

INSPECTION REPORT

HOLLYWOOD PRIMARY SCHOOL

Hollywood, Birmingham

LEA area: Birmingham

Unique reference number: 103314

Headteacher: Mr D Waller

Lead inspector: Ms B Matusiak-Varley

Dates of inspection: 21st – 23rd February 2005

Inspection number: 270577

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
Gender of pupils:	Mixed
Number on roll:	380
School address:	Pickenham Road Hollywood Birmingham
Postcode:	B14 4TG
Telephone number:	(0121) 430 7711
Fax number:	(0121) 436 6299
Appropriate authority:	The governing body
Name of chair of governors:	Mr John Messer
Date of previous inspection:	5 th July 1999

CHARACTERISTICS OF THE SCHOOL

Hollywood Primary School is a large primary school with 380 pupils on roll; it caters for pupils aged four to eleven. Pupils' attainment on entry to Reception class is below average with a minority of children experiencing communication, language and literacy difficulties. There is a significant gender imbalance within the school especially in Reception and Year 1 where there are more boys than girls. The percentage of pupils eligible for free school meals (9.5 per cent) is broadly in line with the national average. The vast majority of pupils are of white Caucasian descent with three per cent of pupils being of mixed race consisting of white Asian and white black Caribbean. There are no pupils with English as an additional language. The percentage of pupils identified as having special educational needs including statements (18.3 per cent) is broadly in line with national averages. The percentage of pupils with statements of special educational needs (0.8 per cent) is below the national average. The range and nature of pupils' special educational needs is largely associated with moderate learning difficulties and speech and communication problems. In 2004, the school received the Basic Skills Quality Mark for the third time and Healthy School Standard. In 2003, the school gained the Investors in People Award and in 2000 the Schools Achievement Award. It is also taking part in Excellence in Cities initiatives. The school has undergone a total rebuilding programme and has functioned for two years within an intrusive building site. Furthermore, the school has experienced a high turnover of staff since the last inspection. At present, the school has a stable staff.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
19938	B Matusiak-Varley	Lead inspector	History Religious education
11084	J Hughes	Lay inspector	
10611	M James	Team inspector	Science Information and communication technology Physical education
11642	C Parkinson	Team inspector	English Geography Provision for pupils with special educational needs
22157	M Roussel	Team inspector	Areas of learning for children in the Foundation Stage Mathematics Art and design Design and technology Music

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good school with very good features. Pupils' achievements are good and standards are rising and are now above average in mathematics. Teaching and learning are good. Pupils have very good attitudes to learning and behave very well. The school is well led and managed and governance is very good. The school provides good value for money.

The school's main strengths and weaknesses are:

- Pupils' achievements are good overall and standards are above national expectations in mathematics, religious education, art and design and physical education.
- Standards in English at the end of Year 2 are below those expected nationally and are not high enough. Whilst pupils' achievements are satisfactory, there is room for improving standards of writing across the school.
- Pupils with special educational needs make good progress and their needs are well catered for.
- Provision in the Foundation Stage is good and children receive good learning opportunities, however, standards in communication, language and literacy could be higher.
- Teaching and learning are good overall but best practice is not yet shared among all staff.
- Good assessment data is not yet rigorously used to move pupils on in their learning and pupils, especially higher attainers, do not always make the progress they are capable of.
- Provision for pupils' welfare, health and safety is excellent.
- Leadership and management are good. Governance is very good but the role of subject co-ordinators, whilst satisfactory overall, needs improving.
- Attendance is not high enough.

The school has changed considerably since the last inspection in July 1999. Over half of the staff are recently appointed. There is a new school building and pupils' attainment on entry, which is below national averages, is not as high as that found at the time of the previous inspection. Good improvement has been made since the last inspection in developing accommodation, improving resources for information and communication technology (ICT), developing assessment procedures, implementing a marking policy and providing for pupils with special educational needs. There is still work to be done in using data from assessments to inform planning. Good rates of pupils' achievement have been maintained but standards are not as high as judged previously due to children's lower attainment on entry.

STANDARDS ACHIEVED

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

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

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

Overall, pupils' achievements are good. They are still slightly uneven among year groups and classes but are consistently good in one Year 4 class, Year 5 and Year 6. The school has faced many challenges raising standards. There has been a lack of ICT equipment due to extensive building works, there have been staffing issues and this year the school has inducted three newly qualified teachers. Staff have only been working as a coherent team since September. The school's capacity for improvement is good and already there are big improvements in pupils' achievement. By the end of Year 2, standards are below average in speaking and listening, reading and writing, but, by the end of Year 6, pupils attain standards in line with national expectations in English, science, ICT, music, history and geography. In mathematics, art and design and physical education, standards are above those expected nationally by the end of Year 2 and Year 6. In religious education, standards exceed the expectations of the locally agreed syllabus throughout the school and pupils' achievements are good. However, standards in writing across the school could be higher. No judgements were made on standards in design and technology. Inspection findings differ from national comparisons with similar schools, where Year 6 pupils attained average standards in English, well below average standards in mathematics, and very low standards (bottom five per cent nationally) in science. However, inspection findings differ from these results where standards are higher. The very rigorous analysis of test results and good staff training and development have led to much improved standards. Pupils with special educational needs make good gains in learning. Higher attainers make good progress in mathematics but only satisfactory progress in English, science, ICT, history and geography. This is because teachers do not use information about pupils' progress to plan challenging work for these pupils. Children in the Foundation Stage achieve well in all areas of learning from a below average attainment on entry, other than in communication, language and literacy, where their achievements are satisfactory. They attain the expected standards in all areas of learning except for communication, language and literacy. Pupils have very good attitudes to learning, behave very well and are developing **very good personal qualities due to very good provision for spiritual, moral, cultural and social development**. Attendance is below national average as too many parents take holidays with their children in term time.

QUALITY OF EDUCATION

The school provides a good quality of education for its pupils. Teaching, learning and curriculum provision are good. Teachers have good subject knowledge and very good relationships with their pupils and plan meticulously. Pupils' care, welfare, health and safety are excellent and support, advice and guidance are good. Partnership with parents is very good and the school's involvement in performing arts projects, funded by the Excellence in Cities (EiC) initiatives, is enabling pupils to develop their confidence and self-esteem.

LEADERSHIP AND MANAGEMENT

The school is well led and managed by a very dedicated headteacher and deputy headteacher who is an excellent practitioner. The headteacher and deputy headteacher inspire and motivate staff and pupils through their enthusiasm. Governance is very good and governors fulfil their duties very well, ensuring that all statutory requirements are met. Subject co-ordinators perform their roles satisfactorily but there is room for improvement in checking on the quality of teaching and learning in their subjects.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are generally very pleased with the school. A minority of parents expressed concern about provision for special educational needs and lack of progress in the lower juniors. Inspectors could not find any unsatisfactory provision. Parents and pupils are consulted on all aspects of school life. Pupils love their school and think that their teachers and new school are brilliant.

IMPROVEMENTS NEEDED

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

- Raise standards in speaking and listening, reading and writing in the Foundation Stage and Years 1 and 2 and writing throughout the school.
- Use data from assessments to challenge pupils, especially higher attainers, in English, science and foundation subjects.
- Develop the role of subject co-ordinators.
- Extend the best practice of teaching throughout the school.
- Raise attendance levels.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

STANDARDS ACHIEVED IN AREAS OF LEARNING, SUBJECTS AND COURSES

Pupils' achievements throughout the school are good overall. In the Foundation Stage, children's achievements are good; they attain all the expected standards other than in communication, language and literacy where many children experience difficulty in speaking and listening, reading and writing. In Years 1 and 2, whilst pupils' achievements in English are satisfactory, standards are below those expected nationally. The best achievements are in one Year 4 class, Years 5 and 6, where pupils' achievements are consistently good. In mathematics, pupils achieve well throughout the school.

Main strengths and weaknesses

- Pupils' achievements are good.
- In the Foundation Stage and in Years 1 and 2, standards in speaking and listening, reading and writing could be higher.
- Pupils achieve well in mathematics, religious education, art and design and physical education throughout the school.
- Higher attainers do not always make the progress that they are capable of especially in writing and in foundation subjects.
- The recent arrangements for setting pupils in ability groups for English and mathematics are having a positive effect on raising standards, especially in mathematics.
- More use could be made of literacy, numeracy and ICT across the curriculum.

Commentary

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

Standards in:	School results	National results
reading	15.7 (15.7)	15.8 (15.7)
writing	15.0 (13.9)	14.6 (14.6)
mathematics	16.3 (16.8)	16.2 (16.3)

There were 48 pupils in the year group. Figures in brackets are for the previous year.

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

Standards in:	School results	National results
English	28.2 (26.4)	26.9 (26.8)
mathematics	27.3 (26.9)	27.0 (26.8)
science	27.7 (28.4)	28.6 (28.6)

There were 53 pupils in the year group. Figures in brackets are for the previous year.

1. The 2004 national test results and teacher assessments show that by the end of Year 2, in comparison with all schools, standards in reading, writing and mathematics were broadly in line with national averages. Standards in science were above the national

averages, however, the percentage of pupils attaining the higher levels was well below the national average. Girls did slightly better than boys in reading and writing. The trend in the school's national curriculum points for all core subjects was below the national trend. In comparison with similar schools, standards in reading were below average and in writing and mathematics standards were average.

2. By the end of Year 6 in comparison with all schools, standards in English were above the national average, standards in mathematics were average and standards in science were below the national average. In comparison with similar schools, standards in English were average, but in mathematics standards were well below average and in science they were in the bottom five per cent nationally. The trend in the school's average National Curriculum points for all core subjects was above the national trend. Boys did better than girls in English and science. The school has recognised that standards need improving and has put several effective systems in place:

- Test results have been rigorously analysed to pinpoint any underachievement.
- Due to the large gender imbalance in favour of boys in the infants, boy friendly resources have been purchased to raise standards.
- The deputy headteacher appointed after the last inspection has kept a very close look at pupils' progress and any underachievement has been immediately highlighted.
- The curriculum timetable has been altered to allow more time for writing.
- Pupils are taught in sets for English and mathematics to ensure that they are stretched to achieve their full potential.
- A stable staff is now in place in Years 3 to 6 and this provides continuity in pupils' learning.
- A rigorous system of performance management has been implemented to raise standards.
- Co-ordinators have recently received training to ensure that they are more aware of how to monitor standards in their subjects.

However, it will take a bit longer for the impact of these good systems to be fully seen in national test results but a significant improvement can already be seen at the end of Year 2 and Year 6. Standards in mathematics are above average. In science, standards are rising because senior management has clearly tackled last year's underperformance and all staff are now teaching skills of experimental and investigative science more effectively.

3. Inspection findings show a slightly different picture to national test results. This is because the present cohort of Year 6 pupils has a much higher percentage of pupils who have special educational needs and who are lower attainers. No evidence was found of differential achievement by gender. By the end of the Foundation Stage, nearly all of the children attain the expected standards in mathematical development, knowledge and understanding of the world, personal, social and emotional development, physical development and creative development, and they achieve well but they do not attain the expected standards in communication, language and literacy in spite of satisfactory achievement. Attainment on entry to the school is below that expected nationally as many children have underdeveloped communication skills and experience difficulty in verbalising their thinking.

4. In Years 1 and 2, in spite of satisfactory teaching, pupils do not attain the required level in speaking and listening, reading and writing as there are inconsistencies in

teaching across the year groups and, whilst good progress is made in developing pupils' skills of comprehension, too often data from assessment is not sufficiently well used to move pupils on in speaking and listening, reading and writing. Too few opportunities are provided for rigorous extension activities especially linked to writing, where pupils write in the style of texts that they have studied when undertaking text-level work. Scrutiny in pupils' work shows that there has been an element of underachievement in one Year 1 class. The headteacher and deputy headteacher have now rectified this issue and are ensuring that higher attainers are being more effectively challenged in both Year 1 and Year 2 classes, through pupils working in sets. Inspection findings show that there is still more work to be done in this area, especially in using assessment data more rigorously to challenge all groups of pupils. Whilst teachers have raised their expectations of what pupils can do, there is still room for ensuring that, at all times, pupils are pushed to their full potential. This is working better in mathematics than in English where examples of more challenging work were seen. A contributory factor to pupils' slower rates of progress in English is also due to the fact that many families take holidays in term time and pupils do not have regular opportunities to practise their newly acquired skills.

5. By the end of Year 6 in English pupils attain standards in line with national averages. Teachers in Years 3 to 6, especially in one Year 4 class, Year 5 and Year 6, work very hard to enable pupils to achieve average standards but what slows rates of progress is that, as yet, data from good assessment procedures is not used sufficiently rigorously and pupils, especially higher attainers, repeat work that they already know. Nevertheless, standards are rising due to the numerous examples of good quality teaching seen during the inspection. Standards in mathematics by the end of Year 2 and Year 6 are above average and pupils' achievements are good. Good progress is made in mental mathematics, using and applying mathematics and in problem solving and the recent introduction of setting is having a positive effect on raising standards. In science, pupils attain average standards by the end of Year 2 and Year 6 and their achievements are satisfactory overall with good achievement seen in investigating and experimenting throughout the school.
6. In ICT, pupils attain average standards but their achievements are good and standards are improving rapidly due to the good leadership and management of a highly enthusiastic co-ordinator and due to the recent purchase of the newly built ICT suite and interactive whiteboards. As yet, not all teachers are using ICT as a vehicle for pupils to use their skills consistently in all subjects. In history, geography and music pupils attain average standards and their achievements are satisfactory, but more use could be made of ICT, literacy and numeracy in these subjects. Insufficient teaching was seen to make a judgement on standards in design and technology. In art and design and physical education, pupils' achievements are good and, by the end of Year 2 and Year 6, pupils attain above average standards. In religious education, pupils exceed the expectations of the locally agreed syllabus and they achieve well, but higher attainers, in spite of satisfactory achievement, could be achieving more and pupils of all abilities do not write enough nor do they use ICT as an integral part of learning.
7. Pupils with special educational needs achieve as well as other pupils because teachers take note of well planned individual education plans and are very aware of their pupils' barriers to learning. Parents are generally pleased with standards but nevertheless a small minority have concerns about standards in one Year 4 class. The school has worked very hard at addressing any underperformance and no

unsatisfactory teaching was seen in this year group. Pupils interviewed said that they were very fond of their teachers.

- Improvement since the last inspection has been satisfactory considering that pupils' attainment on entry is now below that judged at the previous inspection. Standards are not as high as judged previously in English and science but pupils' achievements are good in Years 3 to 6 in relation to pupils' prior attainment. High standards in mathematics and religious education have been maintained and pupils' achievement in ICT is better than judged previously.

PUPILS' ATTITUDES, VALUES AND OTHER PERSONAL QUALITIES

Pupils' attitudes and behaviour are very good. Provision for pupils' personal, including their spiritual, moral, social and cultural development is very good. Attendance is below the national average.

Main strengths and weaknesses

- Pupils are excited by everything this school offers.
- The strikingly calm learning environment stems from pupils' orderly behaviour.
- Through meaningful staff interventions, children develop impressive value systems.
- Attendance rates are slightly lower than average, though improving.

Commentary

- Pupils hold this school in great affection and take every opportunity to tell visitors how they look forward to coming to learn each day. Some of the oldest children express their delight in the new building and affirm that they know 'Every day I am going to learn interesting things – it's great!' Pupils beam with pleasure as they talk about the impact of the new building and how lucky they are. Pupils are enthusiastic learners, eager to start work and well motivated to complete tasks; some do not want to stop work at the end of lessons. Homework activities are supported by parents and pupils hand in work regularly.
- Many pupils are keen to attend a good variety of extra-curricular clubs and lunchtime activities. The cook gives children the opportunity to learn more about nutrition in her 'Healthy Eating' club, for example, and many pupils jump at the chance to participate in different sporting activities.
- Pupils' behaviour is impressive and is very good, particularly as they move around the school. They are well mannered, orderly and spontaneously stop to help others. They take pride in their new surroundings and look after the fabric of the school as well as each other. Older pupils are very good role models for the younger ones. They are thrilled to join Reception children in the early afternoon for special reading sessions; they sit and read with them, showing the enjoyment there is to be had from a good book and modelling how to handle them with care. Parents feel that pupils behave well and inspectors agree with their views. There have been no exclusions from school.
- Pupils with special educational needs behave as well as others because of the good quality of teaching and because expectations of behaviour are clear. They are interested in their work and pleased with their achievements.

13. Relationships throughout the school are very good. All adults contribute to the very high quality of personal development seen in pupils as they mature. Classroom and corridor displays reflect the beauty of the natural world and the newly planted inner courtyard provides a temptingly serene outdoor classroom. Here children can let their imaginations run riot, weaving images around the fascinating sculpture or appreciating birds and bulbs. Collective worship, religious education and links with the local clergy also enhance pupils' spiritual development. Staff infuse worship with interesting themes that capture children's imaginations – they sit engrossed throughout. Singing in assembly is uplifting and the overall tone of the worship is suitably reverent and pitched at just the right level, giving pupils food for thought.
14. Provision for pupils' spiritual, moral, social and cultural development is very good overall. Staff are relentless in inspiring high order social and moral values in each child. That they succeed so well is due to the high aspirations of the headteacher and senior staff. The vast majority of classes gel well and there is a palpable sense of community within classrooms. Adults are extremely strong role models, showing pupils how to live and work together in harmony. In rare instances where class relationships are not as well established or pupils are less inclined to follow the rules, teachers support each other and work together to address the problems of the class. At such times, the benefits of the school's consistent behaviour management shine through. Once pupils realise that they have to show respect for their peers and that nothing less will be tolerated, lessons flow on apace. In a Year 4 personal, social, health and citizenship education lesson, for instance, pupils were amazed at how much they learned about each other during an exceptionally well-focused circle time session modelled by a Year 6 teacher. At the end of the lesson, they admitted that their initial impressions of their peers had been wrong in some cases. Such insights help pupils to mature, to become useful members of society and to make faster progress in their learning because the classroom is far calmer.
15. Pupils are offered many opportunities to become increasingly independent; staff trust them to undertake responsibilities in order to help with the smooth running of the school. Even the youngest children take registers to the office and older pupils help to serve desserts at lunchtime. Others train to become peer mediators and help their fellow pupils to solve playtime problems. Children are prepared to devote a significant amount of their spare time to this and staff support them very well. Older pupils participate in a residential trip that improves their social skills as well as enhancing other curriculum areas. Pupils are also used from time to time as school ambassadors – showing prospective parents around the school. Healthy School and ICT monitors, along with House and Vice Captains also add greatly to the work of the school. The school is not complacent about its good fortune – pupils, parents, staff and governors combine efforts to raise significant sums of money for charities, both local and national. Most recently, a tremendous response to the Tsunami appeal resulted in more than £1,500 being raised in a matter of days.
16. The school is keen to promote pupils' cultural heritage; they participate in numerous visits to places of local interest and these spike children's curiosity. Displays of artefacts and work around the school help pupils to show a pride in their own history. They dress up as Romans, visit local museums and make the most of the skills of the artists who come to work with them. This largely mono-ethnic community encourages pupils to celebrate the festivals of other religions and pupils are familiar with well-known Sikh, Chinese and Hindu stories, for example. An even broader awareness,

through links with other, multi-ethnic schools, would strengthen their personal development still further and better equip them for life in a modern, multicultural society.

17. Despite robust efforts by the school, some parents still fail to understand the importance of regular attendance. The school continues to struggle with disappointing attendance figures as a result. The headteacher and governors promote regular attendance with some rigour and constantly look for new ways to capture the attention of parents. Although the vast majority of parents are happy to take holidays out of term time, some still persist in removing their children for significant periods during the school year and this has a detrimental effect on their learning and on the school's attendance statistics. Instances of unauthorised absence are below average and the school monitors attendance and punctuality with care. Staff receive little external help with this difficult problem. Parents are conscientious about informing the school of any reasons for absence.

18. Improvement since the last inspection has been good. Pupils' attitudes and behaviour are now very good whereas before they were judged to be good.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.7	School data	0.1
National data	5.1	National data	0.4

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a good quality of education for its pupils. Teaching, learning and curriculum provision are good but, as yet, best practice is not shared among staff and assessment data is not rigorously used to challenge the more able pupils. Pupils' care, welfare, health and safety are excellent and support advice and guidance are good. Partnership with parents is very good and links with the community are good; links with other schools and colleges are very good.

TEACHING AND LEARNING

Teaching and learning are good overall but inconsistent. The best teaching was seen in one Year 4 class and Years 5 and 6. All teachers are very hard working and ensure that the pupils' care, welfare, health and safety are excellent. Teaching in the Foundation Stage is good overall. Assessment procedures are satisfactory but, as yet, data from assessment is not used sufficiently well to move pupils on in their learning.

Main strengths and weaknesses

- Teachers are very professional and are well liked by their pupils; relationships are very good.
- More could be expected by some teachers of higher attainers with more precise use of assessment data.
- The teaching in the Foundation Stage of all children is generally good but more opportunities could be provided for writing, especially for higher attainers.
- Teachers generally teach basic skills well but there is room for improvement in providing more opportunities for writing and ensuring that marking gives pointers for improvement.
- Several examples of excellent teaching were seen in Years 3 to 6; in these lessons, pupils made very good gains in learning.
- Good implementation of performance management is a contributory factor to the high percentage of good and better teaching.
- In the weaker examples of teaching, tasks were not sufficiently matched well enough to meet pupils' needs.

Commentary

Summary of teaching observed during the inspection in 47 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
3 (6%)	6 (13%)	23 (49%)	14 (30%)	1 (2%)	0	0

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

19. The quality of teaching is good with very good and excellent features and pupils' achievements are good overall, but more examples of good or better teaching were seen in one Year 4 class and both Year 5 and Year 6 classes than in other year groups.
20. The quality of teaching in the Foundation Stage is generally good; it is satisfactory in the communication, language and literacy area of learning as insufficient emphasis is placed upon teaching writing especially for those children capable of higher attainment. At times, children spend too long talking about what they are doing when in fact they are capable of recording their experiences.
21. In Years 1 to 6, teachers have good subject knowledge and teach basic skills well, but insufficient opportunities are provided for modelling writing, which is linked to the text-level work pupils have studied in class. Too often higher attainers are not given sufficient extension activities and this limits their rates of progress. Whilst they make satisfactory progress overall, teachers could nevertheless stretch them even further.

For example, valuable learning opportunities are missed in lessons to develop pupils' skills of extended writing. The school is aware of this issue but up until now the emphasis in the school development plan has been to develop pupils' speaking and listening and comprehension skills.

22. Teachers are very professional; they plan meticulously, have good subject knowledge, work hard and try hard to give pupils good quality learning experiences. Relationships are very good and praise is used well to encourage pupils to do their best; this has a positive effect on learning. Work is marked regularly but too few pointers are provided for improvement and pupils are unsure as to what they need to do in order to improve. This is largely due to the fact that data from assessment is not sufficiently well used to move pupils on in their learning. Teachers insist on high standards of behaviour and this is helping pupils develop secure and safe learning environments. Generally all pupils learn well but in science and foundation subjects, assessment procedures, whilst satisfactory, are not as well developed as in English and mathematics and pupils are unsure as to what their next steps of improvement are.
23. Where examples of excellent teaching were seen, for example in mathematics in Year 3, teachers had very high expectations of their pupils and used time and ICT very effectively to support pupils' learning. In an excellent mathematics lesson in Year 3 the deputy headteacher was consistently upgrading pupils' thinking by paraphrasing their responses and modelling a variety of mathematical processes to problem solve. Where teaching was less effective in the lower juniors and in numeracy in one of the infant classes, teachers did not have high enough expectations of what their pupils could achieve and did not provide sufficient extension activities to challenge higher attainers. The teaching of English and mathematics is generally good but there are nevertheless areas for development in Years 1 and 2 in order to enable pupils to move on at a faster rate. This is largely related to:
 - using data from assessment to move different groups of pupils on in their learning; and
 - developing strategies for writing especially, modelling, linking text-level work to writing, providing further extension activities to challenge higher attainers and ensuring throughout the school that pupils have more opportunities to write in different subjects.
24. The teaching of ICT is good but, due to the recently built ICT suite and purchase of new equipment, this good teaching is not yet reflected in end of Year 2 and Year 6 standards due to the short time that the school has had in using its new resources.
25. Teaching of pupils with special educational needs is good. Lessons are well planned to meet the needs of these pupils who are encouraged and well managed.
26. Teaching is improving because of the good leadership and management of the school. The headteacher and deputy headteacher motivate staff and pupils through their enthusiasm. The deputy headteacher has been particularly instrumental in raising standards by working alongside teachers to help them improve their practice. Teachers have not yet had sufficient time to share best practice across the school.
27. Improvement since the last inspection has been good. There are now more examples of better teaching throughout the school. This has been brought about by good

monitoring of teaching and learning by the headteacher and deputy headteacher and effective implementation of performance management.

THE CURRICULUM

Good learning experiences are provided for pupils across the school. Extra-curricular provision is good. The overall quality of accommodation and learning resources is good, with the accommodation being very good. Curriculum planning has improved since the time of the previous inspection.

Main strengths and weaknesses

- The overall provision made for mathematics, religious education, art and design and physical education is good.
- There is limited provision for the development of writing in other subjects.
- The provision made for children in the Reception classes is good.
- The provision for pupils with special educational needs is good.
- The school makes very good provision for the development of pupils' personal, social and health education.
- The enrichment produced through extra-curricular activities and educational visits is good.
- There are a good number of teachers and teaching assistants, and they complement each other well in supporting pupils.
- The new accommodation is very good.

Commentary

28. The curriculum for children in the Foundation Stage is good. Good opportunities are provided for them to learn through their senses and basic skills are generally taught well but more opportunities could be provided for children, especially higher attainers, to write about their experiences.
29. All subjects of the curriculum are now carefully planned, and all statutory requirements are met. Improvements have been made since the last inspection in the provision for ICT, and in the planning for all aspects of music and physical education. The school currently makes good provision for the development of mathematics, religious education, art and design and physical education, and this has contributed to the high standards being achieved by pupils. Planning for English makes limited allowance for the development of skills, such as spelling and punctuation, and this is having a detrimental effect on standards in writing. Satisfactory use is made of literacy and numeracy in other subjects of the curriculum, and now that resources for ICT have improved, teachers are also making increasing use of this subject across the curriculum. The school makes every effort to involve pupils in the full range of school work and activities. Overall, the school makes good provision for the equality of opportunity for all pupils, and in so doing allows them to achieve as well as they can.
30. The very effective personal, social and health education and citizenship programme encourages pupils to adopt a healthy lifestyle and to become responsible and active members of society.
31. The provision for pupils with special educational needs is good. Individual education plans are well constructed and based on assessment and close observation of pupils'

needs. The co-ordinator for special educational needs works closely with teachers to ensure pupils have the same educational opportunities as others. Resources are good. ICT equipment is new and best use is still to be made of it.

32. The school provides a good range of extra-curricular activities for pupils throughout the school. These include choir, recorders, football, tag-rugby, running, French and computers. These activities are well supported by pupils, teachers and teaching assistants alike. The school welcomes many visitors, including artists, writers, police, clergy, scientists, sports coaches and fire-fighters, as well as drama and music groups. A wide range of educational visits is arranged to places such as Tamworth Castle, Woodgate Valley, Chedworth and the Severn Valley Railway, and the annual residential visit to Craven Arms is a highlight of the year for pupils in Year 6. The school also makes good use of the local area of Hollywood for various studies in, for example, geography. These activities make a significant contribution to pupils' personal and social development, as well as enhancing their understanding and skills in different curriculum subjects.
33. The school's accommodation, overall, is very good, and there have been most significant improvements made since the last inspection. At that time there were many shortcomings in the accommodation, but since then the school has been totally rebuilt. Classrooms are now light and spacious, with plenty of room for the full range of school activities. The ICT suite is a high-class facility, with enough computers to allow a whole class to be fully accommodated. There are a number of smaller rooms, to allow for the teaching of small groups of pupils. At the time of the inspection, work was still to be completed on the hall and the library, but top-class facilities will result when they are finished. Many rooms have only just been occupied for the first time, but already displays of pupils' work enhance their appearance. The overall appearance of the school benefits from a delightful internal quadrangle, where, given fine weather, pupils will be able to sit quietly, reading, talking to friends or just looking at the flowers they have planted.
34. Outside play areas were not finished during the inspection visit, although staff and pupils coped admirably with what was available. Plans show very good facilities in prospect, and the school will benefit significantly from the all-weather sports pitch which will have pride of place in the finished school. Resources are good, overall, in number, and are also of good quality. Resources for ICT are very good. Items of equipment are stored neatly and tidily, whilst at the same time being readily available to both teachers, and to pupils when appropriate. The school is well staffed, by a dedicated and well-informed group of teachers and support staff. They complement each other well in providing for their pupils.

CARE, GUIDANCE AND SUPPORT

There is excellent provision for pupils' care, welfare, health and safety. Staff provide very good support, advice and guidance. The school is very good at involving pupils through seeking, valuing and acting on their views.

Main strengths and weaknesses

- Pupils flourish in the caring atmosphere that staff create.
- Supportive relationships are established throughout the school.
- Pupils are encouraged to work together for the good of the whole school community.

Commentary

35. This is an exceptionally caring and thoughtful school. Experienced staff possess a considerable wealth of experience to meet the needs of all pupils. The headteacher, governors, administrators and site supervisor work seamlessly to create a safe and secure school site. This expertise has been stretched to its limits during the two years of building work but staff have worked closely with the contractors to ensure pupils' safety at all times. The school has shown itself to be flexible and to adapt to all the challenges thrown at it. Child protection issues are given careful attention and all staff are included in training updates. The school shows a flexible approach to the care of more vulnerable children – the nurture group, run by a learning mentor, is available for all pupils should they, their teachers or their parents feel that they would benefit from one-to-one or small group sessions. Time in these sessions encourages timid pupils to find their voices and build their self-esteem and this helps them to become more effective learners as well as far happier members of the school community.
36. Lunchtimes are pleasant social occasions, enlivened by the organised games in the playground. These are directed by a specially trained play leader who encourages pupils to try new bat and ball skills or to play skipping games with her. Other lunchtime supervisors also interact closely with pupils – they establish warm relationships with the children and take care of all their needs over the lunch period. The dining hall is acoustically poor and this leads to a noisy mealtime, although pupils are well behaved.
37. Carefully considered pastoral systems ensure that all children are treated as individuals. Their needs are assessed by class teachers at the start of each academic year and specific support is put in place to meet all individual requirements. The comprehensive induction programme enables each child to settle quickly into the school and to make the most of every day there. The Reception teacher is so welcoming and makes children's first experiences of school fun-filled and full of giggling amazement. Pupils with identified abilities and talents are coaxed to reflect more fully on their ambitions and strengths. The school encourages pupils to become increasingly self-reflective and this helps them to grow in confidence and become more self-aware. Reward systems are well established and pupils are delighted when they win house points.
38. Close links exist with many outside agencies and staff are able to call on their expertise to support individual needs as required.
39. Parents of pupils with special educational needs are involved in all aspects of their education and are very happy with the support their children receive. These pupils regularly set and review their own targets. Relationships with outside agencies are good and the school uses this additional expertise well in individual education plans. Reports and additional information are up to date and meet requirements. The school tries hard to accommodate the needs of all children whose parents wish them to attend. Occasionally, a child has specific needs that cannot be met in school, mainly because there is an inadequate level of outside funding for the school to provide the necessary staffing. The new building is accessible for disabled pupils.
40. Staff make certain that pupils contribute widely to school life in a variety of ways. Pupils run the school council and are actively involved in the decision-making processes that help the whole school to run so smoothly – such as devising codes of

conduct and improving facilities. They are involved with the Young People's Parliament and are able to see how democracy in action works. Recently, the school council has helped to obtain new play equipment, change the school dinner menu and had a significant input into the new buildings. Pupils know they can talk to adults at any time about issues that concern them and they feel that their views are well represented. Good improvement has been made.

PARTNERSHIP WITH PARENTS, OTHER SCHOOLS AND THE COMMUNITY

The school maintains very good links with parents and other schools. There are good links with the community.

Main strengths and weaknesses

- Clear communication about school life and children's progress is valued by parents.
- The expertise of specialists from other schools helps to raise standards.
- Community links enrich pupils' learning and personal development.

Commentary

41. The vast majority of parents are very happy that their children attend this school. They are complimentary about the support given to families, parents and children and feel that their opinions are valued. The school consults regularly with parents and acts on their views. For example, parents now receive a 'new intake' pack before their child first starts at the school. This provides all the basic information a parent and child could possibly want in order to feel well prepared for the first day of school. In another innovative move, the school has started to provide extra-curricular activities for infant children. There have been issues in the school's history where parents raised concerns about the lack of continuity in having a stable staff in Years 3 to 6. These issues have been rectified and pupils in Year 4 are catching up on learning.
42. High quality information is sent to parents to keep them involved in all aspects of school life. Detailed progress reports for parents contain clear targets and evaluative comments; these enable parents to chart their children's progress and to offer appropriate support at home. Similarly pertinent information is published in the school's prospectus and governors' annual report to parents. Substantial, half-termly curriculum updates are sent to parents and these are invaluable aids to supporting children's learning and helping to raise standards. There are also regular opportunities for parents to attend meetings with teachers about their children's work and progress, and these are well attended. Pupils with special educational needs are identified early in their school career and parents are kept well informed about their children's progress.
43. Parents play an effective role in the life of the school – several are governors and have responsibility for a particular area of the school. They are very serious in their approach to these duties and make a strong contribution to the lives of the children and to the success of the school. Many parents support the 'Friends' group and help to make events successful. Several parents are members of the 'School Change' team, a body that is constantly looking at ways to improve what happens in school. Over 150 parents attended the workshop when a new spelling programme was introduced. They took part in a demonstration lesson and reported positively on the experience. Their enthusiasm transmits to their children.

44. Some fine collaboration with other schools ensures that pupils experience many additional curricular opportunities. Year 6 pupils join with other local primary schools to stage an annual dramatic production. The local specialist sports college is quick to highlight its close and positive working relationship with the school. Strong mathematics and ICT links exist with another local secondary school and these benefit both pupils and staff as their skills increase over time.
45. The school enjoys a good reputation in the community; the headteacher and governors work hard to maintain these strong relationships. Once the building work is completed, the local community will be able to make use of the new, flood-lit, all-weather surface. Pupils have produced artwork to hang in the Council House. They offer regular support to elderly, local residents through tea parties and harvest gifts. The school's involvement in the School Travel Plan has led to a newly approved pedestrian crossing in the vicinity which will be a road safety asset for the whole community. It also heralds the start of the planned 'Walking Bus' which will bring a welcome solution to some of the daily traffic congestion around the school site and improve pupils' health and safety. Breakfast and after-school clubs provide much needed support for some working families and children are happy to attend them. Links with some local businesses such as a national supermarket chain has led to some profitable work in personal, social, health and citizenship education – specifically healthy eating and healthy lifestyles, with links to the School Travel Plan. Local sports coaches also work with pupils during the school year and this helps to raise standards in aspects of games and physical education. Improvement since the last inspection has been good and partnership with parents is now very good.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school is good. The leadership and management of key staff is satisfactory. Management is effective and governance is very good.

Main strengths and weaknesses

- Governors have a very strong influence on the shape and direction of the school and governance of the school is very good.
- The headteacher's strategic planning is very good.
- The headteacher and deputy headteacher are very strongly committed to running an equitable and inclusive school and present very good role models to other staff and pupils.
- Performance management of staff is very effective.
- Financial management is very good.
- The management of rebuilding the school and recreating staffing structures has been effectively handled but has deflected the headteacher's attention from some elements of teachers' work to raise standards.
- The leadership and management of the Foundation Stage and special educational needs are good and these pupils achieve well.

Commentary

46. The governance of the school is very good. The governing body is closely and actively involved with the school's leadership and management. All members have specific responsibilities which they carry out well. Governors have a clear vision for the development of the school. They have been particularly supportive of the headteacher during the planning and building of the new school, in their knowledge of budgetary and financial planning and of staffing issues and priorities. Governors have a very good grasp of the school's strengths and weaknesses but could challenge the leadership even further to support the raising of standards. They are very well involved in annual planning and the school's self-evaluation. They ensure that statutory requirements are met and support the headteacher in his strong commitment to inclusion, a particular strength in the governing body's role.
47. The leadership and management of the school are good. The headteacher has a very clear vision and high aspirations for the school. He works towards his goals in an ordered and well-founded way which is communicated effectively to other leaders in the school and to governors. Since the previous inspection, a new school has been built and there have been a significant number of changes in staffing as well as management of staff absence. These major issues have been very well managed but have deflected some of the emphasis from the development of the roles of subject co-ordinators. Leadership of subjects, while satisfactory has some way to go before it can raise standards effectively and rapidly and ensure relentless focus on raising achievement. The headteacher and deputy headteacher have recognised the need for improvement and have already taken action to address the need for better subject knowledge, planning and monitoring.
48. Strategic planning is very good. It is well communicated, takes the views of others into account and is based on clear evidence and accurate self-evaluation. The headteacher has recognised the need for a clear focus on teaching and standards now the new school building is complete and addresses issues rapidly and effectively. The school development plan is well set out and is closely linked with staffs' performance management objectives. It is monitored and adapted very effectively in response to changing needs.
49. The headteacher and deputy headteacher inspire, motivate and influence staff and pupils well through enthusiasm, gifted teaching and good management systems by seeing actions through. As a result, staff have faith in the headteacher and deputy headteacher, are prepared to work hard and make a happy atmosphere. For example, the school was completed only immediately before the inspection and this has made teaching demanding and wearing for members of staff. However, their attitude was realistic, uncomplaining, pleased with the new building and loyal to the leadership. Pupils love the new building and have pride in their school as an institution. There is a strong, very effective and realistic commitment to inclusion from the senior staff and other members of staff take their lead from them.
50. Management of the school is good with strengths in self-evaluation and financial management. The school has faced significant challenges through changes in the fabric of the building and in staffing since the previous inspection. These have been well managed although the degree of difficulty has detracted the headteacher from implementing additional changes such as ensuring that all staff learn from best practice throughout the school.

51. There is good commitment to staff development and members have a good amount of training, such as the recent training undertaken by subject co-ordinators, although additional training is still necessary, particularly for subject co-ordinators. The analysis of performance data is very good, but further action, in response to the information the school has, is not yet put into effect to raise the level of pupils' achievement. The school has recognised the need to use data from assessment more rigorously.
52. The leadership and management of the Foundation Stage and special educational needs is good. The school has worked hard to remodel and improve its systems for special educational needs since the previous inspection and much has been done to develop provision in the Foundation Stage. The headteacher and deputy headteacher have worked closely with the special educational needs co-ordinator so that the requirements of the new code of practice are effectively implemented. Special educational needs has been given good resources in terms of time, training and additional resources by senior management. This has improved the provision for pupils with special educational needs and the progress they make.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	1,017,974	Balance from previous year	128,095
Total expenditure	995,854	Balance carried forward to the next year	150,215
Expenditure per pupil	2,502		

53. Financial management is very good and has produced a very solid foundation from which the school can move forward. The headteacher uses the very good support at his disposal very well. Day-to-day administration is very good and helps the school to function smoothly. The rather large under-spend is already allocated to further building development and improvement of ICT resources.
54. It is inappropriate to compare the quality of leadership and management with the previous inspection as there have been significant changes to the school as an institution.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

55. Attainment on entry to the school is below that expected nationally, particularly in communication, language and literacy. Children make good progress, achieve well and by the time they enter Year 1 many will have achieved, and some exceeded, the expected standards in all areas of learning other than communication, language and literacy where children make satisfactory progress and their achievements are satisfactory. This is due to the good leadership by the Foundation Stage co-ordinator who leads by example and the very good work of the teaching assistants. A significant strength is the close working relationship between the teachers, the teaching assistants and the children, especially the attention focused on encouraging independent learning. Improvement since the last inspection has been good.
56. Lessons are well planned to ensure that work is matched to children's ability. The planning shows that the quality and range of activities are good and ensure that all six areas of learning are consistently covered on a weekly basis. Staff have a weekly planning meeting and also have an evaluation review at the end of each day. The planning is linked to two topics per term. In the autumn term the topics were 'Ourselves' and 'Festivals', in the spring term 'Toys' and 'Buildings and Structures' (the present topic) and in the summer term 'Minibeasts' and 'Transport.' Each topic is planned through a Short Term Planner and indicates the areas of learning and activities on a weekly basis. There is a weekly plan that is broken down to daily plans, focusing on each area of learning, deployment of staff, teacher introductions to lessons, activities and assessment. Children of all abilities, including special educational needs, are well catered for. Good monitoring and assessment procedures are in place and individual children's records are completed fully and up to date. There are good systems in place for observing groups or individual children as they are involved in their learning or interacting with others. Assessments are used well to guide choices of activities and as a focus for individual and group work. There is photographic evidence of pupils engaged in all areas of learning to support the assessment procedures.
57. The Foundation Stage is well led and this impacts on the effective links that have been developed with parents and the community. Induction for new admissions is well managed and parents and children visit in the summer term and receive an information booklet to help parents with preparing for their child entering school. When the children start in the Reception class they receive a 'My First Day' booklet. Overall the teaching is good and, combined with the very good teamwork of teachers and learning assistants, has made a significant impact on the good achievement made by the children. All children have a very good attitude to their learning and behave very well. The indoor accommodation is good, with two classrooms, shared wet area, quiet room and an extra spacious room for reading and movement activities and there is a safe outside play area. However, due to not having an outside covered area there are limited opportunities for the children to freely choose to engage in outside activities

during inclement weather conditions. The school has maintained its good provision identified in the previous report.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Teaching is good and children achieve well.
- Planned social times encourage children to interact well with their peers and adults.
- A warm and secure environment is established so that the children feel safe and secure and good routines are in place to encourage independence.

Commentary

58. Children achieve well and attain the expected standards on entry to Year 1. It is evident that from the start the aims are to establish a warm and secure environment so that the children feel safe and want to come to school to learn. Observation of parents and children arriving at the start of the day found children excited and chatting to adults. Staff take time to talk to parents and both share any information relevant to the children. Children display independence by hanging up their coats and putting on their own shoes. They are used to set routines and choose a book from a box and sit on the carpet, looking at their book while waiting for the register to be called. Teachers use this time very effectively to encourage speaking and listening by asking what they are reading. During register time teachers insist on calm and quiet and take the opportunity to ask children who had been ill if they felt better and reinforce good class behaviour by praising individual children as an example. When talking about the weather, children know whether or not they need to put on their hats, coats and gloves when they go outside.
59. Teachers provide good opportunities for children to learn and develop classroom routines and to provide opportunities for independent, group learning and cooperative play. There are planned social group sessions when the children take part in group activities such as singing counting songs, story time and news time. Within the 'Buildings and Structure' topic children were able to discuss the safety required when working on a building site and were able to observe the workman on the school building site. To practise the safe use of tools they visited their 'Bob the Builder' area in the classroom and took part in role play sessions miming workmen working building a house for 'The Three Pigs,' which was the story theme for the week.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Teaching is satisfactory but with good features.
- Very good support and opportunities are provided in developing children's speaking and listening skills.

- Enthusiasm and a love for reading are enhanced by the Reading Club, when Year 6 pupils join the children for a reading session.
- There are many opportunities for children to practise mark-making and letter formation, progressing towards developing legible writing, but too few opportunities are provided for higher attainers to record their work.
- Good use of other media and creative processes in art and design are used to develop children's fine motor skills.

Commentary

60. Children's achievements are satisfactory but they do not attain the expected standards on entry to Year 1. Speaking and listening skills are good and children join in enthusiastically to the teachers' questions, especially when there is a discussion of stories the teacher had read to them. After hearing the story of the 'Three Pigs' children responded well to questions about the main characters in the story and thoroughly enjoyed 'huffing and puffing' the house down. Good opportunities were available for children to re-tell the story and take part in role play by re-enacting the story of the three pigs and taking on roles which they acted out while the teacher told the story. Writing skills are developing satisfactorily but too few opportunities are provided for children to record their experiences especially for higher attainers. Children practise mark-making, letter formation progressing towards developing legible writing. For example, children were working with their teacher where they were writing in response to a picture of a pig by drawing their character and practising writing 'It is a pig.' Various media and creative ways in art are used to develop children's fine motor skills and good use is made of music and computer programs for language and literacy practice.
61. Reading is developing well because of the many opportunities children have in listening to stories and following stories in a book. A highlight of the week is when Year 6 pupils visit the classroom on a Wednesday to take part in a Reading Club with the children. The older pupils read stories to the children and often bring books from home that had been read to them when they were younger. They wanted to share these books with the children because they had enjoyed the books so much when they were young. The children are so keen to take part in the reading club that they will do anything to attend, even if feeling ill.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Teaching is good and well-planned, interesting activities that involve mathematical ideas and number enthuse and stimulate the children in their learning.
- Good use of mathematical language enhances pupils' speaking skills.
- Good opportunities are provided for independent learning.

Commentary

62. On entry to Year 1 children will have attained the expected standards. Children make good progress and achieve well due to good quality of teaching and learning. Teachers provide the children with a good range of interesting activities that involve

number and other mathematical ideas and they have many opportunities to experience number through activities in the classroom and through mathematical displays. In all activities provided, good opportunities are provided for pupils to think through their thoughts about mathematical experiences. This has a positive effect on their thinking skills. For example, a good display of the sequence of numbers 0 – 10 was seen where the children had written each number in the correct order and with the correct orientation. Children were learning to describe and classify two-dimensional and three-dimensional shapes according to their properties. They were introduced to the topic by the teacher producing a feely bag, which contained a triangle, a circle and a square and the children were challenged to put their hand in and identify the shape. In their investigation of three-dimensional shapes the children looked at the similarities and differences between shapes and decided what shapes they would need to build a wall with the aim of building a house for the three pigs. They also practised matching and sorting two-dimensional shapes and were working towards creating a house with two-dimensional shapes.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Children have good learning experiences and quickly acquire new concepts.
- Very good relationships exist between parents and teachers.

Commentary

63. Children will attain the expected standards on entry to Year 1 and achieve well. The classroom has a range of very good displays, including musical instruments and photographs of parents working with children. There is one display where a mother has brought her baby and the children are observing how much the baby has grown between visits. Other visits out of school have included trips to the Santa and Christmas Cracker Express at the Severn Valley Railway. The children make Christmas calendars and cards and take part in the Christmas nativity performance. They also learn about other celebrations, such as Hanukah, Eid, Chinese New Year and have made Diwali sweets and cards. The quality of teaching is good and teachers use a good range of activities to teach children about the world around them.
64. There is a good range of activities associated with ICT, including using the computers and listening centres and evidence in the classroom of a good use of digital photography, especially photographs of children engaged in the different areas of learning. There is a programmable toy, called a 'Roamer' where children can program in a series of instructions to move it backwards, forwards, right and left. This was seen in use in the 'Stay and Play' time when parents are invited in to take part in the activities with the children. In this activity the children were required to program a Roamer to move forwards and backwards and estimate the distance it would need to travel to knock down a wall they had constructed, to represent knocking the three pigs' house down. Some children visited 'Bob the Builder's' yard to order sand and bricks to rebuild the house for the pigs. One of the parents worked with a group who were making the pigs' houses by sticking straw on for the roof and adding doors and

windows. However, too few opportunities are provided for children to record their work and this limits their learning.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Good learning opportunities are provided for children to develop their physical skills.
- There is a lack of an outside sheltered area and this limits children's access to outdoor play.

Commentary

65. Children achieve well and attain the expected standards on entry to Year 1. In their physical development lessons they practise the skills of hopping, skipping and jumping when travelling across the hall floor and also being aware of others' space. When children take part in physical development activities, whether inside or in the outside play area they are constantly supervised to help them play constructively and to ensure a good level of safety is observed. However, a weakness is that there is no outside covered area so that children are limited to using the area in suitable weather conditions. The quality of teaching and learning is good. The teachers and teaching assistants encourage children to develop fine motor skills and control in handling small equipment and children confidently hold pencils and crayons. There are plenty of opportunities for children to build structures using large construction bricks.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Teachers provide good opportunities for creative work and imaginative play.
- The classroom environment is colourful and stimulating.
- There are good opportunities to take part in a range of musical experiences.

Commentary

66. On entry to Year 1, children will have attained the expected standards and their achievements are good. The classroom environment is stimulating and children cannot fail to be enthused when they explore the wide range of colour, shape and texture around them. Displays in the classroom include the Chinese New year with Chinese lanterns made by the children, facemasks, a patchwork quilt, children's own paintings and a large display of their Buildings and Structures topic. Teaching and learning are good. In one activity children were introduced to different surfaces and began to distinguish between smooth and rough surfaces by feeling the surface of a table and a carpet and then making a rubbing on paper of the carpet surface with a wax crayon. Children enjoy their music and were experimenting with loud and soft sounds on a range of instruments, including tambourines, maracas, triangles and bells. The aim was to play a rhythmic accompaniment to the 'Bob the Builder' song.

They thoroughly enjoy their singing and two children were confidently singing 'Twinkle, Twinkle, Little Star' to their peers with very good pitch and well in tune for their age.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- The standards of speaking and listening, reading and writing are below average by the end of Year 2 but are average by the end of Year 6. Overall, pupils' achievements are good.
- The school's emphasis on comprehension has raised standards in speaking and listening by the end of Year 6.
- Occasionally, higher attainers could be achieving more.
- The use of day-to-day assessment to create challenging tasks is inconsistent.
- Pupils are not writing enough in other subjects.
- Teaching is better in Years 3 to 6 than other year groups.

Commentary

67. The 2004 national test results and teacher assessments show that, by the end of Year 2, in comparison with all schools, standards in reading and writing were broadly in line with national averages. Girls did slightly better than boys in reading and writing. The trend in the school's National Curriculum points was below the national trend. In comparison with similar schools, standards in reading were below average and in writing standards were average.
68. By the end of Year 6, in comparison with all schools, standards in English were above the national average. In comparison with similar schools, standards in English were average. The trend in the school's average National Curriculum points was above the national trend. Boys did better than girls in English.
69. Inspection findings show that, by Year 2, standards in reading, writing and speaking and listening are below those seen nationally. Pupils' achievements are satisfactory but many pupils find it difficult to understand stories and listen to the end of the sentences. Many pupils find explaining their ideas and trying to predict what would happen next challenging. Their knowledge of phonics is not good enough for them to decode print easily and slows their progress in reading. Pupils' early spelling is underused because their phonetic knowledge is not properly established. Pupils' writing shows many spelling errors and too few examples of capital letters and full stops being properly used. The school has recognised this weakness and has recently introduced a new spelling scheme that is working well, but this is not as yet reflected in end of Year 2 and Year 6 standards due to the short time that it has been implemented. By Year 6, standards in speaking and listening, reading and writing are in line with the national average. The school has laid heavy emphasis on the pupils' understanding of English language and, as a result, pupils are able to answer questions and use vocabulary suitable for their age. They can explain their ideas verbally and present them clearly and comprehensively, for example, when considering the pros and cons of fox hunting or allowing dogs in parks. Pupils' work

still shows many spelling and punctuation errors but they use writing effectively to get their ideas across to others. Pupils read fluently and with satisfactory pace and comprehension.

70. In Years 1 and 2, pupils' attitudes are good and in Years 3 to 6 they are very good. In Years 1 and 2, many pupils find it difficult to concentrate and lack confidence when answering questions although they are keen to learn and willing to work. Behaviour is good. In Years 3 to 6, pupils' concentration and confidence improve steadily and by the time pupils are in Year 5 and Year 6 the majority are keen to explain their ideas and listen carefully. Pupils work well in groups and their behaviour is good. This helps to produce a good learning environment with mutual trust and respect between adults and pupils.
71. Teaching and learning are satisfactory in Years 1 and 2 and good in Years 3 to 6. Overall, teaching is good. Pupils enter the school with below average standards in communication, language and literacy and, in Years 1 and 2, teachers concentrate on improving pupils' use and understanding of English. Teaching is thorough, painstaking and takes care to present work at a level pupils are likely to understand. There is some lack of challenge for some higher attainers who achieve less well than they would if more were demanded of them. Pupils with special educational needs make good progress in comprehension because of teachers' good use of individual education plans and knowledge of their pupils. Relationships between adults and pupils are good; showing trust and reliability. Insufficient attention is paid to teaching phonics and punctuation and pupils make unsatisfactory progress in both these areas. Reading and writing tasks are well presented but assessment is not used well enough to stretch pupils and help them make better progress in areas where they are able to achieve.
72. In Years 3 to 6, teaching and learning are good. Pupils achieve well and make good progress, except in spelling and punctuation where progress is just satisfactory. This is because they have established bad habits earlier in their education which are difficult to break. Staff have recognised the pupils' difficulties in basic skills of spelling, punctuation and presentation and are addressing them effectively with the enthusiasm of the pupils. Teachers' individual planning is thorough and most resources are well used. ICT provision is new to the school and is not yet used adequately to support the subject. Use of individual education plans is good and very good relationships between adults and pupils help to make a congenial atmosphere in which pupils can learn in a relaxed way.
73. The curriculum is good. As a result of the difficulties pupils face in speaking and listening, the school has put heavy emphasis on improving comprehension. Resources are good. The quality and range of books are good and have been improved and a large part of many lessons is centred on checking and improving comprehension. Pupils with special educational needs make good progress. The standard and use of individual education plans has been improved so that pupils with special educational needs have the same opportunities to make progress as others. This emphasis has been successful but has overshadowed the need for rigorous teaching of basic skills and this undermines standards of pupils' work and their ability to work with good levels of confidence and independence. The school has only recently acquired whiteboards and its new ICT suite. These resources are of high quality but teachers have not yet become accustomed to using them.

74. Leadership and management are satisfactory and an effective start has been made at monitoring teaching and learning. The monitoring of teaching and learning has been undertaken by the headteacher and deputy headteacher. The subject co-ordinator has correctly identified the need to improve speaking and listening and has been successful in finding resources and strategies to raise standards in this area and has worked hard to make the best of difficult circumstances brought about by the large-scale building works.
75. Improvement since the last inspection has been satisfactory. Standards in Year 2 are lower due to the change in pupils' attainment on entry, which is not as high as judged previously.

Language and literacy across the curriculum

76. Literacy in other subjects is satisfactory but lacks in depth planning and often, for example, in religious education, there is too little writing.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Standards are high and pupils' achievements are good.
- An excellent example of team teaching was seen.
- Pupils' attitudes to their learning are very good.
- The sharing of good teaching practice across the school is not yet in place.
- Expectations for more able pupils to achieve the higher levels through opportunities to develop their independent learning strategies are not yet sufficiently developed.
- Very good links are made with the local secondary school.

Commentary

77. The 2004 national test results and teacher assessments show that by the end of Year 2, in comparison with all schools, standards in mathematics were broadly in line with national averages. The trend in the school's National Curriculum points was below the national trend. In comparison with similar schools, standards in mathematics were average.
78. By the end of Year 6 in comparison with all schools, standards in mathematics were average. In comparison with similar schools, standards were well below average. The trend in the school's average National Curriculum points was above the national trend.
79. Pupils' achievement is good overall because all groups of pupils, especially in Year 6, have very good knowledge of number bonds, times-tables and application of the four rules of number. Standards have broadly been maintained since the last inspection and this can be attributed to the good quality of teaching and the very good attitude of the pupils to their learning. However, analysis of test results has identified the need, in order to raise standards further, to focus on more able pupils achieving the higher levels in the standard attainment tests, especially the Level 5's. The school is addressing this issue by ensuring that pupils are taught in ability groups but,

nevertheless, there is still room for improvement in ensuring that higher attainers are given more opportunities to develop their independent learning strategies.

80. Mathematics lessons are set by ability and this is having a positive impact on standards overall. Significantly the differentiation of groups within each set group into higher, middle and lower abilities also impacts upon the individual learning achievement within each group. However, during the scrutiny of pupils' books, it was clear that in some classes the expectations and challenge to higher ability pupils were not as focused as they could have been. Furthermore, some able pupils are not confident in extending themselves through getting involved more in their own independent learning and rely on teacher direction. Pupils' attitudes to mathematics are very good and pupils' questionnaires indicated that mathematics was one of the subjects that they enjoyed most in the school and this was confirmed when talking to pupils.
81. The overall quality of teaching and learning is good. An excellent example of team teaching was seen in Year 3 where pupils made very good progress due to the excellent explanations given by the deputy headteacher, very good use of resources accompanied by very good explanation and management of time. Her passion for mathematics had pupils transfixed as they eagerly sorted out problems posed, demonstrating very good use of mathematical language. Teachers plan well and good attention is paid to the guidance and structure of the National Numeracy Strategy unit plans. Assessment is satisfactory because it is regularly undertaken and is linked to each unit of work. The quality of marking is good overall; especially notable was the quality of marking in Year 5 where the teachers had ensured that pupils take a pride in how well they presented their work and gave targeted comments to move pupils on in their learning. In addition, there were some good examples in observed lessons where the teacher had marked pupils' books and realised that not all had understood the mathematical topic sufficiently enough to move on and adjusted the next lesson plan accordingly to redress the problem. There is a concern about using and applying mathematics especially in investigations and identifying strategies to solving mathematical problems and this has been identified as an area of development, confirmed in the scrutiny of work. However, in the lesson observations there were some good examples where the planning focused on developing strategies to solve problems, demonstrating that some teachers are already planning lessons to meet this area of development.
82. There was limited evidence in the use of ICT in mathematics in the work scrutiny, but a good lesson was observed where the teacher had taken a group of pupils to the ICT suite where they continued with their lesson in identifying number sequences and the group enthusiastically rose to the challenge of seeing who could complete the sequence first. However, there is good use made of the interactive whiteboards in classrooms and this is proving a very useful tool in promoting teaching and learning in the classroom. An excellent team teaching lesson was seen in Year 3 where the deputy head worked alongside the class teacher and this was a very good example of sharing good practice, a practice that can be very beneficial to less confident teachers across the school.
83. Leadership and management of the subject are at present satisfactory. The present subject co-ordinator has just returned to the school from another school. In the meantime there has been some slippage with regards to monitoring the standards in mathematics, as the headteacher has had to caretake the subject. Very good links

have been created with the local secondary school and Year 6 receive a model lesson from a visiting teacher to prepare them for their transfer to secondary education. Resources are good. Improvement since the last inspection has been good overall. High standards have been maintained.

Mathematics across the curriculum

84. The use of mathematics across the curriculum is satisfactory overall. However, this is at present confined to a few subjects and is in its early developmental stages.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Practical activities are now a regular feature of many lessons.
- Teachers are making inadequate use of assessment to provide pupils with work that is suited to their varying needs.
- Pupils show very good attitudes towards the subject, and they enjoy undertaking experiments in particular.

Commentary

85. The 2004 national test results and teacher assessments show that by the end of Year 2, in comparison with all schools, standards were above the national averages. However, the percentage of pupils attaining the higher levels was well below the national average. The trend in the school's National Curriculum points was below the national trend.
86. By the end of Year 6 in comparison with all schools, standards in science were below the national average. In comparison with similar schools, standards in science were in the bottom five per cent nationally. The trend in the school's average National Curriculum points was above the national trend. Boys did better than girls in science.
87. The school identified particular weaknesses in pupils' performance, for example in practical work throughout the school, and in the performance of older girls, and has been addressing these issues this year. Inspection evidence shows that these initiatives are being successful in helping to raise standards, with current standards being higher than last year. Standards meet the national expectations by the end of Year 2 and Year 6 and pupils' achievement is satisfactory.
88. By the end of Year 2, pupils show an understanding of the subject that is similar to that expected. For example, they successfully name the main features of the human body and a flowering plant, and most are able to identify the items needed to sustain life. They readily describe the contents of a 'healthy meal'. They recognise and name common materials, and most successfully describe their various uses. They explain how some materials can be changed through heating or bending. They understand that pushes and pulls are examples of forces. By the end of Year 6, where standards this year are broadly average, pupils carry out a good range of experiments, using

suitable equipment, making observations and recording their findings. Most readily explain the lifecycle of a plant, as well as discussing, for example, the importance and function of the stigma and stamen, and most show reasonable understanding of aspects of materials. A small number are uncertain in relation to explaining mixing and separating materials. Pupils understand and draw different electric circuits, and they readily explain, for example, how to vary the brightness of a bulb. Most produce suitable diagrams to explain the formation of shadows, and they explain how to change the size of the shadow.

89. The quality of teaching and learning is satisfactory. Lessons are suitably planned, with teachers throughout the school now making good provision of practical activities. Suitable allowance is also now made for the use of ICT. The teachers are careful to use, and emphasise, the correct scientific terminology, and they are always most careful to encourage girls to take a full and active part in the lessons. Planning, however, rarely makes appropriate allowance for the provision of work for the needs of different pupils. Pupils are usually presented with the same activities, with the result that, on occasions, some pupils find the work too difficult, whilst others find it undemanding. This weakness in planning means that higher attaining pupils are not always challenged enough to raise the standard of their work. The teachers have sound subject knowledge, and provide clear instructions and helpful demonstrations of the work that is to be undertaken. Teachers and teaching assistants support all pupils in turn, and this helps them all, including those with special needs, to make satisfactory progress.
90. Most pupils show great interest in the subject, displaying very good attitudes and enjoying the practical work in particular. Most work hard, concentrate well and are keen to find answers to the problems set. The pupils' behaviour is very good overall, they work well with other pupils in carrying out activities, they are aware of safety procedures and they usually produce their work neatly and carefully. The teachers mark pupils' work regularly, but whilst most now add useful comments of support and praise, they do not always provide appropriate advice to help the pupils develop their work further.
91. The subject co-ordinator supports her colleagues well, and her leadership is good. In particular, she has successfully supported them in addressing the issue of lower standards being achieved. She has had the opportunity to observe work in other classes, and she is fully aware of the standards being achieved in the school. She is also aware that, to improve standards further, teachers need to ensure that they provide pupils with work that suits their differing needs, and also provide them with more demanding work as the need arises. As a result, she is currently examining ways of developing both assessment procedures and the use of assessment, especially in relation to providing pupils with targets for improving their work. Improvement since the last inspection has been satisfactory. Standards are not as high as judged previously in the last inspection report but this is due to the challenging nature of pupils' attainment on entry.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Standards are broadly as expected by Year 2 and Year 6. Pupils' achievement is good.
- There has been a significant improvement since the time of the previous inspection.
- The quality of teaching and learning is now good, with teachers having more confidence in teaching the subject.
- Resources are now very good, and teachers are using them increasingly in their teaching of other subjects.
- Very good attitudes are shown by pupils, and they greatly enjoy using computers.
- The role played by the subject co-ordinator is good, especially in relation to the improvements that have been made.

Commentary

92. Pupils now show satisfactory skills in all aspects of ICT, and this is an improvement since the previous inspection. They are able to produce appropriate text on a variety of topics, they vary both size and font to suit their needs and they often produce illustrations to add detail. Relevant modelling activities are undertaken and whilst younger pupils follow instructions in adventure games, older pupils produce spreadsheets relating to shopping activities. Pupils have a secure understanding of control technology, and whilst pupils in Year 2 confidently give instructions to a floor turtle, some older pupils successfully use a computer to control a sequence of traffic lights. The oldest pupils in the school further develop a range of skills in producing multimedia presentations, for example about aspects of World War II.
93. The quality of teaching and learning is now good, with teachers being more confident in teaching the subject. Their subject knowledge is good and much improved, and they now provide a very good array of resources for pupils to use, both in the new suite and in the classrooms. Teachers provide clear advice and demonstration for pupils, using a master computer, and they keep them busy throughout. Good use is also made of support staff, when they are available, to provide help for individual pupils. Teachers provide pupils with a good mix of independence and support, and this enables all pupils, including those with learning difficulties, to achieve well. Teachers have done well to improve pupils' achievement, when for much of the last two years the facilities for ICT have been considerably disrupted. However, teachers have quickly adapted to the equipment now available, and in particular they are using the new interactive whiteboards in the classrooms well to support their teaching in subjects such as English and science.
94. Pupils' attitudes to the subject are very good and they clearly enjoy their work. When using computers they listen carefully to the instructions being given, and they show good concentration when working with equipment. They work well alone and with partners when required to do so, readily helping each other when appropriate. They behave well and are most keen to accomplish whatever task is set them. They handle all forms of equipment with great care, and particularly respect the new resources available to them. Pupils' very good attitudes contribute well towards the good progress they are all now making.
95. The subject co-ordinator is keen, enthusiastic and well-qualified and has done much to raise standards. He has little opportunity to support his colleagues in lessons, but he provides regular advice and guidance for them when appropriate. He has also assembled examples of pupils' work, to illustrate the standards being achieved. He readily identified previous weaknesses in provision and he has worked hard, with other

staff, to rectify these. He has been keenly involved in overseeing the introduction of the new resources and accommodation, and he has helped his colleagues 'get to grips' with these facilities. He has, therefore, contributed well to the improvements that have been made, and his leadership of the subject is good.

Information and communication technology across the curriculum

96. The use of ICT in other subjects is satisfactory. The school readily admits that whilst the rebuilding was taking place, there was only limited opportunity to use ICT in other subjects, as there was no suite and only a small number of working computers. Some work was produced, for example, in art and design and history. However, now that the much improved facilities and resources are in place, teachers are beginning to make regular use of them to support work in the full range of subjects.

HUMANITIES

97. Insufficient teaching was available in **geography** to make a judgement on the quality of provision. Scrutiny of pupils' books indicates that standards are broadly in line with those seen nationally. Pupils develop their knowledge of how to interpret maps, find different countries and understand the effects of climate and topography steadily as they go through the school. Weaknesses in spelling, handwriting and use of vocabulary persist. The use of assessment is variable from class to class and work is not always adapted enough to extend the knowledge and skills of higher attainers. This results in satisfactory but consistent progress.
98. Too few lessons were seen in **history** to make a judgement on provision. However, from scrutiny of pupils' work, teachers' planning, interviews with pupils and limited teaching, standards by the end of Year 2 and Year 6 are at least in line with national expectations and pupils' achievements are satisfactory. However, higher attainers are not producing enough written work and, whilst they have acquired a lot of historical skills, knowledge and understanding, there are missed opportunities for developing their extended writing skills, especially through structured narratives. In a good lesson in Year 1, all groups of pupils made good progress and achieved well in identifying teddy bears from the past using a time line. Good opportunities were provided for pupils to develop their skills of historical enquiry. By the end of Year 2, pupils know the difference Florence Nightingale made to hospitals and they have good knowledge of a range of Victorian cooking utensils. By the end of Year 6, pupils compare life before and after the wars and how clothes, aeroplanes and shoes were recycled. They know about life in Tudor times and the reasons why the Romans, Anglo-Saxons and Vikings invaded Great Britain. Good use is made of visits and visitors and very good evidence was gathered by pupils on World War II evacuees. This material was later used in a debate as to whether evacuation had a rightful place during the war. Pupils have good knowledge of the local area and the manufacturing that took place during the Blitz. Assessment procedures are satisfactory but their use in individual target setting, especially for higher attainers, is underdeveloped. The leadership and management are satisfactory but, as yet, insufficient monitoring has been undertaken of teaching and learning as the co-ordinator is new to the post. Improvement since the last inspection has been satisfactory.

Religious education

Provision in religious education is **good**.

Main strengths and weaknesses

- Standards by the end of Year 2 and Year 6 exceed the expectations of the locally agreed syllabus.
- Pupils have good knowledge of different faiths and of symbolism in religions.
- Too few opportunities are provided for writing.
- Assessment procedures are good but not all staff are using them.

Commentary

99. The school has maintained its high standards in religious education identified in the previous inspection. Standards by the end of Year 2 and Year 6, exceed the national expectations of the locally agreed syllabus and pupils' achievements are good.
100. Whilst too few opportunities are provided for pupils to extend their writing skills, pupils nevertheless have good knowledge of different faiths and symbolism used in different religions. Pupils know the major and Christian faiths and that the Bible is made up of Old and New Testaments. They know that Jesus was very kind and that he helped many people. Teaching is generally good and this has a positive effect on learning. Teachers have good subject knowledge and ensure that pupils are given sufficient time to ask questions such as "Why did Jesus have to die in such a brutal way, when all he wanted was for good things to happen?". The newly purchased scheme of work is helping teachers to plan their lessons well but too few opportunities are provided for pupils to develop their extended writing skills. In Year 1, pupils made good gains in understanding the meaning of a leader when the class teacher skilfully related the concept of leadership to their own experience by asking: "Do you think that Bo Peep was a good leader when she lost all of the sheep?".
101. Good assessment procedures have been introduced but not all staff are using them due to the fact that they have only just been put in place and the pupils are not yet fully involved in target setting and higher attainers, on occasions, make satisfactory progress as opposed to good.
102. The leadership and management are satisfactory as the co-ordinator is new to the post and has not yet monitored teaching and learning. Improvement since the last inspection has been good and high standards have been maintained.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

103. Standards are above average by the end of Year 2 and Year 6 and pupils' achievements are good. It is not possible to give a judgement on the provision of **art and design** because not enough teaching was seen. However, in the one lesson observed the teaching was judged to be very good. The very good links with parents are demonstrated in the mural of the Hollywood song painted by two parents. The evidence available, which includes the subject co-ordinator's file, photographic evidence and displays across the school, shows that art and design is a strength of the school. Art and design displays around the school are very good and the subject co-ordinator has made great strides in developing the subject. There are a wide range of examples of art on display and in photographic evidence. For example, the

Foundation Stage children had been looking at Diwali art and had created some Rangoli patterns and made some Diwa pots from clay which they had decorated with repeating patterns using their fingertips. Other examples included prints of buildings, making a clay tile and added details using slip, facial sketches of other children, charcoal drawings of Tudor houses, abstract drawings, crayon and chalk rubbings, aboriginal art, weaving and some good examples on display of mixing primary and secondary colours in a variety of ways. There is an art club and a good display was seen of their work. There are some examples of very good use of pencil, pastel and watercolour. For example, evidence in photographs of some pupils showing some excellent framed artwork of characters from children's storybooks using watercolour, pencils and felt tips. The school is very involved in promoting art and design and has had a number of artists in residence to work with the pupils. One artist worked with the pupils developing painting in watercolour and at present there is another artist in residence who is working with the pupils, but especially with a group of ten pupils who have been identified as gifted and talented in art and design. In the session observed, the group were working with acrylic paints and textured mixes to create sample cards. Evidence of artwork completed by the group was of a very high standard and included still-life sketches. This is leading up to the Arts Week and preparation with the gifted and talented group is to develop four murals for display in the school. The leadership and management are good. The co-ordinator is very knowledgeable and oozes enthusiasm for her subject.

104. It is not possible to report on **design and technology** as insufficient evidence was available to make a judgement.
105. In **music**, it is not possible to make a judgement on the provision as very little teaching was seen. Music opportunities are good and standards of singing seen in acts of collective worship and the very few lessons seen are at least in line with national expectations and pupils' achievements are satisfactory. Music is taught in line with a published music scheme of work and the resources for teaching music are good. A staff training session was held in the autumn term, presented by the writers of 'Singing Sherlock' to support the published music scheme across the school. The subject is managed by the Performing Arts Manager who has been instrumental in composing with Year 6 the Hollywood song to promote positive behaviour and spelling out the name Hollywood. There are CDs to support the musical work in the school and good links have been created with the community. For example, the pupils take part in the church for the Harvest Festival and Christmas production and entertain the elderly at the tea party presentation and the choir visits a home for the elderly. All Year 6 pupils take part in a theatrical production with other consortium primary schools and perform at a city centre theatre. Year 4 have visited Blakesley Hall as part of their studies on the Tudors and sang Tudor songs. There is a school choir who meet once a week for rehearsal, and the singing in assembly was very good. It was well led by the subject co-ordinator who accompanied the singing on his guitar and the pupils sang joyfully with very warm tone, good pitch and diction. A variety of music teachers visit weekly including brass, woodwind, recorders and keyboard. Music has a high status throughout the school.

PHYSICAL EDUCATION

Provision in physical education is **good**.

Main strengths and weaknesses

- Standards are higher than expected by both Year 2 and Year 6. Standards have been maintained since the previous inspection.
- Teaching is good, overall, with careful coaching of skills helping pupils to achieve well.
- Pupils' attitudes and behaviour are very good. They are most keen to participate.
- Few opportunities are provided for pupils to evaluate their own work.
- The role played by the subject co-ordinator is good.
- The good range of teams and after-school clubs helps the pupils to further develop their skills.

Commentary

106. By the end of Year 2 and Year 6 standards exceed the national expectations of seven- and 11-year-olds and pupils achieve well. In the lessons observed, pupils in Year 2 carried out games activities with better control and co-ordination than that expected for their age. They controlled a ball well, and they passed accurately to a partner, showing a variety of passing techniques. Pupils in Year 6 show good skills in playing volleyball, and they most successfully master the techniques of both 'volleying' and 'digging'. They are showing increased understanding of the rules of the game. Pupils in Year 5 successfully develop their dance skills, and they move rhythmically and smoothly to music, when developing a sequence of movements representing space travel. Pupils in Years 3 and 4 attend swimming lessons during the year. They all become confident in the water, and by the end of the Year 4 at least 50 per cent can swim 25 metres. Some can swim significantly further.
107. The overall quality of teaching and learning is good. Teachers are suitably dressed to join in and demonstrate for pupils, their subject knowledge is good and they provide appropriate apparatus for pupils to use. Safety is correctly emphasised throughout. Teachers provide relevant advice and careful coaching to pupils about their work, and this enables them all to achieve well. They are well supported in this, on occasions, by coaches from a local sports college, which considerably enhances the overall quality of instruction. Whilst teachers often use pupils to demonstrate good practice, opportunities are usually missed to allow pupils to discuss their work. This would help them identify areas for further improvement. Pupils enjoy physical education, they participate fully in the good range of extra-curricular sports activities provided and they join in with great enthusiasm, both when working alone and with others, and their behaviour overall is very good. Lessons are fully inclusive, and boys and girls, including those with special needs, work happily together.
108. The subject co-ordinator provides good advice and support for colleagues, he takes lessons in a number of classes and he has contributed well towards the good standards being achieved. He has yet to observe other lessons taking place, but plans are in place for this to happen. He also contributes significantly to the various clubs and teams that the school provides.
109. The school has done well to maintain its standards and improvement since the last inspection has been good, when for much of the last two years the building of the new school has severely limited the facilities available for the subject. Much of the outdoor space has been occupied by the building contractors, and the hall has often been out of use also. However, the new facilities, when complete, should enable the school to even further enhance pupils' skills in various sports activities.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

110. The school shows a firm commitment to personal, social and health education and citizenship, with regular sessions timetabled throughout the week. The subject co-ordinator is knowledgeable and has successfully led the school to its Healthy School status. Adults help pupils to make positive decisions regarding their own health and wellbeing. The school cook is a keen advocate of healthy eating and is gradually introducing healthier options into children's diets, both at lunchtimes and through her 'Healthy Eating' club; this is commendable. Elements of sex and relationships and drugs education are introduced throughout the school, sometimes with the help of outside agencies and visitors. Teachers with expertise in personal, social and health education and citizenship are encouraged to disseminate their good practice among colleagues. Far more staff are confident about leading effective 'circle time' discussions as a result of this support. Personal, social and health education sessions are used by class teachers to reinforce the behaviour codes promoted by the school and to make pupils more aware of the benefits of listening to their peers rather than talking over them. The key strategies that pupils slowly get to grips with during these sessions are some of the most important they will ever master as they learn to become effective and supportive members of society.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	3
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3

Overall standards achieved	3
Pupils' achievement	3

Pupils' attitudes, values and other personal qualities (ethos)	2
Attendance	5
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2

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	3
Accommodation and resources	2
Pupils' care, welfare, health and safety	1
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	3
The school's links with other schools and colleges	2

The leadership and management of the school	3
The governance of the school	2
The leadership of the headteacher	3
The leadership of other key staff	4
The effectiveness of management	3

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