

INSPECTION REPORT

STANLEY ROAD PRIMARY SCHOOL

Worcester

LEA area: Worcestershire

Unique reference number: 116759

Headteacher: Mrs A Potter

Lead inspector: Mrs J Cousins

Dates of inspection: 20 – 22 June 2005

Inspection number: 268312

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 – 11 years
Gender of pupils:	Mixed
Number on roll:	269
School address:	Stanley Road Worcester
Postcode:	WR5 1BD
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Appropriate authority:	The governing body
Name of chair of governors:	Mr N Tomsett
Date of previous inspection:	16 November 1998

CHARACTERISTICS OF THE SCHOOL

Stanley Road Primary School is a large primary school in Worcester. The school has a nursery for 3 and 4 year olds. Artsmark and Activemark were awarded to the school in 2004. Pupils come from a variety of social backgrounds. Some pupils live in rented houses and some come from privately owned homes. However, the socio economic circumstances of most pupils are below average. Pupils' attainment on entry is well below average but it varies from year to year, and is very low in some year groups. An above average proportion of pupils has special educational needs and statements of special educational needs. The pupils with special educational needs have a variety of needs that range from social, emotional and behavioural difficulties to impaired hearing. There is an above average proportion of pupils who join or leave the school at other than the start or finish of the school year. Most pupils originate from England. An above average percentage of pupils speak English as an additional language or are from minority ethnic groups. A few pupils are in public care.

INFORMATION ABOUT THE INSPECTION TEAM

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32697	D Smith	Lay inspector	
20534	N Perry	Team inspector	English Art and design Music Special educational needs
30438	R Guest	Team inspector	Mathematics Religious education Physical education
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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Stanley Road Primary is a good school and provides effectively for its pupils. Teaching and learning are good. As a result, pupils achieve effectively in relation to their abilities. Pupils' personal development is good. The school is led well with energy and vision by the headteacher. The governors carry out their responsibilities effectively, leading the school well. Teachers and teaching assistants are dedicated and work hard to support all pupils. The school receives above average funding and so provides satisfactory value for money.

The school's main strengths and weaknesses are:

- The very clear vision by the headteacher ensures that the school is always seeking ways to improve standards, although there is not an effective senior management team.
- Good teaching means that standards in Year 6 are average in English, mathematics, information and communication technology (ICT) and religious education.
- Teachers and teaching assistants in the nursery and reception classes insist on very high standards of behaviour and give children a good start.
- Teachers' use of marking is not consistent in explaining to pupils their strengths and points for improvement.
- Standards of English, mathematics and science in Year 2 are well below average.
- Standards in science in Year 6 are below average.
- Pupils' attendance is below average.
- Pupils' awareness of their own and other cultures is very well developed.

Since the last inspection, the school has made satisfactory improvements. The key issues from the last inspection have been addressed satisfactorily. Teachers' assessments effectively inform their planning. Programmes of study for physical education (PE) and music are now good. The school development plan is an effective document. Standards in Year 6 are now average in English, mathematics and ICT.

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	E	C	B
science	E	E	D	D

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

Pupils' overall achievement is good. Overall, pupils' level of knowledge and understanding on entry to the school is well below average. In the reception class standards are below expectations for the goals children are expected to reach by the end of reception but most pupils make good progress from a low starting point. Standards in Year 2 are well below average in reading and writing, mathematics and science. This is because of an above average proportion of pupils with special educational needs and some are in the early stages of learning to speak English as an additional language. The standards in the present Year 6 pupils are average in English and mathematics and below average in science. By Year 6, pupils' standards in dance are well above national expectations.

Throughout the school, pupils' personal development is good. Pupils' spiritual, moral, social and cultural development is good overall. Pupils really enjoy coming to school and speak proudly about their achievements. They have good attitudes to work and behave well. Most pupils form good relationships with adults. Punctuality in the morning is good but attendance is below average.

QUALITY OF EDUCATION

The quality of education is good. Teaching is good overall. Teachers encourage pupils to do their best and the quality of learning is good. Teachers use effective teaching methods and pupils learn through many practical activities and interesting projects, often using ICT. Teaching assistants provide valuable support, particularly for pupils with special educational needs during the practical parts of lessons. However, teachers' marking and oral comments do not always tell pupils what they have done well and how they can improve their standards.

The good curriculum covers all subjects well and is both broad and relevant. It is enriched by effective provision for pupils' personal development and a very good range of extra-curricular activities, especially for sports and the arts. There is effective provision for pupils with special educational needs and those learning English as an additional language, and so they make good progress. The care, support and guidance of pupils are good, and there are very effective arrangements to help settle pupils in when they join the school. Good links with the community and an effective partnership with other schools make an invaluable contribution to the quality of the school's provision. The school works hard to seek and act on parents' views.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are satisfactory overall. The headteacher's dedication and very clear vision since she arrived eighteen months ago have improved the school significantly. All staff are working to create a caring school. The headteacher and the co-ordinators for ICT, special educational needs and the nursery and reception are effective leaders and set good role models for other staff. However, a senior management team is not yet fully in place to share the leadership and management of the school. Many teachers with management responsibilities for subjects fulfil them satisfactorily. Governors are very supportive, have a clear awareness of the school's strengths and weaknesses, and fulfil their legal responsibilities well.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Pupils are proud of their school and enjoy coming to school. Parents are supportive of the school and have a good level of satisfaction with the school. A small percentage of parents returned the questionnaires and some expressed concerns about the way the school handles parents' concerns. However, the team did not agree with these comments. Most parents feel comfortable about talking to the school about their concerns and views. Also concerns were raised about the leadership and management of the school. The inspection team agrees with this to some extent.

IMPROVEMENTS NEEDED

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

- Raise standards of Year 2 pupils in English, mathematics and science, and of Year 6 pupils in science.
- Develop an effective senior management team.
- Raise pupils' rates of attendance.
- Develop teachers' use of marking so that it links to pupils' targets and they learn more about how they can improve their work.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Overall, pupils achieve well. In the Foundation Stage, children's standards are below expectations. In Year 2, standards are well below average overall. In Year 6 overall, standards are average.

Main strengths and weaknesses

- Pupils in Year 1 and Years 3 to 6 achieve well in the development of skills in literacy, numeracy, dance, RE and ICT.
- Standards of dance are well above average by Year 6.
- Year 2 pupils make good progress in ICT.
- Children in the nursery and reception classes achieve well in all six areas of learning.
- Pupils' achievement is satisfactory in Year 2 in reading, writing, mathematics, science, religious education and PE.
- From Years 3 to 6, pupils' achievement in science is satisfactory.
- Pupils with special educational needs and those who speak English as an additional language make good progress.

Commentary

1. When children join the school, their attainment is well below expectations and some year groups have very low attainment on entry. Most children achieve well in the nursery and reception classes because of good teaching. Overall, standards are below the goals children are expected to reach by the end of the reception class. Most children are likely to meet the expected levels by the end of the school year in language, literacy and communication, mathematics, knowledge and understanding of the world, physical and creative development but a significant proportion will not. Pupils who are learning to speak English as an additional language achieve well due to good opportunities to develop their language skills. Standards of personal, social and emotional development are in line with expectations because of teachers' very good class management skills and their high expectations of the children.

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

Standards in:	School results	National results
reading	11.8 (13.4)	15.8 (15.7)
writing	10.7 (12.4)	14.6 (14.6)
mathematics	12.6 (12.9)	16.2 (16.3)

There were 38 pupils in the year group. Figures in brackets are for the previous year.

2. In 2004, the results in the national tests in Year 2 were in the lowest five percent of all schools in reading, writing and mathematics. Few pupils attained the higher National Curriculum level in any subjects. Teacher assessments show that attainment in science at the expected level was well below average. This is partly because the year groups have a well above average proportion of pupils with special educational needs and who are in the early stages of learning to speak English as an additional language. Furthermore, an above average percentage of pupils joined the school part way through the school year. The improvement of standards is below the national trend.
3. Standards in the current Year 2 are well below average in speaking and listening, reading, writing, mathematics and science. Standards are slightly higher this year because there are

fewer pupils with special educational needs. Pupils started this section of the school with well below average levels of knowledge in language, literacy and numeracy and therefore they have achieved satisfactorily by Year 2 considering the basic levels of understanding that they started with. In Year 1, pupils achieve effectively in most subjects as a result of good teaching.

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

Standards in:	School results	National results
English	26.8 (23.6)	26.9 (26.8)
mathematics	27.4 (24.6)	27.0 (26.8)
science	27.7 (26.5)	28.6 (28.6)

There were 35 pupils in the year group. Figures in brackets are for the previous year.

4. When compared to all schools, in 2004 the results of the national tests for Year 6 pupils were average in English and mathematics and below average in science. Compared to schools whose pupils attained similarly when they were in Year 2, standards were average in English, above average in mathematics and below average in science. Standards were below average in science to some extent because the year group had an above average proportion of pupils who speak English as an additional language and pupils who joined the school late. More-able pupils did reasonably well in English and mathematics as one fifth attained the higher National Curriculum level. Overall in the last five years, the results have risen above the national trend for the Year 6 classes.
5. Inspection findings show that in the current Year 6, pupils' standards are similar to last year. Standards in reading, writing, speaking and listening and mathematics are average and below average in science. This is a significant improvement since the last inspection. There is no significant difference between the attainment of boys and girls in Year 6. These pupils entered this part of the school with below average levels of knowledge in English, mathematics and science. This is partly because there is an above-average proportion of pupils with special educational needs and a significant number of pupils joined the school part way through the school year. The pupils are making good progress towards their targets. Pupils from minority ethnic groups are included well in lessons and so they achieve effectively.
6. Standards in ICT meet national expectations in Years 2 and 6. This is because of the good use of the computer suite and classroom computers. Standards in RE meet the expectations of the Agreed Syllabus in Years 2 and 6 because of the effective use of practical methods such as drama which make learning memorable. By Year 6, standards in PE meet expectations but standards in dance are well above those expected nationally because of teachers' high levels of expertise. Overall standards in art and design, design and technology, geography, history and music were not judged because there was not an opportunity to collect sufficient evidence.
7. Pupils with special educational needs make good progress towards the targets in their individual education plans. Pupils who have specifically designed programmes receive good teaching. The more-able, gifted and talented pupils achieve satisfactorily in the present Year 6. Some are given opportunities through music tuition and extra-curricular opportunities to achieve high standards.
8. Pupils who speak English as an additional language achieve well. The school establishes good programmes of study for pupils who are in the early stages of learning the language. Those pupils who are fairly fluent are regularly assessed and given extra lessons to develop their understanding of English further.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes to school and behaviour are good. Pupils' personal development, including their spiritual, moral, social and cultural development, is good. Pupils' attendance is unsatisfactory and their punctuality is good.

Main strengths and weaknesses

- The school provides an enriching and supportive environment within which pupils develop into responsible and confident young citizens.
- Pupils are proud of their school; they make good progress because they are well motivated and eager to learn.
- Too many parents book family holidays during term time.

Commentary

9. Pupils' personal development is successfully fostered through good provision for their spiritual, social and moral development and very good provision for their cultural development. This maintains the effective provision found at the last inspection. Pupils are taught to appreciate the difference between right and wrong from the moment they enrol and, over the years, they become increasingly aware of how their actions affect others. Pupils' personal, social and emotional development is good in the nursery and reception classes. Pupils co-operate well and ensure that less-able pupils are fully included in the life of the school. Older pupils look after younger ones in the playground or in classes, as they act as buddies and help them with their work. Pupils enjoy being part of the school community and like undertaking tasks such as helping in their classroom and electing representatives for the school council. Pupils' cultural appreciation and understanding is promoted very well through assemblies, lessons and a rich variety of displays around the school. There have been few racial incidents over the last year. Almost all parents agreed that their children like coming to school and that they enjoy taking part in the various activities available.
10. The last inspection found that pupils had positive attitudes to learning. Over the intervening six years, these have been maintained. Pupils enjoy their lessons and the opportunities for educational visits. They particularly look forward to the many extra-curricular activities such as athletics, gardening and computing, and say that they especially enjoy mathematics, art and literacy lessons. Pupils are self-motivated, accept responsibility well and use their initiative. There is a home-school agreement in which expectations of pupils, parents and school are clearly stated. Pupils understand what is expected of them and think that the behaviour management system is fair.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.6	School data	0.7
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.

11. Attendance was satisfactory at the time of the last inspection but it has since deteriorated and is now below the national average. Monitoring systems are rigorous, unexplained absences are followed up quickly and parents are strongly discouraged from booking family holidays during the term. The school encourages parents to send their children to school regularly and on time although a significant minority continues to book family holidays during the term. Expectations are clearly spelt out in the home-school agreement. Newsletters and letters

regularly remind parents of the need for good attendance and make clear the impact on their child's learning if they fail to comply. The school is careful when categorising these absences and this results in a level of unauthorised absences that is above the national average. The school tries to minimise the impact of extended holidays and provides pupils on holiday with a package of work and, sometimes, a camera with which to record their experiences. Most children, when they attend, arrive on time and pupils enjoy being praised in assemblies if their attendance and punctuality have been especially good.

Exclusions

There have been two exclusions in the last year. These exclusions were for serious incidents and the pupils were effectively integrated into school life when they returned.

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	123	2	0
White – any other White background	14	0	0
Asian or Asian British – Pakistani	93	0	0
Asian or Asian British – Bangladeshi	36	0	0
Black or Black British – any other Black background	1	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.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good, mainly because pupils receive effective teaching. The curriculum is good. Pupils' care and welfare are good. Links with the community, other schools and partnership with parents are effective.

Teaching and learning

The quality of teaching and learning is good. Overall, assessment procedures are satisfactory.

Main strengths and weaknesses

- Teachers in reception and nursery have particularly high expectations of pupils' work and behaviour.
- Teachers' use of shared learning intentions and success criteria are effective.
- Open-ended questioning is used well by most teachers.
- The teachers' use of marking and their oral feedback to pupils do not always help pupils to understand how they can improve their work.
- Tracking of pupils' progress is used effectively in English and mathematics.

Commentary

Summary of teaching observed during the inspection in 38 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	9 (24%)	18 (47%)	9 (24%)	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 where 30 or more lessons are seen.

12. The teaching of children in the nursery and reception classes is good. Significant strengths include the use of effective teaching methods incorporating games and practical activities. The teachers' very good class management skills and encouragement for learning mean that children behave well, are keen to learn and co-operate effectively. The teaching assistants are used very effectively to teach and assess pupils.
13. In Year 1 and Years 3 to 6, teaching and learning are good. There have been satisfactory improvements since the last inspection. Teaching in Years 1, 3 and 4 are particularly good in developing pupils' mathematics, English and ICT skills. Teachers' planning is effective and so teachers share their learning intentions with pupils and set criteria for pupils to assess their success against. In the best lessons, these success criteria are used effectively to assess pupils' achievements at the end of the lessons. Many teachers use questioning well to deepen pupils' understanding. Most teachers have good organisational skills and include all pupils in sessions. Support for pupils who speak English as an additional language means that they achieve well. All teachers set high standards of behaviour and, as a result, most pupils behave well in lessons. Most pupils concentrate and co-operate effectively because of teachers' particularly good management skills. Teachers use effective methods to make learning interesting and memorable, often using practical activities and projects that teach several subjects and skills. ICT is used effectively in the computer suite to teach computer skills and other subjects.
14. Unsatisfactory teaching in Year 2 has several weaknesses. For example, it does not use time well. Sometimes pupils sit on the carpet for up to fifty minutes with very few opportunities to contribute to the lesson. Therefore, pupils do not have sufficient time to develop their basic literacy and numeracy skills in some lessons in Year 2. In another lesson seen, most pupils were not fully challenged and so pupils working at average levels of attainment wasted valuable learning time colouring in a work sheet.
15. Assessment has improved satisfactorily since the last inspection. End-of-unit assessments of pupils' standards are made in English, mathematics, science and ICT. Teachers use records of pupils' attainments well in English and mathematics to track pupils' achievement. However, pupils' attainment is not tracked well in science. Although assessments are made in other subjects, these are not usually recorded in an effective way. Teachers' day-to-day marking is not always effective between Years 1 to 6. It is rarely linked to pupils' literacy or numeracy targets, and so pupils do not clearly understand what they need to do to improve their work. Teachers' oral feedback is not always specific and does not tell pupils consistently about their strengths or how they might improve their work. This means that pupils do not receive as much information as they could do about how to achieve higher standards.
16. The teaching of pupils with special educational needs is good. Teachers' planning ensures that activities are matched well to individual pupils' needs and this helps them to develop their basic skills. The school's assessment procedures for pupils with special educational needs are good and pupils' individual progress is carefully monitored. Targets in pupils' individual education plans are specific and measurable. The school identifies pupils who are gifted and talented and provides for them in extra-curricular activities satisfactorily.
17. Assessment procedures for pupils who speak English as an additional language are good. Teachers carefully assess these pupils when they arrive and then throughout their time at the

school. This enables them to provide individual learning programmes that are carefully tailored to pupils' needs. The teaching of pupils who speak English as an additional language is good.

The curriculum

The curriculum is good. Curriculum enrichment is very good. Accommodation and resources are good.

Main strengths and weaknesses

- In the nursery and reception classes, an exciting curriculum has been planned.
- A very extensive and varied range of activities outside the school day enriches the curriculum.
- A good range of visits and visitors with specialist expertise enhance pupils' learning.
- The time allocated to the science curriculum is below average.
- Everyday resources for outside play in the nursery and reception classes are rather basic.
- The school has a good number of specialist teaching assistants to ensure pupils with special educational needs and English as an additional language are included well in all activities.
- Good resources and accommodation effectively support the school's work.

Commentary

18. The curriculum for children in the nursery and reception classes is good. There is a practical approach to the curriculum which is designed to develop children's basic skills and it does this effectively. For example, children make books about the life cycle of a flowering plant and use perfumed flowers to make lavender bags. The level of resources is rather limited for the outside area for nursery and reception children's activities. This means that pupils do not have regular opportunities to play with exciting materials and equipment outside on a day-to-day basis unless staff and pupils bring in materials.
19. The curriculum meets legal requirements and promotes the inclusion of all pupils effectively. Improvement since the last inspection is good. Most teachers are using the national strategies for teaching literacy and numeracy well. Schemes of work are in place to ensure pupils have a systematic development of their skills as they move through the school. This is particularly important in physical education where the lack of a scheme was a key issue for the last inspection. The school makes good provision for the development of pupils' personal, social and health education. There is good provision for drugs and relationships and sex education. The school is developing effective links between subjects in the curriculum.
20. The school has not carried out a time audit to ensure the curriculum balance is maintained. As a result, although the overall teaching time is satisfactory, within that time some subjects have insufficient time to be fully taught. For example, the time allocated to science is below expected levels.
21. The school makes very good provision for lunchtime and after-school extra-curricular activities. This is especially effective in the development of pupils' expertise in creative arts and sporting activities. The visits pupils make in relation to their work further enrich their learning, as do the visits to the school made by many adults with specialist expertise which they share with pupils. For instance, pupils visit different places of worship and shops as well as environmental and historical sites such as Fort Royal Park.
22. The school complies fully with the requirements of the code of practice for special educational needs, and provision for pupils with special educational needs is good. The recent focus on extending more- capable pupils in Years 3 to 6 is having a positive impact on raising the achievement of these pupils. This initiative has made a strong contribution to raising the achievement of girls, especially in Year 6, with the result that they now do as well as boys. Teachers' raised level of awareness of minority groups ensures that all pupils are well

integrated and are taught the full curriculum. The school effectively ensures equality of access to the curriculum and is especially good in ensuring pupils with English as an additional language are included and provided for well.

23. Pupils are appropriately prepared for later stages of education. There are good systems for transferring reception children into Year 1. Links with the secondary schools ensure effective continuation of provision. For example, tutors visit pupils and pupils visit the secondary schools and undertake transitional projects. This enables pupils' transfer between schools to be generally smooth and trouble free.
24. Within the teaching staff there is a good balance of experience and expertise, and some good team work is in place. Teaching assistants are fully involved in the work of the classes and offer good support to pupils' learning. The accommodation is good and developments such as the computer suite, improved gymnastics equipment and carpeted areas have all successfully improved facilities. The field is used well and developed according to the school's needs thanks to the work of the school's site manager. Subjects are well resourced and resources are used to promote achievement.

Care, guidance and support

Provision for pupils' care, welfare, health and safety is good. Pupils receive satisfactory support, advice and guidance. Involvement through seeking and acting on pupils' views is good.

Main strengths and weaknesses

- Sensitive and very well planned induction arrangements help incoming children to settle in quickly.
- The school looks after its pupils well and working relationships are good.
- The school council is an effective body and is well regarded by staff and pupils.

Commentary

25. Most of the children attending the nursery move on into the reception class. Arrangements to prepare children for the transition into Year 1 are good. The school accepts pupils with a range of abilities and a number of pupils join part way through the year. The school meets these challenges very effectively in a number of ways. For instance, by providing carefully chosen additional support for the family and pupil, such as the open afternoon sessions for parents and children, through partnering children of similar backgrounds and effective classroom support. The school closely monitors how well new pupils settle and, during discussions, parents confirm that they feel their children are well supported. Extra-curricular clubs also provide informal opportunities for adults and pupils to get to know each other. This close contact helps to ensure that teachers are in a good position to spot emerging difficulties and address them at an early stage. Pupils with special educational needs and those from minority ethnic groups are well cared for and feel effectively included in school activities.
26. The monitoring of health and safety is thorough, and staff and governors work closely as an effective team. Records of the various safety tests of school equipment are well maintained and risk assessment procedures are effective. First aid procedures are thorough and parents are promptly informed if a mishap occurs to their children during the school day. Child protection procedures are comprehensive; members of staff are well trained and are fully aware of their individual responsibilities. Relationships are good and this helps teachers to spot any emerging problems at an early stage. During discussions, pupils said that they feel well looked after at school and that they would know how to seek help or advice if they needed it. As a result, pupils feel happy and safe, and this puts them in a good position to make the most of their time in school.
27. The school seeks pupils' views through surveys, discussions and the workings of the school council. Pupils take their responsibilities seriously and appreciate being able to contribute to

school life. Each class also has its own council from which representatives are drawn to serve on the whole-school council. Pupils with concerns or ideas can discuss these with their class or school council representatives who then report back on the outcomes. Pupils feel that they make a significant contribution to school life and inspectors agree. For example, pupils have brought about good improvements such as new playground equipment, a new 'quiet' area and raised funds to support charities and school events.

Partnership with parents, other schools and the community

The school has good links with parents, the community and other schools and colleges.

Main strengths and weaknesses

- Regular newsletters and bulletins help to keep parents well informed.
- The community and local businesses support the school effectively.
- Strong links with local secondary schools prepare pupils well for the next step in their education.

Commentary

28. The previous inspection found that this school had an effective partnership with parents and this continues to be the case. This is a satisfactory improvement since the last inspection. Although some parents attending the pre-inspection meeting felt that the school did not keep them fully informed, other discussions indicate a more positive view. The school provides good information to parents in a timely manner and teachers are flexible and try to make time for parents at the end of the school day so that they can discuss any particular concerns. The school holds curriculum evenings and has links with the local college and support groups to run courses which provide parents with the skills and confidence they need to be able to support their child's learning at home. Parents' evening provides a further opportunity for parents to discuss their child's learning. Annual reports are well structured and give parents a clear picture of their child's progress. The school seeks the views of parents through regular surveys and good use is made of this information when planning for the future.
29. The school has constructive and rewarding links with a number of community organisations. These are used well to enrich the quality of activities available to pupils. For example, pupils visit a local garden centre and a pet shop, and ceramic tile companies provide broken tiles from which pupils construct mosaics and obelisks. Pupils also visit local places of interest, such as the church and mosque, and the Greyfriar's Tudor house. Visitors, including the local clergy and imam, regularly contribute to assemblies and representatives from the police and fire services talk to the pupils about their work. Although there is not a formal parents' organization to support the school, parents support the school well and help to organise and run events such as the Asian food evening. Parents from minority ethnic groups and those who speak English as an additional language have good relationships with the school and are included in many school activities.
30. Pupils are well prepared for their move to their next schools. The school shares computing resources with the nearby secondary school and teachers regularly exchange visits to teach and familiarise themselves with pupils. There are a number of opportunities for pupils to get to know their next school through visits for activities such as science lessons and problem-solving days. Secondary pupils from their next school talk to pupils and help at sports days. There are residential weekends with pupils from other primary schools. This ensures everyone can get to know each other very well at an early stage. There are very close links with a local special school and pupils exchange visits regularly. The school also hosts work experience visits for pupils from the secondary schools, and has close and productive links with a nearby teacher training college and a sixth form college.

LEADERSHIP AND MANAGEMENT

The headteacher's leadership is good. Governance is good. Overall, leadership and management are satisfactory.

Main strengths and weaknesses

- The headteacher provides very clear leadership for improving the quality of education.
- The governing body is well informed and effectively led which enables it to make secure judgements.
- There is not a senior management team and so the headteacher has found it hard to fully implement strategies to raise standards.
- Some co-ordinators are not monitoring teaching and pupils' learning effectively.
- Equality of opportunity is good and all pupils are included effectively in school life.
- School staff work well together as a team.

Commentary

31. In a short space of time, the headteacher has implemented a range of measures that have led to a good improvement in the school's ethos and standards. Key areas for development from the previous inspection have been met satisfactorily. A lack of an effective senior management team has prevented the school from moving forward at a faster rate. However, a senior management team has been appointed recently and will be in place from next term and so the school's capacity for improvement is now good. The very strong emphasis on developing a calm and purposeful learning environment is making a real difference so that pupils are beginning to see themselves as learners who achieve well. Performance management is used satisfactorily to set specific targets for teachers to raise standards further. With staff and governors, the headteacher has developed strong teamwork that has created a climate of open communication in which there is free exchange of ideas and views, including those of parents and pupils. In Years 3 and 4 teachers have developed a good team where planning and expertise are shared effectively. This is now being used well by staff and has led to a strong sense of community where staff share a common set of values.
32. The school's commitment and practice for the learning and achievement of all pupils is strong so that they make good progress throughout the school. There are very good procedures for helping new pupils who join the school during the year to settle quickly and to start learning. Assessment of their learning needs is accurate and pupils quickly become confident members of the school. Staff know their pupils well. The tracking of pupils, using National Curriculum levels, has been established satisfactorily so that individuals or groups of pupils who are doing either better than expected or underachieving are being identified. However, this information is not yet used effectively by all subject co-ordinators. Leadership of key staff is satisfactory. Monitoring of teaching and pupils' work is carried out satisfactorily. However, the work of some key co-ordinators has not been effective in improving some teaching.
33. There is good leadership of the Foundation Stage. There have been improvements to planning and the curriculum since the previous inspection, and these are now good. Staff show a secure understanding of how young children learn and give pupils good opportunities for making choices so that they are becoming increasingly involved in their own learning. Staff work well together in monitoring pupils' progress towards achieving the learning goals for young children.
34. Provision and leadership of pupils with special educational needs and English as an additional language are good. Class teachers and support staff collaborate well in monitoring pupils' progress and in preparing work that helps them to reach realistic targets. Needs are promptly identified and individual education plans are appropriately produced. Parents are regularly consulted and briefed about their children's progress.
35. Governors are very supportive of the school. They show a good understanding of the school's strengths and weaknesses. They know their school well and take a close interest in the ethos

of the school and behaviour of pupils. Under good leadership, they have become sharper in seeking information and explanation on the school's progress towards further improvement. Their work focuses appropriately on financial management linked to strategic decisions, so that the budget is managed prudently. The development plan is a good document that informs the work of the school for the coming year. This is an effective improvement since the last inspection. Staff and governors are now involved in its development and review, and discussions show that there is appropriate knowledge of the school's objectives for improvement. Legal requirements are fully met.

Financial information

Financial information for the year March 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	888,905	Balance from previous year	114,328
Total expenditure	934,987	Balance carried forward to the next	68,246
Expenditure per pupil	3,568		

36. Approaches to financial management are satisfactory and resources are used directly to enrich pupils' learning. Finances are properly linked to priorities in the development plan and sensible adjustments are made to maximise use of limited funding. This is a good improvement since the last inspection. Budgetary expenditure is carefully monitored and the headteacher and governors are well briefed on the school's financial position. The above average underspend is due to the local authority giving the school an extra amount of money to support pupils whom speak English as an additional language. Much of this money has now been spent on supporting these pupils and interactive whiteboards for each class. Day-to-day administration of the budget is secure and the school makes appropriate use of best value principles when purchasing supplies or services. The school offers satisfactory value for money overall.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in all areas of learning for children who are in the nursery and reception classes are good. Overall, children enter the school with well below average levels of knowledge in most areas of learning. A significant proportion of children are in the early stages of learning to speak English as an additional language. Arrangements for children starting school are good. Most children achieve well in all areas of learning because of good teaching. By the time children start Year 1, standards are below expectations in the key areas of learning for language, literacy and numeracy. Leadership and management are good overall. Since the last inspection, there have been good improvements in the provision for children in the nursery and reception classes. Teachers' use of dance and drama means that children have richer opportunities to develop their language and imaginative skills. Children are carefully assessed when they start school, and the teachers and the teaching assistants regularly note their achievements. Good record sheets track children's attainment throughout their early years of schooling and the information is used effectively.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- The teachers have very high expectations of children to behave well and to care for others.
- The teachers and teaching assistants are quick to establish supportive relationships with children.

Commentary

37. Children's standards in personal, social and emotional development are likely to be in line with national expectations by the beginning of Year 1. Teaching and learning are good. Children achieve well in this area because of very effective management strategies of the teachers and teaching assistants. The children speak fairly confidently to adults and other children. Children mix well in the playground. The teachers and teaching assistants work effectively to develop positive relationships with children so that they are confident to discuss their learning and any problems they have. Staff take every opportunity to discuss moral issues such as being fair to other children. This means that children share the toys and equipment fairly and take turns happily. Teachers' high expectations of children and their effective class organisation help the children to learn how to control their emotions and develop independence. For instance, children learn to talk about what makes them happy and sad. The majority of children are interested in their learning. They settle quickly to their tasks and concentrate well for short periods of time. Most children behave well because of the teachers' very effective management skills.

LANGUAGE, LITERACY AND COMMUNICATION DEVELOPMENT

Provision in children's language, literacy and communication is **good**.

Main strengths and weaknesses

- Basic skills of speaking and listening are taught effectively.
- Reading is taught well because teachers have high expectations.
- The teachers are not ensuring that children learn to use small letters before going on to use capital letters.

Commentary

38. Overall, standards in language, literacy and communication are likely to be below expectations by the beginning of Year 1. Children achieve well in acquiring these skills but many start from a low level of understanding in English. They make good progress because of good teaching and learning. Teachers provide a wide range of opportunities for children to talk purposefully to adults and to each other. Children who speak English as an additional language achieve well because of good use of teaching assistants. The reception teacher captures children's interest when she uses exciting books and stories to capture children's imagination. The teacher's planning means that children are taught effectively to recognise the letters and sounds of the alphabet. Basic writing skills are taught satisfactorily when children learn to write for a variety of reasons. However, the school has given children an alphabet with capital and small letters on it. This means that some children are learning to use capital letters before they have mastered the skills of creating small, lower case letters. Therefore, children are not as well prepared as they could be to start writing words and sentences when they start Year 1.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Practical methods are used well to develop children's understanding.
- Well planned lessons use time effectively.
- The teachers do not consistently tell children what they have done well.

Commentary

39. Standards of mathematical development are likely to be below expectations by the beginning of Year 1. Most children in the reception class count accurately to six. Children achieve effectively in the nursery and reception classes. This is because of good teaching and learning overall. The teachers plan plenty of practical activities to promote children's mathematical development. For instance, children learn to recognise periods of time by writing the initial letter of their name for one minute. Children are encouraged to recognise numbers in a variety of contexts. Many opportunities are taken by the teachers and teaching assistants to reinforce children's counting skills and to check their mathematical understanding through well directed questions. Time is used well because the teachers plan sessions effectively. After children have completed a task, the teachers rarely explain to children what they have done well. Therefore, children do not know what they excelled in.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Effective use of resources brings learning to life.
- Basic skills of observation are taught well.
- The teachers' feedbacks do not consistently inform pupils how they could improve their work.

Commentary

40. By the end of the reception year, standards are likely to be below expectations in this area of learning because many pupils start school with rather basic levels of understanding of the world. Teaching and learning are good. Overall, children achieve well. Children learn about the properties of materials, such as sand and paint, by handling and working with them

regularly. Basic skills are taught well when children learn to make observations about seeds and plants. Effective methods are used when children learn about what plants need to grow. The teachers' good expertise allows children to learn about festivals from their own and other faiths such as weddings. Children learn to use ICT effectively and quickly develop their understanding of how to type in numbers and control the mouse. Oral feedback rarely informs children how they could improve their work. Therefore, children are not clear about ways to develop their skills.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- The school hall and outside play areas are used well to help children develop their co-ordination and control.
- Very good teacher expertise means that children develop their manipulative skills well in a variety of situations.
- Resources are used effectively to make learning enjoyable.

Commentary

41. Most children develop physical body control well but attainment is below expectations for their age. This is partly because a considerable proportion of children's control of writing and drawing equipment is underdeveloped. Overall, teaching and learning are good. Most children achieve well because of good planning. Children enjoy regular opportunities to be active in sessions in the outside play area. Basic skills are taught effectively which means that children learn to control their movements when trying to keep a coloured band out of the hands of a partner. Good organisation and planning means that pupils learn to work with partners and co-operate when they develop their throwing and catching skills. Pupils enjoy learning to control equipment due to the teacher's enthusiasm and use of resources. The teachers provide good opportunities for children to develop their hand control when they cut materials and stick down objects.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Paint is used effectively to develop children's creativity.
- Resources are used very effectively when pupils develop their imagination by pretending to take a taxi ride.
- Group projects with children are well planned.
- Outdoor resources are rather limited.

Commentary

42. Children's creative development will probably be below expectations by the end of the reception year. The majority of children are likely to reach the expected levels by the end of their reception year but a significant proportion will not in their drawing skills. Teaching and learning are good. Most children achieve well from a rather low starting point. Children confidently paint and draw due to the good teaching of basic skills. For example, children paint lovely pictures of flowers on fabric before making them into lavender bags. Effective use of the teachers' knowledge and understanding ensures that children learn to use their observational skills when they draw flowers from real plants. Good methods are used when children work in groups and learn how to create a collage of the sun using seeds and glue.

Most children sing simple songs from memory. A project on transport used local resources particularly well when children learnt about taking a ride in a taxi and running a repair garage. Whilst resources for outside play are creative and stimulate children's imagination because staff use recycled materials well, school resources for climbing and structures to make special areas are rather basic and so children are not having as many opportunities to develop their creative play as they could be.

SUBJECTS IN KEY STAGE 1 AND 2

ENGLISH

Provision in English is **satisfactory** overall.

Main strengths and weaknesses

- In Years 3 to 6 pupils make good progress and achieve broadly average standards by the time they leave the school.
- There is unsatisfactory teaching in Year 2 which does not build on the good teaching pupils receive in Year 1.
- Pupils' learning is well supported throughout the school so that they have positive attitudes to their learning and behave well.
- Marking is inconsistent and lacks comments that help pupils to be sufficiently clear about how they can improve.
- English is well resourced and teachers and pupils make good use of this.

Commentary

43. Standards are average in the present Year 6 and these pupils have achieved well since they were in Year 2 even with a significant proportion of new pupils joining the school part way through the year. Standards in Year 2 are well below average partly because of an above average proportion of pupils with special educational needs. Overall, pupils achieve satisfactorily in Years 1 and 2. Pupils with special educational needs are effectively supported and make good progress.
44. Standards of language and literacy are well below average when pupils enter the school. However, achievement accelerates when pupils respond well to high expectations in teaching in Year 1. Lessons seen, except in Year 2, focus on developing pupils' basic language skills, and practising and improving writing which is contributing strongly to improving standards. Pupils from minority ethnic groups achieve satisfactorily. Expectations for the quality of pupils' handwriting and presentation are only just satisfactory. Whilst some teachers model joined handwriting consistently in their teaching, others are not yet providing a good role model for their class. Standards of spelling meet expectations overall; by Year 6 standards are average but they are below average in Year 2 because pupils are still catching up on these basic skills.
45. Standards of speaking are average by Year 6 and pupils' make good progress. This is because the skilful use of questioning, especially the use of open-ended questions, effectively challenges and supports the learning of all pupils. They are given plenty of time to consider responses and to express their views or justify their opinions. The quality of discussion and debate is satisfactory, although language is often limited because some pupils lack a wide vocabulary. Most pupils display average listening skills. Pupils in Year 1 and Years 3 to 6 are taught to listen patiently whilst others are speaking because the school instils the virtues of courtesy and tolerance at all times. Pupils speaking and listening skills in Year 2 are below average. However, pupils in most classes discuss work sensibly in pairs or small groups, taking account of the contribution of others when formulating their own views.
46. Pupils attain average standards in reading by the end of Year 6 and well below average standards in Year 2. Reading is well supported by the introduction of a new programme for

the teaching of letter sounds in the reception class and Year 1. These are practised regularly so that pupils are being given a secure grounding in learning sounds and other strategies for developing their reading skills. The school is not yet providing additional sessions for older pupils who have not mastered this skill.

47. Teaching and learning are satisfactory overall. They are consistently good in Year 1 and Years 3 to 6 and, as a result, pupils achieve well in these year groups and standards are improving. The best lessons are varied and well organised, resources are used well to support learning, tasks offered to higher-attaining pupils match their learning needs, and learning objectives offer sufficient challenge to all pupils. Most lessons are well paced with clear and challenging objectives, and high expectations regarding pupils' responsibility for their own learning. Pupils respond well to interesting work and teachers develop a close working relationship with their pupils that makes them eager to learn and achieve. Pupils who speak English as an additional language achieve well because of good levels of support and teaching. Satisfactory use is made of ICT to enhance pupils' learning of English. For example, pupils word process poems and stories effectively in Year 6. The unsatisfactory teaching in Year 2 is partly because class management and teaching skills are not well developed, and the style is inappropriate for the age of the pupils. In addition, expectations are low and the pupils' work output is insufficient. Teachers' marking is not contributing to pupils' knowledge of their own learning needs because not all staff are following a whole-school approach.
48. Leadership and management of English are satisfactory and improvement since the last inspection is satisfactory. The progress of pupils from minority ethnic groups is monitored effectively. Procedures for tracking pupils' progress and attainment across the school are well established. However, there is inconsistent use of pupil targets so that they do not know how well they are performing and how they can improve. The monitoring of lessons, with feedback to staff and follow-up action, has not brought about the necessary improvement in identified weak teaching and low standards. The co-ordinator has a limited understanding of the strengths and weaknesses in how the subject is being taught across the school.

Literacy across the curriculum

49. Overall, basic skills in literacy are being satisfactorily developed in other subjects. Pupils are given lots of opportunities for reading, speaking and listening which is contributing to rising standards. In Years 3 to 6, opportunities to develop basic skills in writing are generally used well whenever possible and this is helping to raise standards for these pupils. In Year 2, opportunities to develop basic writing skills are not applied well in other subjects and this limits their rate of progress.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Good and very good teaching through Years 3 to 6 enables pupils to achieve well.
- Mathematical vocabulary is generally used well.
- Opportunities for pupils to handle and interpret data are restricted.
- Marking of pupils' work is not consistently used to raise standards.
- Pupils with special educational needs and those with English as an additional language achieve as well as their peers.

Commentary

50. Standards in Year 6 in the 2004 national tests were average compared to all schools. Compared to schools where pupils attained similarly when they were in Year 2, standards are above average. Standards in the Year 2 tests were in the lowest five per cent of all schools. This is mainly because of the well above average percentage of pupils who arrived in the class part way through the school year, some of whom were in the early stages of learning to speak English as an additional language. Furthermore, a significant percentage had considerable special educational needs.
51. Attainment on entry to Year 1 is well below average and attainment by the end of Year 2 remains well below average. Pupils in Years 1 and 2 achieve satisfactorily overall. Attainment of pupils by Year 6 is average. The improvement in the results of Year 6 pupils between 2000 and 2004 was at a quicker rate than nationally so these pupils are achieving well. A scrutiny of pupils' work and the lessons observed confirms standards to be well below expectations in Year 2 with good rates of progress thereafter. Boys and girls attain similarly by Year 6. More-able pupils in Year 6 work very productively and demonstrate a wide range of abilities. However, opportunities to handle and interpret data were rarely seen in either work or lessons.
52. Overall, teaching and learning are satisfactory. However, teaching is very good in Year 1 and is good throughout Years 3 to 6. Less-capable pupils in Years 5 and 6 are taught very well ensuring that they achieve well. Pupils with special educational needs are well supported and so they make good progress. Very good teaching exhibited brisk mental activities, well planned work appropriate for pupils of all abilities, good challenge, effective management of teaching support, and good use of time which sustained the engagement of pupils. This, added to pupils' positive attitudes and good behaviour, ensures good and sometimes very good achievement. ICT is used satisfactorily to develop pupils' numeracy skills. For example, pupils use ICT to solve mathematical problems. Pupils from minority ethnic groups are supported well. A good feature of all lessons is consistent and correct use of mathematical vocabulary. This is translated for pupils with English as an additional language into their first language to effectively support their inclusion in lessons. By contrast, marking of pupils' work is generally not used well. Marking does not enable pupils to know what they have to do to improve nor does it relate to their own individual targets. Whilst pupils have target statements in their books, a significant number of pupils are not focused on these and do not have a clear understanding of how they may improve their work. Unsatisfactory teaching in Year 2 was largely due to low expectations of pupils and the setting of unchallenging tasks which did not engage pupils appropriately.
53. Leadership and management are satisfactory and improvement since the last inspection is satisfactory overall. Although standards remain well below average by the end of Year 2, the Year 6 pupils now reach average standards and this represents good improvement since the last inspection. Pupils' mental skills have improved considerably. Teaching and learning has been monitored satisfactorily in most classes.

Mathematics across the curriculum

54. Provision is satisfactory. The school is developing opportunities for a broader use of mathematics across the curriculum. It is evident in religious education projects where geometric shapes are used well to understand Islamic design.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- There is good emphasis on investigative and experimental science.
- Teachers have a good level of expertise.
- Pupils have positive attitudes to their work and enjoy practical activities.
- Systems for tracking pupils' progress and attainment are not effective.
- Time is not used well to develop pupils' knowledge and understanding.
- Teachers' uses of marking and spoken feedback to pupils are underdeveloped.
- Resources for science are good.

Commentary

55. Standards are well below average in Year 2 and below average in Year 6. There are no significant differences in the standards achieved by boys and girls. Although standards are rising, they are not rising as quickly as in English and mathematics. Too few pupils, particularly in Years 2 and 6, reach the higher National Curriculum levels. The achievement and progress of all pupils, including those with special educational needs is satisfactory.
56. Overall, teaching and learning are satisfactory. Strengths common in good and better teaching are the effectiveness of teachers' plans, the insistence on good behaviour, high expectations and the involvement of all pupils in learning activities. Teachers have good subject knowledge and encourage and engage pupils well. ICT is used satisfactorily to support pupils' learning by, for example, using word processing to create labels to explain what the parts of a flowering plant are called. However, pupils have few opportunities to use scientific results in data handling activities. Teachers support pupils from minority ethnic groups satisfactorily. Strengths of learning are pupils' ability to apply themselves to their work and their capacity to work well both independently and collaboratively because of teachers' good management skills. Pupils' good attitudes, behaviour and relationships contribute to their acquisition of knowledge, skills and understanding. Teaching assistants make a strong contribution to the learning of pupils who speak English as an additional language and so they achieve satisfactorily. Teachers' marking and oral feedback does not always help pupils understand how they can improve.
57. The effective emphasis on investigative work is helping raise standards. Pupils are encouraged to predict possible outcomes, carry out experiments, analyse the evidence and present their findings. They are beginning to benefit from an emphasis on the use of scientific vocabulary, sometimes translated into a different language. In a Year 1 lesson, a group of pupils who speak English as an additional language was supported effectively when they were given words for the external parts of the body in English and Portuguese. Pupils in Years 3 and 4 developed their observational skills well through examining leaves and investigating habitats. Pupils in Year 5 increased their understanding of condensation, evaporation and fair testing to a satisfactory extent.
58. The leadership and management are satisfactory. Improvement since the last inspection is satisfactory. A higher focus on pupils' investigative work is being used well. Systems for analysing pupils' strengths and weaknesses from tests, and for tracking pupils' progress have recently been put in place. However, the use of this information to monitor the progress of pupils and address any underachievement is not yet effective. Teachers do not yet meet to agree on the standards for the National Curriculum levels. The time allocated to the teaching of science is below average and pupils do not have regular opportunities to develop their skills as science is not taught throughout the year. A wide range of practical resources mean pupils have good resources to carry out practical work.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

Provision in ICT is **good**.

Main strengths and weaknesses

- Pupils' achievement is good across the school.
- Basic ICT skills are well developed by teachers.
- Teachers make good use of ICT to support learning in other subjects.
- Teachers' use of oral feedback to pupils is too variable across the school.
- The ICT suite is used effectively.

Commentary

59. The school has made good improvement since the arrival of the present headteacher and ICT co-ordinator. The subject leader has led the subject well and introduced many improvements. These include raising teachers' expectations and expertise, and consequently pupils' achievement is good. The effective improvement to level of resourcing includes the availability of overhead projectors, laptop computers and digital cameras in most classrooms. The computer suite is well used. This gives good access to ICT for pupils, enabling teachers to develop the skills, knowledge and understanding of pupils well. As a result, standards meet expectations in Years 2 and 6.
60. During lessons, the majority of pupils are particularly confident, enthusiastic and well behaved. Most pupils have good keyboard skills. They log on and off the computer efficiently, and save their information in a personal folder held electronically. The majority of pupils in Years 5 and 6 create interesting presentations about the festival of Eid. Most Year 2 pupils can carry out research effectively from the Internet. The majority of computers are networked to enable access to the Internet and due care is taken to ensure safe access for pupils. Most pupils with special educational needs achieve well and work at similar standards to other pupils.
61. Overall, teaching and learning are good. Teaching was never less than good and one lesson was very good. Teachers have good subject knowledge and so they motivate pupils well. This illustrates the effectiveness of recent training. Lessons are well planned and so time is used effectively. Teachers have high expectations of pupils which mean that pupils are actively engaged in sessions and so they learn to design and create good quality products using computers and digital cameras. Most pupils who speak English as an additional language achieve well because teachers use effective teaching methods and explain key ideas well. However, teachers do not consistently give pupils specific oral feedback on their strengths or areas for development.

Information, communication and technology across the curriculum

62. ICT is used effectively to improve pupils' learning in most other subjects. Pupils use ICT effectively in most subjects. The Internet was used particularly well when pupils in Years 5 and 6 researched famous people. As an example of the good use of resources, pupils learn to control a set of traffic lights using mathematical flow chart functions and decision boxes on the computer.

HUMANITIES

63. Four religious education lessons, no history lesson and one geography lesson were observed. Therefore, it is not possible to judge the overall provision, teaching and achievement in history or geography. Other evidence was gathered from an analysis of pupils' work and discussions with co-ordinators.

64. In **geography**, pupils in Years 5 and 6 were developing their map-reading skills satisfactorily by studying how water is shown on Ordnance Survey maps. The teacher and teaching assistant ensured that all pupils understood the geographical symbols. Pupils worked well in pairs. Samples of work indicate that standards are in line with national expectations. Pupils use their literacy, mathematical and computer skills well when studying geographical topics. In Years 5 and 6, pupils have created effective presentations using computers. The curriculum is enriched by local fieldwork, for example a visit by Year 2 to Malvern. Recorded assessment activities are in place but there is inconsistent use of these across the school. However, there is good use of ongoing assessment in Years 3 and 4. Teachers' marking is variable and does not always help pupils to understand how they can improve. Leadership and management of the subject are good. The subject leader has a very clear understanding of the strengths and weaknesses in provision. The action plan is based effectively on an analysis of the needs of the school through the co-ordinator's monitoring of teachers' plans, the sampling of pupils' work, and talking with pupils about their geography work.
65. Teachers' planning for **history** is based on national guidance and is adapted to use local historical resources. Samples of work indicate that standards are in line with national expectations. Displays are of a high standard and demonstrate both the breadth of the study and the value placed on the pupils' work. The use of ICT is developing well and pupils use the Internet for research. Links with design technology, literacy and geography are developed effectively. A visit by pupils in Years 5 and 6 to Greyfriar's, a local Tudor house, enriched their curriculum and developed good links with another local school. Teachers' marking is variable and does not always help pupils to understand how they can improve. An assessment system is in place and the monitoring of the subject has begun, but this is not recorded formally. Leadership and management are good in history. The subject leader has a clear vision for its development and has produced a comprehensive action plan which focuses on the improvement and development of more links and resources with local historical sites.

Religious education

Provision in religious education is **good**.

Main strengths and weaknesses

- Pupils' knowledge of major faiths is a strength of the subject.
- Resources are used effectively to support learning.
- ICT is being used well for research purposes.
- Oral feedback from teachers is not specific about how pupils can improve their standards.
- Drama, discussion and visits support learning effectively.

Commentary

66. Standards were not judged at the last inspection so comparisons may not be made. At this inspection standards meet the expectations of the local Agreed Syllabus in Years 2 and 6. Pupils achieve well. The focus on the use of drama, discussion and visits has been effective in ensuring good achievement and the expected standards for older pupils.
67. Pupils have a good understanding of major faiths. Sikhism, Judaism, Christianity and Islam have been taught well and understood by pupils. Religious education lessons are effective in developing spiritual and moral awareness. For example, having made mezuzahs, pupils thought deeply about personalising prayer. In reflecting on the soul one pupil responded "it is the ghost inside a person". Pupils' knowledge of stories from the Bible is less well developed. Year 2 pupils have effectively visited a local church and constructed a full scale font as a result of a project on baptism.
68. The quality of teaching and learning is good overall and sometimes lessons are very good. Features of more effective teaching include good use of paired discussion to consolidate

pupils' knowledge and to link it to new learning, sharing of criteria for successful learning, and effective teaching methods that make learning memorable for pupils. Most pupils are included effectively in all lessons because of teachers' high expectations of pupils. Pupils' good behaviour and attitudes contribute effectively to their learning. Above-average numbers of pupils with special educational needs and with English as an additional language are supported effectively and so they achieve well. Teachers do not inform pupils about what they have done well or explain how they could improve their work. This means that pupils do not have a clear understanding of how to develop their understanding and knowledge in the future.

69. The co-ordinator has taught many classes herself and been effective in ensuring RE is properly managed throughout the school. The improvement since the last inspection is good. The emphasis given to teaching the world's major religions is effective in preparing pupils for life in a multi-cultural society. The local Agreed Syllabus for religious education is being followed well. The co-ordinator has produced a good scheme of work and lesson plans to link with it.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

70. No overall judgements on provision and teaching were made in art and design, design and technology and music. No design and technology or art and design lesson were seen. Two music lessons and three physical education lessons were seen. Other evidence came from discussions with co-ordinators and a scrutiny of pupils' work.
71. In the **music** lessons seen, the teachers' subject knowledge and expertise are still not fully developed as the new scheme of work was only implemented in September 2004. Nevertheless, some aspects of teaching seen are now good. The co-ordinator demonstrates particular personal strengths in her musical expertise, but this has not been transferred to the development of music throughout the school. A significant proportion of pupils, including more-able pupils, have good opportunities to learn to play various musical instruments which raises their awareness and understanding of music in the school. Every year, pupils take part in school productions where they sing and play instruments. Singing in assemblies was satisfactory.
72. Pupils' use of sculpture in **art and design** work is well developed. For instance, pupils in Years 3 and 4 make very good circular sculptures to represent elements of the earth. All pupils from the nursery to Year 6 designed and made beautiful mosaic seats using coloured tiles. A scrutiny of art and design work around the school and in pupils' sketchbooks shows that there are gaps in their learning of drawing and painting skills in all year groups. The use of sketchbooks to develop basic skills, experiment with media and styles, and to plan and evaluate work is underdeveloped across the school. Art teaching makes some good links with other subjects. Assessments are made at the end of the units studied. However, procedures need to be further developed using National Curriculum levels of attainment so that teachers and pupils are clear about progress being made and what needs to be done to improve. Work is effectively displayed in the Year 3 and 4 classrooms and in corridors, so that display helps to make teachers' high expectations clear to pupils who have a clear understanding of the characteristics of high quality work. As a result, pupils are rightly proud of their work. Display of art and design work in the remainder of the school is limited.
73. The school has planned a good curriculum for **design and technology**. Year 6 pupils draw satisfactory annotated plans when they design model fairground rides. Effective methods are used when pupils learn how to make cakes and biscuits for an enterprise activity, when they learn about how to make money and run a business. Pupils create effective labelled designs for projects such as pop-up cards designed by Years 3 and 4. They add moving mechanisms to their cards effectively. They evaluate these cards well using their literacy skills. Year 3 and 4 pupils evaluated the changes made during the making process, what worked well and what could be improved. However, pupils' work is not always kept in a folder and so it is hard for the co-ordinator to monitor pupils' achievement and standards.

Physical education

Provision in physical education (PE) is **satisfactory**.

Main strengths and weaknesses

- Standards in dance are well above national expectations.
- A very good range of extra-curricular activities is provided.
- Some lessons lack pupils' evaluation of each other's work and there is insufficient feedback from teachers to help improve pupils' skills.
- This well-resourced subject enables pupils to be fully included in activities.

Commentary

74. Standards in aspects of physical education by the ends of Years 2 and 6 match expectations. Pupils' achievement is satisfactory. However, standards in dance are well above national expectations because of very good expertise and pupils are particularly well extended in an after-school club. Whilst no swimming was seen, the school's records show that a programme of swimming in Year 4 ensures that the vast majority of pupils reach the standard expected by Year 6. The school has improved provision for PE since the last inspection, and was awarded Activemark Gold for PE in 2004.
75. In addition to dance, games skills lessons were observed during the inspection. Standards were never less than those expected. Good attention was paid to safety aspects but occasionally ear rings and studs were not removed. Pupils who speak English as an additional language make good progress because of effective support from staff. Warm-up activities were carried out effectively. Older pupils showed a good understanding of tactics in a game of rounders.
76. Teaching and learning are satisfactory. Lessons are organised well and make good use of the school's resources to ensure all pupils are active and included effectively in sessions. With younger pupils, the challenging tasks demanded high levels of hand and eye co-ordination to successfully use ball and racquet, and ensured the sustained engagement of pupils. Pupils with special educational needs are supported well and so achieve satisfactorily. Pupils have positive attitudes towards PE, behave well in lessons and are eager to participate which has a good impact on their learning. Weaker aspects of some lessons include missed opportunities for challenging pupils to improve their skills. Insufficient attention was sometimes paid to helping pupils to analyse each other's work and to teachers' interventions to provide feedback on developmental points. Consequently, pupils have little understanding as to how to improve their performances.
77. Leadership and management are satisfactory and have been successful in raising the profile of PE since the last inspection. The co-ordinator is very enthusiastic and knowledgeable. A good scheme of work is in use. However, the co-ordinator has not yet monitored all teaching effectively to help ensure that there is consistently good development of pupils' skills. The co-ordinator has planned a very good range of opportunities for pupils to develop their skills in extra-curricular clubs. The school makes good use of specialist skills in clubs to provide, for example, gymnastics, hockey and basketball tuition. The key issue of the last inspection to implement a suitable curriculum for PE has been fully addressed.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

78. Although **personal, social, health and citizenship education** was not a focus for the inspection, evidence was gathered from talking to pupils and to the co-ordinator, and from the observation of one lesson. However, the subject is part of the weekly timetable and very great emphasis is placed on the subject as part of pupils' personal development. Pupils are confident to express their thoughts and feelings in lessons. Effective methods are used when pupils in Years 5 and 6 learn about how name calling can make people sad and angry. Through the school council, they know that their thoughts and views about all aspects of school life will be valued. Pupils who are given responsibilities take these seriously and carry out their duties effectively, including supporting younger pupils. Sex education is provided for older pupils, and they are made aware of the dangers of drugs and substance misuse.

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	4
Value for money provided by the school	4
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	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	4
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
The leadership and management of the school	4
The governance of the school	3
The leadership of the headteacher	3
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).