

# INSPECTION REPORT

## **CHAD VALE PRIMARY SCHOOL**

Edgbaston, Birmingham

LEA area: Birmingham

Unique reference number: 103332

Headteacher: Mr Robin Haselgrove

Reporting inspector: Mrs Hazel Callaghan  
22254

Dates of inspection: April 29<sup>th</sup> – May 2<sup>nd</sup> 2002

Inspection number: 196395

Full 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:	Community
Age range of pupils:	4-11
Gender of pupils:	Mixed
School address:	Nursery Road Edgbaston Birmingham West Midlands
Postcode:	B15 3JU
Telephone number:	0121 4647329
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Appropriate authority:	Governing body
Name of chair of governors:	Mr Gerald Galea
Date of previous inspection:	July 7 <sup>th</sup> 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
22254	Hazel Callaghan	Registered inspector	Science Information and communication technology Design and technology.	How high are standards? How well are pupils taught? How well is the school led and managed?
1305	Brian Rance	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
31334	Barbara Atcheson	Team inspector	Foundation stage Mathematics History	Pupils' attitudes, behaviour and personal development.
21547	Pearl White	Team inspector	English English as an additional language Art and Design Music	How good are the curricular other opportunities offered to pupils?
22704	Garry Williams	Team inspector	Religious education Physical education Geography Equal opportunities	
7465	Richard Brent	Team Inspector		
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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Chad Vale is an average sized primary school with 210 pupils on roll at the time of the inspection. Pupils are admitted from a wide area around the school and the families are from a variety of socio-economic backgrounds. Pupils come from many different cultures and ethnic groups, which is considered by pupils and staff as a real strength of the school. Most families' ethnic origin is Indian (41 per cent), 29 per cent of pupils are of white UK heritage, 11 per cent from Pakistan with the other pupils coming from all parts of the world, including two refugee pupils from Turkey. Half of the pupils have English as an additional language, which is a considerably larger proportion than is found nationally, but only nine pupils are in the early stages of learning English (4 per cent). A significant number of families live in the local area for only a few years as they are connected to the local university or hospital, and so a large number of pupils join the school or leave it at other times than in reception or in Year 6 (23 per cent), double the proportion found nationally. There is only a small proportion of pupils identified as having significant special educational needs (4 per cent) in the school and a much larger proportion of children of higher than average attainment. There are 30 children in the reception class, all attending school full-time. Most are of above average attainment on entry to school, especially in early stages of reading, writing and mathematics. There have been a significant number of changes in the teaching staff over the last two years, created by a variety of reasons outside the school's control.

### **HOW GOOD THE SCHOOL IS**

This is a good school that is continuing to improve. The educational leadership provided by the headteacher is very good which has resulted in a good standard of teaching in the school. Pupils make good progress in their learning to attain above average standards in English, mathematics and science at the age of seven and eleven. The school uses its financial resources effectively and provides good value for money.

#### **What the school does well**

- Pupils make good progress in English, mathematics and science and attain standards that are usually above the national average in Year 2 and Year 6.
- The headteacher provides very good leadership for the staff and a clear educational direction for the school.
- The quality of teaching is good and this results in pupils' good attitudes to school and an eagerness to learn.
- The staff promote pupils' social and cultural development very well. Relationships throughout the school are very good and this has created a tolerant and harmonious school community.
- Pupils' behaviour is good and pupils feel respected, valued and cared for by adults and other pupils.
- The very good links with the local community and good partnership with other schools provides pupils with a range of opportunities that enriches the curriculum and stimulates their learning.

#### **What could be improved**

- Many pupils make insufficient progress in their learning in design and technology and information and communication technology in Years 3-6.
- There is no agreed overall plan for what is to be taught in each class and so a systematic progression of pupils' skills cannot be ensured.
- There is a lack of whole-school procedures for assessing and recording pupils' attainment and progress in all subjects. Data from assessments are not used sufficiently to evaluate the curriculum and ensure activities effectively build on pupils' prior learning.
- The management role of the subject co-ordinators is not sufficiently developed to enable them to effectively monitor the quality of teaching and pupils' learning so that standards rise.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school has made good improvements since the previous inspection held in June 1997. Pupils' standards in English, mathematics, science, history, geography and information and communication technology have risen and the proportion of very good teaching in the school has increased, especially in

the classes of pupils aged 8-11. Most of the many concerns identified at the previous inspection have been addressed. There are very effective procedures for the promotion pupils' good behaviour to which pupils are responding well. Curricular planning has improved and there are now comprehensive schemes of work for all subjects. Only in the aspect of assessing pupils' attainment and progress has less improvement been made. At present, procedures are not sufficiently effective in ensuring good progression of pupils' knowledge and skills in all subjects.

## STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	B	C	D	E
Mathematics	B	B	D	E
Science	D	B	D	E

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

Over the last four years there has been, overall, an improving trend in standards in English, mathematics and science, although last year, standards dropped in the National Curriculum tests for pupils aged eleven. Standards were below the national average in English, mathematics and science, and well below the standards achieved by those schools with a similar proportion of pupils eligible for free school meals. This drop in standards was due largely to the variable standards of teaching received during staff changes and partly due to a larger than usual proportion of pupils in Year 6 who were fairly new to the school and in the early stages of learning English as an additional language or with special educational needs. Standards during the current inspection were seen to have risen again and pupils are now making good achievement in their learning. During the inspection, standards in Year 6 were seen to be good, as most pupils were attaining the standards expected in English, mathematics and science and a good proportion were working at the higher standard of Level 5. Pupils of all ethnic groups now make good progress in the junior classes (Years 3-6) It is particularly good in Year 6 Pupils use their literacy and numeracy skills effectively in other subjects to support their learning. Targets for pupils in Year 6 this year, although challenging, are in line to be met.

Children make satisfactory progress in the reception class and good progress in Years 1 and 2 to attain standards that are above the national average in reading, writing and mathematics in Year 2 Pupils in the early stages of learning English make good progress. Standards in information and communication technology are inconsistent in Year 6 Most pupils attain the expected standards, but some miss the good learning opportunities provided on the residential trip, and their standards of knowledge and skills are unsatisfactory. Standards in design and technology in Year 6 are below those expected. Standards in history are above those expected in Year 2 and Year 6.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils enjoy school and show very good attitudes to their work They concentrate well and are often eager to show what they know.
Behaviour, in and out of classrooms	Behaviour in lessons and around the school is good. Pupils are polite and respectful to adults and visitors. They show good levels of care for each other. They work effectively on their own and in groups.
Personal development and relationships	Relationships throughout the school are very good. Pupils are considerate of each other and show respect for each other's cultures, feelings and ideas.

	The school is a tolerant and harmonious community.
Attendance	Pupils' attendance is in line with the national average. There are no unauthorised absences, which is better than the national picture. A significant number of pupils, however, arrive late at school. This disrupts the beginning of lessons for the class and hinders all pupils' attention and learning.

### TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	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 has improved and is now good overall. In all classes elements of good teaching was observed. A particular strength of the teaching is the very good relationships between teachers and their pupils throughout the school, and teachers' high expectations for pupils' hard work and good behaviour. This ensures that lessons are purposeful and pupils attend well. In Years 4, 5 and 6 teaching is often very good resulting in pupils' enthusiasm for learning and eagerness to do well. Only a very small number of unsatisfactory lessons were seen during the inspection and were not representative of the good standard in the school. Throughout the school English is taught well. Good emphasis is placed on pupils' understanding of new vocabulary and technical terms in subjects such as science and mathematics. This ensures pupils with English as an additional language make good progress in using and understanding English. The teaching of mathematics and science is also good, enabling pupils to learn through experimentation and investigation, so they use their knowledge to solve problems. All pupils have good levels of support and so pupils, irrespective of their ability, gender or ethnic group, make good progress. Insufficient time and effective focus is given to teaching in design and technology in Years 3 to 6, which results in pupils making insufficient progress. Delays in using the computer suite on a regular basis have slowed pupils' learning in information and communication technology.

### OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	An appropriate curriculum is provided for children in reception. In the rest of the school the curriculum is broad, but lacks balance in design and technology and information and communication technology. A good range of additional activities and visitors to the school enriches the curriculum.
Provision for pupils with special educational needs	Good. Pupils are well supported and encouraged. They make similar good progress to their peers.
Provision for pupils with English as an additional language	Good. Pupils are well supported. Teachers effectively focus on the development of pupils' knowledge of English. They discuss new vocabulary, especially technical terms in mathematics and science, to ensure pupils' good understanding.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' social and cultural development is very good which contributes significantly to the school's inclusive and harmonious community ethos. Provision for pupils' moral development is good and their spiritual development is satisfactory.
How well the school cares for its pupils	The pastoral care of pupils is good. Pupils feel secure and well cared for. The school works well with parents. Assessment procedures have improved, but there are no consistent procedures for recording what pupils know and can do, so teachers do not have the data on which to evaluate

	and adapt the curriculum to suit pupils' future needs.
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## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher and deputy headteacher provide good leadership and management for the school. Their skills and approaches are very compatible and they have developed an effective team of staff who work well together.
How well the governors fulfil their responsibilities	The governors provide good support and leadership for the school. They are well informed and effective in carrying out their responsibilities.
The school's evaluation of its performance	The headteacher is developing effective strategies for monitoring and evaluating the effectiveness of the school. Many procedures are still new and require further development. Co-ordinators are not as yet sufficiently involved in monitoring the quality of teaching and learning in their subjects.
The strategic use of resources	Financial planning is effective and the governors are implementing the principles of best value well. Specific grants are used effectively to promote pupils' good learning. Staffing levels are good and learning support staff provide good levels of support and expertise for all pupils, especially those with English as an additional language and those having special educational needs. School accommodation has been further developed to provide an effective learning environment.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Parents are very supportive of the school and feel staff are helping their children become more mature and responsible.</li> <li>• Parents are pleased that their children enjoy school.</li> <li>• Parents believe pupils' behaviour is good and that they are learning to be tolerant and caring towards each other.</li> <li>• Parents feel that all staff are very approachable and will provide good levels of help and assistance for pupils and parents.</li> <li>• Parents are pleased with the number and range of activities provided for pupils' out of lessons.</li> </ul>	<ul style="list-style-type: none"> <li>• Parents would like more information about how well their child is learning and the standards achieved.</li> <li>• Some parents are not happy with the increase in the quantity and time given for homework.</li> <li>• Some parents were concerned by the recent changes in teaching staff.</li> </ul>

Inspectors are in full agreement with the positive views of parents. Information is provided about pupils' learning at parental interviews and in the annual school report, but many parents would welcome greater detail about how appropriate are the standards attained. This has been recognised by the headteacher. There have recently been a number of staff changes created by a variety of causes outside the school's control. The governors and headteacher are aware of parents' concerns and have tried to minimise the impact on pupils' learning. Staffing arrangements now in place and due to commence in September should provide a more stable teaching staff. Homework is a fairly new initiative and has not fully settled into school routines. At the time of the inspection homework was seen as a regular pattern in pupils' learning and the work set was very relevant to the work being covered in lessons.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and pupils' achievements**

1. Over the last four years there has been, overall, an improving trend in standards in English, mathematics and science that has resulted in the school receiving an Achievement Reward from the Department of Education and Science. Last year, however, standards dropped in the National Curriculum tests for pupils aged eleven. This was largely due to the variable standards of teaching received during staff changes and partly due to a larger than usual proportion of pupils in Year 6 who were fairly new to the school and in the early stages of learning English as an additional language or who had special educational needs. Standards during the current inspection were seen to have risen again and pupils are now making good achievement in their learning.
2. Children's attainment on entry to the school is often above that found nationally. The current reception class has particular strengths in speaking and listening, reading, writing, mathematics and in their personal social and emotional development. The children make steady progress in all areas of learning so that by the time they enter Year 1 most pupils meet the recommended standards set out in the 'early learning goals' with over half the class working confidently within Level 1 of the National Curriculum in English and mathematics.
3. In the 2001 National Curriculum test, pupils in Year 2 attained standards that were above average in reading, writing and mathematics. Standards were also above average compared with those schools that have a similar proportion of pupils who are eligible for free school meals. Standards were generally above average because a larger proportion of pupils than was found nationally attained the higher than expected standards of Level 2b and above in reading and mathematics, and Level 3 in writing and science.
4. During the inspection, pupils in Year 2 were seen to be attaining the same good standards. Standards were above those expected in speaking and listening, reading, writing, mathematics and science because of the high proportion of pupils attaining at least the expected standard and the good proportion who were attaining Level 3 in each subject. Pupils speak confidently and listen carefully to instructions and other people's points of view. Pupils read a variety of simple texts with understanding, using their knowledge of letter sounds to help them decode new words. They use their literacy skills effectively to communicate their ideas and to explain what they know. They are gaining a good range of knowledge and skills in mathematics and science, and they are developing the ability to use their knowledge to solve simple problems.
5. In the 2001 National Curriculum tests, pupils in Year 6 attained standards that were below average in English, mathematics and science. Their attainment was well below that found in schools with similar proportion of pupils eligible for free schools meals. There were weaknesses in the standards of mathematics generally, and there was only a small proportion of pupils attaining the higher standard of Level 5 in English and science. For the reasons stated above, these standards were much lower than those of the previous year when pupils' attainment overall was above the national average. The school did not meet its planned targets for attainment in English or mathematics, but there is no evidence that these targets were actually based on prior assessment and were not realistic of the cohort of pupils in Year 6 at that time.
6. During the inspection, standards were seen to have risen once more and pupils in Year 6 were working confidently within the expected level for their age, with a good proportion attaining the higher standard of Level 5 in English, mathematics and science. Pupils continue to make good progress in their speaking and listening skills. They discuss their ideas with eloquence, using an expressive range of vocabulary. They put their reading skills to good use in their other work, especially in doing research. Pupils' writing skills are not quite as good as those of reading, but the

majority are still working at the expected standard with a good proportion above. Standards in writing have improved due to the effective focus given to providing more opportunities for writing across the curriculum. Pupils' good levels of knowledge and understanding in both mathematics and science enables them to estimate and calculate multiple problems accurately in mathematics and to predict outcomes of experiments and draw conclusions in science. The strong focus on investigative approaches in both mathematics and science has helped to raise standards.

7. Pupils' achievement is now good from Year 1 to Year 6, which is due to the good teaching pupils receive, their good attitudes to their work and eagerness to learn. There is more than double the national proportion of pupils who join the school at other times that is usual, and this pupil mobility is well managed by the staff. Pupils who join the school after the reception year are well inducted into the inclusive nature of the school ethos and respond well to the good, often very good teaching, so they make at least good progress, sometimes from a lower base than their peers.
8. The headteacher has studied the progress made by different ethnic groups and the differences in standards of the boys and girls. He has used the information from test data to highlight for staff the areas of weakness and focused on strategies that will support individual and groups of pupils in their learning. During the inspection, teachers used a variety of questioning techniques with good effect and there were no specific differences in the progress made by pupils of different ethnic groups or gender.
9. In the other subjects, good improvement has been made in the pupils' standards in history, and pupils in Year 2 and in Year 6 now attain levels above those expected for their age. Standards in information and communication technology have improved through the school. They were judged as unsatisfactory at the previous inspection and are now satisfactory overall. There are still some weaknesses in the provision in Year 3-6, which results in inconsistencies in the attainment of pupils in Year 6. In art and design, geography, religious education, music and physical education pupils' attainment is in line with the levels expected in Year 2 and Year 6. Standards in design and technology in Year 2 are often good and above those expected for pupils of this age, but pupils' progress in learning is inconsistent in Years 3-6 and consequently standards are below the levels expected in Year 6.
10. All pupils, irrespective of their ethnic groups, make good progress in their learning particularly in English, mathematics and science because of the good levels of support that is provided. Pupils with special educational needs are effectively identified and the carefully structured targets in pupils' individual educational plans, and the good levels of support, enables them to make good progress. Pupils in the early stages of learning English are also well supported by the teachers and learning assistants. Teachers consistently focus on the pupils' understanding of language as they introduce new terms into lessons, and this is particularly beneficial to all those with English as an additional language. They make good, often very good progress to attain above average standards.

### **Pupils' attitudes, values and personal development**

11. Pupils, including those in the foundation stage, have good attitudes towards school. Their personal development and behaviour are good. This is an improvement on the findings of the previous inspection. Pupils know and respect the boundaries set for appropriate behaviour and as a result there is a relaxed atmosphere within the school.
12. Most pupils are keen and eager to attend school and are glad to be there. Children in reception come into class independently and separate from their parents and carers without problem. Most pupils say that they like school because 'the school is really friendly, there are many cultures and we all get on'. Parents said their children liked coming to school as they felt welcome there and they liked the teachers. Most pupils care for each other. During lessons, most listen attentively to their teachers, answer their questions sensibly and make thoughtful observations. Most pupils apply themselves to tasks with interest, sustain concentration and persevere with their work until it

is complete. A significant number of pupils are keen to remain after school to take part in the good range of extra-curricular activities.

13. Pupils' behaviour in and around school is good. There have been no recent exclusions. Most pupils are polite and considerate to one another as well as to staff and visitors. They hold doors open and stand back to allow visitors to go first. Most are well behaved during lessons. There are isolated occasions when a minority of pupils decide to misbehave in lessons, but the majority of pupils ignore this bad behaviour and do not go off task. Routines are well established and pupils respond immediately to adults' instructions and expectations. There is a sense of order as pupils enter assembly. In less formal situations, for example the dining hall the noise level does occasionally rise, but is immediately checked by the headteacher. There is no evidence of racial harassment or repeated unkind behaviour as all staff are involved in consistently rewarding good behaviour. Staff successfully work towards the establishment of a very harmonious and racially tolerant school community where pupils are trusted and want to behave well.
14. The quality of relationships is very good. Teachers and pupils relate well to each other and pupils respond by forming good relationships of their own. A caring ethos is evident both in class and round the school. In class, pupils work collaboratively, supporting each other and sharing resources and ideas. Older pupils are particularly caring of younger ones and are keen to look after them when the opportunity arises. A 'Buddy System' supports targeted pupils and those who are new to the school. Older pupils make regular contact with their Buddy and support them where necessary.
15. Pupils' personal development is good. Pupils have a good understanding of how their actions make others feel and have respect for different values and beliefs because they understand how they would feel themselves. Pupils are involved in the daily routines of the school showing good levels of responsibility and reliability. Pupils enjoy the opportunity to participate in the school 'Business Challenge'. They plan and organise their own activities with good levels of independence for their age. Pupils from Years 1 to 6 take part in school council and consider their role important, showing developing awareness of citizenship in the part they play in improving aspects of school life. Each class has a School Council book in which concerns are raised and actions recorded. For example, the children compiled and distributed a questionnaire about school meals and the findings were presented to the cook. Pupils in Year 6 undertake to report back to the reception class so all are kept informed and involved.
16. Overall pupils' attendance at school is satisfactory and as at the time of the last inspection attendance levels are in line with national averages. There are no unauthorised absences since parents co-operate fully with the school in explaining when pupils are absent. Overall the punctuality of pupils arriving at school at the start of the day is not satisfactory as was noted in the previous inspection report. The school has addressed this issue over the past two years and there has been some improvement. Nevertheless, in the 22 days leading up to this inspection an average of more than five pupils arrived in school after registration every day. Pupils' lateness affects not only the pupil concerned, but it also disrupts the start of the day and opportunities for learning of the whole class.

## **HOW WELL ARE PUPILS TAUGHT?**

17. The quality of teaching has improved since the previous inspection and this is having a positive impact on pupils' achievement, progress in learning and in raising standards particularly in English, mathematics, science, history and information and communication technology.
18. Teaching in the foundation stage is satisfactory overall and results in all groups of children making satisfactory progress in their six areas of their learning (communication, language and literacy, mathematics, knowledge and understanding of the world, and creative and physical development).

An appropriate balance of activities is provided, some that are initiated by an adult and based upon a clear focus for what children need to be taught, and some that children choose for themselves, fostering confidence, exploration and experiment. Planning at the time of inspection was not sufficiently structured to promote progression through the recommended “stepping stones” of learning and hindered children’s good achievement. Children are, however, provided with appropriate range of activities that satisfactorily extend the knowledge and skills of all ethnic groups. Tasks build satisfactorily on what children already know and also give children time to explore ideas and interests in depth. They settle well into school routines and develop their confidence.

19. From Year 1 to Year 6 teaching is good and pupils respond well to their activities showing good levels of concentration and perseverance and, consequently, they make good progress in their lessons. This good teaching has not always been evident in the past, but the strong focus from the headteacher on providing support and professional development for his staff is having a positive impact. A particular strength of the teaching is the very good relationships between teachers and their pupils throughout the school. In Years 4, 5 and 6 teaching is often very good resulting in pupils’ enthusiasm for learning and eagerness to do well. Pupils of all ethnic groups are encouraged to do their best. They are given good levels of support and so they grow in confidence and are willing to take chances, accept challenges and make good effort. Pupils respond well to interesting lessons and the pace of their learning increases and their enthusiasm grows. This was seen and well illustrated in a very good science lesson in Year 4 where the teacher’s quick fire delivery had the pupils on the edge of their seats, eager to answer the questions and test their ideas.
20. The teaching of English is good throughout the school. Pupils’ literacy skills are developed well through most subjects. Their speaking and listening skills are effectively developed through opportunities to discuss ideas. In the very good teaching observed there were high levels of participation and enjoyment in the lessons. The use of role-play is frequently and effectively used as a stimulus for writing or to read poems with expression and feeling. Writing is also well promoted across the curriculum with many positive and relevant opportunities provided for pupils to express their ideas and knowledge in their own written words. Teachers have a high awareness of the need for many pupils to develop their knowledge and understanding of the English language, especially those in the early stages of learning English as an additional language. In many lessons across the curriculum, the key words are effectively identified and discussed so that all pupils are secure in what the new vocabulary and terms mean, both generally and in a specific subject. This good practice was observed in many lessons, especially in mathematics and science where pupils’ difficulties are well recognised.
21. The teaching of mathematics is good and pupils make good progress from Year 1 to Year 6 in developing their numeracy skills and using them to support learning in other subjects, such as science and geography. A strong element of the school’s work is the good encouragement given to pupils to use and apply their mathematical knowledge and understanding. The teachers’ provision of effective opportunities for enquiry and investigation is a recurring feature in the curriculum. There is also a strong focus on first hand investigation and experimentation in science, which is having a positive impact on pupils’ understanding and their ability to use their knowledge to solve problems.
22. The teaching of information and communication technology is satisfactory overall, but very little was evident during the inspection. This is an improvement since the previous inspection, but the quality of teaching is inconsistent through the school. It is good in Years 1 and 2 but variable in Years 3-6. The closure of the computer suit for the installation of the air conditioning unit soon after it was opened has delayed the implementation of regular timetable lessons. Many teachers have made the best of a difficult situation, but those who are less confident in teaching information and communication technology have postponed their lessons. There have also been inconsistent opportunities for learning provided for pupils in Years 5 and 6, which has resulted in the inequality

of opportunities for learning. Those pupils who could not attend the residential week did not have the opportunity of the good teaching and resources available for their peers and their standards are below those expected for their age. The majority of Year 5 and 6 benefited from the opportunity, and their enthusiasm for learning has been significantly improved. Throughout the school, information and communication technology is not used sufficiently to promote pupils' learning in other subjects.

23. Pupils of all ethnic groups and ability levels, including those with special educational needs, respond well to the good levels of support provided by teachers and learning support assistants. The use of additional adult support has a very positive effect on pupils' rapid learning, as all adults have high expectations both of the way pupils respond, and their ability to think and speak clearly. The headteacher has analysed weaknesses in learning of different ethnic and gender groups and teachers have started to focus on strategies to further involve pupils and enhance their understanding. This was seen to be having a positive impact on all pupils. For example, the small proportion of Afro-Caribbean boys in the school have been provided with additional teaching support, to build good levels of self-confidence and motivation. This strategy has proved so successful that the support has now been allocated to a much wider range of pupils. Teachers also used a variety of questioning techniques with good effect, involving pupils of all abilities, gender and ethnicity in the lesson and promoting their good understanding.
24. Only a small number of lessons observed were unsatisfactory. Where teaching is less effective, the teacher's expectations for pupils' good attention are not sufficiently reinforced and maintained through whole-class sessions so pupils' attention wanders and their learning is reduced. In one lesson, the activities were not sufficiently aimed at pupils of all abilities and a small but significant group were not sufficiently involved or challenged and so did not move on in their learning.
25. Teachers usually monitor pupils' work in lessons effectively so they know who needs additional support. Teachers' marking usually celebrates pupils' good effort and successes, but it is inconsistent in its use to set targets so that pupils have a good understanding of what they need to do to improve. Where marking is very effective there is a good dialogue between the teacher and pupil and the child has a good understanding of its own progress in learning. Homework is a fairly new initiative and has not fully settled into school routines. Some parents are concerned by the overload of homework set at some times of the week and its apparent inconsistency through the school. At the time of the inspection, homework was seen as a regular pattern in pupils' learning, especially in Years 4, 5 and 6. The work set was very relevant to the work being covered in lessons and often stressed the pupils' need to do individual research, which was suitable for pupils of all abilities. Reading is a regular activity and most parents provide good levels of support for their child.

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

26. The curriculum for the foundation stage is satisfactory and covers the recommended six areas of learning appropriate for these young children. It is appropriately planned using the stepping-stones for learning to enable children to attain the expected standards (the early learning goals) by the time they enter Year 1. It is effectively adapted to suit the children of all abilities and ethnic groups so they make generally satisfactory learning, but it is not yet sufficiently well structured to ensure appropriate provision for children's different abilities and the different starting points from which children develop.
27. The planned curriculum for pupils in Years 1 to 6 is satisfactory for pupils aged between five and seven. It is sufficiently broad to meet statutory requirements, offering all the subjects of the National Curriculum and also religious education, taught in accordance with the locally Agreed Syllabus. The school fully recognises that pupils come from a wide range of different cultures and

religious backgrounds and are sensitive to their traditions. Parents are usually informed of their right to withdraw their children from religious education and acts of worship. The curriculum is relevant to the understanding and interests of the pupils. Time allocation has been appropriately adjusted in most subjects, but insufficient time is devoted to the teaching of the programmes of study for design and technology. The balance of the curriculum is weighted towards English and mathematics and this is appropriate to the needs of all pupils.

28. Although appropriately broad, the curriculum is not securely balanced because of the imbalances in the teaching and planning of information and communication technology and design and technology. The school is fully inclusive in the majority of its practices and all pupils have access to the curriculum. However, inequalities of teaching in information and communication technology in Years 3-6 have led to some pupils not being able to learn up to the expected standards for their age.
29. The curriculum is enriched through the teaching of French and a range of visits and visitors. The school is part of the local Education Action Zone with a number of Year 6 regularly visiting a computer suite at a local secondary school, developing their literacy and numeracy skills through the use information and communication technology. Links with the Symphony Orchestra, Asian Arts programme and the Royal Ballet enhance both music and dance in the school. Pupils were seen successfully practising a dance, which they were to perform at a local venue in the near future. The older pupils also have the opportunity for residential visits when they have experience of a wide variety of physical activities.
30. Medium-term planning is broken down into appropriate units of work, drawn from nationally recommended schemes of work. All subjects are supported by policy documents and this is an improvement since the previous inspection. Appropriate short-term planning identifies the learning objective for the week. However, at present there is no long-term planning that ensures all skills are progressively taught across the school. The overall management of the curriculum is the responsibility of the headteacher who has established new systems for enabling the curriculum co-ordinators to monitor and evaluate the work in their subjects, but the benefit of this approach has not yet been fully felt. The National Literacy and Numeracy Strategies are both well established and are having a good impact on pupils' learning. Literacy skills are taught well, and pupils have the opportunity of writing at length in other subjects, such as science and history. The National Numeracy Strategy has been implemented well in this school, and there is evidence of improving standards in mathematics.
31. Pupils of all ethnic groups and those with English as an additional language are fully involved in all activities. Those who are recent arrivals to the country and in the early stages of learning English are appropriately catered for by the good support given by the specialist support staff. In addition, the school effectively draws on pupils' own backgrounds and faiths, especially in terms of celebrating a wide variety of festivals. Provision for pupils with special educational needs is good. Pupils are identified early and have good individual education plans. Pupils' targets for learning in the individual educational plans are precise and evaluated weekly by the class teachers and learning support assistants.
32. The school offers a satisfactory programme of personal, social, health and citizenship education. The school tries to prepare pupils for adult life, and health education is taught through a series of topics. Sex education is included as part of the personal, social, moral and health education provision, and is taught in conjunction with science. Awareness of drugs misuse is featured in the health education programme and is developed in conjunction with the local authority's 'Health Caravan' that visits the school each year.
33. Provision for extra-curricular activities is good, and after-school clubs are an integral part of school life. Opportunities to appreciate music are regularly provided by the school. There is high focus on musical activities with tuition being offered for cello, and violin and recorders and these

appropriately enhance the music curriculum. Drama events are mostly well supported. Clubs, including out-of-hours study support for literacy and numeracy, dance, art, science and computers effectively extend and broaden the curriculum. The school joins with other local primary schools for tag-rugby tournaments. There are art and dance clubs and for sports, such as football, rounders, and cricket. The relationship with the nearby secondary school is sound, aiding the transition of pupils at age eleven.

34. The contribution from the community to the life of the school is very good, and has a positive impact on pupils' learning. It has improved since the last inspection, when community links were reported to be strong. There are so many sources of support that it would be invidious to name just a few of them in this short section of the report. The school has continued to be supported in its work in the performing arts, particularly music, ballet and Indian dance. It is helped by a number of organisations offering specialist expertise, for example, in managing pupil behaviour, parents learning alongside their children, booster classes, counselling and partnership with business. After school clubs such as football and chess are run every week by visitors. Other regular visitors come to hear pupils read and assist in a voluntary capacity in the school. Occasionally a member of the local church takes assemblies and pupils also visit that church. Similarly, the local policeman has been a regular visitor to the school.
35. Links with other educational institutions are good. The school is an active member of the cluster of primary schools in the area. Although pupils transfer to an unusually large number of secondary schools, close links are maintained with these schools so that the Year 6 pupils have an opportunity to visit their next school during the school day and the Year 7 tutors have an opportunity to learn about the pupils so that the transfer to the secondary stage can be as smooth as possible. The school willingly offers placement opportunities to students from teacher training colleges. A close relationship has been established with a nearby independent school, where pupils go for their swimming lessons. Students from the further education college on their practical assignments have carried much of the landscaping work in the school grounds out. They involve Chad Vale pupils wherever possible. Finally, through the probation service, people working on Community Punishment Orders have redecorated throughout the school at weekends.
36. There have been improvements in the school's provision for pupils' spiritual, moral and social development. Provision for spiritual development is now satisfactory, but opportunities for further development are not sufficiently planned. Whole-school assemblies are effective in helping pupils to understand that they are members of a community with shared values. Assemblies have a thought for the week and a candle flame as visual foci and, although the teacher taking assembly refers to them both, there is a missed opportunity to develop pupils' understanding and awareness of both these important elements. Throughout the school pupils show that they value each other and the teachers. This was especially noticeable in their celebration assembly. There was an audible 'wow' as one pupil received their second gold bar. Pupils enter respectfully, there is a buzz of conversation, but they do listen and they contribute willingly. Pupils' spiritual development is well fostered in religious education lessons and in 'circle time' discussions where pupils are encouraged to reflect on their own emotions and beliefs as well as those of others'. Spiritual development is also introduced as part of other subjects, such as art, but this is an area in which further development is needed.
37. Provision for pupils' moral development is good and is effectively promoted through the guidance given by teachers and, in particular, the headteacher and deputy headteacher. Pupils quickly develop their understanding of the difference between right and wrong, particularly in relation to their own behaviour and their relationship with others. Codes of conduct, such as 'The Golden Rules' are prominently displayed in all classrooms. The class contract demands that pupils give 100 per cent effort, help others and show respect. Staff provide a good example to pupils in their caring attitudes and in the way they reinforce principles related to acceptable and non-acceptable behaviour. Pupils learn to respect and quickly respond to signals for silence, for example in the dining room. In Year 3 pupils have looked at the Ten Commandments and developed their own set of ten rules to help people get along with others. They have also developed their own carpet rules.

In Year 5 and Year 3 pupils have written present day fables in literacy that illustrate such morals as 'Brute Force Is Not The Way To Win', 'Hard Work Is The Key To Success' and 'Every Cheat Gets Found Out'.

38. Provision for the pupils' social development is very good. This is an improvement from the previous inspection. From an early age pupils are encouraged to work co-operatively with others in pairs and in groups. The quality of the relationships in the school between teachers and pupils and between the pupils themselves is very good. Pupils say that the reason that they like school is that, despite the fact that they are all from different backgrounds, they all get on. They are given planned opportunities to exercise responsibilities in a number of ways. All pupils help in the classroom and take the registers to the office. Older pupils have a 'Buddy System'. This operates in a discrete way and is discussed with parents. It is available for targeted children in need of support. For example, younger pupils in need of support are allocated to the care of older pupils. The older pupils meet with their buddy at the beginning of each break and inquire into their welfare. They are there as a support in order to facilitate younger pupils social integration. Visitors are welcomed to the school to share their knowledge and expertise with the children. The Lord Mayor of Birmingham, for example, came in to talk to the pupils about her council. The school also has a School Council with representatives from Years 1 to 6. Pupils make decisions on such matters as how many charities the school will support and the minutes of the council are sent to the Governors. Citizenship is also promoted through the Business Challenge. Older pupils run their own businesses, such as car washing. They are expected to be responsible for it themselves and are primed with a start up fund based on the number of pennies in the year. The school also participates in sporting matches with other schools and are at present the second national chess champions and the first in their region.
39. Provision for the cultural development of the pupils is very good. The cultural difference of the pupils is used as a strength. Cultural development is a way of school life. It is the cornerstone of the inclusive ethos of the school. Pupils continuously learn to appreciate their own cultural traditions as well as the richness and diversity of other cultures from each other rather. In Year 4, pupils are made aware of the differences for people living in India and those living in Britain in their geography lessons. Posters round the walls raise awareness of the differences between the average wage in the two countries and the number of televisions per thousand people. Good opportunities are made for pupils to experience a range of cultural influences through art, music and drama. Pupils take part in projects with the Birmingham Royal Ballet Company who support the pupils in the production of 'Feet Beat'. They are supported by outside bodies such as Asian Arts, Ex Cathedra and are due to take an active part in the Firebird Creative Partnership Project.

#### **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

40. The steps taken by the school to ensure pupils' welfare, health and safety are generally good and some of the difficulties mentioned in the previous inspection report, such as children playing in unsuitable places at the beginning of the day, have been resolved. Child protection procedures appropriate to this school are in place with the headteacher undertaking the role of designated person. All staff, even those new to the school are fully aware of child protection procedures. Systems for dealing with first aid, medicines and accidents, including notifying parents, are well established, involving the midday supervisory staff as well as teachers and classroom assistants. Staff and governors continuously review health and safety risks. Checks on potentially dangerous equipment are carried out by specialist companies at least annually and practice evacuations of the premises take place regularly, with their success and any difficulties recorded.
41. The overall procedures for monitoring and supporting pupils' personal development are good. Although there are no systematic formal processes for monitoring of pupils' personal development, the school provides a caring environment, where the teachers and all the support staff, including

the secretary and the caretaker, know the pupils very well in an extended family atmosphere. Beyond the formal curriculum, pupils are encouraged to share in all aspects of school life.

42. The procedures for promoting attendance and punctuality are good. The great majority of pupils arrive at school in good time and are settled ready for registration which is taken promptly so that the day gets off to a good start and the pupils have the chance of a full-days learning. This is, however, spoilt by a few families who continue to arrive late for school. Parents co-operate fully with the school by notifying reasons for pupils' absences and, in the rare cases where a pupil is unexpectedly absent in the morning, the school calls home to check.
43. The procedures for promoting good behaviour and eliminating oppressive behaviour are very good. The headteacher plays a key role in the well established, firm and fair ways of disciplining the school. Good opportunities are provided for pupils to play together constructively at lunchtimes in the arranged games under the direction of the trained 'play leaders'. Pupils are well involved and few behavioural problems occur. The school has a behaviour policy, which reinforces the school's aims and ethos and is applied consistently by all staff throughout the school. This policy is clearly understood by the pupils, who enjoy the rewards, such as golden signatures, and show considerable remorse when sanctions have to be applied. Accordingly, the behaviour regime is widely accepted and respected by the parents.
44. Procedures for monitoring and supporting pupils' academic progress are satisfactory overall and this is an improvement since the previous inspection. The assessments of pupils who are new to English are appropriately carried out and are used effectively by the teachers to plan work focused on developing their expertise in English. The progress of pupils with special educational needs, particularly in literacy and numeracy, is monitored and evaluated well by teachers, the special needs co-ordinator and by other professionals involved in their care. Reviews are regularly conducted and the pupils concerned are involved in these reviews. Results of the national tests, and those set by the school, are analysed effectively to measure the school's performance. Care is taken to examine how all groups of pupils are getting on for example, boys and girls, pupils who speak English as an additional language, those with special educational needs and those from different ethnic groups. The information is used to identify those areas of the curriculum where improvement is needed for example, in writing in English. Appropriate use is made of the results of these tests to identify pupils who will need extra support, particularly in Year 6. Here, teachers identify pupils who, with extra help, could reach the nationally expected or higher level in English, mathematics and science. Pupils are made aware of their own personal targets for learning in English and mathematics and this has a positive impact on helping pupils to focus on what they need to do in order to improve.
45. Procedures for assessment have improved since the previous inspection, but there are still no common formats for assessing pupils' attainment and progress and, as a result, there is a lack of clear information being passed from teacher to teacher about what pupils already know and can do so that future work builds on their prior learning.
46. Baseline assessments are carried out on entry to the reception class, they are repeated later in the year. Assessment procedures in all subjects are being satisfactorily developed at the end of blocked units of work, but not consistently recorded against agreed criteria. Although there is some good practice in Years 1 and 2, careful day-to-day assessments are not always recorded or used well enough to target individuals or groups of children to particular activities, in order to develop specific knowledge, understanding and skills. Also, assessment information is not always used to evaluate the curriculum and plan the next step for pupils' learning.
47. The school is aware of the need to further develop its assessment practices to more rigorously track pupils' progress in all subjects as they move through the school, and is in a good position to improve this aspect.

## **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

48. Parents' views of the school are good. In the parents' meeting, the parents' questionnaire and at meetings with parents before and after school in the playground, there has been little criticism, although some expressed concern over the number of changes in teaching staff in the past year. Parents appreciate the caring ethos of the school and the standards of behaviour and discipline that the pupils develop. Parents feel welcome and able to approach the staff or headteacher at any time. The difficulties mentioned in the last report about the way that the school handles concerns and complaints are no longer an issue.
49. Overall, the information provided by the school to parents is good. The general information provided by the school through a steady stream of newsletters, termly curriculum newsletters for each class and other information about forthcoming events is very good. The Prospectus and the Governor's Annual Report meet statutory requirements. Consultations with parents to review pupils' progress are arranged every term. The annual reports on individual pupils are satisfactory. Some recap on what has been covered in each subject; they record what the pupil has done well, and sometimes comment on weaknesses as well as strengths, but they do not yet give specific targets for improvement. The school has clear plans to further develop the reports to meet the relevant requirements. Although the changes in teacher staffing over the past year may have caused some short-term difficulties, the inspection team could find little to support the implied criticism from the parents' questionnaire about their being informed about how a child is getting on or the school working closely with parents.
50. Parents' involvement in the life and work of the school is good. Parents' assemblies are very well attended. For the younger pupils, parents actively support their children in learning to read and liaise with the school through the reading record books. Homework is set regularly throughout the school, although parents' views vary widely about whether there is sufficient homework. Parents support their children in their homework assignments as they progress through the school. A small number of parents assist in school in classrooms, and there is always plenty of help on school trips. The Friends Association organises fundraising activities, such as the Christmas fair, Easter fair, summer barbecue and other events, which raise substantial funds for the improvement of the school facilities. They also organise a large number of events, from discos and talent shows to a 'Food Around the World' evening, simply as a social/fun occasion.

## **HOW WELL IS THE SCHOOL LED AND MANAGED?**

51. The headteacher has a clear educational direction for the school and provides very good leadership. He is enthusiastic, resourceful and energetic, and has developed good relationships with teachers, governors, parents, and pupils. The strong leadership provided by the headteacher ensures that all staff work well together to create a harmonious and happy community.
52. The headteacher is well supported by the new deputy headteacher, who has the same aim to develop an effective and evaluative school. Their different skills and expertise complement each other well and management systems are developing effectively. The aims and values set out in the school prospectus are well promoted by all staff and can be seen clearly in all its work.
53. The school has made good improvements since the previous inspection. Standards have risen in English, mathematics, science, history and information and communication technology. The quality of teaching is now good and pupils make good progress through the school, especially those with English as an additional language. The unsatisfactory leadership and management judged at the previous inspection has gone, and under the new headteacher's direction, most of the concerns identified in the previous inspection have been resolved. A lot has been achieved, but there are still areas that have not been fully addressed. There are now effective schemes of work for all

subjects, but the school has yet to clarify exactly what is to be taught in each year group so there is a systematic development of pupils' skills. Assessment procedures are now more effective and teachers monitor their pupils well in order to plan the next activities so that pupils make good progress from lesson to lesson. The school has not yet developed procedures for developing manageable recording of what pupils know and can do that are passed to the next teacher, so the future curriculum is evaluated and adapted to meet their needs. As part of the aim to develop an effective school, the headteacher has sought links with a wide range of outside agencies, such as the local Educational Action Zone, Athena and the Creative Arts Partnership, that have provided initiatives to enhance the curriculum and provide additional opportunities for pupils' learning.

54. The school benefits from a very supportive and well-informed governing body. Governors have a wide range of expertise, which is used to support the management of the school and the educational provision. They carry out their statutory requirements appropriately through a suitable range of committees and have developed a satisfactory awareness of the strengths and weaknesses of the school. The Chair of the governing body has a good understanding of the needs of the school, developed through his contact with the school over many years. He has been instrumental in developing with the headteacher and other governors the strategic plan for school improvement. The school development plan produced by the headteacher is an effective management tool that guides school improvement. It is comprehensive in its coverage and has clear measurable targets for measuring success. Progress towards the targets identified is monitored well by the headteacher and evaluated satisfactorily at governors' meetings.
55. The role of subject co-ordinators is generally satisfactory in terms of providing advice and supporting colleagues, and in monitoring resources, but most are not yet involved in monitoring the quality of teaching and pupils' learning in order to raise standards. Some co-ordinators monitor teachers' planning to ensure coverage of the National Curriculum programmes of study, but as there is no agreed overall progression of skills in many subjects and a lack of consistent assessment procedures it is difficult for co-ordinators to have a clear view of the quality of education provided. The leadership in English, mathematics and science are good, which has had a direct impact on the improvements in the quality of teaching and pupils' learning. Leadership and management of the foundation stage are both satisfactory. The co-ordinator is new to the school and is at present in Year 2. As yet she has not had time to take action to impact upon standards. She has, however, begun an audit of the provision for these young children from which she has produced an effective action plan, which will begin to address the issues of planning and assessment when she takes up her role as the teacher of the reception class in September.
56. The headteacher has begun to successfully analyse the data from National Curriculum tests, Baseline assessments and the local education authority documentation to identify areas of weakness in pupils' learning. The headteacher monitors the comparative achievement of boys and girls and that of the different ethnic groups as part of his review of the effectiveness of the school. This data is shared satisfactorily with staff so that they focus teaching on areas of concern. Assessment data is beginning to be used to track pupils' attainment and progress in English and mathematics. Staff set targets for pupils' future attainment. Teachers' professional targets, developed as part of their performance management reviews, are appropriately focusing on enabling pupils to meet these targets.
57. The school is effective in ensuring that its curriculum is socially inclusive. The needs of all pupils irrespective of gender, ethnicity and cultural background are taken into account when planning the curriculum. The management of the provision for pupils having English as an additional language is good and pupils' needs are well met. A variety of effective strategies have been developed to promote pupils' learning, such as the strong focus on sharing vocabulary to be used in lessons, especially technical terms. The difficulties of some pupils from different ethnic groups have been identified and addressed by the provision of additional teaching support, which has resulted in these pupils good progress. The management and the provision for special educational needs are also good, ensuring that statutory requirements are fully met.

58. The school has a good level of well-qualified staff to teach the subjects of the National Curriculum and children under the age of five. The teachers have a satisfactory range of experience, but subject co-ordinators have yet to fully develop their management roles. Recent staff changes created from a range of situations outside the school's control has resulted in a significant number of new teachers joining the school. Parents have been concerned over the disruption caused in some classes, but recent appointments should ensure greater stability in the near future. Arrangements for the induction of new staff and for supporting the less experienced teachers are good. There are well-qualified, skilful classroom assistants. Teachers deploy and brief them effectively, and the quality of their support for pupils with special educational needs and those having English as an additional language helps to raise standards.
59. The school's accommodation provides a good environment for the staff to deliver the curriculum and for pupils to learn. The classrooms are of a good size. There is a new separate computer suite, which has yet to be fully used. The library books are placed in a corridor but there are no facilities as yet for quiet individual study. The main hall is used for physical education and as a dining room, and is large enough to accommodate the whole school for assembly. Throughout the premises are decorated, maintained and cleaned to a very high standard, and are enhanced by attractive, interesting and informative displays on the walls including pupils' own work. The playground areas are large overall but spread around three sides of the buildings and on different levels. However, landscaping work undertaken since the previous inspection has provided an attractive area for pupils to play in, including some interesting features such as slides and a ropewalk. The outside play area for reception pupils is now separately fenced.
60. Resources for learning are satisfactory in terms of both quality and quantity and they are generally well used to promote pupils' learning. There are a few weaknesses. The computer suite is not fully operational and information and communication technology is not yet integrated into the curriculum. There are insufficient tuned percussion instruments and keyboards for music and children in the foundation stage lack a good range of outdoor play equipment, such as bikes and push/pull toys, and the library is in need of some updating and reorganisation.
61. Financial planning is good and the governors play an important part in the monitoring and control of the school budget. Additional grants are focused well on the areas of need so pupils make good progress in their learning. With the aid of a new financial manager the governors have good levels of information about the process of the budget that enables them to make clear and effective decisions. The school utilises the principles of best value well to monitor its effectiveness and efficiency. Parents' views about the effectiveness of the school are regularly sought, and spending decisions are evaluated frequently by the governors, if on an only informal basis at present. The day-to-day administration of the school is conducted in a smooth and efficient manner and parents and visitors are sure of a warm welcome when they contact the school.
62. Taking all things into consideration, such as:
- children enter the school with attainment which is often above that found nationally, but most pupils have English as an additional language;
  - the movement of pupils in and out of the school is double that found nationally;
  - teaching is good and pupils of all abilities, gender and ethnic groups achieve well;
  - so that at the age of eleven pupils attain standards above those expected in English, mathematics and science;
  - the school has high unit cost, but the budget is effectively managed and used well to support pupils' learning;

the school is judged as providing good value for money.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to raise standards further, the governors, headteacher and staff should:

1. **Ensure that all pupils make good progress in their learning in design and technology and information and communication technology in Years 3 to 6 and attain the expected standards at the age of eleven by:**
  - Providing an agreed plan that sets out a clear progression of skills and knowledge in each class;
  - Monitoring pupils' work to ensure appropriate progress is made across the planned curriculum;
  - Ensuring that appropriate time is given to the teaching of design and technology and information and communication technology in each class;
  - Ensuring that all pupils have the same good opportunities for learning in information and communication technology.

(see paragraphs 116-122 specifically for information and communication technology, and 101-104 for design and technology, also paragraphs 9, 22, 27 and 28)
2. **Develop an agreed whole-school plan for what is taught in each subject in each class that ensures that the appropriate knowledge and skills progress systematically from one year to the next.**

(see paragraph 30 also with subjects sections)
3. **Develop and implement manageable systems for assessing and recording pupils' attainment in all subjects so teachers use the information to evaluate the curriculum and adapt it to build on pupils' prior learning.** This is identified in the school development plan.

(see paragraphs 45-47 also subject sections)
4. **Further develop the management role of co-ordinators so they have a secure knowledge of standards in their subjects, they are given time to monitor teachers' planning and to support colleagues, and so are able to promote improvement.**

(see paragraphs 55 and 58 also subject sections)

In addition to the key issues above, the following weakness needs to be considered for inclusion in the action plan.

- Improve the pupils' prompt arrival at school by raising parents' awareness of the need for pupils to arrive punctually so that lessons start on time and there is no disturbance to pupil's learning.

(see paragraph 16)

## PART C: SCHOOL DATA AND INDICATORS

### *Summary of the sources of evidence for the inspection*

Number of lessons observed	46
Number of discussions with staff, governors, other adults and pupils	27

### *Summary of teaching observed during the inspection*

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	11	21	11	3	0	0
Percentage	0	24	46	24	6	0	0

*The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than two percentage points*

### *Information about the school's pupils*

#### **Pupils on the school's roll**

	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	210
Number of full-time pupils known to be eligible for free school meals	33

#### **Special educational needs**

	YR – Y6
Number of pupils with statements of special educational needs	3
Number of pupils on the school's special educational needs register	60

#### **English as an additional language**

	No of pupils
Number of pupils with English as an additional language	107

#### **Pupil mobility in the last school year**

	No of pupils
Pupils who joined the school other than at the usual time of first admission	26
Pupils who left the school other than at the usual time of leaving	22

### *Attendance*

#### **Authorised absence**

	%
School data	5.8
National comparative data	5.6

#### **Unauthorised absence**

	%
School data	0
National comparative data	0.5

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

***Attainment at the end of Key Stage 1 (Year 2)***

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	17	13	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	14	16	17
	Girls	12	12	11
	Total	26	28	28
Percentage of pupils at NC level 2 or above	School	87 (93)	93 (96)	93 (93)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	17	17
	Girls	12	11	11
	Total	27	28	28
Percentage of pupils at NC level 2 or above	School	90 (96)	93 (93)	93 (96)
	National	85 (84)	93 (93)	89 (88)

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

***Attainment at the end of Key Stage 2 (Year 6)***

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	20	10	30

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	-	-	17
	Girls	-	-	10
	Total	23	19	27
Percentage of pupils at NC level 4 or above	School	77 (78)	63 (89)	90 (96)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	20	-	20
	Girls	10	-	10
	Total	30	23	30
Percentage of pupils at NC level 4 or above	School	100 (78)	77 (96)	100 (100)
	National	72 (70)	74 (72)	82 (79)

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

**NB: Numbers of pupils below 10 have been omitted to protect identify of pupils.**

### *Ethnic background of pupils*

	No of pupils
Black – Caribbean heritage	9
Black – African heritage	6
Black – other	0
Indian	55
Pakistani	20
Bangladeshi	1
Chinese	1
White	58
Any other minority ethnic group	30

*This table refers to pupils of compulsory school age only.*

### *Exclusions in the last school year*

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

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

### *Teachers and classes*

#### **Qualified teachers and classes: YR-Y6**

Total number of qualified teachers (FTE)	10.4
Number of pupils per qualified teacher	
Average class size	30

#### **Education support staff: YR-Y6**

Total number of education support staff	5
Total aggregate hours worked per week	137

*FTE means full-time equivalent.*

### *Financial information*

Financial year	2000-2001
	£
Total income	512,803
Total expenditure	501,520
Expenditure per pupil	2,411
Balance brought forward from previous year	17,344
Balance carried forward to next year	28,627

### *Recruitment of teachers*

Number of teachers who left the school during the last two years	5
Number of teachers appointed to the school during the last two years	4
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

*Results of the survey of parents and carers*

**Questionnaire return rate**

Number of questionnaires sent out	210
Number of questionnaires returned	71

**Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	53	44	3	0	0
My child is making good progress in school.	44	46	9	0	1
Behaviour in the school is good.	50	46	0	1	3
My child gets the right amount of work to do at home.	31	36	30	3	0
The teaching is good.	47	46	3	0	4
I am kept well informed about how my child is getting on.	30	36	33	1	0
I would feel comfortable about approaching the school with questions or a problem.	60	34	1	3	1
The school expects my child to work hard and achieve his or her best.	52	41	6	0	1
The school works closely with parents.	24	60	11	1	3
The school is well led and managed.	39	43	7	3	7
The school is helping my child become mature and responsible.	49	48	0	0	3
The school provides an interesting range of activities outside lessons.	49	40	6	1	4

## **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**

63. At the time of the inspection there were thirty children attending full-time in the reception class. Staff have good relationships with parents, meeting them at the beginning and end of each day in order to maintain a two-way flow of information. Parents know that the children are both happy and settled as a result of effective induction procedures. The children enjoy coming to school. They leave parents and carers readily and come into school in a confident manner. As the previous inspection found, the children are given an effective start to their education and a sound basis upon which to build when they enter Year 1.
64. Children's attainment on entry to the school is often above that found nationally. The current reception class has particular strengths in speaking and listening, reading, writing, mathematics and in their personal social and emotional development. The children make steady progress in all areas of learning, so that by the time they enter Year 1 most pupils meet the recommended standards set out in the 'early learning goals' with over half the class working confidently within Level 1 of the National Curriculum in English and mathematics.

#### **Personal social and emotional development**

65. Children enter the reception class with generally average personal and social skills and soon learn to have an independent approach to their environment. The children get their own snacks out at snack time and learn about the importance of washing their hands before eating. They sit and chat happily with each other and say "please" and "thank you" appropriately. Teachers expect children to take their turn in helping around the classroom, and children voluntarily tidy their own tables and put their snack boxes away. The good example set by the staff ensures that the children develop their self-confidence and are motivated to persist and learn. In 'circle time' discussions, both the teacher and learning support assistant skilfully help children to move from thinking about their own requirements to considering those of others. These sessions give children the opportunity to share their thoughts, as they become active listeners. The adults provide good role models for sharing feelings, and the value and need for trust. The children show a good degree of independence when dressing and undressing for physical activity and when putting their coats on to go outside. In the playground they take off their own shoes and socks, unbidden, in order to play on the safety mat. When playing on the apparatus in the playground the children demonstrate that they have learned to take turns. They wait patiently to go on the slide, for example. Children persist with their activities and have good levels of concentration. They have a positive attitude to work and select and use resources independently. Children form good relationships with adults and each other. They talk to visitors with confidence and self-assurance. Teaching in this area of children's development is good and, by the time the children enter Year 1, they are all attaining the expected standards within the 'early learning goals' for this area of learning.

#### **Communication, language and literacy**

66. Staff take many opportunities to extend the development of the children's literacy, language and communication skills through their own use of language and questions. In literacy lessons, the teacher extends the children's language well by using subject specific vocabulary, which the children then use when answering questions. Children speak audibly and with control as they respond to questions. They use talk to clarify their thinking about fire fighters, for example, improving their competence with language as they interact, listening to each other and the teacher, and responding appropriately. They accurately recount the stories used in shared reading sessions, and discuss the characters in the books. Children gain good knowledge of letter sounds and names. They know, for example, the sound created by letters 'fr', suggesting words that begin with that sound. In their role-play activities, the children develop their own 'stories' as they act out, for example, an emergency call for the fire brigade. Children use the telephones and notepads to create their own story line. They write notes and answer the telephone further developing their

speaking skills and their knowledge of the importance of writing in the world around them. All children form letters with good control. Most write in sentences, whilst higher attaining children write accounts using full stops and capital letters appropriately. All the children enjoy books and are well supported by their parents who read to them at home. They handle books with confidence. Children read with a good degree of accuracy at their own level. Higher attaining children read with fluency and expression. Two children enjoyed acting out the parts of the teacher and a pupil during the shared reading activity. Good teaching in reception enables the children to make good progress overall, with over half the class working confidently within the National Curriculum programmes of study.

### **Mathematical development**

67. Due emphasis is placed on mathematical development in the reception class and children make satisfactory progress in developing an appropriate range of knowledge and skills. All children count confidently in twos up to ten, and higher attaining children up to 20. One boy proudly recited in two's to 50. All children recognise the numbers and words up to ten. Higher attaining children add numbers to ten with accuracy, recognising the numbers that make ten. Displays on the wall show that the children are familiar with two-dimensional shapes and use them to form pictures. In a lesson seen, children responded well to the teacher's questions, 'How did you do that? How do you know?' They explained their methods simply, but showing understanding. In the activity using money, children had difficulty in knowing what coin they should use to pay for their toy. Some of the children found the activity beyond their understanding and were not involved at all, although the learning support assistant skilfully adapted her questioning to a simpler task to support them. Teaching in this lesson was unsatisfactory because the tasks were beyond the capabilities of most children and there was very little opportunity for all children to further develop number skills through play. Teaching of mathematical development, however, is satisfactory overall and children make effective progress to attain the 'early learning goals'. Higher attaining children are working confidently within Level 1 of the National Curriculum.

### **Knowledge and understanding of the world**

68. Many activities and contexts are planned that encourage exploration and observation in order to increase the children's knowledge and understanding of the world around them. They make satisfactory progress towards achieving the early learning goals by the time that they enter Year 1. Children explore ideas through role-play and creative activities. In their study of 'Fire Fighters', for example, they gained good knowledge and understanding of how fire fighters know where the fire is and the need for prompt action. Children know that smoke is dangerous and explain how breathing apparatus and cutting tools are used, and the reasons why. The teacher effectively uses the opportunity to highlight the need for fire fighters to work as a team to promote children's greater social awareness. Satisfactory opportunities are provided to develop children's building skills through the use of a variety of construction equipment. Children work well collaboratively, for example, to build a tower with large bricks. They acquire satisfactory concepts of history and geography through stories, and develop interest in scientific knowledge through studies such as water. They gain early knowledge and understanding of religion through stories, such as 'Rama and Sita' and about Christmas. Teaching is satisfactory in this aspect of children's development and children make sound progress to attain the 'early learning goals' by the time they enter Year 1.

### **Physical development**

69. Children make sound progress as a result of the suitable opportunities that they are given to develop their skills within a safe environment. They are given time to persist and perfect their skills in controlling large wheeled toys and apparatus and, as a result, grow in self esteem. The children adjust their speed and change direction as they pedal their large toys with a high degree of competence, on the hard surface outside. They climb through, over and under the climbing frame, showing satisfactory, mobility, balance, co-ordination and control. In the hall, children are presented with a variety of appropriate activities using beanbags and other small apparatus to develop their physical dexterity. Children show satisfactory skills of catching and throwing,

developing effective hand eye co-ordination. The children's development of fine hand control and co-ordination is satisfactorily developed through cutting and sticking activities. They use pens, pencils and paintbrushes with satisfactory control. They pour water carefully in their water play and extend their manipulative skills through rolling out and playing with dough. Satisfactory teaching enables children to attain securely the standards expected for their age.

## **Creative development**

70. To encourage their creative development, the children are given a variety of suitable opportunities to develop their own ideas, discover, explore and express their creativity in sand and water play, role-play, painting and collage. Some of these activities are restricted by narrow expectations of the teacher or by the space allowed for activities such as sand and water play. Children sustain concentration for long periods of time. They use a variety of props such as a hose, tricycle and telephone to support them in their role-play as fire fighters, for example. Other children who were building a tower with bricks, together created a story line about a dog and a cat stuck in the tower. Some activities, however, restrict children's creativity, for example simply colouring in pictures, but even in these tasks children persist with a high degree of concentration. Children use a range of tools with competence and in a creative way when working with plasticine. They interact successfully using language readily in their play. Children are able to tear and cut paper in order to make a collage. The teacher supports them satisfactorily, but resources are limited and this in turn impedes the amount of creativity afforded to the children. Teaching is satisfactory overall and children are in line to attain the 'early learning goals' by the time they enter Year 1.

## **ENGLISH**

71. The good standards in reading and writing in Year 2 are confirmed by the results of the national tests last year when over three-quarters of the class gained Level 2b and above. Over fifty per cent of pupils starting in Year 1 have English as an additional language and they make good progress overall. In last year's National Curriculum tests, the number of pupils in Year 6 attaining the expected level in reading and writing was in line with the national average. However, the number attaining the higher standard of Level 5 was below that found nationally. The school has responded appropriately, putting in strategies to provide more focussed teaching to address the weaknesses identified. Standards seen during the week of the inspection show that pupils are now making good progress in Year 6 to maintain an above average level of attainment, irrespective of gender, ethnicity or social circumstance. This is an improvement in standards at both Year 2 and Year 6 since the previous inspection.
72. Lessons are fully inclusive and pupils with special educational needs are effectively supported and make good progress. Developing the language skills of pupils who are learning English as an additional language is a key factor in the work of the school and this is done well. Children enter the school at various stages of learning English. Their ability is assessed on arrival at the school and appropriate support is planned for them. A teacher co-ordinator spends half her time on this work and a specialist teacher supports pupils 'new to English' twice a week.
73. Attainment in speaking and listening is above average for pupils at the end of Year 2 and Year 6. Pupils make good progress in developing speaking and listening skills through out the school. The school is working hard to meet a wide variety of language needs successfully and pupils with English as an additional language make good and sometimes very good progress, particularly in focused sessions, where they receive good support. In Year 1, the skilled classroom assistant worked well with a group of Pakistani and South African children, developing their vocabulary by repeating and explaining words used by the teacher. Pupils generally read aloud with enthusiasm, for example, in Year 2 when they enjoyed sorting sentences into categories to describe a snail. The good relationships between teachers and pupils in Years 1 and 2, coupled with good skills in questioning and in choosing appropriate materials for reading, ensure that pupils enjoy talking about what they have read in literacy lessons. In a Year 4 literacy lesson the majority of pupils demonstrated they were able to answer and ask questions with assurance when, in a 'role-play' session, they interviewed a 'character' from a book they were studying. In Year 6, pupils used thoughtfully developed ideas clearly when discussing a famous author's view of a traditional story tale. Good use is also made of pupils' speaking skills in the context of other lessons. In a Year 4 geography lesson, for example, pupils had the opportunity to discuss in pairs and analyse statistical data about India. They displayed great confidence when feeding back information to the whole

- class. In a Year 6 physical education lesson, pupils were encouraged to be a 'critical friend' and to discuss and develop ideas to improve their performance in dance.
74. Pupils' reading skills are good at the end of Year 2 and Year 6. They are given regular opportunities to read in class and their progress through a reading scheme is effectively monitored by class teachers and recorded in a reading record. Pupils make good progress in Years 1 and 2, but in Years 3 and 4 the majority of pupils have made only satisfactory progress. This is due to the recent turnover in staff in these classes, which has impeded pupils' learning. During the inspection, it was evident that the situation is improving. In Year 6, however, pupils make rapid progress to attain an above average standard. Most parents make a good contribution to their children's progress by hearing them read. In each class there is a suitable collection of fiction and reference materials for pupils' selection. 'Library Club' sessions ensure regular visits to the library to learn how to retrieve information and locate books using a systematic approach. Throughout the school, pupils experience a wide range of reading texts, including fiction, non-fiction and poetry. In Year 1, pupils read texts that they had previously written, and in guided reading sessions the average ability pupils read simple passages independently and with understanding. Care is taken to explain key terms, enabling pupils to extend their learning by focusing on 'root' words and derivations. In Year 2, pupils are confident in reading out loud during shared text work and over a third are able to read a non-fiction book well, extracting information, which they can then rephrase as a question. The school has placed an emphasis on developing pupils' reading skills and support staff work very closely with class teachers to ensure maximum opportunities for pupils to practice these. A love of books is well promoted in Years 1 and 2 when the pupils write books for children in the reception class.
75. The effective implementation of the National Literacy Strategy ensures that pupils are able to participate in shared reading activities. In Year 3, during a 'shared reading' session, pupils were very interested and anxious to participate in the discussion about the 'feelings' of one of the characters in the story. Pupils in Year 6 read fluently poems by Thomas Hardy and by Rupert Brooke, and were able to use skimming techniques to find out information and reach conclusions about the similarities and differences in the texts, demonstrating an understanding of what has been read. Pupils in Year 2, read individually and confidently. They know which books they like best and are able to identify fiction and non-fiction books. In Years 3-6, pupils use an appropriate range of strategies to decode words, show expression in their reading, and often communicate a joy of reading. Pupils with special educational needs use letter sounds, word blending and picture clues well to help them with their reading and they make good progress in relation to their abilities.
76. Pupils' written work seen during the inspection shows that standards in Year 2 are appropriate and pupils are attaining the level expected for pupils of this age, with over a third working at a higher standard of Level 3. These pupils are given suitable opportunities to write for a variety of reasons. They plan stories, describe story characters and develop their ideas into a sequence of sentences, which they accurately punctuate with capital letters and full stops, and occasionally with an exclamation mark. In Year 1, pupils are given regular opportunities for extended writing, for example, in diaries. This forms a good basis for the development of writing skills as well as supplementary skills of spelling and handwriting. The higher attaining pupils in Year 1 communicate meaning in simple sentences, beginning to use capital letters and full stops appropriately with simple words spelt correctly. The less able copy sentences satisfactorily with regular letters that are clearly shaped. The school identified the need to broaden the opportunities for pupils to write, particularly in other subjects such as geography, history and science. This has had an impact on improving the quality of pupils' writing and an above average proportion of pupils make good progress and are working at the higher standard of Level 5 in Year 6. Linked to their work in history, pupils rose to the challenge of composing a poem about 'War and Peace'. Well over a half of the pupils wrote to a high standard, using phrases such as 'cries of soldiers on the fen' and 'heart is a broken cup' to demonstrate sights and feelings. The writing of poetry is a high priority throughout the school and in Year 5 pupils examined the techniques used by popular poets. This led them into writing their own poem on 'Night Mail', focussing successfully on the imagery

of the night. Pupils in Year 4 had the opportunity to discuss about the ‘moral dilemma’ facing a character in a popular book, enabling them to plan and write the three next events of the story.

77. Spelling is accurate for a high proportion of pupils throughout the school. Scrutiny of work however, identified an inconsistency in written presentation. Handwriting skills are not taught systematically across the school and letters are not always formed accurately or of a regular size. In Year 6, however, the development of good assessment practices for writing, with the advice of teacher, is helping to make pupils aware of specific targets they need to attain so as to improve their writing. For example, during the week of inspection, pupils across all levels of attainment enjoyed reviewing each other’s report writing and checking for grammar and punctuation. Information technology is satisfactorily used in Years 1 and 2 for word processing, but there is little evidence of its use in the older classes.
78. Teaching in Years 1 and 2, seen during the week of the inspection, was good. Teaching in Years 3-6 it was generally good. Teaching in Years 5 and 6 often very good. This represents an improvement over the previous inspection where teaching was more variable. The two teachers in Years 3 and 4 have settled well and the quality of their work is having a positive impact on these pupils’ learning. The school uses the literacy framework well, pupils enjoy these lessons and strategies for continuous development and improvement have led to increased provision for writing and a clear focus on speaking and listening skills. Where teaching is very good, there are high levels of participation and enjoyment, particularly when pupils are actively encouraged to use ‘role-play’ activities as a stimulus for writing or to read poems with expression and feeling. Where teaching is good and good progress is made, learning objectives are thoroughly rehearsed with the pupils to focus their attention and are revisited at the end to check understanding. Effective questioning is used to consolidate pupils’ understanding of features at the start of the text, such as the use of non-fiction writing. For example, in a lesson in Year 2, the teacher’s modelling of writing about snails enabled the pupils to apply their previous knowledge and to contribute their ideas positively to the writing of questions. Questioning is used in a way that enables the majority of pupils to respond, targeting, for instance, pupils who do always not volunteer answers. Also good encouragement and praise is provided for pupils who have English as an additional language when they are in the early stages of learning English. For example, in Year 1, the teacher named and praised those pupils who had answered, encouraging the more reluctant to take part in the lesson. In all lessons, assistants are well deployed and pupils with special educational needs are appropriately supported. Teaching of literacy skills across the curriculum are good as in most subjects the ‘key vocabulary’ is written on the board, enabling pupils to use subject specific vocabulary, particularly in mathematics. In science, there is a strong use of literacy skills. For example, in a Year 1 lesson, pupils used their emerging writing skills to record their findings well. Teachers use homework effectively to assist pupils in practicing skills they have learnt in school, particularly in reading and writing. In Years 1 and 2, and on occasions in Years 3-6, there is good marking with constructive suggestions and targets for pupils to improve their work. However, scrutiny of work shows, particularly in Years 3 and 4, that the marking policy has not been consistently applied.
79. The co-ordinator, who is knowledgeable about the subject, has managed the development of the National Literacy Strategy well, to bring about improvements in writing in Years 3-6. This is an improvement since the previous inspection. She has been given time to monitor the effect of teaching on pupils’ learning. However, there have been limited opportunities to scrutinise work and identify inconsistencies of presentation and marking across the school. The school is making good use of initiatives, such as the provision of ‘Early Literacy Skills’, ‘Additional Literacy Strategy’ and the use of ‘booster’ classes for pupils who require additional help before they take their statutory tests. The school carries out a range of assessment tasks and collates the information clearly, enabling teachers to track pupils’ progress and use the data to set appropriate group and individual targets. The school has not as yet developed specific methods for assessing and monitoring pupils’ progress and to use this information in short-term planning to better meet pupils’ needs. The co-ordinator who has been active in purchasing a new reading scheme for the school

is aware of the need to further develop the provision of non-fiction books and reference materials, and to develop the use of the library further. There is an appropriate range of dual language reading material provided to interest and motivate the pupils who are new to English.

## MATHEMATICS

80. Standards in mathematics have risen since the previous inspection when they were judged as generally in line with those expected at the ages of seven and eleven. During the current inspection, pupils were attaining standards above those expected nationally and the pupils' achievement through the school is good. Last year, pupils' standards at seven as measured by the National Curriculum tests were above average. These standards are similar to those attained over the last three years. At the age of eleven, however, standards dropped last year after showing good improvement over the previous three years. Over the past year, the school has made a concerted effort to improve the quality of teaching and learning and have been successful in raising standards. The quality of teaching is now good. The co-ordinator has worked with staff, to coach, model and support teachers in order to improve their knowledge and skills of teaching mathematics.
81. Pupils make good progress in acquiring an appropriate range of knowledge and skills in Years 1 and 2. In Year 1, pupils are beginning to count in fives, but need reinforcement. They use the knowledge learned in their oral starter to find the total amount of money that they have. They count the value of the coins held up by the teacher as she models the way to solve their problems but when working in pairs some pupils need support. In Year 2, pupils count on and back in fives with confidence. Pupils recognise the pattern in a number series and give the next number. They answer quick fire questions to mentally find the difference between two, two digit numbers. Pupils in Year 2 make appropriate progress in developing their skills of measuring with standard measurements such as centimetres and satisfactorily displaying information as pictograms. Effective use is made of homework to reinforce work undertaken in class.
82. By Year 6, pupils have made good achievement in their learning, but this has not been consistent through the junior classes. Pupils' progress now is good in the oldest classes. The pupils use suitable mathematical vocabulary and language to explain how they arrived at their answers. In lessons where the quality of teaching was very good, pupils work with speed and accuracy. In Year 4, pupils have secure knowledge and understanding of the previous lesson and can apply it successfully when completing word problems in one or more steps. Pupils are able to apply this effectively when using a computer program. The different levels of work provided give all ability groups a challenge as they struggle and successfully achieve the aim of the lessons. The teacher in Year 3 also provided activities that were well matched to the pupils' different abilities that systematically developed their knowledge of symmetrical shapes. Pupils in Years 5 and 6 work together well and are grouped according to their attainment in mathematics. The higher attaining group are confident in their ability to change fractions into percentages as they use data from a table to calculate proportion and percentage. They work quickly and accurately and, although they are challenged, they achieve a very good rate of progress. The lower attaining group apply previous learning as they discuss events associated with probability. They are able to discuss their findings and make deductions using subject specific language.
83. A strong element of the school's work is the good encouragement given to pupils at every stage to use and apply their mathematical knowledge and understanding. Teachers provide effective mathematical investigations as a recurring feature in the curriculum. Throughout Years 3-6 pupils have satisfactory opportunities to record data in a variety of ways including graphs. Block graphs were regularly used in science, for example, to display information gathered in pupils' investigations. The organisation of pupils in Years 5 and 6 into ability sets for mathematics ensures that the levels of work and the tasks are related more carefully to the varying abilities of the pupils. The school also promotes 'Booster' classes that extend the work of the older pupils in Year 6 in order to raise standards. These are all examples of good practice.
84. The quality of teaching overall is good, which is an improvement on that seen at the previous inspection especially that observed in Years 3-6. There are some variations in the quality of teaching. One unsatisfactory lesson was seen but that was only a half hour lesson on one area of

mathematics and not representative. The weakness in this lesson was the lack of clear expectations for pupils' good attention and so the pupils' learning was impaired as they lost concentration. Examples of very good teaching were seen in Years 4, 5 and 6. These lessons have clear objectives and are firmly focussed on pupils making progress in their learning, particularly in their mental agility and numeracy skills. There is an imaginative use of real life data particularly in Years 3-6. The pace of work is brisk and has challenge for all pupils. Lessons are planned carefully to meet the different learning needs of all groups. Pupils with special educational needs and those with English as an additional language are well supported and this enables them to make satisfactory progress particularly in understanding and using numbers, and the understanding of mathematical terms and vocabulary.

85. The pupils respond well to the good teaching provided and show interest and enthusiasm for their work. They concentrate hard and behave well. They help one another, share resources readily and are most eager to contribute to class group discussions. They willingly explain what method they have used to arrive at a particular answer. The standard of presentation is generally good; pupils take a pride in their work and produce a good volume of work. Teachers beneficially encourage 'jotting' - a method of noting down mathematical ideas and working quickly. There is not sufficient use of on-going assessments recorded in a common format in order to support pupils' progress. Pupils' literacy skills are developed well in mathematics. Oral and written instructions give pupils' good opportunities to practice their listening and speaking skills and their understanding of mathematical language, which is of particular support to pupils with English as an additional language.
86. The National Numeracy Strategy has been introduced effectively and pupils mathematical skills are further developed in many other subjects, such as science and geography. Insufficient use is made, however, of information and communications technology to support the pupils' work in mathematics.
87. Leadership and management in this subject are both good. The co-ordinator is very keen, enthusiastic and a good practitioner. He has, despite his many other responsibilities as headteacher, given much of his time in coaching and supporting teachers and in modelling good practice in the teaching of mathematics. This has had a very positive impact on raising the quality of teaching and pupils' learning. There is not at present an effective system for assessing pupils' attainment and progress. Insufficient information is passed to the next teacher so they build quickly and effectively on pupils' past learning.

## SCIENCE

88. Pupils' attainment at the age of eleven has risen considerably since the previous inspection. This is because of the good leadership provided by the current co-ordinator in improving the quality of teaching through the school. Teachers' subject knowledge has improved and there is now a strong focus on learning about science through experimentation and investigation that has improved pupil's knowledge and understanding.
89. Children enter the school with generally satisfactory general knowledge about the world around them. Good teaching in Years 1 and 2 enable the pupils to make good progress in their learning about science, so by the age of seven most pupils attain at least the standards expected for their age and a good proportion work confidently at the higher standard of Level 3. These standards were reflected in the teacher assessments of the National Curriculum tests in 2001 and were evident during the current inspection.
90. In Year 1 pupils acquire good knowledge of the names and functions of the parts of a plant. This is further developed in year 2 and pupils have a secure understanding that many plants produce seed that will grow into new plants. Pupils are developing satisfactory knowledge of how some

creatures change as they grow. Pupils in Year 2 have a good understanding that materials are useful for different purposes. They carry out simple experiments to test how some materials change when they are heated and record their findings effectively in text, diagrams and block graphs.

91. Pupils continue to make mostly good progress in their learning through Years 3-6. It has not always been consistently good through these classes, but the current good teaching is having a positive impact on pupils' achievement. A high proportion of the pupils join the school in the junior classes. They settle quickly to school routines and teachers' expectations for their effort so the good standards in Year 2 are also evident in Year 6. Pupils' interest and involvement are effectively stimulated by the often very good teaching now evident in these classes. Standards dipped in the 2001 National Curriculum test, but have risen again this year so that most pupils at eleven are working confidently at the expected standards for their age and with a good proportion attaining the higher standard of Level 5.
92. By the age of eleven pupils develop a satisfactory understanding of how to design simple experiments to test their ideas. They recognise the need for making their tests fair by restricting the variables and controlling the methods used. Pupils use their prior knowledge well to predict the results of their tests and, by Year 6, they draw suitable hypotheses and conclusions from the results. Pupils are developing a good understanding of quite advanced scientific terminology, such as "viscosity" in Year 4, and learning the differences between chemical reactions and physical reaction in Year 6 This strong focus on science vocabulary is evident through the school and supports all pupils' learning, particularly those with English as an additional language. Time is given to exploring the meanings of the terms so that all pupils come to use them with confidence and clarity of understanding.
93. The curriculum for science is well balanced so that pupils are introduced to an appropriate range of scientific knowledge as they move through the school. For example, the work on materials studied in Years 1 and 2 is effectively developed in Year 3, where pupils gain satisfactory understanding of absorbency of different materials and the effectiveness of their application in every day objects. In Year 4 this progresses to an understanding that materials can be classified as a liquid, gas or solid, and the properties of each group. In Year 6, pupils gain a good understanding of how materials react with each other. Recognising different processes such as evaporation, condensation and using this knowledge solve problems when separating a range of materials with different properties. Teachers' good subject knowledge enables them to link scientific knowledge effectively for pupils' greater understanding, so that knowledge of how light moves is used well to enable pupils in Year 5 to understand how the movements of the moon, Earth and sun create day and night, the months and years. Clear explanations and probing questions enable pupils to develop links in their understanding and fires their enthusiasm for finding out "why?" This was seen well demonstrated in a very good lesson in Year 4 where pupils used their prior knowledge to predict the flow of different liquids down a sheet of card. The pace of the lesson was fast and yet all pupils, boys, girls and all those of different ethnic groups were sitting on the edges of their seats to see if they were right in their predictions. Similar very effective questioning, linked with the systematic development of knowledge and concepts over two lessons, was observed in Year 6 All pupils were well involved and able to explain what they thought would happen in their experiment and were able to explain why.
94. The quality of teaching is good throughout the school. Teachers use pupils' literacy and numeracy skills well in their science work so that pupils of all ages write clearly about their experiments and present their findings in a variety of ways. A weakness is the lack of information and communication technology in supporting pupils' learning and presentation.
95. Improvements in science are the direct result of the co-ordinator's effective support for teachers and his identification of the areas of weakness that needed addressing. Monitoring of teachers' planning, pupils' work and the National Curriculum test results have been used well to evaluate the

effectiveness of the provision and to implement strategies for improvement. Procedures for assessing pupils' work and progress are still in their infancy and systems for recording pupils' skills development to inform the next teacher have yet to be implemented so that the curriculum is suitably adjusted to meet their learning needs.

## **ART AND DESIGN**

96. Pupils make satisfactory gains in their learning and attain standards in line with those expected for their age at the end of Year 2 and Year 6. All pupils, including those from different ethnic or cultural backgrounds, and those with special educational needs are well supported and make similar progress to their peers. This is an improvement since the previous inspection when standards were unsatisfactory in Year 6. During the inspection, only one lesson was observed. Judgements, therefore, are largely based on evidence from work displayed around the school, teachers' planning, and interviews with pupils.
97. By the time pupils enter Year 1, they are able to control markers and apply paint with brushes, with developing accuracy. These basic skills can be seen to be satisfactorily developed in a display in the classroom by pupils in Year 1 in which they successfully explored different media when drawing pictures of owls and houses linked to their number work. Pupils learn to mix colours well, as shown in Year 2 when pupils carefully cut silhouettes of houses and placed them on a colour-wash background, linked to the theme of the Fire of London. Year 5 paintings of daffodils show attention to colour matching and a good use of fine brush strokes. Pupils in this year also combined different coloured oil paints to use as a 'scraper board' for hieroglyphics as part of their topic on the Egyptians. Observational skills are satisfactorily developed through the school. In Year 2, pictures of plants in crayon, for example, show that pupils are learning to use shading to produce a three-dimensional effect. Good use of pastels enabled Year 6 pupils to create a good picture of a 'city skyline'. Discussion with a group of pupils in Year 6 showed that they are exploring a variety of starting points for creating pictures while studying the work of famous artists, such as David Hockney. When studying 'people in action', they explored dynamic activities, such as swimming, as a starting point for creating work in two dimensions, and used it in a collage to create a satisfactory picture of a child in a swimming pool.
98. Teaching and learning is generally satisfactory across the school. Strength of the planning is the provision of a wide variety of activities, which are linked to other subjects, particularly history when studying the Egyptians. Teachers motivate pupils well through careful guidance and support and pupils response to art is good. This was particularly evident when Year 6 pupils were keen to discuss their collage work on portraits, called 'split personalities'. In the one lesson seen teaching was good and made a positive contribution to their spiritual development. When beginning a topic on lines, pattern and texture pupils had the opportunity to reflect on a journey they had made before carefully sketching signs and symbols they had observed.
99. The school is using the nationally recognised scheme of work and there is now an art policy and this is an improvement since the previous inspection. The curriculum for art and design is appropriately broad, but the use of textiles and three-dimensional work is not well developed throughout the school. This term, however, pupils in Year 3 are designing sculptures that would be appropriate for various landmarks in the city. In the after school art club, which makes a good contribution to the development of art across the school, pupils are designing and creating their own plaques made out of clay. Information and communication technology is used satisfactorily in the infants, as seen when pupils had used a painting program to create portraits, but there is limited use in Years 3-6.
100. Leadership and management of art and design is satisfactory overall, but there has been a lack of monitoring of teaching and pupils' learning. A new co-ordinator has been appointed. She realises there is a need for her to monitor art and design effectively, so as to raise the standards in all

areas across the school, and also to include more three-dimensional work, particular clay modelling and the use of textiles in the curriculum. There is insufficient use of assessment to show what pupils already know and can do, so that teachers have the information on which to plan work that build effectively on pupils' prior learning. An exciting new initiative is the school's successful bid to be part of a Creative Arts project in September, focussing on three-dimensional work which the school hopes will further enhance pupils' learning in art and design.

## DESIGN AND TECHNOLOGY

101. Insufficient progress has been made in raising standards since the previous inspection. Pupils of all abilities and ethnic groups continue to make good progress in acquiring the appropriate knowledge and skills. In Years 1 and 2 and the standards of their work is often above those expected. In Years 3-6, however, the provision for design and technology is inconsistent. Pupils make insufficient progress, and so standards by the time pupils are in Year 6 are below that expected for their age in both designing and making. The reason for this unsatisfactory progress in the junior classes is the lack of time and focus given to teaching the subject, particularly in Years 3-5.
102. Pupils in Years 1 and 2 are given good opportunities to develop a good range of design and technology skills, especially those of cutting and joining a range of materials and of designing their own artefacts to suit a particular purpose. The good teaching in both classes enables pupils to develop skills, such as sewing in Year 1 and making camshafts for wheels in Year 2, which are then put to good use when creating artefacts. Pupils in Year 2, for example, were designing their own vehicles and selecting the method they preferred to attach the wheels. The pupils showed good understanding of the design process and used their knowledge effectively. They are provided with a wide range of activities in both classes that progressively develop their skills and knowledge, such as in the use of textiles. The finger puppets made by the pupils in Year 2 are of a high standard. Pupils of all abilities and ethnic groups worked hard to cut out their shapes and decorate them with individual styles, methods and use of materials. Teachers make effective links with other subjects to make pupils' learning more meaningful. Pupils in Year 1, for example made magnetic games promoting pupils' knowledge of magnets from lessons in science and the drawing of maps from geography. Pupils' literacy skills are well developed through design and technology as pupils write their evaluations of the models and artefacts they have made.
103. From the limited evidence available of pupils' previous work it is judged that teaching in Years 3-6 is satisfactory when it takes place. Appropriate opportunities are provided to promote pupils' knowledge and skills but activities are not necessarily planned to build systematically on previous learning. Pupils' attainment is not assessed or recorded to guide future planning there is no way of ensuring pupils' continued good learning. Pupils' range of knowledge is satisfactory overall, but the depth and quality are unsatisfactory because insufficient time is given to the subject. Pupils in Year 3 had a satisfactory opportunity to experience food technology when investigating bread through the ages; how it was made, different recipes and ingredients. There has been a good focus recently on structures and the strength of different materials. Pupils in Year 4, for example, enjoyed experimenting with sheets of newspaper to make their own potato carriers. Pupils in Year 5 helped design the walls being constructed in the school grounds and learnt which were the strongest bonds when laying bricks. Pupils in Year 6 learnt that triangular shapes are the strongest when building structures, but these activities had not been planned together as part of a progressive developed of skills and knowledge from one year to the next. Insufficient time has been given to ensuring that a balanced range of activities is provided through the school and, consequently pupils' designing and making skills have not been sufficiently developed. The curriculum for design and technology has been satisfactorily broad over time, but weaknesses in the quantity and quality of tools has reduced pupils' learning in some areas.
104. Leadership in design and technology has been unsatisfactory. The two new co-ordinators are aware of many of the weaknesses in the subject. They have not had time as yet to evaluate

teachers' planning or to study the standards of pupils' learning, but they have a satisfactory view of what needs to be tackled if standards are to rise.

## **GEOGRAPHY**

105. Pupils make satisfactory progress throughout the school. Pupils of all ethnic groups, those with English as an additional language and those with special educational needs are well supported, and make similar progress to their peers. Standards have risen since the previous inspection, when they were below those expected nationally at Year 2 and Year 6.
106. The curriculum provided is appropriately broad and balanced and provides pupils with suitable activities to develop their knowledge and skills. Pupils in Year 1, for example, conducted a traffic survey as part of their understanding of what goes on outside the school. Their simple maps, created as part of a design and technology project, show a good awareness of how roads link and methods of representing houses. Pupils in Year 2 looked at the range of buildings to be found at the seaside and considered the ones that provide shelter. They also satisfactorily considered a variety of buildings in Birmingham, such as houses, shops and hospitals, and offered sensible explanations for their use. Pupils in Year 2 are developing their geographical enquiry skills appropriately by expressing and recording their findings when comparing buildings. They use maps to trace places where pupils have been on holiday and recognise how places are linked to each other worldwide, for example, when studying a postcard from Australia.
107. Pupils in Year 4 ask and respond satisfactorily to questions about places. They consider and draw comparisons between five sets of statistics about India and the United Kingdom on aspects, such as the number of cars per hundred people and the number of pupils per teacher. The pupils investigate, through paired and class discussion, why these differences occur. They search for hidden information, discussing this in depth and satisfactorily report their findings to the class. This not only encourages and promotes their geographical skills of enquiry, but also their speaking and listening skills. In Year 6, pupils locate places on relevant maps using grid references. They then introduce their own grid lines on to maps of the United Kingdom, Europe and the world, and establish and label their own grid references. From Year 4, pupils are encouraged to develop analytical verbal skills serving to improve their skills of geographical enquiry. Pupils in Year 6 made posters about the mountain ranges they studied, using pictures and the Internet for research. In their comparative study, they considered, discussed and recorded the similarities and differences in culture, economy, communication, temperature, rainfall and leisure. Effective use is made of pupils' primary knowledge of India. Geography supports pupils' knowledge of their own culture, and this is well explored in class, and supports and encourages the inclusion ethos of the school.
108. The quality of teaching and pupils' learning is satisfactory overall. Sometimes teaching is good and pupils' active participation is well promoted. In the most effective lessons, teachers' planning is good and provides clear objectives for what pupils are to know, understand and be able to do by the end of the lesson. Teachers make effective use of resources that stimulates pupils' interest and motivation to learn. Teachers recap on pupils' previous learning at the beginning of the lesson and systematically build on it so pupils make good progress. Opportunities to develop pupils' speaking and listening skills are used very effectively with teachers focusing on and explaining geographical vocabulary to good effect. Pupils' independent research skills for accessing information are developing well and some use is made of the Internet to support this process. Information and communication technology, however, is not generally sufficiently used in geography. Teachers are successful at promoting pupils' good attitudes to the subject so they listen carefully and enjoy answering questions.
109. The leadership and management of the subject are satisfactory. A scheme of work has been introduced since the previous inspection, but there are no set procedures as yet for assessing and

monitoring pupils' attainment and progress to ensure the progressive development of pupils' knowledge and skills. The co-ordinator has only been in post since the beginning of term, but is already aware of what is required to raise standards through establishing an effective system of monitoring the quality of teaching and pupils' learning.

## **HISTORY**

110. Standards are better now than they were at the previous inspection. By the age of seven and eleven pupils attain standards above those expected and higher than is normally seen. This better picture is due largely to more confident and effective teaching encouraged by the co-ordinator.
111. Teachers motivate pupils well and as a result they apply themselves very well and show much interest in their work. All topics are well covered and relate to the scheme of work. Activities and tasks provided are thoroughly planned and stimulate pupils' interest. They are encouraged to extend their knowledge and understanding through research and enquiry. History taught through literacy lessons has gone a long way to redress the imbalance of curriculum time since the introduction of the national literacy and numeracy strategies.
112. By the age of seven pupils effectively develop their knowledge and understanding of the lives of people in the past, for example, by becoming detectives in the follow-up to a video on the life of Florence Nightingale. They have a very clear picture of the conditions that patients suffered in the Crimean War and the reasons for those conditions, using key vocabulary such as unhygienic and infection. They explain what Florence Nightingale did to improve conditions and the results. Pupils with English as an additional language, and those who have special educational needs, are supported so well that they make valuable contributions to the lesson. Historical enquiry is well developed through the medium of role-play. Pupils in Year 1 re-enacted conditions in a Victorian school, for example, and questioned a 'visitor' from the Victorian age in order to further their historical skills, knowledge and understanding.
113. By the age of eleven pupils have a good knowledge of key dates, periods and events in British History. They understand social perspectives of the period looking at change for women in World War Two and the cultural and ethnic diversity of the period. They discuss the positive and negative side to evacuation and examine the different perspectives on the changes brought about as a result of the war. Pupils demonstrate a good understanding of the difference between fact, opinion and propaganda.
114. Leadership and management in the subject are both good. The co-ordinator had a sound command of her subject She sets an effective example and has high standards. In her own professional development she has undertaken courses on how to use literacy and numeracy in history. Not only has she provided examples of resources to support this, she has delivered in-house training for colleagues. As a result, the subject makes a very good contribution to the development of pupils' numeracy and literacy skills. The use of historical vocabulary is well developed and the co-ordinator has worked hard show the links between history, numeracy and literacy and this as been used by teachers to improve the quality of teaching and learning in the subject. The subject also provides a good stimulus for the development of pupils' social, moral and cultural awareness.
115. The co-ordinator teaches part time and so there has not been enough time for her to sufficiently develop the monitoring and evaluation of teaching and learning in the subject and she acknowledges the need for a formal system for the assessment of pupils' attainment.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

116. The provision for information and communication technology has improved since the previous inspection and pupils' standards at the age of seven and eleven have risen. Standards were judged as unsatisfactory at the previous inspection in both Year 2 and Year 6. They are now judged as generally in line with those expected of pupils at seven and eleven, although there are inconsistencies in the range of opportunities for learning in Years 5 and 6.
117. Pupils in Years 1 and 2 are given satisfactory opportunities to acquire the recommended knowledge and skills of information and communication technology and to use them effectively to support other areas of learning. In Year 1, pupils used their computer skills to writing simple sentences and captions to label diagrams in science, such as the parts of a flower and the features of a face. Their control of the computer mouse is developing well and higher attaining pupils successfully rotate and position parts of the flower into the chosen position. In Year 2 pupils' word processing skills have progressed effectively and they produced their own simple storybooks, based on the school's reading scheme, for the children in reception to enjoy. Pupils in Year 2 have used a simple art program to successfully create their own pictures in the style of Jackson Pollack as part of their work in art. The resulting pictures are bright and colourful and show the pupils skills' of using the different tools available in the program to draw different thicknesses of lines and to fill the shapes with colour. They have a satisfactory understanding of the use of information and communication technology in the world around them and pupils enjoyed giving directions to a floor robot to make it travel along a set route. Most pupils were secure in their understanding that directions have to be clear and sequential, but not all are reliable in their use of left and right. Pupils with special educational needs and those with English as an additional language are well supported in small groups so that all made similar progress as their peers.
118. In the junior classes (Years 3-6), pupils are provided with appropriate opportunities to develop their knowledge and skills to a satisfactory standard, but not all teachers are confident in their own knowledge of information and communication technology, and lessons have not always been regular. Standards through Years 3-6 are therefore variable. The introduction of a new computer suite provided good opportunities for teachers to systematically develop pupils' skills in regular weekly lessons, but not all teachers took the opportunity as the work in the suite was not completed and, during the inspection, it was closed for air conditioning equipment to be installed. Several hardware problems have caused difficulties and those teachers who were a little reluctant, delayed starting on the planned units of work for their classes. Pupils in Year 3 did have the opportunity of using the new suite and were proud of the menu sheets they provided for the inspection team. The opportunity to further develop their skills of presenting information for a set purpose was well promoted. Pupils chose the style, font and colour of text and satisfactorily added simple graphics to produce individual and colourful menus.
119. Most of the pupils in Years 5 and 6 had a good opportunity to develop a wide range of information and communication technology skills during their week residential trip to Kingswood, but a small number of pupils did not go on the trip and they missed the valuable input and learning opportunity. Those pupils who did benefit from the good teaching and great opportunities to use a well resourced computer suite were able to develop their knowledge and skills to the expected standard for their age. Many of the Year 6 pupils developed their skills of using a publishing program to create their own web pages, merging moving pictures and text with music, and linking them together effectively in their own presentations. They developed their own music using synthesisers, sound bites and the sounds of different instruments and rhythms to produce their own effects. As part of their school lessons, all pupils in Year 6 use the Internet satisfactorily to carry out their own research when, for example, finding out about the Second World War as part of their history topic.
120. Only a very limited range of teaching and learning was observed during the inspection because the computer suite was closed and there were only limited opportunities to see pupils at work. From discussion with pupils about what they know and can do, and from the few samples of pupils' work seen through the school, teaching is judged as satisfactory overall. There are, however,

significant inconsistencies in the opportunities provided for some pupils in different classes, which results in some pupils making less progress than they should. Where teaching is good the pupils are given well structured opportunities to further develop their knowledge and skills and they make good progress, building effectively on previous knowledge. This was seen in both the lessons observed in Year 1 and Year 2 and in the work produced on the residential trip. Pupils were keen to talk about their work and to explain what they did and why. Many have their own computers at home and are confident in their own skills and abilities. These higher attaining pupils do not, at present, have sufficient opportunities to develop their knowledge and skills to the levels of which they are capable. There is no difference in the opportunities provided by boys and girls or of different ethnic groups, it is more to do with the teachers' effective teaching to their class or the lack of opportunity because the pupils did not attend the residential trip. The school is well aware of these problems and has appropriate plans in place to address the concerns. The nationally recommended scheme of work is ready for full implementation and the suite should be available and ready for full use in the next few weeks.

121. The curriculum for information and communication technology is satisfactorily broad, but not yet fully balanced. Information and communication technology is not yet used sufficiently across the curriculum to support pupils' learning in Years 3-6, but good opportunities to promote pupils' learning in literacy and numeracy have come from the schools' links with the local Educational Action Zone, "Athena". Pupils identified as needing additional support in Year 5 last year (now in Year 6) have had weekly lessons after school following literacy and numeracy programs of work on computers at a local secondary school.
122. Satisfactory leadership has been provided by the headteacher and governors in developing the potential for good teaching and learning in information and communication technology, but the resulting improvements have not yet had the time to be fully effective. The co-ordinator is new to the school but already has a good grasp of the weaknesses in the school's provision and has a clear view of what needs to be done to raise standards. There are no whole-school procedures for assessing pupils' attainment and progress or for monitoring the quality of teaching and pupils' learning. These are all areas for improvement recognised by the co-ordinator. Resources for information and communication technology are good, especially in the computer suite, but several items are required to fully meet all strands of the required curriculum and additional software is required to provide a good range of learning opportunities.

## MUSIC

123. Standards have been satisfactorily maintained since the previous inspection when they were judged satisfactory. All pupils, including those from different ethnic or cultural backgrounds, and those with special educational needs, make satisfactory progress and attain the standards expected for their age at the end of Year 2 and Year 6.
124. A good contribution to musical development is the range of visitors provided to enrich their musical experience outside the formal curriculum. The school has good links with an Asian Arts group, City of Birmingham Symphony Orchestra and the Birmingham Royal Ballet. Music provides many good opportunities to promote pupils' social and cultural development. This is having a positive impact on pupils' learning, particularly as a large number of the older pupils have the opportunity to perform at both local and school events.
125. All pupils enjoy music making activities. In Year 2, pupils talk enthusiastically about their work in music. When interviewed, they were able to clap simple rhythms accurately and, when asked about songs they had learnt, spontaneously began singing them. They recalled with enjoyment the instruments they had used to accompany songs like 'The Grand Old Duke of York.' All pupils sing enthusiastically in assembly, showing control of pitch and rhythm, and standards in singing are currently satisfactory throughout the school. In the juniors, singing on occasions can be good, for

example when the older pupils are practicing an Urdu song for an Asian Arts festival. Pupils are taught good techniques by a visiting specialist and are challenged to do their best and improve, and respond accordingly. The school choir sang an Australian Aboriginal song well. These pupils were also able to maintain their own part while singing a two part round.

126. Teaching and learning is satisfactory throughout the school and is enhanced by the wide variety of peripatetic instrumental tuition. Younger pupils are being satisfactorily introduced to simple notation and are learning to listen carefully to musical patterns and know simple vocabulary such as 'pitch'. Older pupils are successfully working on a simple composition by adding musical sounds to create an effect to words they were given. Skills in composition were further developed when Year 6 pupils, accompanying a dance routine, used instruments effectively to create an atmosphere that reflects the fun, danger and frivolity of life in the circus arena. However, the skills of appraising music are generally under-developed, whilst pupils know that they listen to music at some assembly times they do not easily recall the names of composers. Staff introduce pupils to a range of music that satisfactorily promotes pupils' awareness of cultures other than their own. Information and communication technology is not sufficiently used to further promote pupils knowledge of music, musicians or composing.
127. Planning for the teaching of music is improved since the previous inspection. The school is using the nationally recognised scheme of work and there is now a music policy that guides teachers' planning. However, there are no whole-school procedures for assessing pupils' knowledge and skills to ensure consistent development of skills across the school. The school has won a bid to be part of a creative arts project to further develop standards in music across the school. There is a new co-ordinator who is in a position to further develop this subject across the school. Resources for music are unsatisfactory, as there are insufficient tuned instruments and no keyboards in the school.

## PHYSICAL EDUCATION

128. Standards have been effectively maintained and in some areas strengthened since the previous inspection. Pupils make steady progress in developing the appropriate skills and knowledge through the school and the majority of pupils, including those with special educational needs, attain standards in Year 2 and Year 6 that are in line with those expected nationally for their age. Standards in swimming are good, but pupils' skills of gymnastics, although broadly in line with those expected, are less well developed.
129. In Years 1 and 2, pupils work enthusiastically to improve the way they co-ordinate their bodies during warm up exercises, and use space appropriately. They listen carefully to their teacher and respond accordingly. In Year 2, pupils are aware of the reasons why they need to warm up. They develop and link balances using apparatus well. Progress is reviewed periodically throughout the lesson, which encourages the pupils to be critical about their own performance. Pupils demonstrate their sequences in front of the class, which is subsequently evaluated by the other pupils in order to improve their skills.
130. In Years 3-6, pupils' co-ordination skills are developed well. However, from the lessons observed and in discussion with teachers and pupils it is clear that gymnastics is an area of the physical education programme, which requires urgent development. The pupils worked well in a gymnastic lesson observed and progress was seen, but it was dependent on the considerable support given by the class teacher. The class discussion at the start of the lesson, promoted thought about what pupils needed to do to improve the quality of the balances they are developing. They listened to the teacher and the majority worked energetically and enthusiastically to improve their performance. Other areas of the physical education curriculum are developed appropriately. In Year 6, for example, pupils are involved in a rehearsal for a performance to be shortly performed with the support of the Birmingham Royal Ballet Company. Pupils simulate different circus acts, whilst others play percussion and tuned instruments to correspond to the atmosphere, emotions and tensions experienced in a real circus. Pupils act as "critical friends" and advise how the performance of other groups may be improved. Pupils collaborate well and all are eager to present their acts in the best way possible and interesting manner, particularly in their opening and concluding sequences.
131. The curriculum for physical education is broad and pupils are given the opportunity to participate in a variety of sports. They enjoy athletics and summer games and pupils are particularly enthusiastic about swimming. By Year 6, in excess of 95 per cent of pupils achieve the 25 metres unaided swim. As pupils start swimming in Year 3, many pupils enjoy the success of achieving other swimming awards. Pupils enjoy competitive sport. As they enter Year 5, they are given the opportunity to attend a residential visit with Year 6 pupils. Here they experience other sports, such as fencing, archery and aero ball, as well as developing their inter-personal skills in team building. There is a good range of sporting activities out of school hours, such as football and dance clubs that enhance pupils' learning in lessons. The school encourages the input of professional coaches and entertainers to work in the school, such as coaches for football and rugby and the Birmingham Royal Ballet Company. Pupils benefit considerably from their expertise and enthusiasm.
132. The quality of teaching and learning is satisfactory overall. Planning is effectively promoting a suitable range of skills and progress in learning in most areas of the physical education curriculum. Teachers have very good relationships with the pupils, which encourages them to greater effort. The lessons provide good opportunities for pupils of all abilities and ethnicity to make effective at least satisfactory progress in their learning. Teachers manage pupils well and organise their classes effectively so little time is wasted. They are good role models for their pupils, and pupils develop positive attitudes to their learning.
133. Leadership and management of the subject is satisfactory overall. The co-ordinator who has only been in post since the beginning of term is very aware of the issues, which require to be

addressed, such as raising standards in gymnastics, monitoring the quality of teaching and pupils' learning, and adopting easily manageable assessment procedures that involve pupils' self evaluation. Resources are at least satisfactory and the accommodation is well used to promote the physical education programme. Permission has very recently been received to use the sports hall in the nearby school, which will improve the opportunities currently available.

## **RELIGIOUS EDUCATION**

134. Pupils' standard of attainment in Year 2 and Year 6 are in line with those expected in the locally Agreed Syllabus. In the previous inspection, standards were judged to be broadly average. They are now secure. Pupils' ability to learn from religion, and how to recognise important it is to many people's lives, is enhanced by the opportunities to discuss and appreciate the contribution made by people, such as St. Paul and St. Joan of Arc. Talking to pupils confirmed that they are given many suitable opportunities for discussing in pairs and small groups and as a class. Discussions such as these clearly impact positively on developing pupils' personal and social development. Their wide study of the main religions of the world also ensures the successful inclusion of all pupils within a multi-cultural school community.
135. Pupils have a sound knowledge and understanding of the Christian faith. Pupils in Year 1 know the story of the Good Samaritan and the Easter Story and consider and discuss aspects of friendship. In a lesson observed, pupils listened in complete silence to the story about a swan and within their groups they talked sensibly about the issues raised in the story before returning to the carpet for the plenary session. All pupils successfully shared their ideas to good effect. Throughout the lesson, pupils displayed very good speaking and listening skills. Pupils in Year 2 consider their family and people who look after them at home and at school. They know the story of Harriet Tubman; the sacrifices she made to free slaves and reflect on the courage she displayed.
136. Pupils in Year 4 study the celebration of Harvest Festival. They explore the story of Mohammed, the values of the Koran in the Islam, and the importance of the Mosque. Pupils have a sound knowledge of the beliefs of the Islamic religion. Pupils' effective relationships are considerably consolidated by the contribution made by pupils of different faiths. In Year 5, pupils consider stories of the Old Testament, for example, how and why Abraham and other followers of God were prepared to make such personal sacrifices. By Year 6, pupils' satisfactorily study, discuss and compare aspects of the different religions and their places of worship. Pupils described their lessons as not only learning about the different religions, but be able to use their knowledge to compare them and then understanding and accepting other people's points of view. For example, when they studied the story of the Ten Commandments they realised that life was about making choices and that they needed always to make the right choices. Such lessons contribute significantly not only to pupils' spiritual awareness, but also to their moral development.
137. Teaching is satisfactory overall with good practice being established in several classes. From discussion with pupils and the lesson observation, teaching can be seen to be imaginative. All groups of pupils make satisfactory progress through the school. The teachers' use of discussion is an effective tool for producing pupils' mature responses. It stimulates and encourages pupils' enthusiasm for the subject and results in their positive attitudes to learning. Pupils in Year 1, for example, were very attentive when listening to the teacher. Throughout the school lessons support and promote pupils' speaking and listening skills well. Pupils are developing their ability to consider personal difficulties, reflect on their on beliefs and to cope with life's problems, such as the need to make choices.
138. The appointment of the new enthusiastic co-ordinator has put the school in a strong position to strengthen the subject and to raise standards. Resources are at least satisfactory and there are books and artefacts available for pupils to investigate in all the religions taught. However, there

are a limited number of books available in the library to support pupils' research into religious education. Effective use is made of visits to local places of worship, such as the visit to St. John's Church. There are no formal procedures in place for assessing what pupils know, understand and can do, and so there are no systems at present to ensure pupils' good progress through the school. The co-ordinator has not yet been involved in monitoring the quality of teaching or pupils' learning, but sees this as an important step in raising standards.