

# INSPECTION REPORT

## **PERRY COMMON JUNIOR AND INFANT SCHOOL**

Perry Common

LEA area: Birmingham

Unique reference number: 103213

Headteacher: Mrs Linda Pearse

Lead inspector: Paul Edwards

Dates of inspection: 15<sup>th</sup> – 17<sup>th</sup> November 2004

Inspection number: 267491

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
Number on roll:	176
School address:	Hastings Road Perry Common Birmingham
Postcode:	B23 5AJ
Telephone number:	0121 4643863
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Appropriate authority:	The governing body
Name of chair of governors:	Mr A. T. Long JP
Date of previous inspection:	1 <sup>st</sup> February 1999

## CHARACTERISTICS OF THE SCHOOL

Perry Common Junior and Infant is a smaller than average primary school situated in an Education Action Zone in an area of Birmingham that underwent significant demographic changes in the nineties due to the demolition of many houses. As a consequence of these changes there are significant variations in the number of pupils in each year group and currently there are 176 pupils on roll, including 19 children in the recently opened Nursery class. The proportion of pupils with special educational needs (27.3 per cent) is above the national average and two pupils have a statement of special educational needs. The percentage of pupils eligible for free school meals (73.7 per cent) is high. About 40 pupils come from a wide range of minority ethnic community backgrounds, a small number of whom are asylum seekers and refugees. Mobility is high with 40 pupils joining and 41 pupils leaving the school at times other than the usual starting and leaving times. The school is part of the Excellence in Cities and Primary Leadership initiative. Attainment on entry to the school is well below average.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21069	Paul Edwards	Lead inspector	English, information and communication technology, personal, social and health education, physical education
13526	Richard Barnard	Lay inspector	
29989	Pauline Goodsell	Team inspector	Foundation Stage, mathematics, art and design, design and technology, music
18568	Mary Sinclair	Team inspector	Science, geography, history, religious education, special educational needs.

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

The school provides a **satisfactory standard of education**. The leadership and management and the quality of teaching are satisfactory. The pupils' make steady progress and their achievement is satisfactory. By the end of Year 6, standards in mathematics are above average although the standards in English and science are below average. Overall, the school gives satisfactory value for money.

#### The school's main strengths and weaknesses are:

- Pupils' achieve well in mathematics and achieve good standards in Year 6
- Standards in English and mathematics are well below average in Year 2
- Standards in science and the pupils' achievement are too low
- The behaviour and attitudes of the pupils are good
- Provision for children in the Foundation Stage is good
- There is very good enrichment of the curriculum
- Care and support for the pupils is very good
- The pupils' attendance is unsatisfactory although the school is doing all it can to improve it
- Provision for special educational needs is good
- The involvement of outside agencies and of the community is very good

Overall, the school has made satisfactory progress since it was last inspected. Standards in English have improved and there has been a good improvement in mathematics. Standards in science are not high enough and standards in English and mathematics are still too low by the end of Year 2. Satisfactory progress has been made in addressing the key issues from the last inspection. Assessment procedures have improved and the quality of teaching and learning is monitored more systematically. The provision for Nursery children has been significantly improved and additional facilities have been provided for the playground.

### STANDARDS ACHIEVED

**The pupils' achievement is satisfactory overall.** Children in the Foundation Stage achieve well. The majority of children are likely to attain the Early Learning Goals in each of the six areas of learning but few are likely to exceed them. The results of the 2004 national tests for Year 2 pupils were well below average in reading, writing and mathematics when compared with all schools and below average when compared with those in similar circumstances. The inspection confirms this picture.

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

The number of pupils in each year group varies considerably so the interpretation of test results requires caution, as they can vary from year to year. The results in the national tests in 2004 for Year 6 pupils who left the school in 2004 are shown above. The result in mathematics compares favourably with those of similar schools and reflects a substantial improvement in mathematics. There was also a good improvement in English compared to previous years, particularly with regard to the more able pupils. Inspection evidence confirms that standards are rising and pupils are now achieving at least satisfactorily because of improvements to the teaching and organisation of the two subjects particularly in Years 5 and 6. Inspection evidence confirms that, in Year 6, standards are below average in English and science and above average in mathematics. Standards in science are too low throughout the school because pupils are not provided with sufficiently challenging work. Standards in religious education and ICT are in line with what is expected of pupils of this age. Across the school, those pupils with special educational needs achieve well because they are provided with good support.

The pupils' **personal development, including their spiritual, moral, social and cultural development, is good.** They have positive attitudes to school and their behaviour is good. Attendance levels and punctuality have improved steadily over the past three years but are still unsatisfactory.

## **QUALITY OF EDUCATION**

**Overall, the quality of education, including the quality of teaching, is satisfactory.** An improvement since the last inspection has been the setting of more challenging work for the more able pupils in English and mathematics in Years 5 and 6 and effective procedures for tracking progress in English and mathematics. The teaching of English in Years 5 and 6 is good as is the teaching of mathematics in Years 3 to 6. The improvements account for the rising standards in these subjects. The quality of learning is unsatisfactory in science due to the teachers' patchy subject knowledge and lack of challenge for the pupils. In history, unchallenging worksheets are sometimes a feature of teaching. Children in the Foundation Stage are provided with a good start and achieve well because of the consistently good teaching. Those pupils with special educational needs benefit from the support they receive and make good progress.

The school provides a satisfactory curriculum, enhanced by a very good range of enrichment activities. The care and welfare of the pupils are very well managed and they are offered good support and guidance. The school benefits from good links with the community and other schools but despite strenuous efforts by the school to increase the involvement of parents in their children's learning the level of participation by parents in the daily life of the school is limited

## **LEADERSHIP AND MANAGEMENT**

The **leadership and management of the school are satisfactory.** The headteacher has a very clear vision for the school's development and has introduced changes to the Nursery provision, the school environment and begun to raise standards by the end of Year 6 effectively. Together with staff and governors she has created a very positive ethos in which all pupils, including those with special educational needs, can learn and achieve at least satisfactorily. There is a strong sense of teamwork and staff provide good role

models for the pupils. The governing body contributes effectively to the development of the school.

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

Many parents think well of the school. The pupils are positive about their school, particularly in that they are treated fairly and that their teachers help them.

## **IMPROVEMENTS NEEDED**

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

- Raise standards in English and mathematics by the end of Year 2 and in science throughout the school;
- Continue efforts to improve pupil attendance and punctuality.



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

### **STANDARDS ACHIEVED BY PUPILS**

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

The evidence of the inspection confirms that the pupils' achievement is satisfactory overall. Standards in Year 2 are well below average in English, below average in mathematics and average in science. In Year 6 they are above average in mathematics and below average in English and science.

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

- The children in the Foundation Stage make good progress and achieve well
- The pupils attain well in mathematics by the end of Year 6
- Standards in science are too low
- Standards are too low in English and mathematics by the end of Year 2
- Pupils with special educational needs achieve well

#### **Commentary**

1. The pupils' attainment on entry to the Foundation Stage is generally well below average. The good provision in the Nursery and Reception classes enables the children to make a good start to school; they make good progress and achieve well in all areas of learning. The majority of the children achieve the early learning goals in all six areas of learning by the end of reception but few exceed them.
2. The number of pupils in each group varies considerably from year to year and there is a high level of pupil mobility. The school has, therefore, developed a range of strategies to compensate, including clear induction procedures and additional support. These are having a good effect on standards. The National Curriculum test results for 2004 show a significant improvement on those of previous years. There has been a good improvement in the proportion of pupils attaining the higher Level 5 by the end of Year 6. Attainment in mathematics is in line with the national average by the end of Year 6 and, in English and science it is well below the national average. In comparison with those schools having a similar proportion of pupils with free school meals, attainment is well above average in mathematics and below average in English and mathematics. The proportion of pupils attaining the higher Level 5 is well above average in mathematics, below average in English and well below average in science. Over the last four years, the rate of improvement in National Curriculum test results has been better than that seen nationally.
3. Inspection evidence confirms that standards in Years 3 to 6 are rising and the pupils are now achieving well in mathematics and satisfactorily in English. In particular, the school has worked very effectively to raise the attainment of the more able pupils, especially in mathematics, but there has also been an improvement in the number of pupils attaining the higher Level 5 in reading and writing. The pupils are not achieving as well as they should in science and standards are too low by the end of Year 6 as a result of work lacking challenge and the ineffective use of time.

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

Standards in:	School results	National results
English	24.0 (22.1)	26.9 (26.8)
Mathematics	27.5 (25.2)	27.0 (26.8)
Science	25.8 (25.2)	28.6 (28.6)

*There were 25 pupils in the year group. Figures in brackets are for the previous year*

- The school's results in the 2004 National Curriculum tests for pupils in Year 2 were well below the national average in reading, writing and mathematics and below average when compared with schools in similar circumstances. The proportion of pupils reaching the higher Level 3 was above average in reading and writing and well above average in mathematics. However, the high proportion of pupils with special educational needs affects the overall standards attained and depresses the average points score. Occasionally, the work for the average and more able pupils is not well matched to their ability and they do not always make the progress of which they are capable. The improvement in results over the last four years has kept pace with the national trend.
- In Years 1 and 2, inspectors found that the pupils' achievement is satisfactory overall and, in Year 2, standards in reading, writing and mathematics are below average.

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

Standards in:	School results	National results
reading	13.3 (12.5)	15.8 (15.7)
writing	12.1 (12.0)	14.6 (14.6)
mathematics	14.1 (14.0)	16.2 (16.3)

*There were 13 pupils in the year group. Figures in brackets are for the previous year*

- Pupils with special educational needs achieve well because of the good level and quality of support in the school. They make satisfactory progress towards the targets set for them. The school has good procedures to identify any problems the pupils are having with their learning and, as a result, any difficulties are quickly remedied. The teaching assistants are used effectively by the school and have a good bearing on the achievement of all pupils with special educational needs. There are no significant differences in the achievement of pupils from different ethnic backgrounds, nor between boys and girls.
- The school's focus on raising standards in English and mathematics is reflected in the achievement and better standards at the end of Year 6. Standards have not improved at the same rate in the infants and, although achievement is satisfactory overall, there is an occasional lack of challenge for the average and more able pupils. In science the lack of challenge for the more able pupils has resulted in standards that are too low and underachievement by the end of Year 6. The provision for ICT has improved since the previous inspection; pupils achieve satisfactorily and attain average standards by the end of Year 2 and Year 6. The pupils now have access to a computer suite and receive regular teaching of skills. However, teachers do not

identify sufficient opportunities to use computers to promote learning in other subjects. In religious education, physical education and design and technology pupils attain standards that are in line with national expectations by the end of Year 2 and Year 6. Standards are below average in history; work is not always sufficiently demanding, the pupils forget what has been taught.

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

Attitudes and behaviour are good overall. Personal development is good due to the good provision for spiritual, moral, social and cultural development. Attendance and punctuality are unsatisfactory although they have improved on those described in the previous inspection report.

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

- Pupils enjoy school and their activities
- Strong self-esteem in mathematics helps pupils' achievement
- The strong social and moral provision helps to support good behaviour
- The learning mentor has a very good impact on the pupils' personal development
- Attendance is well below average but improving

#### **Commentary**

8. The pupils say they like school and the great majority of them appear happy. They are keen on extra-curricular activities; pupils eagerly participate in the wide range of activities on offer as was seen in the large numbers thoroughly enjoying line dancing at lunchtime. Throughout the school attitudes and behaviour in lessons are generally good as the pupils apply themselves and work hard. Only a minority of pupils are occasionally restless and find attention difficult. The school uses a range of strategies, such as 'Brain Gym', very effectively part way through lessons resulting in pupils undertaking ensuing activities with renewed vigour. In particular, pupils enjoy their mathematics' lessons and this is helping them achieve well. This was apparent in a Year 6 lesson where the very good relationships between teacher and pupils helped the pupils to develop their self-esteem and their confidence in the subject.
9. The children achieve well in the Foundation Stage because there are high expectations that they will behave well and play and learn well, together. The children develop good relationships with the adults who work with them and with each other. The school has good arrangements for the nursery and reception children to be introduced to the full school day; some come on a part-time basis and this means that they come into school happily and confidently. The children enjoy coming to school. They take good advantage of the opportunities to learn; they often concentrate well and persevere to complete tasks.
10. Behaviour at playtimes and around the school is good. This is helped by the very good supervision, range of playground activities and space provided. The use of 'zoned' areas is a very effective feature in helping to improve and control behaviour and in encouraging good relationships in the playground. Most pupils are friendly and relationships are good. There are a number of very lively pupils and a few are unkind to others. Members of staff are well aware of these problems and handle them with great care and understanding. Most pupils know right from wrong and what to do if squabbles or accidents happen. There is no evidence of any sexist or racist attitudes.

Pupils and parents show some concerns over bullying but they feel potential incidents are dealt with promptly and effectively. Four temporary exclusions, all involving boys, were made by the school last year. These all related to disruptive behaviour. The school has worked hard to avoid permanent exclusions.

## 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	118	4	0
White – Irish	1	0	0
White – any other White background	3	0	0
Mixed – White and Black Caribbean	13	0	0
Mixed – White and Black African	1	0	0
Mixed – White and Asian	3	0	0
Mixed – any other mixed background	4	0	0
Asian or Asian British – Indian	4	0	0
Asian or Asian British – Pakistani	3	0	0
Asian or Asian British – Bangladeshi	2	0	0
Asian or Asian British – any other Asian background	5	0	0
Black or Black British – Caribbean	4	0	0
Black or Black British – African	2	0	0
Any other ethnic group	4	0	0
No ethnic group recorded	2	0	0

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

11. The school enhances the pupils' positive attitudes through the good provision made for their spiritual, moral, social and cultural development. Achievement, success and effort are celebrated in rewards, displays around the school and the regular achievement assemblies. A very good policy for behaviour management has been established with a strong emphasis on developing pupils' self-esteem and social skills. The appointment of a learning mentor has been crucial in the success of this development and in helping to remove barriers to learning such as low self-esteem, poor aspirations due to family backgrounds and aggressive behaviour. Initiatives such as the introduction of 'emotional literacy' are having a significant impact on pupils' personal development. This was evident in Year 3, when pupils wrote about their feelings on receiving an 'angry letter' and expressed views such as "You can be nice to people", "control your anger" and "count to ten and then back again."
12. Pupils' understanding of becoming good citizens is effectively encouraged through the provision of an effective School Council. For instance, they have attended the area

Youth Parliament, asked the Governors for a budget to help them improve play resources, developed their own newsletter and arranged fundraising activities to raise money for the Nursery. Their personal development is enhanced with a wide range of cultural and multi-cultural experiences. These include a residential visit to a working farm by pupils in Years 5 and 6, performing in local music festivals and school drummers touring local counties to perform.

## Attendance

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

Authorised absence		Unauthorised absence	
School data	6.4	School data	0.9
National data	5.4	National data	0.4

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

- Overall attendance levels have been well below average for the previous three years but have improved significantly year-on-year during this period. The school has a high number of pupils leaving and the absence level is raised when these pupils are kept on register until the school is informed of their new whereabouts. Punctuality is unsatisfactory but also improving. Improvements have been achieved because of the importance the school places on promoting attendance and the thorough systems to record and monitor it. This has led to the accurate identification of the reasons for absences and the early involvement of support services and use of rewards in relation to good and prompt attendance. These measures have led to the improvement in overall attendance rates and a significant reduction in the level of unauthorised absences. The introduction of the breakfast club has also helped to reduce lateness.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a satisfactory quality of education. The teaching, learning and curriculum are satisfactory and there are very good arrangements for securing the care, welfare, health and safety of the pupils. The level of participation by parents in the daily life of the school is limited although there are very good links with the local community. The school has established good relationships with other schools.

### Teaching and learning

The quality of teaching and learning is satisfactory and there are satisfactory procedures for assessing the pupils' attainment.

### Main strengths and weaknesses

- The teaching is consistently good in the Foundation Stage and provides the youngest children with a good start to their education
- The teaching of literacy and numeracy is strong
- The teaching of science is not effective
- The teaching assistants provide very good support
- Some teaching is too reliant on mundane worksheets

### Commentary

14. Taking account of the lessons seen, the pupils' previous work, teachers' planning and discussions with pupils and teachers, the quality of teaching and learning is satisfactory overall. The good teaching in mathematics has a significant impact on the standards achieved in this subject.

### *Summary of teaching observed during the inspection in 36 lessons*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	1 (2.5%)	15 (42%)	19 (53%)	1 (2.5%)	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.*

15. The good teaching in the Foundation Unit enables the children to make a good start to school and they achieve well. The teachers plan the learning activities carefully to ensure that there are opportunities for the children to have access to all six areas of learning and especially in their reception year to the literacy and numeracy strategies. The teaching of basic skills is well planned and organised, resulting in the good progress seen in learning to read, write and in number work. The nursery nurses effectively support individual and group activities, and make a significant contribution to helping the children to behave well and to concentrate on the carefully planned and challenging learning tasks. All the adults, who work in the Foundation Stage Unit help the children to feel secure, gain confidence and communicate well with others. Good arrangements check what the children know, understand and can do and the information is well used to plan the next steps children need to take in their learning.

16. The teaching of numeracy is good because the school has focused on raising standards in this area. The subject is well organised by the co-ordinator, who has identified areas for improvement and, with the support of the headteacher and numeracy consultants from the local education authority, a close check has been kept on the teaching and learning of mathematics. Additional support has been utilised and this has been particularly effective in Years 5 and 6 where standards have risen significantly. The effectiveness of the support and the organisation of the curriculum can be seen in the well above average number of pupils attaining standards that are above those expected for pupils of their age. The teaching and learning of literacy are also improving. Although not yet as good as numeracy, more pupils are attaining the higher Level 5 in English because of the improved teaching and better organisation of literacy teaching. The staff have responded well to the challenges set by the headteacher and work to raise the attainment of boys, for example, by making lessons more interesting and relevant has been effective. The teachers have a good understanding of the national strategies for literacy and numeracy and the work is presented in a lively way that captures the pupils' attention. The use of the 'Story Wood' to stimulate the pupils' interest has been effective. There are good opportunities for them to discuss their work, at the beginning and end of lessons and as they work. The work is well planned to take account of the different levels of ability in each class. As a result, most pupils learn and achieve well.
17. The teaching and learning of science are unsatisfactory overall. The teachers' subject knowledge and understanding is patchy and they do not provide the pupils with sufficiently challenging activities. In the infants there is an overuse of worksheets which fail to provide sufficiently interesting and demanding work and pupils do not make the progress of which they are capable. Teachers miss opportunities to promote literacy skills in other curriculum areas and the school has recognised this is an area for development, along with planning more effective use of computers to promote learning in subjects such as history and geography. Much effort has gone into improving the quality of teaching and learning in literacy and numeracy and the school has recognised the need to improve the quality in other areas of the curriculum where the overuse of mundane worksheets inhibits learning
18. Most pupils benefit from the hardworking and effective teaching assistants. Those with special educational needs receive good additional help in lessons from the able classroom assistants. On rare occasions, pupils receive additional support during withdrawal sessions, but, wherever possible, pupils are provided with support in class, enabling pupils to learn alongside their peers. This combination of approaches ensures they make progress in line with their classmates. The targets contained in the pupils' individual education plans are clear and concise. The teachers and teaching assistants use the individual education plans well when planning their lessons and this ensures work is effectively matched to the pupils' individual needs. The teamwork between the teachers and nursery nurses in the Early Years unit is a strong feature.
19. The staff have worked hard, and successfully, to improve the systems for assessing and tracking pupils' progress. The procedures in English and mathematics are thorough and beginning to have a good impact on how work is planned for pupils of different abilities. Day-to-day procedures, including a systematic approach to the marking of pupils' work, help to provide information that enables the staff to set targets for individual pupils. The high mobility of pupils has necessitated the teachers

keep an even closer eye on how the pupils are doing and they collect useful information that enables the tracking of their progress in English and mathematics over time. The information from assessments and the analyses of test results are well used to plan the next steps for the pupils and to identify strengths and weaknesses. Assessment in other subjects is developing satisfactorily and is the main priority for many of the subject co-ordinators.

## **The curriculum**

The quality of the curriculum is satisfactory overall. It is inclusive and soundly planned to make learning worthwhile. Activities to enrich the curriculum are very good.

### **Main strengths and weaknesses**

- There is often very good enrichment of the curriculum through visits and visitors to the school
- The school grounds have been well improved and provide good learning and play opportunities for pupils
- The children in the nursery and reception unit have good access to all six areas of learning and the literacy and numeracy strategies
- Special educational needs pupils are well supported by the teaching assistants

### **Commentary**

20. Visits and visitors from a wide range of outside organisations, together with the use of the expertise and talents of staff, are very well used to support the curriculum and make it interesting and exciting for the pupils. This very good enrichment of the curriculum promotes the pupils' enthusiasm for learning and contributes well to their spiritual, moral, social and cultural education and personal development. A good example is the work done by the Year 6 pupils with the Royal Shakespeare Theatre to explore and experience the ideas within the drama of Macbeth. The improved provision for mathematics in the juniors has resulted in steadily improving standards by the end of Year 6. A good range of extra curricular activities is also provided giving pupils opportunities to develop talents outside of lessons. The school has recently received a Healthy School Award and has appropriate and effective arrangements for the delivery of personal, social and health education including attention to sex and drug education.
21. The school is staffed by a very good number of teachers and teaching assistants who work well together to ensure that overall a satisfactory curriculum is provided for all of the pupils. The school is now well resourced to deliver the planned curriculum for teaching information, communication, and technology skills, using the well-equipped suite. It also has a bright, welcoming and well-stocked library. Outdoors the quality of the school grounds has been very well improved. There are interesting areas marked on the playground for a range of games and sports. The outstanding Story Wood provides a wonderful environmental resource for the school. It is also used on a regular basis by other schools for environmental and dance and drama activities. The new classrooms for the youngest children have been completed and are fully resourced to provide them with a workmanlike and positive learning environment.



22. The good provision for the children in the Foundation Unit means that they get a good start to their education. The children have access to a good range of well-planned and stimulating learning activities. The classrooms are well organised and provide a vibrant and interesting environment that encourages the children to become involved in the learning opportunities provided. The Foundation Unit shares the newly equipped outdoor area with the pre-nursery housed in the same building. The use of the area is developing and provides good opportunities for the children to use wheeled vehicles and to climb and run and move freely in a safe environment. However the Foundation Unit has no direct access to the area and there is no covered area for when the weather is very hot or rainy. The teachers and their assistants are working hard to overcome the problems but the lack of direct access means that the children have fewer opportunities to explore and discover things for themselves in an outdoor environment using free choice.
23. The pupils with special educational needs are well supported by the teaching assistants. The assistants are well trained and sensitively intervene to enable the pupils to sustain their attention and concentration and to participate in lessons and other activities. Good arrangements are used to review the individual education plans on a regular basis and to decide the areas on which to concentrate.

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

The provision for pupils' care, welfare, health and safety is very good. The provision of support, advice and guidance based on the monitoring of pupils' achievement is good. The involvement of pupils through seeking and acting on their views is good.

### **Main strengths and weaknesses**

- Child protection and health and safety arrangements very good
- Induction arrangements for all pupils are good
- Pupils are valued and cared for very well

### **Commentary**

24. The very good care and concern for pupils' needs is appreciated by both the pupils and their parents. There is a very thorough approach to child protection procedures and very good evaluation of health and safety risks and fire precaution arrangements. First aid procedures and the supervision of pupils at break and lunchtimes are good and the playground layout enables pupils to feel secure to work and play with confidence. The school is very clean, tidy and secure. Pupils are confident they have a supportive adult to speak to if they have worries or concerns. They feel they are listened to and action taken by staff if necessary. All members of staff know the pupils and their backgrounds very well allowing them to give them good support and guidance. The care provided covers more than the school day. The breakfast club, for example, not only provides a meal but also ensures many pupils turn up on time and the Learning Mentor provides families with support during holiday periods both at school and in the pupils own homes.
25. Good induction arrangements ensure the pupils quickly settle into the Nursery and Reception classes. Personal development is supported well as pupils move through the school. Pupils who move to the school from other schools say they are made welcome and are quickly included into school life. Academic support and advice for pupils in the Reception classes is

good due to good assessment procedures. All pupils, especially those with a wide range of special educational needs are supported well, enabling them to take a full part in the life of the school.

26. Pupils feel that members of staff value their views and this gives them confidence to discuss issues and raise questions. They are regularly consulted for instance through the School Council or in assemblies, where the headteacher is careful to hear the views of all pupils including 'the quiet, middle of the road' pupils who often find it hard to make their views heard. Standards in this area have improved on those described in the previous inspection report.

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

The school has an unsatisfactory partnership. Links with the local community are very good and there are good links with local schools.

## **Main strengths and weaknesses**

- Good encouragement of parents in Foundation Stage
- Parental support of children's learning is limited
- Information in reports weak
- School has strong place in local community and uses local initiatives very well

## **Commentary**

27. Parents are given good information before their children start attending the nursery and reception classes and this, along with good contacts with members of staff at the start and end of sessions, helps pupils to settle quickly. Although parents are keen to visit the school to see their children in performances or receive awards at assemblies, very few help in the school, there is no parents association and very small numbers turn up to events such as workshops for them arranged by the school. The establishment of the nursery has been used well by the school to encourage parents into the school and the school is rightly looking to build on this springboard to encourage better parental support.
28. Annual reports gave satisfactory information on progress and achievements but contain little detail and comments on areas for improvement that may help parents to support their children's learning. Some comments are honest such as telling parents that prolonged absences lead to poor achievement. The school is open to parents; teachers are available at the end of the day and issues are dealt with promptly and to good levels of satisfaction from most parents.
29. The school makes very good use of the local community to support learning and plays a very important role in the life of the local area. The school has been a focal point of local regeneration which benefits pupils and the locality; for example in helping to set up the local neighbourhood nursery, the 'Story Wood' facility, which supports learning in areas such as Science and writing, the breakfast club, and training opportunities for Parents and other members of the local community. Local agencies such as the Police, Health workers and the Church all provide very good support. The partnership with the local schools, especially the local cluster through the Education Action Zone, benefits pupils in a wide range of areas including inter-school sports, improving speaking and listening through art and design, and the development of family learning. These have made a significant impact on pupils' personal development.

## **LEADERSHIP AND MANAGEMENT**

The leadership, management and governance of the school are satisfactory.

## Main strengths and weaknesses

- The headteacher places a very strong emphasis on developing the school community
- The leadership and management of the Foundation Stage is good
- The governing body has a good awareness of the school's strengths and of areas for improvement
- The provision for special educational needs is well managed

## Commentary

30. Since the previous inspection there have been significant changes at the school and the headteacher has been at the forefront of driving these changes forward. The introduction of a neighbourhood nursery, catering for children from one to three years of age has demanded much time and effort but its success is seen in the popularity of the facility. In addition, the Nursery has also recently opened and the transition to an Early Years Unit has been managed without fuss. During this same period, the headteacher has overseen the development of the 'Story Wood', an environmental facility which is also being used by other schools. Very strong links have been developed with the local community, and the good relationships developed with other professionals such as the police and health workers is having a positive impact on the standards now being achieved. Subject co-ordinators are provided with good support to enable them to develop their subjects. Most impact has been seen in mathematics and some aspects of literacy. The science co-ordinator has only recently taken responsibility for the subject although she has identified areas for improvement.
31. The organisation and delivery of the Foundation Stage curriculum is well led and managed. The teacher works well with her colleagues to promote the good provision of the curriculum for the foundation children, ensuring that learning develops systematically across the year groups. She has a clear vision as to how it can be further improved, through, for example the development of the outdoor learning area and the building of the home-school reading partnership. The Nursery is a new addition to the school and it is to the credit of the headteacher and co-ordinator that the Foundation Unit is running smoothly and effectively as a result of good procedures.
32. The school governor with responsibility for special educational needs takes an active role in overseeing the school's work. The special educational needs co-ordinator has developed good monitoring and recording systems to ensure provision is targeted to address pupils' identified needs. The school's provision for those pupils with special educational needs is competently organised by the co-ordinator. She provides good support and advice for colleagues, maintains the pupils' records to a high standard and ensures that the school makes good provision for meeting the needs of the pupils identified with special educational needs and those who need extra help.
33. The school benefits from the good commitment shown by governors and they make a good contribution to the school's development. The governing body fulfils its statutory duties effectively, providing the headteacher and staff with encouragement and support, while holding the school to account for the quality of its work. The staff have appreciated this support during a difficult time which has seen the

redevelopment of the local community. The governors have a good understanding of the school's strengths and weaknesses, through their regular meetings and visits to the school. The governors and staff make good use of test and performance data to support the process of self-review, a good example being the successful work done to raise standards in mathematics.

## ***Financial information***

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

Income and expenditure (£)		Balances (£)	
Total income	685,323	Balance from previous year	78,500
Total expenditure	621,726	Balance carried forward to the next	142,097
Expenditure per pupil	3,473		

34. The governors are effective at supporting the planning and spending of the school's budget through careful financial management. Spending is closely linked to the priorities of the school improvement plan and governors ensure that the school achieves the best possible value in its purchases. Expenditure is monitored carefully and day-to-day financial administration is very good. Effective use has been made of an accrued underspend to supplement enhancements to the building, including the development and furnishing of the new Nursery. The school currently has a significant underspend but much of this is accounted for in outstanding bills for the school nursery and the neighbourhood nursery.
35. The school has made effective use of funding made available through the Excellence in Cities and Education Action Zone initiatives. The appointment of a Learning Mentor has made an impact on the pupils' attendance and their behaviour is improving. Funding from these initiatives has also been used to provide additional teaching support, the effectiveness of which is seen in the improved standards, particularly in mathematics, by the end of Year 6.
36. The school is subject to high mobility amongst the pupils and the lack of continuity of education creates a barrier to learning for some pupils. The school does all it can to mitigate the problem through the implementation of effective induction procedures and the learning difficulties of pupils are identified early and acted upon swiftly. The support provided by the local education authority, for example the work of the numeracy and literacy consultants, has had a good impact on the standards and achievement of pupils.

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

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

37. The quality of provision for each of the areas of learning is good. In September the Foundation Stage Unit opened the newly arranged and refurbished accommodation to accept both nursery and reception aged children. The outdoor learning area is shared with the recently opened pre-nursery provision, (also accommodated in the school building). The nursery and reception children are based in mixed family groups for registration, story and other activities. Reception children have separate literacy and numeracy sessions so that the needs of both age groups can be well addressed. The children benefit from the provision of a good range of learning activities that are planned to cover all the areas of learning; this a similar situation to that found at the last inspection. When the children enter the school, the baseline assessments made show that there is a broad range of attainment and that overall the children are of well below average attainment. A majority of children achieve the early learning goals in the six areas of learning by the end of the reception year although few exceed them.
38. The good teaching of the Foundation Stage children enables the children to make a good start to school, make good progress and achieve well. The teachers plan the learning activities carefully to ensure that there are opportunities for the children to have access to all six areas of learning and especially in their reception year to the literacy and numeracy strategies. The teaching of basic skills is well planned and organised resulting in the good progress seen in learning to read, write and in number work. The nursery nurses effectively support individual and group activities making a significant contribution to helping the children to behave well and concentrate on the carefully planned and challenging learning tasks. All the adults who work in the reception class help the children to feel secure, gain confidence and communicate well with others. Good arrangements check what the children know, understand and can do and the information is well used to plan the next steps children need to take in their learning.
39. The organisation and delivery of the Foundation Stage curriculum is well led and managed. The teacher works well with her colleagues to promote the very good provision of the curriculum for the foundation children. She has a clear vision as to how it can be further improved, through, for example the further development of the outdoor learning area and the building of the home-school reading partnership.

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

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

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

- The children develop a good understanding of how to behave and look after themselves in school
- There are high expectations that the children will concentrate, persevere and try hard to complete challenging tasks

## Commentary

40. The children settle quickly and happily when they come into school because the adults make sure that the children have a clear understanding of what is expected of them. Good relationships quickly develop between the adults who work in the school and the foundation children. As a result the children develop positive attitudes to taking care of themselves and to learning. The children know the routines well on entering the classroom and settle down to look at and share books within their family groups. The teachers and their assistants have high expectations that the children will behave well and be thoughtful towards each other. Most of the children speak confidently to adults and each other. Their personal and social skills are developing well because they are provided with good opportunities to work and play together and to reflect on the effect of their actions on others. The children persevere well with tasks such as completing jigsaws or using computer programs. They enjoy the independence of being the helper for the day and carrying out tasks such as pouring out all the drinks for their group.

## COMMUNICATION, LANGUAGE AND LITERACY

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

### Main strengths and weaknesses

- Children achieve well in learning the basic skills of listening, speaking, writing and reading

## Commentary

41. The children are given good opportunities to respond to events in stories such as *'Pass the Jam, Jim'*, and the teachers extend children's vocabulary well through question and answer techniques. There is a good range of role-play opportunities for the children to use and develop speaking and listening skills. Adults frequently make good quality interventions to promote the children's progress and use good opportunities to engage children in conversations so that they begin to explain how things work and their reason for choices. The children's early reading skills are developed and built on systematically through the sharing of books and stories and the teaching of the sounds that letters make. By the end of the reception year the majority of the children are able to retell stories they have read and some are reading simple books fluently. Writing skills are clearly taught so children learn to form letters as well as learning to write and spell a basic vocabulary of key words. The reception children are being encouraged to develop independent writing skills trying to spell words for themselves. The children are provided with a range of opportunities to write for different purposes such as retelling stories, writing shopping lists, sequencing events, and writing captions to go with pictures.

## MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

## Main strengths and weaknesses

- Children achieve well in learning the basic skills of counting and using numbers

## Commentary

42. The children make good progress and achieve well in acquiring basic numeracy skills because the teachers use lots of opportunities to harness the children's enthusiasm for counting and using numbers. By the end of the reception year the majority of the children can count and order numbers confidently to ten and some to twenty or beyond. The teachers provide a good range of activities and resources to make learning interesting. The children learn through practical play experiences and by singing and acting out rhymes. For example when the teacher introduces three-dimensional shapes she builds on the good knowledge and understanding that the children already have of two-dimensional shapes. Activities include wrapping boxes - cutting the paper to fit the faces of a cuboid and making shapes from play dough. The emphasis on the correct use of language enables children to acquire vocabulary to use in number activities and helps to ensure that the children make good progress in gaining mathematical understanding.

## KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

## Main strengths and weaknesses

- Resources for teaching and learning are well prepared
- The children are making good progress in learning to use computers and other information, communication, and technology applications
- The areas of learning within knowledge and understanding make a good contribution to the spiritual, moral, social and cultural education of the children

## Commentary

43. The children make good progress and achieve well because the teachers plan the learning activities carefully to ensure that there are good opportunities for the children to have access to the different strands within the learning area for knowledge and understanding of the world. The children are given good opportunities to use the computers. They know how to use a program to choose colours, characters and objects. They confidently use the mouse to draw, point and click and fill areas in using different shapes and colours. The children have opportunities to learn about celebrations in different faiths. They learn about shopping through the well-organised role-play 'supermarket'. Outdoors they have regular access to the Story Wood where they can explore the natural environment. The children are beginning to have a good sense of their own identity as part of a family, a class and a school.

## PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

## **Main strengths and weaknesses**

- There are good opportunities to develop fine motor skills
- The newly completed outdoor area gives good provision for physical activities

## **Commentary**

44. The children are making good progress and achieve well in the development of gross skills because the new outdoor area gives plenty of room for wheeled vehicles which the children enjoy using to pedal and push. There is also good quality climbing apparatus and the children are able to climb and balance. The children can run and jump and some can kick balls with accuracy. Indoors there are good opportunities for the children to use paintbrushes, pencils and scissors, which they do with care and precision. They develop good physical control through joining together pieces when completing jigsaws, using construction sets and building models.

## **CREATIVE DEVELOPMENT**

Provision in creative development is **good**.

## **Main strengths and weaknesses**

- A good range of activities to develop creativity are provided and resources are of high quality

## **Commentary**

45. The children enjoy art, story and imaginative play and have good opportunities to participate and respond to a range of music. The children learn to sing and join in songs with actions enthusiastically. They know a good range of colours and they paint with enjoyment, confidence and independence. They competently and thoughtfully choose and stick shiny and fluffy materials and shapes to make interesting collage pictures. Materials such as sand and water are available for children to explore regularly. The children enter imaginatively into acting out life in the home corner and in the 'supermarket'. However there are more limited opportunities for them to develop independent scenarios in outdoor play where the area is shared with the pre-nursery provision. At present there is no outdoor storage, direct access to the area or a covered area for when the weather is very hot or rainy. The teachers and their assistants are working hard to overcome the problems but the lack of direct access means that the children have fewer opportunities to use their imagination or explore and discover things for themselves in an outdoor environment.

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

### **ENGLISH**

Provision in English is **satisfactory**.

## **Main strengths and weaknesses**



- Standards are well below average by the end of Year 2
- Pupils with special educational needs are provided with good support
- Good use is made of the school environment for stimulating the pupils' writing
- Teachers make effective use of assessment information to plan work which is well matched to the pupils' ability
- There are too few opportunities for pupils to develop writing skills in other subjects

## Commentary

45. By the end of Year 2 standards in English are well below average and by the end of Year 6 they are below average. Standards in English have improved since the previous inspection, particularly by the end of Year 6. The improved results at the end of Year 6 are due to more pupils attaining the higher Level 5 than has previously been the case. Standards have improved in the upper juniors because of the improved teaching and the better match of work to the pupils' prior learning.
46. There are significant variations from year-to-year but entry to Year 1, the pupils' literacy skills are generally well below average. Considerable attention is devoted to developing the pupils' weak speaking and listening skills through effective questioning and encouraging the pupils to provide more extended answers. Throughout the school, classroom assistants provide pupils with effective support in these situations, explaining questions in more detail and encouraging them to have a go at responding to the questions. Classroom assistants also provide good support for pupils with special educational needs enabling these pupils to make progress in line with their classmates. They are well briefed and have a clear understanding of the needs of these pupils, providing a good balance of advice, support and encouragement. This shows particularly in their writing during literacy sessions. However, where the same level of support is not available, in the foundation subjects, the pupils do not make the same level of progress in their writing. The school provides additional time for the development of reading skills outside the Literacy Hour and this enables most pupils to make good progress in this aspect.
47. Overall the quality of teaching is satisfactory although there is evidence of good teaching. This is more evident in Years 5 and 6. Throughout the school, the teachers make effective use of the good range of assessment material to plan work for the different abilities of the pupils. The staff have worked hard to improve the standards achieved by the more able pupils and is becoming more successful in this although the high mobility, with many pupils leaving and returning, inhibits progress. The additional teaching support in Years 5 and 6, which at different time of the year focuses on pupils of different abilities, has enabled more pupils to fulfil their potential and attain the levels of which they are capable. The school's marking policy is applied consistently throughout the school and the pupils have a clear idea what they need to do to improve their work. Relationships between staff and pupils are good and they encourage pupils well. Teachers refer to pupils' targets and provide them with the results of optional tests so they know what they need to do to achieve the next level. The teachers take the opportunity to question the pupils and ensure that their responses are developed by asking them to expand on their answers. Teachers place a good emphasis on developing individual and collaborative learning skills. This was seen in a good Year 5 lesson, where the teacher effectively encouraged the pupils to

work in groups to identify features of the school's 'Story Wood'. The pupils enjoyed working with each other and were stimulated by the environment and the activity.

48. The leadership and management of English are good. The school has for some time recognised that the high pupil mobility was affecting the standards attained by the pupils and has looked at different ways in addressing the problem. Detailed assessment information and very good tracking of the progress of individual pupils has enabled the school to identify weaknesses in skills, particularly when pupils leave and then return to the school. Strategies to provide additional support for pupils in Years 5 and 6 have been effective in raising the standards achieved by the more able pupils. Regular monitoring of teaching and learning by the co-ordinator, headteacher and local education authority has helped to improve standards. English is made more exciting by the use of outside agencies, for example the good work on Macbeth was co-ordinated by a member of the Royal Shakespeare Company.

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

49. Literacy skills are not used as effectively as they should be across the curriculum. There are too few opportunities for the pupils to develop extended writing skills in other curriculum areas, for example, history, geography and religious education. Science and design and technology lessons provide some opportunities for writing plans, instructions and results of experiments and evaluations. However, there is an overuse of mundane worksheets which limit the opportunities for writing in other subjects. Residential visits which encompass a range of physical, social and academic activities are used very well to promote the pupils' writing and recording skills.

## **MATHEMATICS**

Provision in mathematics is **good**.

### **Main strengths and weaknesses**

- Standards in mathematics are above national averages by the age of eleven
- Teaching in mathematics is good in Years 3 to 6 and enables the pupils to achieve well
- Standards by the end of Year 2 are below national expectations
- Good systems now assess and track progress and set new targets but individual pupils do not yet know what they can do to improve their learning

### **Commentary**

50. The majority of pupils enter Year 1 with below average levels of attainment in mathematics. Pupils achieve below national averages by the end of Year 2 but by the end of Year 6 their attainment is above national averages. The number of pupils in each year group varies from 14 to 30 and there is a high proportion of pupils with special educational needs in some year groups and this affects the overall standards. In addition the level of mobility in and out of the school is very high. The school copes well with new arrivals and helps them to settle in quickly and become involved in the work planned in mathematics. As they move through the school pupils of all abilities have good opportunities to acquire basic numeracy skills and boys and girls make a similar rate of progress. Progress and achievement in the infants and Years 3

and 4 are satisfactory. The rate of progress of the pupils increases rapidly in Years 5 and 6 because the school uses two teachers for each class in mathematics throughout the school year. Standards seen have risen steadily since the last inspection with the number of eleven year olds achieving the higher level 5 increasing. The improvement in standards of attainment by the end of Year 6 is due to a number of reasons. The teaching staff has benefited from positive input from the local education authority mathematics consultants. Good use is made of the information gained from the standardised and external assessments to identify areas where there are weaknesses and to put in support for them. The extra teacher in Year 5 and 6 means that the work can be better matched to the pupils' needs. The need identified at the time of the last inspection to adopt clear systems to assess and track progress of pupils has been well addressed, and increasing use is being made of the information gained. As they move through the juniors the pupils are beginning to be set rigorous targets for improvement. They understand the levels they are aiming for but are not always clear on the precise areas that they need to work on.

51. The teaching of mathematics is good overall. The quality of teaching in the infants is satisfactory, whilst in the juniors it is good. Throughout the school work in books is marked and some positive comments made although it is not always made clear to pupils what they need to do to improve. Although the requirements of the National Numeracy Strategy are followed some opportunities are missed, particularly in the infants, to deliver a well-paced, invigorating mental and oral start to the lessons and to follow this by clear teaching input. In some lessons the teachers talk for too long and the impetus of the lesson is lost. Work seen in the pupils' books indicates there is a good range of work that covers all the areas of the National Curriculum. Teachers have good relationships with their classes, they have high expectations that pupils will behave well and concentrate and the pupils respond by working well and trying hard to complete work set. The lower ability groups are effectively supported by teaching assistants who ensure that they understand the work, maintain their interest and help to build their self-confidence in mathematics. The better progress made by the pupils in Years 5 and 6 is as a result of the clear identification of their needs, and the implementation of teaching strategies, including additional teaching support, which is carefully targeted according to the levels of ability
52. Mathematics is well led and managed. Good attention has being paid to making it a priority to raise standards in the juniors. Opportunities to monitor learning in lessons are regular and made good use of the analysis of external and standardised tests to set new priorities.

### **Mathematics across the curriculum**

53. Throughout the school there are satisfactory opportunities for pupils to use and develop their mathematics in other subjects. Information, communication, and technology skills have been used to display and interpret data collected. A good example was seen in Year 1 where the pupils have produced pictograms showing eye colour as part of their science topic. In the same classroom there are two-dimensional shapes and patterns drawn by a control program. Mathematical skills are regularly used in science to measure and record data from experiments in different forms such as charts and graphs.

## SCIENCE

Provision in science is **unsatisfactory**.

### Main strengths and weaknesses

- The more able pupils are not always challenged sufficiently
- Although pupils make satisfactory gains in scientific knowledge their skills in scientific enquiry are underdeveloped
- Lesson time is not always used effectively
- An overuse of worksheets inhibits pupils' writing skills

### Commentary

54. Overall, standards are similar to those seen at the time of the last inspection. Pupils in Years 1 and 2 make satisfactory progress and by Year 2 attainment is broadly in line with national expectations. Teacher assessment at the end of Year 2 indicates that the percentage of pupils achieving the higher Level 3 is above the national average. However, this is not confirmed by inspection evidence. The older pupils do not progress as well and by Year 6 attainment is below the national standard. Few pupils attain the higher level 5. The more able pupils in particular are not challenged sufficiently and do not make enough progress. Although standards have improved in Year 2 since the last inspection, there is no improvement in the standards in Year 6.
55. The quality of teaching is unsatisfactory overall. Where teachers' understanding of the subject is incomplete this results in patchy coverage of the scheme of work. Emphasis is placed upon the development of scientific knowledge and in this area pupils make satisfactory progress. Teaching does not focus sufficiently upon the systematic development of the skills of scientific enquiry. Too often practical tasks are prescribed, restricting pupils to following a set procedure. Pupils have few opportunities to work as scientists, asking questions that can be investigated scientifically and deciding how they will find answers.
56. Time within lessons is not always used effectively to address the learning intentions. Two of the three lessons observed were not completed and this slows the pace of learning. Mundane tasks such as cutting from worksheets limit the time available in lessons to meet the learning intentions. Teachers do not always advance the lesson when they have evidence that pupils have understood, missing the opportunity to reinforce key teaching points at the end of the lesson.
57. Pupils present their work carefully. Too often pupils' recording is restricted to completing sentences on worksheets and this inhibits the development of scientific writing. However, in a Year 1 lesson pupils were challenged to record for themselves and to use their diagrams to help them explain their ideas. The teacher gauged pupils' levels of understanding and asked questions to develop their thinking further, enabling pupils to achieve well.
58. Although teachers mark pupils' work regularly and assess whether they have met the intended learning outcomes there are few examples where marking tells pupils how they might improve their work. Teachers use assessment information effectively to

modify tasks to meet the needs of less able pupils and brief classroom assistants to enable them to provide good support. However, teachers are less successful when using the information gained through assessment to plan tasks and questions to challenge the more able pupils.

59. The co-ordinator has been in post for one year and has developed a clear understanding of strengths and weaknesses in the subject through observing lessons and monitoring pupils' attainment and progress. A detailed action plan addresses areas identified for development.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- Standards in ICT have improved but could still be higher
- The pupils share resources and work together well
- Planning to use computers to promote learning in other subjects is unsatisfactory

### **Commentary**

60. Due to technical problems during the inspection week it was not possible to observe pupils being taught in the computer suite. However, although there are still gaps in the pupils' learning, discussions with pupils and staff and an analysis of work show that standards have improved since the last inspection and are in line with expectations at the end of Year 2 and Year 6. The school has worked hard to improve the provision; the increased number of computers now ensures that all pupils have regular access. Overall the pupils achieve satisfactorily throughout the school.
61. During the inspection, some staff demonstrated confidence in using class-based computers to develop particular themes. Computers were in regular and effective use in most classes. Teachers' planning for lessons in the computer suite is satisfactory and learning objectives are identified clearly. Word processing skills and the ability to use painting and drawing programs are developed well throughout the school. In the juniors, the analysis of work shows older pupils have satisfactory skills in their ability to use computers for multi-media presentations and in using simple spreadsheets and the preparation of graphs. However, they have not had the opportunity to use sensors and, as a result, standards are below average in these aspects of the subject.
62. Leadership and management of the subject are satisfactory. This improved confidence amongst staff is a direct result of the good guidance and support provided by the subject co-ordinator. However, a small minority do need additional support, guidance and encouragement to make the best use of computers and resources to support learning, particularly in how to make the most effective use of interactive white boards. At the time of the previous inspection the school visited the local secondary school to use its equipment but the creation of a computer suite and an increased number of computers has improved the level of resources considerably. In addition, classroom based computers are also available. The school makes effective use of

learning support assistants to work with groups of pupils. This often avoids the necessity for pupils to share computers and the 'hands on' time enables them to make better progress.

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

63. Provision for ICT across the curriculum is satisfactory. Teachers make use of computers to develop the pupils' literacy and numeracy skills and for some science work. The school is encouraging the staff to make more effective use of ICT to promote learning in other subjects but teachers are not always identifying such opportunities sufficiently early and, as a result, some activities do not have the impact they might have, occasionally being superficial. The school recognises the need to ensure that the teachers' planning identifies opportunities to make effective use of ICT in all areas of the curriculum. Satisfactory use is being made of the Internet to carry out research but the lack of broadband results in slow access.

### **HUMANITIES**

64. During the inspection no lessons in **geography** were seen and there was insufficient evidence to make a judgement about overall provision. Information was gathered from an examination of the pupils' work, a scrutiny of teachers' planning and discussions with staff and pupils. In Year 2 pupils describe some of the physical and human features represented on a map of an island. The subject is not taught to older pupils in the autumn term. Discussions with Year 6 pupils indicate they have limited recall of work taught in the previous academic year.

### **History**

The provision in history is **satisfactory**.

### **Main strengths and weaknesses**

- Teachers use their good subject knowledge to challenge pupils
- Pupils have insufficient opportunity to develop independent historical writing

### **Commentary**

65. Although pupils make satisfactory progress, standards in history are below national expectations by the end of Year 2 and Year 6. The time available for history teaching has decreased and standards are lower than at the time of the previous inspection. Year 1 pupils use clues to decide whether household objects are old or new. Year 6 pupils can identify and are beginning to give reasons for differences between their lives and those of Victorian children.
66. Overall, teaching is satisfactory. Teachers' good subject knowledge is demonstrated in the way in which they challenge pupils to move beyond providing factual information to suggest possible explanations. Teaching is effective when the lessons are carefully structured to develop pupils' skills of historical enquiry as well as their knowledge and understanding and provides opportunities for pupils to use these newly acquired skills.

In one good lesson the teacher asked questions to help pupils observe and describe artefacts before modelling how to use clues to infer the age and use of an artefact. Pupils developed their skills of observation, description and deduction through drawing and describing a different artefact.

67. Inspection evidence indicates work in history for the younger pupils is almost entirely oral. For older pupils worksheets that lack challenge are over used. Pupils of all abilities have limited opportunities to develop a variety of ways to record their knowledge and understanding about the past for themselves. Insufficient thought is given at the planning stage to the written tasks pupils should undertake and how over time these should enable pupils to develop a range of ways to record history and this inhibits the development of pupils' writing skills, particularly in the infants.
68. Most pupils have a good attitude to history and respond well when appropriately challenged. Pupils present their written work carefully. Teachers evaluate pupils' work to see whether learning outcomes have been met. However, there are too few comments to help pupils to know what they must do to improve.
69. Leadership and management of the subject are satisfactory. Assessment procedures are established and are used to plan further work. The co-ordinator analyses pupils' work and has identified the need to further increase the challenge for pupils and develop pupils' independent learning.

## **Religious education**

Provision in religious education is **satisfactory**.

### **Main strengths and weaknesses**

- Pupils acquire sound knowledge of Christianity and other world religions
- Resources and artefacts are used well
- Pupils have insufficient opportunities to visit places of worship

### **Commentary**

70. At the end of Year 2 and Year 6, standards are in line with the expectations set out in the locally agreed syllabus. This maintains the standards reported in the last inspection. Overall, pupils make satisfactory progress. Year 6 pupils understand that religious beliefs and ideas can be expressed in a variety of forms and can explain the meanings of some Christian symbols. Pupils in Year 2 are developing an understanding of festivals and celebrations in major world religions.
71. Overall, teaching is satisfactory. Teachers offer a broad curriculum, giving pupils opportunities to consider questions of identity, expression and meaning as well as learning about different religions. Teaching is effective when teachers use a suitable range of teaching strategies and explain ideas in ways that help children, including those with special educational needs, to understand. Pupils are keen to talk about their own religious practices because teachers help pupils to respect different religions. Resources and artefacts are well used to engage pupils' interest and to promote reflection and understanding of the major faiths. Where teachers' command

of the subject is less secure ideas are not developed sufficiently and the tasks set to pupils make little contribution towards achieving the learning objectives.

72. Leadership and management of the subject are satisfactory. The co-ordinator has introduced a nationally recognised scheme of work to support the teaching of the locally agreed syllabus. A range of good quality resources have been purchased. The co-ordinator has a clear focus upon pupils' achievement and has introduced assessment against identified targets. The subject is monitored through discussions with teachers and analysis of pupils' work. The co-ordinator has identified the need to provide more opportunities for pupils to visit places of worship.

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

73. Provision in **art and design** was sampled by looking at displays of pupils' work and their sketchbooks together with discussions with teachers and pupils. The provision for art and design is well enhanced by visiting artists and the occasional art club. Around the school there are displays and three-dimensional objects that provide visual interest. Pupils enjoy talking about their work and feel that they are good at drawing and painting. The overall standard of the work on display is satisfactory. In Year 1 the pupils have good opportunities to use a variety of media to draw and paint portraits of themselves and one another. Particularly striking are the black and white self-portraits using 'cray-pas'. The pupils also make good use of information, communication, and technology skills to record facial features in some detail. Good links are made to history in Year 2's collaborative picture of the Great Fire of London as the pupils use paint and glitter to depict the heat of the flames.
74. Teachers' planning and discussions with the co-ordinator indicate that provision in **music** is likely to be satisfactory. The school uses a commercial scheme of work to cover the requirements of the national curriculum but there are some teachers who lack confidence and expertise in the teaching of music. No judgement can be made on the standards reached by the pupils or on the quality of the teaching because no lessons were seen.
75. It is clear that musical experiences outside of lessons are often exciting and are well valued by the pupils. The subject makes a good contribution to their spiritual, social and cultural education. The pupils speak of examples such as the drumming workshops and subsequent tour to Worcestershire and Hereford schools and the Bhangra drumming sessions with enthusiasm. The school took part in composing and performing music at the Birmingham Symphony Hall and the pupils confidently talk about their part in the project. During the inspection it was possible to hear the choir practising under the guidance of a visiting specialist music teacher. The pupils are drawn from Years 3 - 6 and include both boys and girls. The singing is of a high standard. The pupils sing melodically with enthusiasm and sweetness. There is a very positive atmosphere generated and the unaccompanied singing music is evocative of Africa.

## **Design and technology**

The quality of the provision for design and technology is **satisfactory**.



## Main strengths and weaknesses

- The subject is enthusiastically led and managed
- The planned work covers statutory requirements but does not always systematically build on the skills the pupils have previously learned

## Commentary

76. Standards are in line with national expectations by the end of Year 2 and Year 6 and the pupils make sound progress and achieve satisfactorily. The standards are similar to those seen at the time of the last inspection. Pupils enjoy their lessons in design and technology and talk with enthusiasm about their present work and what they have achieved in the past.
77. The quality of teaching is satisfactory overall. Two lessons were seen in design and technology and both reached a satisfactory standard. Pupils all have equal opportunities to take part in the planned activities and are often well supported by the learning mentor, teaching assistants and other adults. They listen carefully to the adults and respond with enthusiasm and interest. A lesson in Year 4 developed the pupils' understanding of the design process by making a paper mock-up of their designs for a fabric money container. It showed that most pupils could make a template of their intended work and evaluate its design features with a view to further improvement. In Year 6 the pupils need a lot of practical help and modelling of skills such as sawing and measuring. The pupils respond to the challenge and expectations of their teachers to work systematically to produce a rigid structure for a vehicle chassis to which they plan to fix a motor and model superstructure to carry an animal. In some planning good links are made between subjects as for example in Year 1 where the pupils are finding out about their homes and how they are constructed. Year 2 pupils, using good art skills, have produced lively and colourful designs for shoes and boots for different characters and purposes.
78. The leadership and management of this subject are good. The co-ordinator is enthusiastic and knowledgeable and is helping to raise the profile of the subject in the school. She also fulfils the role of learning mentor and incorporates features of this work into the lessons that she leads. For example she uses strategies to enhance the listening and concentration skills of the pupils and to raise pupils self esteem and motivation.

## Physical education

Provision for physical education is **satisfactory**.

## Main strengths and weaknesses

- Teachers plan interesting lessons and pupils enjoy taking part in them
- In lessons the teachers evaluate good examples of movement and skills with the pupils
- The Learning Mentor provides good support for a wide range of activities

## Commentary

79. Four physical education lessons were observed, two in gymnastics and two in dance. Evidence from these lessons show that there has been a satisfactory improvement in the provision since the previous inspection. The pupils achieve satisfactorily and attain standards that are broadly average by the end of Year 2 and Year 6. Records show that standards are satisfactory in swimming, and most pupils swim the distance expected for this age group.
80. There is a satisfactory curriculum, which provides for the progressive development of a wide range of skills in all areas of the subject. Overall, teaching is satisfactory. Teachers have secure subject knowledge and use it well to provide interesting and enjoyable lessons. As a result, most pupils behave well, concentrate hard and produce good quality agile movements. Teachers have high expectations and set appropriate challenges for the pupils and in most lessons they evaluate good examples of movement frequently in order to help pupils to improve their standards still further. Occasionally, there is too much discussion and the pupils are insufficiently active for long periods and, although progress is satisfactory, it could be better.
81. The leadership and management of the subject are satisfactory. It provides for a good curriculum and good resources. Extra-curricular activities enrich learning. The Learning Mentor co-ordinates a good range of additional activities including regular football coaching, volleyball, rounders and dancing and arranges tournaments during the summer months with local schools.

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

The provision for personal, social and health education is **good**.

### **Main strengths and weaknesses**

- The subject is well led and managed
- The school is good at promoting personal and social development in all aspects of school life
- Members of the local community take an active part in this aspect

### **Commentary**

82. This area of the curriculum is promoted well throughout the school. Not only through planned sessions but also by all staff during the school day. The lessons observed were well planned and in a good lesson in Year 5 the pupils' feelings were fully explored in an interesting and motivating way. A good feature of lessons is the value put upon pupil's opinions and they in turn contribute well. Circle time is used effectively to enable the pupils to gain a good understanding of the roles of various groups in the community.
83. The whole school curriculum plan includes good provision for PSHE and is being revised to include drugs and sexual relationships as well as the role of citizenship. Pupils are also well supported in road safety and keeping healthy, the school having recently been awarded 'Healthy School' status. In Year 6 pupils are supported in the transition from primary to secondary school through effective links.

84. There are very good links with the local community. For example, the local police officer and health worker who have had direct links with the school for a number of years provide the school with very good support in dealing with drugs and sex education. The school's learning mentor provides a valuable contribution, supporting pupils with their emotional and behavioural problems. The school has also introduced 'Emotional Literacy' sessions where such problems can be explored further.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>4</b>
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
<b>Overall standards achieved</b>	<b>5</b>
Pupils' achievement	4
<b>Pupils' attitudes, values and other personal qualities</b>	<b>3</b>
Attendance	6
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
<b>The quality of education provided by the school</b>	<b>4</b>
The quality of teaching	4
How well pupils learn	4
The quality of assessment	4
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	5
The quality of the school's links with the community	2
The school's links with other schools and colleges	3
<b>The leadership and management of the school</b>	<b>4</b>
The governance of the school	4
The leadership of the headteacher	4
The leadership of other key staff	4
The effectiveness of management	4

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