

# **INSPECTION REPORT**

## **ST BERNADETTE'S CATHOLIC PRIMARY SCHOOL**

Yardley, Birmingham

LEA area: Birmingham

Unique reference number: 103460

Headteacher: Mr J F McNally

Lead inspector: Mrs A M Grainger

Dates of inspection: 13<sup>th</sup> - 16<sup>th</sup> September 2004

Inspection number: 270578

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: Voluntary aided  
Age range of pupils: 3 - 11  
Gender of pupils: Mixed  
Number on roll: 676

School address: Hobmoor Road  
Yardley  
Birmingham  
West Midlands  
Postcode: B25 8QL

Telephone number: (0121) 7837 232  
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Appropriate authority: The governing body  
Name of chair of governors: Mrs M Flaherty

Date of previous inspection: 22<sup>nd</sup> June 1999

## **CHARACTERISTICS OF THE SCHOOL**

St Bernadette's Catholic Primary School is located close to the centre of Birmingham and draws most of its pupils from the surrounding areas of Yardley and Small Heath. Although some pupils live in owner occupied housing, most live in rented accommodation. The percentage of adults with higher education qualifications living in the area is below that found nationally, and the percentage of overcrowded households is above the national average. Thirty-two per cent of pupils are known to be eligible for free school meals, which is above average.

With 324 boys and 305 girls attending full-time, and a further 47 children in the Nursery who are part-time, the school is well above average in size. A large majority of the pupils are of either white British or white Irish heritage but about 13 per cent are from a variety of other ethnic backgrounds, mostly Asian or mixed heritage. Only a few pupils are at an early stage of learning English as an additional language. The main first languages of these pupils are Philippino and Urdu. Ten per cent of pupils have special educational needs, which is below the national average. Pupils' special educational needs are mainly learning difficulties, although the needs of five pupils who have statements of special educational needs cover a wide spectrum. Overall, children enter the Nursery with attainment well below that expected for their age.

The school has a good number of awards. In 2002, the Basic Skills award was achieved, and in 2003 the Artsmark, Investors in People, and a Leading Aspect award for the promotion of good attendance were gained. The Activemark was achieved this year and submissions for several other awards have been completed recently.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20782	Mrs A M Grainger	Lead inspector	
8992	Mr J Vischer	Lay inspector	
25203	Mr R Cooke	Team inspector	Mathematics Design and technology Physical education English as an additional language
23610	Mrs J Denton	Team inspector	Areas of learning in the Foundation Stage Information and communication technology Special educational needs
23385	Ms S Gerred	Team Inspector	English
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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**St Bernadette's Catholic Primary School provides a very good education for its pupils.** At the heart of its success are very good leadership and management that result in effective teamwork at all levels. Presently in Year 6, standards are above the level expected in mathematics, science and information and communication technology (ICT), and are at the expected level in English. Pupils achieve consistently well and, by Year 6, have made very good progress. In particular, their very good progress results from very effective teaching and a very good range of learning opportunities. The school gives very good value for money.

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

- The very good progress pupils make as they move up through the school.
- Very effective provision for pupils' personal development resulting in very good attitudes, behaviour and relationships.
- Very effective teaching and a stimulating range of learning opportunities.
- Very good attention to pupils' personal wellbeing, including their pastoral care.
- Very strong links with parents and good links with other schools and the community.
- The inspirational leadership of the headteacher and the teamwork of all the staff and governors.
- Inconsistencies in the attention given to the needs of lower-attaining pupils, particularly in English lessons.

Improvement since the school was last inspected in June 1999 is very good. The school has maintained and built on the strengths found at that time and has rectified the weaknesses. Such has been the school's success that some former weaknesses have been turned into strengths. This is evident, for example, in the extent to which pupils are actively involved in lessons and in how well they use their literacy and numeracy skills across the subjects. Standards have risen and the quality of teaching has been strengthened.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	B	C	A	A
mathematics	D	D	B	B
science	C	A	A	A

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

**Pupils' achievement is consistently good.** The present standards in Year 6 represent very good overall progress in relation to pupils' attainment on entry to the school. Year 6 pupils are now working above the level expected nationally in mathematics and science and at the expected level in English. The change in the science and English standards, compared with the standards indicated by the 2003 test results, is simply a reflection of the natural variations in year groups. Across all three of these key subjects, pupils now in Years 3 to 6 are achieving well.

Standards in Year 2 are currently above the level expected nationally in reading and mathematics and at the expected level in writing. These standards are better in reading and writing than those indicated

by the 2003 National Curriculum tests for pupils at the end of Year 2. As in Years 3 to 6, pupils in Years 1 and 2 are achieving well in these important subjects. Achievement is also good in science, with standards above the level expected nationally.

Standards in ICT are at the expected level in Year 2 and above this level in Year 6. In ICT, as in all other subjects for which enough evidence was gathered to make secure judgements, pupils achieve well in Years 1 to 6.

Children get off to a strong start in the Nursery and Reception Year and they do particularly well in their personal, social and emotional development. They do well in all other areas of learning, including the development of speaking and listening skills, and early reading, writing and mathematics. Even though children's achievement is good, standards in the Reception Year remain a little below the level expected. This is because children have had to move up from a low starting point.

All groups of pupils achieve equally well, including those with special educational needs and those who are learning English as an additional language. Girls tend to do better than boys in the English tests. There is a tail of low-attaining pupils in some year groups in English, most of whom are boys, including in the present Year 6.

Pupils' personal development, including their spiritual, moral, social and cultural development, is very good overall. The school sees the development of the whole person as important and is very successful in providing for pupils' personal development. Pupils grow in confidence as they move up through the school and are particularly mature and responsible when they reach Year 6. They have very good attitudes to learning, show initiative and willingly take responsibility. Behaviour is very good in lessons and around the school. Pupils get on very well with each other and with the adults in school. Although the attendance rate is below the national average and is lowered by a small number of pupils with poor attendance, the school works very hard to promote good attendance. It recently won a Leading Aspect award for its efforts to promote good attendance.

## **QUALITY OF EDUCATION**

**The overall quality of education, including the teaching provided by the school, is very good.** Teaching and the range of learning opportunities ensure that pupils' overall progress through the school is very good. Teaching is based on a good assessment of pupils' differing needs. However, there are some occasions, mainly in English lessons and when there are long whole-class introductions to lessons, when the needs of lower-attaining pupils are not given enough attention. There is very good enhancement of the curriculum through additional activities such as clubs and visits, including several opportunities for pupils to go on residential visits. The quality of care for pupils and the partnerships with parents, other schools and the community all make a significant contribution to the effectiveness of pupils' learning.

## **LEADERSHIP AND MANAGEMENT**

The leadership and management of the school are very good. The quality of the headteacher's leadership is outstanding. Teamwork at all levels is very effective. All staff are clear about their leadership and management roles and the work of different teams meshes well. The deputy makes a very strong contribution to the smooth running of the school and its overall effectiveness. The governors provide the right balance of support and challenge, and ensure that all statutory requirements are met.

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

Parents and pupils are very satisfied with the school and raised no significant concerns about any aspect of its work. Pupils are rightly proud of their school. They have a real say in what happens in it and feel that they are treated with respect.



## **IMPROVEMENTS NEEDED**

**The most important thing the school should do to improve is:**

- Ensure that there is always enough attention to the needs of lower-attaining pupils, particularly in English lessons.

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

### **STANDARDS ACHIEVED BY PUPILS**

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

Pupils' achievement is consistently good. Standards presently in Year 6 are at the level expected nationally in English and above this level in mathematics, science and information and communication technology (ICT).

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

- All groups of pupils achieve consistently well at each stage and in all areas of the curriculum.
- Year 6 pupils have made very good progress in relation to their attainment on entry.
- The trend of improvement in results in the National Curriculum tests at the end of Years 2 and 6 is above that found nationally.
- In the National Curriculum tests in 2003, Year 6 pupils' results were well above the national average in English and science and above the national average in reading.
- In some year groups there is a tail of lower-attaining pupils in English, mainly boys, which prevents the standards from being higher.

#### **Commentary**

1. Pupils' results in the National Curriculum tests at the end of Year 6 in 2003 were well above the national average in English and science and above the national average in mathematics. The picture is equally strong when the results are compared with those of other schools whose pupils attained similarly at the end of Year 2. The overall trend in the results in all three subjects has been upwards since the last inspection, with improvement taking place at a better rate than nationally.
2. In the National Curriculum tests at the end of Year 2 in 2003, pupils' results were above the national average in mathematics, but below the national average in reading and writing. A better picture is seen when the results are compared with those of other schools with pupils from similar backgrounds. On this basis, the results were well above average in mathematics, above average in reading and average in writing. The 2003 results dipped in reading and writing compared with those of 2001 and 2002 but this was only because of natural variations in year groups. Unconfirmed results for 2004 show improvement within the school. Teachers assessed pupils' performance in science in 2003 as below the national average at the end of Year 2. The most recent assessments indicate that the science standards also improved in 2004.
3. As in Year 6, the overall trend in the Year 2 results has been above that found nationally. However, this is because of consistent improvement in mathematics, rather than in all the areas tested. In some years, such as in 2003, there has been a tail of lower-attaining pupils in reading and writing and this has reduced the overall standards. There is still evidence of quite a number of lower-attaining pupils in this particular year group now that they have entered Year 4. In Years 3 and 6, for example, there is also a significant group of pupils, mainly boys, working at a low level in writing. Boys and girls achieve equally well in mathematics and science, and there is no tail of low attainment in these subjects. The school is making good progress towards its targets for the present Years 2 and 6.

4. The standards of work of pupils now at the start of Years 2 and 6 are at the level expected nationally in English overall and above this level in mathematics and science. However, in Year 2, standards in reading are better than those in writing and are above the expected level. All groups of pupils are achieving well. Even the lower-attaining boys are moving on steadily overall in English and doing well in relation to their capabilities. Nevertheless, there are features of otherwise good teaching requiring improvement to raise the standards these pupils attain.
5. Standards in information and communication technology are at the level expected nationally in Year 2 and above this level in Year 6, which is an improvement in the standards achieved by the oldest pupils. In geography and history in Years 2 and 6 and in music in Year 2, standards are at the expected level and pupils' achievement is good. Achievement is also good in design and technology and standards in Year 6 are better than the level expected nationally. Not enough evidence was gathered to make judgements in other subjects.
6. As at the last inspection, children in the Nursery and Reception Year get off to a strong start. They achieve well in all the recommended areas of learning for children of this age, and do particularly well in their personal, social and emotional development because of very effective provision in the Nursery. Children are on course to exceed the standards expected by the end of the Reception Year in personal, social and emotional development, to meet the expected standards in mathematical development, and to fall only just short of them in the other areas.
7. Pupils with special educational needs continue to make good progress towards the targets set for them because these targets are well matched to their needs. Pupils who are learning English as an additional language achieve as well as others because they are given good support.
8. At each stage of their education, pupils achieve consistently well. The pupils now in Year 6 have made very good progress since entering the school. Pupils' successes are the direct result of a very good quality of education achieved through very effective leadership and management.

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

Standards in:	School results	National results
reading	15.2 (15.8)	15.7 (15.8)
writing	14.3 (14.2)	14.6 (14.4)
mathematics	17.0 (17.1)	16.3 (16.5)

*There were 86 pupils in the year group. Figures in brackets are for the previous year.*

***Standards in national tests at the end of Year 6 – average point scores in 2003***

Standards in:	School results	National results
English	28.8 (27.4)	26.8 (27.0)
mathematics	27.9 (26.5)	26.8 (26.7)
science	30.9 (29.9)	28.6 (28.3)

*There were 91 pupils in the year group. Figures in brackets are for the previous year.*

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

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

## **Main strengths and weaknesses**

- Pupils are enthusiastic about and value what the school offers, and are keen to do well.
- Many pupils are particularly mature and responsible for their age and this is demonstrated in their willingness to take responsibility and in the very good standards of behaviour.
- Relationships are very good, racially harmonious, and pupils work and play together very well.
- Very good attention is given to pupils' personal development from the moment they start in the Nursery.
- Very good efforts are made to promote good attendance.

## **Commentary**

9. Pupils of all ages have very positive attitudes to school. This is evident in most lessons and in pupils' response to the wide and interesting range of opportunities the school provides, including the clubs and visits out of school. Pupils' overall response to school is very good because the teaching and the range of learning opportunities capture their interest. Pupils know that they are doing well at school and that they are benefiting from the quality of education provided. They are happy, confident and eager to learn. Nearly all pupils listen attentively, are keen to answer questions, and are eager to settle to the tasks that their teachers have planned for them. As a result, they achieve consistently well.
10. All staff demonstrate consistently high expectations of pupils' attitudes and behaviour. Pupils have a very clear understanding of what the school expects of them. Behaviour in lessons and around the school is of a high standard. The caring ethos results in pupils securely knowing right from wrong and showing consideration for others, with very good racial harmony. Pupils and parents confirm that the school does not tolerate any acts of unkindness, and systems are in place to deal with the rare instances of bullying. Exclusions are used only when absolutely necessary and there were no exclusions in the last school year.
11. Pupils' personal development is very good because of the importance the school places on this aspect of their education. There is very effective provision, not only through assembly themes and in personal, social and health education lessons, but also in the attention the school gives to the development of the whole person in all aspects of its work. Children settle very quickly into the Nursery, where very strong foundations are laid for children's very good attitudes and behaviour. Children achieve very well in their personal, social and emotional development in their early years at school. Throughout the school, pupils are encouraged to become independent and are given responsibilities both in their classrooms and around the school. Pupils' involvement in the school council and responsibilities, such as acting as a 'buddy' to help younger children, develop awareness of citizenship and the needs of others. This is an improvement since the last inspection, particularly in the attention now paid to developing independence in lessons.
12. Pupils play amicably together and work very well together in pairs or small groups. They are friendly and polite towards others. All adults give a positive lead in the development of good relationships and act as very good role models, showing great warmth and care for pupils. Pupils have a high regard for the reward system in place and pupils in Year 6 are especially proud to be working towards being 'Totally Trusted'.
13. There is very good provision for pupils' spiritual, moral and social development and good provision for their cultural development. The strengths found at the last inspection in moral

development have been maintained and built on. There has been significant improvement in the provision for the other areas of personal development. Spiritual development is supported through regular periods of reflection and prayer. Pupils have many rich opportunities to develop their spiritual awareness and to reflect on their own values and beliefs as well as those of others. The school very successfully develops pupils' awareness of their own inner resourcefulness. Pupils are developed as responsible individuals who are self-disciplined, thoughtful and sensitive to the needs of others.

14. Cultural awareness is developed very well through the subjects of the curriculum, particularly the arts, geography and history, and through artefacts and displays. The school has a strong link with schools in Rwanda, and this not only promotes pupils' social development in fund-raising activities but also gives pupils good awareness of children's lives in Rwanda. The school has a number of e-mail links that also promote good awareness of global issues. Support for charities makes a strong contribution to pupils' awareness of the needs of others.

### **Attendance**

15. Attendance was below the national average for the 2002 to 2003 school year, as shown in the figures below. Although there was slight improvement last year, attendance was still below average. As at the last inspection, the vast majority of pupils attend regularly. However, just a few pupils are frequently absent and do not give enough priority to school attendance. The parents of these few pupils with poor attendance do not do enough to get them to attend school regularly. However, most parents ensure that their children attend and arrive on time. This is reflected in the satisfactory punctuality. Attendance is promoted very well by the school which, in addition to its own reward scheme, uses the awards offered through the joint learning mentor partnership with adjoining schools. The fortnightly newsletters contain frequent reminders to parents about the importance of both attendance and punctuality. The school has won a Leading Aspect award for its efforts to get all pupils to attend well.

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

Authorised absence		Unauthorised absence	
School data	6.3	School data	0.2
National data	5.4	National data	0.4

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

### **QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The overall quality of education is very good. Teaching and the range of learning opportunities meet pupils' needs consistently well, and very well overall in Years 3 to 6. The level of care for pupils and the partnerships with parents, other schools and the community make a significant contribution to how well pupils achieve. All these aspects of provision combine to ensure that pupils have made very good progress in relation to their attainment on entry by the time they reach Year 6.

#### **Teaching and learning**

Teaching and pupils' learning are very good overall. Assessment is good.

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

- Good teaching at each stage and in all subjects and areas of learning is a main factor in the very good progress pupils make during their time in the school.
- Teaching is very effective in personal, social and emotional development in the Nursery, helping to give children a tremendous start to their education.
- The teaching of mathematics is particularly effective in meeting pupils' differing needs.
- There are occasions when the needs of the lower-attaining pupils, mainly boys, are not met well enough, particularly in some English lessons.

## Commentary

### *Summary of teaching observed during the inspection in 73 lessons*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
1 (1%)	20 (28%)	32 (44%)	17 (23%)	3 (4%)	0 (0%)	0 (0%)

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

16. The overall quality of teaching and learning has been strengthened since the last inspection, continuing the picture of improvement found at that time. Good teaching promotes effective learning across all the areas for children in the Nursery and Reception classes, and in all subjects throughout Years 1 to 6. Specialist teaching of subjects in Years 3 to 6, which involves teachers in teaching specific subjects throughout this age range, is successful and promotes good learning. The good outcomes of this use of teachers' expertise can be seen, for example, in the standards in design and technology, which are above the level expected nationally in Year 6.
17. There are now many examples of very good teaching and learning throughout the school, most significantly in Years 3 to 6 and also in the Nursery. The quality of teaching and learning is the main reason why pupils have made very good progress in relation to their attainment on entry by the time they reach Year 6. It is because of this effect of teaching on pupils' progress, when all the stages and subjects are taken together, that the teaching and learning are judged to be very good in the school as a whole. Instances of unsatisfactory teaching are very rare. The school is already tackling the shortcomings evident in one Year 3 class this term.
18. Teaching and learning are very good in personal, social and emotional development in the Nursery. This very effective teaching very successfully helps children to settle into school, and to gain awareness of what is expected of them as young learners. As a result, they benefit significantly from the good teaching in all the other areas of learning. An example of outstanding teaching was seen in one lesson. Children not only made enormous strides in their personal, social and emotional development, but the teaching also ensured that they gained a great deal from the language and literacy activities in the later stages of the lesson.
19. Staff in the Nursery and Reception Year compensate well for the low communication and language skills that many children have on entry. They focus carefully in direct teaching and at other times on developing children's speaking skills and increasing the range of their vocabulary. Adults also work well to develop children's confidence and competence in counting and recognising numbers and their values. Although teaching at this early stage supports children's acquisition of basic literacy and numeracy skills well, there are some missed opportunities in lessons. Opportunities for the development of mathematical understanding are sometimes overlooked when children investigate sand or water or take part in imaginative play. When teachers work with a focus group on literacy in the Reception

classes, there is not always enough literacy emphasis in the teaching for the other children or in the follow-up activities.

20. Particular strengths in the teaching in Years 1 to 6 include teachers' high expectations of the standards that all pupils are capable of attaining. Good subject knowledge is put to good use in thoroughly planned and well-organised lessons. In most lessons, pupils and activities are very well managed. In ICT lessons, for instance, there is usually clear step-by-step instruction. Teachers also explain the purpose of lessons to pupils and, because pupils are clear about the content of the lessons and what they are expected to learn, they are focused and work productively. Even on occasions when work is difficult, lower-attaining pupils and those with special educational needs persevere and show good independence as learners. Teachers are much more effective than at the last inspection in developing pupils' independence as learners. This development is particularly evident in science, geography and history lessons, in which teachers successfully encourage inquisitiveness and develop pupils' skills in learning through enquiry.
21. Throughout the school, assessment is used well to meet pupils' needs and has developed since the last inspection. Assessment is a particularly strong feature of the teaching of mathematics, with usually very good attention to differing needs within the classes based on pupils' prior attainment in Years 2 to 6. This, together with teachers' high expectations, is a main reason why mathematics teaching is very good overall. Although good overall, the effectiveness of teachers in meeting the full range of pupils' needs in all parts of English lessons is less consistent. In the classes based on prior attainment in Years 2 to 6, lower-attaining pupils' needs are met most successfully in Years 3 and 5. However, they are not always met well enough in other year groups, particularly when teachers spend a good proportion of the lesson working with the pupils as a whole class. This is a factor that prevents the standards of the tail of lower-attaining pupils in some year groups from rising quickly enough.
22. In mixed-ability lessons, there is not always careful enough attention to the needs of lower-attaining pupils when the introductions to lessons are long. There are instances of the language used by teachers sometimes being too difficult for the lowest-attaining pupils, for example, in mathematics, science and history. Occasionally, the amount of information provided in whole-class sessions is too much for the lower-attaining pupils.
23. Teaching is good for pupils with special educational needs when taken out of class for intensive one-to-one teaching or work in small groups. These pupils' needs are also met well by effective deployment of support staff in parts of lessons involving group work. Pupils with English as an additional language are given very good additional help when they are in the early stages of learning English. As their language improves they receive helpful support from class teachers and support staff and, as a result, they learn well.
24. Marking is good in all subjects, with widespread use of constructive comments to guide pupils, although in English there is not always close enough reference to pupils' targets. There are examples of good involvement of pupils in evaluating their learning, for example, in mathematics and science.

#### **Example of outstanding practice**

**An example of excellent teaching and learning in the Nursery, illustrating outstanding provision for personal, social and emotional development and high quality teamwork.**

The lesson began as the adults each brought indoors from the outdoor area a small group of about four children. The adults sang as they accompanied the children. The words of the song emphasised aspects of behaviour such as attention to hygiene in washing hands as the children were guided to the cloakroom area and then to small group areas. Adults worked

with their group in their own 'small group corner'. They took the children through a series of activities with a high level of adult involvement and intensity of pace and focus. These activities rapidly developed children's confidence and skills in handling books, provided a quiet and reflective moment of prayer introducing the Catholic faith, and contributed to social development through sharing at snack time. The amount of learning packed into this short amount of time was outstanding. But this was not all. After snack time, the groups, each with an adult singing an accompaniment to guide behaviour, tiptoed to 'big group corner' for a session with a big book. The excellent quality was maintained as the teacher shared with children a big book about a cat on a mat. At one captivating moment she took on the role of the cat sitting on the mat and purring. This actively engaged the children in role-play and very successfully developed their understanding of the ordering of events in the narrative. A key factor in the success of this activity was the outstanding quality of the teamwork of all the staff.

## **The curriculum**

The quality and range of learning opportunities are very good overall. There is also very good enrichment of the curriculum. The accommodation and resources give good support to the curriculum.

## **Main strengths and weaknesses**

- Good learning opportunities in all subjects and areas of learning make a significant contribution to pupils' very good progress.
- The innovative practice of specialist subject teaching in Years 3 to 6 uses the expertise and experience of staff well to promote effective learning.
- Learning opportunities are not always adapted sufficiently to meet the needs of the lowest-attaining pupils, particularly in English.
- The very good range of extra activities, such as clubs and visits, does much to broaden and enrich pupils' experiences.

## **Commentary**

25. The quality and range of learning opportunities are good in the Nursery and Reception classes and meet children's needs well. There is a very strong focus in all activities on children's personal, social and emotional development resulting in very good achievement in this area. A stimulating and imaginative range of learning opportunities gets children off to a strong start. Together with good teaching, the range of activities does much to narrow the gap between children's attainment and the standards expected nationally at this age. This is evident, for example, in the effectiveness of the activities to promote spoken language and increase children's vocabulary.
26. The curriculum in English and mathematics is based effectively on well-adapted national strategies. The practice of teaching pupils in classes based on their prior attainment for English and mathematics helps teachers to adjust the content of the literacy and numeracy strategies to meet pupils' differing needs. The use of an additional teacher to create a fourth group for mathematics in Years 2 to 6 is a good development. This organisation of classes is very successful for all groups of pupils in mathematics and has helped to raise standards. It is not as consistently successful in English. This is because activities and teaching are not always pitched at the right level for the lowest-attaining pupils.
27. The use of language, literacy and mathematics skills in other subjects has improved considerably. These key skills are now used and developed well across many subjects. This enriches the learning opportunities in the other subjects as well as increasing pupils' competence in the basic skills. Practical and investigative work in mathematics and science has improved well and has raised standards. Practical activities in many subjects, such as



geography and history, are particularly successful in enthusing pupils and promoting very good attitudes.

28. There are good opportunities for pupils to develop their ICT skills when working in the well-equipped computer room in specific timetabled lessons. Good use is also made of computers in classrooms to follow up and extend work and encourage research and enquiry. Good computer programs support the development of knowledge and understanding across many subjects.
29. Through subjects such as history, geography, science and design and technology, there are now much better opportunities for pupils to plan and carry out their own independent work. The introduction of specialist teaching in Years 3 to 6 for subjects other than English, mathematics, science and ICT is proving effective. It makes full use of staff expertise to benefit pupils in developing their knowledge, understanding and skills in these subjects.
30. Provision for pupils with English as an additional language and those who have special educational needs is good. Learning opportunities are adapted. Staff are effectively deployed to support these pupils' learning, with good co-operation between class teachers and specialist special educational needs staff. As a result, the work in sessions when pupils are taken out of class to work in small groups meshes well with that covered in class lessons.
31. There is very good enrichment of the curriculum through activities additional to the day-by-day lessons. Pupils have opportunities to attend after-school and lunchtime clubs in an extensive range of areas, including photography and Gaelic football. Chess, computer and Irish dancing clubs are offered as well as activities in a wide variety of sports. All of these activities are very well attended. They motivate and interest pupils and add variety to their experiences. Visits to places of interest, residential journeys in Years 3 to 6 and a wealth of visitors, such as authors, artists, and representatives from various countries and religions, add an additional dimension to the curriculum in a range of subjects.
32. The accommodation offers a good range of facilities, including two assembly halls and a separate dining room. Various additional rooms for study as well as a library and computer room support learning well. The external accommodation for the Nursery and Reception classes has been improved adequately since the last inspection. There is now a climbing frame for activities in physical development. However, the outdoor areas still lack shelter for outdoor play in wet weather. The outdoor space for Reception children is small, which limits activities. Resources are good and give effective support to the curriculum for pupils of all ages.

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

Provision for pupils' care, welfare, health and safety is very good. The support, advice and guidance they receive based on monitoring are good. Involvement through seeking and acting on pupils' views is very good.

### **Main strengths and weaknesses**

- Pupils have a real voice in the school and they know that their views matter.
- Very good procedures ensure that pupils work in a healthy and safe environment.
- The behaviour management programme makes a considerable contribution to pupils' welfare and safety.
- Pupils' access to well-informed pastoral care and guidance is very good.
- Procedures for settling children into school are very good.

## **Commentary**

33. Pupils' views are valued and their involvement in school development is given a high priority. Annual questionnaires for pupils are a very good feature. Action is taken in response to the results of these polls, for example, to provide water fountains around the school. Pupils' opinions were sought prior to the introduction of specialist teaching in Years 3 to 6 and again when it had been put in place. The responses to questionnaires also form part of school council debate. The council meets regularly and pupils are proud to serve as representatives and convey other pupils' views. Councillors have been strongly involved in recent improvements to the playground.
34. Procedures for ensuring that pupils work and play in a safe environment are good. There is regular monitoring of health and safety and thorough risk assessments are undertaken. This aspect of care for pupils is seen as central to their welfare and influences many decisions about the running of the school and its development. For example, although playground space is tight, pupils' welfare is ensured by the presence of many supervisors who work together very well. The number of different games available to pupils is considerable and they are played with unrestrained enthusiasm. The creation of the large quiet zone between the school's two playgrounds has also been very effective in providing pupils with space and a quality area in which to relax. Although a current hazard for pupils is the unevenness of the tarmac area of the playground, action is planned to rectify this.
35. First aid is covered well. Child protection procedures are very good. All staff are kept up-to-date and the good number of senior staff fully trained and involved in cases means experience is shared. Even minor concerns are logged. A very constructive behaviour management programme makes a strong contribution to pupils' welfare and safety. The consistency of application ensured through staff training means that pupils know what to expect. Pupils are now offered the opportunity to refer themselves to a 'nurture club', which is a good development. The 'nurture club' is a designated room manned by a member of staff specially to allow pupils to cool off if they feel pent-up emotions.
36. Staff know the pupils well and almost all pupils have no qualms about having an adult to turn to when the need arises. Pupils feel safe, well looked after, and respected by the adults in school. Relationships between staff and pupils are of high quality, with the headteacher setting an excellent example for other staff in the care for pupils' wellbeing. This is a main reason why the quality of pastoral support and guidance for pupils is very good. The quality of support, advice and guidance based on academic monitoring is good.
37. Procedures for settling children into school when they start in the Nursery and Reception Year are very good. In the Nursery, the action taken to introduce children to the school routines and expectations is outstanding. There are very effective procedures for ensuring the careful handover of children to parents at the end of sessions. This significant level of care contributes much to children's personal, social and emotional development and the establishment of very positive attitudes to school from the beginning. All the strengths found at the last inspection in the care for pupils have been maintained and built on further.

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

The school has very good links with parents. Links with the community, including links with other schools and colleges, are good.

## **Main strengths and weaknesses**

- There is very effective guidance to parents to help them to support their children's learning.
- The school keeps in touch with parents very well and gives them comprehensive general information.
- Information about what pupils need to do to improve is not always clearly enough stated in pupils' annual reports.
- Parents are very well consulted and the school values and acts on their views.
- Parents find staff very approachable and any concerns and complaints are dealt with very effectively.
- Links with the church are very strong.

## **Commentary**

38. Regular workshops, booklets and consultation evenings give very good guidance to parents about how they can support their children's learning. The 'Inspire' workshops provide detailed information and activities for parents to do with their children in English and mathematics. These events are very well attended. They are held for parents in the classrooms with their children every year. In addition, parents are offered curriculum workshops in each year group early in the autumn following a 'welcome' meeting. These constructive meetings and the booklets that accompany them encourage parents' involvement in their children's education right from the start. They set the tone for what the school expects of parents.
39. General information, such as in the form of newsletters, contributes to the very positive relationship with parents. The fortnightly newsletter is full of feedback on school events, proposed and upcoming dates, and brief updates on any consultations that have been held. The newsletter's regular appearance means that parents can query their children if the letter has not arrived home with them as expected. Annual reports on pupils' progress are not up to the same high standard as other forms of information, although these are still good. They give clear and relevant information about what the pupil has learned during the year and also about their personal development. However, the quality of information concerning what the child needs to do to improve is not always clear enough and is sometimes too general. Parents of pupils with special educational needs are well involved in reviews of progress.
40. Consultation with parents is very good. Their views are sought annually and are taken into account when the school decides on its priorities for improvement. The local education authority also has a consultation questionnaire that the school carries out on its behalf. The detailed analysis of the responses to this questionnaire helps senior staff to verify their own findings.
41. Given the very positive relationships between parents and the school and a partnership that is even stronger than at the last inspection, it is not surprising that the few concerns or complaints in recent years have been dealt with immediately and effectively. The headteacher and deputy make a point of being available to parents and are very visible and approachable. Parents agree that the approachability of the headteacher and all staff is very good and they feel that concerns are dealt with very well.
42. The school continues to have very good links with the Roman Catholic community through the church. The parish priest is a regular contributor to school assemblies and sits on the governing body. The whole school attends a half-termly mass in the local church. The 'crocodile' walk of

more than 600 pupils is a regular community event. The school leads preparation for the Year 3 first communion and the Year 6 confirmation arrangements, offering families five meetings in the school and the church to complete the course.

43. The good links with other schools stem principally from the local group of seven schools in the Cole Heath Consortium. These links have helped the school take a wider perspective on attendance and tackle it as a community-wide issue through award certificates. Year 5 master-classes have been arranged jointly in ICT, design and technology and science. The school is a very successful competitor in the area primary sports and football programme. In addition to these links, the school participates in the Birmingham Catholic Primary Partnership. This partnership provides a wide range of training opportunities for staff and for governors.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are very good overall, with excellent leadership provided by the headteacher. Governance is good.

### **Main strengths and weaknesses**

- The headteacher provides outstanding and inspirational leadership that results in a high level of commitment to school improvement from all staff.
- The deputy makes a very significant contribution to the effectiveness of the school.
- Teamwork at all levels is very good and focused on the needs of the pupils.
- The governing body provides the right balance of support and challenge.

### **Commentary**

44. When the school was last inspected the quality of education had improved but there were still some significant areas in which further development was required. Over the five years since the last inspection, the pace of change has not only been sustained but it has also intensified. Standards have risen and the quality of teaching has improved. The strengths identified in 1999 have been built on further. The areas of weakness have been rectified so successfully that, in some cases, these areas have been turned into strengths. For example, the extent to which pupils took initiative in lessons and used their literacy and numeracy skills across the curriculum were key issues for improvement in 1999, and now they are strong features of pupils' learning.
45. This is now a very effective school providing a very good quality of education for its pupils. Pupils consistently achieve well as they move up through the school. By the time they reach Year 6 they have made very good progress in relation to their attainment on entry. At the heart of the school's effectiveness is the inspirational leadership of the headteacher, the very strong and efficient support provided by the deputy, and the very effective teamwork at all levels, including the teamwork of senior staff and governors. The headteacher has a very clear vision and everyone works together, not only to put it into practice but also to check and test it.

### **Example of outstanding practice**

**The outstanding quality of leadership provided by the headteacher and its success in creating effective teams and ensuring that vision is put into practice.**

Whilst having a very clear vision for the school, the headteacher recognises that it is only through everyone working together and providing challenge for each other that pupils' needs are met most effectively. He is committed to, and effective in, empowering his staff. He identifies and draws on individual strengths and gives real responsibility. Everyone has a genuine voice in the school. All staff are fully involved in decisions and expected to play a full part. The

headteacher's expectations of every member of staff are high. Teams operate very effectively and their work meshes together. In meetings, teams focus on ensuring improvement and do not become wrapped up in the small details of day-by-day management. There are other systems to ensure that such matters are dealt with efficiently and that the school runs very smoothly. Communication is very effective. The good-sized senior management team, all members of which have clear and significant responsibilities, go away annually for a residential session. They thrash out issues concerning priorities for improvement, rigorously evaluating the school's effectiveness and carefully planning the most important next steps. This is a thinking school that thrives on teamwork and is continually evolving.

The headteacher's commitment to improvement is also seen in the high priority given to the professional development of his staff. A high number of senior staff at St Bernadette's have gone on to headships, deputy headships or other senior posts, having had valuable training in the school and an excellent role model.

46. All staff are clear about their responsibilities and their involvement in the leadership and management of the school. The deputy's roles and responsibilities are extensive and involve her fully in all aspects of the school's work as she works closely in partnership with the headteacher. There is good leadership and management of aspects of the school's work, such as provision for special educational needs or the support for pupils' pastoral care. Provision for children in the Nursery and Reception Year is very well led and effectively managed. Subject co-ordinators undertake their roles competently, successfully leading and reviewing initiatives, such as the establishment of specialist teaching in Years 3 to 6.
47. The effective evaluation and review of the school's work leads to the right priorities being identified for improvement. The success of the monitoring and development of teaching, including through the performance management of individual staff, is reflected in the continually improving quality of teaching. Where weaknesses are identified, support is provided to rectify them. When necessary, further action is taken and there is willingness on the part of senior staff and the governors to tackle difficult issues head on.
48. Governors know the school's strengths and weaknesses well and are securely involved in the processes of school improvement. They support the headteacher and senior staff but are also ready to question to ensure that actions taken are the right ones. The chair of governors is particularly well involved and has known the school for a long time. There are also other established governors, such as the vice chair and chair of finance, whose knowledge of the school is particularly strong. The governors ensure that all statutory requirements are met.
49. The approaches to financial management help support educational priorities very well. This is for two reasons. Firstly the headteacher is prepared to take risks and direct money where it is most urgently needed to satisfy educational priorities. Secondly the governors counter-balance the headteacher's enthusiasm for meeting pupils' needs and moving the school on through the services of an independent financial adviser. The independent financial adviser ensures that the governors receive detailed and very clear monitoring and forecast sheets. Through access to this information, governors are very well involved in thorough comparative analysis of costs and in budget setting for five years ahead. This marks a good improvement since the last inspection in terms of planned use of funds. As a result all monies are spent on current pupils, with no monies being held back. Although there is a significant deficit at present, the school has budgeted to repay this amount in its strategic plan. Given the effectiveness of the school, it provides very good value for money.

## Financial information

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

Income and expenditure (£)	Balances (£)
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Total income	1,550,551
Total expenditure	1,548,910
Expenditure per pupil	2,577

Balance from previous year	-11,7006
Balance carried forward to the next	-115,365

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

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

Children enter the Nursery in the September of the school year in which they will be four and move to one of the three Reception classes a year later. Not all children in the Reception classes have attended the school's Nursery. This year, 21 new children have entered the Reception Year, not all of whom have had Nursery education. On entry to the Nursery, although spanning a wide range, children's attainment is well below the level expected overall. Skills in personal, social and emotional development are particularly low, as are those in communication, language and literacy. Careful monitoring ensures that any special educational needs are quickly identified and the necessary support is provided. There is also good attention to the needs of the very few children who are at an early stage of learning English as an additional language.

The good teaching found at the last inspection has been maintained and built upon, so that children achieve well in all areas of learning. In personal, social and emotional development they achieve very well. Overall, standards now in the Reception Year are still a little below the level expected at this age, except in mathematical development and in personal, social and emotional development. A few of the most capable children are on course to reach the nationally expected goals at the end of the Reception Year.

The teacher who co-ordinates the provision in the Nursery and Reception Year leads this area very well and provides good management. Together with a team of teachers, nursery nurses and voluntary helpers she ensures that children are given a strong start. This good start is within a safe and stimulating environment with an overarching spiritual dimension. The result is that children achieve well.

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

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

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

- Children make rapid progress on entry to the Nursery because of very good teaching and supportive routines.
- The very good teamwork of staff provides children with good examples to follow.
- Self-esteem and independence are developed very well.

#### **Commentary**

50. Very good teaching ensures that children achieve very well in the Nursery. This is built on well in the Reception classes. Children now in the Reception Year are on course to exceed the standards expected for their age by the end of the school year. This represents very good progress in relation to their attainment on entry.
51. From the day they enter, no time is wasted in involving children sensitively in the activities and routines of the Nursery. For example, on her first day in school, a girl was given the responsibility of giving out the milk to her small group at snack time and then of returning the tray and beakers. Very effective routines ensure that children rapidly understand the hygiene procedures when using the toilet. Awareness of others is emphasised very well, for example, in

activities in large groups when children are expected to take turns and not call out answers without putting their hands up. Good behaviour is emphasised. Clear and simple instructions ensure that children know how and why they are doing something, such as when following the excellent procedures for collection by their parents at the end of a session.

52. In the Nursery and Reception classes, very good co-operation of staff ensures that children are given good examples of behaviour and politeness to follow. This is supported further through interesting topics that engage the interest and concentration of children and guide their thoughts. For example, stories help children reflect on politeness and behaviour. Children are continually helped to work together in pairs and large groups. Teachers' high expectations, opportunities for responsibility, and positive comments promote children's self-esteem and independence well.

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

- Full use is made of opportunities to develop children's language.
- Very well presented stories capture children's attention in the Nursery and develop their understanding and awareness of books.
- Early reading and writing skills are taught well in whole-class sessions in the Reception Year and good use is made of time at the end of lessons to review and reinforce learning.
- Follow-up activities after whole-class teaching in the Reception classes do not have a strong enough literacy focus.

### **Commentary**

53. Children achieve well because of good teaching and learning. Almost all are on course to come close to the expected goals at the end of the Reception Year although they are unlikely to reach them fully. A few should reach the expected levels and one or two may exceed them.
54. Every opportunity is taken to promote language and vocabulary through direct teaching and conversations during activities. In the Nursery, very good use is made of rhymes and songs to introduce and develop understanding of new words, with pictures and objects to illustrate the words. Teachers in the Reception class are good at involving children during direct teaching sessions to get them to reflect on and use new language. They also provide some stimulating imaginative play situations to develop conversations, such as a role-play area set out as a café. The time at the end of lessons is used well to reinforce new language, check children's knowledge and understanding, and allow further opportunities for children to speak and listen to each other.
55. Very good story presentations in the Nursery enthral children and develop an interest in books. In a lesson in which teaching and learning were excellent, a Nursery teacher acted out the role of the cat in 'The cat on the mat' story and children joined her taking the role of animals. Opportunities for children to experiment with early writing are successfully promoted through a good range of activities in the indoor and outdoor Nursery environment.
56. Good use of 'big books' that children look at together increases children's interest in books in the Reception classes. As a result, most children hold books and turn pages well, but few 'tell



stories' from them, although they point to and name some characters. The most capable talk about a picture on a page. In the Reception Year, sequencing of story pictures and simple writing is taught well when the teachers concentrate on a focus group. However, follow-up activities do not sufficiently support literacy learning and, on such occasions, time is not used well enough for the development of literacy skills.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **good**.

### **Main strengths and weaknesses**

- Good teaching of number recognition and counting develops children's numeracy skills well.
- Well-planned activities during direct teaching and specific follow-up activities in the Reception classes successfully reinforce learning.
- There are missed opportunities in some activities in the Reception Year to focus on the development of children's mathematical language and understanding.

### **Commentary**

57. The overall quality of teaching and learning is good. Almost all children are on course to meet the goals expected at the end of the Reception Year, particularly in counting and number recognition. A few, who are the most capable children, are on track to exceed them.
58. In the Nursery, number rhymes, songs, indoor and outdoor activities and an emphasis on language for counting and shape ensure children make good gains in their learning. For example, when using circles to print, children are encouraged to count as well as talk about the shapes. This good practice is consistently built upon in the Reception class. As a result, children confidently count and match numbers and values and put them in order to five. The most capable children work with numbers that are a little higher. Direct teaching and specific follow-up activities are well planned to promote class learning. However, a few activities during numeracy time are not sufficiently focused to develop mathematical language and opportunities are missed to promote counting skills, such as in sand or water play or imaginative play in the sandwich bar role-play area.

## **KNOWLEDGE AND UNDERSTANDING OF THE WORLD**

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

### **Main strengths and weaknesses**

- Good opportunities encourage children to investigate and develop new language skills.
- Well-planned activities introduce children to the use of computers and programmable toys.
- On occasions, some computer games are insufficiently demonstrated to maintain children's interest and support effective learning.

### **Commentary**

59. Children are on course to come close to the goals expected of them by the end of the Reception Year, although they are unlikely to achieve them fully. A few, who are the most capable children, are on course to achieve the expected standards. The good teaching and learning, including attention to language, ensures children achieve well.
60. A good and stimulating range of learning opportunities is provided. For example, Nursery children were fascinated when they looked at giant snails. Although some children's concentration span was very short, the teacher very successfully developed and reinforced language and encouraged the children to touch and look. She introduced magnifying glasses

and the need for hand washing afterwards. Reception class children were eager to explore a box of familiar and exotic fruit after hearing a story set in another country. Good questioning by teachers developed children's use of language well for appearance, taste, colour, size and weight.

61. Regular opportunities are given for children to use construction toys and malleable materials to develop the use of their senses. Reception children are gaining confidence in using computers to reinforce knowledge of letter sounds and to play number games. However, they lose concentration or fail to persevere when the program has not been well enough demonstrated at the time of use.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **good**.

### **Main strengths and weaknesses**

- Good opportunities are provided indoors and outdoors for physical activity, particularly in the Nursery.
- There are sometimes missed opportunities to develop independence and skills in using small tools.

### **Commentary**

62. Children are on course to achieve the standards expected of them in moving safely indoors and out. In the area of handling tools, skills are less well developed and children are unlikely to reach the goals expected. Nevertheless, children achieve well overall in their physical development and make good progress in relation to their attainment on entry because of good teaching and learning.
63. Reception children's physical control and sense of space are developed well in hall activities during well-planned lessons. Nursery children show competence in pushing, pulling and pedalling toys through well-planned outdoor sessions. They are also gaining the skills of balance and taking turns while climbing. However, Reception children do not have an area suitable for wheeled toys, so their use of these toys is limited to a lunchtime rota, which also restricts some aspects of creative and imaginative play and opportunities for development of knowledge and understanding of the world.
64. A range of activities supports children's learning in the use of tools, and direct teaching of these skills is good. However, there are missed opportunities to reinforce these skills. In a Reception class lesson, for example, materials for sticking were too well prepared, so the children did not have to do much themselves. There are also occasions when there is too little guidance in the use of tools for children painting or writing without direct adult support.

## **CREATIVE DEVELOPMENT**

Provision in creative development is **good**.

### **Main strengths and weaknesses**

- A wide range of imaginative opportunities is provided for children to explore using their senses.
- Well-planned activities support learning through imaginative play.
- Outdoor activities in the Reception Year are restricted by the small outdoor space and the Nursery has no covered outdoor area.

### **Commentary**

65. Children achieve well because of good teaching and learning. Almost all are on course to come close to the goals expected at the end of the Reception Year but only the few most capable children are likely to achieve them fully.
66. An interesting and stimulating range of activities is provided for children to feel, smell, taste and see, for example, with giant snails in the Nursery and fruit in the Reception classes. This is built on well through opportunities for children to make collages with different textures and fruit prints with thick paint.
67. Nursery accommodation supports staff in providing good opportunities for learning through imaginative play. Music activities are undertaken indoors and out, but the lack of a covered area for play restricts the extent to which the outdoor area can be used to develop creativity. Good use is made of the sandwich bar role-play area to develop imaginative play in the Reception classes. Teachers make good use of the small outdoor environment but the extent of its use is limited by size.

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

### **ENGLISH**

Provision in English is **good**.

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

- Pupils make very good progress overall as they move up through the school.
- Lessons are planned carefully and most pupils are challenged well.
- There is inconsistency in how well the needs of lower-attaining pupils are met.
- Target setting is effective and much of the marking helps pupils to improve.
- Teachers are inconsistent in their approach to handwriting and presentation.
- The co-ordinators provide good leadership and management and are firmly focused on improving provision.

### **Commentary**

68. Pupils' results in the end of Year 6 National Curriculum tests in 2003 were well above the national average, and much better than in 1999 when the school was last inspected. They were also well above average when compared with the results achieved by other schools whose pupils had attained similarly at the end of Year 2. The trend in the school's results since the last inspection has fluctuated, but has been upward overall and improvement has been at a better rate than nationally.
69. Standards in the present Year 6 are at the level expected nationally in all aspects of English. A high percentage of pupils are working at levels above the national expectation in reading and

writing. However, there remains a significant proportion whose attainment is currently below the levels expected nationally for pupils of this age, particularly boys, and this lowers the overall standards. The variation in the standards in pupils' present work, compared with those indicated by the tests over recent years, is largely a reflection of natural variations in ability found in year groups.

70. In the National Curriculum tests at the end of Year 2 in 2003, pupils' results in reading and writing were below the national average. In comparison with the results achieved by schools with pupils from similar backgrounds, pupils' performance was broadly average in reading and above average in writing. Currently in Year 2, standards are better and are close to national expectations in speaking, listening and writing. Standards in reading are just above the nationally expected level. The better standards this year are partly because of variations in year groups but they also reflect the success of the measures taken to raise reading levels.
71. It is because teaching and learning are good overall that pupils achieve well at each stage, and make very good progress over time in relation to their attainment on entry to the school. Pupils with special educational needs make good progress towards the targets set for them because their needs are met well, mainly in small groups taken out of class. There is also good support for the few pupils who are at an early stage of learning English as an additional language. Although girls tend to do better than the boys in the national tests, there is no significant evidence to indicate that girls make better progress than boys. Nevertheless, in some year groups there is a tail of lower-attaining pupils, including in the present Year 6, who are mostly boys.
72. Teachers rightly have high expectations of the standards that all pupils are capable of attaining. Lessons are carefully planned and, in general, take account of pupils' differing needs. This is good because, in most cases, groups of pupils who are taught in classes based on prior attainment, including those who are the most capable, are well challenged. They have work that is matched effectively to their needs.
73. There are occasions when teaching is not adapted well enough to meet the particular needs of the lower-attaining pupils. For example, Year 1 pupils taught in mixed-ability classes sometimes sit for too long together for a whole-class introduction aimed at the middle ability range. There are times when the language or vocabulary used is too difficult for lower-attaining pupils to understand. Across all year groups, some introductions are too long or explanations are too rushed. Teachers and other adults sometimes supervise pupils as they work individually, as in a lesson in the Year 6 class of lower-attaining pupils, but miss the opportunity to provide a group with intensive teaching matched to their needs. In such instances, pupils' learning is no better than adequate and this is not enough to raise the standards of lower-attaining groups. However, there are also examples of lower-attaining pupils' needs being met very well, as in lessons in Years 3 and 5. The problem is that the provision for this group of pupils is inconsistent.
74. Teachers manage pupils and activities very well and communicate the purpose of lessons clearly to pupils. The practice of setting targets for groups of pupils and individuals is effective and helps pupils to know what they need to focus on in order to improve. Much of the marking of pupils' work throughout Years 1 to 6 is good and gives clear guidance for improvement as well as telling pupils what they do well. Pupils often take action in response to make their writing better. There is some very good marking practice in a Year 5 class. Pupils initial the teacher's remarks to show that they have read them. However, not all teachers make reference to pupils' targets in marking and the approach to handwriting and presentation is inconsistent,

particularly in Years 3 to 6. As a result, there are some missed opportunities for all pupils to develop higher standards of writing and to present their work in a neat and joined style of handwriting.

75. Teachers give pupils good opportunities to write for different purposes and introduce them to a wide range of texts. They provide pupils with clear guidance as to how the style and format of writing should be adapted according to its intended audience. There is the right balance between fiction, poetry and non-fiction in both reading and writing. As a result, most pupils read confidently and write competently for a range of purposes by the end of Year 6. There are some good instances of ICT being used to support pupils' learning, including the presentation of independent research projects.
76. The leadership and management of English are good. The co-ordinators work effectively as a team and are firmly focused on raising standards. They have recently adapted the National Literacy Strategy to make the school's use of it more effective in meeting the range of pupils' needs. They are taking the necessary action to build on the present strengths in provision and to correct the weaknesses.

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

77. There has been good improvement in the use and development of pupils' language and literacy skills across the curriculum. Good opportunities are now provided. Pupils write at length in history, often using ICT skills, and also write well in geography and science. Through producing eyewitness accounts of the past and poetry about the environment, pupils deepen their knowledge and understanding in these other subjects. The work in other subjects in turn contributes to pupils' very good progress in the development of key skills in English.

## **MATHEMATICS**

Provision in mathematics is **very good**.

### **Main strengths and weaknesses**

- Standards throughout the school are above the level expected nationally and have improved well.
- Teachers plan lessons thoroughly and have high expectations of the standards all pupils are capable of attaining.
- Occasionally, the language used is too difficult for some groups of pupils, particularly those of lower attainment, and the pace is too fast to allow for effective consolidation.
- There is very good coverage of the mathematics curriculum.
- Mathematics is very well led and managed.
- Learning is very well supported by displays, the use of ICT and good cross-curricular links.

### **Commentary**

78. Pupils' results in the National Curriculum tests at the end of Years 2 and 6 in 2003 were above the national average. The Year 6 results were also above average when compared with those achieved by other schools whose pupils had similar attainment at the end of Year 2. The Year 2 performance was well above average in comparison with the results of other schools with pupils from similar backgrounds. In both years, the test results in 2003 were much better than at

the last inspection. The trend in the school's results in Years 2 and 6 has been better than that found nationally, and boys and girls have performed equally well.

79. The strong picture shown by the test results is maintained in the standards of the present Years 2 and 6. In both years, standards are above the level expected nationally across all strands of mathematics. This is the result of consistently good teaching and learning, and a very good quality of teaching and learning in Years 3 to 6. There are also some examples of very effective teaching and learning in Years 1 and 2. The most significant strength in the teaching is the high expectations that teachers have of the standards that all pupils are capable of attaining.
80. Throughout the school, all groups of pupils achieve well. The pupils now in Year 6 are achieving very well and have made very good progress in relation to their attainment on entry to the school. Standards have risen because there is more consistent use of problem solving and practical work than previously. There has been an increase in the challenge for the most capable pupils and there are now better cross-curricular links, including the use of ICT.
81. Throughout the school, teachers plan and prepare their lessons very well, with a good range of activities that are well matched to pupils' differing needs. In one lesson in Year 2 in which teaching and learning were very effective, two challenging activities were provided for each of three ability groups. The teacher made well-timed interventions to move the pupils on to the next activity. There are clear learning objectives, a good pace in lessons and very good relationships between pupils and adults. As a result, the pupils respond and behave very well and their learning is moved on effectively. Computer programs are very well used and closely linked to other class activities. They contribute well to pupils' learning.
82. Although there are many strengths in the teaching, there are a few occasions when the level of language used is too high for some lower-attaining groups in particular. There are also times when the pace is a bit too fast to consolidate learning. Pupils with special educational needs and those with English as an additional language are well supported in mathematics through the organisation of pupils into classes based on their prior attainment. There is also good provision of additional support and work is provided at appropriate levels. Pupils' learning is well supported by the prominent display of 'number lines', 'number squares' and key mathematical vocabulary in classrooms and by the use of interactive displays to which pupils are able to respond.
83. Teachers' marking is consistently good throughout the school and there are high expectations for the setting out of work. As a result, pupils take pride in their efforts and develop a good sense of place value. Teachers conscientiously insert work sheets and test papers in pupils' work-books, ensuring continuity in the recording of pupils' work and assisting in the tracking of pupils' progress. Constructive comments are widely used, but are not always followed up to ensure maximum impact. There are a few examples of pupils commenting on their own performance, and this is good practice.
84. The leadership and management of mathematics are very good. There are good procedures for checking the quality of teaching and learning, including the sampling of books, team teaching and lesson observations. There are also good processes for the tracking of pupils' progress and the setting of individual targets. Parents are well informed about their children's progress through target booklets, certificates, reports and workshops. The school is working to further refine its assessment and tracking processes. In particular, it is seeking to be more effective in the checking of pupils' progress towards National Curriculum levels during the course of the

year and in keeping pupils aware of their individual targets by making these more readily available to them.

### **Mathematics across the curriculum**

85. The use of mathematics across the curriculum is good, supporting learning not only in mathematics but also deepening knowledge and understanding in other subjects. Some examples are the use of bar charts to record how pupils travel to school in Year 1; census forms and time lines in history; calculations about population data in a study of Llandudno in Year 5 and estimating in the study of rivers in Year 6. Measuring and scale feature in design and technology work and charts and diagrams are well used for recording in science. Appropriate computer programs to which all pupils have access are used to support much of the mathematics work in lessons.

### **SCIENCE**

Provision in science is **good**.

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

- Standards have improved, are well above the level expected nationally, and pupils achieve well.
- There is good emphasis on practical and investigative work, which contributes well to pupils' scientific knowledge and understanding.
- Literacy and numeracy skills are used well to research, record, and present scientific findings.
- The needs of lower-attaining pupils are not always met well enough.
- Pupils' interest is captured by activities in science lessons and, as a result, they try hard.

#### **Commentary**

86. Pupils' results in the National Curriculum tests in 2003 were well above the national average. They were also well above average when compared with the results achieved by other schools whose pupils had similar attainment at the end of Year 2. The trend in the results since the last inspection has been consistently upwards, and better than the national trend. Teachers assessed pupils' standards at the end of Year 2 in 2003 as below the national average. However, teachers' assessments for 2004 indicate that standards at the end of Year 2 improved last year.
87. The standards of work of pupils presently in Years 2 and 6 are above the level expected nationally and achievement is good. The lower standards in Year 6 now, than indicated by the 2003 test results, are simply a result of natural variations in year groups. Pupils throughout the school are achieving well, including those with special educational needs and the few who are at an early stage of learning English. Boys and girls do equally well.
88. Pupils in Years 2 and 6 have a good depth of knowledge and understanding in all the aspects of science required by the National Curriculum, including scientific enquiry. This is because a strong emphasis is placed on scientific enquiry and practical investigation. This is a significant improvement since the last inspection when progress in scientific enquiry was judged to be less well developed than other areas of the subject.
89. By Year 6, pupils successfully use their knowledge of scientific facts to make predictions, and competently plan, carry out and record investigations. They draw conclusions in a systematic



way based on scientific knowledge. Teachers develop skills in scientific investigation well and ensure that tests pupils carry out are 'fair'. All pupils enjoy investigative work and this is especially beneficial to those with special educational needs, who receive good quality support from classroom assistants and other pupils during practical work.

90. The overall quality of teaching and learning is good throughout Years 1 to 6, and is better than at the last inspection for pupils in Years 3 to 6. Teachers successfully use a wide range of interesting resources to ensure that pupils are purposely involved. This was evident, for example, in a Year 4 lesson on moving and growing in which teaching and learning were very good. Pupils developed their observational skills very well as they explored different sorts of animal skeletons. They posed scientific questions about the texture, weight and size of the bones and were able to make informed judgements about the skeleton's identity. The lesson was very well planned. The engaging resources, together with the teacher's enthusiasm, made learning fun and captured pupils' interest.
91. Pupils are respectful of each other and co-operate well sharing ideas and supporting each other. They handle equipment sensibly and competently. This was evident in an effective lesson on micro-organisms and decay in Year 6. Pupils worked with their 'science buddy' using magnifying glasses to study visible mould on bread. Through experimentation, discussion, and careful prompting from the teacher, they raised questions in order to investigate the conditions that cause food to decay.
92. The school makes good use of the local environment and its own wildlife area. This was evident in a Year 2 lesson where pupils followed up a visit to the wildlife area by identifying the different creatures found in and around the pond. They used magnifiers, paying particular attention to the care and safety of the creatures.
93. Good opportunities are provided for pupils to link science with other subjects. For example, pupils use their literacy skills to write up their findings using the correct terminology and paying attention to good presentation. Most of the time, worksheets of good quality are used to support lower-attaining pupils and those with special educational needs. Numeracy skills are also applied and developed effectively. Graphs, tables and charts are used well in the presentation of scientific results. Classroom computers are put to good use in recording investigations and using data.
94. There are effective systems in place for assessing pupils' attainment and progress. Information is generally used well to match work to pupils' differing needs. However, there are occasions, as in a Year 1 lesson, when lower-attaining pupils in particular have difficulty in completing worksheets because they are unable to read the words. On such occasions, these pupils do not make as much progress as they should. Marking is consistent and provides helpful guidance to pupils on how they can improve. Pupils are encouraged to evaluate and review their own work once a topic is completed.
95. There is much evidence of good leadership and management of science over the years since the last inspection. A temporary co-ordinator presently looks after the subject because the previous post holder has left to take up a new post. The former post holder has succeeded in raising the profile of science and bringing the subject to life. She has ensured that strong emphasis is placed on practical investigation and scientific enquiry. This has been a key factor in the improved standards.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- Standards in Year 6 are above the level expected nationally and pupils achieve well.
- Teaching is good overall, with some examples of very good teaching.
- On some occasions, when the focus of the lesson is also another subject, there is not enough attention to the reinforcement and development of ICT skills.
- Good leadership and management are effective in developing the quality of teaching.
- The school has good resources for ICT, which are used well and support learning in other subjects.

### **Commentary**

96. The standard of pupils' work in Year 2 is at the level expected nationally and forms a secure base for future development. By Year 6, pupils reach standards above those expected nationally. Overall, pupils throughout Years 1 to 6 achieve well, including those with special educational needs and those who are at an early stage of learning English. Present standards and achievement are better than at the last inspection.
97. The overall quality of teaching is good, with some very effective teaching in Year 6. What distinguishes this very effective teaching is the way in which it builds very well on pupils' previous learning and takes full account of the range of pupils' needs. The teaching not only develops knowledge from earlier lessons but also draws on pupils' experiences gained in a visit to a master class at a local technology college. As a result, pupils make rapid gains in developing new skills in multi-media presentations.
98. All teachers make good use of the whiteboard to support the provision of clear step-by-step instruction as they teach new skills. This direct teaching is supplemented by further written instruction on the board, or on cards. These are effective, for example, in explaining screen icons or steps needed to practise a skill. In a Year 1 lesson, for example, this worked well and increased pupils' competence in using a mouse to click, drag and drop. In a Year 3 lesson, the clear instruction, together with visible reminders, allowed most of the class to work independently for a time, while the teacher concentrated on supporting a lower-attaining group.
99. On occasions, when lessons are also focused on learning in another subject, for example, through links to art and design or religious education, there is not a sharp enough focus on pupils' ICT skills. At such times, pupils do not develop their skills as they should because they are not given self-help references or reminders to which they can refer as and when necessary.
100. The school has good resources for ICT and is continually improving them to support links with other subjects and develop pupils' ICT competence. The subject is led and managed well. The co-ordinator makes a good contribution to the training and expertise of staff as well as developing the curriculum.

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

101. ICT is used well to support pupils' learning in other subjects. Internet searches make a good contribution to learning in history, help pupils to find out about the European Union in geography, famous artists in art and design, and to identify music for use in a Year 6

multimedia presentation. Pupils of differing capability throughout the school are well supported by a range of mathematical challenges using ICT, as well as exploring and editing texts on screen in English. The use of a digital camera and scanner helps pupils to record events both in and out of school. Opportunities for pupils to practise their skills outside of school hours using the school's facilities enhance their learning.

## **HUMANITIES**

### **Geography and History**

Provision in geography and history is **good**.

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

- A very good range of learning opportunities includes links with other subjects and also develops pupils' literacy skills.
- Teaching and learning are good and ensure that pupils achieve well.
- On occasions, activities in some parts of lessons are not well enough matched to the needs of lower-attaining pupils.
- Leadership and management of these subjects are good.

#### **Commentary**

102. Standards are as expected nationally in Years 2 and 6 across all aspects of geography and history, including in geographical and historical enquiry. Pupils' learning and achievements are good, which is an improvement since the last inspection. Pupils are also more independent as learners now because they have good opportunities to undertake research and use ICT to support their learning.
103. Teaching and learning are good overall. A particular strength in the teaching is the good subject knowledge of teachers, which is put to particularly good use in Years 3 to 6 where specialist teaching is provided rather than teaching by class teachers. Through well-led discussions and interesting activities, teachers successfully extend pupils' knowledge and understanding. For example, in a geography lesson in Year 4, the teacher led a lively discussion on how waste in school could be reduced and pupils were given the opportunity to sort through some rubbish to decide how to recycle it. Because pupils were looking at real waste from classrooms their awareness was raised of how improvements might be made in the way it is dealt with. Pupils in a Year 3 history lesson, learning about what it was like in the school in the past, were given good opportunities to develop their enquiry skills. They investigated photographs and other evidence to see how the school building had changed over the years, and interviewed 'eye witnesses'.
104. Although there are many good features to the teaching, there are times when the needs of lower-attaining pupils are not met as well as they should be. This tends to be in a part of a lesson rather than in the lesson as a whole. It occurs when whole-class introductions are very long and cover an amount of detail that these pupils find difficult to follow. There are also times when the written sheets given out for individual work include language that is difficult for the pupils.
105. The school has made good progress in giving more opportunities to pupils to develop their literacy skills in history and geography. Year 2 pupils, for example, write about what life is like

for children in Rwanda and compare building materials there with those used in this country. Pupils in Year 5 write to a girl in ancient Greece, empathising with her lifestyle, and Year 6 pupils compile a newspaper article describing how Lynmouth was flooded in 1952. There are also very good meaningful links with mathematics. Year 1 pupils learning about their local environment improve their mathematical skills through making a bar chart showing the different ways that they travel to school. Similarly, Year 5 pupils research the population of Llandudno to work out the percentage of elderly people in the locality.

106. The school's links with Rwanda enhance the learning opportunities and broaden pupils' awareness of life in a place that is very different from Birmingham. A variety of activities and visits enriched the curriculum. Pupils have enjoyed 'History Days' such as when Year 5 took part in an Egyptian banquet, and there have been a number of visits, for example, to the Second World War Museum at Cannock Chase. The school provides a number of residential visits and these give pupils opportunities to have first-hand experience of other localities, as do the pupils' various e-mail links. This is a further aspect of provision that has improved since the last inspection.
107. The subject co-ordinators have a good knowledge and understanding of the effectiveness of provision and a clear vision for the development of their subjects. They have developed assessment systems to rectify a weakness found at the last inspection.

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

Provision in the creative, aesthetic, practical and physical subjects was sampled through lesson observations, an analysis of pupils' recorded work, and a scrutiny of teachers' planning. Not enough evidence was gathered to make a secure overall judgement on the quality of provision in each subject.

### **Art and design**

108. The varied displays of work around the school show that pupils experience a wide range of materials in their art and design lessons. They record with confidence what they see, experience and imagine. These activities often make good links with other subjects such as English, science and geography. This is illustrated in a display produced by Year 3 and 4 pupils celebrating the school's links with a village in Rwanda. Pastel drawings depict human forms silhouetted against an African landscape at different times of the day. Clay pots produced in the school kiln further enhance the display. Year 1 pupils use drawing and painting techniques to communicate ideas about themselves and to mix a variety of colours including skin tones. These displays celebrate pupils' success and make the school an attractive environment.
109. Pupils in Year 2 are developing techniques in shading to add texture and shadow. This was evident in a lesson in which teaching and learning were good and in which pupils used pencils and charcoal to make close observational drawings of plants. The teacher discussed the importance of placing brightly coloured paper behind the plants to make it easier for pupils to see the outline. She used well-constructed questions and engaged pupils with direct teaching of skills and demonstration. Pupils using charcoal produced very effective drawings, whereas those using pencils were inhibited by the use of rubbers in an effort to get their drawings right. The teacher encouraged pupils to evaluate each other's work in a kindly way and suggest ways of improving their own work. Pupils with special educational needs were well supported and achieved well.

110. There are areas in which the provision needs improvement. For example, sketchbooks are not used sufficiently as a tool for exploration and investigation. Skills such as drawing are not systematically developed as pupils move up through the school, which is a weakness that was not present at the last inspection. The co-ordinator is aware that these are important areas that need to be developed.
111. Teachers make good use of external resources such as visiting artists and a theatre company who link historical drama and the visual arts. Day trips to local places of interest enrich the art and design curriculum. Pupils are given the opportunity to take part in after-school clubs in art and photography. The subject contributes significantly to pupils' spiritual and cultural development, creating a sense of pride and achievement.

### **Design and technology**

112. Specialist teaching is proving effective in Years 3 to 6 where pupils' achievement is good. Pupils' standards in design and technology are above the level expected nationally in Year 6 across all strands of the subject. Learning throughout the school is supported by a good overall plan for the delivery of the design and technology curriculum and effective links with other subjects. The success of these links is evident in the work in pupils' individual topic folders. In a Year 5 folder, for example, a project involving designing and making a musical instrument includes links with geography, history, mathematics and music and also involves much original research using ICT. The good use of mathematical skills now evident in design and technology projects is an improvement since the last inspection.
113. Teaching and learning in lessons sampled in Years 3 to 6 were good. They showed clear and accurate instruction based on good subject knowledge. There are satisfactory procedures for checking pupils' progress and improved systems are presently being developed. The subject is well managed. Teachers leading the subject provide good examples to others in their teaching. Good systems are in place for checking the effectiveness of teaching and learning throughout the school.

### **Music**

114. In the elements of music sampled, provision is good. Pupils in Year 2 are working at the level expected for their age and their achievement is good. Not enough evidence was gathered to make a secure judgement about standards in Year 6.
115. The overall good quality of teaching and learning has been maintained since the last inspection, with pupils in Years 3 to 6 now taught by the school's specialist teacher. In a Year 5 lesson, taken by the specialist teacher, pupils achieved very well and attained standards above the level expected for their age. Very effective teaching with high expectations and tremendous enthusiasm communicated by the teacher resulted in pupils showing intense interest and involvement. In an exploration of the rhythmic nature of African language, pupils were able to maintain their part in a group, combining pulse, beat and rhythm whilst listening to others. Singing and chants were well pitched. Pupils remembered and repeated often complex rhythms very well.
116. Pupils are attentive in lessons and demonstrate good listening skills. This was evident in a Year 1 lesson when pupils created musical sounds and rhythms using their hands in response to a piece of music. In a Year 2 lesson, pupils responded with enjoyment as they chose percussion instruments to closely match each section of a piece of music about the weather.

117. Pupils wishing to learn to play the guitar have the opportunity to have lessons from a visiting teacher. The quality of teaching in these lessons is good. Visiting musicians, workshops and visits out of school enhance pupils' appreciation of music. Pupils participate in musical productions and are regularly involved in local music festivals. The school choir workshop became part of the Birmingham Children's Proms and sang with the Birmingham Youth Orchestra
118. Leadership and management of music are good. The co-ordinator has introduced a long-term plan of work which supports teachers well and builds their confidence in teaching the subject. Resources are better than at the last inspection, with a range of good quality instruments now available to pupils. The specialist teacher provides a very good example in the quality of her teaching.

### **Physical education**

119. Discussions with teachers and pupils and general observations indicate that many features of provision are good. There is a good long-term plan for teaching the physical education curriculum and there is a very good range of well-attended extra-curricular activities for pupils of all ages. The school also provides very good residential opportunities that include a range of outdoor activities.
120. Good arrangements are in place for all pupils to learn to swim. An early morning swimming club is a strong feature of the school's provision. Processes for monitoring pupils' progress are satisfactory and are currently being reviewed and refined. The school makes good use of local sports facilities and has made arrangements for pupils to have specialist coaching for a range of activities. Considerable success has been achieved in local and all-Birmingham tournaments such as soccer and athletics.

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

121. Provision in this area was sampled. Not enough evidence was gathered to make a secure judgement about overall provision. The very good care provided for pupils' personal wellbeing supports pupils' personal development very well. The range of the programme for personal, social and health education, which has recently been updated, is good. It includes work on diet, health, sex and relationships education, and the dangers of drugs, as well as personal safety. This programme helps pupils to develop a safe and healthy life-style, gain confidence and develop very good relationships.
122. Pupils undertake a range of jobs throughout the school that helps them to become aware of the responsibilities of living in a community. Pupils' involvement with the School Council provides a good opportunity for them to experience democracy at first hand and helps them to develop as school citizens. Citizenship and a sense of responsibility are further developed through the good links with schools overseas and the support for charitable work.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

### *Inspection judgement*

### *Grade*

<b>The overall effectiveness of the school</b>	<b>2</b>
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	2

<b>Overall standards achieved</b>	<b>3</b>
Pupils' achievement	3

<b>Pupils' attitudes, values and other personal qualities</b>	<b>2</b>
Attendance	5
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2

<b>The quality of education provided by the school</b>	<b>2</b>
The quality of teaching	2
How well pupils learn	2
The quality of assessment	3
How well the curriculum meets pupils' needs	2
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	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	3

<b>The leadership and management of the school</b>	<b>2</b>
The governance of the school	3
The leadership of the headteacher	1
The leadership of other key staff	2
The effectiveness of management	2

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