

INSPECTION REPORT

GLENMEAD PRIMARY SCHOOL

Great Barr, Birmingham

LEA area: Birmingham

Unique reference number: 103320

Headteacher: Mrs M Jones

Lead inspector: Ms B Matusiak-Varley

Dates of inspection: 20th - 23rd September 2004

Inspection number: 266873

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Middle deemed primary
School category:	Community
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
Number on roll:	424
School address:	Glenmead Road Great Barr Birmingham
Postcode:	B44 8UQ
Telephone number:	(0121) 464 3173
Fax number:	(0121) 464 6344
Appropriate authority:	The governing body
Name of chair of governors	Mrs Denise Halfpenny

Date of previous inspection: 1st February 1999

CHARACTERISTICS OF THE SCHOOL

Glenmead Primary School is a two-form entry school with 424 pupils on roll, situated in Great Barr, a few miles from Birmingham city centre. The school has a speech and language unit catering for 18 pupils with speech and language difficulties; however, the nature of the unit is undergoing many changes and is now admitting pupils with a range of difficulties including autism. The percentage of pupils known to be eligible for free school meals (10.5 per cent) is broadly in line with the national average. The percentage of pupils with special educational needs at 8.9 per cent is below national average; four per cent of pupils have statements of special educational needs (well above national average). Their special needs vary from emotional and behaviour problems to learning difficulties. Mobility levels are low but an increasing number of pupils enter the school with special educational needs. The school has experienced several disruptions to allowing it to move on at a faster pace. At present, a large scale programme of building works is being undertaken, several new staff have been appointed, the school has operated for a term without a permanent deputy headteacher and the headteacher has had to caretake the school's provision for special educational needs. The speech and language unit has been without a head of unit and is at present being overseen by both the headteacher and a member of the unit teaching staff. In 2004, the school received a Healthy Schools Award. Attainment on entry has altered and is now below that expected of similar age pupils nationally in communication, language and literacy, personal, social and emotional development and mathematical development.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
19938	B Matusiak-Varley	Lead inspector	Art and design Provision for pupils with English as an additional language
19443	N Walker	Lay inspector	
27426	T Aldridge	Team inspector	Areas of learning for children in the Foundation Stage Mathematics Physical education Religious education
20782	A Grainger	Team inspector	Design and technology
11642	C Parkinson	Team inspector	English History
22157	M Roussel	Team inspector	Science Information and communication technology Geography
11720	P Winch	Team inspector	Provision for pupils with special educational needs The work of the special educational needs unit

The inspection contractor was:

Tribal PPI
Barley House
Oakfield Grove
Clifton
Bristol
BS8 2BN

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	4 - 6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	7 - 11
Standards achieved in areas of learning and subjects	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	11 - 17
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	17 - 19
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	20 - 37
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	38

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a sound school with good features, which provides a satisfactory education for its pupils. Pupils' overall achievements are satisfactory; standards meet national averages in English, mathematics and science. Teaching and learning are satisfactory. Pupils are well behaved and have good attitudes to learning. Leadership and management are good and governance is satisfactory. Provision for pupils in the speech and language unit is satisfactory. The school provides satisfactory value for money.

The school's main strengths and weaknesses are:

- Standards in reading, music and art and design are above average by the end of Year 2 and Year 6. In design and technology by the end of Year 2, standards are below those expected nationally.
- Provision for pupils' spiritual, moral, social and cultural development is good overall and pastoral care of pupils is very good.
- Provision for pupils in the speech and language unit is satisfactory but needs review. More opportunities could be provided to integrate them into mainstream classes. Pupils with special educational needs both in the mainstream and in the unit make satisfactory progress.
- The school provides a good range of extra-curricular activities and educational visits.
- The school is well led and managed by a very hard working and dedicated headteacher and school self-evaluation is good.
- Data from assessments in English, mathematics and science are not used sufficiently well to plan the next steps of pupils' learning. Assessment procedures in foundation subjects are unsatisfactory.
- There are inconsistencies in teaching in some year groups and not all subject co-ordinators are fully aware of how to raise standards.
- Opportunities for pupils to develop their skills of literacy, numeracy and information and communication technology (ICT) across the curriculum are inconsistent and are unsatisfactory overall.
- The overuse of worksheets in most subjects prevents pupils from developing their skills of extended writing.

Improvement since the last inspection in 1999 has been satisfactory but the lack of a permanent deputy headteacher prevented the school from moving at a fast rate. Throughout the school, planning for English, mathematics and science has improved and is now satisfactory. There are still areas that have not been fully addressed such as the role of subject co-ordinators in monitoring and evaluating standards. Pupils' attainment on entry has changed and is now below average. The unit originally intended for pupils with speech and language disorders is now receiving a wider range of pupils exhibiting different barriers to learning.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003

English	A	C	C	E
mathematics	A	C	C	E
science	A	C	B	D

Key: A - well above average; B - above average; C - average; D - below average; E - well below average.

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

Pupils' achievements are satisfactory. The 2003 national test results show that by the end of Year 2, in comparison with all and similar schools, pupils' achievements in reading were well above average, in writing they were above average and in mathematics and science they were average. In Year 6, in comparison with all schools, pupils attained average standards in English and mathematics and above average standards in science. In comparison with similar schools, pupils attained well below average standards in English and mathematics and below average standards in science. The trend in the school's National Curriculum points for all core subjects was below the national trend in the juniors. Inspection findings show that overall standards are average in English, mathematics and science by the end of Year 2 and Year 6 and pupils' achievements are satisfactory. In reading, music and art and design standards are above those expected nationally and pupils' achievements are good. In design and technology by the end of Year 2, standards are below those expected of seven-year-olds and pupils' achievements are unsatisfactory. Attainment on entry to the reception classes is below that expected and children make satisfactory progress but do not attain the expected standards in communication, language and literacy and mathematical development due to inconsistencies in teaching. In ICT, pupils meet the national expectations of seven and 11-year-olds. Pupils in the unit make satisfactory progress but more could be done to include them in mainstream lessons. Higher attainers make satisfactory progress over time but there are occasions when they are insufficiently challenged. In the 2004 uncorroborated national tests, pupils maintained average standards. **Pupils' personal development, including their spiritual, moral, social and cultural development is good overall** as are attitudes, behaviour and relationships. Attendance is good.

QUALITY OF EDUCATION

The overall quality of education, including the teaching, is satisfactory with some good features. Several examples of good and very good teaching were seen throughout the school. Nevertheless teaching is inconsistent in some year groups. Overall, pupils' learning is satisfactory. The curriculum is satisfactory and well enriched with educational visits and extra-curricular activities. Provision for pupils in the unit is satisfactory with good features, as is provision for children in the Foundation Stage. Pastoral care and health and safety are very good but more attention needs to be paid to using data from assessments to set targets for pupils. Support and guidance are satisfactory. Partnerships with parents and the community are good and satisfactory links with other schools make a strong contribution to pupils' learning.

LEADERSHIP AND MANAGEMENT

The leadership and management of the headteacher are good. She has a clear educational vision for the school shared by the staff and governing body. The leadership and management of key staff are satisfactory but the role of the subject co-ordinators still needs further development. Governance is satisfactory and all governors are very supportive of the work of the school and fulfil their statutory requirements.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents' and pupils' views of the school are positive. Parents are pleased with the open communication systems and know that their children are well looked after. Pupils are very happy at the school and those in Year 6 say that they will be sorry to leave.

IMPROVEMENTS NEEDED

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

- Raise standards in design and technology by the end of Year 2.
- Ensure that there are more planned opportunities for pupils to develop their skills of literacy, numeracy and ICT in all subjects and limit the use of worksheets.
- Review the role of the unit and ensure that pupils are included more in mainstream lessons.
- Develop assessment procedures in foundation subjects and ensure that data from assessments is used more rigorously to plan the next steps of pupils' learning.
- Improve the quality of teaching by ensuring that subject co-ordinators are confident in monitoring teaching and learning and identifying the best practice in their subjects.

The majority of areas for improvement had already been identified by the school in the school improvement plan.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

STANDARDS ACHIEVED IN AREAS OF LEARNING AND SUBJECTS

Pupils' achievements are satisfactory. Standards are at the national expectations in nearly all subjects including English, mathematics, science and ICT. Pupils with special educational needs achieve well in relation to their prior attainment.

Main strengths and weaknesses

- Pupils' achievements are good in reading, music and art and design and standards attained exceed national expectations.
- By the end of Year 2, standards in design and technology are below average and pupils' achievements are unsatisfactory.
- Pupils who have special educational needs, both in the speech and language unit and main school, make good progress in relation to targets identified in their individual education plans.

Commentary

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

Standards in:	School results	National results
reading	17.6 (16.1)	15.7 (15.8)
writing	15.2 (14.1)	14.6 (14.4)
mathematics	16.4 (15.9)	16.3 (16.5)

There were 62 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 2003

Standards in:	School results	National results
English	27.0 (27.6)	26.8 (27.0)
mathematics	26.9 (27.3)	26.8 (26.7)
science	29.3 (28.5)	28.6 (28.3)

There were 64 pupils in the year group. Figures in brackets are for the previous year.

1. The 2003 national test and teacher assessments show that in comparison with all and similar schools by the end of Year 2, standards in reading were well above the national average, in writing they were above national average and in mathematics and science they were average. In Year 2, pupils did really well in reading and the percentage of pupils attaining the higher levels was well above average, in writing the percentage attaining the higher levels was average but in mathematics the percentage attaining the higher levels was below that expected nationally.
2. In Year 6, in comparison with all schools, pupils attained average standards in English and mathematics and above average standards in science. In comparison with similar

schools nationally, standards in English and mathematics were well below average and in science were below average. In Year 6, in English and mathematics, the percentage of pupils attaining the higher levels was average and in science it was above average.

3. There are no major differences in attainment by gender and inspection findings confirm this but, in the infants the girls did slightly better than the boys in mathematics and science whereas, in Year 2, the boys performed marginally better than the girls in mathematics. In mathematics and science by the end of Year 6, girls did slightly better than boys.
4. In both Year 2 and Year 6, the trend in the school's average National Curriculum points for all core subjects was below the national trend. The school just missed its targets in English and mathematics in Year 6 but met its targets in the percentage of pupils attaining the higher levels.
5. The newly appointed headteacher recognised that pupils were not achieving as well as they could over time in relation to their prior attainment and, having rigorously analysed test results with the senior management team, set about producing a detailed and accurate school development plan in order to raise standards. There were several factors which impacted negatively on pupils' attainment:
 - pupils' learning had been disrupted as a result of instability of staffing;
 - the newly appointed headteacher had been previously acting headteacher of the school and did not have a permanent deputy to support her; she was overloaded with responsibility as she was also the special educational needs co-ordinator. She has recognised the need for consistency of whole school systems such as developing assessments but, due to her many responsibilities, the systems set up to ensure the management of change have not yet had time to fully impact on pupils' achievement;
 - pupils from the speech and language unit were included in test results and this depressed overall test scores. Furthermore, the changing nature of the unit, where pupils are presently being admitted with a range of difficulties other than speech and language, demanded a large input of time both from the headteacher and the teacher in charge of the unit to ensure that these pupils were having their needs met; and
 - staff had not been sufficiently trained in interpreting performance data and subject co-ordinators had not received sufficient training in monitoring standards attained by pupils and the quality of teaching and learning.
6. Due to the very hard work of the headteacher, who is in her second term of office, the school is now well placed to raise standards due to the good systems set up to bring about consistency of practice such as:
 - joint planning between year groups;
 - detailed assessment records of pupils' progress being passed on;
 - examples of good quality teaching evident throughout the school;
 - well informed support staff;
 - good teamwork throughout the school; and
 - effective monitoring of teaching and learning.

7. Inspection findings show that pupils are attaining average standards and their achievements are satisfactory. Pupils with special educational needs both in the unit and in mainstream school are generally making good progress in relation to targets identified in their individual education plans due to the good help that they receive from the support staff. Higher attainers are making satisfactory progress but they could be challenged further, especially in the foundation subjects.
8. Attainment on entry to the school has declined over the past few years and this year and last year has been below average in communication, language and literacy, mathematical development and personal, social and emotional development. Children's rates of learning throughout the Foundation Stage are inconsistent as the quality of teaching is better in one class than the other. The headteacher is aware of this and staff are working closely to support one another and develop best practice. Whilst children make satisfactory progress in the Foundation Stage, they do not attain the expected standards in communication, language and literacy and mathematical development on entry to Year 1 due to their low starting points. In creative development, knowledge and understanding of the world, personal, social and emotional development and physical development they attain the expected standards and their achievements are satisfactory overall.
9. Throughout the infants pupils' achievements are satisfactory but in reading they are good. By the end of Year 2 and Year 6, pupils attain above average standards in reading and they thoroughly enjoy undertaking book reviews and talking about their favourite authors. By the end of Year 2 and Year 6, pupils attain average standards in English, mathematics and science and their achievements are satisfactory overall. In ICT, pupils meet the national expectations for seven and 11 year olds and their achievements are satisfactory in relation to their prior attainment. In religious education by the end of Year 2 and Year 6, pupils meet the expectations of the locally agreed syllabus and their achievements are satisfactory. In geography and history, throughout the school, pupils' achievements are satisfactory and standards meet the national expectations of seven and 11 year olds. In music and art and design, pupils exceed the national expectations both in Year 2 and Year 6 and their achievements are good. Pupils throughout the school are particularly keen on history due to the good range of visits and trips provided for them, which bring history "alive" in the eyes of the pupils. No physical education lessons were seen therefore judgements on standards cannot be made but teachers dedicate a phenomenal amount of time in training pupils to participate in games with other schools, particularly football and this has a positive effect on standards. No design and technology lessons were observed in Year 6 and little work was available, therefore, judgements on standards cannot be made; however, in Year 2, standards are below average and pupils' achievements are unsatisfactory. Pupils' skills of literacy, numeracy and ICT are not sufficiently well developed in other subjects and are unsatisfactory overall.
10. Improvement since the last inspection is satisfactory overall with pupils maintaining average standards and satisfactory progress. Although the school has made satisfactory progress since the last inspection in implementing schemes of work, there is still work to be done in ensuring that skills underpinning the design and technology process are rigorously taught. Pupils with special educational needs continue to make good progress.

PUPILS' ATTITUDES, VALUES AND OTHER PERSONAL QUALITIES

Pupils' attitudes, behaviour and values are good. The school ensures that pupils' personal development, including their spiritual, moral, social and cultural development is good. Attendance is good and punctuality is satisfactory.

Main strengths and weaknesses

- A positive approach from the school promotes pupils' good attitudes and behaviour; pupils are self-confident and thoroughly enjoy taking on responsibility.
- Strong relationships underpin the work of the school.
- Regular attendance makes a positive contribution to pupils' learning.
- There needs to be a more active approach to introducing pupils to the diversity of modern British society.

Commentary

11. The school has maintained its good attitudes and behaviour identified in the previous report. Pupils look forward to coming to school and almost all arrive on time. They settle very well to the work they are set with little time wasted. Pupils develop well as mature, responsible individuals who look to take on responsibility and willingly look after their peers. Pupils of all ages feel well supported in school and know there is an adult to help them if they have a problem. They are particularly appreciative of the school council and the opportunities it offers them to 'have their say'. Infant age children show most interest in school, mainly because their teachers challenge them consistently to do their best.
12. Children in the Foundation Stage attain the expected standards in personal, social and emotional development and develop good attitudes to learning. They are curious and interested in their learning and develop their skills of independence satisfactorily. As pupils mature and move through the school, they develop good levels of self-control and an awareness of the effects of their behaviour on others. They are self-confident and thoroughly enjoy taking on responsibility. Again, pupils in Years 1 and 2 exhibit the best behaviour during lessons; they know what is expected of them and are eager to gain recognition from their teachers. The school is orderly because pupils understand the simple rules and know they are there for a purpose. There are effective policies and procedures to ensure that bullying and harassment are dealt with appropriately. No pupil has been excluded from school for many years. Pupils report that they feel safe at school and that incidents are dealt with fairly by adults. Older pupils support younger ones at playtimes and lunchtimes, not least through the 'Buddy' scheme that the older pupils are very keen to support.
13. The school promotes pupils' moral and social development well. Staff, along with representatives from a number of community agencies such as the police and health services, encourage pupils to make careful choices about their lifestyle. The school supports charities to raise pupils' awareness of the needs of others. An effective link has been built with a school in North Wales which pupils visit to complement the fundraising they undertake for the Royal National Lifeboat Institute. Pupils visit a lifeboat house in the area and are able to witness at first hand how their hard won funds help to save lives. Pupils of all ages contribute to the effectiveness of the school council and enjoy, for instance, the new outdoor play equipment the council helped to buy.
14. There is satisfactory provision for pupils' spiritual and cultural development. Whole school assemblies offer opportunities to worship and reflect on the messages they hear in

school. They also allow pupils to celebrate the achievements of individuals, helping to raise their self-esteem. Lunchtime staff participate in this aspect of pupils' personal development as they nominate children to sit at the 'Table of the Week'. This demonstrates to others how courtesy and kindness are valued by the school and makes pupils feel special as they enjoy their lunchtime reward. The disruption caused by the current building work means that class collective worship is a daily feature of the school. These are valuable times when pupils listen to each other and show high levels of maturity during the debates that take place. Too often, however, there is no identified prayer to make these sessions clearly acts of worship. The school has recognised this as an area to be addressed.

15. Pupils enjoy visits from a considerable number of speakers who tell them more about past life and traditions in this country. Similarly, pupils are able to participate in a range of visits to places of special interest to support specific areas of the curriculum and this extends their learning. Effective links with local churches and artefacts supplied by parents and grandparents help pupils to gain a wider knowledge of their own culture rather than of the other cultures represented in Britain. There are few families from other ethnic backgrounds involved with the school and the headteacher has already recognised that the school needs to be more proactive in introducing pupils to multicultural elements of modern British society. Pupils in the unit have been able to visit a Mosque and a Gurdwara but, generally, pupils throughout the school do not experience these visits.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.1	School data	0.6
National data	5.4	National data	0.5

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

16. The headteacher and staff promote good attendance regularly among pupils and parents; efficient office staff assist class teachers to monitor attendance patterns effectively and this, along with the support of outside agencies, ensures that attendance patterns are pleasingly consistent.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The overall quality of education is satisfactory. Teaching and the range of learning opportunities meet pupils' needs satisfactorily. Good provision is made for extra-curricular activities. Partnership with parents and the community is good. Partnership with other schools is satisfactory as is the overall support and guidance for pupils.

TEACHING AND LEARNING

The quality of teaching and learning is satisfactory. Teaching, pupils' learning and assessment in English, mathematics and science are satisfactory; they help pupils to achieve satisfactorily in each stage of their primary education. There are examples of good and very good teaching throughout the school.

Main strengths and weaknesses

- Basic skills of reading, writing and number are generally taught well throughout the school especially in the infants but plenary sessions are not sufficiently well developed.
- Support staff are used well to enable pupils with special educational needs to access the curriculum.
- Homework contributes well to learning.
- Teachers provide good opportunities for pupils to work in groups and independently and this boosts pupils' self-confidence.
- Throughout the school, behaviour is managed well and classrooms are secure learning environments.
- Teaching does not always provide enough challenge for pupils with potential for higher attainment although their achievement is satisfactory overall.
- There are inconsistencies in teaching across year groups and not all staff have opportunities to learn from the best practice in the school.
- Whilst assessment procedures are satisfactory in English, mathematics and science, they are underdeveloped in other subjects and data from assessment are not sufficiently well used in planning the next steps of pupils' learning.
- There are a few isolated examples of unsatisfactory teaching that need to be addressed and there is an overemphasis on the use of worksheets.

Commentary

Summary of teaching observed during the inspection in 72 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	10 (14 %)	35 (49 %)	22 (30 %)	5 (7 %)	0	0

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

17. Teachers have secure subject knowledge and teach basic skills of reading, writing and number well especially in the infants where pupils are taught rigorously and methodically how to form their letters and numbers correctly. Occasionally, throughout the school, teachers miss opportunities to enable pupils to learn grammatical structures and vocabulary through access to text in whole class teaching. This is because they do not always use overhead projectors or large prints that can be photocopied and pupils do not have full access to see the written work, slowing down their rates of learning.
18. Teachers have good relationships with their pupils, they know their pupils well and encourage them at all times to do their best; this is reflected by the good standards of presentation seen in pupils' written work. Teachers' planning is satisfactory but too few references are made to developing pupils' skills of literacy, numeracy and ICT in other subjects and this is unsatisfactory; there is a lack of a whole school approach to developing these skills systematically across the curriculum.
19. In the best lessons seen in art and design (Years 1 and 4), music (Years 2, 3, 4), English, mathematics, science and ICT (Year 6), teachers move the pupils on at a fast rate by offering good explanations, using a good variety of teaching methods and consistently modelling for pupils what is expected of them. In a very good music lesson in Year 2, pupils quickly learnt a new song "A house is a house for me" by saying the words in

rhythm and then by focusing on the meaning of the song. In a very good English lesson in Year 6, the class teacher enabled pupils to make very good gains in learning by showing them various structures of narrative writing and explaining how Phillip Pulman used cliffhangers to engage his audience. Pupils sat spellbound throughout the lesson avidly listening to their teacher and then used the various conventions in their writing. Throughout the school, teachers provide good opportunities for pupils to work, both in groups and independently; they structure the learning activities so that pupils are clear as to what is expected of them, pupils feel confident in learning and this raises their self esteem.

20. In the few examples of unsatisfactory teaching, work offered to pupils was too easy, pupils were not sufficiently challenged and learning did not proceed at a fast enough pace. Where teaching is less effective, for example in the teaching of drama in the lower juniors, no new learning takes place as pupils rely on stereotypes such as moving around the class as if they were animals and, as a result, do not develop their vocabulary sufficiently well because learning objectives are not clearly defined by the class teacher. In an unsatisfactory mathematics lesson, time was not used effectively and pupils ran out of time to finish their work. There are inconsistencies in teaching in some year groups and this slows down the rates of pupils' progress. Whilst an effective start has been made at ensuring that teachers in the same year group plan well together, staff have not had sufficient opportunities to observe one another teach and learn from the best practice in the school. The headteacher has identified this as an area for development in order to raise the standards of teaching and learning throughout the school.
21. In one unsatisfactory lesson in the infants in design and technology, the medium term planning was not sufficiently well defined to enable the teacher to home in on developing pupils' skills of design and technology. Insufficient new learning took place in the lesson and pupils' learning was unsatisfactory. In an unsatisfactory lesson in the Foundation Stage, there was a lack of structure to the lesson and children were not sufficiently focused on the activities presented to them. The lack of intervention in their play activities by the class teacher prevented them from making the required gains in learning and their achievement was unsatisfactory. Where teaching is weaker, data from assessment are not sufficiently well used to move pupils on in their learning and higher attainers are not always sufficiently well challenged and could be achieving more.
22. The quality of teaching for children in the Foundation Stage is inconsistent with examples of good teaching seen in one class and satisfactory with several unsatisfactory features in the other. Overall, teaching in the Foundation Stage is satisfactory with good features and satisfactory improvement has been made since the previous inspection in the provision made for pupils' creative development which is now satisfactory. Teachers ensure that appropriate learning opportunities are provided for creative play and there are now plenty of opportunities for spontaneous and undirected imaginative role-play. One teacher has only been teaching this age group for several days and is still familiarising herself with systems under the expert guidance of the Foundation Stage co-ordinator.
23. Homework is used well to support learning. In a good Year 4 art and design lesson, many pupils brought examples of repeating patterns from home ranging from wallpaper to their own designs and this fuelled their desire to want to find out more about the work of William Morris and Bridget Riley.

24. Support staff are well used to support pupils with special educational needs to access learning both in the speech and language unit and in mainstream lessons. The teaching of these pupils is satisfactory with good features and several examples of good teaching were seen. Pupils are well grouped in lessons so that support can be focused where it is most needed. Teaching Assistants know pupils well and help them to learn quickly. Generally, teachers provide work that challenges pupils and engages their interest. However, occasionally, as in a Year 5 English lesson, there is not enough different material to help pupils with learning difficulties and they do not learn as well as other pupils in the class. In the unit, teachers relate well to pupils and have high expectations of how pupils should behave and how hard they should concentrate. Pupils have good attitudes to learning and behave well. Teachers provide a wide variety of activities to maintain a brisk pace and make good use of resources to accompany explanations. For example, in a good science lesson for older pupils, the teacher involved pupils actively in the lesson and made very effective use of a length of string to demonstrate how an electric circuit works. On occasions, the more able pupils do not receive work that is challenging enough and this limits learning. The conclusion of lessons is not as effective as it could be because not enough time is spent reviewing what pupils have learnt and assessing what needs to be done next.
25. Improvement since the last inspection is satisfactory overall due to the high percentage of good and better teaching seen during the week of the inspection. The headteacher has monitored teaching and learning well and is aware of the need to develop the consistency and quality of teaching across various year groups. However, the school now has several members of new staff including a new headteacher and the inspection took place very early on in the term when staff were still trying to get to know their pupils.
26. Assessment procedures are satisfactory in English, mathematics and science but are unsatisfactory in foundation subjects and religious education. Information from assessment is not sufficiently well used to plan the next steps of pupils' learning and higher attaining pupils are not sufficiently challenged in some lessons. The assessment of pupils with special educational needs both in the speech and language unit and in the mainstream classes is good. Individual education plans are clear and purposeful and are reviewed regularly. Pupils in the unit have very good literacy and numeracy plans, together with communication profiles, which contain valuable information for teachers, but they are not used well enough. The time taken in preparing the information is not cost effective in terms of its contribution to the provision for these pupils and as a result, pupils from the unit only make satisfactory progress.
27. Overall, teachers' marking throughout the school is satisfactory with several examples of good practice. In the best marking in one Year 6 class, pupils are given good advice and guidance as to how they can improve the quality of their work.
28. Teaching of ICT is satisfactory with some very good examples seen especially in Year 6, however, ICT is not used consistently throughout the school to support pupils' learning and this is unsatisfactory. Too few opportunities are provided for pupils to use their skills of literacy and numeracy in other subjects and, too often, pupils are given worksheets which prevent them from developing their skills of extended writing. Improvement since the last inspection is satisfactory; a high percentage of good and better teaching was seen but there have been some new staff recruited who have not yet had the benefit of learning from more experienced staff.

THE CURRICULUM

The quality and range of learning opportunities are satisfactory overall. Enrichment of the curriculum is good. The accommodation and resources give satisfactory support to pupils' learning.

Main strengths and weaknesses

- The basic skills of literacy and numeracy are promoted well in Years 1 and 2.
- A good range of visits and visitors add interest to the curriculum and support learning.
- Not enough opportunities are provided for pupils to use and develop their ICT skills across the subjects.
- Pupils in the speech and language unit have too few opportunities to participate in lessons in the main school.
- Provision in design and technology is too patchy, inconsistent and is unsatisfactory overall.
- Too long is spent in lessons on the teaching of reading.

Commentary

29. The curriculum is satisfactory; it is broad, balanced and meets statutory requirements. The curriculum meets pupils' needs well in English and mathematics in Years 1 and 2 and gives strong support to the development of basic skills. Much is done to compensate in these two years for pupils' below average attainment on entry to the school and the standards in Year 2 reach the level expected nationally in these two important areas. The good gains made in speaking, listening, reading, writing and numeracy equip pupils well for the next stage of their primary education and give them the tools they need to support their learning in other subjects.
30. The provision in Years 3 to 6 in English and mathematics satisfactorily builds on the gains made in Years 1 and 2. However, there is some imbalance in how time for English is distributed on the timetable so that sometimes pupils spend too much time in one day on English activities only. The result is a lack of variety for pupils. The emphasis in timetabling English in this way results in missed opportunities to develop language and literacy skills through other subjects.
31. In other year groups and other subjects, the range of learning opportunities is satisfactory overall. In ICT, pupils make good progress in developing their skills in lessons in the computer suite but they do not have enough opportunities to apply and enhance these skills through their work in other subjects. The lack of learning through ICT across the curriculum and the infrequent use of classroom computers is a main reason why the overall standards in this area have not risen above the level expected nationally.
32. Whilst all the subjects of the National Curriculum are taught in Years 1 to 6, and statutory requirements are met, there are weaknesses in the learning opportunities in design and technology. This is largely because provision is too patchy and inconsistent and does not systematically develop pupils' understanding of and competence in the full design process. In particular, although there are some satisfactory projects, there is not enough attention to the designing and evaluating stages of the process. There are occasions in other subjects when long lessons result in the provision of time-filling activities that mean

that time is not used to full effect in promoting learning. This weakness was identified at the last inspection and it has not been rectified. Pupils do not have sufficient opportunities to use their skills of literacy, numeracy and ICT across the curriculum and teachers' medium-term plans do not identify opportunities where they might be used to support pupils' learning. Too often pupils are given worksheets which prevent them from developing their extended writing skills and this slows down their rates of progress in writing.

33. The learning opportunities in the reception year satisfactorily cover all the recommended areas of learning for children of this age. However, activities are better structured and matched to children's needs in one of the two classes than in the other. In one class, there is not a clear enough purpose to activities that children undertake without direct adult involvement and there is too little challenge for the children with potential for higher attainment. The result is that, although the curriculum helps children to make satisfactory progress overall, there are occasions in the one class when they do not achieve as well as they should.
34. The provision for pupils with special educational needs in the main school is satisfactory. Teachers and teaching assistants know pupils well and plan effective group work in lessons to help pupils improve. The provision in the unit for pupils with speech and language difficulties is satisfactory. The arrangements for speech therapy are adequate, but the expertise of staff is not exploited to support the work of the speech therapist. Whilst the one day a week that pupils spend in their own schools is well organised, it is not cost effective and opportunities for pupils to work more in mainstream classes at Glenmead are missed. However, staff use resources well in lessons to interest pupils and encourage their speaking. This is why pupils achieve satisfactorily.
35. A good range of visits and visitors enhances the curriculum and, for example, visits to museums and galleries bring learning to life in history and art and design. An annual residential visit and visitors to school add a further dimension to pupils' learning. Good opportunities are provided for pupils wishing to learn a musical instrument and the take-up of these lessons is good. The adequate range of clubs includes ICT, music and sporting activities. Provision for personal, social and health education and citizenship is good; pupils are confident in expressing their opinions and are aware of their contribution to the community such as looking after the environment.
36. The accommodation satisfactorily supports the curriculum. Resources are sufficient for all subjects and are good for music and physical education. A plentiful supply of books promotes pupils' competence in reading. The school has made satisfactory improvement since the last inspection. Most schemes of work have been put in place and the literacy and numeracy strategies are appropriately implemented.

CARE, GUIDANCE AND SUPPORT

There is very good provision to ensure pupils' care, welfare, health and safety. The school offers sound support, advice and guidance to pupils. There is good involvement of children in the life of the school through seeking their views.

Main strengths and weaknesses

- Staff pay close attention to every aspect of pupils' well-being.

- Pupils with special educational needs are well supported.
- There are strong links with outside agencies.
- The school consults with and values, its pupils well.

Commentary

37. Standards of pastoral care are impressive. There are well-established routines and a deeply engrained philosophy of care to ensure that each individual's best interests are taken into consideration. First aid is carefully administered and recorded and all adults are aware of children with specific needs. Regular health and safety audits and assessments are held and the caretaker is conscientious in all his cleaning and maintenance duties. As the building work continues, staff are diligent in ensuring that interim emergency drills are practised. The headteacher is responsible for child protection issues; all the required systems are in place and she makes certain that any new information reaches the staff. She, along with the acting deputy headteacher are to attend retraining this term.
38. Pupils are taught about keeping safe throughout the year, both by staff and also by various representatives from outside agencies. Satisfactory assessment data is collected in English, mathematics and science across the school but the information is not yet used well enough to boost pupils' achievement, particularly those who are capable of reaching the higher levels; this restricts their rates of progress. The use of target setting is inconsistent and is only just starting to be introduced. Carefully planned induction programmes ensure that the younger children settle well into their new school environment.
39. Pupils with special educational needs receive very good personal support and guidance. Individual education plans focus well on what pupils need to do to improve. Teachers, including those in the unit, know pupils well and want to help them learn. In the unit, all staff are firm but kind and create a secure environment in which pupils can develop better learning and social skills. Teachers and support assistants ensure that children with special educational needs make steady progress although pupils in the special needs unit are not offered enough opportunity to attend lessons with the rest of their year group in the main school.
40. There are a number of ways for pupils to make their feelings and views known to staff. The school council is a good vehicle for pupils to gather information about what the majority of their peers want and to set up an annual agenda. Pupils fill the offices of the council and collate minutes and feedback to classes themselves and this helps with their personal development. In weekly personal, social, health and citizenship sessions, pupils take turns to speak to the whole class and to share their opinions in class debates. Pupils also share their concerns with the Buddies who patrol the playground and help to sort out problems. Pupils state in questionnaires and discussions that they really like school and that the staff are kind and supportive. The school has maintained its good levels of care identified in the previous report.

PARTNERSHIP WITH PARENTS, OTHER SCHOOLS AND THE COMMUNITY

There are good links with parents and the community. The school establishes satisfactory links with other schools and colleges.

Main strengths and weaknesses

- Parents express many positive views on most aspects of the school's work.
- Strong support is given by the 'Friends of the School'.
- Parents show a keen interest in their children's education.
- A few parents would welcome more information about the progress their children make.
- Community members make a valuable contribution to the life of the school.

Commentary

41. Parents show a high degree of satisfaction with the school in their questionnaire returns and at the meeting prior to the inspection. Good levels of partnership with parents have been maintained since the last inspection. The school regularly seeks out parental opinion and the latest, in depth survey, run in conjunction with the local education authority, was very detailed and provided much useful information that the headteacher plans to act upon. Parents are kept well informed about school events through the weekly newsletter. Notices and the entrance hall are attractive and the whole school welcomes parents in and encourages them to participate in their children's education. Strong support is given by the Friends of the School who are very proactive in raising large sums of money to contribute to resources.
42. A wealth of good information is sent to parents via the governors' annual report and also in the prospectus for new parents. There are regular opportunities for parents to meet up with staff to discuss the progress their children are making and a reasonably evaluative, written report is sent to parents each summer. Some parents would like to receive even more information and the headteacher is to set a consultation in place later in the year. Homework expectations are set out clearly and pupils understand the expectations held by the school.
43. Good links with the community ensure that pupils experience a richer curriculum than would otherwise be possible. Several visitors extend pupils' personal development while visits to local museums and galleries help to emphasise their cultural heritage. Involvement in choral and musical events in the city of Birmingham helps some pupils to experience the heady excitement of a live performance. Links with local sports clubs enable others to enhance their physical skills.
44. The school is becoming increasingly outward looking and is developing satisfactory links with other local schools and colleges. Transfer arrangements are already well established for pupils moving into Year 7 and motivated staff have established an effective programme for them to follow. Curriculum links are only beginning to develop but the headteacher is keen to follow up on these. Staff in the speech and language unit are generous with their time and share relevant expertise with visiting professionals.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. The headteacher is a good leader and manager with clear educational vision, a strong sense of purpose and very high aspirations for the school. Leadership and management by key staff are satisfactory. Governance is satisfactory and the school provides satisfactory value for money.

Main strengths and weaknesses

- The headteacher sets high standards for staff and pupils at the school, has high aspirations and a clear view of areas for improvement.
- The headteacher and senior management team have evaluated the strengths and weaknesses of the school accurately and systems for school self-evaluation are good.
- Day-to-day financial procedures and the smooth running of administrative procedures are very well managed by administrative staff.
- The reorganisation of the special educational needs speech and language unit has been identified as an area for development but there are some areas to be clarified in its financial management.
- The role of some subject co-ordinators needs further development to enable them to judge the quality of teaching and learning accurately and develop the best practice in their subjects.

Commentary

45. The headteacher, who is recently promoted from deputy headteacher to her present position, has a very clear understanding of how to take the school forward, based on an accurate evaluation of the school's strengths and weaknesses. This is reflected in the school's purposeful and useful development plan which identifies what elements in the school need improvement and how they should be addressed. Evidence from monitoring and analysis of performance data has been used to detail appropriate areas. The headteacher and senior management team work well together, members of staff have a good sense of purpose and systems for school self-evaluation are good.
46. Governance of the school is satisfactory. The governing body is knowledgeable, adequately informed and conscientious. It fulfils its role effectively and supports the headteacher well. Governors see that all statutory requirements are met and are suitably involved in the running of the school. The race equality policy and inclusion policy both relate to the needs and context of the school and are monitored effectively. Governors have a sound understanding of the school's strengths and areas of development and support all aspects of school life. Principles of best value underpin all spending and the school compares itself with other schools' academic performance. The leadership and management of subject co-ordinators are satisfactory overall but not all staff are secure enough in monitoring the quality of teaching and the subsequent impact it has on learning. This is an area that the headteacher has recognised for future development on the school development plan.
47. The headteacher manages the school well. At present, her workload is very heavy because the key role of special educational needs co-ordinator is not filled and there is an acting deputy headteacher. The headteacher and acting deputy work well together and the leadership and management of provision for pupils with special educational needs by the headteacher is good, with well written individual education plans. The headteacher's organisational ability, enthusiasm and drive enliven the school and enthuse staff. Performance management is good and is linked well to accurate analysis of performance data and to staff's continuous professional development. The school has only recently implemented tracking procedures and has identified the need to use assessment better in class to set tasks and targets for groups of pupils. Monitoring of lessons by the headteacher is good and is linked to in-service training received by staff both in and out of the school. The school is well placed to have arrangements in place for

remodelling the work force and all staff appreciate and recognise the work done on this area.

48. The leadership and management of the present teacher in charge of the speech and language unit is satisfactory. There are areas for development in ensuring that the unit has a clear remit about the nature of its purpose as pupils are being admitted who do not always require speech and language support. At present arrangements for inclusion are due for review, as is the cost effectiveness of the unit. Financial arrangements for the day pupils who attend their neighbourhood school are not clear enough. Since the last inspection, the nature of difficulties experienced by pupils allocated to the unit has become more complex and there are staffing difficulties. While pupils are well taught and well cared for, insufficient opportunities exist for unit pupils to work in mainstream. The expertise of the teaching assistants, especially those who have expertise in speech and language, is not fully exploited to help pupils learn. Nevertheless, there is a good team spirit in the unit; all staff are committed to helping pupils benefit from their time in the school. The school is generally inclusive in its practice although there are times when pupils from the unit could be included more in mainstream lessons. Equality of opportunity is satisfactory overall and pupils are included in all aspects of school life.
49. Leadership and management of special educational needs by the headteacher in the main school are good. Individual education plans are in place and staff are well informed about pupils' needs. In the unit, leadership and management are satisfactory.
50. The leadership and management of the Foundation Stage are satisfactory. Induction procedures for new staff are good, as are arrangements for students carrying out training at the school.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	1,309,222	Balance from previous year	99,522
Total expenditure	1,203,894	Balance carried forward to the next year	*108,388
Expenditure per pupil	2,806	* This money is already committed to the school's building works	

51. Day-to-day running of financial and administrative matters is very good and helps the school to run smoothly. The headteacher is now effectively involved in financial management and is preparing to match the timing of the next school improvement plan with setting the first budget of her headship with staff and governors.
52. The headteacher has had a heavy load to manage and this has prevented the school from moving on at a faster rate, but her organisational ability and good leadership skills have enabled her to lead the school forward and to identify the main areas for development. Improvement since the last inspection has been satisfactory.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Foundation Stage is **satisfactory** and it is soundly managed by the co-ordinator. Sound assessment procedures are in place and evolving, using the foundation profile. Improvement since the last inspection has been satisfactory, with improved assessment procedures, outdoor play facilities and opportunities for creative development.

Main strengths and weaknesses

- There are good induction procedures and partnership between school and parents is good.
- Staff are caring, conscientious and hard working and provide good role models.
- Outdoor play facilities are good.
- Assessment and planning procedures need to be linked more closely to ensure progression and activities meet the needs of all children.

Commentary

53. Children enter one of the two reception classes in the September of the year in which they are five and there is provision for 60 children. At the time of the inspection, it was the first full week of attendance. There were 55 children on roll with 35 boys and 20 girls. Three children had already attained their fifth birthday. Most children have previously attended one of the local nurseries or playgroups. The schools records indicate that attainment on entry to reception over the last three years is not as high as at the time of the last inspection and is currently below average.
54. The school's assessments of children on entry to reception indicate that attainment is below average in personal, social development and emotional development, communication, literacy and language and mathematical development. Induction procedures are good and include visits by the co-ordinator to playgroups and nurseries that send children to the school. Parents receive written information and pre-visit meetings are arranged for parents and children. Discussions with them indicate that they are very happy with the introductory arrangements. Good partnerships are maintained between home and school once children are admitted and there is daily contact. Appropriate targets are set for children in consultation with parents in November and reviewed in February.
55. From scrutiny of previous work, assessment information and lesson observations, most children make satisfactory progress throughout the Foundation Stage but do not attain the expected standards communication, language and literacy and mathematical development. In all other areas of learning, children attain the expected standards and their achievements are satisfactory overall with several examples of good achievement seen.

56. Staff provide a good range of interesting and relevant activities around termly themes. This has improved since the last inspection, especially in the area of creative development. All adults are involved in planning activities carefully together, which ensures the parallel classes receive similar experiences. Weekly and daily planning is organised within the six areas of learning in the Foundation Stage and is linked closely to the expected standards. Sound assessment records, linked to the recognised targets, are kept and used to set targets although these need to be updated more frequently than termly. However, a weakness is the lack of clear planning for progression of skills, knowledge and understanding linked with assessment across all areas of learning. Assessment procedures need to be more focused on the recognised targets and activities planned and monitored accordingly to provide more challenge for different groups of children and individual needs especially those children who are higher attainers.
57. The quality of teaching and learning is satisfactory overall, with some good teaching observed in the Foundation Stage co-ordinator's class. Adults are conscientious, hardworking, caring and supportive so that children feel secure. They provide good role models and have high expectations of behaviour so that children have a positive attitude to school, are usually interested in what they are expected to do and most behave well. However, some activities are too long and there is insufficient adult interaction and structure in activities where children are not directly supervised.
58. Accommodation in the reception classes is satisfactory and provides a safe and secure learning environment with clearly defined areas covering all areas of learning. There are two similar shaped classrooms which share an indoor playhouse and sand and water area. Classroom resources are of good quality and well used. The outdoor play area facilities, a weakness at the time of the last inspection, are good. The area is marked with a roadway where children use large wheeled toys developing awareness of space and others. They have access to adventurous climbing equipment and there are well maintained grassed, planted and sitting out areas. However, there is no covered outdoor play area so that this facility could be used in all weathers.
59. Improvements since the last inspection have been satisfactory. The outdoor play provision is much improved and more opportunities are provided for imaginative role-play. The standard of teaching has been maintained and the curriculum is now more balanced. The role of the Foundation Stage leader has developed and she writes an annual action plan, undertakes staff training and takes responsibility for an annual budget which is used effectively. She leads by example, continues her early years professional development and is enthusiastic. However, her role in rigorous monitoring of teaching, learning and standards needs further development.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Staff provide a caring and supportive environment from which children learn to co-operate and help each other.
- Staff provide good role models and ensure that children's views are valued.

Commentary

60. All children are likely to attain standards expected by the end of the reception class. Most achieve satisfactorily over time because of the consistently sound and sometimes good teaching. Many children have underdeveloped social skills on entry and staff work hard to develop these. High standards and caring relationships ensure that the children know what is expected of them, so that they quickly learn the correct way to behave. Children quickly settle into the daily routines of directed and self-chosen tasks with little fuss and most behave well. Most take good care of materials and equipment and soon move confidently around the classroom. They are given many opportunities to develop independence and co-operate with others and share and take turns during activities. They are encouraged to clear away at the end of sessions and help with activities. Teaching is satisfactory. The good teamwork of the adults in both classes gives the children effective role models for co-operation and a calm approach to work so that relationships are good. Most children show good levels of interest in what they are doing and are keen to learn. Most children go to the toilet unaided and manage to dress themselves and put on their own coats. Teaching and learning are satisfactory overall. Staff work successfully to ensure children learn to share, co-operate and play confidently. There is very friendly and positive interaction among all children and staff, which contributes to children feeling safe and secure in their learning.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Staff provide a sound range of opportunities to develop children's language skills.
- Reading materials are used effectively to provide a stimulus for creative development.
- Children form letters correctly and a high emphasis is placed upon the teaching of basic skills but there are not enough opportunities to develop writing skills, especially for those children who are above average attainers.

Commentary

61. Not all children attain the expected standards by the end of reception. On entry to reception, a significant number find it difficult to express themselves. Adults develop children's speech and language soundly through questioning and modelling during supervised activities ensuring that children take turns and listen to others. However, there are missed opportunities to develop language when children are involved in self-chosen activities and this restricts learning. All adults take an interest in what children have to say and this encourages them to develop the confidence to talk. Children listen and most join in with favourite rhymes and songs, helping to develop speech and language. Most listen attentively when a story is read to them. Teaching is satisfactory with good features. There is effective teaching of sounds and phonic skills so that children gradually learn to recognise sounds and simple words from their reading books and through classroom displays. Children regularly take books home to share with parents and carers and there are many opportunities when children can look at books themselves. Most handle books with care developing an understanding of how to turn the pages. Activities in the role-play area, currently linked to the story of "Hansel and Gretel", provide children with the opportunity to act out familiar roles and develop confidence in speaking, listening and co-operation. Many children attempt to write their names and an appropriate emphasis is

placed on correct letter formation; this puts them in good stead for their work in Year 1. However, from looking at previous work, there are not enough regular directed opportunities to extend writing skills for the more able children.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **satisfactory**.

Main strengths and weaknesses

- Adults plan a wide range of practical activities to promote children's mathematical development.
- Good use is made of mathematical language in outdoor play and in activities such as sand and water play.
- Good use is made of resources to promote learning.
- Children capable of higher attainment are not always sufficiently challenged.

Commentary

62. By the end of the reception class not all children attain the expected standards in mathematical development. Children enter reception with a wide range of experiences and knowledge and understanding. Assessments indicate that attainment on entry overall is below expectations. Teaching is satisfactory overall and staff plan a sound range of activities to promote mathematical understanding especially in outdoor play and in the sand and water play area. However, these are not always sufficiently challenging for more able children, with all undertaking the same activities. Children are encouraged to count and match numbers, using a good range of resources, in structured and less formal activities. Adults use number rhymes and songs, such as 'Five little speckled frogs' to help children count and a few are already beginning to count accurately to at least five. However, not all children capable of higher attainment are sufficiently challenged. During the inspection there was insufficient adult interaction to extend children's knowledge and understanding in some child chosen activities. Generally, adults ensure they use correct mathematical words to develop and extend children's understanding of mathematical language. This has a positive effect on learning.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- A range of interesting activities is planned to promote learning in this area but too few opportunities are provided for children to learn through interactive displays.
- Staff use questioning effectively to enhance the children's knowledge and understanding of the world about them.
- There is a good range of visits and visitors to the school.
- Children have regular access to and use, computers.

Commentary

63. All children are likely to achieve standards in line with those expected nationally by the end of the reception year. The quality of teaching and learning is satisfactory and sometimes good and children achieve satisfactorily. Classrooms are well organised with a range of activities to stimulate children's natural curiosity and enthusiasm. Through the use of road layouts, simple construction kits and role-play areas, children increase their knowledge and understanding of the world. There is a range of visits and visitors to extend children's knowledge and understanding. Opportunities are provided for children to develop early scientific skills through simple observations of items linked to holidaying by the sea. They learn to take care of birds and fish in the classroom, plant seeds and observe how materials change through cooking. They begin to learn about their own culture and that of others and how to live harmoniously together through weekly religious education lessons. Children have regular access to computers in the classroom and the computer suite using the mouse and keyboard to design and print pictures and control objects on the screen. However, there are insufficient opportunities for children to explore and examine objects through interactive classroom displays using equipment such as magnifying glasses, magnets and torches.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

Main strengths and weaknesses

- Staff make good use of the outdoor play area and children have regular access.
- Hand and eye co-ordination is encouraged in a variety of activities that require the use of small hand tools, crayons, pencils and brushes.

Commentary

64. All children achieve soundly and most are likely to achieve standards in line with expectations by the end of reception. The quality of teaching is at least satisfactory and sometimes good. Outdoor play provision is good and much improved since the time of the last inspection. Children move freely, with growing confidence and are developing sound awareness of space and others. They climb and slide on the climbing apparatus, confidently use large wheeled toys and are encouraged to take turns. Most respond well to instructions, stop and start on request and clearly enjoy the opportunities provided during outdoor playtime. The quality of teaching is satisfactory. Staff are clearly aware of health and safety issues as they support children. There is regular access to the facilities in the hall for running, jumping and climbing and children have their own scaled down equipment. Children are given a wide range of opportunities to develop their co-ordination and manipulative skills by handling dough, cutting with scissors and painting with a range of brushes. There is a good range of construction kits and jigsaws which are readily available to develop co-ordination. Displays in classrooms and photographic evidence show that children are given frequent occasions to encourage fine hand movements and control.

CREATIVE DEVELOPMENT

Provision in creative development is **satisfactory**.

Main strengths and weaknesses

- Opportunities for creative development have improved since the last inspection.
- Good use is made of role-play to develop children's creativity and imaginative responses.
- There is a good range of planned creative activities.
- Children have regular access to a role-play area although there is limited adult interaction to develop speaking and listening.

Commentary

65. Nearly all children are likely to attain standards in line with expectations by the end of reception. Satisfactory improvement has been made in this area of learning since the last inspection. Many children enter the reception classes with a wide range of creative experiences and adults nurture these through a sound range of activities. The quality of teaching is satisfactory and children make satisfactory progress and achievement. However, achievement could be better if self-chosen activities were more structured and focused, sessions were shorter and adults intervened more in one of the reception classes in children's learning. Planning and displays show that, through the use of art and design, role-play, songs, rhymes and stories and small world toys, children successfully develop their imagination and creativity. Children confidently use paint to create imaginative pictures of the 'Rainbow Fish' and 'Bubble Pictures'. They enjoy cooking activities when making chocolate crunchy biscuits. Good quality resources are plentiful and well used. Children readily take part in role-play activities in the indoor wooden house which serves many purposes over the year and is currently the witch's house from 'Hansel and Gretel'. However, there is insufficient adult intervention with challenging questions and willingness to be involved for children to benefit fully. Children are given regular opportunities to explore musical instruments and sounds using both tuned and untuned instruments during music activities. Each child's opinion and response is valued which enables them to develop positive attitudes to learning.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Pupils' basic skills are good, reading is taught well, standards are above the national average and pupils' achievements are good.
- Teaching in Years 1, 2 and 6 has strong features and pupils learn well.
- The school has evaluated accurately most areas for improvement.
- Work is not graded well enough for pupils of different capabilities for them to make good progress.
- Procedures, to assess pupils' standards, are satisfactory but results are used inconsistently to plan the next steps of pupils' learning.
- Opportunities to teacher sentence construction through text are missed and insufficient use is made of developing pupils' English skills through other subjects.
- Support staff make a valid contribution to learning.

Commentary

66. The 2003 national tests results and teacher assessments show that by the end of Year 2, in comparison with all and similar schools nationally, standards in reading were well above average and were above average in writing. By the end of Year 6, in comparison with all schools standards were broadly in line with national averages but, in comparison with similar schools, standards were well below average. In reading, in Year 2, the percentage of pupils attaining the higher levels was well above the national average, in writing it was average, however, in the juniors in Year 6 it was just below the national average. There were no differences in attainment by gender throughout the school.
67. During the inspection, standards in writing were seen to be broadly average in Year 2 and Year 6. Pupils come to the school in the reception class with standards in speaking and listening, reading and writing below the level expected. Pupils' vocabulary, knowledge of stories and listening skills are particularly limited. By the end of Year 2 pupils make good progress especially in the basic skills of handwriting, careful listening and decoding text. Steady progress is maintained throughout the school in these areas but pupils do not develop their skills in sentence structure and vocabulary well enough to enable them to write fluently and to express their ideas in an imaginative way so as to attain the higher levels in Year 6.
68. Standards in reading are above average by the end of Year 2 and Year 6 and all groups of pupils make good progress and achieve well. Standards in speaking and listening and writing are average. The school is focusing on developing drama and writing in order to raise standards. Teaching is satisfactory with good examples in Years 1, 2, 4, 5 and 6. The main strength is the rigorous teaching of basic skills and this is apparent throughout the school. However, there is a lack of sparkle and opportunity for pupils to research and work independently, especially those pupils who are higher attainers, although their ability to work collaboratively on set exercises is good. Teachers have good subject knowledge but do not always use plenary sessions adequately enough to check pupils'

understanding of what they have learnt. There is an over reliance on worksheets and this limits pupils' progress in writing. Teachers have good relationships with their pupils and create effective learning environments. A contributory factor for this is the good level of assistance given to pupils by support staff in their learning. The teaching of reading is good; pupils are keen and confident readers and love books. Often, their ability to decode print far exceeds their understanding of the vocabulary in the text and teachers do not always question pupils enough to check their comprehension and too few opportunities are provided for pupils to use their literacy skills in other subjects. The time devoted to the teaching of English is generous and needs to be reconsidered as too much time is devoted to the teaching of reading. Writing has been an issue identified on the school development plan as needing improvement. All staff are working towards their performance management targets but there is still work to be done in ensuring that data from assessment is used more rigorously in planning the next steps in pupils' learning and providing more opportunities for pupils to write extensively in other subjects. Sometimes higher attainers, whilst their progress is satisfactory overall, are not set work that is challenging enough. Generally, while work is usually set at different levels of difficulty, teachers are not using assessment specifically enough to set work so that all groups of pupils are challenged and invigorated and improve their rates of progress and not all pupils know what they need to do in order to improve because the use of target setting is inconsistent throughout the school. The school's use of ICT in English as a teaching and learning tool is unsatisfactory. Nevertheless, teachers do not always maximise opportunities for teaching sentence structures through text, as on many occasions pupils do not have sufficient access to texts either through teachers use of overhead projectors or through enlarged scripts that could be photocopied.

69. Overall, pupils' attitudes are good because they are keen to learn, love reading and are persistent but sometimes, understandably, when teaching is dull and unchallenging, pupils are bored and lose concentration.
70. The school has not yet established the use of the plenary sessions well. It is too teacher directed, often a question and answer session and pupils do not have the opportunity to share their learning effectively with other pupils. Pupils' progress and achievement are satisfactory. Pupils with special educational needs, both in the speech and language unit and in the mainstream classes make satisfactory progress.
71. The curriculum is satisfactory and pupils receive a broad and balanced range of opportunities to learn in different facets of the subject. The school has not yet defined and developed its work in drama to ensure that all its teachers are effectively trained but recognises that this is an area of work to improve pupils' skills of speaking and listening. The school has ensured that pupils have good opportunities for theatre visits which have proved to be beneficial in raising pupils' interest in speaking and listening and writing. The co-ordinator for drama is enthusiastic about the subject and has planned a series of workshops for staff to familiarise themselves with a range of drama conventions.
72. The leadership is good and the subject co-ordinator is a good role model for pupils and staff because of the quality of teaching and imaginative extension of the curriculum through theatre visits and a range of visitors to the school. The areas for improvement in English have been recognised by the subject co-ordinator.
73. Improvement since the last inspection is satisfactory overall.

Language and literacy across the curriculum

74. Literacy in other curriculum subjects is unsatisfactory, although there are examples of good use of literacy in history and religious education, but the lack of opportunities for individual research and discovery, combined with the lack of the use of computers, makes its use less effective than it could be.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Standards are slowly improving across the school.
- The curriculum and lessons are usually well planned, especially in the infants.
- There are still some inconsistencies in providing opportunities for problem solving systematically in all year groups.
- Results of the most recent pupil assessments are now analysed to identify strengths and weaknesses in teaching and learning but the information is not sufficiently well used in planning challenging activities for different groups of pupils.
- The use of homework and emphasis on key vocabulary supports learning well.
- Pupils are keen to learn and enjoy their lessons.
- The role of the subject co-ordinator, whilst satisfactory, needs further development in rigorous monitoring of teaching, learning and standards.
- ICT does not support mathematics teaching sufficiently.
- The use of mathematics in other subjects is unsatisfactory and needs to be systematically developed.

Commentary

75. The 2003 national test results and teacher assessments show in comparison with all schools nationally, that by the end of Year 2 and Year 6, pupils attained average standards. In comparison with similar schools, standards were average in Year 2 and well below average in Year 6. In the infants, too few pupils attained the higher levels. In Year 6, the percentage of pupils attaining the higher levels was average. In the juniors, test results show that girls did better than boys but this was not evident during the week of the inspection where boys attained as well as the girls.
76. At the end of Year 2 and Year 6, work seen during the inspection and the school's assessment and tracking information indicate that standards are broadly average. This is similar to those found at the time of the last inspection. Pupils in Years 5 to 6 are arranged in year group attainment sets with three sets in each year so that activities are more closely matched to their needs. Pupils in Years 3 and 4 are arranged in two sets. Although achievement by pupils, including those identified as having special educational needs in both the speech and language unit and mainstream classes, is satisfactory, it could be better if more effective use was made of assessment information. Often pupils within the sets undertake similar work and there is a heavy reliance on commercial scheme workbooks and worksheets in Year 1 and Year 2.
77. The quality of teaching and learning in lessons seen and from looking at pupils' work, is satisfactory overall, with good features in many classes. In lesson observations, the quality of teaching ranged from unsatisfactory to very good, with many good lessons seen. However, the

good teaching seen in both the infants and juniors is not consistently reflected in pupils' workbooks. There is evidence of pupils undertaking the same tasks in the ability groups and lack of challenge for higher attaining pupils. Lesson planning, based on the National Numeracy Strategy, is good in Years 1 and 2 where teachers plan carefully together in year groups to ensure pupils receive similar experiences. It is satisfactory overall in Years 3 to 6 with teachers adopting different planning formats. Most teachers display secure subject knowledge and have high expectations of behaviour which is reflected in the positive attitude to learning of most pupils. Pupils and activities are usually managed well and resources are used effectively. Most lessons begin briskly and learning intentions are usually clearly shared with pupils so that they know what they will be doing and learning. The quality of introductory mental/oral sessions varies from unsatisfactory to good. Teachers do not always fully engage all pupils because they often only take answers from those who put up their hands and there are few challenging follow-up questions to involve others. In a very good lesson seen in the upper juniors, the teacher worked with the pupils who were experiencing difficulty in learning and used a practical activity of problem solving by making sandwiches to teach pupils the concept of repeated addition. This worked very well and all pupils made very good gains in learning because of the practical nature of the activity. In a few lessons, introductory sessions are too long so that insufficient time is allowed for the main pupil activity which means pupils do not achieve as well as they should. The use of the plenary is variable and often does not give pupils sufficient opportunity to talk about what they have been learning and explain the strategies they used. Teachers often tell pupils what they have been doing and learning rather than allowing them to explain. Scrutiny of pupils' workbooks indicates teachers do not always provide sufficiently challenging activities for different groups of pupils.

78. Teachers are starting to provide more opportunities for problem solving and investigational work but these are not systematically developed across year groups. There is still a heavy emphasis on number work and limited evidence of activities involving measures, shape and space and data-handling. Classroom assistants are used well to support groups of pupils during the main activity. The use of ICT is underdeveloped and unsatisfactory overall. Scrutiny of pupils' past work shows inconsistencies in marking, with teachers providing insufficient guidance about how pupils can improve. Regular homework raises the profile of the subject and the use of homework is good as is the use of key mathematical words to reinforce learning. Most classrooms display key mathematical words to reinforce learning.
79. Leadership and management by the co-ordinator are satisfactory. He is knowledgeable and enthusiastic and provides sound support to colleagues, assists with analysing annual test results and produces a yearly action plan. He undertakes monitoring of planning through fortnightly reviews but is not sufficiently involved in rigorous monitoring of the quality of teaching, learning and standards. This has been identified by the newly appointed headteacher and plans are in place to address this. Satisfactory annual assessments, using statutory and non-statutory tests, are undertaken and strengths and weaknesses identified. However, the information is not reflected sufficiently in teachers' planning, or yet used consistently to set realistic individual pupil and group targets and this is a weakness. Procedures for tracking pupils' progress have been established and now provide useful information for setting end of year targets and allocating pupils based on prior attainment to sets. Resources are plentiful, of good quality and used well to support pupils' learning.
80. Progress since the last inspection has been satisfactory overall with slowly improving standards. The school has adopted the National Numeracy Strategy and it is soundly embedded in its practice. The quality of teaching is now satisfactory with good features and average standards have been maintained. Problem solving and investigational activities, identified at the time of the last inspection, still need further development to enable pupils to use their mathematical knowledge.

Mathematics across the curriculum

81. The use of mathematics across the curriculum is unsatisfactory. Links between mathematics and other subjects, such as science, history and geography, are not systematically planned and this is an area for development.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Pupils' attitudes to their learning are good.
- The school has tackled the previous area of weakness in developing opportunities for experimental and investigative science.
- Significant number of pupils are achieving the higher levels in national tests.
- Teaching is satisfactory overall with some good features, especially by the ages of seven and 11.
- Good opportunities for day and residential visits for scientific study.
- Cross-curricular links with mathematics and ICT are limited.
- There are few opportunities for higher achievers to organise and plan their own work.
- Worksheets are overused which prevent pupils from developing their extended writing skills.

Commentary

82. The 2003 national tests and teacher assessments show that, by the end of Year 2, pupils attained average standards but too few pupils attained the higher levels; the percentage of pupils attaining the higher levels was below average. In Year 6, in comparison with all schools, standards were above average; in comparison with similar schools standards were below average. Girls did better than boys in this subject but there was no evidence of differences in attainment by gender during the week of the inspection.
83. Inspection findings show that standards are in line with those expected by the ages of seven and 11. This constitutes satisfactory achievement overall. Inspection evidence gained through the scrutiny of pupils' books and lesson observations show that many pupils undertake tasks that are planned for one ability level and consequently there is a lack of challenge for higher achievers. However, standard attainment test results of 2003 show that there are a significant number of pupils who achieve the higher levels by the age of 11. This is largely due to the strong focus on revision and preparation for the national tests. Pupils with special educational needs, both in the speech and language unit and mainstream classes, are well supported by the teaching assistants and make satisfactory progress overall.
84. The school has identified the need to develop pupils' investigative skills from their good evaluation systems of national test results. A strong focus on scientific enquiry has now been put in place. Evidence gained from the scrutiny of pupils' work reveals that there is now a stronger emphasis on scientific investigations and this is beginning to impact positively upon standards.
85. By the age of seven, because of the good quality of teaching and the emphasis on the development of thinking and investigational skills, pupils make good progress. For example, in the lesson observed of a Year 1 class, pupils were exploring the sounds musical instruments made and grouping them into sets of instruments that you blow, bang, scrape and pluck. In

Year 2 pupils were engaged in a 'hands on' investigation into making a simple circuit to light a bulb by using a battery, wire, bulb and bulb holder. Because of the good explanations offered and practical hands-on experience pupils make good gains in learning.

86. By the age of 11 pupils have covered the full range of the planned curriculum and are starting to use appropriate scientific vocabulary for making their ideas explicit and can explain the principles of a fair test. For example, in a Year 6 class pupils were able to explain confidently, using the correct scientific terms, the process they were going through in their investigation into how micro-organisms can cause food to decay and why there is a need for good food hygiene. Their investigation was focused on slices of bread, some that were untouched by human hand and slices that had been touched by washed and unwashed hands. They were observing and recording the development of bread mould on the slices of bread over time. The aim of this study is to contribute to the design of a food hygiene poster for the school cook. However, the scrutiny of pupils' work revealed that planning for teaching and learning and coverage of science was inconsistently applied across the school and examples of the overuse of worksheets and excessive use of colouring in were seen.
87. Teaching throughout the school is satisfactory overall with some good features. The better lessons challenged and inspired pupils in their learning because they were interesting and encouraged the development of independent learning. Some lessons were not so successful because of a slow pace and lack of inspiration and challenge. This caused some pupils to become restless because they were bored and consequently caused the teacher to break from the flow of the lesson to deal with behavioural issues. Teachers are well supported by the very effective work of the teaching assistants and pupils with special educational needs make satisfactory progress overall.
88. Leadership and management are satisfactory overall as are the assessment procedures. However, use of assessment to challenge all groups of pupils is unsatisfactory overall. There has been some development in the provision of an assessment pack for each year group and the subject manager is at present working with the assessment manager on the development of assessment in science. There are a good range of visits for scientific studies and a residential trip for the older pupils where they are involved in environmental studies. An environmental area for outside learning is in the process of being developed in the school grounds. This is contributing positively to pupils' awareness of environmental and conservation awareness.
89. Resources are sufficient to teach the subject and have been organised into topic boxes to meet the needs of classes for each unit in the scheme of work. Cross-curricular links to mathematics and ICT are not secure and only a limited number of examples of the use of diagrams, tables and graphical representation were seen in the scrutiny of books or in the displays across the school. Overall, the improvement since the last inspection is satisfactory as more pupils are attaining the higher levels in national tests in Year 6.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Pupils have positive attitudes to their learning.
- The co-ordinator has worked hard to plan for the future direction of ICT and has developed a programme of staff training resulting in confident teaching.

- There is a good ICT club for pupils in Years 4, 5 and 6, who are invited to join because of their very good progress and this helps support their learning.
- Cross-curricular use of ICT is underdeveloped and is inconsistent throughout the school.
- There is a need to ensure opportunities are planned to encourage pupils to learn independently through more focused use of the classroom computers.
- Use of control applications is limited.

Commentary

90. Standards meet the national expectations of seven and 11-year-olds and pupils' achievement is satisfactory overall. However, there were examples in displays across the school and in lessons observed where pupils are achieving well. For example, in a Year 2 class there was a very good display where pupils had been word-processing their names and exploring ways of changing the size and highlighting texts, using different fonts and changing the colour of text. Another Year 2 display was seen in the school hall on data handling and was a good example of links with ICT and mathematics. In a very good Year 6 lesson pupils were confidently developing a PowerPoint presentation following on from a previous lesson where they had learned copying, pasting and inserting text and pictures. In this lesson the pupils were learning to add sound to their presentations.
91. Good use of teacher assistant support was seen in the infants, where pupils were working in the ICT suite with the teaching assistant practising mouse skills to manipulate objects to match different sized bears on the screen; this ensured that all pupils, including those with special educational needs, both in the speech and language unit and mainstream classes, made good progress. The class teacher worked with the other half of the class in the classroom on a practical activity directly related to the focused activity in the ICT suite. This helped pupils make good progress. There is a good ICT club for pupils in the juniors and this helps to support learning.
92. The school has a satisfactory computer suite which consists of 16 computer systems, a printer and a scanner; enough to use for a full class with pupils paired up on each computer. However, the room is very cramped with a whole class in the suite, so the mini-suite is used as an overflow area. This is a temporary problem because once the new building works are completed there will be a spacious ICT suite with 30 computer systems, enough for each pupil to have their own computer to work on. However, limited use is made of computers in class and teachers' planning does not make specific reference to developing pupils' ICT skills.
93. The quality of teaching and learning is satisfactory with evidence of good teaching in classes where ICT is more regularly used and pupils are able to practise and refine newly learned skills. From the observation of the teaching and in talking to pupils it is clear that they enjoy learning ICT and have a good attitude to their learning. Teachers have secure subject knowledge and give good explanations; they intervene appropriately in pupils' learning.
94. The subject leadership and management is good overall and areas of weaknesses have been identified and are now beginning to be addressed. These areas include the development of cross-curricular use of ICT and the inconsistent approach to control technology. In discussion with the subject co-ordinator it was pointed out that the national arrangements for ICT training were not very successful and that he has had to undertake in house training for all members of staff. However, the inclusion of laptops for all teachers, combined with the training, has started to impact upon the teachers' confidence in teaching the subject. Assessments are undertaken through the fortnightly reviews and

the school is presently working with the local education authority on a new assessment package. Overall, assessment is satisfactory.

95. Resources across the school are good, especially in the infants where there are banks of computers for all classes to use. The school has recently acquired two interactive whiteboards and more are planned for. There are sufficient listening centres across the school, digital cameras and a new electronic microscope. The improvement since the last inspection is satisfactory overall.

Information and communication technology across the curriculum

96. The use of ICT across the curriculum is unsatisfactory. ICT is underused in the majority of subjects. The school has identified the need to develop a whole school approach to identifying opportunities for ICT in teachers' planning and using computers in classrooms to support pupils' learning.

HUMANITIES

97. It was not possible to give a judgement on the provision of **geography** as no lessons were seen. By the end of Year 2 and Year 6, pupils meet the national expectations of seven and 11-year-olds and make satisfactory progress. Pupils with special educational needs, in both the speech and language unit and mainstream classes, make satisfactory progress. From the scrutiny of pupils work there is satisfactory progress made in mapping skills and the emphasis on world, Europe and UK maps and globes was seen on display in classrooms across the school, including the Year 5 studies of rainforests of the world. However, there was an overuse of worksheets and a lot of colouring in. Apart from compass directions and co-ordinates there were limited links with mathematics and the use of the Internet to access information is underdeveloped. Topics are planned in line with national guidance and assessment is undertaken through the fortnightly reviews but is ineffective because it does not give a clear account of what pupils know, understand and can do. Pupils have the opportunity to undertake a good range of visits, which have included the visit to Rhyl as a contrasting location. Other visits include walks around the local area, a visit to the Botanical Gardens in Birmingham, a farm visit and river studies. Leadership and management are satisfactory but there are weaknesses in assessments which are unsatisfactory overall.

HISTORY

Provision in history is **satisfactory**.

Main strengths and weaknesses

- The range of educational visits is very good.
- Resources are good.
- Plenaries in lessons are unsatisfactory.
- The curriculum is well planned and lively.

Commentary

98. Standards are broadly in line with those seen in other schools by the end of Year 2 and Year 6 and pupils' achievements are satisfactory. Pupils with special educational needs, both in the speech and language unit and mainstream classes make satisfactory progress. By Year 2, pupils have established a sense of the past and future, old and new; for example, pupils can identify old and new houses from books and recognise different materials such as glass, bricks and stones used in building dwellings.
99. Standards remain in line with expectations by Year 6. When pupils are in the juniors, they build up their range of experiences and vocabulary steadily through the well planned and resourced curriculum with its visits and visitors. For example, pupils in Year 3 were learning about the uniform of a Roman soldier and what it was made of through an art and design lesson, prior to the Roman soldier's visit the following day. The pupils were full of curiosity and anticipation, although their colouring in task did not stretch them artistically and valuable opportunities for developing their writing skills were missed. Pupils in Year 5 were very interested initially in their new topic on ancient Greece, especially after the recent Olympic Games in Athens, but there was too little new information to maintain their level of learning and they did not learn as much as they could. Pupils in Year 6 learned about the tale of Osiris and Isis in ancient Egypt and grasped the story quickly with intense interest. Some good examples of extended writing were seen in the juniors in Year 5 when pupils wrote about the lives of the Tudors and Stuarts.
100. Pupils have good attitudes to learning. They like history and generally behave well. They are keen on the good range of visits organised by the co-ordinator who is passionate about her subject. Although the curriculum is good, teaching sometimes lacks pace and enough new content to hold pupils' intense interest triggered by the usually good beginning of lessons. Teachers use resources and prepare suitable subject areas well, but they do not maintain the level of pupils' interest because they do not maintain the level of content in the lessons. The pupils are very keen to learn and become frustrated when the lesson lacks pace and content. Teaching is satisfactory although it has good features and ranged from satisfactory to unsatisfactory because of the variable level of content and the weakness in the use of plenary sessions.
101. The subject co-ordinator has developed resources and educational visits very well and the interest and commitment to the subject communicates itself to staff and pupils through the attention to extending pupils' knowledge, understanding and enjoyment through first-hand experience. However, the use of literacy, ICT, plenary sessions and action packed activities in lessons is not good enough yet to raise standards. As a result, leadership

and management are only satisfactory. Assessment is unsatisfactory and does not provide an accurate record of the strengths and weaknesses in pupils' understanding of historical skills.

102. Improvement since the last inspection is satisfactory.

RELIGIOUS EDUCATION

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- The subject is well planned in accordance with the locally agreed syllabus.
- Pupils have positive attitudes to the subject and are keen to learn.
- The subject is soundly led and managed well by the enthusiastic subject co-ordinator but there is insufficient monitoring of teaching, learning and standards.
- Visits to places of worship and from representatives of other denominations need further development.
- Assessment is underdeveloped and unsatisfactory.

Commentary

103. Standards are broadly in line with the requirements of the locally agreed syllabus by the ages of seven and 11. Achievement of pupils including those identified as having special educational needs, both in the speech and language unit and mainstream classes, is satisfactory overall. Curriculum focus is on two principal aims of religious education: "Learning about Religion" and "Learning from Religion". The subject is well planned and is based on the Birmingham locally agreed syllabus. Religious education contributes positively to pupils' spiritual, moral, social and cultural development as good opportunities are provided for pupils to learn about other faiths in our society.

104. In lessons seen, the quality of teaching is good overall. However, from the scrutiny of previous work it is only satisfactory because evidence indicates planned activities are not always delivered with sufficient rigour and depth or on a regular basis. All pupils usually undertake the same task which takes no account of pupils' capability and there is a lack of challenge for higher attaining pupils. Most teachers show at least satisfactory subject knowledge and are supported by detailed whole school planning which ensures similar aged pupils receive similar experiences. Lessons have clear learning objectives which are usually effectively explained to pupils so they know what they will be doing and learning. Most pupils are keen to learn, have a good attitude and show interest and enthusiasm. Resources are used well to support teaching and lessons often proceed at a good pace which keeps pupils involved. However, there are insufficient opportunities for pupils to talk about what they are learning with a partner or in larger groups. Teachers often only take answers from pupils who raise their hands so that there is not enough involvement of others. The quality of work in pupils' books is variable and there is an overuse of worksheets which provide little challenge and often involve colouring-in activities. Teachers' marking provides little guidance as to how pupils can improve.

105. Leadership and management are satisfactory overall in the limited time available. The enthusiastic subject co-ordinator regularly scrutinises teachers' planning but is currently not involved in rigorous monitoring of teaching, learning or standards and this is an area

for development. Rigorous monitoring will identify weaknesses in teaching. There are no whole school assessment procedures in place and this has been identified by the subject leader as an area for development. Resources are sufficient, readily accessible and provide a range of teaching materials and artefacts which are used effectively in lessons. However, there are insufficient opportunities for pupils to have first-hand experience of other faiths and visit places of worship other than Christian. The use of ICT is unsatisfactory and pupils are not given enough opportunities to develop their research skills.

106. Improvement since the last inspection is satisfactory overall. Standards have been maintained and resources updated although the quality of teaching is now only satisfactory rather than good.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

107. Provision in **design and technology** was sampled through analysis of pupils' work, records of projects completed, one lesson observation in a Year 2 class and discussion with the co-ordinator. Although not enough evidence was gathered to make a secure judgement on provision in the school overall, it is clear that the provision is patchy and inconsistent. The standard of work in Year 2 is below the level expected nationally and pupils' achievement is unsatisfactory. Pupils get off to a secure start in Year 1 and the work produced at this stage is at the right level. However, this early work is not built on well enough in Year 2 because teachers' expectations of the standards pupils are capable of attaining are not high enough. As a result, pupils do not sufficiently develop their awareness of the design process, particularly the stages of designing and evaluating products. Some satisfactory work is completed in Years 3 to 6 indicating that there has been some improvement in the skills of older pupils. Year 3 pupils, for example, produce some good photograph frames and properly record their evaluations of these products. There are satisfactory examples of sewing in Year 4 and of cam toys in Year 5. However, there are some weaknesses and, as in Year 2, these relate mainly to the designing and evaluating stages of the design process. Too often diagrams are not adequately labelled and designs are superficial. Older pupils evaluate and identify what needs improvement but they do not take the next step of saying how improvement will be achieved. Before making products, pupils do not always identify well enough what they need to do and what materials and tools are required. Pupils with special educational needs, both in the speech and language unit and mainstream classes, make satisfactory progress. Although the co-ordinator has had responsibility for the subject for two years, the role is underdeveloped and checking of provision started only last term. Because monitoring is not well enough established, the co-ordinator does not have an adequate overview of the quality of teaching and the range of learning opportunities; leadership and management are unsatisfactory. Weaknesses have not been identified. Assessment procedures are inadequate and do not help teachers to match work to pupils' differing needs.

108. No lessons were observed in **physical education** so that it is not possible to make an overall judgement on provision or teaching and learning. Leadership and management are satisfactory overall and the subject leader provides sound support and undertakes regularly monitoring of teachers' planning. However, there is insufficient involvement in observing teaching, learning and standards and this has been identified as an area for development by the recently appointed headteacher. Planning, based on national guidance supported by a commercial scheme, is satisfactory overall. Teachers use this

guidance effectively to plan lessons in year groups so that all pupils receive similar experiences. Extra teaching support is provided from various coaches, through organisations such as football in the community, who provide specific sports expertise. Resources are good, well organised and readily accessible. Facilities for sport are good, with a spacious hall which is well equipped for gymnastics and dance and extensive hard play and grassed areas for outdoor activities. The subject is supported by a good range of after-school football and netball clubs for older children and there are regular fixtures and competitions with other schools which promote personal and social development well. The co-ordinator works very hard at ensuring that pupils are given good opportunities to develop their competitive skills with other schools. Swimming takes place from Year 2 and the majority of pupils swim at least 25 metres and many much further by the end of Year 6. Pupils with special educational needs, both in the speech and language unit and mainstream classes, make satisfactory progress. Improvement since the last inspection has been satisfactory with improved curriculum planning providing more balance and updated resources. The school has identified the need to develop whole school assessment procedures which are currently left to individual teachers; overall, assessment procedures are unsatisfactory.

ART AND DESIGN

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

Main strengths and weaknesses

- Standards are above those expected in Year 2 and Year 6.
- Art and design is used well to support learning in other subjects.
- Pupils have good knowledge of artists.
- Leadership and management is good and the co-ordinator has done much to enhance the learning environment of the school.
- Pupils are given good opportunities to work alongside artists.
- Assessments are unsatisfactory and are not sufficiently rigorous to ensure that pupils make even better gains in learning.

Commentary

109. Improvement since the last inspection has been good and standards are now above the national expectations of seven and 11-year-olds. A contributory factor to this is the enthusiasm and good leadership and management of the co-ordinator who has done much to raise the profile of art and design throughout the school. Pupils' achievements, including those who have special educational needs, and those who are higher attainers, are good.
110. The quality of displays around the school is good and they contribute positively to enhance the learning environment. In the entrance hall a beautiful display of the Rainbow Fish welcomes visitors, clearly denoting the advanced skills that pupils have in producing three dimensional displays. By the end of Year 2, pupils' drawings and paintings show a good level of detail. Pupils' portraits are realistic and demonstrate secure control of paint and pencil crayons. Pupils' still life drawings show a good awareness of proportion. They achieve good results in their use of charcoal, chalk and pastels. By the end of Year 6, pupils can produce repeating patterns and know about the work of William Morris. They have secure knowledge of the work of impressionist painters and have produced some excellent examples of work using a viewfinder. Year 5 pupils have painted flowers from the Botanical Gardens and have matched colours up remarkably well.
111. Pupils, throughout the school, use art and design well to support learning in other subjects, for example, art and design is used well in Year 3 to support learning about Romans in history, and in Year 4 and Year 6, pupils use art and design to illustrate examples of scenes taken from a Dr Zeus book. ICT is used satisfactorily to support learning, for example, pupils in the juniors have produced some stunning portraits using a digital camera and presented their work in the style of Andy Warhol.
112. Pupils have good attitudes to learning and behave well because of good quality teaching and an exciting curriculum. Pupils have good opportunities to work alongside artists such as producing a mosaic with the help of local artists. Good use is made of galleries such as the Ikon Gallery in Birmingham.
113. Teaching is good. Teachers have secure subject knowledge and provide plenty of good opportunities for pupils to develop their three dimensional skills by using clay. They

encourage pupils to use sketchbooks and evaluate one another's work, this has a positive effect on their self-esteem and confidence. Teachers model what they expect of pupils' work and this has a positive effect on learning. The strong emphasis they place every half term on developing drawing skills is having a positive effect on learning. Pupils with special educational needs, both those in the speech and language unit and mainstream classes, make good progress and are included in all aspects of art and design work.

114. Leadership and management are good. The co-ordinator is an effective practitioner and is knowledgeable in her subject. She has been successful in ensuring that art and design has a high profile throughout the school. Resources are satisfactory. Assessment is unsatisfactory and has been highlighted as an area for development.

MUSIC

Provision in music is **good**.

Main strengths and weaknesses

- Music is a strength in the school.
- Pupils have a good attitude to music.
- The leadership of the subject and quality of teaching are good.
- Peripatetic instrumental teachers visit the school and instrumentalists make good progress.
- Opportunities are provided for pupils to take part and hear live musical performances.

Commentary

115. Standards are above those expected of pupils at end of Year 2 and Year 6 and their achievements are good. Pupils with special educational needs, both in the speech and language unit and mainstream classes, make good progress. Teaching is good with very good features. The subject co-ordinator is an experienced and competent musician who has enthused the whole school in the teaching and learning of music and leadership and management of the subject are good. At the present time the subject co-ordinator has one day non-contact per week when she works across the school and often team teaches with the class teachers. The advantage of this initiative is that all teachers are able to take part in their own professional development through observing and working alongside the subject co-ordinator. From the observation of the lessons there were examples of teachers who team teach with the subject manager and between them create a warm exciting and enjoyable musical learning atmosphere. The quality of singing is good and pupils maintain the pitch well and sing with a warm tone, where all words can be clearly heard. All lessons observed were conducted with very good attention to musical discipline and pupils were taught to pay attention to good poise when singing and when playing instruments to understand that musical sounds can be made at different levels in dynamics. Pupils were demonstrating very sensitive playing and high standards in maintaining tempo, rhythm and pitch. The routines for learning new songs are well tried and tested and new songs were learned through practising the rhythm of the words in time and then adding the tune with the teacher singing a phrase and the pupils singing it back. The lessons are accompanied by a visiting pianist who works very well with the teacher and plays with sensitivity so that pupils learn to respond musically in their

performances. Pupils are stimulated and enthused and thoroughly enjoy their music lessons. They have good attitudes to learning and behave well.

116. Peripatetic teachers visit the school to teach cello, mini-double bass, brass and woodwind; this has a positive effect on the good gains that instrumentalists make in school because of the very good subject knowledge of these teachers. The choir meets once a week after school and the week of the inspection was the first rehearsal. Only about half the children who usually come to the choir were able to attend the first rehearsal. However, despite such a small group the singing was joyful and it was clear that they thoroughly enjoyed the whole session. The choir has taken part in a number of concerts in Birmingham, some with 5,000 children singing together. However, a highlight of the choir's performances was when they performed a piece of music specially composed for them in the Birmingham Symphony Hall. Close links are maintained with the City of Birmingham Symphony Orchestra which provides musical ensembles to visit schools and give concerts. One such group that is very popular is the Little Big Time Band. There are two musicians who come to the school each year as part of the Story Teller Project to encourage pupils to compose music for a story. Other musical visitors have included a classical guitarist. These experiences help develop pupils' self-esteem and have a very positive effect on learning.

117. Assessments are satisfactory overall. Leadership and management of the subject are good and resources are good overall. This constitutes a good improvement on the previous inspection.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision in personal, social and health education and citizenship is **good**.

Main strengths and weaknesses

- The subject is well led and managed.
- The school has achieved Healthy School status.
- Teaching of sex, relationships and drugs' education is enhanced by the contribution of local agencies.

Commentary

118. The headteacher and subject leader show a strong commitment to personal, social and health education and citizenship and pupils achieve well in this area. Pupils with special educational needs, both in the speech and language unit and mainstream classes, make satisfactory progress. Aspects of the subject feature in science and religious education lessons. On many occasions, strong elements of personal, social and health education and citizenship are present within the daily acts of collective worship as, for instance, during the Year 2 class worship on the theme of friendship. The class teacher reminded pupils of how they had been good friends to her when she first came to the school and what it means to be a good friend.

119. The school tries hard to equip pupils to deal with real life situations and makes good use of local expertise. For example, the local police provide support for pupils' drugs

awareness and on how to keep safe when out and about in the community. They encourage pupils to say 'no' when necessary and to support their peers. The school nurse offers regular advice tailored to meet the needs of children. All the outside agencies work in careful collaboration with school staff and this increases the value of their work.

120. Concerted efforts helped the school to achieve a Healthy School award recently. Pupils have free access to water bottles during the day and a healthy option breakfast is served to pupils each day.

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	4

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

The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	4
How well the curriculum meets pupils' needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
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	4

The leadership and management of the school	3
The governance of the school	4
The leadership of the headteacher	3
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).