British – Indian                     | 3                    | 0                                 | 0                              |
| Asian or Asian British – Pakistani                  | 11                   | 0                                 | 0                              |
| Asian or Asian British – Bangladeshi                | 2                    | 0                                 | 0                              |
| Asian or Asian British – any other Asian background | 7                    | 0                                 | 0                              |
| Black or Black British – Caribbean                  | 5                    | 0                                 | 0                              |
| Black or Black British – African                    | 19                   | 0                                 | 0                              |
| Black or Black British – any other Black background | 2                    | 0                                 | 0                              |
| Chinese   | 2                    | 0                                 | 0                              |
| Any other ethnic group                              | 8                    | 0                                 | 0                              |
| Parents/pupil preferred not to say                  | 1                    | 0                                 | 0                              |

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

8. Throughout the school pupils are encouraged to become independent and they willingly take on a wide range of responsibilities appropriate to their age. Pupils in the nursery tidy up after themselves, Year 4 pupils carry out classroom duties and Year 6 pupils carry out a wide range of whole-school duties. Ten Year 6 pupils are elected as prefects who have responsibility for supervising younger pupils. Years 3 to 6 pupils have representatives on the school council, the eco-committee and also act as playground buddies. Pupils also use their initiative in organising fund-raising events for charities.
9. Relationships between pupils are very good and they work very well together in groups as was observed in a Year 5 science lesson where pupils shared the excitement of their experimental work. Relationships between pupils and staff are also very good and are the result of staff giving a very positive lead in engendering good relationships, for example, by giving praise and encouragement at every opportunity as well as acting as good role models.
10. Pupils with special educational needs are fully accepted into the life of the school. Their peers often respect their views and their attitude and behaviour to learning is good. They are keen to attend and work hard.
11. The pupils' very good spiritual development is promoted well through assemblies, religious education and other lessons, and by providing opportunities for spiritual awareness. For example, the 'Inspiration Staircase' stimulates thinking about life in a wider context as well as giving very strong moral and social messages. Moral and

social development is very strongly embedded in the ethos of the school and is delivered informally through daily contact with staff, as well as through assemblies and personal, social and health education lessons.

12. The pupils' good cultural development is promoted through most areas of the curriculum and enhanced by visits to local art galleries, museums and places of interest. The school takes every opportunity to celebrate the ethnic diversity of the school, for example, by celebrating the religious festivals of other faiths and through a map in the main corridor, which shows the countries from which pupils originate.

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

| Authorised absence |     | Unauthorised absence |     |
|--------------------|-----|----------------------|-----|
| School data        | 5.4 | School data          | 0.2 |
| 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.*

**QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The school provides a good quality of education. Teaching and learning are good. The curriculum is good with good opportunities for enrichment. Pupils are well cared for and links with parents are good. Links with the community are very good.

**Teaching and learning**

Teaching and learning are good throughout the school, so that pupils achieve well. Assessment is satisfactory overall.

**Main strengths and weaknesses**

- Lessons in English and science are very well planned to meet the needs of different groups in the class.
- Teachers in all years are very good at encouraging and engaging pupils, which helps to create the very good attitudes to learning and very positive relationships evident throughout the school.
- Management of behaviour and the promotion of good attitudes to learning are strong features of most lessons.
- The assessment of pupils' learning is good in English and science, where it is used well for planning, but assessment is at an early stage in most other subjects.
- The pace of pupils' work is often left for pupils to determine. Timed tasks are infrequent.
- Teachers and their classroom assistants know their pupils very well and the quality of support for pupils with special educational needs is very good.

**Commentary**

**Summary of teaching observed during the inspection in 53 lessons**

| Excellent | Very good | Good     | Satisfactory | Unsatisfactory | Poor | Very Poor |
|-----------|-----------|----------|--------------|----------------|------|-----------|
| 2 (4%)    | 16 (30%)  | 15 (28%) | 19 (36%)     | 1 (2%)         | 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.*

13. In good and very good lessons, teachers follow guidance from managers and plan carefully for the different groups in the class. The lessons are challenging for pupils because teachers have high expectations and ask searching questions that extend pupils' learning. In the best lessons pupils become excited about their learning and highly motivated to extend their achievements.
14. Teachers generally have good knowledge and understanding in the subjects that they teach so that they are effective in supporting pupils' learning, particularly when giving guidance to individuals. In almost all lessons seen, teachers gave very encouraging responses to pupils' efforts, which engendered the evident very good attitudes to learning. Teachers and pupils enjoy very good relationships with each other. Teachers' knowledge of their less able pupils and those with special educational needs is good and is used well when planning for the next stage of learning. The teaching of pupils for whom English is an additional language is good, so that they quickly move on from the early stages of language acquisition and gain access to the full curriculum.
15. Where teaching and learning are satisfactory, rather than good or better, it is usually because the tasks chosen are either insufficiently imaginative to interest pupils, or are presented in a mundane style. In these lessons, pupils face less challenge than when teaching is good. The pace of these lessons is also slower. Often, pupils are left to determine the pace with occasional intervention from teachers to move work along. Timed tasks are infrequent. Altogether learning is less rigorous in these lessons and pupils achieve less. Unsatisfactory teaching occurs when pupils are given insufficient guidance to complete the set tasks.
16. Overall, assessment is satisfactory. Assessment is good in the Foundation Stage and for pupils with special educational needs. English and science assessment, and its use for tracking the progress of pupils, is also good so that it helps pupils to achieve well. In mathematics it is satisfactory, but some pupils are not fully aware of what they have to do to improve. In general, in other subjects, systems for assessment are not yet developed to measure and record pupils' progress in sufficient detail, so that teachers' planning in these subjects is less detailed and tasks sometimes less well suited to pupils' attainments. Assessment for the identification of pupils with special educational needs is good.

## **The curriculum**

The school provides a good curriculum for its pupils that caters for their interests and ensures progress in their learning. There is good enrichment through activities both within and outside the school day. The school's accommodation is satisfactory and resources are good.

## **Main strengths and weaknesses**

- The provision for pupils with special educational needs is very good. All pupils are fully included.
- There is good planning for the development of personal, social and health education.
- Pupils are prepared very well for the next stages of their education.

## **Commentary**

17. Throughout the school pupils benefit from a wide range of good quality learning opportunities to ensure that they achieve well. The curriculum is well managed with all the subjects of the National Curriculum being taught. Teachers' planning is good and overall, meets the needs of all pupils very well. Religious education has improved since the last inspection and is planned together with the locally agreed syllabus; the teaching of other faiths is covered well.
18. The school reflects its aims well in provision for pupils' personal, social, health and citizen education. There is good provision for sex education, learning about alcohol and drugs abuse and understanding how to keep healthy, through visits from the local school nurse and the schools' work to achieve 'Healthy Schools' recognition.
19. The school enriches its curriculum by providing activities outside the school day and by introducing 'themed' weeks where pupils become immersed in a topic, for example, 'Green Week'. Initiatives such as 'Sound it out', a community music project, have been brought into school to increase the self-esteem of newly arrived pupils. The motor skills group provide for pupils who have special physical educational needs, sporting activities for all pupils, for example, football, cricket, tag rugby and netball, and tuition in flute, guitar, clarinet, oboe and brass, and visiting theatre groups all enhance and enrich the curriculum.
20. The good range of learning opportunities throughout the school prepares pupils very well for the next stages of their education. Links with local schools are developing and peer mentors are used during two lunch hours during the week to support pupils in Year 6 in the playground. The number, qualifications and experience of teaching staff match the needs of the curriculum. The number of support staff reflect well the needs of pupils in the school.
21. Provision for special educational needs is very good. All pupils who have special educational needs have individual education plans, which provide continuous provision. The quality of targets is variable, but generally good. The school is committed to inclusion for all. There is an expectation that all pupils should have full access to all activities. Disabilities are treated with respect by both staff and pupils.
22. The school is housed in an older building that provides sound facilities for the curriculum, but the accommodation is used well. Display space is used very well, both to display pupils' work and to raise pupils' awareness of the world outside school. On the staircases, for example, displays of art prints enhance the environment. The ICT room is small and divided into two halves by a wall, but work in it is manageable. The accommodation for the reception classes presents challenges for teachers, as there is no access for outdoor play. This is not ideal, but the pupils are, nevertheless, receiving good provision overall. The school is well resourced and the resources are organised efficiently and are accessible.

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

The school makes good provision for ensuring pupils' care, welfare, health and safety, and provides pupils with good support, advice and guidance. The involvement of pupils in the work of the school and its development is good.

### **Main strengths and weaknesses**

- The good care given to pupils ensures that they feel secure and work in a healthy and safe environment.
- The good support, advice and guidance given to pupils helps them to achieve well.
- Pupils are involved well in the work of the school and its development through the school council.

## **Commentary**

23. Health and safety procedures are good and all routine testing is up to date. The premises are inspected termly against very comprehensive checklists and any issues are reported to the governing body for appropriate action. First aid provision is good. All teaching assistants have received first aid training and other staff are trained to deal with specific medical conditions.
24. Pupils' healthy and safe living is well promoted through the personal, social and health education programme that is delivered through dedicated lessons and other areas of the curriculum such as science and physical education lessons. The programme is also enhanced by talks from the police and school nurse. The school is working towards the 'Healthy Schools' award.
25. Child protection procedures are very good and all staff, including teaching assistants, are fully aware of them and their importance. Liaison with outside agencies is good.
26. Teachers and support staff know the pupils and their families very well, are sensitive to their needs and are thus able to provide good support, advice and guidance, which helps pupils to achieve well and raises standards of work. The very good relationships between pupils and staff encourage pupils to raise any concerns they may have, knowing that they will be dealt with sympathetically. Any incidents of inappropriate behaviour are carefully monitored and records are kept of pupils' achievements both inside and outside school. Good assessment procedures and the good use of assessment to respond to pupils' needs in the Foundation Stage ensure that these pupils are very well supported and guided in their development. In some subjects, however, assessment procedures need refining to provide better information to guide pupils.
27. Support for pupils with special educational needs is very good. Identification of needs is effective; prompt and quick action in providing provision means that individual needs are very well met. For example, pupils who have mobility difficulties receive high quality support, from teaching assistants, during special lunch-time sessions. All statutory requirements for pupils with special educational needs are met.
28. Induction arrangements are good and ensure that pupils settle happily into school. These include staggered entry in September, which allows more time for parents and children to get to know the teacher. Very close links with the homeless hostel ensure that children from there are fully integrated into the school. Response to parents' questionnaire confirms that they are very happy with the induction arrangements.
29. Seeking pupils' views and involving them in the work of the school is achieved effectively through the school council. Each class from Years 3 to 6 elects two representatives who take their responsibilities very seriously. For example, the introduction of 'friendship stops' and 'playground buddies' was initiated by the school council. Pupils' views are also sought when establishing classroom rules.



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

The school has good links with parents and other schools together with very good links with the community.

### **Main strengths and weaknesses**

- Parents are well informed about the school, the curriculum and their children's progress.
- The good contribution parents make to their children's learning at school and at home makes a positive contribution to their achievement.
- The school regularly seeks parents' views and acts on them.
- The very good links with the community help to enrich the curriculum.
- The good links with other schools ensure that pupils transfer happily on to their next stage of education.

### **Commentary**

30. The managers and staff of the school work hard to forge strong links with parents and the community. Parents are very well informed about the school through the prospectus, the governors' annual report, termly letters from class teachers, weekly newsletters and correspondence on specific issues.
31. Parents receive good information about their children's progress through termly consultation evenings at which progress and targets are discussed, and through useful annual reports. The contact with, and information for, parents is an important part of the partnership between school and parents that helps to improve pupils' achievements and raise individual standards of work.
32. Parents of pupils who have special educational needs are informed and consulted each time the targets on individual education plans change. There are good links with local authority support services that are used appropriately by the school when pupils' individual needs cannot be fully supported.
33. Parents make a good contribution to their children's learning by providing occasional help in the classroom and good support on trips and visits. Most parents support their children with homework, which is used well by the school to reinforce learning. Beginning in the nursery, parents are given guidance on how to help their children with their reading, writing and conversation.
34. The school seeks parents' views and their opinions and concerns are listened to and acted upon where possible. In the main, parents have positive views of the school. However, a significant percentage did not feel well informed about their children's progress, and expressed concerns about approachability and seeking their views. The inspection team judges all these aspects of the school to be good.
35. The very good links with the community include close links with the Friends of Cotteridge Park and regular use of the park as an education resource. Very good use is made of facilities within the city to help enrich the curriculum, for example, the Botanical Gardens. The school also provides valuable services to the community,

which include close links with the homeless hostel, a mother and toddler group, and courses for adults such as NVQ courses in childcare and education.

36. There are good links with other primary schools through sport and links with the community through music projects. Good links with local secondary schools include a buddy system and mathematics tuition for able pupils. There are good links with Newman College through their graduate teacher programme.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are good overall. The leadership of the headteacher is very good, but she has not been in permanent post long enough for the effects of her work to be fully realised. The school is well managed by the senior team. The leadership by other key staff is variable and under development, although it is satisfactory overall. The governance of the school is good.

### **Main strengths and weaknesses**

- The headteacher sets high expectations with a clear vision for the school and strong sense of common purpose and direction.
- Governors are effective in helping to shape the vision and direction of the school.
- Good systems are established for monitoring provision in the Foundation Stage, English, mathematics and science, but monitoring of teaching and of pupils' progress in foundation subjects is not yet fully established.
- Finances are well analysed and used, so the school makes best use of the money available to it.
- The management of the provision for pupils with special educational needs is very good.

### **Commentary**

37. The headteacher was appointed to the headship of the school from September 2004. Previous to that she had been acting headteacher on a term or two-term basis, while her predecessor was seconded to the local authority. During that time she was constrained from taking strategic decisions to implement her own agenda, because the then headteacher expected to return.
38. Since her appointment, the headteacher has established herself well and has been successful in remoulding the staff team, gaining the confidence of parents and securing the commitment of all to renewed school improvement. All in the school have a strong sense of teamwork and working towards a common goal of raising pupils' achievements. Monitoring of teaching by the headteacher is well established. It is frequent and rigorous, and contributes to the school's plans for development. The deputy headteacher is new to the school, having been in post just two weeks when the inspection took place.
39. Teachers with curricular leadership roles are working, with varying degrees of effectiveness, to create and implement schemes of work and assessment in their subjects. Overall, management at this level is satisfactory, but the school has recognised the need to provide more training for subject leadership and for peer monitoring of lessons. Several subject leaders, although providing satisfactory day to day organisation do not yet have an opportunity to monitor their subject in terms of teaching and pupils' progress.

40. The school improvement plan is of good quality and is used well as a working tool for school improvement, but it could be tied more closely and overtly to the raising of standards. The plan seeks to make the best use of the funds available to support the priorities for the school. Good use is made of specific grants, for example, to provide sufficient teaching assistants in classes. Principles of best value are applied well and contribute to the improved cost-effectiveness of the school. The managers use information well from the local education authority to compare the school's performance with that of other similar schools. The school is currently carrying a high level of reserve funding because a considerable amount of building work is to be completed, now that the replacements and upgrading for the central heating are finished.
41. Governors are very supportive of the school. Most of the governors are well established and carry out their statutory duties well. The clerk to the governors is employed to provide expertise about their statutory obligations. All governors are committed to the school's principles of inclusion and raising achievement. Many of the governors visit the school regularly to work with teachers and some, who have become associate governors, are employed as classroom assistants. Overall, the governors are well informed and have a good view of the broad strengths and areas for improvement for the school and of what is needed to continue to take the school forward.
42. The special educational needs co-ordinator is very effective and has very clear ideas regarding the development of provision. Her ideas and development of provision have not yet had time to fully impact on the progress that pupils achieve. There is good monitoring of delivery of individual education plans with further development soon, which will provide a sharper focus on the progress that individual pupils achieve. Support from the governor with responsibility for special educational needs is excellent. Staff are very aware of and understand the system for identifying pupils with special educational needs. Where they are specifically deployed, teaching assistants provide a high quality, valuable and valued resource.
43. The school is very well served by its administrative staff so that the organisation and management of the school run smoothly and efficiently.

***Financial information for the year April 2003 to March 2004***

| Income and expenditure (£) |           |
|----------------------------|-----------|
| Total income               | 1,058,108 |
| Total expenditure          | 1,102,804 |
| Expenditure per pupil      | 2,828     |

| Balances (£)                        |         |
|-------------------------------------|---------|
| Balance from previous year          | 182,289 |
| Balance carried forward to the next | 137,593 |

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

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

44. The provision for children's learning in the Foundation Stage is good. There has been good improvement since the last inspection, particularly improving the quality of planning in the reception classes. Leadership and management are good and staff work together to ensure the learning and well-being of the children. Achievement overall is good; when they begin in the nursery most children have a below average knowledge and skills for their age. Most children are on course to exceed the areas of learning in their personal and social development and in physical development. In all other areas of learning most will still be working within the Early Learning Goals, which is the curriculum for the Foundation Stage. A few children will be working within the early stages of the National Curriculum. The needs of children with special educational needs are fully met and they are totally included.
45. Teaching is good with particular strengths in personal and social education. The curriculum is planned with great care to provide a wide range of stimulating activities, which are closely matched to all children's needs. Assessment procedures are thorough and used well to build up an accurate picture of each child's achievements. Accommodation is satisfactory, but there are some limitations in that children in the reception classes do not have easy access to the outside play area because it is adjacent to the nursery and there is no interconnecting door.

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

Provision for personal, social and emotional development is **very good**.

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

- Children achieve very well because of the very good teaching and high expectations of all staff.
- Very strong relationships between staff and children promote children's confidence and encourage them to work hard.

#### **Commentary**

46. Children's personal, social and emotional development is nurtured very well because of the very good teaching and clear expectations of all staff. Staff are very skilled at promoting this in everything children do. As a result, most children are on track to exceed the goals expected of them in this area of learning by the time they start in Year 1. Children's achievement is very good. Teachers and assistants in both nursery and reception classes provide very good role models for children to follow. They are calm and organised and treat children with respect and courtesy. This leads to warm trusting relationships and helps children to be kind and considerate and to care for each other. They are expected to behave well, take turns and share. Personal independence is encouraged and children quickly learn to dress and undress, and manage their own personal hygiene.

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

- Skilful teaching develops' pupils speaking and listening skills effectively.
- Imaginative language is promoted well through role play.
- Well-structured activities lead to all groups of children achieving well.

### **Commentary**

47. Teaching and learning are good and children achieve well in speaking, listening, reading and writing. In both nursery and reception classes the good and often very good teaching is characterised by very good knowledge and understanding of the needs of young children. Teaching is very well organised and exciting activities motivate the children. All children, including those with special educational needs, listen attentively to stories and join in excitedly when their teachers ask them to. The use of a 'big book' stimulates their imagination and this develops their speaking and listening skills well. Adults devote time to encourage children's speaking and listening skills, and to develop and extend their vocabulary. Children practise the sounds of words well and this helps them to write new words. In both the nursery and reception classes teachers have taken care to provide children with many opportunities to learn to write. The development of reading skills has a high priority and this has led to children achieving well in this area of learning, but most will still be working within the Early Learning Goals for this area by the time they enter Year 1.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematics is **good**.

### **Main strengths and weaknesses**

- There is good use of mathematical games and action songs to develop and strengthen children's knowledge of number and shape.
- Teachers make learning fun through a wide range of practical activities.

### **Commentary**

48. Teaching and learning are good and children achieve well, but by the time they start in Year 1 most will not reach all of the goals in this area. The good use of resources by all adults means that children learn through practical activities. Children gain an understanding of number through counting objects and playing games with large dice. A strong feature is the daily focus on counting routines, such as counting how many children are present, which develop children's sense of number sequence. Choosing the correct day to display on the board helps children remember the sequence of days and weeks. Teachers use every opportunity to develop mathematical language. They do this by practical activities using sand, water and dough alongside stories, songs, games and imaginative play. Teachers make good use of computers to promote children's mathematical development.

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

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

### **Main strengths and weaknesses**

- Children's learning is exciting because of discovery through first-hand experiences.
- ICT is well used to support learning.
- Children have insufficient opportunities to learn about different cultures.

### **Commentary**

49. Teaching and learning are good and children's learning is exciting because they are encouraged to try things out for themselves. As a result, children achieve well. Children are encouraged to think for themselves and try out their ideas. This is evident in the nursery where children make things from recycled materials, and in the reception classes where children persevere to build with different materials and find different ways to cut and join materials. Children's awareness of personal safety is promoted very well through a visit from the local police. Children enjoy using computers, they know how to click on different parts of the screen to make things happen and click and drag images to different positions. Although festivals from different faiths are celebrated in the Foundation Stage, children have limited chances to experience or learn about other cultures. Most children will not reach all the goals by the time they leave reception, but have achieved well in this area of learning.

## **CREATIVE DEVELOPMENT**

Provision for creative development is **good**.

### **Main strengths and weaknesses**

- Role play is used very well to develop the children's imagination.
- A wide range of creative activities is available for children to explore.

### **Commentary**

50. Good teaching and learning results in children developing their creative skills well. They make good progress through working with a range of materials and media, music and movement, story making and imaginative play. Role play is used very well to develop imaginative acting and extend opportunities for children. For example, children in the reception classes visit the local clinic where they take their babies to be weighed and looked at by the nurse or doctor. In the nursery children take part in role play very well as they welcome visitors to the 'Chinese restaurant'. Children sing favourite rhymes and songs often linked to other areas of learning, such as counting in mathematical development. Most children will not reach all of the goals by the time they leave reception, but they have made good progress in this area of learning.

## **PHYSICAL DEVELOPMENT**

Provision for physical development is **very good**.

### **Main strengths and weaknesses**

- Children rapidly acquire the skills needed for writing, painting and using small tools correctly.
- Children are developing a good sense of space and move with confidence and control.

### **Commentary**

51. Very good teaching ensures that children learn very well and build on skills already acquired. Achievement is very good and most children are on course to exceed the expected standards at the end of the reception year. Teachers focus well on developing children's small motor skills as well as larger skills. Children are soon able to handle pencils, paintbrushes and small tools appropriately and well. In the hall children from both the nursery and reception use space well and use the apparatus with increasing confidence.

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

### **ENGLISH**

Provision in English is **good**.

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

- Teaching and learning are good so that pupils achieve well overall.
- Assessment is good and pupils' performance is carefully tracked.
- The school is working hard to improve the quality of writing and standards are rising.
- The school has adopted successful strategies to improve pupils' low levels of speaking and listening on entry to the school.
- The pace of some lessons could be improved by working to timed tasks.

#### **Commentary**

52. The national test results for English at the end of Year 2 in 2004 showed standards that were below average in reading and writing in comparison with all schools, but in comparison with similar schools the results were average. The tests at the end of Year 6 in 2004 were well below average in comparison with all schools nationally and below average when compared with similar schools. They were also well below average in comparison with pupils' prior attainment. The school tells us that pupils misunderstood questions in an important section of the tests. The 2004 results are well below previous results and well below standards now evident in pupils' work.
53. Achievement in English is good. Pupils enter Year 1 with standards in speaking and listening, reading and writing that are below average. Standards have improved by the end of Year 2, so that reading and speaking and listening are average, but writing is still below average. By the end of Year 6, standards are average. Pupils speak confidently and join in discussion with a good vocabulary. Most have at least average reading skills for their age and they read frequently for enjoyment. Writing is slower to develop, but reaches the expected standard by the end of Year 6. Pupils use ICT in their writing, but more could be done, particularly for redrafting work.
54. There are a number of gifted pupils in the school and good provision is made for them through challenging tasks and questions, so that they make good progress. Pupils with special educational needs also make good progress because their specific needs are effectively addressed. Higher attainers make good progress, but there are times in lessons when they need closer attention and support from the teacher to help realise their full potential.
55. There are currently ten pupils in the school in the early stages of English language acquisition. Good provision is organised so that when such pupils come to the school, they are well provided for and quickly acquire early language skills to gain access to the curriculum.
56. The pupils' attitude to learning is very good. Behaviour is very good and pupils are very well motivated and enthusiastic. Teachers build pupils' self-confidence by responding positively to their efforts and by sharing in the enjoyment of their success. Relationships throughout the school are very good.



57. The overall quality of teaching and learning in English is good, which promotes overall good achievement. There are also examples of very good teaching and learning. Very good lesson planning is a notable feature of English teaching throughout the school. The planning states clearly the aims of the lessons for each ability group in the class, the content of the lesson, the strategies to be used and the tasks to be set. Progress from one lesson to the next is clear. Assessment in English is good and teachers use the information well for planning lessons.
58. Teachers have good subject knowledge and understanding in English and they understand well the learning processes in the subject. In all lessons, relationships are very good between teachers and pupils, and amongst pupils. The pace of learning is generally left to the pupils, but when pupils work to timed tasks the rigour of learning increases considerably.
59. Teachers employ a good range of strategies that provide support for pupils at different levels of attainment. Learning support assistants are used very well and make a significant contribution to pupils' learning and achievement. Homework is used well to extend and reinforce pupils' learning. Marking gives good guidance for improvement, but it is not usually related to the pupils' longer-term targets.
60. The leadership of the subject is good. The English co-ordinator works very hard to raise and maintain standards and the quality of provision in the subject. Policies and schemes of work are good. Assessment procedures are good and pupils are assessed regularly and consistently. Their progress is tracked through the school and targets are set, but the tracking of significant groups of pupils, such as potential Level 5s at the end of Year 6, could be more rigorous. The subject is monitored regularly.
61. Overall, the standards that pupils reach, their levels of achievement and the quality of teaching are similar to those reported at the last inspection. Improvement is satisfactory.

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

62. Good use is made of writing skills to reinforce learning in other subjects. Reading skills are used widely, which supports work in other subjects and reinforces reading development.

## **MATHEMATICS**

Provision in mathematics is **good**.

### **Main strengths and weaknesses**

- The achievement of pupils is good.
- Involvement of pupils in their own learning is underdeveloped.
- Very good encouragement and engagement of pupils, and well-targeted support by teaching assistants makes learning and teaching good.
- The plans to develop mathematics provision are not sufficiently focused on raising standards.

### **Commentary**

63. There has been good progress in mathematics since the last inspection in raising standards, achievement, teaching and assessment. Standards have been rising steadily in national tests over the past four years, particularly in Year 6, where the 2004 test results show above average standards. The results for Year 2 in 2004 were in line with the national average. Inspection findings support the results, which indicate good achievement and progress since pupils enter the school with overall below average scores in mathematical development. Effective use is being made of the National Numeracy Strategy to develop pupils' mathematical skills, thereby raising standards and ensuring that pupils achieve well. The number of Year 6 pupils achieving the higher Level 5 in national tests is increasing. Pupils with special educational needs also achieve well due to the support they receive from teaching assistants.
64. Although parents receive copies of their child's individual learning targets twice a year, pupils are insufficiently involved in this process. Discussion with some Year 6 pupils indicate that, although they know their immediate individual target, they are unaware of what they have to do to improve or at which level of the National Curriculum they are achieving. They could not remember being involved in setting their targets or reviewing progress towards meeting them.
65. The quality of learning and teaching is good, which represents another improvement since the last inspection, especially across Years 3 to 6. Pupils work well together in lessons and support each other. Co-operation in group work is good, for example, working in pairs to solve problems regarding partitioning of numbers. Good use is made of classroom assistants to help the lower attaining pupils. The better lessons have a very high, but appropriate, pace and this, combined with strong relationships, clear instructions and use of praise, leads to good achievement. This was observed in a Year 1 class where pupils sat spellbound as the teacher used pegs and a coat hanger to demonstrate addition and subtraction, whilst telling short stories about how her family had eaten her sweets. She made learning fun and was rewarded by a highly motivated and enthusiastic class.
66. There is substantial data available to track progress in mathematics. However, each cohort and class has the same target and this does not reflect the actual level of attainment or identify individuals or all groups that could achieve more. This results in some targets being too easy whilst others may be unattainable. Assessment is now further developed and much improved since the last inspection. Overall, assessment and its use are now satisfactory. Pupils, in Year 6, who display particular aptitude for mathematics, are provided with the opportunity of joining others at a local secondary school to extend their learning.
67. The subject leader has a good grasp of the issues surrounding the development of resources and teaching. The subject development plan, is increasingly focusing on raising standards and the use of educational data. Management of the subject is good overall. Teaching in the subject is monitored well by the senior team.

### **Mathematics across the curriculum**

68. Mathematics is used satisfactorily across the curriculum. Both in lessons and in work scrutiny, there were good instances of mathematics being used to support science. For example, measurements are made regarding the density of liquids, with data used to produce graphs. Pupils were calculating distances and using grid references to locate features during geography lessons, but few uses of mathematics were seen in other subjects, and planning often does not reflect cross-curricular links to numeracy.

## SCIENCE

Provision is **good**.

### Main strengths and weaknesses

- Pupils in Year 6 achieve very well and are reaching above average standards because teaching in this year is very good and challenging.
- Pupils' good attitudes and relationships mean that they work well together in practical work.
- There are insufficient opportunities for the subject manager to monitor the subject.

### Commentary

69. Standards in science are average at the end of Year 2 and above the national average at the end of Year 6. Pupils with special educational needs make good progress. This represents good improvement since the last inspection. The very good emphasis on the development of scientific enquiry by all teachers has ensured that all pupils become confident at planning and carrying out investigations. Almost all pupils achieve well as a result of the good and very good teaching, which is built around very good planning.
70. The quality of teaching is good in Years 1 and 2. This is an improvement since the last inspection. Lessons are sensibly planned and teachers clearly explain learning objectives so that pupils know what they are going to learn. Teachers have a secure knowledge of the subject and insist that pupils use technical vocabulary. For example, pupils in Year 1 investigated the sources of light around the school, and recorded what they had found. In Year 2, pupils were learning the criteria needed to be a mammal, pupils began to use the terms 'mammal', 'carnivore' and 'herbivore' and could explain the difference between them. The lesson was very well supported by ICT as the teacher used a video, which demonstrated how it can give us the information we need to apply criteria to different kinds of animals.
71. The quality of teaching has improved since the last inspection and in Years 3 to 6 is good and often very good. Teachers have a very good knowledge and understanding of the curriculum and how to teach it. In a Year 6 lesson teaching was enthusiastic and constantly challenging as pupils planned an investigation on weighing objects is air and water. The level of challenge in this lesson was outstanding and this ensured that higher attaining pupils were fully extended in their learning.
72. Pupils enjoy investigation and work well together. Because relationships are very good so is pupils' behaviour in lessons. These factors lead to a high level of co-operation, with partners or in groups and so support pupils' learning. Pupils with special educational needs are fully included in activities and make good progress. Pupils record their work in many different ways, such as charts and graphs. They are encouraged to write about their work with the emphasis on recording in sequence, and drawing a conclusion. This gives pupils an opportunity to improve their writing skills. ICT is used well to support the subject and this was seen to great effect in Year 6 as pupils recorded their findings of an investigation using a spreadsheet.

73. The co-ordination of the subject is satisfactory. This is because the role of the co-ordinator has not yet been fully developed and he does not yet have an opportunity to monitor the subject. At present he leads and manages the subject by his own very good example.

#### **Example of outstanding practice**

##### **Teaching science to Year 6**

In a science lesson in Year 6, the teacher gave a very lively and clear introduction to set the class thinking about how to weigh objects in air and in water, which was supported by very good use of resources. The imaginative teaching kept pupils fully engrossed in enthusiastic learning as they joined in with a discussion on how to weigh air and water. The teaching consistently challenged their thinking skills and because the relationships between pupil and pupil, and teacher and pupils were excellent, pupils worked with total confidence because they knew that they could 'have a go' and that their responses were valid and not judged to be right or wrong. This exceptionally skilful teaching gave pupils a sense of self-worth and this led to excellent achievement. The learning environment was electric as the lessons continued and the sense of respect for pupil and teacher was outstanding. Challenges for the most able pupils were excellent as they used their skills to plan an experiment on measuring forces in air and water using a variety of objects. Inclusion was very high as the teacher spoke to a French speaking pupil from Togo in both French and English to make sure that she fully understood what she was doing and what she had to do.

#### **INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)**

*ICT was sampled because it was not possible to observe enough lessons in this subject to make overall judgements of teaching during the inspection.*

74. Only three lessons were observed, one was good and the others, satisfactory. In the good lesson, work was presented at an appropriate level with progressively more challenging activities that captured the pupils' interests and led to good achievement. The overall impact of teaching is diminished by the limitations of the accommodation and resources. The computer suite in the annex is unsatisfactory because the room is too cramped and split by a wall. Some lessons on the timetable are very short and, consequently, insufficient opportunity is available for pupils to practise and refine skills.
75. Pupils are very enthusiastic about the use of ICT, which represents an improvement since the last inspection. Resources have also improved and there is now a subject leader. However, there has been a lack of opportunity for this role to be developed. Consequently, a system for assessment has only recently been introduced and there is a lack of a subject development plan focusing on raising standards and based on current and future needs.
76. The very new assessment and progress tracking system has not yet generated data sufficiently to demonstrate how well pupils achieve, but staff believe standards to be above average by the time they reach Year 6. Discussion with some Year 6 pupils confirmed this view. They spoke confidently about using PowerPoint to prepare presentations on Victorian life and how they had researched the Internet, downloaded images, used a digital camera and added special effects to make them more interesting for the viewer. They had then delivered their presentations to an audience using an interactive whiteboard. All had a very positive attitude towards ICT and spoke with enthusiasm, a trait also noted from lesson observations.

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

77. ICT is used satisfactorily to support learning in other curriculum areas. During the inspection, spreadsheets were used to support science, specialist software was used to reinforce learning in art and design, and a story CD-ROM assisted younger pupils in literacy. Older pupils spoke of using the Internet to research the Victorians for history. In discussion with some Year 6 pupils, all had used word-processing, but more use could be made of ICT in English.

## **HUMANITIES**

*Geography and history were sampled. Religious education was reported in full.*

78. Two lessons were observed in **geography**, which indicated that standards in Years 3 and 5 are broadly average. Year 6 pupils spoke with confidence about the water cycle. They described features of a river and, with prompting, gave reasons why a riverbank and surrounding land might be a good place to build a town. They all declared a liking for the subject. Subject leadership is currently being reviewed and plans to amalgamate history with geography and create humanities subject leaders for different years would appear to be a sensible development. Currently the role of subject leader is underdeveloped. There is no formal assessment in geography, skill development is not tracked and no formal strategic plans to improve standards are in place.
79. During discussion with a group of Year 6 pupils about **history** they displayed good knowledge, understanding and skills associated with history. They spoke about their findings regarding life in Victorian times and how they had successfully used the library and Internet for their investigations. They have explored issues relating to the Mines Act in 1842 and the achievements of Isambard Brunel and William Morris. They are able to put events into chronological order and debate if individuals associated with World War II were a bad or a good influence on the lives of people. Younger pupils have studied the Romans, Aztecs and Tudors. Subject leadership is currently being reviewed and reorganised. Currently the role of the new subject leader is underdeveloped. Assessment in history is not yet established across the school and planning to improve standards is not yet in place.

## **Religious education**

Provision for religious education is **satisfactory**.

## **Main strengths and weaknesses**

- Sound teaching provides opportunities for pupils to debate issues and explore ideas.
- While pupils learn about a good range of different faiths, they do not benefit from visiting different places of worship.

## Commentary

80. Standards are average in both Years 2 and 6. Pupils of all abilities make sound progress and achieve satisfactorily because of the sound teaching. Good improvement since the last inspection has been made and the school now meets statutory requirements.
81. Teaching very successfully allows pupils to explore their ideas and extend their understanding through discussion. This was exemplified in a very good lesson in Year 4 where pupils debated the life and teaching of historical Jesus. The use of ICT enhanced the lesson and provided pupils with a clear visual insight into what life was like in these times. Discussion during the lesson led to pupils posing the question, "How long has God been around?" and some thoughtful responses from different groups of pupils who had different beliefs. Pupils are proficient at providing well-reasoned argument to back up their views. In other years pupils identify links between belief and action, which helps them to develop an understanding of a moral dilemma.
82. Pupils learn about a good range of different faiths and make connections between them as well as recognising the differences. Pupils in Year 4, for example, know that believers of Islam accept that Jesus was a prophet, but not that he was the son of God. Whilst pupils benefit from limited visits from people of different faiths and a visit to a mosque, they do not benefit from a wide enough range of visitors or visits to different places of worship. Co-ordination of the subject is satisfactory. The role of the co-ordinator has not yet been fully developed.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

*Art and design, design and technology, music and physical education were sampled.*

83. It was not possible to see a full lesson of **art and design**, but in the short excerpts seen it was noticeable how much the pupils were enjoying their artwork and how well they were focused on their work. The standard of work in art and design displayed around the school is above average. There is a good quantity of work that covers a wide range of styles and media, including two and three dimensions. Some of the work is imaginative and demonstrates progression as pupils move through the school.
84. In **design and technology**, discussion with pupils showed that they are gaining experience of a range of materials and techniques, developing the expected subject skills through designing and making a variety of products. Year 6 pupils were designing Victorian roundabouts, which will be powered by using a belt drive. They described the planning process, but were unfamiliar with the concept of evaluation connected to design and technology projects. It is clear that pupils plan, work with a variety of tools and have knowledge and understanding of design concepts. However, little evidence was available to demonstrate that both peer and self-evaluation of completed articles occur. Assessment was identified as an area for development during the previous inspection and this has still not been addressed. The subject leader has not had the opportunity to develop the role. There is no action plan for development of the subject and, consequently, no focus for improving standards.
85. **Music** is taught to each class weekly, alternating between a visiting specialist and the class teacher, with material provided by the specialist to extend the work with her. Two lessons with the specialist were seen, both of very good quality. The lessons were meticulously planned with clear aims, strategies and content. Relationships in the

lessons were very good and pupils were enthusiastic about music. The teacher demonstrated a very high level of expertise. The teaching of songs by rote was very skilled and pupils showed a very well developed aural memory.

86. The music co-ordinator, who is the link between the school and the specialist, works well to develop the subject. So far, a good scheme of work has been introduced, but assessment needs further development to help class teachers to more closely measure the progression of skills in the subject. A choir is established and about 20 pupils have instrumental lessons, but so far no ensemble experience is provided for them.
87. In **physical education** pupils have many opportunities to develop their skills, knowledge and understanding as they take part in a good range of sporting activities both within the school day and after-school clubs. Most pupils are able to swim 25 metres when they leave school. Space for physical activities is limited because the school does not benefit from a playing field. However, it uses the available space, including two halls, well. The school ensures that pupils have access to a varied and exciting physical education programme and to demonstrate its commitment to physical sport are hoping to achieve the Active Mark.

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

*Personal, social and health education and citizenship were sampled.*

88. One lesson was seen, which was of good quality. Policy writing for PSHE and citizenship indicates that provision is very good. There is very good guidance for teaching when specific times are set aside for pupils to consider particular issues. Some work is integrated into subjects, such as science, where pupils learn about the benefits of healthy eating and exercise, or in design and technology and physical education, where safety in moving equipment or using tools is considered. All staff use the scheme of work to give continuity. Year 6 pupils were involved in a debate in the Birmingham Council House during citizenship week.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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