

INSPECTION REPORT

ST. ANNE'S RC PRIMARY SCHOOL

Camp Hill, Birmingham

LEA area: Birmingham

Unique reference number: 103434

Headteacher: Mrs Margaret Dance

Reporting inspector: Dr Brian Male
14906

Dates of inspection: 31st January - 3rd February 2000

Inspection number: 191401

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Voluntary Aided

Age range of pupils: 4 to 11 years

Gender of pupils: Mixed

School address: Lowe Street
Camp Hill
Birmingham

Postcode: B12 0ER

Telephone number: 0121 772 5037

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Appropriate authority: The Governing Body

Name of chair of governors: Rev. Father Conor Murphy

Date of previous inspection: January 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Dr Brian Male	Registered inspector	Mathematics Geography History English as an Additional Language	What sort of school is it? / What should the school do to improve further? The school's results and achievements How well are pupils taught? How well is the school led and managed?
Sue Boyle	Lay inspector	Equal Opportunities	Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
Margaret Hatfield	Team inspector	Under-Fives Science Art Physical Education	
Alison Hopwood	Team inspector	Special Educational Needs English Information Technology Design & Technology Music	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St. Anne's is a Roman Catholic Voluntary Aided primary school serving a wide area of central Birmingham. It takes pupils from 4 to 11 years old. It serves an ethnically mixed, inner-city area where economic and social conditions are often unfavourable. Many pupils start school with standards of attainment below those usually expected. At the time of the inspection there were 153 pupils in 7 classes. Eleven of the pupils were under five years old. 46 per cent of pupils are eligible for free school meals, 32 per cent of the pupils are on the Special Needs Register, and 21 per cent have English as an additional language. All of these proportions are well above the national average. There is a high level of pupil mobility.

HOW GOOD THE SCHOOL IS

The school is very well led, and has made significant recent improvements in standards of behaviour and attainment. The quality of teaching is now good overall. Standards of attainment in the core subjects of English, mathematics and science are well above those in similar schools. The school is well placed to continue its strong trend of improvement. It is providing good value for money.

What the school does well

- It provides a good quality of teaching for its pupils.
- Standards of attainment are well above those of similar schools.
- As a result of recent steps taken, pupils now have very good attitudes to their work and behave very well in class.
- It makes good provision for pupils' spiritual, social and cultural development.
- The headteacher and staff work hard to ensure a high quality of provision and high standards.

What could be improved

- Standards in information technology are below national expectations.
- The behaviour of a minority of pupils in the playground needs improving.
- The provision for children under five needs to be brought in line with the national expectations.
- Next year's budget needs to be planned urgently to avoid a further deficit.
- The role of subject co-ordinators needs further development.

The areas for improvement will form the basis of the governors' action plan.

The school's strengths far outweigh any weaknesses. It provides a good overall standard of education.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in January 1997. Since then there has been an improvement in the quality of teaching, and this, together with an improvement in pupils' attitudes and the standards of their behaviour in the classroom, has brought about a rise in standards of attainment. The school has been slow to address the Key Issues raised in the last inspection and much still needs to be done. Good progress is now being made under the

new headteacher and Chair of Governors, and the school is well set to continue this improvement.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	E*	C	B	A*
mathematics	E	E	B	A
science	E*	C	C	A

Key	
very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

Standards have risen significantly over the last four years, although the above table makes the trend appear much stronger than it really is, as the 1997 scores were unusually low, and the 1999 scores unusually high. The standards of present pupils are not quite as high in English and mathematics as the 1999 scores, but, like science, they are in line with the national average, and well above average for schools with similar backgrounds. Standards in information technology are below expectations across the school. Work in other subjects is generally in line with expectations except in history and geography where it is slightly low at the end of Key Stage 2. Pupils' achieve very well in terms of their potential, and the targets set by the school provide an effective level of challenge.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	After recent improvements, pupils now have very good attitudes to the school. They work well in lessons and are keen to learn.
Behaviour, in and out of classrooms	Most pupils behave very well in classrooms and are polite and thoughtful. This is a significant improvement. Although playground behaviour has also improved, there is a significant minority of pupils whose behaviour is unsatisfactory. There is a general level of play that verges on roughness and too many incidents of aggressive behaviour.
Personal development and relationships	There are some very good relationships in the school, and the great majority of pupils' work and play very well together in a thoughtful and caring way. There is a small, but significant, minority whose relationships, especially in the playground, are unsatisfactory.
Attendance	The school has taken many positive steps to improve attendance, and this is now improving, but the rate is still well below the national average.

The school has done very well to improve the pupils' attitudes and the standard of behaviour in the classroom. It has already made improvements in playground behaviour and needs to continue this development.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Satisfactory	Good	Good

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

The quality of teaching is good overall, and this is a significant improvement since the last inspection. Teaching was very good in 12 per cent of lessons seen, good in 48 per cent, satisfactory in 36 per cent and less than satisfactory in 4 per cent. This is a very strong profile. Teachers use a wide range of effective teaching strategies and manage their pupils very well. The skills of literacy and numeracy are particularly well taught. The school makes good provision for the wide variety of needs among its pupils. The quality of learning is good; pupils show great interest in their work and are keen to learn.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is strong in literacy and numeracy, but less well planned for other subjects. The curriculum for information technology does not cover the required programme of study. The curriculum for children under five does not always match the needs of such young children.
Provision for pupils with special educational needs	The school makes good provision for pupils with special educational needs, and they make good progress.
Provision for pupils with English as an additional language	There is generally good provision for these pupils within the curriculum, and appropriate outside support.
Provision for pupils' personal, including spiritual, moral, social and cultural development	There is very good provision for pupils' spiritual development, and good provision for social and cultural. Many very effective steps are taken to further personal development. Moral development is sound.
How well the school cares for its pupils	The school provides a good level of care for its pupils. Staff are very caring and concerned for their pupils as individuals.

The school is developing its relationship with parents. There is satisfactory information for parents, including some good information about the curriculum. Few parents help in school, and there is no parent-teacher association.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher gives very good leadership to the school. She sets a clear educational direction and has initiated many improvements in a fairly short time. English is well managed, but the role of other co-ordinators needs development.
How well the governors fulfil their responsibilities	In the past, governors have not exercised a close scrutiny of the school, and many Key Issues from the last inspection have only recently been addressed. Many of the governors are recently appointed, and under their new Chair have already begun to take a more active role.
The school's evaluation of its performance	The school is taking many effective steps to evaluate its performance in the core subjects. This could now be extended to other subjects.
The strategic use of resources	The school has been allowed to move into a deficit budget without a clear plan of where savings will be made. It needs to take urgent steps to plan next year's budget.

The good quality of the management has led to the recent improvements in standards. There is a high number of teaching and support staff, and the schools' accommodation is spacious and well maintained. There is adequate space for play and games in the school grounds. Teaching and learning resources are generally adequate across the school, and particularly good in English.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The quality of teaching • The school's partnership with parents • The leadership of the school and recent improvements • The values that the school promotes • Children like going to school 	<ul style="list-style-type: none"> • Standards of behaviour - particularly in the playground. • The amount of homework given • The range of extra-curricular activities

Parents were generally positive about the school in their comments, suggesting that it is improving its provision. The inspection supports the parents' positive views in all respects, and agrees that playground behaviour needs improvement. The amount and nature of homework is appropriate, and it is well used to enhance learning. The school now offers a good range of extra-curricular activities.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Many pupils enter the school as four-year-olds with standards of attainment slightly below those expected for children of this age. They make good progress across the school, and by the time they leave at eleven years old, standards of attainment in the three core subjects of English, mathematics and science are in line with the national average and well above the average for schools with a similar background. This is a significant improvement since the last inspection. Standards in information technology are below expectations across the school. Standards in other subjects have risen since the last inspection, and are now broadly in line with expectations except in history and geography where they are slightly below.

Children under five

2. Pupils under five years old make generally satisfactory progress, but by the time they are five, overall standards of attainment are still below those usually found in language and literacy, mathematics, knowledge and understanding of the world, and in social and personal development. Some of the early learning experiences are not based directly on the recommended areas of learning and so do not always give the grounding children need.

Key Stage 1

3. In national tests for seven-year-olds in 1999, the overall standards, as measured by average point scores, were average in reading and writing, and well below average in mathematics. Compared to schools of similar background, reading and writing were well above average, and mathematics was average. The scores in reading and writing have increased steadily over the last three years, but scores in mathematics have declined.
4. Inspection evidence shows that present standards in reading and writing are in line with expectations. Standards in mathematics are higher than last year, but still below the national average. Compared to schools of similar background, standards in reading and writing are well above average, and standards in mathematics above average.
5. Standards in information technology are below expectations, and in other subjects standards are broadly in line with national expectations.
6. The good quality of the teaching and the challenge to pupils means that pupils are achieving well in terms of their potential, particularly in literacy where standards are well above those of similar schools.

Key Stage 2

7. In national tests for eleven-year-olds in 1999, standards were above the national average in English and mathematics, and in line with the national average in science. Compared to schools of similar background, scores were very high in English (in the top five percent), well above average in mathematics, and above average in science. The 1999 scores continued a four year trend of improving standards. There is an apparently remarkable rise in scores between 1997, when all three subjects were well below average, and 1999. This is because the 1997 scores were unusually low, and the 1999 scores unusually high. The underlying trend is one of steady, but significant, improvement.

8. Inspection evidence indicates that the standards of the present pupils at the end of Key Stage 2 are not as high as the 1999 scores, but in line with the teachers' assessments of those pupils. Standards in English, mathematics and science are in line with national expectations, and well above average compared to schools of similar background. The underlying trend of improvement is continuing, and in all three subjects standards are on the verge of being above average.
9. Standards in information technology are below average as pupils have not followed the full programmes of study, nor had sufficient access to equipment, during the key stage. Standards in other subjects are generally in line with national expectations, except in history and geography where the schemes of work do not make sufficiently clear the levels expected from each year group.
10. The good quality of the teaching and the high level of challenge across the key stage, together with the pupils' very good behaviour in class and positive attitudes to their work, enables pupils to achieve very well in terms of their potential.

Progress of different groups

11. Throughout the school, pupils with special educational needs make generally good progress. Although there is a fairly high number of pupils for whom English is an additional language, most are proficient in English and need no extra support. The support for the others is good and all make good progress. The variation between the progress of high, average and low attaining groups is in line with that usually expected. Girls tend to score higher than boys in national tests, but this is broadly in line with national trends.
12. Progress in the core subjects of English, mathematics and science is quicker than in other subjects, particularly information technology where it is unsatisfactory. This is because the school has quite rightly focused on the core subjects in order to raise the previously low standards. The school is now in a position to give attention to information technology and subjects other than the core.

Core subjects

13. In English, standards are well in line with the national average in all three aspects. There are good standards in speaking and listening, and pupils respond very well to the many opportunities to discuss their work in pairs and small groups. They listen to what others have to say, and put forward their points of view with confidence. Most pupils read well as a result of the carefully planned and detailed teaching that is taking place in the literacy hours. The quality of writing has been improved by the good opportunities provided for extended writing, and the clear focus on the development of writing skills.
14. Standards in mathematics are below the national average at Key Stage 1, but in line with the average by Key Stage 2. At both key stages, standards in the number, shape, space and measures elements of the subject are higher than data handling as the school has tended to focus on the former areas.
15. Standards in science are in line with the national average in both the knowledge-based elements and investigational aspect of the subject.
16. Standards in information technology are below expectations at the end of Key Stage 1. The school has only just started to give sufficient prominence to the subject, and pupils have not covered all of the required programmes of study, nor have they

received sufficient direct teaching of the subject, nor had sufficient time to develop their understanding and skills.

17. Parents are generally pleased with the progress pupils make and the standards they achieve.

PUPILS' ATTITUDES, VALUES AND PERSONAL DEVELOPMENT

18. Most pupils like school; they want to achieve well and have very good attitudes to learning. They find lessons interesting, and listen well to their teachers. When asked questions they are keen to get the right answers, and older pupils often give a lot of thought to their responses. They enjoy the challenge of difficult tasks. Written work is carefully presented and demonstrates great pride. A feature of pupils' attitudes is the way in which they co-operate well in small groups or in pairs, and work productively. For instance, in a Year 1 geography lesson, pupils worked well together to make a plan of what they would like for the playground, with two girls co-operating particularly well, each one drawing single blades of grass until they had made a lawn. The attitudes of a very small number of pupils do not show such a strong commitment to learning, and are at times poor. This is mostly well contained and does not impact on the attitudes of other pupils.
19. Most pupils behave extremely well in lessons, assemblies and during lunch. Behaviour in assemblies is exemplary. However, this very good behaviour is not always as evident in the playground, or when pupils are moving around the school. This is also the view of parents. Pupils are mostly very polite and stand back to let an adult pass. They show appropriate respect for others' property, except for certain situations; for instance, when coats fall on the floor, younger children walk over them rather than pick them up. In the playground, pupils rush around, hold on to each other, and pull on each others' clothes. These games are often very rough, and lead to misunderstandings and minor accidents. Many parents are concerned that there is bullying. A very small number of pupils intimidate and are aggressive towards other pupils. This behaviour is unpleasant and unacceptable and constitutes bullying in that it is oppressive. These pupils are known to the school and their behaviour is monitored, but not always controlled in the playground. Exclusion is used well for extreme behaviour, but the incidence last year was very high. The school has taken appropriate measures which have the potential to reduce the number of pupils who are excluded.
20. Pupils are confident to express their ideas, and in circle time they are able to reflect on their behaviour and how this affects others. Through effective opportunities to look at other cultures and religions, pupils are learning to appreciate the views and beliefs of others, and to value the place of others in society. There are few opportunities for older pupils to contribute to the school community, but pupils are sensitive to the needs of the wider community; for example, some Year 6 pupils organised a fund raising stall for charity. Pupils get on well together in class, but these good relationships are not as evident in the playground. This is because there is too little for children to do, and the nature of much of the play often results in misunderstandings which pupils are unable to resolve effectively. There is a very small number of pupils who do not always relate to others in a positive way.
21. Attendance rates at the school are unsatisfactory. This is because many families move away from the area but neglect to inform the school, and a small but significant

number of pupils arrive each morning after the register has closed and are marked as absent.

22. Since the previous inspection, pupils' attitudes and behaviour in the classroom have improved significantly, although there is still some work needed to improve behaviour in the playground. Attendance is as it was for the last inspection. However, the recent measures to improve attendance appear to be successful, and rates are now rising.

HOW WELL ARE PUPILS TAUGHT?

23. The quality of teaching and learning is good overall, and this represents a significant improvement since the last inspection. In the school as a whole, almost two thirds of the teaching is good or better, and one eighth very good. Less than three percent of lessons were unsuccessful. This is a very strong profile, and the main reason why the pupils' standards of attainment are well above those of similar schools. Teachers work very hard and relate very well to their pupils.
24. The teaching of pupils under five is satisfactory overall. There are good relationships with the pupils and a generally high level of challenge. At times this challenge is inappropriately high, and insufficient emphasis is given to ensuring that basic concepts are securely developed through an appropriate range of practical activities. The teacher is very well supported by a very able Nursery Nurse.
25. At Key Stage 1, teaching is good or better in over three-quarters of lessons, and very good in almost a quarter. Teaching is good in English, mathematics and science, and satisfactory in design and technology. Insufficient teaching of any other subject was seen for a judgement to be made.
26. At Key Stage 2, teaching is good overall. Teaching is good or better in two thirds of lessons and very good in over a tenth. Teaching is good in English, mathematics, science, geography, art, and physical education. Insufficient teaching of any other subject was seen for a judgement to be made.
27. At both key stages, there are very good relationships with pupils, and teachers use these very effectively to challenge pupils and develop their very good attitudes to their work. There is a high level of intellectual challenge, particularly at the top of Key Stage 2, and the pace of learning is always brisk. Pupils respond very well to this challenge because they are supported by the quality of the relationships and, therefore, do not feel insecure. For instance, in a very good Year 6 geography lesson, pupils were challenged to distinguish between a hill and a mountain, and given great scope and encouragement to do so. Their suggestions showed how well they respond to such challenge and the depth of thought they give to their learning. Teachers listen very well to pupils and value their suggestions and responses. This encourages pupils to think and put forward ideas and suggestions without being afraid of being wrong. It is this involving of pupils so actively in their own learning that makes the teaching so successful. In almost all lessons, the learning objectives are made explicit and guide the learning during the lesson. This provides a clear focus and ensures that pupils are aware of what they should do, and also what they need to do to improve. This participative approach successfully encourages independence in the pupils, and also enhances their interest and enthusiasm.
28. The range of teaching and learning strategies used across the school is particularly wide, and this gives scope to pupils from a wide variety of backgrounds to succeed

and progress. There is a very good balance of whole-class, group, paired and individual teaching. Very good use is made of paired and group discussion to challenge pupils to sort out their ideas and to articulate their understanding. For instance, in a Year 4 lesson, pupils had to choose appropriate captions to go with pictures and then check these against the perceptions of the rest of the group. In having to first agree and then explain the reasons for their choice, the pupils had to think deeply and sort out their ideas. The use of short, timed activities is very successful in keeping the pace brisk, and keeping pupils focused on their work. For instance, in a Year 6 mathematics lesson, pupils were given two minutes to agree in pairs the set of factors for a given number. In a Year 5 lesson, they were asked to reflect individually for one minute before answering the teacher's question.

29. At both key stages, teachers have good subject knowledge, except in some aspects of information technology. There is a high level of competence in the teaching of phonics and other basic skills. Teachers are particularly skilful in classroom management, and handle some very challenging pupils in a very professional way. This is done partly through the very good relationships that make pupils respect and want to please their teachers.
30. There is good support for pupils with special educational needs, and for those for whom English is an additional language. The Code of Practice is effectively implemented, and individual education and behaviour plans are appropriately drawn up and reviewed.
31. Some parents were unhappy with the amount of homework given, and others with the way in which it is marked. Inspection evidence suggests that homework is used well to reinforce and extend what is learned in school. Homework seen was marked appropriately.
32. The school has been very successful in addressing the Key Issue raised by the last inspection requiring it to improve the quality of teaching at Key Stage 2. This has had the added effect of addressing the Key Issues requiring the school to improve the unsatisfactory behaviour of a minority of pupils, and of raising standards, particularly in the core subjects of English, mathematics and science. Teachers are to be commended for their hard work, the quality of their care for their pupils, and for the professional way in which they have embraced the challenges of the new national strategies for literacy and numeracy and adapted their teaching so successfully to meet these.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?

The curriculum,

33. The curriculum is broad and balanced and the national strategies for literacy and numeracy are very securely established. The curriculum for information technology, however, is unsatisfactory, and the requirements of the National Curriculum are not met in this subject.
34. The curriculum planning of English, mathematics and science is secure and well established in the school, ensuring the effective delivery of the teaching of basic skills in the core subjects. Planning for work in the foundation subjects is now supported by policy documents, and national guidelines issued by the Qualifications and Curriculum

Authority (QCA) are used to inform long term planning, thus ensuring a broad range of worthwhile opportunities for pupils.

35. The overall monitoring of planning is effectively undertaken by the headteacher, and monitoring of work in English is undertaken jointly by the headteacher and co-ordinator in a thorough way, but monitoring of the foundation subjects is less secure. In these subjects, the role of the co-ordinator is not well developed, and this leads to some lack of continuity and progression in pupils' learning experiences.
36. The curriculum for the children under five is not always appropriate. Lesson plans often have learning objectives which relate to programmes of study from the National Curriculum, and do not address developmental needs and desirable learning outcomes.
37. There is a good range of extra-curricular activities that is developing successfully, although these are restricted during the winter months because of the travel arrangements involved. The school provides the opportunity for several sports clubs, and involvement in inter-school competitions has developed well. Training from members of Birmingham City Football Club was enjoyed and appreciated by the pupils involved. Valuable links with other schools are being developed, including a Jewish school in Moseley with whom the pupils have shared an interesting exchange and understanding of religious festivals. The extra-curricular activities positively enhance pupils' learning.
38. Regular visits from outside specialists further enrich learning opportunities for pupils. Several different musicians have visited the school including traditional Irish bands and Asian musical groups. This, alongside participation in City of Birmingham Symphony Orchestra workshops, has given pupils valuable and worthwhile educational experiences and widened their awareness of a good range of musical styles from varying cultures. Residential visits arranged for pupils at Key Stage 2 also provide additional useful experiences.
39. The identification and planning of programmes for pupils with special educational needs is secure, and provision made for these pupils is good. The majority of pupils identified have learning difficulties, particularly in the areas of basic skills. Planning for these pupils is highlighted in targets within their Individual Educational Plans and is successfully addressed, particularly in literacy hour sessions.
40. Personal and social development of pupils is being successfully addressed through circle time sessions. A health education programme, delivered through the services of the visiting 'health bus', makes a valuable contribution to their work in science.
41. The links established by the school with the local community are successfully contributing to pupils' learning. Links forged with the Red Cross, local and national retailers and several Birmingham institutions such as the City of Birmingham Symphony Orchestra and Birmingham City Football Club have provided several enriching learning experiences for the pupils. Useful links have also been established with the local college of further education who are supporting classes for parents in British Sign Language and computing. The school has recently forged links with a school in Russia with whom the pupils are in correspondence.

Provision for pupils' spiritual, moral, social and cultural development

42. Teachers have established very effective relationships with pupils, and have created a climate where pupils are listened to and their ideas valued. These very good

relationships are a good example to pupils about how to relate to others, and make a significant contribution to pupils' spiritual development. Through very effective assemblies, pupils are given very good opportunities to learn about the lives of others and to think about their place in the world.

43. Pupils are clear about the differences between right and wrong. School rules are well displayed, but staff do not always insist that they are adhered to; for example, one rule for playtime is no 'play fighting', but, because adults are not always alert to notice it, the rule is frequently broken.
44. There is good provision for social development, and teachers set a good example in their dealings with pupils. There are very many effective opportunities for pupils to work together in lessons, and in circle time pupils have good opportunities to reflect on the way they relate to others. The circle times when pupils are in their own classes are much more effective than when they are in family groups. The school is moving towards developing a school council, but this should not be seen as a replacement for circle time. Some opportunities for pupils to be independent are missed, particularly in the dining room; for example, pupils are handed their trays rather than pick them up themselves, and an adult clears their tray for them, something which they could do for themselves. The school provides effective opportunities through residential visits and extra-curricular activities for pupils to learn about working together in a less formal setting.
45. Opportunities for cultural development through links with the Birmingham Symphony Orchestra, visits to the theatre, art galleries and places of interest are good. There is a strong emphasis on music in the school, and through regular workshops pupils have very good opportunities to listen to and make their own music. The school is effectively drawing on other peoples' values and beliefs to provide meaningful opportunities for pupils to learn about other cultures.
46. Since the previous inspection the school has significantly increased provision for multicultural education.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

Pupils' welfare health and safety

47. Arrangements for health, safety and child protection are satisfactory. The school makes good provision for the pupils' welfare. The headteacher is responsible for child protection and has had appropriate training. All classroom staff have a copy of the policy, which was discussed by staff when it was revised, and they are aware of procedures. However, lunchtime welfare assistants were not included in this. Some have had training in behaviour management and playground games, but this has not been put to good effect because the senior lunchtime supervisor is deployed in the dining room for the entire lunchtime period.
48. Staff have high expectations for behaviour in lessons, and their consistent, positive approach to behaviour management mostly works extremely well. However, its impact is not felt in the playground, where staff have lower expectations for behaviour and are not always alert to incidents. This means that some inappropriate behaviour goes unchecked.
49. The school has taken appropriate measures to deal with the bullying that was noted at the last inspection. Pupils now behave well in the classroom, but the school still has to

work with pupils to provide a framework for appropriate behaviour in the playground and to give pupils strategies to enable them to deal positively with disputes.

50. The arrangements for children starting school are limited. Children and their parents have only one visit to the reception class prior to children starting. This does not give them, or staff, sufficient time to become familiar with each other. The school has already identified this as an area for improvement.

The effectiveness of the school's assessment and monitoring of pupils' academic performance

51. There are good arrangements for assessing pupils' attainment and progress in English and mathematics, but very limited use of assessment in other subjects. In English and mathematics the information is used appropriately to identify pupils who are experiencing difficulties, and to set targets. The target setting is a useful development that is beginning to affect standards through the provision of effective support and advice to pupils on their academic development. However, record keeping in other subjects is inconsistent, making it difficult to track pupils' attainment and progress. Consequently, information gathered about what pupils know, understand and can do is not used effectively in the planning of new work.
52. Assessment procedures for children under five are inconsistent. Baseline assessments, undertaken when children start school, are generally used to plan suitable programmes of work, and staff make ongoing, informal assessments, but these are not always used effectively to inform the planning of new work.
53. There is effective identification of pupils who have special educational needs, and appropriate assessments are carried out to establish their needs and check on their progress. Information from these assessments is fed effectively into the pupils' individual education plans.
54. The assessment, recording and reporting policy provides useful guidance for staff. This has recently been reviewed and has yet to become established. Statutory assessment information is analysed by ethnicity and gender, and is used effectively to identify areas for development for raising levels of pupils' attainments. Individual pupil profiles for each child contain useful samples of work in English, mathematics, science and religious education, but information technology is still at an early stage of development. The school has identified, in its development plan, the need to develop whole school moderation of pupils' work to standardise attainment levels in core subjects, and also to develop collections of assessed work to support assessment in English, mathematics and science.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

55. Parents are mostly satisfied with the school, and feel that the relatively new headteacher has brought some very positive improvements. However, a significant number have concerns about behaviour, the amount of work children are expected to do at home, and the range of activities outside lessons.
56. The school is keen to improve its relationship with parents. The headteacher and class teachers are very visible and accessible at the end of the school day when they escort pupils out of the building to meet waiting parents. Through the home school link worker, the school is trying to involve parents more in school life. There are courses and regular coffee mornings, which are attended by a small number of parents. This is

a new initiative and although it has the potential to achieve its aims, it is too soon to fully assess its impact. The school has organised some workshops for parents, but attendance for these varies, with good numbers of parents wanting to make puppets, but only a few parents attending the bullying workshop. Parents have clear information about their child's progress through pupil reports, and they are satisfied that they can speak to staff at anytime if they have a concern. Useful information is given to parents at the start of each term about what their child will be taught, and how they can help at home.

57. Many parents listen to their children read at home, and there is good attendance for award assemblies. There is no parent teacher association. The number of parents who help in school is very small.
58. Since the last inspection the school has improved its relationship with parents, but there is still room to involve parents more in the life of the school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

The headteacher and senior staff

59. The headteacher gives very good leadership to the school. She had only been in post for one year at the time of the inspection, and had already set a clear educational direction and set in motion many initiatives to improve the quality of educational provision and to raise standards. In particular, there has been a significant impact upon the quality of learning and on pupils' behaviour and attitudes in the classroom.
60. Through its development plan, the school identifies appropriate targets, takes the necessary action and reviews progress towards these effectively. Performance management is active and rigorous, especially in English and mathematics, and high expectations have been set. This is a significant improvement since the last inspection. Parents are pleased with the leadership of the headteacher and the changes she has brought about.
61. There are explicit aims and values stemming from the school's Church status that inform the work of the school. There is a successful commitment to equal opportunities, and a particularly successful commitment to building good relationships within the school. Teachers provide very good role models for caring and sensitive relationships.
62. The introduction of the new national strategies for literacy and numeracy has been well managed, and English is very effectively led. The provision of support to pupils with special educational needs is well managed. The role of subject co-ordinators has been extended since the last inspection but there is still further development needed. In particular, they need to ensure that there are effective schemes of work for their subjects that give clear guidance on the levels to be addressed by each year group. Co-ordinators need to ensure that assessments are made and pupils' progress in their subjects is monitored effectively across the school. The information so gathered should be used to inform planning. Senior teaching staff in general are not sufficiently directly involved in the running of the school, and their role in monitoring and evaluating, and taking responsibility for areas of development, needs to be enhanced.
63. Non-teaching staff are not always deployed effectively. In particular, the mid-day supervisory staff are not deployed in a way that ensures good behaviour in the playground. The senior mid-day supervisor has attended a course on the organising

of playground games, but her role is confined to handing out trays (something the pupils could easily do themselves) and she is seldom deployed in the playground. In the playground, staff are often used to supervise queues and in the dining room to supervise trolleys, rather than take a more active role in organising and supervising pupils' play. The school needs to review the role of these staff and ensure that they are able to impact on children's play in a positive and vigilant way.

The governors

64. Most of the governors, including the Chair, were newly appointed at the time of the inspection. In the past, governors have not exercised a close scrutiny of the school, and many Key Issues from the last inspection report have only just been addressed; for instance, the developing of schemes of work for the foundation subjects. Under its new Chair and Vice Chair, the governing body is now developing a good understanding of the strengths and weaknesses of the school, and is beginning to shape the direction the school should take. In the past, governors have not taken a sufficiently long-term view of developments within the school and this led to the budget deficit. The new governing body is already taking good account of future developments and is well placed to ensure that a balanced budget is restored, and that the school meets its targets.

Monitoring, evaluation and targets

65. The school is taking many effective steps to evaluate its performance and is well aware of its needs. This has improved significantly since the last inspection. The school analyses and monitors its standards well in English and mathematics, and has used the information gained to target teaching. This approach now needs to be extended to the other subjects. The school has made particularly good use of the introduction of the national literacy and numeracy strategies to analyse its approach to teaching, and to improve its effectiveness. The headteacher has a good overview of the quality of teaching and learning and has established a very clear set of expectations in this area. The way in which senior staff assist her in this has not been formalised, and their role in the monitoring and evaluation of teaching and learning is under-developed.
66. Targets set for pupils are appropriately challenging and progress is being made towards these. There is an impressive shared sense of wanting to improve standards of attainment amongst the staff, and teachers work very hard to achieve their goals. There is a very positive ethos in the school where staff and pupils work well together. There is a real shared commitment to improve and a proven capacity to succeed.

Strategic use of resources and principles of best value

67. Effective use is made of resources across the school, and systems of financial control and administration are sound. Principles of best practice are applied appropriately in the school purchases and arrangements. However, past financial planning, together with some unforeseen circumstances such as a long-term sickness of staff, has led to a situation of budget deficit this year. This has been sanctioned by the Local Education Authority, and the present governors have ensured that the deficit is less than that originally envisaged and agreed. There is no clear plan of how next year's expenditure will be reduced to avoid further deficit and begin to repay this year's overspend. If this is not done urgently, the deficit will build up and repayment will become increasingly more difficult. The school receives over the national average income per pupil and, despite its inner city location and particular circumstances, should be able to live within its budget.

Staffing, accommodation and learning resources

68. There is a high number of well-qualified teaching and support staff. Class sizes are low, and there is a high level of classroom support. There are good arrangements for the professional development of staff through access to courses, and through monitoring and support within the school. There are good induction arrangements for new classroom staff, but arrangements for the induction and monitoring of playground staff have not ensured that they operate effectively.
69. There is a generally satisfactory provision of teaching and learning resources across the school. Good use is made of these resources, except in information technology where equipment is under-used. The accommodation is spacious, and the grounds adequate for recreation and learning, although the lack of a field inhibits some team games.
70. Overall, the school is very well led, and this is a significant improvement since the last inspection.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

71. In order to build upon the recent improvements made by the school, the headteacher, governors and staff need to:
- I) Improve standards of attainment in information technology by ensuring that:
 - the full programmes of study are followed across the school;
 - sufficient time is allocated for direct teaching of information technology skills;
 - pupils are given sufficient opportunities to practise skills;
 - the school builds effectively on skills pupils bring from home.

(paragraph 144 refers)

 - II) Improve standards of behaviour in the playground by:
 - using many of the techniques already successfully employed to improve classroom behaviour;
 - providing a wider range of activities for play;
 - raising expectations of sensible play;
 - ensuring that the senior mid-day supervisor is deployed effectively, and that all adults in the playground are vigilant in noticing incidents.

(paragraph 19 refers)

 - III) Improve provision for children under five by ensuring that the curriculum follows the recommended areas of learning and is planned to meet the desirable learning outcomes.

(paragraph 84 refers)

 - IV) Take urgent steps to plan the budget for the next financial year so that further deficit can be avoided.

(paragraph 67 refers)

 - V) Strengthen the role of subject co-ordinators so that they take a more active role in the management of their subjects and ensure that:
 - there are effective schemes of work for their subjects that give clear guidance on the levels to be addressed by each year group;
 - attainment is assessed and progress monitored effectively across the school;
 - the assessment information gathered is used effectively to inform planning.

(paragraph 62 refers)

The school may also wish to address the following minor issues and could make them the subject of an action plan:

- ensure that support staff are always deployed to meet identified needs.

(paragraph 63 refers)

PART C: SCHOOL DATA AND INDICATORS

72. Summary of the sources of evidence for the inspection

Number of lessons observed	69
Number of discussions with staff, governors, other adults and pupils	16

73. Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	12	48	36	4	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

74. Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	153
Number of full-time pupils eligible for free school meals	0	70

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	0	48

English as an additional language	No of pupils
Number of pupils with English as an additional language	32

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	10
Pupils who left the school other than at the usual time of leaving	47

75. Attendance

Authorised absence

	%
School data	4.7
National comparative data	5.4

Unauthorised absence

	%
School data	5.9
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

76. Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	7	14	21

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	6	7	6
	Girls	11	10	10
	Total	17	17	16
Percentage of pupils at NC level 2 or above	School	81 (72)	81 (82)	76 (61)
	National	82 (80)	83 (78)	87 (83)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	6	6	6
	Girls	11	10	12
	Total	17	16	18
Percentage of pupils at NC level 2 or above	School	81 (82)	76 (79)	86 (86)
	National	81 (80)	86 (83)	87 (85)

Percentages in brackets refer to the year before the latest reporting year.

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	14	10	24

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	11	13
	Girls	9	7	9
	Total	22	18	22
Percentage of pupils at NC level 4 or above	School	92 (64)	75 (41)	92 (78)
	National	70 (65)	69 (69)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	9	10
	Girls	9	6	9
	Total	19	15	19
Percentage of pupils at NC level 4 or above	School	79 (73)	63 (41)	79 (73)
	National	68 (65)	69 (65)	75 (71)

Percentages in brackets refer to the year before the latest reporting year.

77. Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	42
Black – African heritage	2
Black – other	2
Indian	10
Pakistani	9
Bangladeshi	0
Chinese	0
White	48
Any other minority ethnic group	12

This table refers to pupils of compulsory school age only.

79. Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	8
Number of pupils per qualified teacher	19.1
Average class size	21.8

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	101

FTE means full-time equivalent.

78. Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	3	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	1	0
Bangladeshi	0	0
Chinese	0	0
White	2	0
Other minority ethnic groups	4	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

80. Financial information

Financial year	1998/99
	£
Total income	377,680
Total expenditure	378,679
Expenditure per pupil	2,036
Balance brought forward from previous year	12,383
Balance carried forward to next year	11,384

81. Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	153
Number of questionnaires returned	33

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	52	36	9	3	0
My child is making good progress in school.	48	33	12	6	0
Behaviour in the school is good.	48	30	18	3	0
My child gets the right amount of work to do at home.	36	33	18	12	0
The teaching is good.	52	36	9	3	0
I am kept well informed about how my child is getting on.	55	27	15	3	0
I would feel comfortable about approaching the school with questions or a problem.	64	24	9	0	3
The school expects my child to work hard and achieve his or her best.	55	30	9	3	3
The school works closely with parents.	55	33	12	0	0
The school is well led and managed.	64	27	6	0	3
The school is helping my child become mature and responsible.	58	33	6	0	3
The school provides an interesting range of activities outside lessons.	30	39	18	6	6

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

82. There is one reception class, with twenty-seven children on roll. Eleven children were under five at the time of the inspection. Most have experienced some form of pre-school education, mainly at nursery school.
83. Children enter school with wide ranging levels of attainment which, overall, are slightly below average for their age in language and literacy, mathematics, knowledge and understanding of the world and in personal and social development. The children make satisfactory progress, but by the age of five, attainment, overall, remains below the expected outcomes for this age in these important areas of learning. On entry to school, children's creative and physical development are average for their age. They make satisfactory progress and by the age of five, attainment is what is expected for their age. Children settle well into school, with the help and encouragement of teaching and support staff.

Teaching and learning

84. Overall, the quality of teaching is satisfactory in all areas of learning. The teaching of the basic skills is mainly appropriate, but younger children are not ready for the more formal approach taken in the reception class. Appropriate class management encourages most children to develop good levels of concentration and make sound progress. Good use of time and resources develops children's pace of learning. Effective staff interaction with the children helps them to try hard in their work. Support staff make a very valuable contribution to the quality of the children's learning. Teaching and support staff work well together and caring relationships impact effectively on the development of positive attitudes to learning. However, a key factor in the teaching of children under five is the quality of the curriculum and its planning, which is sometimes inappropriate, with lessons are pitched beyond most children's understanding. Lesson plans do not take sufficient account of the desirable learning outcomes for children under five. Teachers' expectations of children are sometimes inappropriately high so that important steps in structured learning are missed. School should now review its early years planning to ensure that children receive an appropriate foundation stage curriculum to provide a firm basis for their introduction to the Key Stage 1 National Curriculum.

Personal and Social Development

85. Most children behave well and many develop positive attitudes to learning. They begin to understand the difference between right and wrong through sensitive handling of everyday incidents by staff. Most children learn to take turns, for example, when speaking in a large group on the carpet. Many share equipment fairly when building 'chairs' from constructional apparatus. They respond positively to established daily routines, which give them confidence and a sense of security, and this contributes effectively to the sound progress most children make. They listen satisfactorily and many follow instructions sensibly. Many develop effective relationships with staff and each other, however, some find this difficult.

Language and Literacy

86. Some children listen well to stories, but few are able to concentrate for long. Many respond willingly to questions about their activities but the vocabulary of some children is limited and they lack confidence. Although children play appropriately in the 'Percy the Park Keeper's House', opportunities to develop language skills through role-play

are under-developed as there is insufficient teacher intervention. Many begin to understand that words and pictures carry meaning. Some know the initial sounds of some alphabet letters. A few recognise familiar words as their teacher reads a Big Book, such as 'Handa's Surprise', and some are able to follow the text.

Mathematics

87. Through appropriate rhymes, jingles and songs, such as 'Five green bottles', some children begin to develop an awareness of numbers, and basic counting and ordering skills. Some count to three, and a few to five, but many find this difficult. By the time they are five, most count to five. Some high attainers can count reliably to ten. A few high attainers begin to understand '1 less' and '1 more'. Number jigsaws and games contribute effectively to the children's mathematical development. Some follow and repeat simple patterns, using a wide range of apparatus. Many identify basic shapes, but less able children are unsure of these and lack confidence. Some children are unable to name the primary colours. They explore capacity through sand play. Many begin to use basic mathematical language, some with limited success.

Knowledge and understanding of the world

88. Children willingly talk about familiar topics, such as their families, friends and homes, but have limited skill and vocabulary when talking about other topics, such as their investigation of collections of packages made from a variety of materials. This activity was beyond the understanding of most children and so most lost interest. A 'history' lesson about putting birthdays on a time-line was unsuccessful because the activity was not within the children's experience and had an inappropriately high level of challenge. Children are able to make appropriate models of cars and lorries from constructional apparatus, and talk about them to the rest of the class.

Physical Development

89. Most children enjoy using the outside, separate area for free play, developing appropriate awareness of space, of themselves and of others. Children move with improving confidence, imagination, co-ordination and control. Most children use small apparatus, for example, constructional apparatus, with developing skill. They handle small tools, such as scissors, pencils and gluesticks, and malleable materials safely and with increasing control.

Creative Development

90. Through art, stories and imaginative play, some children show increasing ability to listen and to observe. They explore colour and texture to create a variety of paintings and self-portraits. They make simple prints and patterns using a variety of shapes, effectively linking creative work with mathematics. They experiment with musical instruments with growing confidence. Some are able to play untuned instruments rhythmically, recognising repeated sounds. They sing simple songs from memory with enjoyment. They play in 'Percy the Park Keeper's House', but opportunities to extend their creative development are missed because staff do not intervene sufficiently in their role-play.

ENGLISH

91. **At the end of both key stages, standards of attainment are in line with the national average and are well above the average of similar schools. Pupils make good progress across the school. This is a significant improvement since the time of the last inspection.**

92. Pupils enter Key Stage 1 with levels of attainment which are below those expected for children of their age. Their good progress through the key stage is due, in the main, to the very well planned and skilful teaching which is taking place during literacy lessons. In these lessons, pupils are being taught a good range of basic skills and are becoming confident learners because of the good structure and organisation of these lessons.
93. Progress throughout Key Stage 2 is good, and by the end of the key stage attainment is securely in line with national averages, with a significant number of pupils working at Level 5. This is well above the average levels of attainment when compared with other schools. Again, this is due to the good planning and teaching during both literacy hour sessions and regular timetabled opportunities for extended writing.
94. Pupils' speaking and listening skills are above average. They listen well in whole class sessions and particularly well during literacy hour lessons. They contribute well and are able to express their ideas coherently and confidently. They are able to discuss with a partner and in small groups, and listen attentively to what others have to say. They are able to use speech effectively, as was observed in Year 4, where pupils produced a high standard of choral speaking.
95. Pupils' reading skills are above average as a result of the carefully planned and detailed teaching which is taking place throughout the school in literacy lessons. From the initial word recognition and phonic work undertaken by the youngest pupils, the building up of a good range of strategies to tackle unknown words and the exposure to good modelling by teachers, pupils are happy and confident in their reading by the end of Key Stage 1. Throughout Key Stage 2, pupils are exposed to a good range of texts and work on them confidently, using their knowledge of both fiction and non-fiction and of a variety of genres. They are able to carry out research using a range of sources and talk confidently both about what they have discovered and about their enjoyment of reading. Reading levels are above average overall.
96. Pupils' writing skills are above average as a result of the time the school has allocated to focus on the development of extended writing skills. Regular practise of formation of letters and simple sentences with the younger pupils gives them the essential tools to enable the development of a good range of writing styles as they progress through the school. Standards of handwriting and spelling are good as opportunities to practise these skills continue throughout the school. Pupils plan their written work carefully and use drafting techniques to improve the quality of their finished pieces. They write well, in a good range of styles, for different purposes and audiences. Pupils at Key Stage 2 are encouraged to review and evaluate their work and look for ways in which it could be improved.
97. Pupils' attitudes are consistently good, and very good on occasions at both key stages. They listen carefully in lessons and are very attentive to their teachers. They readily offer ideas and suggestions in class discussions and respond thoughtfully to the challenging questions from teachers. Pupils work co-operatively in pairs and small groups and discuss their ideas sensibly with each other. They share equipment and resources and are willing to wait for their turn to speak or use equipment. Relationships with teachers and classmates are good and pupils respond positively when they are praised. Behaviour in lessons is very good due to well established routines and the clear expectations of teachers in terms of good working habits and standards of behaviour. The vast majority of pupils present as keen and interested learners.

98. The quality of teaching is consistently good at both key stages. Lessons are well planned and have clear learning objectives, which are often shared with the pupils at the start of lessons. Teachers are secure in the structure and organisation of the literacy hour, and knowledgeable about the aspects of grammar they are teaching. They support pupils by modelling both reading and writing well and by sharing with pupils a good range of strategies to develop extended writing. The pace of lessons is brisk, and teachers use good questioning to challenge pupils' thinking. Teachers take opportunities to check pupils' understanding and involve all pupils in discussions. Tasks set are well matched to pupils' ability levels. Classroom management is good. Clear routines have been established and clear expectations on standards of behaviour lead to pupils settling quickly to their work, concentrating well and remaining well focused throughout lessons. The high standard of behaviour in lessons is directly related to the standards expected by teachers. Praise is used effectively to recognise good behaviour and effort, and pupils respond well to this. Teachers have developed good relationships with their pupils which, in turn, creates a secure and supportive learning environment. Humour is used very effectively with the older pupils, and the quality of interactions between teachers and pupils positively enhances the learning experience and raises standards.
99. The curriculum planning for English is linked appropriately to the National Literacy Strategy Framework. Planning is regularly monitored by the headteacher and the English co-ordinator. The monitoring of planning and teaching within literacy hour lessons has been successfully and conscientiously undertaken and has ensured consistency of approach across the school.
100. The co-ordinator for English has worked hard to support colleagues in establishing structures, organisation and resources for the subject and, in particular, for the literacy lessons. Ongoing assessment informs this planning and identifies pupils who require extra support. Those with special educational needs are well catered for both in terms of literacy targets within individual educational plans and additional help and support in the tasks set. The co-ordinator has monitored the progress of pupils and has collected useful data which, in turn, allows appropriate targets to be set and lessons to be appropriately planned. The outcomes of previous monitoring and evaluation exercises have influenced the school's approach and been contributory factors in the raising of pupils' attainment.
101. The quality and quantity of resources is satisfactory and still being developed. Much investment has been made recently to improve the range and quality of books available in the school in terms of both fiction and non-fiction, in addition to upgrading reading scheme materials. Reference books, dictionaries and thesauruses are now available and are used well by the pupils. The quantity of books and other reading materials in the library is limited, but the range and quality is improving.

MATHEMATICS

102. **At the end of Key Stage 1, standards of attainment are below the national average, but above the average of similar schools. Pupils make satisfactory progress across the key stage. Standards are above those found at the last inspection.**
103. In national tests for seven-year-olds in 1999, the overall scores were well below the national average. Compared with schools of similar background, the overall standards

were average. Over the last four years, standards at Key Stage 1 have declined, but have improved this year.

104. Inspection evidence shows that the standards of attainment of this year's pupils at the end of Key Stage 1 are higher than the 1999 scores. Standards are below average nationally, but above the average of schools of similar background. This represents a good level of achievement for the pupils, particularly as there is an unusually high proportion of pupils with special educational needs in the present Year 2 class. Standards in the aspects of number and shape and space are higher than those in data handling. By the age of seven, there is a larger than average proportion of pupils who do not meet the expected level (Level 2). For instance, most pupils are able to use mental recall of number facts to work out the cost of objects and the change from sums up to a pound, but a number of pupils still struggle with the concept of change itself. Even though they may be able to add and subtract simple numbers, they are unsure of the basic operation. This is because some early concepts were not well formed. There has been little work in data handling, and too few pupils are able to present gathered data in the form of block graphs or diagrams. Very few indeed are able to interpret such charts and graphs.
105. **At the end of Key Stage 2, standards of attainment are in line with the national average, and well above those of similar schools. Pupils make good progress across the key stage. Standards are significantly higher than those found at the last inspection.**
106. In national tests for eleven-year-olds in 1999, the overall scores were above the national average, and well above average compared to similar schools. There has been a strong trend of improvement over the last four years.
107. Inspection evidence indicates that standards of present pupils are in line with the national average, and well above the average of similar schools. This is lower than the scores of last year's Year 6 pupils in national tests, but in line with the teachers' assessments of those pupils. The test scores were surprisingly high. The underlying trend is one of steady improvement, and present Year 6 pupils are on the verge of being above average nationally.
108. By the end of the key stage, pupils have developed a very secure understanding of place value in number and can perform all four operations of number with confidence and accuracy. Most are able to calculate fractional and percentage quantities. A few have attained the higher level (Level 5), being able to express ideas in symbolic form and check solutions using inverse operations. Pupils have sound knowledge of the shape and space aspect, and many have reached the higher level of understanding symmetry and the properties of three-dimensional shapes. Most pupils are good at explaining their methods, but few are proficient at planning their own investigations so that they obtain all the necessary information and generalise from their findings. Attainment in the data-handling element of the subject is below average as the school gives little emphasis to this. Few pupils understand and can use such concepts as mode and median, and very few could calculate the mean of discrete data, which is the requirement of Level 5.
109. Across the school, pupils have very positive attitudes towards learning and enjoy the subject. They contribute well to oral sessions, and are willing to explain their methods and thought processes. They take a pride in their work, keep their exercise books neatly and are concerned to be accurate in their work. They behave, listen and concentrate very well, applying themselves confidently to their work. This has a

positive effect on their progress. Pupils of all groups, including those with special educational needs, make progress in learning in line with their peers. There is effective support for pupils with special educational needs, and for those for whom English is an additional language, and the quality of their learning is good.

110. The new National Numeracy Strategy has been well introduced, and is functioning effectively to raise standards. There is appropriate use of numeracy in other subjects; for example, measuring capacity in science. Literacy skills are appropriately enhanced by the extension of mathematical language at both key stages.
111. The quality of teaching and learning is good at both key stages. Teachers have good subject knowledge, and plan their lessons very effectively. There is very good use of a wide range of teaching strategies that help interest the pupils and also deepen their understanding. For instance, in a Year 2 lesson, pupils discussed in pairs the number of combinations of coins that would make a sum of money. It is this discussion and experimentation, rather than just writing down answers that effectively promoted their understanding. In a Year 6 lesson, pupils were given two minutes to discuss the range of factors of a number, before telling the rest of the class. The discussion and the tight time limit are very effective in promoting thought and extending learning. Pupils' interest, concentration and independence are well promoted by such methods, and the use of pairs encourages pupils to put in their own intellectual effort, rather than rely on others in the class. There is good use of clear learning objectives, which allows pupils to be aware of their own learning and promotes the acquisition of skills, knowledge and understanding. These objectives are often used very effectively at the end of a lesson to review progress, for instance in a Year 3 lesson on time, and this strengthens learning and the pupils' own awareness of their progress.
112. The subject is appropriately co-ordinated, and the preparation for the introduction of the National Numeracy Strategy was thorough. The relatively new co-ordinator has a reasonable overview of progress, but this could be more specific within the key stages as well as at the ends. Planning is reviewed, but there is still an imbalance away from data handling. There is a good range of teaching and learning resources that are well used across the school.

SCIENCE

113. **Standards of attainment are in line with national expectations at the end of both key stages, and well above the average for similar schools. Pupils make good progress across the school. This is in line with the findings of the previous inspection.**
114. There is no national test in science for seven-year-olds; however, assessment by teachers in 1999 indicates that the proportion of pupils attaining the expected Level 2 was below the national average, but above average compared to schools of similar context. The proportion attaining the higher Level 3 was above the national average, and well above average compared to schools of similar context. Inspection evidence suggests that the standards of current pupils at the end of the key stage are broadly in line with expectations.
115. By the end of Key Stage 1, pupils develop an appropriate experience of practical investigations. They are able to use simple equipment appropriately, record findings in various ways, and use appropriate scientific terms. They understand the importance of a healthy diet. They can identify a range of everyday materials. Some can explain

why some materials are suited for different purposes. They are able to investigate the simple properties of magnets, and many understand that pushing and pulling are forces. Some begin to develop a basic understanding of the need for a fair test.

116. In the 1999 national tests for eleven-year-olds, the proportion of pupils attaining the expected Level 4 was well above the national average, and well above average compared to schools of similar context. The proportion gaining the higher Level 5 was below average compared with the national average, and above average compared to similar schools. Since 1997, attainment has shown a rising trend, but in 1999 there was a rise in standards in all other schools, so attainment was, overall, average. Inspection evidence indicates that current standards at the end of Key Stage 2 are average nationally, but well above the average of similar schools.
117. By the end of Key Stage 2, pupils have developed appropriate knowledge of life processes and living things, of materials and their properties, of physical processes and of experimental and investigative science. Pupils recognise feeding relationships between plants and animals in a habitat, and describe their observations using such scientific terms as 'food chain' and 'producer'. Many develop a sound understanding that there is a limit to the amount of salt that can dissolve in a given amount of water, and that the limit is different for different solids. They make predictions and many make accurate measurements, repeating them to check findings. Many understand sounds are made by vibrations and that pitch and loudness of sounds can be varied.
118. At both key stages, most pupils, including those with special educational needs, make good progress. Across the school, pupils' skills, knowledge and understanding are consolidated and extended in a structured way, so that good progress is made in aspects of life processes and living things, of materials and their properties and of physical processes. Pupils' progress is sound in the experimental and investigative aspect of science through carrying out effective practical experiments. This is appropriately addressed in all attainment targets.
119. It was possible to see only one lesson at Key Stage 1, and in this the quality of teaching and learning was good. Clear explanations and open-ended questions, together with the appropriately high level of challenge in first-hand investigations of 'forces', impact effectively on the pace of learning, on pupils' good progress, behaviour, efforts and the development of very good attitudes. Excellent behaviour and very good quality of learning were observed when Year 1 pupils visited the 'Health Bus'.
120. At Key Stage 2, the quality of teaching and learning is good overall, and very good in half of the lessons seen. Good class management and constructive relationships motivate pupils well and promote good behaviour and attitudes to science, which most enjoy. Good organisation of group work gives pupils opportunities to collaborate and co-operate well with each other. Many display enthusiasm and commitment to their work. Challenging questions maintain pupils' interest, ensuring they listen attentively and sustain concentration.
121. Teachers' secure subject knowledge and high expectations of behaviour and involvement impact positively on pupils' knowledge and understanding of all aspects of science, promoting good progress. There is good interaction that enthuses pupils, checks their understanding and contributes to good quality learning, for example, in a Year 6 lesson where pupils were learning about dissolving and saturation. Good use of resources and relevant investigative work makes intellectual demands on pupils to consolidate and extend their learning effectively across all programmes of study. The

teaching of skills and subject content is effective, using clear explanation and demonstration and effectively meets the needs of all pupils, encouraging good progress and good presentation of work. Planning is effective, with clear learning objectives that pupils understand. For example, Year 4 pupils know the learning objectives in a lesson on thermal insulation and understand exactly what they are required to do.

122. Pupils' literacy skills are used effectively, for example, in written recording of findings. Effective use of numeracy skills is made in measuring capacity and temperature. Little evidence was seen of the use of information technology in science.
123. The co-ordinator monitors teachers' plans, but little monitoring of teaching and learning takes place. Procedures for assessing pupils' attainment and progress are inconsistent, and under-developed, in terms of National Curriculum levels. Record keeping is variable and it is not clear how pupils' attainment and progress can be effectively tracked. Therefore, assessment is not effectively used to plan what pupils should learn next. School has identified the need to moderate pupils' work to standardise judgements about attainment levels and to compile a collection of pupils' work to support assessment. Resources are adequate, well organised, accessible to staff and pupils and are used well. The school grounds are used effectively as a resource for investigational activities. Good use is made of visits to places, such as the Cotswold Wild Life Park, and of visitors to school, for example, the 'Health Bus', to enrich the curriculum.

ART

124. **Pupils make good progress as they move through the school and, overall, standards of attainment are broadly in line with those normally found. Standards are in line with those found at the time of the previous inspection.**
125. It was not possible to see any art lessons at Key Stage 1 during the inspection, so no overall judgement can be made about teaching and learning. Judgements about attainment and progress are based on scrutiny of work.
126. By the end of Key Stage 1, pupils are able to work with a variety of materials, tools and techniques, recording their ideas with increasing confidence, in a range of media. Pupils explore colour, texture, shape and pattern with growing ability. They observe the work of Matisse and make links with their own work. By the end of Key Stage 2, pupils use increasing accuracy to detail when representing things. They use sketchbooks, effectively practising the elements of line, tone, shade and form, with developing attention to detail. They begin to recognise different approaches to art; for instance, through studying the work of William Morris. They meticulously draw plants and flowers, demonstrating sound understanding and use of pattern, texture, line and tone, producing work in his style. At both key stages, pupils' creative skills, knowledge and understanding are built on and extended well and they make good progress.
127. The quality of teaching and learning at Key Stage 2 is good. Teachers' subject knowledge is secure and good open-ended questions stimulate pupils' thinking and ideas. High expectations of pupils' involvement and behaviour elicit very positive attitudes and encourage them to take pride in the presentation of their work. Constructive relationships motivate most pupils well to make good creative efforts and to work productively. Lively exposition and good interaction by the teacher have a positive impact on pupils' progress, creative efforts and the quality of learning. Most pupils are interested and enjoy the subject.

128. Effective links are made with mathematics in pattern work, when pupils investigate the lines of symmetry in polygons. Literacy skills are enhanced, for instance, when pupils suggest words to describe their feelings on observing the painting 'The Scream' by Edward Munch.
129. The subject is effectively managed. There is helpful guidance for teachers in continuity, progression and planning. Resources are adequate and accessible and are used well. Good use is made of visits to museums, and pupils make effective use of a local park for sketching and making tree bark rubbings.

DESIGN AND TECHNOLOGY

130. **Standards of attainment are broadly in line with expectations at both key stages. Pupils make satisfactory progress across the school. This is in line with the finding of the last inspection.**
131. At Key Stage 1, pupils are able to design and build examples of playground equipment using construction kits. In building their houses, they display a range of cutting, joining and decorating skills and can use flaps and hinges to add interest to their finished work. They are able to plan the vehicles they are going to make, and make an axle which will allow their vehicle to move.
132. At Key Stage 2, pupils are developing a range of making skills and work with concentrated effort on making their medieval jewellery. Their knowledge and use of the design process is less secure, however, and there is little evidence of pupils evaluating their work.
133. Pupils' response in lessons is always satisfactory and is good on occasions. They behave well in lessons and most stay focused on the tasks they have been set. They are able to work co-operatively in pairs and small groups and share resources sensibly. They are willing to re-consider their designs following challenge from the teacher. Good relationships between staff and pupils, and between the pupils themselves, creates a positive working environment.
134. The quality of teaching is satisfactory in both key stages, although not all strands of the programmes of study are given due consideration. Although making skills are given adequate attention, design and evaluation aspects are not afforded the significance which they should have. Lessons are usually well managed and resources are well organised and appropriate. As a result, lessons run smoothly but often lack the challenge necessary to develop pupils' thinking and ability to solve design problems.
135. The school is working to the national Qualifications and Curriculum Authority guidelines for the subject but has not, as yet, developed a school based scheme. The co-ordinator has recently been appointed and, as yet, little monitoring and evaluation of work in this area has been undertaken. Resources are satisfactory but in need of review in order to ensure that appropriate tools are available for the range of tasks pupils will need to undertake.

GEOGRAPHY

136. There was only one lesson seen at Key Stage 1 during the inspection. In this Year 1 lesson, pupils were very well engaged and challenged in a lesson about the playground environment. Some very good teaching challenged them to consider factors about the environment and to sort them into favourable and unfavourable aspects. Pupils responded very well to this and showed appropriate levels of attainment.
137. At Key Stage 2, the quality of teaching is good. There is a high level of challenge to which pupils respond positively. A good quality of questioning in a Year 3 lesson promoted good understanding of the processes of environmental change as houses were built in a natural area. Some very good teaching methods were used in a Year 4 lesson, where pupils had to agree in pairs the features of an Indian village. This, and their subsequent feedback to the larger group, ensured that they thought carefully about the pictures and sorted out their thoughts in a systematic way. A good degree of intellectual challenge in a Year 6 lesson caused pupils to reassess their concepts of hills and mountains, and the use of atlases was effective in making comparisons with other countries.
138. At the end of Key Stage 2, standards are still somewhat below expected levels because the schemes of work, and the guidance given to teachers, do not make clear the expected levels to be attained. Consequently, the pupils can make comparisons and offer reasons for their judgements about geographical features, but have not begun to understand geographical patterns or to appreciate the importance of location in understanding places. The school has adopted the Qualifications and Curriculum Authority's units of work, but needs to link these to the needs of the school, and be specific about the levels expected from each year group.
139. Pupils have very good attitudes to their work, and are keen to learn. Behaviour in lessons is very good. Pupils respond well to their teachers and the quality of learning is good.

HISTORY

140. There was one history lesson seen at Key Stage 1 during the inspection, so no overall judgements can be made. In the lesson seen, there was some very good teaching that enthused the pupils about the story of Grace Darling rescuing the shipwrecked sailors. The use of music, and the acting of the events in the classroom with a blue sheet shaken to represent the raging sea, brought the lesson to life and lifted the presentation way beyond the ordinary.
141. At Key Stage 2, the quality of teaching and learning is satisfactory overall. For instance, in a Year 3 lesson some good comparisons were made between Roman and Celtic ways of life that helped pupils understand how the Romans' better equipment enabled them to prevail. In a good Year 6 lessons, very good use of the Internet was made in order to access information about conditions in Victorian factories. Some very good teaching techniques were used in which pupils discussed aspects of the information in small groups and fed back the main features. This gave them a good insight into conditions and enabled them to cite examples.
142. Pupils have developed a good knowledge of the periods they have studied, and by the end of the key stage, are able to recognise some of the similarities and differences between the periods. However, few are able to identify changes within or between periods, and this is one of the key features of the expected level (Level 4). This is

because the scheme of work does not make sufficiently clear the expected level for each year group.

143. The school has recently adopted the Qualifications and Curriculum Authority's units of work, but as in geography, needs to link these to needs of the school, and be specific about the levels expected from each year group. The overall framework for the school has been introduced, but this year two year groups have been studying the same period. Much closer monitoring is needed to ensure that this does not happen.

INFORMATION TECHNOLOGY

144. **Standards of attainment are below expectations at the end of both key stages because the full programmes of study required by the National Curriculum are not being covered. Standards are lower than those at the last inspection.**
145. The school has only recently acquired sufficient computers for the subject to be taught effectively, and older pupils have not had sufficient opportunities to build up their skills as they move through the school. The school needs to ensure that now it has the appropriate equipment it is used sufficiently effectively, and sufficiently often, for appropriate progress to take place.
146. There was very little use of computers during the inspection, and very little teaching of information technology was taking place. Where pupils were accessing computers in the reception class, the software programmes were not totally appropriate to the pupils' skill levels. In a Year 2 lesson, where pupils were using the 'roamers', there was some confusion in pupils' learning as they picked them up and turned them around to make turns rather than enter the appropriate instructions. There was some good teaching in a Year 6 lesson, where some pupils were taught effectively to access the Internet to find out information for their history project.
147. By the end of Key Stage 1, pupils are still developing their confidence in using information technology. Many are familiar with the operation of the mouse and can select certain options, for instance, when using the roamer. However, this familiarity is limited to very basic operations, and very few are able to use information technology to generate and communicate ideas in different forms such as text, tables, pictures and sound, which are the national expectations for seven-year-olds. The full programmes of study have not been followed and so progress through the key stage has been slow.
148. By the end of Key Stage 2, a small number of pupils have developed some confidence in using computers and can access programmes and print out from sources such as the internet. Many of these pupils have acquired these skills at home, but such experience is not built on effectively in all classes. Very few have developed the range of skills and knowledge expected nationally of eleven-year-olds. For instance, few are able add to, amend or interrogate information in a database or spreadsheet, and very few are able to use information technology systems to control events in a predetermined manner. As in Key Stage 1, pupils have not followed the full programmes of study for the subject and so have not made satisfactory progress.
149. Across the school, there is little direct teaching of information technology skills, and far too little time for pupils to have access to computers in order to practise and develop their skills.

150. The recently appointed co-ordinator has had little opportunity to plan an overall programme for the school. The current scheme of work is based upon the Qualifications and Curriculum Authority's guidelines, but has little practical guidance for teachers on how to teach or reinforce basic skills in technology.

MUSIC

151. **The levels of attainment in music of pupils at both key stages is broadly in line with those expected, although little evidence was available during the inspection of pupils' compositional skills.**
152. Pupils at Key Stage 1 are able to clap simple rhythms and can distinguish between high and low notes. They use a range of untuned instruments to play along with basic rhythms and to compose repeated patterns of sounds for their partners to copy.
153. Pupils at Key Stage 2 are developing good listening skills and can make appropriate suggestions about the mood of the piece of music. Across both key stages, singing is practised on a regular basis and pupils are able to sing tunefully and in time. They show a good control over pitch and tempo.
154. Pupils' response in lessons is satisfactory. They listen carefully to their teachers and to the recorded programmes which form the basis of the delivery of the music curriculum on a weekly basis. They enjoy their lessons and Year 6 happily sing along to pieces from 'Bugsy Malone'. In hymn practice, they listen to the advice given to them and do improve their singing of the various hymns. Little was observed during the inspection, however, of pupils being given access to a range of instruments or becoming involved in any significant composition work.
155. The quality of teaching is satisfactory overall. Teachers plan their lessons carefully, although there is some over-reliance on pre-recorded programmes, particularly at Key Stage 2. When teachers are supported by a visiting pianist, they are able to encourage pupils to practise and improve their performance.
156. A good range of musical experiences have been provided for pupils including Asian and Irish music workshops, and visits to, and work with, members of the City of Birmingham Symphony Orchestra. Year 3 pupils have had the opportunity of tuition on the guitar.
157. Resources to support teaching and learning in music are barely satisfactory and the scheme of work does not offer sufficient practical guidance to non-specialist teachers.

PHYSICAL EDUCATION

158. During the inspection, it was possible to see only one physical education lesson at Key Stage 1, so no overall judgement can be made about the quality of teaching and learning. In the dance lesson seen, Year 2 pupils performed some simple 'Chinese' dancing movements, developing an appropriate response to music.
159. At the end of Key Stage 2, standards of attainment are in line with those normally found and pupils make good progress. By the end of the key stage, pupils develop satisfactory gymnastic skills and improve their performance with practise. They are able to plan and perform a series of actions, both on the floor and on the apparatus.

They practise, adapt and refine a sequence of symmetrical and asymmetrical movements, some matching and some mirrored. They are able to work safely alone and with a partner. Pupils listen well and are able to follow the teacher's instructions willingly and confidently. By the end of Key Stage 2, eighty-five per cent of Year 6 pupils are able to swim at least twenty-five metres.

160. The quality of teaching and learning at Key Stage 2 is good. Planning is effective, with clear aims and specific learning objectives that pupils understand. Good class management keeps pupils on task, eliciting a very good response and encouraging the development of very positive attitudes and good behaviour. Clear instructions given to pupils ensure that they know exactly what is expected of them. Constructive relationships encourage most pupils to enjoy their lessons and to develop the ability to work well together. Appropriately high expectations and the suitable level of challenge in the activities make a good contribution to the quality of pupils' learning and to their good progress in the development of their gymnastic skills.
161. The subject is well co-ordinated, but the monitoring role of the co-ordinator is under-developed. There is useful guidance for planning, continuity and progression. Records of Achievement for physical education provide appropriate procedures for assessing and recording pupils' achievement. However, these are not being used sufficiently for assessment to inform the planning of new work. Resources are adequate, and are accessible to pupils and teachers. Provision for extra-curricular sporting activity is good, and includes football, netball, cricket, orienteering, rugby, athletics and Irish dancing.