

INSPECTION REPORT

KINGSLAND PRIMARY SCHOOL

Kingstanding, Birmingham

LEA area: Birmingham

Unique reference number: 103221

Headteacher: Ms Yvonne Willis

Lead inspector: Mr Nigel P Stewart

Dates of inspection: 27th – 30th June 2005

Inspection number: 267144

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 – 11
Gender of pupils:	Mixed
Number on roll:	245
School address:	Kingsland Road Kingstanding Birmingham West Midlands
Postcode:	B44 9PU
Telephone number:	0121 464 7707
Fax number:	0121 464 6358
Appropriate authority:	Governing Body
Name of chair of governors:	Mr P Scarratt
Date of previous inspection:	2 nd June 2003

CHARACTERISTICS OF THE SCHOOL

Kingsland Primary School is situated in Kingstanding on the northern edge of Birmingham. It is an average sized primary school of 245 pupils, including the nursery, where attainment on entry is very low. The number of pupils entitled to a free school meal is more than double the national average. The proportion of pupils with special educational needs, including statements, is above average. No pupils speak English as an additional language. A relatively high number of pupils leave or join the school part way through their primary education.

The school is part of a small Education Action Zone. On-site community provision, the Bandywood Project, receives government funding and supports activities for very young children and adults in the immediate locality. In 2004 the school won a regional award for 'Most Community Minded School' in the West Midlands.

In February 2007 work will commence, within the existing grounds, for a complete rebuild of the school.

Four years ago Kingsland Primary School was identified as having serious weaknesses. At the last inspection in June 2003, it was kept in this category because progress since 2001 was judged to be unsatisfactory.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
3545	Nigel P Stewart	Lead inspector	Geography History Physical education Special educational needs
13459	Eva Mills	Lay inspector	
17919	Jennifer Deans	Team inspector	English Music Religious education
31621	Kate French	Team inspector	Mathematics Information and communication technology Art and design
33652	Jennifer Whittaker	Team inspector	Foundation Stage Science Design and technology Personal, social, health and citizenship education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This school has improved considerably and is now effective. It is well led and very well managed. Teaching is good; pupils enjoy their learning and make good progress through the school. All the key issues from the last report have been addressed well and the school no longer has serious weaknesses. The quality of educational provision is now **good**. However, the school is currently spending more than it can afford on staffing and is, therefore, only giving **satisfactory value for money**.

The school's main strengths and weaknesses are:

- Pupils achieve well, as standards in English, mathematics and science, by Year 6, are now in line with national averages.
- Leadership and management of the headteacher and subject leaders are effective.
- Teaching is good across the school; examples of very good teaching were also seen.
- The quality of presentation of classroom displays and of some pupils' work is untidy and detracts from the school's focus on high expectations and raising standards.
- Standards are below expectations in art and design and in music.
- Pupils behave well and have positive attitudes that help them to make good progress in their learning.
- Relationships are strong and the school provides good care and support for pupils; this is enhanced by the very good community provision for families offered by the Bandywood Project.
- In spite of the school's good efforts and noted improvement, attendance remains unsatisfactory.

STANDARDS ACHIEVED

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

*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.*

Achievement overall is good. Children enter nursery with standards that are very low, with especially weak language and communication skills. They make good progress through the Foundation Stage towards achieving the goals that children are expected to reach by the end of the reception year. This good rate of progress is maintained throughout the school. The performance of seven, and particularly of eleven year olds, improved in the national tests in 2003 and 2004. The judgement of this inspection is that this improvement has been sustained. Literacy is taught well across the curriculum and English results have risen significantly by the end of Year 6. Standards in mathematics and science are now in line with national averages. Pupils show satisfactory competence in their information and communication technology (ICT) skills. Across the school standards have improved in religious education, design and technology, geography and history and are now satisfactory. Achievement in physical education is in line with national expectations. Standards in art and design and in music remain below expectations.

Provision for pupils' spiritual, moral, social and cultural development is good. Pupils behave well and have positive attitudes to learning. Relationships at all levels are good. Although the school

has worked hard to achieve significant improvements in attendance, rates remain below national averages and are unsatisfactory.

QUALITY OF EDUCATION

The quality of education provided is good. Teaching across the school is good, with some examples of very good teaching. Teachers prepare well, assess and match work well to pupils' needs. They have high expectations and this, together with the interesting activities planned, leads to good learning. The curriculum now provides pupils with relevant experiences in all subjects and is enriched by a good range of educational visits and out-of-school activities. Support for pupils' personal development is good. Teaching assistants contribute effectively to the pupils' care, welfare and learning, especially those with special educational needs.

LEADERSHIP AND MANAGEMENT

Leadership and management are good overall. The headteacher is a very effective manager and has encouraged a strong team approach to school self-evaluation and improvement. A good programme of professional development has resulted in significant improvements to the leadership and management of subjects. Financial management is satisfactory, in spite of the present deficit budget. Governors are knowledgeable about the local community and they are very supportive of the school. Their work meets all statutory requirements.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents hold positive views about the school and feel that their children are well taught and cared for. Pupils like coming to school. The inspection team agrees with these views.

IMPROVEMENTS NEEDED

The most important things the school now needs to do are:

- To improve the care and presentation of the learning environment, in classrooms and in pupils' work.
- To improve standards in art and design and in music.
- To maintain good efforts to work with and encourage parents to support good attendance.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Achievement across the school is **good**, regardless of gender, ability or special educational needs. This is a much improved picture from the last inspection when standards in most subjects were unsatisfactory and pupils made insufficient progress.

Main strengths and weaknesses

- Standards have risen significantly in English and in science.
- There has been good improvement in standards in mathematics.
- Standards have risen faster than the national rate over the past five years and are being sustained.
- Achievement is good throughout the school for all groups of pupils.
- Standards remain below expectations for seven and eleven year olds in art and design and in music.
- Standards have improved and are now satisfactory in design and technology, geography, history and religious education.

Commentary

1. Children's attainment on entry to the school is very low. They make good progress through the Foundation Stage towards achieving the early learning goals. In Key Stage 1 progress continues at a similar rate so that, by age seven, pupils are achieving below, but closer to what would be expected for their age. This good progress is maintained through Key Stage 2, and particularly so in Year 6. As a result, standards attained by eleven year olds are now at or very close to national expectations.

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

Standards in:	School results	National results
Reading	15.0 (15.1)	15.8 (15.7)
Writing	15.0 (15.2)	14.6 (14.6)
Mathematics	15.8 (15.9)	16.2 (16.3)

There were 40 pupils in the year group. Figures in brackets are for the previous year.

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

Standards in:	School results	National results
English	26.7 (25.1)	26.9 (26.8)
Mathematics	26.2 (27.3)	27.0 (26.8)
Science	27.1 (27.9)	28.6 (28.6)

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

2. Results in the national tests for seven year olds in 2004 were below the national average in reading and mathematics, and in line for writing. However, compared with schools with similar proportions of pupils eligible for free school meals, attainment was above average in reading and mathematics and well above average in writing. Teachers' assessments in science in 2004 showed pupils to be working at a level well below that expected for the age group. Over the three years from 2002 to 2004 the boys performed much closer to national expectations than the girls.

3. In the 2004 national tests at the end of Year 6, attainment was in line with the national average in English, below average in mathematics and well below average in science. Compared with pupils from similar schools, standards were well above average in English, above average in mathematics and in line in science. Pupils' performance at the higher level 5 compared unsatisfactorily at a national level, but better against those from similar schools. In 2004 the performance of boys showed a marked improvement; boys performed significantly better than girls in the mathematics tests.
4. Evidence from the inspection is that the improvement in standards in the core subjects of English, mathematics and science has been sustained and that attainment has improved markedly since the last inspection. More seven and eleven year olds now also reach the higher levels of attainment for their age group, although there are still too few who reach the higher level in mathematics. There are no marked differences in the performance of boys and girls. Pupils with special educational needs achieve well. Good work is planned to develop literacy across the curriculum and this is having a positive impact on writing and speaking and listening skills throughout the school.
5. At the last inspection pupils were judged to be making unsatisfactory progress in their development of knowledge, skills and understanding in a wide range of other subjects; this situation has also improved. Standards are now in line with national expectations for seven and eleven year olds in religious education, design and technology, geography and history. This is because the curriculum is much better organised and teaching in these subjects is strong. Standards remain below expectations in art and design and in music, although there are signs that there will be similar levels of improvement in the near future. Pupils continue to show satisfactory competence in the use of ICT to support their learning. Progress in physical education remains satisfactory, with good extra-curricular activities giving access to a wider range of sports.
6. The school's procedures for tracking pupil progress and setting targets to meet individual needs have improved and are now good; these have contributed to the rise in standards over the past three years. Another key factor in this improvement is the good quality of teaching across the school, and particularly at the end of each key stage. Higher expectations of pupils, with more interesting lessons, and opportunities to co-operate in groups and to work independently have resulted in higher standards of behaviour, good attitudes to learning and increased achievement.

Pupils' attitudes, values and other personal qualities

Pupils' behaviour and their attitudes to their work are **good**. Attendance is **unsatisfactory**. Pupils' personal development, including their spiritual, moral, social and cultural development, is **good**.

Main strengths and weaknesses

- Staff have high expectations of pupils' behaviour and efforts to promote and reward good conduct are effective.
- Pupils enjoy coming to school and their good attitudes to work help them to achieve well.
- Although rates of attendance have improved considerably in the last few years, they remain below those achieved nationally.
- The school is very successful in ensuring that all pupils are fully included in the life of the school.

Commentary

7. The school has made considerable efforts to improve the behaviour of pupils and this has been very effective, resulting in a calm working environment where pupils learn well. Specialist

staff have been employed who have put systems into place to support those pupils who have behavioural difficulties. There is a strong emphasis on praising and rewarding good conduct, both in lessons and around the school. Social aspects of school life have been enhanced with improvements to the playground and the involvement of pupils as 'peer mediators' and 'buddies'. Pupils work and socialise well together regardless of differences in gender, ability or ethnic background. The number of exclusions from the school has fallen dramatically, with only two short fixed-term exclusions in the current year.

8. Parents feel that their children enjoy coming to school and this view is confirmed by the pupils themselves. The good relationships between staff and pupils contribute well to pupils' achievement. Most pupils are keen to do well and they work hard in their lessons. They are well motivated by enthusiastic teachers who work hard to improve pupils' self-esteem and confidence. They carry out responsibilities well, setting up equipment and organising their own resources when required. Pupils are encouraged to become good citizens and to understand the feelings of others. Moral and ethical messages are reinforced well, both informally throughout the school day and in planned opportunities such as personal, health and social education lessons and assemblies. Cultural diversity is celebrated well.

9. The school has worked very hard to improve the level of attendance and has met with considerable success. Rates have improved in the last three years and there is no unauthorised absence. Attendance rates do, however, remain below those achieved nationally and as such are unsatisfactory. The school stresses the importance of regular attendance but there is some lack of support from a few parents which has a negative impact on attendance rates. Punctuality is satisfactory.

Attendance in the latest complete reporting year 2003/2004 (%)

Authorised absence		Unauthorised absence	
School data	6.5	School data	0.0
National data	5.1	National data	0.4

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

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	166	4	
White – Irish	1		
White – any other White background	3		
Mixed – White and Black Caribbean	2		
Mixed – any other mixed background	6		
Asian or Asian British – Indian	1		
Asian or Asian British – Pakistani	1		
Black or Black British – Caribbean	4	7	
No ethnic group recorded	18		

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

The number of exclusions has fallen dramatically in the current year.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good. The curriculum has been improved and now provides pupils with relevant experiences in all subjects and with a good range of extra-curricular activities. Teaching and assessment have also improved and are now good; this has had a positive impact on the quality of pupils' learning and the progress they are making in lessons. The provision made for pupils' care, health and safety is good. Links with parents are satisfactory; community links are good.

Teaching and learning

The overall quality of teaching is **good**, enabling pupils to make good progress with their learning throughout the school. Assessment of pupils' progress is also good.

Main strengths and weaknesses

- Thorough teacher planning and assessment ensure work is well matched to pupils' needs.
- There is effective provision for special educational needs, with good contribution from support staff.
- The presentation of work is occasionally unsatisfactory.

Commentary

Summary of teaching observed during the inspection in 40 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	9 (22%)	21(52%)	10 (25%)	0	0	0

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

10. The high proportion of good teaching across the school is having a clear impact on the quality of pupils' learning, on the progress that they are making at all stages of their education and in most subjects. This is a significant improvement from the last inspection.
11. Teachers plan work thoroughly so that interesting activities, well matched to individual needs, lead to purposeful learning. High expectations, clearly understood classroom routines and good relationships encourage positive attitudes to learning and good behaviour. However, teachers are occasionally too willing to accept work that is not well presented.
12. Good use is made of practical opportunities to reinforce and extend learning. Pupils clearly enjoy their work and have benefited from well-planned visits within the locality and further afield. These experiences have made learning more meaningful and exciting, resulting in improved literacy skills as pupils discuss, research and write about their work, for example after visits to Aston Old Hall and Soho House.
13. The school benefits from able and committed teaching assistants who support all pupils well, and especially those with special educational needs. This enables all pupils to join fully in lessons and make good progress. Visitors to the school increase the high level of pupils' interest and motivation by bringing learning to life, for example with memories of how the local area has changed. Sports professionals are used very well to broaden the range of activities for pupils and to share their expertise and enthusiasm.
14. Teachers now use assessment procedures more effectively to plan for and explain what pupils need to do next to improve their learning. Involvement in an additional support programme for literacy and numeracy, requested by the headteacher, has had a major impact on the quality of teaching and learning and on the leadership and management of the curriculum across the school. This is another area in which significant progress has been made since the last inspection.

The curriculum

Curricular provision is **satisfactory** and there are good opportunities to extend learning outside school and beyond the school day.

Main strengths and weaknesses

- Curricular provision has improved from the last inspection.
- Low expectations are evident in the care and presentation of the learning environment.
- Good attention is paid to developing literacy across the curriculum.
- There are good opportunities for enrichment of the curriculum through visits and visitors, and an improved range of out-of-school activities.

Commentary

15. The curriculum meets statutory requirements and provides for all subjects of the National Curriculum, as well as for sex education and drugs education. The criticisms in the last inspection have been addressed through a thorough and careful audit of time allocation to ensure full entitlement for all pupils. The National Primary Strategy has had a good impact on achievement, particularly through the school's involvement in the additional programmes for literacy and numeracy. Intervention programmes and booster classes are in place.
16. Time is generally used well and activities are matched to individual needs. All pupils, including those with special educational needs, have access to the full curriculum. The provision for gifted and talented pupils is improving rapidly.

17. Although there are clearly accommodation issues which the school cannot control, too little is done to celebrate good work and promote excellence. Some classrooms are cluttered, dark and untidy. Work is sometimes poorly presented and good developments, such as 'working walls', are overwhelmed in crowded spaces. The environment detracts from the quality of education provided and does not represent the high standards to which the school aspires.
18. The morning session is too long, especially for Key Stage 2, and many pupils are tired and hungry by the end of the session. This affects their capacity to learn. Lack of flexibility also results in resources, such as the gymnasium and computer suites, being underused because the morning session is dominated by literacy and mathematics lessons. The school is looking at how this can be improved.
19. A good range of activities enriches the curriculum. All pupils have the opportunity to go on visits to enhance their knowledge and understanding of areas of study. Visitors, including sports professionals and artists, provide new experiences and opportunities for pupils. There is also a good range of extra-curricular activities which changes through the year.

Care, guidance and support

The school has **good** measures in place to ensure the health, safety and welfare of pupils. Good support and guidance are provided for pupils. The school's measures for taking pupils' views into account are satisfactory.

Main strengths and weaknesses

- Very good relationships contribute well to pupils' care and welfare.
- Pupils' progress is tracked well and they are provided with clear targets for improving their work.
- The age and layout of the building make it very difficult to keep the school free from risk of accidents.

Commentary

20. Staff know pupils very well, are aware of their personal circumstances and individual needs, and are therefore able to provide very good personal support. Good examples of care and concern were seen during the inspection. The school employs a learning mentor whose role encompasses many aspects of pupils' care and welfare, including close contact with the parents of pupils who require additional support. This support is tailored to the needs of the child and there is strong liaison between the learning mentor and other members of staff. Pupils are made aware of their own targets for improvement. The strategies which have been developed in the school to ensure pupils' personal support and the tracking of academic progress have had a beneficial effect on their learning.
21. The school has very good arrangements in place to ensure that children settle well into nursery and that the transfer to reception is smooth. There are very good links with the Bandywood Project staff who organise sessions for pre-nursery children in school.
22. The school has all of the necessary documentation in place to ensure pupils' welfare and safety, including detailed risk assessments for visits out of school. The supervision of pupils is good. Improvements have been made to the playground since the last inspection, but there remain some concerns about the layout and the deterioration in the fabric of the building. This means that staff must be constantly vigilant in order to avoid accidents.
23. A great deal of work is being carried out to try to achieve Healthy Schools status. Pupils are encouraged to lead healthy lifestyles. The school teaches the value of exercise and healthy eating, but there are many pupils who bring unhealthy snacks to school.

Partnership with parents, other schools and the community

The school's partnership with parents is **satisfactory**. There are **good** links with the community. Links with other schools are **satisfactory**.

Main strengths and weaknesses

- The majority of parents have positive views of the school and good relationships with staff.
- A small minority of parents do not support the school sufficiently by ensuring that their children attend regularly.
- The Bandywood Project provides a very good community resource which helps to support families and improve learning opportunities.

Commentary

24. Parents are very supportive of the school and appreciative of the commitment of staff to the care and education of their children. Few parents attended the meeting with the Registered Inspector prior to the inspection and few responses to the questionnaire were received. However, many parents were seen during the inspection and their level of satisfaction with the school is high. They feel that the school has dealt well with the problems which have been experienced in the past and that their children are doing well.
25. Relationships between staff and parents are mostly good and staff are on hand at the beginning and end of the school day to exchange information. The learning mentor holds a very useful 'drop-in' clinic for parents every morning to pass on any concerns and to keep parents updated with the progress of those pupils who are receiving additional support. Information provided for parents has improved and is now good throughout the school, but especially for parents of children in the nursery.
26. The school works hard to involve parents in its work and to ensure good communication between home and school. Some parents and other members of the community provide useful support, including accompanying pupils on visits out of school and listening to readers. However, a few parents do not support the school sufficiently because they do not ensure that their children attend regularly.

Example of outstanding practice

The school provides accommodation and facilities for an extremely useful community provision in the Bandywood Project. Families in the area can take advantage of the many activities and learning opportunities it offers, from face-painting and circus skills to martial arts and salsa dancing. A toy library operates every day for parents of young children to help them to prepare for nursery with 'stay and play' sessions. The project also provides for parents a good range of courses, which lead to qualifications to help them back into the world of work.

LEADERSHIP AND MANAGEMENT

The overall leadership and management of the school are **good**. The management of the headteacher is **very good**. Governance is **satisfactory**.

Main strengths and weaknesses

- The headteacher, staff and governors work hard to ensure that the school is inclusive and that all pupils have the opportunity to do as well as possible.
- The very effective management of the headteacher has led to significant improvements since the school was last inspected.
- There is a team commitment to school improvement, especially in terms of raising standards.
- There are too many activities within the school improvement plan and the order of priority is not always clearly communicated.
- Very well-focused performance management procedures are leading to significant improvements in teaching.
- Subject leadership is good, as is the management of provision for pupils with special educational needs.

Commentary

27. The headteacher is quietly very effective in encouraging a team approach to the planning and implementation of activities to bring about improvement. Rigorous self-evaluation systems enable her and the governors to be confident about what the school does well and where it needs to do better. This has led to significant successes, most notably in terms of pupils' behaviour and of standards achieved.
28. Governors have a sound knowledge of the school and the challenges faced by its community. They are very supportive of the work of the staff and determined that every child will be offered every opportunity to succeed. All statutory requirements are met.
29. The very thorough monitoring of the work of all staff leads to a good programme of professional development that continually strengthens the knowledge and expertise of teachers and others. One result of this has been the improvements brought about in leadership and management of the curriculum. Subject leaders now have a good understanding of their responsibilities and are influential in encouraging consistently good provision across the school. They are effectively involved in a range of monitoring activities that enable them to analyse, evaluate and then address emerging issues. Now that the school no longer has serious weaknesses this work can be prioritised and implemented over a longer timescale.
30. The provision for pupils who have special educational needs is well managed. The efficient systems in place allow early identification of individual need, including for those pupils with special gifts and talents. Subsequent planning and monitoring of support enables these children to make good progress.

Financial information

Financial information for the year April 2004 to March 2005

Income and expenditure (£)		Balances (£)	
Total income	861,466	Balance from previous year	30,512
Total expenditure	893,435	Balance carried forward to the next	-1,457
Expenditure per pupil	3,573		

31. Financial management is satisfactory. There has been a significant fall in the numbers on roll over the past two years and this has resulted in a budget deficit, which has increased in the current financial year. However, the governors and headteacher have, up until now, wisely safeguarded the level of staffing that is so necessary to the success of the school. In liaison with the local authority, sensible plans are being prepared to bring about a balanced budget within the next three years.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

32. On entry to nursery most children's attainment is very low compared to others of their age, especially in communication, language and literacy. Children achieve well in all areas of learning, although by the time they leave the reception class standards remain well below those expected. Given the very low standards on entry, this represents good progress, whereas at the last inspection it was satisfactory.
33. Teaching in the nursery, and by the teacher who was temporarily taking the reception class, is consistently good across all areas of learning. Good links are made across the areas of learning so that no opportunities are lost to develop children's skills. There is an emphasis on learning through play, both indoors and out, and very good activities to develop speaking and listening. Assessment procedures are good overall; they are better in nursery than in reception, where information has not always been sufficiently well used to target the next steps in learning. There is a good balance of adult-led learning and time for child-initiated activities. This represents a significant improvement since the last inspection.
34. The relocation of the reception classroom and the recently developed outdoor area provide a suitable space for learning and enable good continuity between nursery and reception. Helpful guidance for the use of each area is well displayed so that all adults working with children understand their role in the planned learning opportunities.
35. Leadership and management are good. The well-informed and enthusiastic co-ordinator has given a positive lead in implementing priorities. All staff are involved in decision making and professional development opportunities.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Very good relationships enable children to feel secure and happy.

Commentary

36. Although all children achieve well, only a minority will reach the national goals by the end of the reception year. The care taken to introduce children to school ensures that they settle quickly and well. Relationships are very good in all respects. Children are trusted, and are treated with respect. They learn to be polite and kind and to listen sensibly to each other. Whole class teaching sessions are brief and interactive so that children's concentration and interest are maintained. They understand routines and are keen to work. They take good care of resources.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- There is a good emphasis on developing vocabulary and understanding of language.
- Children in the nursery make better progress because of the consistently good teaching.
- Elements of the literacy hour are taught in a fun, interactive way.

Commentary

37. Although most children achieve well, only a minority will reach the national goals by the end of reception. During a very good speaking and listening lesson in the nursery, careful attention was paid to reinforcing letter sounds and names. Children loved the rhyme and spoke expressively. Adults in the nursery share books well so children can use pictures to retell a simple story.
38. Imaginative teaching in reception helped children learn that books are a source of fun and enjoyment. The use of well-prepared resources for Pirate Pete interested the children, and a small group of the higher attaining children were keen to contribute ideas for retelling the story. They spoke confidently in the role-play seaside shop. When selling ice creams one child said, "Form a queue here, anybody else?" In the reception class most children are at the very early stages of reading. The higher attainers read with confidence, although their reading lacks expression and they do not have a range of different approaches to work out new words. The lower attainers make very little response, and when prompted rely on pictures to tell the story.
39. Scrutiny of past work shows good progress over time in the nursery in writing, although this slows in the reception year. A few children write simple sentences and build words correctly. Others are beginning to write isolated words, but many have less secure pencil control.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Good questioning helps promote mathematical thinking.

Commentary

40. Children achieve well, but only a minority will meet the national goals by the end of the reception year. Good, lively teaching means that children are keen to join in. In nursery good opportunities are made to enable number recognition through songs and rhymes and practical activities. During a short, whole-class session, reception children enjoyed moving around in a clockwise direction and listened intently to the teacher. They learned where to position numbers on the clock and focused questioning encouraged them to use correct mathematical vocabulary. In small groups teaching is consolidated well through talk and play.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- The use of visitors to enhance the curriculum is good.
- Good links with language and literacy help develop children's communication skills.

Commentary

41. Children achieve well and the majority will reach the national goals by the end of the reception year. In nursery, children could recall, explain and justify their answers when describing the contents of a suitcase. Activities were effectively followed up by illustrations and writing. This approach helps children make links in their learning and contributes to their good progress throughout the year. Good opportunities are regularly provided in nursery to develop an understanding of, and respect for, other cultures.

42. The improved provision for ICT throughout the school means that children are developing good computer skills. In reception, children work co-operatively; they have good mouse control, and use it to click and drag colours. Everyday use of technology is encouraged, for example when children confidently use a till in their play.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Well-planned activities enable children to make good progress in their physical development.

Commentary

43. Children achieve well and the majority will reach the national goals by the end of the reception year. All nursery children take part in lively physical development sessions and understand how exercise affects their heartbeat. There are good opportunities for children to develop dexterity. They use small tools such as scissors, glue spreaders and paintbrushes with care. Good planning for the outdoors means that, through the use of pedalled toys, children develop an understanding of how to move in different directions and how to use space safely whilst they are exercising.

CREATIVE DEVELOPMENT

Provision for creative development is **good**.

Main strengths and weaknesses

- Good use is made of the outdoor area to develop imagination.
- Resources provided in art limit the development of paint mixing skills.

Commentary

44. Children achieve well and the majority will reach the national goals by the end of the reception year. Children benefit from very good learning opportunities and sensitive adult interaction to stimulate spoken language and the imagination. During an effective outdoor play session, nursery children used the whole area as they moved from their home-made den to buy ice cream elsewhere. Reception children play and talk confidently together in the well-equipped role-play area. The provision of percussion instruments offers good opportunities for children to explore sounds and experience the joy of using a musical instrument. Children have access to a very wide range of media, although the use of ready mixed paint restricts opportunities to fully explore colour and texture.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- There have been significant improvements since the last inspection.
- Pupils make good progress through the school so that, by the end of Year 6, they attain standards in line with expectations of eleven year olds nationally.
- Very thorough assessment helps teachers to ensure that planned activities are well matched to individual needs.
- An inconsistent approach to guided reading leads to slower progress in some lessons.
- Good attention is paid to literacy skills in all subjects.

Commentary

45. Standards overall have improved since the last inspection when they were well below average at both key stages. Now, by the end of Year 2, pupils still attain below national averages but have made good progress since entering the school. Good progress is maintained through Key Stage 2 and it is very good in Year 6, so that pupils achieve well. This means that, by the time they leave school, pupils are attaining in line with national expectations for eleven year olds. More pupils than previously are attaining at the higher level 5 and there is no significant difference between the achievement of boys and girls.
46. The majority of pupils throughout the school listen well; the older ones speak confidently and articulately. They write for an appropriate range of purposes and much of the writing is well structured and shows increasing competence with spelling, punctuation and grammar. Handwriting and presentation of work are occasionally below expectations. Some good examples of creative writing, both poetry and narrative, were seen in the work of Year 6. Throughout the school pupils are doing a little better in writing than in reading, evidence of the recent well-focused and consistent approach to the development of writing skills. The school now plans to review the teaching of reading further in order to identify where improvements can be made. At present, the inconsistent approach to guided reading leads to slower progress in some year groups, especially with the older pupils.
47. Teaching and learning are good overall and in Year 6 they are often very good. The energy and enthusiasm of the teacher engage all pupils and her high expectations result in work that is frequently above expectations. In one lesson observed, all pupils, including those with special educational needs, produced poetry of a good standard using metaphor and personification. One poem included the haunting line "The sea is a life passing by".
48. Teachers have benefited from the school's involvement in the additional support programme for literacy. This programme has improved subject knowledge and expertise and raised expectations of what pupils can achieve. It has also encouraged the use of very thorough marking and assessment procedures that involve the pupils in evaluation of how well they are doing and what they need to do to improve. The learning in all classes is very effectively supported by teaching assistants who make an especially good contribution to the progress made by pupils with special educational needs.
49. The English co-ordinator leads and manages the subject well. Her very detailed analysis of assessment results and of the quality of provision has resulted in clear action plans for further development. She has been involved in good professional development opportunities and continues to work closely with a specialist consultant from the local authority.

Language and literacy across the curriculum

50. The development of language and literacy skills in other subjects is good throughout the school. Reading, discussion and writing in history, geography, religious education and science have a good emphasis on the accurate application of skills. All teachers and support staff work hard to extend pupils' understanding and use of a range of technical vocabulary. Good examples of extended writing were seen in Key Stage 2 history work.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Standards have risen significantly since the last inspection throughout the school.
- Good teaching enables pupils to achieve well.
- Good systems for assessment ensure work is successfully matched to individual needs.
- Too few pupils attain at the higher level in Key Stage 1.

Commentary

51. Pupils achieve well so that standards across the school have improved. Work seen during the inspection confirms that pupils in Key Stage 1 are attaining close to the national average. However, the number of pupils reaching the higher levels is still below average. Work by Year 6 pupils shows that standards are in line with national expectations. This represents a substantial improvement from the last inspection.
52. Teaching and learning are good and have improved since the last inspection. Teachers plan very well and match work well to individual need. They ensure that pupils understand what their lessons are about and how they can achieve success. Behaviour management is very good and pupils have good attitudes and work hard. They have opportunities to discuss their learning and to work together co-operatively. Teachers use a range of interesting approaches and probing questions to maintain a good level of challenge and enjoyment. Lessons in Years 1 and 2 are particularly exciting, with pupils required to use their own ideas to find solutions to practical problems. Many of them are successful at this. Across the school pupils enjoy mathematics.
53. Teachers help pupils to make connections between new learning and what they already know. Teaching assistants are well briefed and contribute effectively to the good progress pupils make, particularly those with special educational needs. Review sessions at the end of lessons are very well organised so that pupils can explain what they have learned and apply it to new situations. All marking clearly refers to the purpose of the learning, which is displayed and discussed with pupils at the start of each lesson. Evaluative comments help pupils to recognise their progress towards their targets. Tracking procedures are efficient in providing teachers with an overview of progress. The school has received good support from the local authority in developing these systems through its involvement with the additional support programme for numeracy.
54. The subject is led and managed well. The co-ordinator and senior management of the school have a good understanding of strengths and weaknesses and what needs to be done to improve. The school is well placed to improve further.

Mathematics across the curriculum

55. The development of numeracy skills in other subjects is satisfactory. There are some good examples in ICT, where pupils are learning to manage data or program a toy to move, and teachers work hard to link problems to real-life situations. The consistently good use of

mathematical language means that pupils are supported in recognising mathematics in other areas of the curriculum.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Standards have improved significantly since the last inspection.
- Assessment procedures are very good.
- Good teaching enables pupils to achieve well.
- Insufficient use is made of links with numeracy and ICT.
- Very occasionally, teachers' insecure subject knowledge is a barrier to an effective investigative approach.

Commentary

56. Pupils' achievement has improved significantly since the last inspection. Standards are now close to national expectations for seven and eleven year olds. Across the school, teachers provide interesting opportunities for pupils to carry out investigations that help them to develop essential skills to support scientific understanding. There is consistently good provision for pupils with special educational needs who are well supported by informed and effective teaching assistants.
57. The quality of teaching and learning is good overall. Planning is thorough. Lessons are well structured and progress at a good pace so that pupils remain interested and are keen to join in. Good questioning helps pupils explain their thinking. For example, Year 2 pupils were encouraged to identify the sun as a source of light when deciding on conditions for plant growth. Good attention is paid to using precise scientific vocabulary. Year 6 pupils spoke confidently about their observations of rocks, using new words such as sedimentary, igneous and metamorphic.
58. Where teachers have good subject knowledge, pupils are helped to think through their investigations so that they understand the best way to do experiments. For example, they describe the importance of predicting, deciding what makes a fair test and recording accurately. When teachers' knowledge is less secure, pupils fail to carry out fair testing and results are not reliable. In a Year 5 lesson on evaporation, fair testing was not adequately considered and satisfactory results were not obtained.
59. Evidence from work over time shows good coverage of the curriculum including opportunities to learn from visits. Assessment is a strength; all pupils know their learning targets and work is regularly marked and assessed. Expectations of presentation, however, are not consistently high and some work is not as well presented as it could be. There are some missed opportunities to involve pupils, particularly the more able, in recording their results using ICT and graphs and charts that they have designed for themselves.
60. The leadership and management are sound. The recently appointed subject leader has a good understanding of priorities for improvement, and the skills and enthusiasm to be effective.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- The computer suites provide a good resource.

- Not all classrooms are organised well enough to enable effective use of interactive whiteboards.

Commentary

61. Standards throughout the school are in line with expectations, and pupils achieve well. Pupils observed during the inspection undertook tasks successfully and explained what they were doing. They enjoy their work, concentrate well and make good progress. The new scheme of work, designed with the support of an advanced skills teacher, ensures that skills are developed in line with national expectations. The two computer suites provide a good resource enabling all pupils to be fully involved in lessons.
62. Teaching and learning are good overall. Teachers are enthusiastic. They plan and prepare lessons well. Learning is effectively supported by both a technician and teaching assistants. Teachers have sound subject knowledge and are keen to gain further skills, particularly in the use of the interactive whiteboards that the school has recently acquired.
63. Leadership and management are satisfactory, but the school is well set to improve further when a new co-ordinator takes up the post at the beginning of the next school year.

Information and communication technology across the curriculum

64. The use of ICT across the curriculum is satisfactory. Some good examples were seen during the inspection, including work in mathematics, English and art and design. Both ICT suites are used for cross-curricular work and developing ICT skills. However, little use of classroom computers was observed and insufficient account has yet been taken of how rooms will need to be organised to make the best use of interactive whiteboards.

HUMANITIES

GEOGRAPHY AND HISTORY

Overall provision in both subjects is **good**.

Main strengths and weaknesses

- Standards in both subjects have improved since the last inspection.
- Good curriculum provision is enhanced by visits and use of the locality.

Commentary

65. In geography pupils now achieve well, attaining standards in line with those expected of seven and eleven year olds nationally. Good use is made of the local area as a teaching resource. Younger pupils are acquiring early mapping skills and know about some localities other than their own. Older pupils are developing more complex skills in map reading so that they make sound observations and judgements about places they are studying. By Year 6 they are gaining an understanding of the way people adapt to, and have damaged, the environment. Standards are higher than at the last inspection because of the good teaching throughout the school.
66. In history pupils also achieve well, attaining the national expectations for their age throughout the school; this is because teaching and learning are good. Teachers have good subject knowledge. They present work in a way that interests and excites the pupils as they handle resources, research information and make judgements about the historical topics they are studying. Standards are higher than at the last inspection.

67. The subject was brought to life for younger pupils who had questioned a visitor about life in their area in the past and gained insights into differences between 'then' and 'now' by dressing up in costumes of the period. Older pupils better understood ideas of change from their study of the Birmingham area and its people by using, for example, photographic evidence and census data to draw comparisons and offer opinions.
68. Teachers plan well to ensure the progressive development of skills and knowledge in both subjects and this is complemented by good procedures for assessing pupils' learning. Good attention is also paid to planning activities which contribute to the development of pupils' literacy skills. Both subjects are well led and managed by an able, well-organised co-ordinator. All these factors have contributed to significant improvements since the last inspection.

RELIGIOUS EDUCATION

Provision for religious education is **good**.

Main strengths and weaknesses

- There have been significant improvements since the previous inspection.
- Good teaching leads to good learning, with pupils well engaged by the more creative and integrated approach.

Commentary

69. Standards are now in line with the expectations of the locally agreed syllabus, at the end of both Year 2 and Year 6. This is an improvement on the previous inspection and is the result of a more consistent approach throughout the school. The subject has a high profile within curriculum planning and in corridor display and it is well taught.
70. Teaching and learning across the school are good. Pupils are gaining a sound knowledge about similarities and differences amongst the six main religions studied. Year 2 pupils showed good understanding of the concept of Christian marriage during a role-play activity that was led by the local vicar. This will lead to comparisons with their learning about a Sikh marriage. In Year 4, pupils very effectively articulated the need for school rules and linked this to the story of Moses receiving the Ten Commandments. By Year 6 pupils know about the lives of significant religious leaders and also about people whose faith has led them to become exceptional. They confidently related what they knew of Gandhi, his life and philosophy, to new learning about Martin Luther King.
71. Leadership and management of the subject are good. The co-ordinator has encouraged a more creative approach to planning that allows pupils more opportunities to find out and to discuss. Their understanding is also extended by the effective use of role-play and drama. A very good range of visits and visitors provide direct experiences which enhance learning.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

ART AND DESIGN

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

Main strengths and weaknesses

- Standards remain below national expectations.
- Provision has improved since the last inspection.

Commentary

72. Standards are below national expectations at the end of both key stages. This is because teachers pay insufficient attention to the development of pupils' skills, particularly in drawing and painting. Colour mixing is unsatisfactory. Although learning across the school is satisfactory, the pupils' limited skills affect the quality of most of their work. Display in school does not present examples of excellence, nor does it present art as inspiration. Expectations are too low.
73. In the lessons observed, pupils were engrossed and thoroughly enjoying their work. They satisfactorily discussed and appraised what they had achieved, and talked, in simple terms, about some artists whose work they knew.
74. Leadership and management are satisfactory. The new, enthusiastic co-ordinator has put in place a clear scheme of work based on national guidelines. She is currently reviewing practice across the school, including the use of resources, and this will provide better opportunity to identify how improvements can be made.

DESIGN AND TECHNOLOGY

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

Commentary

75. Standards have improved since the last inspection and are now in line with those expected for seven and eleven year old pupils. It was not possible to make overall judgements about teaching and learning during the inspection.
76. Curriculum coverage is adequate. Design sheets are provided and all pupils have opportunities to design and make articles. The choice of materials is sometimes restricted, however, and this leads to uniformity in design. Year 1 make models of houses related to work on their local area and pupils in Year 2 make puppets that are neatly stitched. In Years 3 and 4 they satisfactorily plan designs for a purpose, for example making photograph frames for pictures taken on a local visit. There is good evidence to show that the pupils have carefully evaluated their designs. The older pupils adequately construct models of bridges, although they rely heavily on masking tape as a joining mechanism. In all year groups, as yet, there is too little focus on specific skill teaching so that pupils can select the best method for a task.
77. The co-ordinator is providing good leadership and management. She has successfully raised the profile of the subject with all staff. Opportunities to monitor teachers' planning and samples of pupils' work have provided her with a good understanding of priorities for improvement. She has the enthusiasm and potential to successfully lead further developments.

MUSIC

Provision for music is **satisfactory**.

Main strengths and weaknesses

- A lack of special expertise means that standards remain below national expectations.
- Visiting musicians enrich the curriculum and enhance pupils' cultural development.

Commentary

78. Standards remain below expectations in spite of improvements to provision since the previous inspection. The scheme of work is now planned and implemented consistently and resource provision has been extended, with chests of instruments available to every class. This has brought about improvements in teaching and learning which are now satisfactory. There is good evidence of pupils beginning to achieve well. However, the lack of specialist expertise in

the subject, over time, has resulted in limited progression in composing, in responding to a range of music and in performing. The range of visiting musicians has been extended and has a strong multi-cultural element. This has a significant impact on pupils' enjoyment of the subject and on their motivation to learn.

79. Leadership and management are satisfactory. The temporary co-ordinator is strongly committed to improving the quality of music throughout the school. She brings an enthusiasm and energy that the majority of pupils find irresistible. During the week of the inspection this resulted in Year 6 pupils singing tunefully in three parts, keeping accurate pulse and rhythm, by beating on their desks, and then adding a dance to the same rhythm. All pupils enjoyed the lesson and achieved satisfactorily, including one or two initially self-conscious and disaffected boys.

PHYSICAL EDUCATION

Overall provision is **satisfactory**.

Main strengths and weaknesses

- Teachers plan and assess well.
- Good use is made of other professionals to enrich the curriculum.

Commentary

80. Overall, pupils achieve satisfactorily. Their skills at age seven and eleven are similar to those found nationally. All pupils are well aware of the routines and expectations for exercising safely and of the reasons for warming up and cooling down before and after activities. They enjoy their lessons and make progress improving their skills in movement, balance, co-ordination and control. Standards achieved are similar to those reported in the last inspection.
81. Teaching and learning are satisfactory. Teachers' planning shows good curriculum coverage across the school. The subject is enriched by extra-curricular involvement with other professionals giving additional support for a range of sports; these include golf, cricket and trampolining, where the school has won national awards. In lessons observed most pupils behaved well, listened carefully to instructions and were keen to improve their performance, for example when passing and receiving balls in Years 1 and 5. During the inspection older pupils took part in a sporting event with local schools. More pupils have been given the opportunity to learn to swim.
82. The subject is well led and managed by an enthusiastic co-ordinator. Work is progressing to achieve the Healthy School accreditation. Special outdoor playground marking has made a good contribution to focused activities and good behaviour at play times.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

83. Provision for pupils' personal, social and health education and citizenship education is **good**. The subject is well taught, both through planned lessons and through links with other subjects. Pupils learn to discuss issues and listen to each other's point of view. During a lesson on discrimination Year 3 pupils tried hard to explain their ideas and feelings.
84. The school is rightly proud of its involvement in the Healthy Schools project which is effectively implemented. Developments such as the outdoor playground marking are having a positive affect on playtime behaviour. The school's focus on pupils becoming good citizens is enhanced by the work of the school council.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	4
Overall standards achieved	4
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities (ethos)	3
Attendance	5
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	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils' needs	4
Enrichment of the curriculum, including out-of-school activities	4
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	4
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	3
The effectiveness of management	2

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