

INSPECTION REPORT

**ST. MARGARET MARY RC JUNIOR AND
INFANT SCHOOL**

Birmingham

LEA area: Birmingham

Unique reference number: 103453

Headteacher: Mrs M Baines

Reporting inspector: Mr P Dennison
17736

Dates of inspection: 19 – 22 May 2003

Inspection number: 254938

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:	Voluntary aided
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Perry Common Road Birmingham
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Appropriate authority:	Governing body
Name of chair of governors:	Miss C Anderson
Date of previous inspection:	3 November 1997

INFORMATION ABOUT THE INSPECTION TEAM

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17736	Mr P Dennison	Registered inspector	The Foundation Stage English as an additional language Art and design	What sort of school is it? The school's results and achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
31713	Mr S Roberts	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
21893	Mrs V Brittain	Team inspector	Educational inclusion Science Information and communication technology Geography Music	How good are the curricular and other opportunities offered to pupils?
12060	Mrs P Peaker	Team inspector	Special educational needs English History Religious education	
14459	Mr G Owen	Team inspector	Mathematics Design and technology Physical education	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St. Margaret Mary is a Roman Catholic Primary school situated in Perry Common, Birmingham. The school serves an area of considerable social disadvantage. There is no nursery class, although most pupils have experienced some pre-school education in playgroups or nurseries. Currently there are 256 pupils on roll. The proportion of pupils on the school's register of special educational needs is broadly in line with the national average. Three pupils have a statement of special educational need, these are related to speech and communication difficulties and learning difficulties. The proportion of pupils eligible for free school meals is above the national average. Very few pupils are from minority ethnic groups. There are two pupils for whom English is an additional language, one of whom is at an early stage of acquiring English. There is a wide range of ability on entry, although, overall, attainment is below that expected for the age group.

HOW GOOD THE SCHOOL IS

This is a good school. Pupils achieve well and by the time they leave school, their attainment in English, mathematics and science is higher than in similar schools. The headteacher provides excellent leadership. She is very well supported by senior staff and the school is managed very well. The teaching is good and this helps pupils to make good progress. Very effective support ensures that all pupils are able to take a full part in all aspects of school life. The pupils have very positive attitudes to learning and their behaviour is very good. Overall, the school provides good value for money.

What the school does well

- The headteacher and other senior managers provide excellent leadership and manage the school very well. All staff and the governors work well as a team.
- Pupils achieve well and make good progress. Standards in English, mathematics and science are higher than in similar schools.
- The quality of teaching is good overall. Teaching assistants play a very important role in supporting pupils' learning and raising standards.
- The school cares well for its pupils and the provision for pupils' personal development is very good.
- Pupils with special educational needs are provided with good support and make good progress.
- Pupils are very well behaved; they have very positive attitudes, work hard and are keen to learn. Relationships are excellent.
- The school has developed a very good partnership with parents.

What could be improved

- Attainment in mathematics in Years 3 to 6.
- Opportunities for older pupils to have more regular access to all aspects of the National Curriculum programme for music.
- The accommodation.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

As a result of the excellent leadership provided by the headteacher and senior staff, improvement since the last inspection in November 1997 has been good. The school has taken positive and effective steps to address the areas for improvement identified in the last inspection report. The school has effectively implemented the national strategies for literacy and numeracy and has adopted national guidance to support curriculum planning in other subjects. Resources to support work in information and communication technology and design and technology and staff training have resulted in improved standards. The quality of teaching has improved and there are good systems in place to assess and monitor pupils' progress. The school is in a strong position to improve further.

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
	2000	2001	2002	2002
English	C	C	C	A
mathematics	D	D	D	B
science	B	C	B	A

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

Pupils' performance in the Year 6 National Curriculum tests in 2002 was below the national average in mathematics, in line with the national average in English and above the national average in science. In comparison with similar schools, the performance was well above average in English and science and above average in mathematics. The school sets itself challenging targets and works hard to achieve them. The school results between 1998 and 2002 have improved at a similar rate to the national trend.

The current Year 6 cohort contains a large number of pupils with special educational needs. On the evidence of the inspection, attainment by Year 6 is currently below the national average in mathematics and science and in line with the average in English. However, there is clear evidence that standards throughout the school are improving. Pupils make good progress as they move through the school and most achieve well.

Pupils make good progress in the reception classes. However, a significant minority of children do not attain the early learning goals expected for children of this age by the end of the reception class in communication, language and literacy and knowledge and understanding of the world. Pupils make good progress in Years 1 and 2 and standards by Year 2 are in line with the national expectation in reading, writing, mathematics and science.

Attainment in information and communication technology and design and technology has improved since the last inspection and is now in line with the national expectations. Attainment in all other National Curriculum subjects is in line with the national expectation by Year 2 and Year 6.

Pupils with special educational needs and those for whom English is an additional language make good progress in relation to their prior attainment.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good: Pupils enjoy lessons and are very keen to learn. They are well motivated and try hard to succeed in their work.
Behaviour, in and out of classrooms	Very good: Pupils' very good behaviour in lessons contributes well to their learning. They are very polite and friendly to staff, each other and visitors. The school is an orderly community.
Personal development and relationships	Very good: Relationships are excellent and make a significant contribution to pupils' progress and to the pleasant atmosphere in school. Pupils appreciate their teachers and value the friendships that they make. They take on responsibilities willingly and carry out their duties with pride and determination.
Attendance	Attendance is below the national average.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Good	Good

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

The quality of teaching is good overall. It effectively promotes the progress and attainment of all pupils. There is no unsatisfactory teaching. Children in the reception classes are taught well. They are provided with many interesting practical activities and they respond very positively, making good progress. All staff have a secure understanding of how young children learn and of the importance of play and first hand experiences.

In Years 1 to 6, teaching is good. Lessons usually proceed at a lively pace and pupils work hard, showing good levels of concentration and developing their knowledge, skills and understanding. As a result, they make good progress. Classroom support staff are used very effectively to support pupils' learning and make a very positive contribution to the progress made. On the occasions when teaching is less than good, it is usually because the work provided lacks challenge and does not fully engage pupils' interest. This results in a slower pace of work and more limited progress.

Teaching of English and mathematics is good. The national literacy and numeracy strategies are implemented effectively and skills of literacy and numeracy are taught well.

The quality of teaching and learning for pupils with special educational needs is good. Teaching is well focused on pupils' needs and the targets on individual learning plans are clear and realistic. The careful planning of lessons ensures that they are set appropriate challenges. The impact of good teaching is evident in the interest which the pupils show in their work and in their behaviour, which is very good.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. All the requirements of the National Curriculum and religious education are met and pupils are provided with interesting and relevant activities. The provision for music has improved since the previous inspection although older pupils do not have regular access to all aspects of the National Curriculum programme for music.
Provision for pupils with special educational needs	Provision for pupils with special educational needs, including those with formal statements, is good. Pupils are supported well and make good progress.
Provision for pupils with English as an additional language	The class teachers and support staff ensure that pupils with English as an additional language are well supported and make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good provision is made for personal development. There are very clear expectations of behaviour and the positive values promoted in assemblies and lessons help to promote spiritual, moral, social and cultural development.
How well the school cares for its pupils	Pupils are cared for well. Staff provide good personal support for pupils and promote very high standards of behaviour. There are good procedures for assessing and monitoring what pupils know and understand.

The school has developed a very good partnership with parents to support their children's education. Pupils' academic performance and personal development are monitored effectively. There are good systems in place to analyse the results of assessments, set clear targets for improvement and track pupils' progress.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides excellent leadership and has established a positive climate for learning in the school. She is very well supported by senior staff. The school is managed very effectively.
How well the governors fulfil their responsibilities	Governors provide good support for the school. They are aware of the needs and priorities facing the school and contribute effectively to its success. All statutory requirements are met.
The school's evaluation of its performance	There are very effective systems in place to monitor the work of the school. Teaching, learning and standards of attainment are regularly reviewed and evaluated. This evaluation is used to inform the planning of further improvements.
The strategic use of resources	Financial planning is good and the school makes good use of the principles of best value to make effective use of the financial resources available for the benefit of pupils' learning.

The school has ample, suitably qualified teaching and support staff to meet the demands of the curriculum and cater for the needs of all the pupils. The accommodation is adequate for the number of pupils on roll. However, the four temporary classrooms are unsatisfactory. They are in poor condition and regularly leak in rain water, and window frames are rotten and cannot be made completely secure. This has a negative impact on the school's ability to deliver some aspects of the curriculum efficiently.

Currently the school does not have access to a grassed area and this, together with the small playground, places constraints on its ability to deliver the full range of physical education activities.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • Their children make good progress. • The behaviour in school is good. • The teaching is good. • The staff are approachable. • Children are expected to work hard and achieve their best. • The school is well led and managed. • The school helps their children to become mature. 	<ul style="list-style-type: none"> • A wider range of activities outside lessons. • The homework their children receive. • The school to work more closely with parents.

Parents expressed much satisfaction with the school's provision. The inspection team agrees with their positive comments. Some parents have reservations about homework but the inspectors consider the school's arrangements to be both adequate and appropriate. Some parents would like to see a wider range of activities outside lessons. However, evidence from the inspection indicates that there is a satisfactory range of activities available at lunchtimes and after school. The school also provides opportunities for a wide range of visits, including residential visits and makes effective use of visitors to the school to extend the experiences offered to pupils. Some parents would like the school to work more closely with parents. However, there is evidence of very good liaison with parents and families and the school is conscientious in contacting parents when a teacher has some concern about their child's health, well-being or progress. The school also offers opportunities for parents to learn more about how they can help their children through curriculum workshops.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. There is a wide range of attainment on entry to the school although, overall, attainment is below that expected for the age group, particularly in personal and social development and communication, language and literacy. Children in the reception classes achieve well and make good progress. This is due to the good curriculum provision and the good teaching. Despite the good progress made, overall standards on entry to Year 1 are below the expected level. Most children reach the expected standards in personal, social and emotional development, mathematical development, physical and creative development. Whilst many children attain the standards expected nationally in communication, language and literacy, and knowledge and understanding of the world; a significant minority do not.
2. Pupils' results in the 2002 national assessments in Year 2 in reading and mathematics were in line with the national average. Their results in writing were above the national average. In comparison with similar schools, results in all three subjects were well above average. Boys achieved better results than girls in reading, writing and mathematics. Teacher assessments indicate that attainment in science was below the national average. Inspection evidence indicates that pupils achieve well in Years 1 and 2. Standards in English, mathematics and science are in line with the national expectation by Year 2.
3. Pupils' achievement in the 2002 Year 6 national tests was in line with the national average in English, below average in mathematics and above the national average in science. In comparison with schools with pupils from similar backgrounds, attainment was well above average in English and science and above average in mathematics. Evidence from the inspection indicates that standards in the current Year 6 are below the national average in mathematics and science and in line with the national average in English. There are a significant number of pupils with special educational needs in the Year 6 group. However, pupils have made good progress since they were in Year 2 when attainment in all three subjects was well below average. Girls achieved better results than boys in English and mathematics, although this has varied from year to year. Overall, the school's results have improved between 1998 and 2002 at a rate similar to the national trend.
4. The school has worked hard to raise standards in English; it makes very effective use of national strategies to provide additional learning opportunities for pupils identified as below average in attainment and also ensures that there are appropriate levels of challenge for pupils, including the pupils of higher attainment. Standards have improved since the last inspection. This is the result of an increased proportion of teaching which is good and the implementation of the National Literacy Strategy which has provided a framework for planning and led to a clear focus in lessons. Inspection evidence also shows that standards in mathematics throughout the school are now improving. This is a direct result of the high priority that the school has given to the subject and the carefully planned introduction of the National Numeracy Strategy.
5. The school has also developed clear strategies to monitor and improve the quality of teaching and learning. Improvements in the assessment of pupils' attainment and the tracking of their progress have also helped to raise standards in English and

mathematics. The school has effective systems to monitor progress and set clear targets for improvement in these subjects.

6. Pupils across the school develop satisfactory speaking and listening skills. Pupils' skills in this crucial aspect of English have developed well because teachers encourage debate and discussion in many lessons across the curriculum, provide time for pupils to develop their ideas and show that they value everybody's contributions. Pupils are encouraged to read for a wide variety of purposes, including information and pleasure. By Year 6, pupils read accurately and expressively from a range of texts. They are able to use independent research and library skills competently and they make effective use of their reading and writing skills to support learning across a range of subjects. Pupils make good progress in writing for a range of purposes. Teachers help the development of pupils' writing through the use of stimulating activities; pupils' imagination is often stimulated by the stories and poetry of different authors. The school places an early emphasis on the presentation and neatness of work and by Year 6 most pupils have fluent, joined up handwriting.
7. In mathematics, pupils in Years 1 and 2 achieve well and standards are in line with the national expectations. The majority of pupils have a clear understanding of the value of numbers and they can carry out simple calculations accurately. They are encouraged to use and develop their skills of mental arithmetic. Pupils of lower attainment have a poorly developed ability to mentally recall number facts but they are able to use apparatus effectively to aid calculations. The majority of pupils have a satisfactory understanding of shape, space and simple measures.
8. By the end of Year 6, standards are currently below the national expectation. The higher attaining pupils carry out written calculations accurately and have a satisfactory knowledge and understanding of number facts. Lower attaining pupils often have difficulty with interpreting the questions and knowing which mathematical skills are required to produce a solution. Some pupils still have a poor knowledge and recall of multiplication tables and addition and subtraction facts and this affects the speed at which they can work.
9. In science, pupils in Years 1 and 2 develop a secure fund of knowledge about the world around them and how it functions. Pupils are developing their scientific skills well because their knowledge and understanding is developed mainly through investigation. By Year 6, higher attaining and average attaining pupils show satisfactory and often good understanding of the concepts they have studied. Lower attaining pupils are less secure and have difficulty explaining using correct scientific terminology. Their science skills are developing well and pupils in groups of mixed attainment were confident in planning and carrying out fair tests, knowing which variables to change and which to control.
10. At the time of the last inspection, standards in information and communication technology were below average by Year 6 and this was a key issue in the report. Since then the school has worked hard to improve provision by creating a suite for information and communication technology, by providing training for all staff and by introducing a whole school scheme of work to widen the range of pupils' skills. As a result standards are now in line with those expected for the pupils' age. By Year 6, pupils have had a good range of experience and have gained a wide range of skills. Many pupils are confident and competent, independent users of computers. They have created multi-media presentations using digital photographs, text, graphics and incorporating animation and sound. They know how to access the Internet and can locate information using search engines.

11. There has been good improvement in design and technology since the last inspection, when attainment was judged to be below the standards expected nationally. Standards are now in line with those expected for the age group by the end of Year 2 and Year 6. This improvement reflects the development and implementation of a well planned curriculum that ensures that pupils experience all aspects of the process of designing, making and evaluating what they have done.
12. Attainment in art and design, geography, history, music and physical education is broadly in line with the national expectation for the age group by Year 2 and Year 6.
13. Pupils with special educational needs make good progress in relation to their prior attainment. Pupils make particularly good progress in literacy where the good support in class helps them to learn important basic skills. They make good progress towards the targets on their individual education plans. Those pupils for whom English is an additional language are well supported and achieve well.

Pupils' attitudes, values and personal development

14. Pupils have very good attitudes to school and their work. This is a significant improvement since the last inspection. They are keen to come to school and play a full part in its life, including involvement in the many extra-curriculum activities the school provides outside the normal day. Most pupils respond extremely well in lessons and are attentive, confident and motivated learners. They demonstrate good listening skills and are enthusiastic and willing participants. Where teaching is well planned and stimulating their interest is immediately captured and they are able to apply themselves well to given tasks and respond positively to the challenges encountered. It is evident that pupils are proud of their school and show respect for the materials and resources made available to them.
15. The standard of behaviour throughout the school is very good. The school has a clear code of conduct that has been successfully implemented to incorporate all aspects of school life and which receives the full support of parents. Pupils move around the school in an orderly way and take particular care whilst negotiating the narrow corridors and during transfer from the main building to the mobile classrooms. Meals are taken in a calm and pleasant atmosphere; pupils being conscious of the good manners expected of them by the lunchtime supervisors and catering staff. The very good behaviour of the pupils observed positively assists their learning and contributes highly to the standards achieved. There have been no exclusions during the current academic year.
16. Relationships within the school are excellent and are one of the outstanding strengths of this urban school. The school takes pride in its mission statement, which is constantly referred to during the day, and is in keeping with the main aims of the school, which are reflected through the aspects of religion. The quality of relationships established in school is seen to have an important bearing on their opportunities to work co-operatively and responsibly. Pupils quickly distinguish right from wrong, understand the rules in a social environment, and realise the effect their actions have on others. They are mature and have high regard for their teachers and learn from them to be kind, polite and courteous to each other. The very harmonious relationship between the diverse range of pupils, particularly those of different ethnic groups is a striking feature of the school and makes a major contribution to the friendly atmosphere that exists.

17. The personal development of pupils is good. Strong emphasis is given to developing pupil's character and confidence through regular discussion time where pupils build on interpersonal skills. Pupils are keen to assume responsibility and carry out tasks of an appropriately challenging nature for their age. Year 6 pupils have more specific responsibilities and assist with the supervision of younger pupils during wet play and assemblies. In daily routines, pupils from infant age onwards, are keen to help the teacher and support each other, happily sharing resources and patiently waiting their turn. They anticipate the needs of visitors, always willing to hold a door open, provide a chair or help with directions. In these and other ways older pupils show that they grow in maturity and are well prepared for the next stage of their education.
18. Attendance for the current year is satisfactory at 92.6 per cent and is very similar to that recorded during the last inspection. Although below national average it compares favourably with other similar schools in the area. Unauthorised absence is 0.8 per cent and mostly results from a lack of co-operation from a minority of parents and holidays taken during school term. Although punctuality of most pupils is generally good, a minority arrive after the commencement of lessons. Although in most cases they are only a few minutes late, it does disrupt an otherwise smooth start to the school day.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

19. The quality of teaching is good overall and effectively promotes the progress and attainment of all pupils. During the inspection, 84 per cent of the teaching observed was good or better, including 25 per cent that was very good or better. The quality of teaching has improved considerably since the last inspection, with much more teaching that is good and none that is less than satisfactory.
20. There have been a number of changes of teaching staff since that inspection. The school has successfully addressed the points for improvement raised in the inspection report. Lesson planning has improved and now clearly identifies the aims and objectives of lessons. These are shared with pupils so they have a clear understanding of the purpose of the lesson. The school makes effective use of national guidance to provide a framework for curriculum planning and this helps to ensure that work is matched to pupils' needs and levels of attainment.
21. Teaching in the reception classes is good. Teamwork between teachers and support staff is especially effective and has a considerably beneficial effect on children's learning. All staff have a secure understanding of how young children learn and of the importance of play and first hand experiences. This has a very positive effect on the good progress children make towards the early learning goals and provides a firm foundation for learning in Year 1. Warm and caring relationships and skilled management of the children are pivotal to the confidence, happiness and perseverance they show in lessons. As a result they demonstrate a willingness to learn, determination to succeed and interest in all they do. Praise and encouragement are very effective in promoting positive behaviour and personal, social and emotional development. All activities are planned carefully to enable children of all levels of attainment to build on their previous knowledge and understanding. Children are provided with many interesting practical activities and they respond very positively, making good progress. Staff use questions, comments and observations very well to extend learning and to assess children's progress in order to plan for future learning. The staff have appropriately high expectations of the children, both in achievement and social skills, and the children are respected and valued.

22. In Years 1 to 6, teaching is good overall. Good use is made of the resources available to provide interesting tasks which motivate pupils. Pupils are encouraged to be responsible about their work, and are given opportunities to work independently and in pairs or groups. Relationships are very positive and pupils respond well to teachers' expectations of good behaviour and show good levels of concentration. Group work is organised skilfully to enable some groups to work independently thus enabling the teacher to give more intensive support to others.
23. Teachers have high expectations and take great trouble to present learning in ways which challenge and motivate pupils, as when setting problems in mathematics, encouraging pupils to undertake scientific investigations or providing a wide range of experiences in English. At the beginning of each lesson they set clear objectives and also identify what they will be looking for in written work. Lessons usually proceed at a lively pace and pupils work hard, showing good levels of concentration and developing their knowledge, skills and understanding. As a result, they make good progress.
24. Teachers make effective use of questioning to develop and assess pupils' understanding and they give clear explanations. They build on pupils' earlier learning and use the opportunities of whole class sessions to review and assess pupils' understanding of previous work. Classroom support staff are used very effectively to support pupils' learning and make a very positive contribution to the progress made. Teachers know their pupils well. They provide good verbal feedback during lessons and help pupils to improve their work. Pupils' work is assessed and marked constructively on a day-to-day basis.
25. On the occasions where teaching is less than good, it is usually because, the work lacks challenge and does not fully engage pupils' interest. This results in a slower pace of work and more limited progress.
26. Teaching of English and mathematics is good overall. Teachers generally have high expectations and provide work which is well matched to pupils' needs and levels of attainment provide a very good level of challenge for all. Pupils respond well and make good progress. Teachers' questioning skills are good and there are many opportunities for pupils to explain the methods they use. Good use is made of the frameworks provided by the National Literacy and Numeracy strategies. Pupils work hard, showing good levels of concentration and developing their knowledge, skills and understanding. Less effective elements in some mathematics lessons, judged to be satisfactory overall, included inconsistent pace and some activities not sufficiently demanding for the pupils of higher attainment.
27. The quality of science teaching is good. This is a good improvement since the last inspection when some teaching was unsatisfactory. The teaching is lively and there is good pupil participation and motivation. Pupils are learning principally through investigation. There is a good balance between discussion, written and practical work, which ensures the pupils know what is expected of them and how they can improve.
28. Teachers ensure that they teach the basic skills of information and communication technology well so that pupils can apply them during work in other subjects. Teaching is good overall and this is having a positive effect on raising standards. Staff create a purposeful atmosphere in the computer suite and manage pupils' behaviour and learning very well. Pupils are keen to learn; they listen attentively

during the teacher instruction and show their understanding by their eagerness to answer questions or demonstrate their skills. This contributes to their progress.

29. Teaching of art and design is good. It is characterised by good organisation, well-prepared resources, secure management of pupils and a shared understanding of what it is the pupils will achieve by the end of the lesson. Work is both challenging and enjoyable, and pupils are encouraged to think about the quality of their work and how they can improve it.
30. The teaching of history is good overall. Where teaching is good or better teachers have secure subject knowledge and explain clearly to pupils what they are going to do and find out. Well-chosen resources enable pupils to be fully involved in their own learning. Role-play is used successfully to stimulate pupils' interest and develop their knowledge and understanding. The overall quality of teaching in geography is satisfactory. The lessons are well-structured with clear objectives. However, when there is no additional support from a learning support assistant, more thoughtful consideration of resources matched to pupils' needs would be appropriate.
31. The provision for music has improved since the previous inspection although there is an imbalance for older pupils between the time spent on singing and the time spent on other elements of the curriculum for music. The use of a talented pianist is an excellent resource for singing lessons and plays a big part in improving and maintaining standards in singing. Teaching is good overall. In singing lessons pupils are taught techniques to improve and control sounds. In one very good lesson, in which pupils used percussion instruments to create an African drumming performance, the confident subject knowledge, enthusiasm and high expectations of the teacher enabled pupils to achieve well.
32. The quality of teaching in physical education lessons is satisfactory overall. In the best lessons, teachers regularly provide new challenges and encourage pupils to achieve higher standards. Less effective features of lessons, judged to be satisfactory overall, included instances where the pace was allowed to slacken and pupils were inactive for extended periods.
33. The quality of teaching and learning for pupils with special educational needs is good. Teaching is well focused on pupils' needs and the targets on individual learning plans are clear and realistic. Teachers make good use of these targets when planning lessons. The success in the teaching lies in the way teachers teach new work, carefully getting over the concept, reinforcing the idea through practice and then giving pupils the chance to apply their new learning in group work. The careful planning of lessons ensures that they are set appropriate challenges. They are supported well in their work by knowledgeable learning support assistants. In lessons they explain to pupils in their group what they have to do and often support them through the small steps of learning that these pupils require, consequently their learning is good. The impact of good teaching is evident in the interest which the pupils show in their work and in their behaviour, which is very good. The class teachers and support staff ensure that pupils with English as an additional language are well supported and make good progress.
34. The use of homework to support learning is satisfactory. The amount of homework given to pupils is increased as they progress through the school. This takes a variety of forms including reading activities, mathematics and following up class work to support learning across the curriculum.

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

35. At the time of the last inspection the school's curriculum and planning was satisfactory overall, with some weaknesses. These have now been addressed and the school provides a broad and balanced curriculum with a varied range of learning opportunities.
36. The curriculum for the reception children is good. It reflects the teachers' good knowledge and understanding of the ways in which young children learn, and provides a range of well-organised experiences which are closely matched to the children's level of development, and helps them to make progress. Detailed planning ensures that the curriculum is securely based on the nationally recommended six areas of learning for children of this age. Special emphasis is rightly given to personal, social and emotional development, as well as to communication, language and literacy and to mathematical development. Appropriate elements of the National Literacy Strategy and the National Numeracy Strategy are incorporated into lessons. Opportunities to promote skills in these areas are incorporated into all aspects of the curriculum. The children are encouraged to enjoy learning and to take part in a wide range of lively practical activities, which support their progress effectively in all areas.
37. The National Literacy and Numeracy Strategies are fully in place and are being used effectively to raise standards. The school rightly gives priority to English and mathematics in order to raise standards further and to enable pupils to transfer their skills to other subjects. Pupils in all classes practise their writing skills as they record their own work. There is good emphasis on the use of correct terminology in all subjects. Mathematical skills of measuring, and some data handling, are consolidated across the curriculum, principally in science and in design and technology. The school has adopted nationally agreed guidelines for all other National Curriculum subjects except for design and technology and these have been used to produce schemes of work. This has improved the consistency in the way that pupils' knowledge and skills are built on as they progress through school. There has been a very good improvement in the provision for information and communication technology (ICT) and, when planning for other subjects, teachers now consider how ICT can be used to improve provision. There is good use made of word processing skills for enhancing the presentation of pupils' work and CD ROMS and the Internet are used to enable pupils' to carry out their own research. However, the use of ICT for data handling in maths and science is limited. The curriculum for design and technology has also been improved so that pupils are experiencing the full design and technology process and consequently are now able to develop their skills appropriately. Provision for outdoor physical education is hampered by the lack of a suitable grassed area and by the poor condition of the playground surface. The provision for music has improved since the previous inspection although there is an imbalance for older pupils between the time spent on singing and the time spent on other elements of the curriculum for music and this is affecting attainment by Year 6.
38. Lessons are generally well planned to meet the needs of all pupils and teachers plan together in year groups so that same age classes have the same experiences. Pupils in the early stages of learning English are well cared for to ensure they have full access to the curriculum, as are two Traveller pupils. Provision for pupils with special educational needs is good. These pupils are included well and have access to the same broad and balanced curriculum as other pupils. The recommendations of the new Code of Practice are met successfully and are reflected in a very detailed and useful policy document. Teachers work closely with learning support assistants

to ensure that these pupils' needs are met, and consequently they make good progress against the targets detailed in their individual education plans.

39. There is very good provision for Personal, Social and Health Education (PSHE). Much of this is taught through the religious education curriculum, particularly moral and social issues. Pupils are taught from an early age about healthy eating and care of the body, including drug awareness. There is now a sex education policy and older pupils receive sex education in line with this.
40. The curriculum is enriched by extra curricular and other activities. Clubs are organised for all age groups and are well supported. At present there are after school clubs for homework, art, football, mathematics, ICT, dance and drama. They are open to all pupils, regardless of gender or ability. There are regular performances by visitors to school, for example, for historical role-play, musical presentations and story telling. All pupils took part in a Science Investigational week in the autumn term and the school holds annual Book Weeks. Older pupils are able to take part in productions such as *Oliver*, which was performed for parents and friends last year.
41. The local and wider community make a good contribution to the pupils' learning and to their personal development. There are regular visits from members of the local community, such as the church, police, road safety officers and members of other religious groups. Birmingham City football club players lead coaching sessions. All pupils have the opportunity to go on theatre visits and to orchestral concerts at Symphony Hall. Good use is made of the locality in the teaching of geography and field trips are organised for all classes to consolidate learning in other subjects, for example, to Sandwell Valley bird sanctuary to study habitats for science.
42. Good links are maintained with local schools and other educational institutions. The school has a close relationship with a nearby special school; St. Margaret Mary pupils visit to use their unique facilities such as the 'soft play room' and there are reciprocal visits when individuals are successfully re-integrated into classes with their own age group. Teachers from local secondary schools have used their expertise to improve subject provision, for example, for design and technology. Present Year 6 pupils are taking part in a cross-curricular project along with Year 6 pupils in other Birmingham schools. Visits are made to local high schools and teachers from these schools come to talk to Year 6 pupils. This ensures that pupils are well prepared for the transition to the secondary phase. Students from local schools, colleges and universities are welcomed as part of their work experience.
43. Overall provision for pupils' spiritual, moral, social and cultural education is very good. This area has a high priority within the school and is largely responsible for the school's rich supportive ethos and climate for learning.
44. Provision for pupils' spiritual education is very good. It is developed through the preparation for the sacraments, participation in mass and in acts of collective worship. Time is allowed for pupils to reflect on what they have heard and to make a personal response in their private prayers. Throughout the day, pupils are given opportunities for prayer and reflection. Each classroom has its own devotional area and there is a place set aside in school for private prayer. In most lessons, relationships are very strong and pupils are encouraged to show their appreciation for the work of others. This was seen in a Year 1 lesson where pupils readily applauded the poems written by members of the class. Pupils also have opportunities to learn how people of other faiths celebrate significant festivals.

45. Provision for pupils' moral education is also very good and linked strongly to the provision for spiritual development. Care and discipline are based on the gospel values of mutual tolerance and respect for each other. Values are reinforced by posters, religious symbols and prayers. Reconciliation and forgiveness is focused on. Teachers provide good role models and pupils are taught the difference between right and wrong and helped to recognise the consequence of their actions. There is an implicit expectation within the Catholic ethos of the school that pupils will be considerate and kind to one another and they are, which effectively prevents bullying or harassment of any kind while promoting very good behaviour. Very good behaviour is also effectively promoted through the reward system which includes opportunities to earn house points. These very effective strategies encourage most pupils to take responsibility for their own behaviour and to help each other.
46. Provision for pupils' social development is also very good and is much improved since the last inspection. The school is very effective in developing pupils' self esteem and building up their confidence as learners. This has especial benefit for pupils with special educational needs and those from different ethnic groups. In a Year 2 history lesson, the arrival of a Jamaican lady playing the role of Mary Seacole visibly boosted the self-esteem of the Afro-Caribbean pupils in the class. Year 6 pupils accompany younger pupils into assembly, to church and on visits to the nearby special school where use is made of the soft play area. These opportunities develop pupils' maturity and promote consideration for others. Social development is also very well promoted in lessons where there are opportunities for pupils to take turns in discussions and to share. There are also opportunities for pupils to work collaboratively in classrooms. Pupils are also helped to develop citizenship skills and are actively involved in fund raising to support national and local charities. They have this year focused on raising money to help finance the visit to Birmingham of children from Chernobyl.
47. Provision for pupils' cultural development has also improved since the last inspection and is now good. Pupils are given good opportunities to learn about their own culture through visits to theatres, museums and other places of local and historical interest. Opportunities to recognise and appreciate their own cultural heritage are also afforded by some lessons in music and art, and when pupils read or listen to extracts from literature and poetry. Pupils have the opportunity to attend Symphony Hall where Year 4 recently heard a performance of Respighi's 'The Pines of Rome'. Members of the Birmingham Symphony Orchestra have also provided workshops for pupils in school. There are just a few pupils from a non-European cultural background in the school. These pupils are welcomed warmly and there is an ethos of respect and tolerance for all. Pupils are introduced to other faiths and cultures in lessons such as religious education and geography. However, the development of pupils' understanding of life in a multi-cultural society and their awareness of other cultures is limited.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

48. The provision for ensuring pupils' welfare is good. Parents value the secure and happy environment in which individual pupils' well being is effectively promoted. Teachers and school staff work hard to get to know the pupils and many of their families well and are able to give them good support and guidance. Teachers are exceptionally sensitive to the needs of those in their charge, being fully aware of their physical, emotional and intellectual requirements. The trusting relationships, which

the pupils therefore enjoy give them confidence to share any concerns and help them cope with the problems that arise in everyday life.

49. The senior management team and governors have taken a responsible attitude to health and safety. The nominated health and safety representative and headteacher carry out regular routine checks of the premises, record details of findings and ensure that appropriate action is taken. However, the risk assessment and the scrutiny of inspection lack rigour and there is insufficient focus on out-of-school activities. Although there are no outstanding issues that might constitute a hazard to pupils there are numerous repairs within the building requiring attention. There is concern that general janitorial tasks are not being effectively addressed. The lack of toilet arrangements in the mobile classrooms means that pupils have to use those in the main school building. The security of the school during the inspection was of a high standard.
50. The procedures for monitoring and improving attendance are good. The policy document is explicit and well known to parents. However, to date, the procedures adopted have not had a significant impact on the attendance figures. A lack of co-operation from a minority of parents hinders the school achieving the defined target of 93.5%. Some parents and carers find it necessary to take holidays during the term, and after evaluating circumstances the school feels obliged to agree its authorisation. Registration is completed promptly at the commencement of each session and the method of recording conforms to the local authority guidelines. Attendance records are maintained on computer and the method of recording complies with statutory requirements. The resultant data is regularly analysed to assess individual and group trends of absence and this information is used effectively in liaison with the welfare officer. Registers are retained in the administration office during the day for roll call purposes. Satisfactory liaison arrangements exist with the education welfare officer and a specialist attendance officer from the Traveller Education Service, ensuring that any areas of concern receive prompt attention.
51. Suitable arrangements are in place to deal with child protection issues. The headteacher is the representative for the school and is appropriately trained to deal with any issues of concern that may arise. Quality records of all cases are maintained. All the teaching staff have received instructions and guidance in identifying indicators of abuse and unexplained changes of personality or behaviour, thus ensuring early identification of any child at risk. Training for child protection to new staff is now included in the induction programme. There are good procedures in place to ensure that pupils using the Internet are safe from inappropriate communications.
52. The school has very good procedures for monitoring and promoting good behaviour and eliminating oppressive behaviour. The behaviour policy contains an appropriate range of rewards and sanctions to achieve high standards of behaviour and this has been successfully implemented throughout the school with very positive results. An anti-bullying policy was introduced after consultation with staff and governing body and this has been effective. Incidents of oppressive behaviour and bullying are infrequent and when experienced they are dealt with quickly and effectively. Good co-operation from parents through the home-school agreement has contributed to the success of policy and practice seen in all aspects of school life. Parents interviewed commented about the vast improvement in behaviour in recent years and every parent who responded to the pre-inspection questionnaire agreed that behaviour in the school is good.

53. The school's procedures for monitoring and supporting pupils' personal development are good. The school provides many opportunities for pupils to accept responsibility to raise their self-esteem and confidence. Class teachers monitor pupils' personal development mainly through observation and readily identify and evaluate strengths and weaknesses, including qualities such as perseverance, application and self-confidence. Teachers have a caring approach to the personal needs of pupils and virtually every parent agrees that the school is helping their child to become mature.
54. The deputy headteacher has worked hard and successfully to improve the assessment procedures. Good systems are in place throughout the school for each pupil, with appropriate focus on English, mathematics and science. Careful records of each pupil's test results are kept from entry to the school and are passed on from year to year. Information gathered from the various formal and optional tests is used to target pupils for additional learning support and booster classes where necessary. Procedures are particularly well developed for English and mathematics where teachers throughout the school set clear individual targets for improvement for each pupil. The school has developed manageable systems for assessing progress in the remaining subjects on the curriculum.
55. The care and support for pupils with special educational needs is good. Teachers and teaching assistants know the pupils they work with well. Pupils with special educational needs are identified at an early stage and where necessary, they are provided with individual education plans. The progress of all pupils is reviewed regularly against the targets they have been set. Pupils requiring specialist help, for example, for physical or for specific learning difficulties, are provided with the necessary support and guidance from outside agencies. The school's values are well reflected in the way that pupils with special educational needs are given opportunities to take part in all school activities. Their contributions are valued highly and their achievements recognised. Their work is displayed and celebrated alongside that of other pupils.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

56. The partnership with parents is generally very good with some aspects having been significantly improved since the last inspection. The school takes a deep interest in the home life of the pupils, and plays an important part in the life of the community. Parents in turn support their child's learning very well at home and reinforce the values that are taught.
57. The quality of information provided for the parents is very good and they express an appreciation for being kept well informed. Parents receive regular newsletters, which contain details of school activities, dates for the diary, progress reports on school plans and the schools direct involvement with the Church. The content of the prospectus has been reviewed and includes all the statutory requirements. The governors' annual report to parents is informative and includes references to the current development plan and academic achievements. Through dialogue and consultation with staff and governors, the school have agreed a new format for the annual progress report to parents, which is comprehensive in detail whilst also encouraging home help. Pupils' achievement reports include valuable guidance on areas for improvement and target setting.
58. The school provides two formal opportunities during the year for parents to discuss their child's progress with the class teacher. The response to these invitations is very good with over 90 per cent consistently attending. Additionally any parent with a

concern or query can arrange a formal meeting with the class teacher after receipt of the progress report.

59. Many parents actively support the school. A number of parents volunteer to help by listening to readers, arts and crafts and visits to the theatre. Fund raising events are well supported with the money raised being shared between the church and the school. This additional financial support has allowed the school to purchase books for the library, play equipment for the infants and pay for educational trips for pupils. The school value strong links with parents and introduce new initiatives to cement the bond of friendship, which they are successfully establishing. The on-site 'before and after club' (not financed by the school) attracts maximum membership and is beneficial to working parents. 'Inspire Workshops' arranged by the teachers provides an opportunity for parents to become engaged in their child's learning with an emphasis on the experience being enjoyable for all concerned. The literacy 'Inspire Workshop' involved twenty-five enthusiastic parents, who completed a positive evaluation of the scheme.
60. Overall there is generally very good liaison with parents and families and the school is conscientious in contacting parents when a teacher has some concern about their child's health, well-being or progress. Whilst the school does not have an 'open door' policy for security reasons, the headteacher is often seen chatting with parents near the main entrance at the start and end of the school day. More formal meetings with teachers are arranged by appointment.
61. Parents of pupils with special educational needs are informed as soon as the school has concerns and they are consulted in all procedures. They are kept aware of the targets for their child and are encouraged to attend review meetings.

HOW WELL IS THE SCHOOL LED AND MANAGED?

62. The school is very well managed. The headteacher provides excellent leadership, promoting and sustaining a clear sense of direction for the work of the school. A key feature of that leadership is the attention given to issues that are central to the success of the school such as the quality of teaching and learning and the standards that pupils attain. The headteacher's management skills are very good. She delegates effectively, empowering key staff and co-ordinators to fulfil their roles. The deputy headteacher and other senior managers set good examples in the work they undertake and consequently there is an enthusiastic and committed staff team. The very positive and supportive atmosphere and the sense of commitment displayed by all who work in the school reflect the quality of this leadership. Governors, teachers and support staff work well together to support the headteacher in promoting the school's aims. There has been a high level of attention to raising standards. This has been promoted through the detailed analysis of pupils' attainment and the establishment of very clear targets for improvement. The headteacher has established a system of monitoring lessons to check their quality and to highlight any aspects of an individual teacher's work that need attention. This provides teachers with useful feedback and has helped to improve the quality of teaching considerably since the last inspection.
63. The school has taken positive and effective steps to address the areas for improvement identified in the last inspection report. The school has effectively implemented the national strategies for literacy and numeracy and has adopted national guidance to support curriculum planning in other subjects. Resources to support work in information and communication technology and design and

technology and staff training have resulted in improved standards in these subjects and they are now in line with national expectations.

64. The governors are regular visitors to the school and they are kept well informed about the issues. This enables them to make a positive contribution to supporting the work of the school. They provide effective support for the school and are actively involved in decisions about finance and the curriculum. Individual governors have links with curriculum areas and special educational needs. They have established an effective structure of committees to oversee and meet the requirements of their statutory responsibilities.
65. The school improvement plan has been produced in consultation with staff, governors and parents. This is based on an analysis of the school's needs. It clearly identifies the school's priorities and is a useful and effective management tool. It is linked to the school budget and is reviewed regularly to evaluate progress. It is supplemented with clear and effective action plans for each area of development.
66. The school has a strong commitment to the provision of special educational needs and the budget is used well to provide good support. The management of the school's provision for pupils with special educational needs is very good. The co-ordinator carries out her responsibilities effectively and efficiently. The school fully meets the requirements of the Code of Practice for special educational needs. The governor responsible for special educational needs has good involvement in the work of the school. The progress of all pupils with special educational needs is monitored and tracked. The co-ordinator liaises closely with the class teachers, support staff and parents. As a result of this teamwork, the needs of these pupils are met very effectively in the classroom.
67. All staff have curriculum responsibilities. In consultation with staff and governors, curriculum co-ordinators have produced whole school policies that support teachers in their planning. All co-ordinators provide effective leadership within their area of responsibility. They are involved in the monitoring of standards and have clear action plans linked to the school development plan.
68. Financial planning is good. Governors have managed the budget very prudently in recent years in order to overcome a budget deficit which arose from the inaccurate forecasting of pupil numbers. They are fully involved in establishing spending priorities which are clearly detailed in the school improvement plan. They carefully evaluate the effectiveness of their decisions and consider a number of alternatives and quotations in order to ensure good value for money. The day-to-day administration and management of finance are very good. The school's secretarial assistants ably support the headteacher. They provide a welcoming and friendly introduction to the school for parents and visitors, typifying the excellent relationships that exist in the school. The collection of money and ordering and checking of school equipment are efficient and ensure minimum disruption to teaching and learning. The school ensures that it makes effective use of specific grants such as those to support pupils with special educational needs.
69. The accommodation is satisfactory overall and is enhanced by well mounted displays of pupils' work. The new classroom for the reception classes is nearing completion and with the new outside play area provides very good facilities for these pupils. There are, however, a number of temporary classrooms situated adjacent to the main building and the accommodation for pupils here is unsatisfactory. Toilet facilities are only available in two, resulting in some pupils having to cross the

playground to access toilets in the main building. The roofs are in poor condition and regularly leak in rain water, and window frames are rotten and cannot be made completely secure. This has a negative impact on the school's ability to deliver some aspects of the curriculum efficiently. For example, security considerations limit the availability of information technology facilities within these classrooms. New building plans have been drawn up and the governors should consider their implementation as a matter of urgency.

70. The outside play area is small but has adequate seating and shelters for pupils and is well supervised during break times. The surface of the playground, however, is in a poor condition and needs resurfacing. Currently the school does not have access to a grassed area and this, together with the small playground, places constraints on its ability to deliver the full range of physical education activities.
71. The quantity and quality of learning resources, including those for literacy and numeracy, are satisfactory overall. The school has a small computer suite and is in the process of adapting space in one Year 6 classroom to extend these facilities. The school library is well organised and is used very effectively to promote pupils' research skills and their interest in literature.
72. The school has ample, suitably qualified teaching and support staff to meet the demands of the curriculum and cater for the needs of all the pupils. Highly effective teamwork between senior managers, teachers and support staff is one of the school's major strengths. The school ensures that staff have good opportunities to further their professional development. Performance management procedures are firmly established and there are good arrangements for supporting the induction of newly qualified teachers and staff who are new to the school.
73. The school has a clear set of aims. These are reflected in all aspects of the school's work. The school has high expectations of the pupils in terms of their personal and academic development. The school is forward moving and has a positive and supportive atmosphere, putting the needs of the pupils as a high priority.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

74. In order to further improve the quality of education and the standards of attainment, the headteacher, governors and staff should:
- (1) Raise standards of attainment in mathematics in Years 3 to 6 by:
 - continuing to develop skills of mental arithmetic and problem solving;
 - ensuring that all aspects of the mathematical curriculum have sufficient coverage.(paragraphs 3,8,103,106,107)
 - (2) Ensure that older pupils have more regular access to all aspects of the National Curriculum programme for music.
(paragraphs 37,145,149)
 - (3) Improve the accommodation by:
 - implementing the building plans to replace the temporary classrooms;
 - develop the playground area to provide more space for outdoor physical education.(paragraphs 69,70,155)

OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL

- Continue to work with parents to improve attendance.
(paragraphs 18,50)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	67
Number of discussions with staff, governors, other adults and pupils	24

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	17	39	11	0	0	0
Percentage	0	25.5	58	16.5	0	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 one percentage point.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	N/A	256
Number of full-time pupils known to be eligible for free school meals	N/A	95

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/A	3
Number of pupils on the school's special educational needs register	N/A	36

English as an additional language	No of pupils
Number of pupils with English as an additional language	2

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	16
Pupils who left the school other than at the usual time of leaving	17

Attendance

Authorised absence

	%
School data	7.2
National comparative data	5.4

Unauthorised absence

	%
School data	0.4
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
	2002	16	14	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	15	16	16
	Girls	12	13	14
	Total	27	29	30
Percentage of pupils at NC level 2 or above	School	90 (87)	97 (89)	100 (96)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	16	16
	Girls	11	13	11
	Total	26	29	27
Percentage of pupils at NC level 2 or above	School	87 (89)	97 (98)	90 (87)
	National	85 (85)	89 (89)	89 (89)

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
	2002	29	27	56

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	15	27
	Girls	21	20	24
	Total	35	35	51
Percentage of pupils at NC level 4 or above	School	63 (85)	63 (67)	91 (96)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	15	28
	Girls	22	22	24
	Total	37	37	52
Percentage of pupils at NC level 4 or above	School	67 (83)	67 (76)	95 (96)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils**Exclusions in the last school year**

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	179	3	1
White – Irish	5	0	0
White – any other White background	1	0	0
Mixed – White and Black Caribbean	6	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	2	0	0
Mixed – any other mixed background	3	0	0
Asian or Asian British - Indian	1	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	13	0	0
Black or Black British – African	3	0	0
Black or Black British – any other Black background	1	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	1	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, 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)	13.5
Number of pupils per qualified teacher	22.1
Average class size	25

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	39

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	N/A
Number of pupils per qualified teacher	N/A
Total number of education support staff	N/A
Total aggregate hours worked per week	N/A
Number of pupils per FTE adult	N/A

FTE means full-time equivalent.

Financial information

Financial year	2002/2003
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	£
Total income	753,055
Total expenditure	728,165
Expenditure per pupil	2,520
Balance brought forward from previous year	-15,411
Balance carried forward to next year	9,479

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	2
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
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	256
Number of questionnaires returned	88

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	54	39	3	3	1
My child is making good progress in school.	62	35	2	0	1
Behaviour in the school is good.	58	41	0	0	1
My child gets the right amount of work to do at home.	43	42	9	5	1
The teaching is good.	69	28	2	0	1
I am kept well informed about how my child is getting on.	36	52	11	0	1
I would feel comfortable about approaching the school with questions or a problem.	50	41	8	1	0
The school expects my child to work hard and achieve his or her best.	73	26	1	0	0
The school works closely with parents.	32	42	15	6	5
The school is well led and managed.	52	32	13	2	1
The school is helping my child become mature and responsible.	53	44	0	1	2
The school provides an interesting range of activities outside lessons.	24	34	22	14	6

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

75. Children enter the two reception classes with a variety of pre-school experience. Careful assessment made of the new entrants soon after they start school indicates that their skills, particularly in personal and social development and communication, language and literacy are below those expected for the age group. Children achieve well. This is due to the suitable curriculum and the good quality teaching. Children with special educational needs are effectively supported and have full access to the curriculum. They make good progress. Despite the good progress made, overall standards on entry to Year 1 are below the expected level. In personal, social and emotional development, mathematical development, physical and creative development, they make good progress and reach the expected standards. Whilst many children attain the standards expected nationally in communication, language and literacy and knowledge and understanding of the world, a significant minority do not.
76. The school makes good provision for children in the reception classes. A new classroom has just been built and a secure outdoor play area has been created. Teachers' planning has been improved to ensure that the curriculum is securely based in the six areas of learning appropriate for this age group. In line with the school's philosophy and the children's needs, special emphasis is rightly given to personal, social and emotional development, as well as to communication, language and literacy and to mathematical development. Appropriate elements of the National Literacy Strategy and the National Numeracy Strategy are incorporated into lessons. In addition, opportunities to promote skills in these areas are incorporated into all aspects of the curriculum. The children are encouraged to enjoy learning and to take part in a wide range of lively practical activities, which support their progress effectively in all areas. The Foundation Stage prepares children well for the next stage of education.
77. The quality of teaching is good. Teamwork between teachers and the classroom assistant is especially effective and has a considerably beneficial effect on children's learning.

Personal, social and emotional development

78. Teaching is very good and reflects the importance given to this area. Opportunities to promote personal, social and emotional development are built carefully into all aspects of the curriculum and staff set, and model, high standards of care and consideration. All staff work closely together to provide a warm supportive learning environment where children feel valued. The children respond enthusiastically and are eager to learn. Praise is used genuinely to encourage positive attitudes and reward achievement. Group work is carefully organised so that children learn to be considerate of others. However, opportunities are missed to further develop personal and social development at snack time. Children do not have the opportunity to sit quietly as a group.
79. Children are encouraged to tidy up at the end of activities and most respond well, handling books and equipment with care. Children are taught to understand another's point of view as when engaging in role-play in the 'veterinary surgery', or the home corner. Timely intervention by the teacher extends their play and staff

model caring attitudes which children adopt. All staff communicate their high expectations of appropriate behaviour. They establish daily routines to encourage positive attitudes to work and to help children become independent learners. Children concentrate well. They co-operate with others in their work and play, and persevere to complete tasks. Good examples of this include the confident manner in which they operate the computer or the listening centre and the way in which they organise and sustain lengthy periods of role-play. They are becoming independent in looking after themselves, for instance, in dressing and undressing for physical education. They follow instructions well and are sensible when moving around the school as was observed when they went to the hall for a physical education lesson. Their behaviour in class and around the school is very good.

Communication, language and literacy

80. Teaching is good. Teachers use their secure knowledge and understanding to plan a curriculum, which appropriately emphasises the development of speaking and listening skills as well as promoting the development of early reading and writing skills. The well-planned, clearly focused activities include formal whole class and group teaching and informal independent learning, for example, through role-play.
81. All staff use questions carefully to help children express and extend their ideas. Use of good and varied language is promoted in all activities and staff sensitively encourage the development and use of good vocabulary, particularly in role-play activities when staff join in to extend children's play and their use of language. Most children listen carefully and usually follow instructions accurately. Some children are confident when speaking to adults but many still find it difficult to find the appropriate words to say what they want to say. In sharing sessions, children are encouraged to speak to the group and they talk clearly about their likes and dislikes. Adults act as good role models, broadening children's vocabulary and conversation at every available opportunity.
82. Children enjoy looking at books and handle them with care. All of the children are encouraged to enjoy stories. Teachers make very good use of additional props such as puppets to bring stories to life and as a result, children listen carefully. By the end of the reception year, children understand how letters and words convey meaning in books. They know how books and stories are organised. The basic skills of learning letters and their sounds are taught well and appropriate elements of the National Literacy Strategy are effectively incorporated into the curriculum. Most children recognise some letters by shape and sound, and some high frequency words from simple texts. Higher attaining children already read confidently. Pupils of lower attainment make good use of picture clues to help with their reading but still need a lot of support; generally their reading is below expected standards.
83. Most children recognise some letters by shape and sound, and some high frequency words from simple texts. They use their knowledge to spell out words or to write the initial letter. Most children write their names with correctly formed joined letters. Higher and average attaining children are starting to compose and write their own sentences. Children are encouraged to use the writing area in their first attempts at drawing and mark making. They are developing pencil control and learning how to form letters. They also have opportunities to practice their early writing skills as part of their role-play in the veterinary surgery. Overall, however, levels of writing are below what is expected of children of this age. A number of lower attaining children have difficulty in forming letters accurately and have limited independence in their writing.

Mathematical development

84. Children achieve well through the good teaching and learning that takes place. Strengths are the clear learning objectives effectively linked to the systematic development of key mathematical skills and the vocabulary of early numeracy. Elements of the National Numeracy Strategy are incorporated in the curriculum. Staff provide a variety of interesting well-structured practical activities, which support learning well. They encourage children to use and develop appropriate mathematical language. Children learn the language of mathematics such as 'big', 'little' and 'more' and count and match the symbols of numbers to the correct number of objects. They have many opportunities to develop their numeracy skills using a variety of apparatus both in structured activities and in play situations. Through well-planned work they explore pattern, shape and measurement.
85. Most children can count and sequence numbers up to 10. Staff make good use of counting songs and rhymes to motivate and interest children in this area of learning. By the end of the reception year, children can recognise and name common regular shapes; pupils of higher attainment recognise the similarities between two-dimensional shapes such as squares and three-dimensional solids such as cubes. Pupils of higher attainment are beginning to carry out practically, using apparatus, simple addition and subtraction sums. However, some lower attaining children struggle with number recognition and accurate counting.

Knowledge and understanding of the world

86. Teaching is good. Staff plan a range of interesting first-hand experiences to enhance the children's knowledge of the world around them. They are offered a wide variety of experiences indoors and out which provide them with opportunities to learn about their world. Carefully directed questions extend children's knowledge and help them make sense of the world around them. Language is used carefully to extend the pupils' vocabulary and deepen their knowledge. Interesting topics such as 'Pets and how we look after them' provide opportunities to develop children's early knowledge of science as they discuss what animals need to stay alive. Staff also use the opportunity to develop speaking and listening skills as children talk about their own pets and use the role play 'veterinary surgery' to look after sick and injured 'animals'.
87. Staff encourage children to explore and investigate in practical situations, as when children explore the properties of wet and dry sand and experiment with water. Children have planted seeds and observed their growth.
88. Children learn about the passage of time through celebrating birthdays, talking about the days of the week and the changing seasons and weather. They talk about their family members who are older than them and are encouraged to talk about past events and they recognise the difference between past and present. Stories are used to encourage pupils to develop concepts of time and place. They recall their experiences through a range of role-play situations. Floor play equipment such as railways, roadways and a farm is used to enable pupils to develop their language use and to make connections with their own surroundings.
89. Children are able to use the skills of cutting, joining and building using a range of materials. They have access to construction sets which they use to build models. Children talk about their family members who are older than them and are

encouraged to talk about past events and they recognise the difference between past and present.

90. Children use information and communication technology to support their learning and become confident in using the mouse to control computer programs. They learn to use listening centres to listen to music and stories.

Physical development

91. The teaching of physical development is good. All staff manage pupils well with praise and encouragement and establish clear rules in the use of space and apparatus. Children achieve well. Most achieve the early learning goals. Since the last inspection there has been the creation of a small well-planned outdoor area. This effectively extends and complements other good teaching of physical skills, such as controlled movements, when children have more structured physical education lessons indoors. They learn to control wheeled toys, such as pedal tricycles and use small apparatus such as balls, hoops and quoits. They do not yet have access to outdoor climbing equipment, although they make good use of visits to a neighbouring special school where they use the soft play area which provides opportunities for climbing, sliding and balancing. Effective planning for more formal lessons means children show good concentration because expectations are firmly established by the teacher, relationships are very good and the classroom assistant supports the children well. A good example was observed in a lesson which enabled all children to develop their skills of co-operation as they manoeuvred a parachute.
92. Many opportunities are provided for children to improve their fine motor control. They show increasing expertise in using tools like glue spreaders and scissors safely, to complete their tasks. They are given opportunities to use large and small construction kits that develop their manipulative skills well. Most children learn at a good pace because experiences are well thought out and many of the other tasks provided complement skills that support their physical development well.

Creative development

93. Teaching is good. The supportive relationships established between staff and children enhance the children's self-esteem and promote confidence in their own ability to explore a range of media without fear of failure. The children explore an interesting range of media, including art materials, construction kits, and musical instruments. Staff encourage children to develop their own ideas as well as learning skills. They use praise to persuade children to persevere. Small groups of children organise themselves well during opportunities for role-play both indoors and outdoors. They collaborate effectively in role-play which is actively supported and extended by staff involvement. Children use paint and collage techniques to fulfil their own independent ideas as well as to work with others to produce a class or group effort. Teachers are imaginative in planning tasks, which capture the children's interest and help them to learn. Children explore colour and texture well through painting and printing. Children also model with scrap materials and make collage. The children enjoy singing and also have the opportunity to use percussion instruments. With good support the majority of children successfully follow the piano accompaniment, sing simple songs confidently and clearly and play a variety of untuned percussion instruments in time to the music. The planning of appropriate activities, along with the use of a good range of resources, results in children being able to achieve the early learning goals in this area of learning.

ENGLISH

94. In the national tests in 2002, pupils in Year 6 attained standards in line with the national average as did pupils in Year 2. When compared with similar schools, standards for both groups of pupils were well above the national average. The improving standards seen at the last inspection have been maintained. This is due to the hard work and commitment of the staff, good and very good teaching, good planning and the implementation of the literacy strategy. As a result of these strengths, pupils' achievement over time is good in all aspects of the subject. Pupils with special educational needs, and those learning English as an additional language, make good progress because they are well-supported by learning support assistants who ensure that they understand what they have to do to improve. Currently, the overall standards of pupils in Years 2 and 6 match the national average.

95. When pupils enter Year 1, many are below national expectations in speaking and listening. However, during the year they make good progress so that by the age of seven most are reaching the national expectations in speaking and listening, reading and writing. Good use is made of visits to encourage pupils to recollect their experiences and talk about them in class. A photographic record of their visit to a Toy Museum enabled Year 1 pupils to sequence their day of experiences framing their responses in a sensible and coherent way. Other Year 1 pupils enjoyed making up nonsense rhymes and the sharing of these gave the pupils good opportunities to speak clearly before the class. Pupils enjoyed listening, appreciating the humour and appropriateness of some rhymes such as 'in my sleep I saw sheep'. They readily applauded what they heard. By Year 6, standards of speaking and listening are generally similar to those found in most schools. Pupils in Year 6 were seen confidently picking out idiomatic expressions from a text and identifying the meaning beyond the literal. Teachers encourage pupils to use subject specific language appropriately. In geography for example, Year 4 pupils talk about a place being near the equator. Pupils in the same year group use correct terminology for figures of speech such as alliteration, simile and metaphor. Pupils in Year 4 talked with confidence about the persuasive language used by advertisers, identifying particularly powerful phrases which make a product attractive and exciting. Year 5 pupils express well their reasons for and against the wearing of a school uniform. Sensitive support from adults is helping all pupils, including those with special educational needs, to speak confidently.

96. By Year 2, pupils have reading skills that are in line with the national expectations. Higher attaining pupils read with expression and good intonation paying attention to punctuation. Average attaining pupils also read well, self-correcting when they detect an error. All have a good knowledge of how to find out information from non-fiction books and can locate them easily on the shelf using the library classification system. Reading skills are built on well as pupils move on up the school. By the end of Year 6, all pupils are reading accurately and expressively from a range of texts. They have preferred authors and can say what it is they like about these writers. They can talk about the plot and characters and are increasingly able to deduce what is likely to happen next from clues in the story. All pupils have a very secure understanding of how to gain information from non-fiction texts. They use these literacy skills to gain information across a range of subjects.

97. Standards of writing are in line with the national expectation by Year 2. Higher attaining pupils write with evident enthusiasm. They spell high frequency words correctly and remember punctuation. However, other pupils have less reliable

spelling and their ideas are not so developed. They show enjoyment in using rhyming words and pupils in Year 2 wrote some very good poems paying attention to the rhythm. Very good teaching generated enthusiasm for their work. Good use of praise and the sensitive inclusion of pupils with special educational needs meant that all pupils were confident and involved in the lesson. The effectiveness of the teaching was seen in the written work of the pupils who, in a short space of time, used the structure and style of the nonsense poem to produce their own writing.

98. Pupils in Years 3 to 6 continue to make good progress in writing for a range of purposes. By Year 6, standards are in line with those expected nationally. Pupils in Year 3 have written and illustrated a traditional tale. In year 4, pupils have written poetry using haiku. When writing persuasively, pupils in year 4 showed the ability to focus on how arguments are constructed and used appropriate language to convince the reader. These skills are further developed in Year 6 when pupils construct well planned arguments on such subjects as 'Should dogs be banned from parks?' Their skills in information technology enable them to present such work in a way which enhances their achievement. Teachers have given very good thought to helping pupils develop a better style in their written work. Pupils' imagination is often stimulated by the stories and poetry of different authors. Year 6, inspired by the spell of the three witches in 'Macbeth', wrote their own rhyming spells. Following the style of Walter de la Mare's poem 'Silver', these pupils wrote their own. In a poem entitled 'The Crack of Dawn', a pupil ended with the evocative line, 'The last bit of darkness says good-bye'. The school places an early emphasis on the presentation and neatness of work and by Year 6 most pupils have fluent, joined up handwriting.
99. The school's very good links with parents are enhanced by their participation in 'Inspire' workshops with their children. A very good opportunity was created for Year 2 pupils when their parents came into school and worked with them to make a reading game which could subsequently be used at home. This was very well-attended. The teachers, helped by learning support assistants, provided a very good opportunity for parents to become involved in their child's learning with an emphasis on the experience being enjoyable. The success of the session is best summed up in the words of one of the parents in her evaluation, 'I enjoyed the opportunity to spend quality time with him'.
100. The structure of the literacy strategy is used well. Lessons are planned with clear objectives and provide a framework from which the teachers develop a structure to their lessons that is also used in other subject areas. There is a good match of work to pupils' ability ensuring that all pupils can succeed thus enhancing their self-esteem. As pupils move through the school, they become increasingly aware of their own learning and the progress they are making. This is because teachers regularly set clear targets for improvement which are attached to the front of the pupils' books. They have opportunities to write in other areas of the curriculum and the teachers with responsibility for the subject want to see this aspect developed further.
101. The overall quality of teaching and learning is good throughout the school. Teaching is consistently good or very good and is successful because literacy skills are well taught and pupils are encouraged to use these in other subjects. Teachers have a thorough knowledge of the subject and they extend well pupils' understanding. They plan work effectively to ensure that pupils are making at least good progress in their learning as they move through the school. Learning Support Assistants make a good contribution to learning, especially to that of pupils with special educational needs.

102. The two teachers with responsibility for English provide good support and advice to colleagues. Through studying teachers' planning, looking at pupils' books and analysing test results they are aware of the work that is being covered throughout the school. There is a good range of resources which includes a well-stocked library to which pupils have regular access. This contributes to their ability to locate information well.

MATHEMATICS

103. The results of the 2002 National Curriculum tests in mathematics, at the end of Year 2, were broadly in line with the national average. These standards are, however, well above those achieved in schools that have similar percentages of pupils claiming free school meals. At the end of Year 6 the standards attained are below the national average, but they are above those achieved in similar schools. All pupils, including those with special educational needs and those for whom English is an additional language, make good progress. Class teachers are aware of their needs and provide work that is well matched to their levels of attainment. They make particularly good progress when an additional adult supports them. The progress made by pupils who achieve the higher grades is also good.
104. Inspection evidence shows that standards throughout the school are now improving. This is a direct result of the high priority that the school has given to the subject and the carefully planned introduction of the National Numeracy Strategy. This has led to a more structured approach to teaching and to improvements in planning which now includes long, medium and short-term plans. Through systematic self-evaluation, the school has carefully identified specific areas in need of development and has introduced a wide range of strategies to support pupils' learning. For example, the 'Inspire' workshops for pupils and parents, the after school maths club for younger pupils and the introduction of the 'maths games library' are making a significant contribution to improving standards generally. The school is confident that the continuing focus on implementing the National Numeracy Strategy is having a positive impact on boys' attitude to, and attainment in mathematics.
105. Pupils in Year 2 make good progress in mental calculations. These skills are often developed in the first part of lessons. For example, in one Year 2 lesson pupils' were invited to double numbers up to 10 and to show their answers on number cards. Most gave the correct answers in good time. In Year 1, pupils were able to recall addition and subtraction facts to 9 and used number lines to check their answers. By the end of Year 2 the majority of pupils have a clear understanding of the value of numbers and they can carry out simple calculations accurately. Many understand the importance of patterns and know the difference between odd and even numbers. A few pupils have limited ability to recall number facts but they can use apparatus effectively and are beginning to appreciate the value of a particular digit in a two digit number. Teachers are well aware of the small steps these pupils need to make in order to secure their learning and appropriate attention is given to developing mathematical vocabulary.
106. Pupils in Year 6 are developing satisfactory mental arithmetic skills and have developed strategies to calculate. Higher attaining pupils carry out written calculations accurately and have a sound knowledge of number facts, but these are not generally secure throughout. Many have a sound understanding of basic shapes and can recognise and name 2D shapes. Pupils of higher attainment are beginning to define them by reference to their properties. For example, one pupil realised that the angle being partially revealed from the 'magic box' was less than a right angle,

and correctly concluded that the shape being shown could not be a square or a rectangle. The majority could identify parallel lines and right angles and confidently identified common shapes. Year 5 pupils checked their answers to problems by reference to estimation and approximation, but many were not completely confident in division and multiplication operations. In Year 4, the majority of pupils can sequence decimals and can relate them to fractions with ease. Pupils of higher attainment have a good range of mental skills and recall important facts quickly. In Year 3 they confidently add and subtract and have a good understanding of associated vocabulary. For example, they know that 'add – sum – plus – altogether' relate to addition and that statements like 'take away – how many are left – fewer than' relate to subtraction.

107. The school currently places significant importance on the development of number skills and consequently other aspects of the curriculum are less well covered. There is evidence in pupils' books and on display showing work on measurement, height, weight, capacity and on classifying 2D shapes. This work is, however, less frequent and often not sufficiently challenging. Work on data handling is also limited and amounts to communicating and interpreting information from simple lists and block graphs. The use of information communication technology to support the development of mathematics is also limited. The school is, however, aware of these issues and has plans in place to achieve a more appropriate balance across all aspects of the subject.
108. The teaching of mathematics is good overall, both for pupils in Years 1-2, and in Years 3-6. It is never less than satisfactory and at times is very good. Lessons are generally well structured and well prepared, with clear aims that reflect the National Numeracy Strategy. The good and very good lessons are characterised by detailed planning, confident subject knowledge and a brisk pace. Lessons usually begin with a session of mental arithmetic when teachers encourage the development of skills and strategies to improve pupils' performance in this area. The good questioning techniques used involve pupils of all levels of attainment and help them to develop and deepen their understanding and recall of number facts. Learning objectives are always shared with the class and this helps them to assess their own progress. There is usually a good balance in lessons between mental activity, direct teaching and pupils' independent work, but sometimes insufficient time is allowed at the end of the lesson to allow pupils to reflect and consider their learning. Less effective elements in some lessons, judged to be satisfactory overall, included inconsistent pace and some activities not sufficiently demanding for the pupils of higher attainment.
109. Behaviour in mathematics lessons was consistently good and the relationships between teachers and pupils were always positive and supportive. Day-to-day assessment is good and teachers know their pupils well. Pupils requiring additional support are always identified and the marking of work is consistent and includes positive comments. Homework is used effectively to support learning. The subject leader has been responsible for two years and in that time has had a significant impact on standards, especially in Years 1 and 2. She is knowledgeable and enthusiastic and has a clear understanding of the strengths and weaknesses of the subject as well as areas for development. Standards, planning and teaching are all systematically monitored and the school is now in a strong position to improve further.

SCIENCE

110. The school's results in the national tests for Year 6 pupils in 2002 were above the national average and well above those of similar schools. Standards have risen over the past four years. For the present Year 6 pupils, standards are just below the national average. However, a quarter of this class have special educational needs. Their attainment in Year 2 1999 was well below expected levels and they have made good progress since then and are achieving well. There are no significant differences in attainment between boys and girls or between pupils of different ethnic backgrounds.
111. The 2002 teacher assessment of the attainment of pupils in Year 2 shows that standards were below national expectations when compared nationally. Present Year 2 pupils are achieving well and almost all are working at expected levels with more achieving higher levels than last year. Progress across the school is better than at the time of the last inspection.
112. All pupils in Year 2 are developing at least a satisfactory knowledge of the world around them and how it functions. They are most secure in their understanding of plants, animals and humans. They know the conditions needed for plants to grow and that humans need certain types of food and regular exercise in order to stay healthy. Most pupils have a simple understanding of the properties of materials and know, for example, that some chair legs may be made of steel for strength. They are beginning to understand why tests need to be fair. When helping the teacher to plan a test to run a car down a ramp they knew that, to make it fair, the ramp had to be the same height and that the car would have to set off from the same place each time. Some pupils are beginning to make predictions based on their everyday experiences, for example, that a car would run further across a carpet than across bubble wrap.
113. By Year 6, higher attaining and average attaining pupils show satisfactory and often good understanding of the concepts they have studied. Lower attaining pupils are less secure and have difficulty explaining using correct scientific terminology, for example, the concept of evaporation and condensation. Many pupils show a good understanding of forces and can explain the power of upthrust against gravity on a floating object. Their science skills are developing well. When investigating how the position of a light source affected the length of the shadow pupils in groups of mixed attainment were confident in planning and carrying out fair tests, knowing which variables to change and which to control. They measured the shadows accurately and recorded their results as a chart. When the teacher used the results to create a line graph many were able to see a pattern and some higher attaining pupils realised that discrepancies reinforced the need to repeat tests for an accurate final result.
114. The quality of teaching throughout the school is good overall and this has helped to raise achievement. Two thirds of the teaching is now good or better. This is a good improvement since the last inspection when some teaching was unsatisfactory. Most teachers show secure subject knowledge and this allows them to teach confidently. Pupils now are learning principally through investigation and teachers are beginning to develop pupils' science skills progressively as they move through the school. This is achieved by detailed planning with clear objectives built on what the pupils already know and can do. Some teachers evaluate learning from the previous lesson and use this to clarify understanding before moving pupils on. For example, in Year 1 the teacher ensured, by careful questioning and demonstrations, that pupils understood how pushes move objects before introducing the force of moving air. In the same

lesson pupils were challenged to think for themselves. Effective questioning enabled higher attaining pupils to explain how air was inside 'empty' plastic bottles and it could be 'felt' by squeezing the bottle. Some pupils were then able to relate this to trees blowing in the wind.

115. High expectations and skilful questioning were features of other good and very good lessons. Where teaching was satisfactory there were some weaknesses in teachers' knowledge of the subject and, in one lesson, a lack of challenge for higher attaining pupils. Positive factors in all lessons were the good relationships and class management which kept pupils actively involved. As a result, most pupils are enthusiastic about science and work with interest and concentration. A new scheme of work, based on investigation, has been introduced this year and teachers are getting to grips with it. Recorded work shows that there is at present no common framework for planning and recording investigative work to ensure that skills can be developed progressively. Pupils are developing their mathematical skills by regularly carrying out all measurements but data handling is less well developed with pupils often using prepared charts and tables. Little use is made of information and communication technology for the processing of results.
116. The long-term absence of the co-ordinator has meant that science has had a low profile since the autumn term. The new scheme of work has been successful in increasing the learning through investigation but there needs to be a consensus on how pupils plan and record their work. The co-ordinator has rightly decided to monitor the use of the scheme next term to judge its impact on standards. Assessment is satisfactory. Pupils are assessed against National Curriculum statement levels and the results are used to set targets at the beginning of each school year. A new system is due to be introduced in September, based on the successful systems used for English and mathematics, to assess learning against the key objectives of the scheme and this should be a good improvement. The school's results in the national science test papers for eleven year olds are analysed and the findings used to enable the Year 6 teacher to target revision on areas identified as weaker than others. A Science Week enriched the curriculum this year when all classes were involved in 'exciting' investigations.

ART AND DESIGN

117. It was not possible to observe any art and design lessons in Years 3 to 6 during the inspection. However, discussions with teachers and pupils and scrutiny of pupils' work indicate that pupils achieve standards of attainment in art and design which are in line with those expected for their age by Year 2 and Year 6. Standards have been maintained since the previous inspection. Pupils with special educational needs and those for whom English is an additional language make good progress because good support is provided to enable them to take a full part in lessons.
118. Teachers' planning indicates a range of media including drawing materials, paint, printing, modelling and collage work is provided during the year. Pupils also have opportunities to study the work of other artists and apply this to their own work. Pupils develop an understanding of colour mixing, and the selection of appropriate materials. They are introduced to shade and texture and learn about tone and colour. They express themselves through drawing, painting and modelling and use simple techniques with developing control. Pupils' accuracy in representing what they observe is developing well, but they also have opportunities to express their thoughts and feelings in an imaginative way. They have made some use of computer programs to support their work in art, for example, the creation of repeat patterns in

Year 3. However, there are limited examples of the use of information and communication technology to support work in art and design.

119. The quality of teaching observed in Years 1 and 2 was good. It has a positive impact on pupils' attainment and progress. The teaching is characterised by good organisation, well-prepared resources, secure management of pupils and a shared understanding of what it is the pupils will achieve by the end of the lesson. Work is both challenging and enjoyable, and pupils are encouraged to think about the quality of their work and how they can improve it. Lessons are well planned and prepared with good introductions and clear instructions. In a Year 1 lesson on sculpture, for example, the teacher reviewed the previous work they had done on the sculptor Andy Goldsworthy. Pupils showed a good understanding of his use of natural materials and had already created their own work using pebbles. The teacher provided clear instructions and demonstrations of how to use clay in order to create sculptures based on shells. Pupils were encouraged to observe closely and to handle the shells before starting with the clay.
120. Classroom management is good and very good use is made of teaching assistants to support pupils with special educational needs. Teachers display an enthusiasm for art work which inspires pupils' efforts. For example, in a Year 2 lesson, the teacher showed pupils a range of pictures by Seurat and discussed how they had been painted. Pupils then used the pointillism technique of Seurat to create their own vibrant pictures. There was also very effective use of the computer in this lesson to create pictures using the same technique.
121. Pupils have positive attitudes; they listen carefully and demonstrate enjoyment and independence in carrying out art activities and approach their work with confidence. Pupils in Year 6 were very enthusiastic about the paintings they had produced based on aboriginal designs. They demonstrated a good understanding of the symbolism involved and the techniques used.
122. An after-school art club provides further opportunities for pupils in Years 1,2 and 3 to develop their skills and pupils attending these sessions have produced some good quality work using a variety of media.
123. The school has a satisfactory range of resources for art and has a good collection of reference materials concerning artists and their work. The co-ordinator is knowledgeable and enthusiastic about art. There is a school policy for art, and a clear scheme of work which provides useful guidance for staff and supports the development of skills. The school is using the national guidance as the basis for planning a programme of skill development throughout the school. The subject makes a good contribution to the pupils' spiritual, moral, social and cultural development.

DESIGN AND TECHNOLOGY

124. It was not possible to observe design technology lessons during the inspection and judgements, therefore, are based on school documentation, a scrutiny of work, photographic evidence and discussions with staff and with pupils. By the end of both Years 2 and 6 pupils reach the expected standards for their age. This judgement represents good improvement since the previous inspection when standards were unsatisfactory. All the pupils, including those with special educational needs, make satisfactory progress.

125. By the end of Year 2, pupils are using planning sheets to identify their choice of materials and the tools they will need. There is good photographic evidence showing pupils shaping, assembling and joining materials to build cars that had wheels and axles. Written and photographic evidence shows pupils at this age printing and designing and making hand puppets with card, felt and papier-mâché. They use models, pictures and words to describe their designs and can use tools to cut, assemble and join different materials. The subject makes a good contribution to the development of literacy. For example, detailed instructions on how to make a vehicle, prepared by Year 2 pupils, provide a good illustration of writing for information and explanation, as well as opportunities to extend their vocabulary.
126. By the end of Year 6, pupils show an increasing level of skill in the design products and in the control of the tools that they are using. Evidence shows that pupils have opportunities to generate ideas using researched information and they draw sensible plans showing what they intend to produce. This is well illustrated by the investigative work done by Year 4 pupils on the ways in which sandwiches are packed. Pupils in Year 3 designed and made playground furniture from plastic sheeting, string, balsa wood and glue. As part of their literacy work, the pupils in Year 5 designed and made models of Greek ships, amphitheatre and homes. Good accounts and descriptions of the processes followed are included in the evidence, and in some instances there are detailed suggestions as to how the work may be improved in the future. Pupils in Year 6 designed Easter egg boxes and considered ways in which they could be strengthened. Some detailed notes are included but these are not always clear and in some instances they are not well presented.
127. The co-ordinator has recently accepted responsibility for the subject and has not been in post for long enough to have a significant impact on the area. She is, however, enthusiastic and has identified important areas for development. Planning is now detailed and units of work are derived from the nationally agreed guidelines for the teaching of design technology. There is an appropriate policy that emphasises the importance of problem solving, aesthetic, practical, social and environmental awareness and detailed long, medium and short-term plans are provided. This was identified as a weakness in the previous report and has now been successfully improved. The subject is taught through themes taken from the work pupils are doing and is usually concentrated into two or three day blocks each term. Planning for these sessions is scrutinised by the co-ordinator who then discusses any issues and potential resource requirements with the class teachers. Systems for checking the quality of the work produced and suggestions for further work are well established. Resources are adequate, with some shortcomings in the range of construction kits available and there is little evidence to show how pupils use information and communication technology to support their design work.

GEOGRAPHY

128. Standards of attainment are in line with national expectations for pupils in Year 2 and in Year 6. The school has maintained the standards seen at the last inspection. Pupils make satisfactory progress in their geographical understanding.
129. Pupils in Year 1 make a sound start in the use of simple maps. They walk around the local area and construct sketch maps with key features marked. Through such experiences, pupils are beginning to recognise features of the environment and their significance in their lives. They use their skills in mathematics to record graphs illustrating the information they have collected on a traffic survey on the road adjacent to the school. They have looked at the reasons why people need to park

their cars on this same road and considered how this could be made safer. In Year 2, pupils identify places on a map of the United Kingdom and on a world map. They identify hot and cold weather areas and clothing appropriate for these regions.

130. In Years 3 to 6, pupils continue to make sound progress. Recent building on the school site gave pupils in Year 3 the opportunity to consider changes and reasons for changes around school and also in the local environment. This extended mapping skills as they looked at old plans and compared them with photographs. They analysed evidence and made good conclusions for the changes they noticed. They looked at rock formation and the effect of the weather on the landscape. The arrival of earth moving equipment to make the new extension gave them a first hand opportunity to look at earth strata.
131. Year 4 consider environmental issues such as litter and suggested ways to minimise litter in the playground. These pupils consider the changes in weather patterns depending on situation. In their lesson, they showed a good knowledge of the location of places on a world map. They talked confidently of the continents and used subject specific vocabulary well. This was also seen in Year 6 when they made comparisons about the data they had gathered from the Internet on a variety of countries as part of their authority-wide project, 'Moving on and Up'.
132. The overall quality of the teaching observed was satisfactory. The lessons are well-structured with clear objectives. When there is no additional support from a learning support assistant, more thoughtful consideration of resources matched to pupils' needs would be appropriate. Pupils show interest in their work and enjoy the opportunities there are to work together in pairs. This they do co-operatively. They sustain their concentration well and show that they have listened to earlier explanations. Teachers' skilful questioning develops pupils' understanding. Teachers and pupils have good relationships and the latter try hard to please. Teachers make good use of time towards the end of the lesson to review pupils' learning. Where learning support assistants are present to support those pupils with special educational needs, their role is clearly identified in the planning.
133. The subject is effectively managed with a policy and a scheme of work linked to the national recommendations. The teacher with responsibility for the subject has the opportunity to look at teachers' planning and to look at pupils' work. The school now has good resources for teaching the subject. Pupils in year 6 have the opportunity for a residential visit and good use is made of the local environment so that pupils have first hand experiences.

HISTORY

134. Standards for pupils in Years 2 and 6 are at expected levels when compared with schools nationally. Pupils generally achieve well throughout the school, regardless of gender, ethnicity or special educational needs.
135. Pupils in Year 2 can talk knowledgeably about the lives of people they have studied, including King Alfred, Guy Fawkes and Mary Seacole. Many can use their knowledge of life in Roman Britain to compare with their own lives today, understanding that people's lives have changed over time. Some can show empathy for Boudicca and feel that she was brave to try to save her people. Pupils can recognise the distinction between the past and the present and they use and understand appropriate vocabulary such as a week, a year and long ago.

136. In Year 6 pupils have a satisfactory knowledge of people's lives in Victorian times. They recognise differences between education then and today, particularly in the use of technological aids. They realise that we can find out about history using primary and secondary sources and that primary sources, for example, eyewitness accounts, are more numerous for recent history. They have used documents such as extracts from the SS Windrush's passenger list to find out about West Indian immigrants to Britain in the 1950's. Pupils understand the importance of archaeology in finding out about ancient civilisations and know what types of evidence are likely to be found. The regular use of timelines for pupils from Year 1 onwards has enabled Year 6 to gain a good sense of chronology. As a result they can place events and people they have studied into their correct time periods. Only higher attaining pupils understand why the interpretation of historical events may be different according to the historian's point of view. Their progress over time in acquiring knowledge and skills is satisfactory. This has changed since the previous inspection when standards were 'often good' and progress was good for all pupils. Since the last inspection the school has necessarily concentrated on improving standards in English and mathematics and the time given to the teaching of history has been reduced. This has had an impact on achievement for older pupils.
137. The quality of the teaching in the four lessons seen ranged from satisfactory to very good and is good overall. In all lessons secure class management and relationships ensured that pupils were able to listen and to stay on task. Where teaching is good or better teachers have secure subject knowledge and explain clearly to pupils what they are going to do and find out. Activities provide appropriate challenge for all pupils and well-chosen resources enable pupils to be fully involved in their own learning. Pupils achieved very well in a Year 2 lesson because of the interesting methods chosen. A vibrant input by the teacher enabled them to become *time travellers* and 'meet' Mary Seacole in 'person'. By asking well-prepared questions they gained a good understanding of why she acted as she did. Role-play was also used well in another class to strengthen pupils' understanding of issues related to Anglo-Saxon life. In Year 6, copies of primary sources enabled pupils to build up evidence about migration to Britain in the 1950s. The teacher encouraged pupils to deduce why people came from the West Indies and to decide, using the evidence, whether their decision to come was justified. In these lessons all pupils were fully involved in their learning and they worked with interest and enjoyment. Time lines were used well by all teachers to develop chronological awareness. Recorded work for pupils in Year 3 to 6 shows appropriate coverage of planned work but varies between classes in range, depth and the use of a variety of sources.
138. Management of the subject is satisfactory but the monitoring of teaching and learning has not yet been developed sufficiently and the co-ordinator is not fully aware of standards achieved throughout the school. Assessment procedures are in place but do not match the objectives of the new scheme of work. This has been identified as a priority area for development. New resources are needed for some topics, especially those which enable pupils to use primary sources. History makes a good contribution to pupils' personal and cultural development. Good use is made of visits to enhance learning, for example, Year 4 experienced a Tudor Day at Blakesley Hall, and visitors come to school also, for example, to talk about life during the 2nd World War. The use of a Jamaican visitor to play the role of Mary Seacole boosted the self-esteem of several pupils with an Afro-Caribbean heritage.

INFORMATION AND COMMUNICATION TECHNOLOGY

139. At the time of the last inspection, standards were below average for pupils by Year 6 and a key issue in the report was to raise standards and to improve provision. Since then the school has worked hard to do this by creating a suite for information and communication technology (ICT), by providing training for all staff and by introducing a whole school scheme of work to widen the range of pupils' skills. As a result standards are now in line with those expected for pupils by Year 2 and Year 6.
140. Year 1 pupils have learned about the various forms of communication such as CD ROMs, tape recorders, text and photographs. They have begun to use the computer for word processing, using the mouse confidently and are beginning to find their way around the keyboard. They confidently log on, save their work and log off. Using *Colour Magic* they find relevant icons to click and drag shapes to create pictures. By Year 2 pupils are confident in word processing, changing font, size and layout and combining pictures with text. They use graphs to present information. Many show above average attainment when using a *Roamer* navigation program to control movement around a set track and they can input commands to create their own routes.
141. Older pupils build on these experiences. In Year 3 they collect and store information on record cards using a simple database and choose suitable ways to present it graphically. They know why computers are used rather than paper records. Year 4 pupils successfully use a *Publisher* program to lay out the front page of a newspaper. In Year 5 they have made a good start to creating spreadsheets to work out the cost of food for a party. By Year 6 many pupils are confident and competent, independent users of computers. They know the usefulness of ICT in their work and in the outside world. They have created multi-media presentations using *PowerPoint*. One girl explained how she had made a presentation about the school, producing slides using digital photos, text, graphics and incorporating animation and sound. It showed a good awareness of the potential audience. Pupils are able to use search engines to access websites on the Internet, locating and collating information which they download and use to write their own versions. By the end of the Year 6 pupils will have experienced all aspects of ICT at the appropriate level.
142. The use of information and communication technology (ICT) across the curriculum is stronger than at the time of the last inspection. Teachers' planning for other subjects identifies opportunities for its use. ICT lessons often use work from other subjects as the means to develop computer skills. Literacy skills are improved by the pupils' growing proficiency in word processing and by the use of programs to improve their skills in reading, grammar and spelling. The presentation of pupils' recorded work is often of a high quality. For example, Years 5 and 6 have written their own prayers and presented them beautifully using imported religious pictures as a background. In Year 1 higher attaining pupils have drawn and labelled the parts of a plant in science. Year 3 pupils used the Internet for research about Sutton Hoo. CD ROMs and the Internet are used regularly for research, particularly in history, geography and science. Paint and draw programs are used in all classes from an early age and are developed across the school. In mathematics lessons, ICT is used well for shape and pattern but the use of ICT for data handling in mathematics and science is limited.
143. Teaching is good overall and is always good or better throughout the school and this is having a positive effect on raising standards. Pupils benefit from being taught in the ICT suite in 'half class' groups which enables them to have more individual

support. All teachers have strong subject knowledge, enabling them to teach with confidence. Teachers plan their lessons well and the learning objectives are made clear at the outset. Good emphasis is placed on the development of relevant technical vocabulary. The pace of lessons was good. Teaching was effective because the correct balance was achieved between the time devoted to teacher instruction and demonstration of skills and the time allowed for pupils to practice them and this resulted in pupils making good progress. This allowed support to be targeted at those who needed it most. Relationships between staff and pupils are very good with relevant use of praise to emphasise achievement and to enhance self-esteem. Positive attitudes and good behaviour are also important factors in pupils' achievement in lessons. They are keen to learn; they listen attentively during the teacher instruction and show their understanding by their eagerness to answer questions or demonstrate their skills. This contributes to their progress. Working in pairs, most show good cooperative skills and wait patiently for their turn to use the keyboard.

144. The leadership of ICT is very good. Since the last inspection, pupils have been able to experience a broader range of activities and the developments required to raise standards have been very well managed. The coordinator has a very good overview of provision and standards across the school. Good assessment systems are in place and they are used well to chart progress and to enable teachers to provide relevant follow up work. The coordinator checks planning, assessments and pupils' files and offers support and advice to colleagues. He has carried out a very comprehensive whole school audit to evaluate the impact of recent developments. This has resulted in a new development plan which prioritises the purchase of new computers to create 'mini' ICT suites around the school, increased software and the further training of staff in areas which they have identified. The school has its own award winning website which Year 6 pupils helped to develop. Pupils have daily access to computers at lunchtimes and in the after-school club and this allows pupils to enhance their skills.

MUSIC

145. Attainment by Year 2 is in line with national expectations for pupils at this stage and standards in singing are good. This is a good improvement since the previous inspection when standards overall were unsatisfactory. The quality of singing by Year 6 is at expected levels. There was insufficient evidence to judge their attainment in the other elements of the curriculum for music as there had been no music lessons for Year 6 in the autumn and spring terms, other than singing.
146. By Year 2, pupils have had a wide range of musical experiences. Pupils in Years 1 and 2 sing together tunefully and with clear diction. They know a wide range of songs and hymns from memory. They keep in time to the music and can hold their parts well in a two part song. They listen to music from different traditions and with different themes and are encouraged to think about the mood it creates and interpret this in dance and in art. They know the names of a number of untuned instruments and how to play them, having used them in composition recently to create raps. A recording of their work shows an awareness of rhythm and pattern. Pupils were able to devise their own system of notation and write down their own raps.
147. The quality of singing of the older pupils from Year 3 to Year 6 is satisfactory. Generally they sing with appropriate control, adjusting pitch and tempo to the type of song or hymn. When singing a round most are able to hold parts well. In a Year 4 class, groups of pupils were able to create their own 4 beat rhythms and record it

using non-standard notation, which they then used when performing. Older pupils also appraise different types of music. Year 4 pupils have listened to *Peter and the Wolf* and discussed how the sounds of the instruments have created the characters of the story.

148. Three of the four lessons seen were singing lessons, when classes came together to sing a range of songs and hymns. Teaching was good overall. In singing lessons pupils were taught techniques to improve and control sounds and this was successful, particularly for the younger pupils. The lively pace and variety of songs, coupled with the high quality of relationships and very good class management of staff, ensured that all pupils enjoyed the lessons and joined in enthusiastically. Often, objectives were shared at the beginning of the lesson and then discussed at the end so that the pupils understood what they had achieved. In a very good lesson the use of clapping before singing, to emphasise the rhythm, enabled pupils to make a good attempt at a more complex rhythm. Teachers understood the importance of giving background knowledge to the pieces to be sung, for example 'You are my sunshine' and 'Waltzing Matilda' and this helped pupils to improve their performance. In another, very good lesson, in which pupils were using percussion instruments to create an African drumming performance, the confident subject knowledge, enthusiasm and high expectations of the teacher enabled pupils to achieve well. Pupils recorded their work, listened to their performance and made sensible comments to improve it, for example, to create a better balance in dynamics between the groups.
149. The provision for music has improved since the previous inspection although there is an imbalance for older pupils between the time spent on singing and the time spent on other elements of the curriculum for music. After the last inspection a scheme of work was written by the co-ordinator, using national guidelines, and this gives good support and guidance for non-specialist staff. It ensures coverage of all aspects of the National Curriculum programmes of study. However, particularly for older pupils, the teaching of music other than singing is in isolated blocks of time and this is affecting attainment by Year 6. These pupils have only just begun lessons in composing and appraising and their recall of earlier learning is weak. Long gaps of time retard the development of knowledge and skills. Although the co-ordinator is enthusiastic and knowledgeable, the raising of attainment in music has had a low priority within the School Development Plan and there have been insufficient opportunities to monitor standards. The use of a talented pianist is an excellent resource for singing lessons and plays a big part in improving and maintaining standards in singing. The co-ordinator has rightly identified the main area for development as increasing the variety of musical styles for pupils to listen to and appraise. Music makes a valuable contribution to pupils' personal and cultural development. The profile of singing and performing is high in the school and pupils sing regularly in worship and perform at Mass in church during religious festivals. Last year older pupils performed in the musical 'Oliver'. Each year two year groups visit Symphony Hall for an orchestral concert and work is planned to enhance the experience. This year visiting musicians have included an African drumming band and a professional flautist. These initiatives enrich provision for pupils.

PHYSICAL EDUCATION

150. Standards match the levels expected nationally in Year 2 and Year 6 and pupils demonstrate standards of skill and performance appropriate to their differing levels of attainment. These judgements are similar to those made in the previous inspection. All pupils, including those with special educational needs, make

satisfactory progress. It was only possible to observe dance lessons in Years 1-2 and no educational gymnastics lessons were observed in Years 3-6. Documentation and planning, however, confirm that the full range of physical educational activities is offered to all pupils over the course of a school year.

151. In the dance lessons observed in Years 1-2, pupils were provided with opportunities to think creatively and imaginatively in response to a range of stimuli. For example, pupils in Year 2 used rhythm flags, ribbons, flower chains, and polystyrene to interpret and create moods associated with the four seasons. They were given time to practice independently and with a group. A variety of bends and turns were confidently performed and they had a good understanding of fast and slow. They moved in a variety of directions using personal as well as general space and demonstrated an understanding of rhythm and tempo. The pupils in Year 1 showed a good range of stretching and curling movements in the 'movement puzzles' lesson and, when given the opportunity to move freely, showed that many could run and skip with good control and technique. Movements could be copied and repeated and they were beginning to link them together to form simple sequences. There was concern for the safety of others and a good awareness of space, and they appreciated the need for warm-up and cool down activities.
152. In Years 3-6, pupils are provided with a broad curriculum that includes outdoor games, athletics, gymnastics, dance and swimming. Lessons always include appropriate activities to start and end periods of activity. The pupils showed satisfactory ball skills and were able to throw and catch well and generally used sound techniques. For example, pupils in Year 3 knew the importance of keeping their eyes on the ball and taking the catch with 'soft hands'. In Year 5 pupils showed satisfactory hand-eye co-ordination when playing with tennis rackets, and in a Year 6 dance lesson, the pupils demonstrated that they could employ movement imaginatively and performed simple sequences. Swimming lessons are arranged during the spring term for pupils in Years 3-6 and the majority can swim a minimum of 25 meters with good style by the time they leave.
153. Overall the quality of teaching seen was satisfactory with some good and one very good lesson observed. During the inspection no unsatisfactory teaching was observed. Lessons were well planned and had clear learning objectives which were usually communicated to the pupils. In the good lessons, teaching was brisk and the delivery was confident and lively and peer demonstrations were used well. In the very good lesson pupils were encouraged to evaluate their own performance and the performance of others. Good coaching points, enabling the pupils to improve were regularly given together with encouragement and praise. For example, in one Year 3 lesson on throwing and catching, the teacher emphasised the importance of watching the ball until the catch was made and the need to move quickly to get behind or underneath the ball. It was also evident in one Year 2 dance lesson where good subject knowledge and good demonstration resulted in a noticeable improvement in pupils' skills. Less effective features of lessons, judged to be satisfactory overall, included instances where the pace was allowed to slacken and pupils were inactive for extended periods.
154. Pupils' behaviour is generally good in all lessons and most show a keen interest and curiosity in the subject. They respond well to the challenges presented and instructions are followed quickly with good concern for the safety of others. This was very well illustrated in one lesson that included a wheelchair bound pupil. The group ensured that she was fully integrated into all the activities and supported her in a natural and caring manner. They co-operate well with each other and, when

necessary, demonstrate high levels of competitiveness. They talk enthusiastically about their tasks and participate with energy and enthusiasm and give each other feedback about performance. All staff and pupils dress appropriately for physical education.

155. Leadership of the subject is satisfactory. Standards are monitored each term and the progress of individual pupils recorded. Planning is regularly scrutinised by the co-ordinator and lessons are periodically observed in order to assess the quality of teaching and learning. Training on aspects of health and safety and on the implementation of the agreed national scheme of work has been provided and support is given to enable pupils to build on experiences successively as they move up the school. A satisfactory range of extra-curricular activities is available including coaching by professionals in soccer and Gaelic Football. Opportunities to play mixed team games are also provided and the experience contributes significantly to personal development, co-operation and teamwork. Resources are satisfactory overall but some equipment is old and the range of small games equipment is limited. Outdoor games activities are restricted by the lack of a suitable grassed area. All games lessons are conducted on the school playground and the content of these lessons is often dictated by what can be taught safely in the space available. The area is also in urgent need of resurfacing.