

INSPECTION REPORT

KING GEORGE V PRIMARY SCHOOL

West Bromwich

LEA area: Sandwell

Unique reference number: 131223

Headteacher: Mr C Evans

Lead inspector: Mr R Burgess

Dates of inspection: 15th – 17th March 2004

Inspection number: 256613

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 years
Gender of pupils:	Mixed
Number on roll:	211
School address:	Beeches Road West Bromwich West Midlands
Postcode:	B70 6JA
Telephone number:	0121 5530060
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Appropriate authority:	Governing body
Name of chair of governors:	Ms J Wallace
Date of previous inspection:	13 th July 1998

CHARACTERISTICS OF THE SCHOOL

The school is situated in West Bromwich to the west of Birmingham. It is around the average size of most primary schools, with 211 pupils on roll, aged between three and eleven years. The school serves the immediate community but also admits pupils from a wider area. The pupils come from a range of social backgrounds. There are a similar number of boys and girls. The school admits children to the nursery class after their third birthday. Children's attainment on entry is well below average. The majority of pupils are from Asian ethnic backgrounds. Most children enter school at an early stage of acquisition of English and almost 70 per cent of pupils use English as an additional language. Twenty-one per cent of pupils have special educational needs, which is above the national average. No children have a statement of special educational need. The number of pupils in receipt of free school meals is similar to the national average. Since the last inspection in 1998 the school has acted as a leading school within the local authority. It is currently awaiting assessment to achieve Investor in People status.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20950	R W Burgess	Lead inspector	Science Art and design Design and technology Religious education
19426	C Farris	Lay inspector	
29989	P Goodsell	Team inspector	Foundation Stage Mathematics Information and communication technology Music Citizenship
1678	D Peckett	Team inspector	Special educational needs English as an additional language English Geography History Physical education

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	9
Standards achieved in areas of learning and subjects	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	13
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	18
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	20
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	31

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good school. The leadership of the headteacher is good. Overall pupils achieve well. They do well to reach average standards which are similar to national averages by the end of Year 6 in English and science but below average in mathematics. Standards are above average in information and communication technology (ICT). Teaching is good, resulting in good learning in classrooms. The school provides good value for money.

The school's main strengths and weaknesses are:

- The school is very successful in integrating the different ethnic groups within the school community where all are equally valued.
- Teaching is good in Years 1 to 6; the high proportion of good teaching helps pupils achieve well.
- The provision for more able pupils in mathematics is unsatisfactory.
- The school makes very good provision for pupils with learning difficulties and those for whom English is an additional language.
- Achievement in English is good; pupils make good progress in speaking, listening, reading and writing
- Provision in ICT is good and by Year 6 standards are above average.
- There are very good links with other schools which enhance the curriculum.
- Individual pupils do not get sufficient information about what they can do to improve their learning.
- Attendance is poor and punctuality is unsatisfactory.

The school was last inspected in July 1998 and has made a good improvement since then, effectively addressing all the issues raised. There are now clear and comprehensive schemes of work for each subject. Effective strategies have contributed to higher standards in speaking, reading and writing. Good assessment procedures are used well to identify areas for improvement but are not used effectively to set targets and communicate these to individual pupils. Provision for ICT is much improved.

STANDARDS ACHIEVED

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

*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.*

Achievement is good overall. Most children enter school without much English and almost 70 per cent of pupils use English as an additional language. Pupils with learning difficulties and those for whom English is an additional language achieve well. Standards in the nursery and reception classes are below average although achievement is satisfactory in all areas of learning. In Year 2, pupils achieve well; standards in speaking and listening, reading and writing are average. Standards are below average in mathematics. In Year 6, pupils achieve well; standards are average in English and science. They are below average in mathematics. In ICT standards are above average.

Pupils' personal development is good. The provision for their spiritual, moral, social and cultural development is good. Attitudes and behaviour are good. Pupils behave well in class and most have positive attitudes to school. The staff have high expectations of the pupils' behaviour and teach the differences between right and wrong well. The pupils like coming to school but the attendance is poor and the punctuality of a significant number of pupils is unsatisfactory and can disrupt pupils' learning.

QUALITY OF EDUCATION

The quality of education provided is **good**. Teaching and learning are **good** overall. There is some very good teaching in Years 5 and 6. The good quality teaching is resulting in good learning and improved standards throughout the school.

The quality and range of the curriculum are satisfactory in the nursery and reception classes, and good elsewhere. Throughout the school, pupils with potential difficulties are identified early and given very good levels of support. Pupils make good progress towards their individual targets. All pupils learn effectively in a secure environment where health and safety provision is fully in place, along with child protection. Links with parents are good. Most parents are supportive of the school.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. The headteacher shows good leadership and is well supported by the deputy headteacher, and other senior staff. There is a shared vision and determination throughout the school to improve standards and the quality of educational provision. The governance of the school is good and ensures statutory requirements are fully met. Governors are a committed team who know and understand the school and give strong support to the work of the staff as they strive to improve the school. There is a continuing review of the way the school is heading and all aspects of the work of the school are kept under constant assessment. It has good resources, which are used effectively for the benefit of all its pupils.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Questionnaires and comments received from most parents were positive and supportive of the school. Responses from pupils show they take pride in their school.

IMPROVEMENTS NEEDED

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

- Ensure there is appropriate provision in mathematics lessons to provide challenge for the more able pupils.
- Improve the use of assessment information to make sure that pupils understand how well they are doing and how they can improve.
- Continue to impress upon parents the importance of good attendance and punctuality.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils of all abilities achieve well throughout the school. Those with special educational needs and English as an additional language achieve equally well. About half of the children in the Foundation Stage achieve the early learning goals in all the areas of learning. This shows satisfactory achievement although standards are below those generally found. Standards in Year 2 and Year 6 are below average in mathematics, average in English and science, and in ICT are average for pupils in Year 2 and above average for pupils in Year 6.

Main strengths and weaknesses

- Pupils achieve well throughout the school.
- In mathematics the standards attained are below average because there is insufficient provision and challenge for more able pupils.
- Children in nursery and reception make good progress in learning to understand and speak in English.
- Pupils with English as an additional language are very well supported and their achievement is good.
- The school's very positive ethos contributes to the pupils' good achievement.

Commentary

1. When the children enter the school, the baseline assessments made show that although there is a broad range, overall the children are well below average attainment. The majority of children do not have English as a mother tongue and because of this their attainment in communication, language and literacy is well below average. The satisfactory provision in the Foundation Stage enables the children to make a sound start to school; they progress and achieve satisfactorily in all areas of learning and particularly in gaining language skills in English. About half of the children in the Foundation Stage achieve the early learning goals in all the areas of learning.

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

Standards in:	School results	National results
Reading	15.0 (16.0)	15.7 (15.8)
Writing	12.9 (12.9)	14.6 (14.4)
Mathematics	14.3 (16.3)	16.3 (16.5)

There were 30 pupils in the year group. Figures in brackets are for the previous year.

2. The table above shows that standards in the national tests in 2003 were below average in reading, and well below average in writing and mathematics compared with pupils in other schools nationally. In comparison with pupils in schools where a similar percentage of pupils were in receipt of free school meals these results were well below average. The difference between results in 2002 and 2003 reflects the differing numbers of pupils with learning difficulties in those year groups. The results reflect the high proportion of pupils for whom English is an additional language which affects their performance, particularly in tests at age seven. The school has effective initiatives and strategies in place to raise standards. Good teaching of the basic skills required for reading and writing means that pupils achieve well in both subjects. Results have fluctuated from year to year reflecting the individual year groups. Overall, there has been an improvement in standards in writing and mathematics over the past

three years. The school's analysis of results shows there is no significant variation by ethnic grouping but in some year groups girls do less well than boys, particularly in reading.

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

Standards in:	School results	National results
English	25.8 (26.2)	26.8 (27.0)
Mathematics	24.3 (25.8)	26.8 (26.7)
Science	27.3 (27.6)	28.6 (28.3)

There were 24 pupils in the year group. Figures in brackets are for the previous year.

3. The table above indicates that standards in national tests at the end of Year 6 in 2003 were below average in English and science and well below average in mathematics compared with pupils in other schools nationally. Standards were above average in English and science in comparison with schools where pupils had similar levels of attainment in Year 2 tests in 1999. In mathematics standards were below average when compared with results of pupils in these schools. Following careful analysis of tests and assessments, teachers have successfully put in place several initiatives to improve pupils' performance in mathematics and science, especially investigational work. The school correctly identified the impact on results of the greater number of pupils with learning difficulties in 2003 compared with 2002
4. Overall, tests results for English, mathematics and science shows an upward trend over the last five years, with some variation from year to year reflecting the individual groups of pupils in those years. The rate of improvement in standards is broadly in line with the national trend. The results in mathematics in 2003 were affected by a significant number of pupils who missed attaining a level by one mark. The school's analysis of results shows there is no significant variation by ethnic grouping of pupils for whom English is an additional language.
5. The school's very positive ethos values all pupils, promotes their self-confidence and encourages them to work hard. Pupils of all abilities including those with special educational needs and those for whom English is an additional language achieve well because of the consistently good teaching. Their needs are identified as soon as possible and their progress towards their targets is very well monitored. There is good liaison with parents who are regularly involved in their child's progress. The very knowledgeable and enthusiastic special educational needs co-ordinator provides very good leadership and management and ensures that very good tracking systems are in place and pupils are given very good support.
6. The school has an effective system to track the attainment of all pupils and set targets for their potential achievement. Teachers use test and assessment information effectively to monitor the progress of pupils towards their targets. Effective strategies are put in place to ensure that pupils achieve well. Where pupil achievement is high subject leaders make a significant contribution to the development of the subject and the standards across the school.
7. The overall achievement of most pupils with English as an additional language is good and generally in line with those whose mother tongue is English. Pupils with English as an additional language are disadvantaged initially until they reach a satisfactory level of competence in English, and once competent make good gains in line with their peers. In lessons, where class teachers' planning takes account of their needs, and the tasks are well matched, these pupils make good progress.
8. In English, achievement is good because teachers have high expectations of the pupils. Pupils' handwriting is neat and work is consistently well presented throughout the school. Pupils in Year 6 read with confidence and enjoyment. They are able to discuss in detail the books they read and make good predictions about how the story will end. They have developed good strategies to improve their reading and are able to self-correct their reading mistakes. They are

aware that reading is very important and will help them to achieve a good result with their tests at the end of Year 6. The standard of writing across the school is satisfactory overall.

9. Standards in mathematics are below average and most pupils' achievement is satisfactory. Teachers have high expectations for the presentation of pupils' work, which is neat and carefully set out but there is insufficient provision to ensure appropriate challenge for all pupils, particularly more able pupils.
10. In science pupils achieve well and standards are around average. Lessons are well planned and provide many opportunities for pupils to engage in investigation and practical tasks to support their learning. Pupils enjoy their lessons and are encouraged to make predictions and evaluate the outcomes of their experiments, for example when studying how materials change with heat and whether changes can be reversed.
11. Pupil achievement in ICT is good, supported by the cross-curricular approach to teaching. Achievement is good because teachers are confident to teach the subject and because of the provision of good resources. Pupils demonstrate good skills and are confident in using computers. They enjoy their lessons and develop the ability to log on, access the program and use the mouse to complete their task.
12. The standard of marking of pupils' work is very good in some classes, as was seen in the sampling of work across all year groups. Where this is good it gives the pupils clear direction on how to improve their work and praises their achievements. This approach to raising achievement is not consistent across the school.
13. Good assessment systems have been put in place to support a whole-school approach to all aspects of monitoring and evaluation. The use of these systems is effective in analysing pupils' work and developing whole-school strategies and initiatives such as the development of investigational work in science. It is not used consistently across the school to ensure pupils know what they have to do to improve, and to raise standards of achievement.
14. Targets set by governors are challenging and high, but realistic, given inspection findings. These are based on a thorough analysis of what pupils' potential is. Inspectors judged the targets to be realistic and attainable.

Pupils' attitudes, values and other personal qualities

Pupils have **good** attitudes towards learning and school life and generally behave well. Their personal development is well supported and they develop a growing recognition of the needs of others around them. Attendance is **poor** and punctuality is **unsatisfactory**.

Main strengths and weaknesses

- Pupils enjoy their school life and most are well motivated to try hard.
- Staff work hard at managing behaviour and eliminating bullying and most pupils behave well.
- Relationships at all levels and between all ethnic groups are good.
- There is a good provision for pupils' spiritual, moral, social and cultural development.
- There are too few opportunities for pupils to work independently.
- Although the school promotes and monitors them well, overall attendance is poor and punctuality is unsatisfactory.

Commentary

15. The children in nursery and reception develop good relationships with the adults who work with them, and with each other. The school has good arrangements in place for the nursery children to begin attending school and for the reception children to be introduced to the full school day;

this means that they come into school happily and confidently. The children enjoy coming to school. They like to learn and most are beginning to concentrate well and persevere to complete tasks that are directed by the teachers.

16. Pupils have positive attitudes to their work and school life. Most settle down to work quickly and without fuss and continue working even when not directly supervised. They enjoy their learning and are generally interested and responsive. However, there are occasions when teachers have to work hard to keep pupils' minds on their learning. Pupils work well both individually and collaboratively and give willing help to colleagues who find the work difficult. However, there are too few opportunities for pupils to undertake independent research.
17. Behaviour is closely managed throughout the school and most pupils behave well, both in and out of lessons. This leads to an environment that is generally calm, settled and conducive to learning. Staff provide good role models and deal sensitively with any pupils who find it hard to behave well. This contributes much to the good relationships that exist between staff and pupils. Pupils also enjoy good relationships with their peers. Pupils from all ethnic groups work and play happily together and there is no evidence of any racism.
18. The provision for pupils' personal development, including spiritual, moral, social and cultural development, is good overall. The curriculum for personal, social and health education helps teach pupils to make the right moral and social choices as they grow in maturity. Visits from the school's liaison officer and other local services help support this further and other visits and visitors serve to widen their horizons. There are too few opportunities for pupils to develop a greater sense of responsibility. Pupils' spiritual development is well supported through assemblies and religious education lessons and through the sharing of experiences within their own faiths. Their cultural development is also well supported through this. Cultural diversity is celebrated within the school. Pupils learn about their own and other cultures, often from first hand experience. Pupils from all ethnic groups take part in Asian dancing and theatre groups have entertained and held theatre workshops. In conjunction with other schools within the 'Triad' (a local cluster of schools), pupils have enjoyed writing and poetry workshops.
19. Attendance last year was 92.7 percent, which is below the level at the time of the previous inspection – and is poor. The figures are affected to some degree by extended overseas visits by a few pupils but the underlying level is still unsatisfactory. However, there was no unauthorised absence. Punctuality, particularly of a few pupils, is unsatisfactory. The school works hard at promoting both attendance and punctuality and the headteacher is active on a daily basis reminding and encouraging parents of the need for regular punctual attendance.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	7.0	School data	0.0
National data	5.4	National data	0.4

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

Exclusions

There were no pupils excluded in the last school year.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided is good. Teaching and learning are good overall with very good features. The promotion of equality of opportunity for all pupils is excellent with the exception of provision for more able pupils in mathematics. Provision for pupils with specific learning needs and with English as an additional language is very good. The breadth and balance of the curriculum are good. There is good provision overall for pupils' support, care and guidance. Links with parents are good. The school's links with the community are good. Links with other schools are very good.

Teaching and learning

Teaching and learning are **good** overall, with some very good features, especially in Years 5 and 6. This is a great strength of the school in helping to raise standards.

Main strengths and weaknesses

- Teachers' good subject knowledge leads to good learning of basic skills and facts.
- Well-prepared lessons keep pupils focused on the task so that they learn at a good rate.
- In mathematics there is insufficient provision for more able pupils.
- Very good use of support staff has a positive impact on pupils' learning, especially for those with learning difficulties and those for whom English is an additional language.
- Assessment and recording procedures in the school are good but are not yet used consistently to help pupils understand how they can improve.

Commentary

20. In nursery and reception, the teaching assistants effectively support individual and group activities and make a significant contribution to helping the children to behave well and concentrate on the carefully planned learning tasks. All the adults help the children to feel secure, gain confidence and communicate well with others. Good arrangements are in place to check what the children know, understand and can do and the information is used to plan the next steps children need to take in their learning.
21. Teaching and learning across the school for pupils in Years 1 to 6 are good in most lessons, except in mathematics where there is insufficient provision for more able pupils and teaching and learning are satisfactory overall. The basic skills are taught well. This reflects the high priority that is given to providing in-service training for staff as well as the school's emphasis on supporting pupils in improving standards in English. Teachers have a very good understanding of how best to support pupils with special educational needs. They consistently employ good strategies to ensure that all pupils can access the curriculum. A focus on the development of subject-appropriate vocabulary is also in evidence in lessons in most other subjects; key vocabulary is shared with pupils, explained to them and reinforced throughout the lesson.
22. Teachers use very effective questioning and are aware when pupils are ready to make progress, raising challenging questions to push forward their thinking. Teachers include a good range of activities to consolidate and extend understanding. Staff work hard together to ensure that lessons are of a consistently high standard, that there is a focus on what pupils will learn, and that the process is thoroughly reviewed in the search for improvement. Lessons begin with teachers sharing their intentions with pupils. Often, as in literacy or numeracy, these aims are clearly displayed on the board as a permanent reminder to pupils. This means that pupils are very clear about what they are going to be doing, and teachers usually explain why and how as well.
23. In mathematics lessons, there was insufficient challenge and provision for more able pupils. In a small number of lessons the pace is sometimes a little too slow and this results in occasional

lapses of attention by pupils. Learning is still satisfactory, and new skills and knowledge are acquired.

24. Subject knowledge and understanding have been enhanced effectively by staff attending subject-based courses, or by having support from the local education authority to help in planning and teaching. Staff expertise is good in literacy and numeracy. Lessons focus on what pupils will learn and the skills they will use to learn effectively. In many numeracy lessons this involves pupils explaining the strategies they have used to reach their answers
25. Teachers have developed very good relationships in the classroom, which lead to better motivation and increased learning. Very good relationships are a very strong feature of the nursery and reception classes. Staff use praise well to encourage all pupils. In a Year 5 lesson in ICT, the teacher quickly established a very good purposeful working environment by using skilfully prepared questions, which captured pupils' imagination as well as challenging them to think. Progress was rapid as a result.
26. Pupils with learning difficulties, pupils with behavioural problems or more able pupils are all well supported and make equally good progress as their peers, except in mathematics where insufficient provision is made to ensure pupils are challenged. Support assistants prepare their strategies well in conjunction with the teacher and have clearly defined roles. They often sit near pupils who are experiencing problems, and help them during the first or final parts of the lesson. This is especially effective in many English and mathematics lessons. At other times, assistants and teachers will focus on helping groups who may be struggling to learn, or who need extra challenges in order to move them forward. Pupils' high standard of work on display is witness to the success of these strategies. Homework is used to enhance the learning in classrooms to a satisfactory level.
27. The provision for pupils for whom English is an additional language is very good. The English as an additional language learning support assistants work closely with the class teachers to develop the pupils' understanding and knowledge of the English language. They have very good relationships with the pupils, assess their needs and provide a very good programme of support. Pupils who are in the early stages of learning English are helped, through lots of experiences, to develop their spoken language and they make good progress. Good support is offered by classroom assistants who speak their mother tongue. As a result of the provision, the achievements of pupils with English as an additional language are good and equal to all other pupils.
28. There are clear and useful formal whole-school procedures for monitoring attainment and progress of all pupils. Class teachers' continuous assessment in literacy and numeracy is mainly good and well used. This is sufficiently informed by the demands of the levels of attainment of the National Curriculum. Targets for raising pupils' achievement are carefully identified on the basis of their prior attainment and used effectively to inform the grouping of pupils, and for tracking their progress, but this information is not clearly communicated to individual pupils to ensure they understand what they need to do to improve.

Summary of teaching observed during the inspection in 28 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	4	16	8	0	0	0

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

The curriculum

The quality of the curriculum is **good** overall. The range of activities outside of lessons is good. Accommodation and resources are satisfactory.

Main strengths and weaknesses

- The curriculum is well planned, making good links between subjects and using ICT skills well.
- Good enrichment of the curriculum promotes the pupils' enthusiasm for learning.
- Pupils with special educational needs are very well provided for and consequently make good progress and achieve well.

Commentary

29. Pupils achieve well in most subjects because there are consistent approaches to teaching the key skills of literacy and numeracy and to applying them across the curriculum. The school is committed to making cross-curricular links between subjects and this can be seen in the school's planning. This means that the pupils often have good opportunities to make connections in their learning. A good example of this is seen in the topic about travel agents being studied by the older pupils. As part of their work the pupils learn to read maps and plan routes to various parts of the world. They then simulate booking suitable flights to the destinations using relevant web pages from the Internet. The planning and use of ICT skills across the curriculum is now systematic. The overall planning of the curriculum has improved well since the last inspection.
30. Visits and visitors, together with the use of expertise and talents of staff, are used to create an interesting curriculum offered to all the pupils. This good enrichment of the curriculum promotes the pupils' enthusiasm for learning and contributes to their spiritual, moral, social and cultural education and personal development. Pupils are encouraged by the enhancement of the learning opportunities to have an awareness of cultures and their place in a multi-cultural and multi-ethnic society.
31. The school's staffing, accommodation and good resources contribute well to the quality of education. The school is now well resourced to deliver the planned curriculum for teaching ICT skills and has recently improved the outdoor play provision for the youngest children.
32. The provision for the children in the Foundation Stage means that they get a sound start to their education. The children have access to a range of well-planned learning activities. The classrooms are well organised and equipped and provide an interesting environment that encourages the children to become involved in the learning opportunities provided. The reception children have occasional use of the outside area shared with the nursery.
33. The school has a very inclusive approach and ethos. As a result all the learning opportunities are fully accessible to all pupils. Provision is very good for all pupils with special educational needs and with English as an additional language. This is because these aspects of school life have high priority and provision is led and managed very well. The pupils' needs are carefully analysed and the targets for improvement are quite specific so the support is carefully planned. Learning support assistants play an important part in supporting pupils to do as well as they can, especially in literacy and numeracy lessons. The teachers for those pupils learning the English language know the pupils very well and as a result they plan the work very carefully to help the pupils learn and make very good progress. Pupils who are gifted and talented have been identified and some special provision is made for them; however, there needs to be more challenge for the more able mathematicians.

Care, guidance and support

Overall, care, guidance and support are **good**. The school cares for the pupils well. The pastoral support provided is good and pupils are happy and thrive well in a safe and secure environment. Although pupils' views are considered, some opportunities are missed to involve and consult pupils.

Main strengths and weaknesses

- Staff look after the pupils well and provide good pastoral support.
- Relationships between staff and pupils are good.
- There are good systems in place to support and monitor pupils' personal and academic development.
- Good health and safety procedures lead to a safe school environment. Child protection procedures are good.
- Pupils get good support when they start in the school, particularly if this is not at the usual time.

Commentary

34. The pastoral support provided is good. The school is a warm and friendly place and pupils are happy and secure and enjoy their school life. Staff provide a high level of affectionate support and are sensitive to the individual needs of the children. Pupils find it easy to talk to them about any problems they may have, knowing they will get a sympathetic hearing. Such relationships significantly boost pupils' confidence and self-esteem. Personal development of the pupils is well promoted through the curriculum, assemblies, individual support and the high expectations that teachers have. Pupils get good academic support, including those with special educational needs.
35. The physical well-being of the pupils has a high priority. Child protection procedures are thorough and staff are briefed as necessary on individual cases. Where appropriate, the school involves social services and other outside agencies. Class teachers are very aware of the pupils within their charge and any concerns about them are identified so that early support can be given. Health and safety is well managed and regular inspections are carried out. Risk assessment is properly undertaken and emergency procedures are all in place.
36. The school has good arrangements in place for when the children start school. The children visit the nursery and when they transfer to the reception class they spend time in the class. Joint activities are often planned for the nursery and reception children. This means that when they start full time they come into school happily and confidently, and the start to the day is calm and positive. There are good arrangements in place for the day-to-day exchange of information between parents, carers and the school staff, and for the children to leave school safely in the care of a known adult. The adults know the children well and establish good relationships with them. This encourages the children to try hard and to behave well and promotes the sound progress and achievement seen.
37. Pupils who start at times other than the normal are welcomed into school and are well supported to enable them to become familiar with school routines quickly. Classmates help pupils to settle in and teachers soon identify any specific needs that the pupil may have. Transition arrangements help Year 6 pupils as they prepare for their move to secondary school.

Partnership with parents, other schools and the community

The school has a **good** partnership with parents and with the community and a very productive partnership with other local schools.

Main strengths and weaknesses

- Parents have positive views of the education provided by the school.
- The school works well in partnership with parents to ensure that the children have a secure start to school life.
- Although attendance at consultation evenings is quite low, parents make a generally good contribution to support their children's work both at home and at school.
- The school has good links with the local community that enhance pupils' learning and development.
- The school is benefiting from the efforts put into its work as a 'Leading School'.

Commentary

38. Parents who responded to the questionnaire have positive views of the school. They see their children liking school, being helped to settle in and well supported as they grow and develop. They find the school easy to approach and believe their children are taught well and treated fairly. The inspection findings support these views. On a less positive note, about one in five parents feels that the school does not seek or take their views into account and a similar proportion feels that the range of out-of-school activities is limited. The inspection supports the first issue since there is no clear avenue for parents to make their views known, such as through a questionnaire. It does not support the issue concerning out-of-school activities since, as well as after-school clubs, there is a good range of visits and visitors for the pupils. The inspection does, however, recognise that the lack of access to a playing field precludes some sporting activities that are usually found in a primary school.
39. The teachers of the nursery and reception children are readily available on a day-to-day basis to discuss with parents and carers any problems affecting the children. The parents are given clear guidelines on areas to help their children with at home and this many do with commitment and consistency. A number of parents give generously of their time to help in the nursery. The effective partnership between the parents and the school gives the children a sound start to school and makes a significant contribution to the progress and achievement made by the children. Regular formal reports are given and meetings are arranged to discuss the detailed progress made by the children.
40. In spite of relatively low attendance at parents' evenings, the majority of parents support their children's learning at home and at school well. About a dozen parents work regularly in school and provide help that the school on its own could not afford. Parents of nursery children are encouraged to stay to support their children. A significant proportion of parents hear their children read and help them with their homework. A voluntary group of parents help with the 'mother and toddler' group, and this enables the children to start their time in the nursery with increased confidence and skills. The school organises well-attended English classes for members of the community for whom English is an additional language and this enables parents to help their children more at home. Similar classes have also been organised in computing.
41. Community links are good overall. As well as organising the English and computing classes, the school also arranges visitors that assist pupils' moral and social development. Such people as the school nurse, the police school liaison officer and members of the fire service all help to develop social awareness and security consciousness in the pupils. A local football club provides coaching and the Out of School Club enables busy parents to fit school hours in with

their work schedule. The school annexe is currently being refurbished with funding from Sure Start to provide enhanced facilities for the school and community.

42. The school enjoys very close links with two primary schools as part of the Leading School initiative. The initiative enables teachers to share experiences and best practice and has led to a number of joint activities such as writing and poetry workshops, with pupils from the three 'Triad' schools working together in year groups. The close co-operation between the schools benefits teachers and teaching, and this impacts directly on the quality of education provided to the children.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are both good. The governance of the school is good and the governing body meets its statutory duties fully.

Main strengths and weaknesses

- The headteacher has a good understanding of the school and a clear vision of how to improve the quality of the pupils' education.
- There are very thorough processes in place for self-evaluation to monitor how well the school is performing and then planning to help raise standards.
- The staff work together as a very strong team that is focused on raising standards and helping pupils achieve.
- Governors know their school well and play an important part in its improvement.
- In all aspects of its work the school is successfully promoting inclusion and equal opportunities for all its pupils.
- The leadership and management for special educational needs, and for pupils for whom English is an additional language, are very good.
- The teachers responsible for the management and leadership of subjects play an important part in the planning and organisation of school improvements.

Commentary

43. Since the time of the last inspection there have been significant improvements. This is because of the headteacher's clear vision for the future, high expectations and his determination to involve everyone in raising standards. He works very closely with the deputy headteacher, who shares the vision and helps to achieve it. Together, the headteacher and deputy headteacher motivate the staff, governors and parents with their positive approach, and with their ability to make sure that planned improvements are seen through successfully. The senior leadership team, for example, have worked hard to improve arrangements for assessing pupils' attainment, the quality of teaching and the monitoring of pupils' progress. These policies are helping to improve the provision and to raise standards across the school.
44. Subject leaders work well and show their commitment to improving standards and provision. The management of their subjects is now good. Good management arrangements, such as regular opportunities to observe teaching and to monitor planning and pupils' work, enable subject leaders to be well informed about pupils' progress and to plan for improvements. When undertaking these processes of self-evaluation the subject leaders need to be clearer about strengths and weaknesses and give appropriate guidance to help make improvements.
45. The organisation and delivery of the Foundation Stage curriculum are soundly led and managed. The teacher has been in post only since January but has made a good start in identifying areas for improvement. She is working well with her colleagues to promote the provision of the curriculum for the nursery and reception children.

46. The governing body is fully involved in shaping the vision and direction of the school. It carries out its statutory duties well. Governors are well informed, through their regular contact with the headteacher, about all aspects of the school's work. They share fully in the school's commitment to raise standards, and are proud of its progress and very active in securing improvements. Governors are confident in their role and add challenge in order to improve the quality of pupils' education. They apply best value principles well to their work.
47. Good management successfully brings the school's shared vision and clear purpose to life. The arrangements for self-evaluation are rigorous and detailed. Governors and school staff draw on full and up-to-date information about pupils' attainment, for example in literacy and numeracy, to track progress and identify areas for improvement. Teachers have consistently worked on the quality and range of pupils' writing. As a result of carefully planned action, standards in writing are improving and the use of writing across the curriculum is a particular strength. Procedures for the professional development of staff are good and closely linked with agreed priorities for improvement. The quality of teaching and learning, the quality of relationships and the positive ethos enable the school to make a very valuable contribution to the lives of its pupils. Very detailed and secure financial management underpins the school's planning for improvement.
48. The school is closely linked to two other schools as part of a local initiative to share good practice intended to help raise standards. Those links are very good and provide carefully planned opportunities for subject leaders and other staff to share ideas that will help to improve provision in all the schools.
49. The success in bringing about inclusion and equality of opportunity are strengths of which the school is proud. Pupils with special educational needs and those for whom English is an additional language are enabled, by means of the very good provision, to share in the achievement of all pupils. Pupils from different ethnic backgrounds interact as members of a single school family, supporting one another and taking pleasure in each other's achievements. This reflects the school's complete commitment to inclusion and the skill of teachers, support staff and governors in achieving it.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	583865
Total expenditure	572349
Expenditure per pupil	2578

Balances (£)	
Balance from previous year	19832
Balance carried forward to the next	31348

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

50. The provision for each of the areas of learning is **satisfactory**. There are significant strengths in the provision for the children to gain communication, language and literacy skills, enabling them to make good progress and achieve well in speaking, understanding and reading in English.
51. When the children enter the school, their attainment is wide ranging but taken overall it is broadly below average in most areas of learning and well below in communication, language and literacy. This is because the majority of children come into school with English as an additional language and have to learn to speak in English before they can fully access the learning opportunities offered. The children achieve satisfactorily overall and about half of them reach the goals in all the six areas of learning. This is below what is found in most schools, reflecting the impact of children entering the school without much English. Good achievement is seen in the way in which the children learn to communicate in English with each other and with adults.
52. The **teaching** of the reception children is **satisfactory** overall with a number of significant strengths enabling the children to make a sound start to school. The teachers and their assistants plan the learning activities carefully to ensure that there are opportunities for the children to have access to all six areas of learning and especially in learning to speak and understand English. The teaching of basic skills is carefully planned and delivered and this results in the sound progress seen in learning to read and to count. The teaching assistants support individual and group activities and make a significant contribution to helping the children to behave well and concentrate on the planned learning tasks. All the adults help the children to feel secure, gain confidence and communicate well with others. Good arrangements are in place to check what the children know, understand and can do and the information is used to plan the next steps children need to take in their learning.
53. The Foundation Stage is soundly led and managed. The teacher in charge is working well with her colleagues to enhance the provision and development of the curriculum for the children. She has a clear vision of how the provision for the youngest children can be further improved to promote the progress of the children, but has only recently taken responsibility for the whole Foundation Stage.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- The children develop a good understanding of how to behave and look after themselves in school.
- Occasionally opportunities are missed for the children to develop independence.

Commentary

54. The children settle quickly and happily when they come into school because all of the adults make sure that the children have a clear understanding of what is expected of them. As a result the children develop positive attitudes to taking care of themselves and to learning. The teachers and their assistants have high expectations that the children will behave well, which they do, and most persevere well with teacher-led tasks. They know the routines well on entering the classrooms. For example in the nursery they find their name badges and pin them to the day board, and in the reception class the children put their reading folders away and

organise their dinner boxes. Secure relationships develop between the adults and the children, and the children are beginning to speak confidently to adults and to each other. Their personal and social skills are soundly developed because they are provided with a range of opportunities to play together. Some opportunities are missed for the children to develop more independence in selecting and carrying out activities.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Children achieve well in learning the basic skills of listening, speaking and reading.
- There is insufficient opportunity for the children to develop independence in their learning.

Commentary

55. When the children enter the nursery the majority of them do not have English as a mother tongue. The teacher is multi-lingual and uses her skills well to explain to children what is expected of them. She assesses the children in their home languages and encourages them in the acquisition of English. This good work is continued in the reception class where an emphasis is placed on the continuing development of children's speaking and comprehension skills.
56. In both classes the children are given opportunities to respond to events in stories, and adults extend children's vocabulary well through question and answer sessions. There is a good range of role-play opportunities for the children to use; however, on occasions opportunities are missed to engage children in conversations so that they begin to explain how things work and their reasons for choices. The teachers and their assistants develop and build on the children's early reading skills through the sharing of books and stories and the teaching of the sounds that letters make. By the end of the reception year a good number of children read simple books accurately but are not yet able to retell stories they have read. Writing skills are taught systematically so that children learn to form letters correctly and to spell a basic vocabulary of key words. There is insufficient emphasis on developing the children's confidence to 'have a go' and develop independent writing skills by trying to spell words for themselves.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **satisfactory**.

Main strengths and weaknesses

- Children are learning the basic skills of counting and recognising numbers.
- The assessment of the children's progress provides clear information.

Commentary

57. The children make sound progress and achieve satisfactorily in acquiring basic numeracy skills because the teachers use the children's natural enthusiasm for counting and using numbers. For example, when waiting for the bell to ring for the end of the day the children see how far they can count and with the teacher they count confidently to 20. Together with the teaching assistants the teachers provide a variety of activities and resources to extend the children's knowledge and understanding of number patterns and the early stages of addition and subtraction. In the nursery, children work with the teacher to count and match items one to one as they sing and count. Children in the reception class find learning fun when they learn to recognise a three-dimensional shape such as a cone and enjoy decorating a paper cone to

make a hat or a snowman. An emphasis on the correct use of language enables children to acquire new words to use in number activities and this helps to ensure that they make steady progress in gaining mathematical understanding. By the end of the reception year children have a basic vocabulary to describe mathematical features such as 'shorter' and 'longer' and to identify the properties of simple two- and three-dimensional shapes. The assessment of the children's knowledge and understanding of numbers is carried out carefully and is used to plan the next steps in learning.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- The teachers plan the learning activities carefully to give access to the strands within this area of learning.
- The children are making good progress in learning to use computers.

Commentary

58. The teachers and their assistants ensure that there are opportunities for the children to work in each of the different strands within this area of learning. The youngest children think about the care that babies need and relate it to their own experiences. Visits and visitors enhance their learning, as, for instance, when the children visit the Sea Life Centre. The teacher follows up this visit by providing a delightful water tray full of (plastic) sea creatures and the children enjoy fishing them out and exploring the coloured gravel. In the nursery a wide range of materials is displayed for the children to touch and experience different surfaces. The children use the computers to support their learning in areas such as reading and artwork and confidently control the mouse to point and click. The children have opportunities to learn about the customs of different religions, cultures and traditions and to take part in events celebrating festivals such as Pancake Day and Christmas.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

Main strengths and weaknesses

- A good range of activities is planned to develop both fine and large movement skills.
- On occasions, teachers over-direct the children and this limits opportunities for them to explore movement, climb and balance for themselves.

Commentary

59. In the nursery, the children use wheeled vehicles to learn to steer and pedal and show a good awareness of space. They have opportunities to climb and balance using the play equipment on the new soft surface but these sessions are often over-directed by the teachers. The children have weekly physical education lessons in the school hall where they take part in ring games and move to taped music. They enjoy this and generally can follow instructions, and respond well when asked to move in a variety of ways. The reception children can dress and undress independently and the nursery children are making good progress in learning to put their shoes and socks on and off. They have opportunities to develop fine manipulative control when they use pencils and scissors with care and precision and to join and fix when using construction toys and kits.

CREATIVE DEVELOPMENT

Provision in creative development is **satisfactory**.

Main strengths and weaknesses

- The resources are well prepared and provide a wide range of activities.
- Occasionally opportunities to extend the children's creative development in the role-play areas are lost.

Commentary

60. The teachers provide a wide range of experiences that the children enjoy, for example in art, story and imaginative play. The children also have some opportunities to listen, participate and respond to a range of music. The children know a range of colours and they enjoy painting portraits of themselves as babies. Materials such as sand and water are available for the children to explore and particularly popular at the moment is the opportunity to fish for sea creatures. Generally, the children enter into using the role-play areas well but because some children are at an early stage of learning to speak and understand English they are limited in their ability to act out stories or situations independently. Further opportunities could be made of the well-equipped home corners to develop children's language and social skills through role-play. The outdoor area has recently been improved; however, at present adults occasionally over-direct the children and this limits their opportunities for creative play.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

The provision for English is **good**.

Main strengths and weaknesses

- Pupils achieve well so that standards are average by time they leave.
- The quality of teaching and learning is good.
- Pupils need to be more involved in understanding their own progress and targets for improvement.
- Pupils' attitudes to learning are good.
- Good subject leadership has brought about improvement since the previous inspection.
- The use of writing in subjects other than English is good.
- Reading is taught systematically and standards in spelling are good.
- Pupils are good at listening but need to improve their speaking skills.

Commentary

61. Pupils' attainments in English are generally well below average on entry to the school. Pupils achieve well in English and by the end of Year 2 standards show an improvement year on year. Higher attaining pupils are doing well in reading so that the percentage achieving above expectations is similar to all schools nationally. Progress is good so that by the end of Year 6 the standards are in line with the national average. These improvements from the last inspection are the result of improved teaching and better use of assessment information to guide planning, as well as to track pupils' progress over time. There is very good provision for pupils for whom English is an additional language so they make good progress in speaking, reading and writing.

62. Pupils in Years 1 and 2 achieve well so the standard of work in Year 2 is average overall. The focus on improving writing is beginning to bring about the improvements expected by the teachers. Pupils' work is planned well and teachers expect the most from all their pupils. Writing test results in 2003 were well below the national average and below those of similar schools. The current Year 2 has a majority of pupils for whom English is an additional language. They are learning to read well and will achieve the expected standard but their written work is still below the national average overall. Standards in listening are in line with expectations throughout the school but the standards in speaking are below average amongst the younger pupils. Despite the fact that many of them were at an early stage in learning English when they started school, by the time they leave at the end of Year 6 most pupils reach average standards in speaking and listening. Pupils listen and converse confidently and show good consideration for the speaker.
63. Reading is taught thoroughly so that pupils build on the skills learned in Years 1 and 2. Most pupils enjoy reading and know several ways of finding out what the unfamiliar words are. A discussion with older pupils shows that they can read independently, have access to a wide choice of appropriate literature and can talk with knowledge about their favourite authors. Often the pupils' vocabulary is restricted through lack of experience and this lowers standards in writing. The overall standard of spelling is good and pupils confidently use dictionaries when necessary. Teachers are good at helping pupils to learn to use correct grammar and spelling. Handwriting is consistently taught and teachers' expectations of handwriting and presentation are good so all pupils develop a legible and joined style. However, more care should be taken when pupils are learning to write to ensure they develop a suitable pencil grip that will help their control and fluency.
64. Teaching and learning are good throughout the school. Lessons are planned carefully with clear purposes, and teachers make sure that pupils understand what they are going to learn. Support staff know what is expected of them and they make a very important contribution to pupils' learning. Pupils with special educational needs and those with English as an additional language make good progress because of the extra help they receive. Teachers manage pupils' behaviour very well and as a result pupils settle to work readily and quickly. Teachers are good at using imaginative ideas to interest and motivate the pupils to improve their writing. Older pupils discuss and present their arguments about several sensitive issues in well-presented written work. After a very skilled introduction pupils wrote the beginning of a suspense story that would readily interest and engage the reader and showed their growing confidence in the use of the written language. The good use of assessment information helps to make sure that teachers focus on the targets they have set for individuals and for groups of pupils. This makes teaching more effective and is helping to push up the standards achieved. Pupils need to be more involved so they fully understand their targets and use them to focus on their own improvement.
65. There is very good support for pupils for whom English is an additional language. These pupils achieve highly and make good progress as they move through school. With the help of the support assistants they focus on the skills and ideas being taught in the lessons and are able to join in and achieve as well as other pupils. Regardless of differences in attainment, ethnicity or background, all pupils work very well together and are appreciative of each other's achievements. This reflects both the quality of teaching and the school's success in implementing its policies for inclusion.
66. Leadership and management are good. The subject leader is well informed through systematic monitoring of teaching, pupils' work and the detailed tracking of pupils' progress. The careful analysis of results provides good information about what is working well in the subject and what needs to be improved. The school uses this information very well to build on strengths and target areas for improvement. This has raised standards, for example, in the range and quality of pupils' writing.

67. Progress since the last inspection is good. In addition to the National Literacy Strategy providing the needed structure the school has introduced a more thorough process of marking and assessment. Handwriting is much improved so the majority of the older pupils now have legible and joined style

Language and literacy across the curriculum

68. The National Literacy Strategy has been fully implemented and there are many well-planned and exciting activities in which pupils use their reading and writing skills in other subjects. Teachers often encourage them to make their own choices about how they present their work in subjects, such as science, history, geography and religious education. There are good links to ICT in publishing different kinds of writing such as poetry or in science. Teachers consistently use good questioning across the subjects to encourage pupils to discuss ideas and to extend their answers. This also helps to improve the standard of pupils' writing as well as speaking.

MATHEMATICS

Provision in mathematics is **satisfactory** overall.

Main strengths and weaknesses

- Achievement of average and below average pupils is good, most reaching the expected levels by the ages of seven and eleven.
- The provision for more able pupils in mathematics is unsatisfactory.
- Individual pupils do not get sufficient information about what they can do to improve their learning.
- The teaching and learning of basic numeracy skills are good.
- The pupils enjoy mathematics, concentrate well, try hard and cover a lot of work.
- Leadership and management of mathematics are good.
- The use of ICT skills to support learning in mathematics is good.

Commentary

69. The majority of pupils enter Year 1 with below average levels. As the pupils move through the school they achieve well in acquiring basic numeracy skills and most pupils reach the expected levels by the ages of seven and eleven. This is a similar picture to that at the time of the last inspection. However, few pupils achieve the higher levels because the work is not pitched at a sufficiently challenging level for the more able pupils soon enough and overall the standards achieved are below national averages.
70. The teaching of mathematics is generally well organised and the teachers have high expectations of the pupils to work hard and carry out the work that is planned. Several good lessons were observed during the inspection but overall the quality of teaching is only satisfactory because although the pupils are grouped according to ability the teachers do not always match the work well to their needs. Whilst teachers make good use of the regular assessment information to plan further work they do not consistently make it clear to pupils how they can improve. The pupils have enthusiastic and positive attitudes towards their mathematics lessons. Teachers successfully help pupils to become confident in calculation and this results in the pupils achieving good understanding of numbers, number patterns and how to carry out basic calculations using the four rules. Good use is made of homework to support, reinforce and extend the learning.
71. Overall the subject is well led and managed. The co-ordinator has a clear understanding of the weaknesses in the teaching and learning in mathematics and has plans in place to raise standards further. These include the provision of more opportunities for the pupils to use and apply the skills they have learned in investigative tasks; at present these are limited. The school

is now well resourced to deliver the planned curriculum for teaching ICT skills, and opportunities to use these skills in mathematics are extensive.

72. Throughout the school the mathematical vocabulary is effectively developed and the pupils have a good recall of number facts and knowledge of times tables. They develop speed and accuracy in their calculation of numbers and have a good understanding of place value.

Mathematics across the curriculum

73. Throughout the school there are good opportunities for pupils to use and develop their mathematics in other subjects. In Year 5 they use graphs and tables to record data such as the changes in temperature as water cools and the depth of water in a tidal river. Year 4 also make good links with geography when they practise using compass directions to follow a route. Good use is made of ICT skills as the pupils have regular access to mathematical programs which link to the National Numeracy Strategy.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Overall standards in science are in line with the national average. This represents good achievement considering pupils' low starting points when they enter the school.
- Good teaching helps pupils to make good progress.
- Pupils' behaviour and attitudes are good.
- Leadership and management are very good.

Commentary

74. Teachers plan their lessons carefully, matching the aims with appropriate resources and activities. They make good use of teaching methods from the National Literacy Strategy. Lessons start with teachers telling pupils what they will learn, and how this fits in with their previous learning. Pupils are able to reflect on what they have learnt at the end of lessons, when teachers ensure that key points are shared. Teachers use good examples to illustrate points and provide clear explanations. They structure learning effectively, which results in pupils making good gains in their knowledge and understanding. For example, in a Year 2 lesson on electric circuits, pupils started by making a successful circuit to light a bulb. In a Year 6 lesson about the growth of plants, pupils enjoyed the challenge of the quick-fire questions, and were able to describe what things they had learnt. All pupils make good progress, including those with special educational needs and those for whom English is an additional language. Good support for these pupils is provided by well-matched activities and effective guidance and support from teachers and classroom assistants.
75. Pupils enjoy science. They handle equipment carefully and safely. Teachers make lessons exciting and fun, which helps pupils feel that they can succeed. In a Year 5 lesson about how materials change as a result of heat, the pupils and teacher shared their fascination, when they recorded the temperature changes as ice melted. Relationships between teachers and pupils are good. Pupils work well together, sharing tasks and equipment. This reflects both the quality of teaching and the school's success in implementing its policies for inclusion.
76. There is very good support for pupils with learning difficulties and for whom English is an additional language. These pupils achieve very well and make good progress against their previous levels of attainment. The support assistants help them to focus on the skills and ideas being taught in the lessons and ensure they are able to join in and achieve as well as other pupils.

77. The subject leader has established clear priorities to raise standards. The good improvements from the last inspection are the result of improved teaching and better use of assessment information to guide planning. These are based on her good monitoring of science across the school, through lesson observations, and looking at pupils' work and teachers' planning. Assessment in science is good, enabling pupils' progress to be tracked throughout the school, to help teachers target learning more effectively.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

78. Although only one lesson was seen in ICT it is clear that the subject has a very secure place in the school's curriculum, and is well integrated into learning across other areas of the curriculum. In the Year 6 lesson seen the standards of ICT skills were above those expected nationally. The teaching reached a good standard, the lesson was well planned and managed and resulted in the pupils achieving well. The pupils demonstrated confidence and competency because the work was well matched to their needs; it had good pace and challenge for all of the pupils. Year 5 pupils were also observed working with computers and reached a good standard of attainment. Throughout the school work is well displayed, showing the links made to other areas of the curriculum, and the pupils talk enthusiastically of how they have achieved various outcomes. The subject is well led and managed by the co-ordinators and senior staff. Since the last inspection, provision for teaching ICT skills and the standards achieved have improved. A well-equipped computer suite has been established and a great amount of in-service training carried out with teachers who are confident and competent in using and teaching ICT skills. Teachers also share their expertise with those in the partner 'Triad' schools.
79. The skills and knowledge displayed by pupils throughout the school and the sample of work seen show that standards are in line with those expected by the age of seven and above those expected by eleven. Around the school there are many examples of work showing that the pupils' ICT skills are developing at a good rate as they move from class to class. In Year 1 pupils discover pictures of musical instruments from the Internet and print them out. Year 2 pupils produce very attractive symmetrical designs using a paint program. As the pupils move through the school they develop good word-processing skills and by Year 4 they confidently add a background and are able to change the style, size and colour of their writing. They can insert borders and pictures from *Clip art*. In Year 5 the pupils extend their skills by taking pictures with digital cameras and importing them into their work. They competently enter data into a spreadsheet and select the correct commands to add titles and convert their findings into line graphs.

Information and communication technology across the curriculum

80. The ways in which the school makes good use of ICT across the curriculum and consistently builds it into the planning for a wide range of subjects are a strength of the school. Throughout the school the pupils develop their skills in word processing and use these to write accounts, stories and poems, choosing the format that is the most appropriate and editing their work. The school is using a mathematical program that complements the National Numeracy Strategy and gives pupils regular access to practise basic skills. In Year 3 the pupils make good use of the Internet to research Anglo-Saxon artefacts using the British Museum site. By Year 6 the pupils can use the Internet to model world-wide journeys as they search for information on flights and enter costs and details into a database.

HUMANITIES

Geography and history

81. Inspectors saw one lesson in **history** and a lesson in **geography**, but there was too little evidence to make judgements on the standards achieved or the quality of teaching.
82. Teachers' planning and pupils' previous work in history and geography show there is a well-planned curriculum, with educational visits to improve their understanding of the subjects. When planning these subjects teachers follow the school framework so there is a series of lessons over a half term for geography then a half term of history. Pupils' work and photographic evidence show just how much the pupils have enjoyed their work on the Tudors. They dressed up in Tudor costumes and lived and worked in a Tudor house for a day. In discussion with Year 4 pupils they expressed their interest and enjoyment in both history and geography because they felt the teachers had good subject knowledge and they enjoyed learning about different parts of the world. In one of the lessons seen the teacher used all her skills, personal experience and well-organised resources to captivate the pupils. They showed good progress when they then undertook personal research to find out information about buildings, styles of architecture and the Victorian era. Teachers use such resources well to bring history and geography 'alive' for the pupils. Similarly the teaching seen in geography used the pupils' knowledge of the weather and the symbols used after watching a video of weather forecasting.

Religious education

Provision in religious education is **good**.

Main strengths and weaknesses

- Learning is good and benefits from good links with other subjects of the curriculum.
- Pupils with special educational needs and with English as an additional language work hard and are well supported by their teacher and classroom support assistants.
- There are very good opportunities to gain an understanding of the diversity and richness of different cultural traditions.

Commentary

83. Standards are in line with those expected for Year 2 and Year 6 pupils. Examination of pupils' work and displays, and discussions with younger pupils indicate their knowledge and understanding of the subject meet the expectations of the locally agreed syllabus.
84. In Year 2, pupils understand different faiths have their own traditions, learning about some of the similarities and differences between Sikhism, Islam and Christianity. By Year 6, pupils recognise other beliefs and traditions of different faiths including Hinduism, Judaism, Buddhism, Sikhism, Islam and Christianity. They develop a respect and understanding for the many different traditions and faiths represented in their own community.
85. The emphasis on giving information and developing pupils' understanding through the teacher using clear and focused questions is good. In good lessons the teacher provides suggestions to extend pupils' ideas in paired and group discussion and gives a set time for this to be accomplished. These strategies enable pupils to contribute to the lesson effectively. They assist pupils to draw conclusions from the discussion and contribute well to the report back session which clearly focus on what they have learned. They make very good progress in relation to their starting points.

86. Teachers' subject knowledge is good and the scheme of work supports their teaching very well. The school sensitively develops pupils' awareness of other faiths, cultures and traditions and has a good range of resources including video material which is used well.
87. The use of ICT is good and pupils use their skills well when researching information about all religions.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design and design and technology

88. No art and design lessons were seen during the inspection. One design and technology lesson was seen and a relatively small amount of pupils' work was available for scrutiny. Therefore it is not possible to make secure judgements on the quality of teaching and learning or standards of work in the subject. Pupils' work seen indicates there is an appropriate range of experiences and tasks made available by the school. The pupils also have opportunities to make their own choices and evaluate their own work and that of others.

Music

89. No lessons were seen in music. The school is partially using the national guidelines to plan work in music together with its own scheme of work and this means that the pupils have access to a carefully planned and organised music curriculum. Music is well used to promote the pupils' spiritual, social and cultural education and it contributes well to the personal development of the pupils. The pupils enjoy taking part in performances for parents, carers, and friends of the school and pupils talked enthusiastically about how they had participated in performances at Christmas time.
90. The pupils reach a good standard of singing. In this they are very well supported by the expert piano accompaniment provided by the headteacher. The pupils enjoy singing and know a good range of songs. They sing tunefully and pay good attention to phrasing. The younger pupils gave a delightful rendering of the song *Okki Tokki Unga*, accompanying their expressive singing with actions. As the pupils move through the school there are opportunities for all pupils to play the good range of percussion and tuned instruments that are available. Violin lessons are provided. There is an after-school music club for pupils to participate in and recorder classes are also offered. There are occasions provided for the pupils to listen to and appraise music from a range of traditions and cultures. For example, the local education authority string, brass and woodwind ensembles, play for the pupils annually and the school has a connection with a steel band who are to perform in school next term.

Physical education

91. Lessons were timetabled in all classes during the inspection, covering dance, gymnastics and outdoor games, and pupils in Year 5 went swimming. Owing to the planned priorities for the inspection, it was not possible to see any of these lessons.
92. The pupils enjoy physical education and the school values all the opportunities for activity and sport. The resources are good but the hall is too small for a very energetic lesson. Outside the hard surface provision is adequate but there is no readily accessible grassed area so it is difficult to provide the full range of opportunities. There is an annual residential visit where pupils can experience adventure and other physical activities.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

93. Two lessons were seen in personal, social and health education and citizenship and both had significant strengths. The teachers have good class management skills and forge good

relationships with the pupils. Throughout the school this area of learning is managed well and planned carefully in the curriculum and makes a strong contribution to pupils' behaviour and the school's ethos. Teachers value what pupils think and feel, helping pupils to develop their self-esteem. The teachers listen carefully to pupils' ideas and show that they appreciate them, and the pupils like the opportunities for talking about their opinions. Too few opportunities are provided for pupils to express their views about the school

94. A particular strength of the school is the way in which children from a wide range of ethnic and cultural backgrounds work and play together. Lessons and assemblies very well foster this aspect of the school's life. For example, in Year 6 the pupils are taking part in a cross-curricular topic on the theme of 'One classroom, many faiths and talents'. The pupils spend time discussing and learning and thinking about the things they have in common and their differences.
95. The school takes very seriously its responsibilities in preparing the pupils to develop an understanding of society and the part they can play in it. As part of this work there is a regular programme of visits from the school's police liaison officer who supports the school in covering a wide range of topics including bullying, road safety, 'stranger danger' and wider community issues of litter, vandalism and drugs awareness. Recently all pupils have designed posters that are to be used throughout Sandwell to combat the litter problem.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	4
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	6
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils' needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	2
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	3

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