

INSPECTION REPORT

GREET PRIMARY SCHOOL

Sparkhill, Birmingham

LEA area: Birmingham

Unique reference number: 103204

Headteacher: Mrs P. Smart

Lead inspector: John Williams
Dates of inspection: 14th – 17th June 2004

Inspection number: 256289
Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

| | |
|-------------------------------------|--|
| Type of school: | Primary |
| School category: | Community |
| Age range of pupils: | 3 – 11 |
| Gender of pupils: | Mixed |
| Number on roll; | 632 |
| School address: | Percy Road Sparkhill Birmingham West Midlands |
| Postcode: | B11 3ND |
| Telephone number: | 0121 464 3360 |
| Fax number: | 0121 464 1722 |
| Appropriate authority: | Governing body |
| Name of chair of governors: | Roger King |
| Date of previous inspection: | 23/03/1998 |

CHARACTERISTICS OF THE SCHOOL

Greet Primary School is located in the Sparkhill area of Birmingham. It serves a multi-ethnic area, which contains a mixture of local authority and private housing. Currently there are 632 pupils on roll, which is slightly more than at the time of the last inspection and the school is larger than most primary schools. An additional 78 pupils attend part-time in the Nursery. When children first start school their levels of attainment in all areas of learning are well below average. Ninety-six per cent of the school population do not have English as their first language and 225 pupils are at an early stage of English language acquisition. There are five asylum seekers in the school. Approximately one third of the pupils joined the school at other than normal admission times. Approximately 46 per cent of the pupils claim free school meals, which is well above the national average. Some 30 per cent of pupils are identified as having special educational needs, which is well above the national average. These range from specific learning difficulties (dyslexia) to physical problems. A large number of pupils have moderate learning difficulties and speech and communication problems. Nine pupils (1.5 per cent) have statements of special educational need, which is broadly in line with the national average. Pupils' attainment on entry to the Foundation Stage is well below average, with particularly low language and communication skills.

INFORMATION ABOUT THE INSPECTION TEAM

| Members of the inspection team | | | Subject responsibilities |
|--------------------------------|---------------|----------------|--|
| 22516 | John Williams | Lead inspector | Citizenship, physical education |
| 9039 | Bernard Eyre | Lay inspector | |
| 23196 | Sue Chesters | Team inspector | English as an additional language, science |
| 25509 | Judith Clarke | Team inspector | Special educational needs, English, design and technology, music |
| 30205 | Terri Kenna | Team inspector | Mathematics, geography, history, religious education |
| 28009 | Ruth Allen | Team inspector | Foundation Stage, information and communication technology, art and design |

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REPORT CONTENTS

| | Page |
|--|-----------|
| PART A: SUMMARY OF THE REPORT | 6 |
| PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS | |
| STANDARDS ACHIEVED BY PUPILS | 8 |
| Standards achieved in areas of learning, subjects and courses | |
| Pupils' attitudes, values and other personal qualities | |
| QUALITY OF EDUCATION PROVIDED BY THE SCHOOL | 11 |
| Teaching and learning | |
| The curriculum | |
| Care, guidance and support | |
| Partnership with parents, other schools and the community | |
| LEADERSHIP AND MANAGEMENT | 15 |
| PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES | 18 |
| AREAS OF LEARNING IN THE FOUNDATION STAGE | |
| SUBJECTS IN KEY STAGES 1 AND 2 | |
| PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS | 30 |

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **very effective** school which gives **very good** value for money.

The school's main strengths and weaknesses are:

- Standards in English and science are below national averages but pupils throughout the school achieve very well.
- Standards in information and communication technology throughout the school are above average.
- The provision for those pupils for whom English is an additional language is very good and they achieve very well.
- Pupils identified with special educational needs receive very good support and achieve very well.
- Children make an excellent start in the Foundation Stage.
- The school is led by an outstandingly effective headteacher. She is supported most successfully by two excellent deputy headteachers.
- The school is a family where everyone feels included and valued.
- Attendance and punctuality are unsatisfactory.

The school has made very good improvement since the last inspection. All the issues raised at that time have been very successfully addressed. The provision for pupils with English as an additional language is now very good. There is a very comprehensive whole school policy to guide teaching and learning. Standards are rising more rapidly than the national trend. The quality of teaching and learning is much improved. Staff expertise and confidence has risen, particularly in information and communication technology and physical education. The school has increased the involvement of parents in their children's learning and relationships with parents and with the community are very good. Attendance has improved and is closer to the national median, although it remains unsatisfactory. The school has very good capacity to make further rapid improvement.

STANDARDS ACHIEVED

| Results in National Curriculum tests at the end of Year 6, compared with: | all schools | | | similar schools |
|---|-------------|------|------|-----------------|
| | 2001 | 2002 | 2003 | 2003 |
| English | D | E | E | C |
| Mathematics | D | E | D | B |
| Science | B | E | D | B |

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

Pupils achieve **very well** overall, including those who are at an early stage of learning English, and those with special educational needs. Children start school with very low levels of attainment for their age. They achieve very well throughout the Foundation Stage. Even so, only about one third are likely to reach the goals set in all areas of learning by the end of reception. Pupils continue to achieve very well in Years 1 and 2 and reach average standards in mathematics by the end of Year 2. Reading and writing standards remain below average in Years 1 and 2. However, considering the very low language and communication skills they have when they start school, this is very good achievement. Despite high levels of pupil mobility, large numbers of pupils with special educational needs and low levels of attendance, pupils in Years 3 – 6, achieve very well and, by the end of Year 6, reach average standards in mathematics. Standards in English are below average and in science they are close to the national average. Considering that it takes a number of years to become fluent,

and for the majority of pupils English is a second or third language, this represents very good achievement. The table above shows that in the national tests for Year 6 in 2003, results were well below average in English and below average in mathematics and science. When compared with similar schools, results were average in English and above average in mathematics and science.

Pupils' personal qualities, including their spiritual, moral, social and cultural development are **very good**. They behave very well in lessons and at play. Pupils have very good attitudes to school and show great respect for other people's feelings and beliefs. Relationships are very good. Attendance and punctuality are unsatisfactory.

QUALITY OF EDUCATION

The quality of education provided by the school is **very good**.

The overall quality of teaching and learning are **very good**. Relationships are very good. All staff work very successfully together and make a very strong team. All staff have high expectations that pupils will work hard and behave well. The school provides a very good curriculum and plans to redesign it to extend opportunities for practical, creative and active learning. It provides very well for pupils for whom English is an additional language. Provision for personal, social and health education and citizenship is very good. There are an outstanding number of extra-curricular and out of school activities to enhance pupils' learning. The curriculum is enriched with visits and visitors to the school. The staff take very good care of the pupils who, as a result, feel safe and secure. There are very good links with parents and with the local community.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **excellent**. Governance is **satisfactory**. The school has an outstandingly effective headteacher. The two excellent deputy headteachers and a number of outstandingly good key staff support her most successfully in leading and managing the work of the school. Governors are developing their role and are becoming critical friends of the school. All share the headteacher's vision for the future of the school. Statutory requirements are met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

An overwhelming majority of parents have very positive views of the school. All parents spoken to said that their children are happy to come to school and that they want to attend. Pupils also have very positive views of the school. They say that they feel the teachers give them good help in lessons. They feel confident in asking for help when they need to.

IMPROVEMENTS NEEDED

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

- the drive to raise standards, particularly in English and mathematics, by further redesigning the curriculum to include more opportunities for practical, creative and active learning, and review the time allocations for subjects and lessons.
- to seek ways to improve pupils' attendance and punctuality.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Overall standards are **below average**. Pupils throughout the school achieve **very well**. Standards by the end of Year 6 are average in mathematics, close to average in science and below average in English. In ICT pupils attain standards above the nationally expected standards. Pupils identified with special educational needs, and those pupils for whom English is an additional language, achieve very well.

Main strengths and weaknesses

- Standards in the core subjects of English, mathematics and science are rising at a rate in excess of the national trend.
- Pupils reach above average standards in information and communication technology (ICT).
- Pupils who are acquiring English as an additional language (EAL) achieve very well.
- Those pupils identified as having special educational needs (SEN) achieve very well.

Commentary

1. Standards throughout the school are rising. This is because:
 - the quality of teaching and learning has improved since the last inspection, enabling pupils to achieve very well. More emphasis is now placed on practical and investigative learning.
 - staff place great emphasis on teaching key vocabulary to their pupils.
 - the assessment of pupils' achievements is very accurate and gives staff very good information to help them plan appropriate challenges for all pupils.
2. Children start school in the nursery with well below average communication, language, literacy and mathematical skills. The majority of children do not speak English when they start school. They make an excellent start in the nursery. They continue to achieve very well in the reception classes because of the very good teaching and the very good support that they receive, from all staff. Even so, only about one third are likely to reach the expected goals for the age group, in all areas of learning, by the end of reception.

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

| Standards in: | School results | National results |
|---------------|----------------|------------------|
| reading | 13.6 (12.8) | 15.7 (15.8) |
| writing | 12.5 (12.0) | 14.6 (14.4) |
| mathematics | 14.5 (14.8) | 16.3 (16.5) |

There were 90 pupils in the year group. Figures in brackets are for the previous year

3. Pupils continue to achieve very well in their first years at school, although by Year 2, standards in reading, writing and mathematics are still below average. The table above shows the improvement in the school's results in the 2003 national tests and tasks in reading and writing. Results in mathematics remain constant. When compared with all schools nationally and schools in similar contexts, these results are below average. As the majority of pupils start school with little or no English and it takes a number of years to attain fluency in a second language, these results represent very good achievement. There is a noticeable acceleration in pupils' achievement in Year 1. This is helping to raise standards in Years 1 and 2.

4. The results in national tests in 2003, for Year 6 pupils, were well below average in English and below average in mathematics and science. When compared with similar schools, these results were average in English, and above average in mathematics and science. The table below shows the 2003 results.

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

| Standards in: | School results | National results |
|---------------|----------------|------------------|
| English | 25.3 (25.7) | 26.8 (27.0) |
| mathematics | 25.8 (25.0) | 26.8 (26.7) |
| science | 27.8 (27.4) | 28.6 (28.3) |

There were 89 pupils in the year group. Figures in brackets are for the previous year

5. Current standards in Year 6 are below average in English, average in mathematics and close to average in science. This shows a steady upward trend in standards overall. This represents very good achievement.
6. Pupils reach above average standards in ICT. This is because of the
- very good quality teaching and learning, which enables pupils to achieve very well
 - very good leadership and management of the subject.
7. Pupils, who are at an early stage of acquiring English, achieve very well because they are supported outstandingly well by all staff and, in particular, by the bi-lingual teaching assistants. The school monitors and tracks all pupils' achievements very effectively. This enables staff to target the specific needs of EAL pupils and provide them with work which exactly meets their needs. Consequently, pupils move their knowledge and understanding forward at a very good pace. They achieve very well and make rapid strides in their learning. This impacts successfully on standards and is helping the upward trend in all subjects.
8. The achievement of pupils with special educational needs is very good. Pupils with special educational needs are very well supported by a wide range of talented support staff and teachers. Individual education plans are used very well to provide challenging learning experiences. All pupils are included outstandingly well and all pupils achieve very well.

Pupils' attitudes, values and other personal qualities

The pupils' attitudes, behaviour, spiritual, moral, social and cultural development are all **very good**. Attendance and punctuality are both **unsatisfactory**.

Main Strengths and Weaknesses

- The pupils respond to the high expectations of their teachers.
- The school has a calmer learning environment than when it was last inspected
- Pupils who become upset are supported very well
- Pupils have a very wide range of opportunities to develop spiritual, moral, cultural and social skills.
- A significant minority of the pupils have poor punctuality and attendance.

Commentary

9. This is a happy school where kindness and understanding is balanced with an insistence that pupils should try hard in their lessons. Everyone is regarded as an important individual regardless of background or social standing. Lessons are planned with appropriate attention to

the needs of pupils with differing learning abilities and support staff work effectively with the teachers to ensure individuals achieve very well.

10. Parents, pupils and staff confirm that the school has become a calmer place in which to learn, behaviour is managed in a consistent and fair manner and high standards of support and guidance are provided. The pupils regard the school's rules and sanctions as fair they are tolerant when their colleagues become silly or inattentive.
11. When pupils have to be removed from the classroom to calm down, the guidance and support they receive ensures that upsets are settled quickly. They know that personal confidences will be respected, as are traditions, customs and religious beliefs. Older pupils are kind and helpful to their younger colleagues. There is an effective complaints procedure. Pupils' confidence varies widely and a significant number need support when they are invited to speak, girls particularly need coaxing to participate in class discussions.
12. Assembly themes celebrate success and they promote an understanding of right from wrong. There are numerous opportunities to celebrate the festivals and celebrations of many cultures and faiths. In lessons, particularly when matters relating to personal, moral and cultural development are discussed moments of reflection are used effectively to listen to the inner voice. The youngest pupils make rapid progress in their personal and social development but the irregular attendance of some makes their integration into their next class difficult.
13. The school continues to make determined efforts to promote an awareness of the importance of punctuality and regular attendance and there has been an improvement since the publication of the last report. The recent introduction of a breakfast club is having a beneficial effect in this regard. Despite the school's best efforts however, the attendance of a significant minority is poor. The school has clear evidence to confirm that this is having a serious adverse effect on the academic progress of the pupils involved.

Attendance

The rate of attendance for the latest full reporting year was well below the national median and attendance and the punctuality of the pupils remains **unsatisfactory**

14. The school analyses absence patterns carefully so that specific problems can be identified. Considerable energy is put in making improvements by a team of specialists. This includes good external support. Data confirms that absence due to religious observance and extended holidays lowers the whole school average by a significant margin (3.4%) but the amount of unauthorised absence is low in comparison to normal patterns seen. Lateness is a serious problem. Many pupils miss out on the class discussions that take place during registration periods. Informal conversational skills are developed during these sessions and inevitably, those most in need, miss out.

Attendance in the latest complete reporting year (%)

| Authorised absence | |
|--------------------|-----|
| School data: | 7.9 |
| National data: | 5.4 |

| Unauthorised absence | |
|----------------------|-----|
| School data : | 0.2 |
| National data: | 0.4 |

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

Exclusions

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 | 5 | 0 | 0 |
| Mixed – White and Black Caribbean | 1 | 0 | 0 |
| Mixed – White and Black African | 1 | 0 | 0 |
| Mixed – White and Asian | 14 | 0 | 0 |
| Mixed – any other mixed background | 2 | 0 | 0 |
| Asian or Asian British – Indian | 24 | 0 | 0 |
| Asian or Asian British – Pakistani | 425 | 9 | 0 |
| Asian or Asian British – Bangladeshi | 44 | 0 | 0 |
| Asian or Asian British – any other Asian background | 2 | 0 | 0 |
| Black or Black British – Caribbean | 2 | 0 | 0 |
| Black or Black British – African | 16 | 0 | 0 |
| Any other ethnic group | 7 | 0 | 0 |

The table gives the number of exclusions, which may be different from the number of pupils excluded.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides **very good** quality education which enables pupils to learn very well. Teaching and learning are **very effective** and results in pupils achieving **very well**. The curriculum is **very well** organised and there are **excellent** opportunities for enrichment outside of lessons. Pupils are **very well** cared for and they feel valued and secure. There are **very good** links with parents and the community.

Teaching and learning

The quality of teaching and learning is **very good**. As a result, pupils' achievements are improving and standards are rising. Assessment procedures are very good.

Main strengths and weaknesses

- Support staff are deployed outstandingly well and make a significant impact on the quality of teaching and learning.
- Staff have very high expectations that pupils will behave well and work hard and very successfully encourage them to do so.
- Assessment is very good and is used very successfully to track how well all groups of pupils achieve.

Commentary

15. Teamwork between staff is excellent. Relationships between adults, throughout the school, are very good. All staff are very good role models for the pupils. As a result, pupils respect staff and are eager to do their best for them. The work of teaching assistants is particularly well organised

and they are highly effective. Bi-lingual assistants are extremely well deployed to support EAL pupils. This ensures that all pupils are happy and fully involved in the activities provided. All staff work very well together. They make a very strong team. This enables them to give constant and valuable support to all pupils. Consequently, pupils feel valued and secure as they learn. As a result, they achieved very well.

16. Staff have high expectations that pupils will behave well. They use the school's behaviour policy very successfully to manage pupils' behaviour. As a result, pupils are very well behaved in lessons and at play, which enables them to concentrate on their learning and achieve very well. Staff expect pupils to work hard at all times. They plan work very carefully so that activities are interesting for the pupils yet challenge individuals at an appropriate level. They use a very good range of teaching methods to hold pupils' attention in lessons. This works very well and, as a consequence, pupils concentrate for good lengths of time and achieve very well. However, occasionally lessons are too long and concentration lapses.
17. The essence of the very good teaching and learning is the very good quality of the systems which teachers use to track how well pupils are achieving. From the information gathered, they set targets for individuals and groups of pupils. These targets are used to group pupils into 'target teaching groups'. This means that they are challenged successfully and enabled to achieve well. It also means that all pupils are fully included and fully engaged in lessons. Consequently, all pupils, whatever their ability or background feel valued and learn rapidly. The school has rightly identified that the next step to take is to involve the pupils more in assessing their own learning by developing methods for pupils to evaluate their work. Staff are particularly efficient at picking up very quickly on the pupils who come to the school at times other than normal admission times. The school has a very good induction pack which is used to assess pupils' ability as soon as they arrive in school. This means that newcomers are rapidly included in all lessons and learn very well, particularly EAL pupils.
18. The school uses a complex package of support staff and teachers to give precise and targeted support for the pupils with special educational needs and provision has improved since the last inspection. They are fully aware of the learning objectives in lessons and pupils' work is very clearly linked to their individual education plans.

Summary of teaching observed during the inspection in 46 lessons

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|-----------|-----------|----------|--------------|----------------|------|-----------|
| 4 (9%) | 25 (54%) | 14 (30%) | 3 (7%) | | | |

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

The curriculum

The school ensures that pupils have a range of very good quality learning opportunities and these meet pupils' needs **very well**. Pupils consequently achieve **very well**. The range of extra-curricular activities, visits and visitors all support the curriculum and are **exemplary**. The **good** quality and quantity of accommodation and resources of the school meets the needs of the curriculum **well**.

Main strengths and weaknesses

- The range of extra curricular activities provided for pupils is excellent.
- There is a very good whole school approach to planning, evaluating and assessment which effectively supports all pupils' learning.
- Provision for pupils in the Foundation Stage is excellent.
- The equality of access for all pupils and parents is very good. This ensures that provision for pupils with SEN and EAL is very good.

- The curriculum is fully inclusive.
- The school's good quality accommodation and resources are used well.

Commentary

19. Since the last inspection there has been very good improvement in the breadth and quality of the curriculum provided. Curriculum provision is very well managed by one of the deputy headteachers. Provision in the Foundation Stage is excellent and this ensures that pupils make a very good start in their learning of new skills across the curriculum. A very high emphasis is placed on early English language acquisition, thus ensuring that pupils of all abilities have full access to the curriculum which is broad and balanced. There is a very clear whole school approach to the planning to skills development, in all subjects. Marking of all work is of a very high quality and this supports the consistent, thorough approach to the assessment of all pupils' work. The staff work as a cohesive team to try out different teaching and learning styles. They monitor their implementation and evaluate how successful they are. Consequently the school is constantly improving the curriculum. Work has begun in redesigning the curriculum to ensure that pupils are offered more opportunities for practical active and creative learning, whilst still seeking to further improve standards for all groups of pupils.
20. There is an excellent range of extra curricular activities to support pupils' learning and enhance the curriculum. There are currently 23 clubs. Approximately 200 pupils attend these clubs which supports their artistic and physical learning very successfully. Very good management ensures that all clubs are carefully planned for, staffed appropriately and evaluated for their success. Additional emphasis is placed on supporting both girls' as well as boys' physical activities and many pupils are now competing at a high level in a number of different sports. The very extensive range of visits, both day and residential, to places of educational interest, stimulates pupils' interest and enjoyment in learning while the very wide range of visitors stimulate the pupils' interest in music, the arts and the wider local community.
21. The curriculum is fully inclusive. A very high emphasis is placed on supporting parents' needs particularly in the early years of pupils' schooling. A range of very high quality workshops is provided whereby parents can learn and work alongside their children in the classroom. The curriculum is further enriched by ensuring full inclusion in all aspects of the work, both in class, in extra curricular activities and every aspect of school life.
22. The provision for pupils for whom English is an additional language is very good. The school very successfully adopts the philosophy that all staff are teachers of bi-lingual pupils. It shares good practice and expertise so that all pupils benefit. There has been very good improvement since the last inspection when EAL was highlighted as being in need of development. Planning is very good and focuses firmly on EAL issues. There is a very good policy and an over-arching statement on which practice is based.
23. Provision for pupils with special educational needs is very good and has many excellent features. Early identification of need ensures an appropriate curriculum throughout the school. Very good support from talented classroom assistants and specialist teachers ensures that individual education plans give pupils a full access to the whole curriculum.
24. The school's accommodation and resources are good and are used well to deliver the curriculum. Impressive use is made of all space for teaching purposes. The accommodation is kept very clean by the Premises Management and cleaning staff who take a real pride in their work. A particular feature of the school is the high number of very good quality displays which help to create an interesting and stimulating learning environment.

Care, Guidance and Support

The care, welfare and the safety of the pupils is **very good**. Medication, child protection and safety arrangements all comply fully with the regulations. Adults undergo the correct training.

Main Strengths and Weaknesses

- All statutory care and safety arrangements are secure.
- Pastoral expertise of a high order is provided.
- High levels of trust and mutual respect exist at every level, confidences and sensitivities are respected.
- Support and guidance to ensure academic progress is excellent.
- Health promotion is effective.

Commentary

25. The high standards of care and guidance are made possible because every one's contribution to the running of the school is valued and appropriate training is undertaken to ensure compliance. Staff expertise, coupled with high levels of trust and respect ensures regulations and guidelines are followed.
26. Pastoral support, advice and guidance is outstandingly good because the pupils' social development is monitored carefully by adults, who use very good assessment procedures. Pupils new to the school settle quickly because information is shared amongst adults. This ensures consistency. High quality advice and support is provided for families seeking refuge and the expertise of each individual is used to the full, this collegiate approach ensures speedy integration.
27. The school recognises the importance of health promotion including good dietary practices, it has recently introduced a breakfast club. Classroom displays include information regarding the importance of a healthy diet and lifestyle, mid-day meals are presented in an attractive manner with appropriate emphasis on a balanced nutritional intake.

Partnership with parents, other schools and the community

The school has **very good** links with the vast majority of parents and with the local community and other schools and colleges. It misses no opportunity to harness the skills and expertise of others.

Main Strengths and Weaknesses

- The school provides good information for parents through a variety of methods including linguistic support.
- Reports about the progress the pupils make have good examples of what has been achieved during the year.
- Very good use is made of the community as a learning source and also to promote the concept of citizenship.
- A number of parents do not send their children to school regularly or punctually.

Commentary

28. Parents like this school very much. As a parent said "We are all a happy family." The majority value the efforts it makes to inform them about the school routines. Workshops and community groups are used to explain how subjects are taught and how parents can help their child, for example by supporting reading at home. The home school link worker provides invaluable support in building relationships between home and school.

29. The prospectus, weekly newsletter and frequent telephone messages augment the frequent face to face discussions that take place between staff and parents at each end of the school day. Procedures to respond to concerns and upsets are handled equally well. The annual reports have good quality information about the work done in the year. The school provides extensive linguistic support for those parents who need it.
30. Visitors, including the police and fire service are used very well to broaden pupil's perceptions of the world and how outside agencies ensure safety and protection. The local cluster of schools and colleges share their skills very well to ensure that "best practice" is shared and that the transfer to secondary education goes without a hitch.
31. Considerable efforts are made by the school to promote awareness of the importance of regular and punctual attendance, however a significant number of parents are unable to ensure that their children are on time in the mornings. Reasons offered for absences often appear to be contrived. The school actively encourages parents to help in the classrooms and it is confident that these efforts will, in time, promote a heightened awareness and commitment to the high standards it strives to achieve. There are comprehensive procedures to enable smooth induction into school. The school also works hard to involve the parents of those pupils who have special educational needs in their children's progress.

LEADERSHIP AND MANAGEMENT

The school is led and managed **outstandingly well**. Governance is **satisfactory**.

Main strengths and weaknesses

- The headteacher provides the school with excellent leadership
- Governance is satisfactory and is much improved since the last inspection.
- This very large school has highly efficient systems of communication and management, which enable it to run very smoothly.

Commentary

32. The headteacher provides the school with highly efficient and effective leadership. She has an extremely clear vision of the future of the school which is based very firmly on the highest aspirations for every single child. In this she is supported outstandingly well by her senior staff. She and her two highly effective deputies form an excellent team whose purpose is firmly rooted in a relentless focus on pupils' achievement. They are very determined that recent improvement will be sustained and are very ambitious for the future. This approach has enthused the whole school community and given a high sense of purpose. The result is that the whole staff work very well as a team and pupils are highly motivated.
33. Strategic planning is of a very high order. Current strengths and weaknesses are analysed very carefully. The school's performance is analysed extremely thoroughly and where a need for improvement is perceived, staff and resources are deployed highly effectively. Senior staff provide excellent role models for other staff and pupils and ensure that inclusion is at the heart of every aspect of school life.
34. The effectiveness of governors has improved since the last inspection and the issues raised then have all been addressed. Governors make a satisfactory contribution to the success of the school by offering support. There is a core of experienced and active governors who are committed to the continuing success of the school. Other members are growing in confidence and beginning to be more active in their support. There is a full structure of committees. These meet regularly and training is available. Governors are involved in strategic planning and in formulating policies. They are kept fully informed and this gives them the confidence to

challenge and support senior managers, which they do well. They fulfil their statutory duties and responsibilities in full. Some visit the school regularly and this helps them to fulfil their role of critical friend satisfactorily.

35. There has been very good improvement in the provision for pupils with special educational needs since the last inspection. The school vision of care for the individual is now exemplified in this provision. Early intervention reflects concerns from both teachers and parents and support is given sensitively. Professional expertise within the school is excellent and further support is sought promptly. The school is fully inclusive in welcoming pupils with special educational needs.
36. The EAL leadership team monitors practice regularly. It very successfully responds to the ever changing make up of the EAL population in school. This very successfully ensures that the curriculum remains very suitable for all pupils. Staff use the very good assessment systems to target groups of pupils with specific needs. The EAL team then deploy bi-lingual support staff to ensure that every EAL pupil receives the help that he or she requires. This works outstandingly well and is why EAL pupils, particularly those at an early stage of English acquisition, achieve so very well.
37. Management of this very large and complex school is highly effective. The headteacher delegates extremely well to her senior staff who are all actively involved in ensuring that the school meets its strategic objectives. Available data is analysed extremely thoroughly. Thus gives the school a very clear insight into the progress its pupils are making. Senior managers constantly seek to evaluate the school's performance and seek areas for improvement. The school has improved very well since the last inspection. All key issues identified in the last inspection report have been successfully addressed. Long term planning for school improvement is very systematic and provides a very useful focus for school improvement.
38. Performance management systems for teaching and most non-teaching staff are very good. They are to be extended to midday supervisory staff also. They contain very clear targets for improvement and are beginning to be increasingly effective in bringing about whole-school improvement. A comprehensive programme of continuing professional development is very closely linked to this process. New members of staff are guided supportively and sensitively by means of very good induction arrangements. Senior managers take great care to deploy staff carefully. They are increasingly aware of the need to support and retain successful staff and are very conscious of their workload. A particular feature of this school is the very large number of support staff it employs. These are managed outstandingly well and play a big part in helping to raise standards.
39. The management of the provision for pupils with special educational needs is very good. The co-ordinator for special educational needs ensures regular review of provision that involves pupils and parents with strong input from support assistants and teachers. Pupils' achievements are very well monitored and specific support precisely targeted to improve individual performance. The provision for pupils with statements of need is delivered very well and they make significant gains in their knowledge and understanding.
40. Systems for financial and resource management are excellent. The school purchases a highly efficient package of financial support from the LEA. This ensures that very regular monitoring of the school's expenditure is carried out and full information is available to governors and senior managers. The principles of best value are therefore at the forefront of the school's management practices. The school is currently carrying forward a larger than usual amount, which is allocated to designated projects. The school has highly efficient systems of day to day communication and management which enable it to run very smoothly. The secretarial team are highly efficient and offer very good support to the teachers. The unsatisfactory attendance and high levels of mobility of large numbers of pupils, is a barrier to the school continuing to improve its performance.

Financial information for the year April 2003 to March 2004

| Income and expenditure (£) | |
|----------------------------|-----------|
| Total income | 1,954,304 |
| Total expenditure | 1,883,992 |
| Expenditure per pupil | 2,803.55 |

| Balances (£) | |
|-------------------------------------|---------|
| Balance from previous year | 99,683 |
| Balance carried forward to the next | 169,995 |
| | |

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

41. Provision for the children in the Foundation Stage is excellent and has seen very good improvement since the last inspection. Children enter the nursery in the term in which they are three and move into the reception classes in the year in which they are four. There are 78 children in the nursery and 90 children in three reception classes. All classes operate as a self-contained unit and staff and children move between all classes regularly. The majority of children start school with levels of attainment which are well below those expected for their age group. Most of the children arrive in school with little or no English. Most can communicate in their mother tongue although a number have special needs and find communicating difficult. Many children are shy and lack confidence and independence. By the end of the Foundation Stage about a third of children achieve the goals set in all areas of learning, but all pupils achieve very well throughout their time in the Early Years Unit.
42. Leadership in the Foundation Stage is excellent. The Foundation Stage leader, who works to support all staff and children, manages the department and is supported by a deputy leader who manages the nursery. All staff work together as a strong team to support children's learning. Each area of learning is managed very well. Staff track carefully what children know and can do. They use this information very successfully to plan activities which challenge all groups of children and ensure that they achieve very well.
43. The quality of teaching and learning is very good in all areas of learning. All staff plan and work together as a strong committed team and this means children achieve very well. Planning is detailed and activities are carefully matched to children's particular needs. Teachers have high expectations for children's success and set challenging tasks to enable them to build on their knowledge and understanding in all areas of learning. The children in both nursery and reception have a wide variety of individual needs, which are very well planned for and achievement is carefully assessed to ensure that high quality learning is taking place. Excellent links with parents are established, at a very early stage, through a very effective induction programme. Detailed information is provided to parents on what their children will be learning. Regular workshops are attended by a large number of parents, where they work alongside their children in the classroom, learning new skills together.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- The children achieve very well because they are encouraged to become independent at an early age.
- Staff support all children very well, so that they are secure and happy while they learn.
- Staff act as excellent role models.

Commentary

44. The excellent relationship established between staff and children in both the nursery and reception classes means children relate very well to adults and feel secure in the routines established for them. Staff encourage children to take part in all activities. They learn to make choices, to share resources with others and to be responsible for tidying away. Staff are constantly aware of children's learning needs. They work alongside groups of children encouraging and supporting their learning and making sure that all pupils are involved both in taught activities and in free choice activities. All staff act as very good role models, for example,

one teacher with hat, spade and bucket in hand told the children she was off to the seaside. Outside she set off in the coach using chairs and a group of children spent a day at the seaside talking about the 'real' visit to the sea. All children know how to use equipment, are rapidly learning appropriate language and how to interact with others.

COMMUNICATION LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- All staff take every opportunity to develop children's language skills and teaching is very good.

Commentary

45. Considering the majority of children enter school with little or no knowledge of the English language, they all achieve very well. They achieve very well as the result of very good teaching. Staff take every opportunity during activities to develop the children's vocabulary particularly through role play, for example the children in the nursery were stimulated to talk about their visit to the seaside by looking at photos taken on the day and acting out their visit in the outside play area. Children in reception can talk about what they enjoyed about their visit and record a simple sentence to illustrate this.
46. All children are encouraged to talk in sentences and give opinions, particularly when feeding the caterpillars in reception and when holding the 'soft toy' in the nursery. Children enjoy books and listen attentively when a story is read to them. There is a wide variety of books available for the children to look at in all class areas. Children particularly enjoy using the quiet room where one child was seen 'reading' to a group, clearly modelling the teacher. There is an emphasis on ensuring that all children understand what is being said and can express themselves clearly. Support staff are quick to interpret for and explain to these children in their mother tongue if needed. Children's writing skills are less well developed and the majority will not achieve the level expected by the end of the year.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Teachers plan a wide variety of activities to support learning which ensures children achieve well.

Commentary

47. All staff ensure that children are surrounded by mathematical vocabulary through high quality displays and resources. Every opportunity is used throughout the day to reinforce both mathematical vocabulary and skills such as counting how many children need milk and how many are absent that day. Skills are being taught through stories such as 'Rosie's Walk' and finding clothes to fit Titch and children are encouraged to use appropriate vocabulary in role play using the Travel Agents. Vibrant displays show that visits to the Baby Clinic and the Toy Shop have provided extensive opportunities for children to look at comparison of sizes and how to handle money.
48. Children in the nursery are beginning to recognise and sort objects by numbers to 10 and use vocabulary such as more and less. Children in reception can combine and separate numbers to 10 and write them with reasonable clarity. Although the majority of children will not reach the

required standard by the end of the year they achieve very well in their knowledge of mathematical skills due to the very good teaching provided.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision for knowledge and understanding of the world is **very good**.

Main strengths and weaknesses

- A wide range of exciting activities is planned to promote learning.
- Staff use questioning very effectively to enhance the children's knowledge and understanding of the world about them.
- ICT skills are taught very effectively.

Commentary

49. A very wide range of activities, visits and visitors are planned for to support children's learning in this area. The recent visit to the seaside has stimulated the children's interest and excitement in travel, using the senses by feeling stones and shells, counting shells and making crabs with clay. They are singing seaside songs and revisiting the seaside through role play. The excellent use of photographs has motivated the children to talk and write about their experiences.
50. Watching the caterpillars grow and change is a constant source of interest and excitement and cleaning Barnaby Bear up from his 'seaweed' experiences is a constant topic of conversation. Every opportunity is taken by staff to talk about and act out the visit and use their experiences to extend the learning of all children. ICT skills are taught reflectively within a cluster unit for both nursery and reception children. They are already able to switch a computer on, use a mouse and begin to use known vocabulary to write seaside words. Children achieve very well because they are taught very well.

PHYSICAL DEVELOPMENT AND CREATIVE DEVELOPMENT

Provision in physical development and creative development is **very good**.

Main strengths and weaknesses

- A large outside area is used very effectively to promote physical development alongside other areas of learning.
- There is a high focus on using role-play to stimulate and extend children's creative skills.

Commentary

51. The very large outdoor learning area is used very effectively to support children's physical development. There is a wide variety of large toys for the children to use and areas where they can learn to balance and climb with confidence. All pupils have access to small equipment and can receive and send balls to each other with increasing accuracy. The outside area is used effectively to visit the seaside, build walls for Humpty Dumpty and role play as families. All staff are readily available to join in, question, encourage and extend children's learning, especially those children who are particularly shy and find communicating difficult. Music is given a high priority and music areas are regularly used in all classes. Children sing number rhymes and nursery rhymes and sometimes sit quietly and listen to different styles of music.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Standards in English by the end of Years 2 and 6 are below the national average.
- Achievement is good overall, however achievement for the pupils with special educational needs and those pupils who speak English as an additional language is very good.
- Teaching and learning throughout the school are very good. Many additional strategies enable the pupils to make good gains in their learning.
- Pupils have very good attitudes to their learning and listen carefully to their teachers.
- The subject co-ordinator is very well supported by other key members of staff.

Commentary

52. Standards are below the national average in reading, writing and speaking skills at the end of Year 2 and Year 6. Pupils' listening skills are at the expected level. Taking into account the considerable barriers to learning the pupils have to overcome, achievement is good overall and pupils with special educational needs and who are at an early stage of English acquisition, achieve very well. This is a good improvement since the last inspection. The achievement of pupils is a strength because of the number of pupils who enter school with little or no understanding of English combined with the high percentage of pupils with special educational needs.
53. By Year 2 pupils are developing appropriate reading skills with higher attaining pupils reading with fluency, expression and understanding. Pupils throughout the school often find it difficult to predict what might happen next in the text or give suggestions about the characters in the story. Year 6 pupils speak enthusiastically about their reading. Some belong to the local library and regularly borrow books. They have favourite authors and talk knowledgeably about the difference between the Harry Potter books and films. Reading is developing appropriately although occasionally support from home is limited due to parents' lack of English skills. Writing is an area for development throughout the school. Many strategies have been put into place to help the pupils improve their writing:
- focused teaching groups with extended sessions to give the pupils time to develop their writing skills.
 - bi-lingual support to help the pupils develop their English skills.
 - targeted support by experts to help both reading and writing strategies.
 - emphasis on role-play, paired discussions and "hot seating" to give the pupils opportunities to articulate their ideas before committing them to paper.
54. A focus on developing speaking skills has resulted in the raising of standards and pupil confidence. The use of expressive and imaginative language is an area that the school is working hard to develop. Within all age ranges boys are not achieving as well as the girls and the school is working at addressing this issue with topics and activities particularly geared to encouraging the boys to write. Pupils' spelling in Years 1 and 2 is generally phonetically correct and their print is clear. In Years 3 to 6 spelling is generally accurate and handwriting is a neat cursive style, work is well presented.
55. Teaching and learning are very good overall. Planning is very detailed and matched very clearly to the pupils needs. Lessons are challenging. The pace and level of demand placed on the pupils is good. Learning objectives are shared at the beginning of lessons and are referred to as the lesson progresses, so that the pupils are clear about their learning.

56. Extended lessons, give the teachers the time to enable the pupils to develop good quality pieces of writing through a skilful mix of activities. Where teaching is very effective this is successful, but where teaching is less effective the pupils do not make sufficient gains in their learning and the sessions are overlong. Pupils are given time to think about the questions the staff ask and time to reflect on their answers before they respond. Teachers have a very good understanding of the needs of the pupils and very good strategies have been implemented to support the pupils, particularly those who find their work hard. The school rightly considers there is more to do in extending and developing further the opportunities for the average and higher attaining pupils. The setting of pupils and the many complex packages the school has in place to match the needs of the pupils have had a positive effect on the pupils' standards. Marking is very good and provides constructive and developmental comments for pupils. This is supported by a very comprehensive and effective system of keeping a check on the pupils' achievements. The development of the pupils' own assessments of their learning is the next stage of this effective aspect of the work of the school.
57. Pupils have good attitudes towards their work. Listening skills are appropriate with the pupils listening carefully to the teachers and support staff. They apply themselves to tasks with enthusiasm and work hard. In groups the pupils relate very well to each other and support each other with their work. Interventions from support staff are very good. Bi-lingual support staff enable pupils to speak in their mother tongue and also support the pupils in their developing English skills. The pupils say that they enjoy their lessons and the teachers give them lots of help and encouragement with their work.
58. Subject management is very good. The co-ordinator has very good support in her role from other key members of staff. The team have a clear grasp of standards, strengths and areas for further development in the subject. Resources are good overall, with the quality and range of books in the school being good.

Language and literacy across the curriculum

59. Pupils use their reading and writing skills in other subject areas and this aids their learning. The use of technical and subject specific language is a clear focus of the teaching within the school. For example, the pupils learn the correct specific mathematical and scientific language. Information and communication technology is used to aid the pupils' work and for them to be able to research and record their work using their word processing skills.

MATHEMATICS

Provision in mathematics is **very good**

Main strengths and weaknesses

- The improvement in standards by the end of Year 6. Pupils achieve very well.
- Many pupils are at an early stage of English language acquisition, resulting in low levels of attainment in mathematics, at the beginning of Year 1.
- Very good quality teaching and the very good analysis of assessment data, monitoring and target setting
- Effective subject management.
- Teaching assistants provide very good support for pupils who need additional help.

Commentary

60. Standards in mathematics are below average by the end of Year 2 and average by the end of Year 6. Considering the very low starting points for most of these pupils, this represents good achievement. Overall standards and provision in mathematics have improved since the last

inspection when they were judged to be below the levels expected nationally for their age. Pupils with special educational needs and those with English as an additional language achieve very well in all classes. They are very well supported by both teachers and teaching assistants.

61. This improvement is due to development in the quality of teaching, and use of assessment. On entering the school most pupils have little or no understanding of the English language, therefore their mathematical perceptions are well below those expected. This is further inhibited by their speaking and listening skills which are also well below the levels expected. These areas of weakness continue to be addressed very well through specifically targeted teaching in the infant classes, so that, by Year 2, most pupils have developed an understanding of basic number activities, such as counting on and back in tens, and recognising odd and even sequences. They are also introduced to simple fractions, learn the names and properties of two-dimensional shapes, and can identify lines of symmetry.
62. On entry to Year 3, these levels have improved and are below the levels expected. In the junior classes, these areas continue to be targeted and pupils of all abilities continue to build soundly on their mathematical understanding. By the time they are in Year 6, most pupils have a good understanding of place value, and put this to good use when making mental calculations within the four operations, they use written methods of addition, subtraction, short multiplication and division. More able pupils are able to round decimal numbers up and down in order to give an approximate whole, they understand and can calculate the mean, median and mode using a set of given data.
63. The teaching of mathematics is very good overall in all classes, teachers provide stimulating, well-prepared lessons and explain the work very well. There are very good assessment systems, which lead to very clearly defined target teaching groups throughout the school. This gives teachers very clear information about what their pupils know and can do, and what they need to do next. Lessons are very well planned, and teachers are very good at keeping their pupils fully involved in their work. Pupils have clear targets. In lessons, teachers explain what their pupils will be learning, and then check later to see if they have been successful in their learning.
64. In the very best lessons, teachers challenge their pupils with lively pace, and inspire them to try harder. In an excellent Year 5 lesson, pupils learnt how to subtract decimals, and to find the perimeter and area of compound shapes. The teacher's very lively approach, and excellent teaching methods, ensured that excellent learning took place. In the majority of lessons, appropriate problems are dealt with, which involve applying the learning objective of the lesson. This ensures that all have fully understood. Pupils' work is generally very well marked, so that pupils know how well they have done, and what they need to do next. Teachers often include helpful comments, which guide their pupils, and show them how to improve.
65. The subject is well managed by the coordinator, supported by other senior members of staff. He leads a very influential numeracy management team, which monitors teaching and learning. It also carries out extensive analysis of pupils' work. There has been very good improvement since the last inspection. Much has been achieved through improving the quality of teaching and learning across the whole school. Strengths and weaknesses are identified from test data, which enables the management team to plan from an informed position. Teachers use assessment appropriately to check pupils' achievement. The team also ensures that parental involvement and support is encouraged and developed through the well-attended workshops they provide for them.
66. Teaching assistants provide very helpful support for those who need it and they make a valuable contribution to learning. This support takes place in class and is effective in building pupils' confidence. This approach means that most pupils are developing a broad and secure understanding of mathematical concepts.

Mathematics across the curriculum

67. The development of pupils' mathematical skills in other subjects is very good. Teachers constantly identify occasions when pupils can use their mathematical knowledge across the curriculum. For example, in Year 6, mathematics lessons were very closely linked to a geography topic about St Lucia. Pupils investigated the cost of a holiday to St Lucia, calculated the conversion of pounds into dollars and compared and contrasted rainfall and temperatures. In Year 2, following a geographical visit to a local village, pupils placed buildings on a grid using co-ordinates. The use of information and communication technology within the subject is very strong, from the use of a white board with "*Speed grid*" to increase pupils' mental agility, to mathematical lessons taken in the computer suite, where pupils use the computers to consolidate their mathematical skills.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Standards are slightly below average but pupils achieve well.
- Staff focus very firmly on teaching key vocabulary.
- The curriculum is good although practical and investigative work could be developed even further.
- The subject is very well led and managed.

Commentary

68. Standards in Years 1 to 2 are below the national average. The standards of pupils in the current Year 6 are now close to the national average. In Year 5, they are in line with what is expected for that age group. An upward trend in standards is apparent. Since the last inspection, standards have steadily risen. Pupils throughout the school achieve well. There is improvement year-on-year and this is largely due to the:

- very good quality assessment procedures, and the use that teachers make of the data produced
- way in which teachers plan lessons to successfully challenge all pupils
- improved teaching and learning, which challenges all pupils and allows them to achieve well
- emphasis which all staff place on teaching scientific vocabulary
- increased opportunities for pupils to work practically on investigative and experimental activities.

69. The vast majority of pupils start school with very low-level scientific skills. They do not have the vocabulary to express themselves adequately and have little understanding of scientific concepts. Because of this, teachers focus consistently and continuously on teaching key vocabulary associated with the topics studied. Thus, when studying plant growth, staff constantly use, and encourage the pupils to use, words such as nutrients, fertilization and germination. This helps pupils to express their ideas clearly and accurately. As a result, pupils build up a better understanding of their work. This contributes very effectively to raising standards.

70. The curriculum is good. However, the school has identified that opportunities for pupils to design and carry out their own investigations and develop their scientific thinking could be further developed throughout the school. As a result, teachers plan more practical and investigative opportunities into lessons. This is helping to raise standards because pupils are beginning to apply their knowledge and understanding of scientific concepts to their work and take more responsibility for their own learning. Staff design innovative methods for pupils to record their work. This enables pupils to concentrate on the scientific concept being studied rather than

turning recording into a 'writing lesson'. This considerably aids learning. Pupils present their work very well and take pride in what they do. Often pupils understand the concept studied but are unable to express themselves clearly or to transfer that knowledge to another situation.

71. The coordinators are very proactive and keep the curriculum under constant review. They support their colleagues and liaise with them regularly. Curriculum planning is sharply focussed on developing key skills and raising standards. The subject leaders have identified the need to raise the importance of investigative learning so that there is a consistent approach throughout the school.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **very good**.

Main strengths and weaknesses

- Levels of attainment and achievement are above average by the end of Year 2 and Year 6.
- Teaching and learning in the subject is very good and pupils achieve very well.
- Leadership and management of the subject is good.

Commentary

72. Standards in ICT are good. Bearing in mind their starting points, pupils achieve very well. There has been a very good improvement since the last inspection when standards were below national expectations. The school has a good suite of computers and there are clusters of computers in the Foundation Stage Unit and in the Year 1 and Year 2 area. A network has been installed and up to date software purchased in order that a full curriculum can be delivered. The very good planning and the range and quality of pupils' work are all strong indicators of very good achievement.
73. All teachers, including support staff, have been trained very well. The secure knowledge that staff now have enable them to teach well and consequently pupils enjoy their lessons and learn rapidly. All pupils' work is regularly assessed and lessons are planned carefully to meet their needs. Pupils are already becoming confident in using a computer in the Foundation Stage. By the end of Year 2 they are able to develop and record sequences of instructions to control a floor robot and are familiar with using databases and CD-ROMS. Pupils are able to research the Internet and produce a leaflet on a comparison of two contrasting areas. Year 2 pupils say they enjoy doing ICT, particularly when they have to find things out. By the end of Year 6 pupils are able to organise, refine and present a set of linked multimedia pages on St Lucia. Over time they have built up knowledge of a variety of skills to add interest and contrast to their presentation. Year 5 pupils are able to design a three fold leaflet which promotes energy efficiency in the school using desktop publishing software and to program a device to form a loop and show how traffic lights change in sequence. Year 6 pupils say they have learnt a great deal in ICT and particularly enjoy carrying out their own research work in such areas as Science, History and Geography.
74. Leadership and management of the subject is good. The co-ordinator plans a progression of lessons for all staff and uses his expertise to support them in their teaching. Staff are deployed well to successfully support all groups of pupils in their learning across the curriculum.

Information and communication technology across the curriculum

75. ICT is used well across the curriculum although this is an area the school wants to develop further in the future. Literacy and numeracy are supported well in Years 1 to 6 through efficient timetabling of the computer suite. Pupils in Year 1 can sort minibeasts into appropriate sets in Science and in Year 2 they can search the Internet to find information about wild cats in Geography. Year 3 pupils skilfully manipulate sounds to make Chinese music and Year 4 pupils

use ICT effectively to draw repeated images in the style of the artist Mondrian. Year 5 have used ICT to design good databases on the weather, following a visit to a power station. In history lessons, pupils in Year 6 save and use text and pictures, from websites, to record an accurate account of the Great Exhibition of 1851.

HUMANITIES

Religious Education

Provision in religious education is **good**

Main strengths and weaknesses

- There is a good focus throughout the school on what different faiths can tell pupils about moral and ethical questions.
- Teaching and learning are good.
- The subject makes a very good contribution to pupils' spiritual, moral, social and cultural development.

Commentary

76. Pupils' attainment by the end of Years 2 and 6 is in line with what is expected by the locally agreed syllabus. This is similar to the last inspection. Pupils develop a sound factual basis from the topics that they study. They research their own beliefs and those of others. Overall, pupils' achievement is good. Discussion with year 6 pupils during a lesson shows that they know that Christianity is the main religious tradition in Great Britain. They have a good understanding of the key principles in different faiths such as Christianity, Islam, Hinduism, Buddhism and Sikhism. Many different assemblies are held, representing the very varied religions amongst both pupils and staff. This enables pupils to fully understand and appreciate that all religious principles are important to individual peoples' beliefs.
77. Only one lesson was observed. However, several religious assemblies were seen. Teaching and learning is judged to be good. The one very good lesson was characterised by the teacher's very good subject knowledge, very effective planning and the provision of activities that were interesting. Teachers also provide the pupils with the opportunity to compare the principles and beliefs of different religions. For example, after reflecting on the attributes of Christ and Mohammed (PBUH)¹ pupils held a very reasoned debate, as they identified similarities and differences between the two.
78. The subject is very well managed and contributes very well to pupils' spiritual, moral, social and cultural development. Throughout this very multi - religious community every religion is appreciated and celebrated, in both their similarities and differences.

History

Insufficient opportunities for lesson observation mean that judgements cannot be made about standards, teaching and learning. However, analysis of documentation, observation of displays, and discussions show that the school delivers a satisfactory curriculum.

Geography

¹ PBUH - Peace Be Upon Him - an acknowledgement when speaking/writing the prophet's name

Provision in geography is **good**

Main strengths and weaknesses

- Pupils achieve well in lessons.
- Good teaching enables pupils to learn well.
- Visits make a positive contribution to pupils' learning.
- There are good links with English and mathematics.

Commentary

79. Pupils achieve well in lessons. Three lessons were observed during the inspection two in Years 3 to 6, and one in Years 1 and 2. Pupils' work and displays were examined. Discussions with pupils and teachers confirmed good levels of coverage in the subject, with pupils achieving very good standards overall. This is an improvement since the last inspection when standards were judged to be below the levels expected.
80. Good teaching enables pupils to learn well. In one excellent lesson observed, teaching strategies developed Year 2 pupils' ability use reasoned arguments as they compared and contrasted their own locality with a village they had visited the previous day. This very challenging activity resulted in excellent learning taking place.
81. Visits from the school are very carefully planned in order to give pupils first hand experiences. Most classes visit and study a local area of geographical interest. This enables pupils to make relevant comparisons when they compare and contrast their locality with the island of St Lucia.
82. The very effective use of literary and numerical skills within the subject enriches pupils' development. Good speaking and listening skills were used in a very good lesson observed in Year 6. Pupils developed, and then presented a short drama depicting the journey of a banana from a tree in St Lucia, to the U.K. Pupils' numeracy skills are also well employed and developed as Year 2 pupils used co-ordinates to position buildings on a grid following their village visit. Pupils in Year 6 planned and costed a holiday in St Lucia, following their study of temperatures and monthly rainfall, enabling them to decide the best time to take their holiday.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

83. No lessons were observed in **art and design**. It is, however, evident from reviewing teachers' planning documents and scrutinising the extensive displays of pupils' work, that so characterise the school environment, that provision meets requirements. Art skills are taught progressively through the school and work is clearly assessed in order to support pupils' learning further. Thoughtful, attractive and high quality displays enhance the environment throughout the school.
84. In **design and technology** expectations of pupils are clear and the pupils' skills develop progressively. All the elements of generating and developing designs, selecting materials, using tools and evaluating products are taught. Pupils have many good quality opportunities to design and make products throughout the school. Younger pupils in Years 1 and 2 have the chance to work with a visiting expert to make huge, highly decorated, model elephants. These well-loved creatures adorn the entrance to the school. Year 2 pupils have recently visited the village of Henley in Arden and the pupils have made their own miniature gardens in response to this visit. The older pupils in Year 6 design and make obelisks for the garden areas of the school. These structures are part of a permanent legacy the oldest pupils leave to the school. Here the pupils researched into the designs and materials used in garden centres and shops and then came up with their own designs. The pupils talked about the fact that cutting the wood accurately was tricky and that of course they needed to be very careful that they did not hurt themselves when using sharp tools. The subject leader has a clear knowledge of the standards the pupils reach throughout the school and of areas for development.

85. In **music** all pupils have the opportunity to sing a range of songs together. They listen to music at the start of assemblies and music is used by staff to achieve a pleasant background during some lessons. In Year 2 the pupils listened to a range of Irish jigs and reels and then painted pictures in response to the excitement generated by the music. The older pupils have opportunities in 'Music week' to create their own music and to listen to music composed by famous composers. Year 5 listened to 'Vivaldi's Four Seasons' and then created their own musical pieces reflecting different seasons. Pupils in Year 3 composed Chinese music whilst using a program on the computer. Regular visits to the school by individuals and visits to Birmingham's Symphony Hall enable the pupils to experience music from different cultures, and this greatly enriches the provision. The school recognises that music is an area for further development for the school, with a review of curriculum time required and also a need to raise staff expertise even further.
86. Only one lesson was seen during the inspection. However it is evident from talking to staff and pupils that **physical education** plays a major role in the life of the school and that provision is much improved since the last inspection. Pupils receive their full national curriculum entitlement and in addition the school provides them with the opportunity to attend an exceptionally large number of clubs and extra activities. Thus pupils who show interest and talent are nurtured and their talents developed. The school enjoys a very profitable relationship with the local Sports College. This ensures that extra expertise and facilities are made available. The subject leader who is very knowledgeable and well-informed has good plans for developing provision even further. Pupils are very enthusiastic about all aspects of the subject and at the time of the inspection were excited about the forthcoming Sports Week, when they would be able to receive coaching in a very wide range of sporting activities.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Personal, social and health education and citizenship

Provision in personal, social and health education and citizenship (PSHCE) is **very good**.

Main strengths and weaknesses

- There are very good relationships between staff and pupils. This ensures that there is mutual trust and respect.
- Inclusion lies at the heart of this school and permeates all of its activities.

Commentary

87. The teaching of personal, social, health education and citizenship is interwoven into all aspects of school life. The school has an ethos of trust and security where every pupil is valued and the relationship between pupils and staff is excellent. There are very strong links with the community to enhance pupils' experiences particularly the development of social and language skills. The school sees this as an important part of its work and all pupils' attitudes, achievements and self worth are valued and promoted. Pupils gain from the high quality teaching and extra curricular experiences available to them. The visits to places of educational interest and meeting visitors to school contribute to pupils' knowledge and understanding of how their community and society work. They have opportunity to voice their opinions and concerns in circle time² and via the School Council. This is now so well established that the present group are involved in developing their own School Improvement Plan.

² Circle Time: in these sessions, pupils sit in a circle and, through agreed rules, have the opportunity to speak and listen to each other talking about issues which touch them all.

88. Through a very good project provided for pupils in Year 5 classes, pupils develop an understanding of how a democracy works. The high quality of school assembly and collective worship focuses pupils' thoughts on their family and on caring and belonging. The school provides a group of peer mediators to become actively involved in solving disputes. A highly effective group of mentors give effective advice to those pupils whose behaviour warrants it. All aspects of a healthy lifestyle are covered in the curriculum.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

| <i>Inspection judgement</i> | <i>Grade</i> |
|--|--------------|
| The overall effectiveness of the school | 2 |
| How inclusive the school is | 1 |
| How the school's effectiveness has changed since its last inspection | 2 |
| Value for money provided by the school | 2 |
| Overall standards achieved | 5 |
| Pupils' achievement | 2 |
| Pupils' attitudes, values and other personal qualities | 2 |
| Attendance | 5 |
| Attitudes | 2 |
| Behaviour, including the extent of exclusions | 2 |
| Pupils' spiritual, moral, social and cultural development | 2 |
| The quality of education provided by the school | 2 |
| The quality of teaching | 2 |
| How well pupils learn | 2 |
| The quality of assessment | 2 |
| How well the curriculum meets pupils needs | 2 |
| Enrichment of the curriculum, including out-of-school activities | 1 |
| Accommodation and resources | 3 |
| Pupils' care, welfare, health and safety | 2 |
| Support, advice and guidance for pupils | 2 |
| How well the school seeks and acts on pupils' views | 2 |
| The effectiveness of the school's links with parents | 2 |
| The quality of the school's links with the community | 2 |
| The school's links with other schools and colleges | 2 |
| The leadership and management of the school | 2 |
| The governance of the school | 4 |
| The leadership of the headteacher | 1 |
| The leadership of other key staff | 1 |
| The effectiveness of management | 2 |

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

