

INSPECTION REPORT

TENTERFIELDS PRIMARY SCHOOL

Halesowen

LEA area: Dudley

Unique reference number: 103794

Headteacher: Ms Shelagh O'Loughlin

Lead inspector: Ms Bogusia Matusiak-Varley

Dates of inspection: 3 – 6 November 2003

Inspection number: 258094

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 to 11 years
Gender of pupils:	Mixed
Number on roll:	326
School address:	Halesowen West Midlands
Postcode:	B63 3LH
Telephone number:	01384 818560
Fax number:	01384 818566
Appropriate authority:	The governing body
Name of chair of governors:	Martin Powell
Date of previous inspection:	25 February 2002

CHARACTERISTICS OF THE SCHOOL

Tenterfields Primary School is a large primary school situated in the town centre of Halesowen in Dudley in the Black Country. The school has a 45-place nursery. There are 326 pupils in the school aged 4 to 11 years. Three per cent of pupils are entitled to free school meals (well below average), although this is not a true reflection of pupils' eligibility. Fourteen per cent of pupils are on the register of special educational needs (below average), one child has a statement of special educational need. Five per cent of pupils are from different ethnic minority backgrounds but are competent speakers of English. The school has recently received an Activemark for sports development, Artsmark for its development of the creative arts and Healthy Schools Award for its development of healthy eating habits with the pupils. The school premises are used by the local community for out of school care and brownies, playgroups and parents and toddlers meetings. In 2002 the school was placed in the category of serious weaknesses.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
19938	Bogusia Matusiak-Varley	Lead inspector	Science Music Religious education
19361	Keith Ross	Lay inspector	
14997	Valerie Emery	Team inspector	Foundation Stage Art and design Physical education
11642	Carol Parkinson	Team inspector	Special educational needs English as an additional language English Geography
10611	Martin James	Team inspector	Mathematics Information and communication technology History

The inspection contractor was:

Altecq Education Limited
102 Bath Road
Cheltenham
Gloucestershire
GL53 7JX

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a rapidly improving school which provides a good quality of education for its pupils and no longer has serious weaknesses. The school is in a strong position to continue to improve because of the **good quality of teaching** and **good leadership and management** of the headteacher and key staff. Standards are rising, **pupils achieve well** in relation to their prior attainment and the school provides **good value for money**.

The school's main strengths and weaknesses are:

- All pupils achieve well and standards are rising.
- Average standards attained in Year 2 and Year 6 in speaking and listening, writing and mathematics could be higher.
- Provision in the Foundation Stage of learning is very good.
- Too few opportunities are provided for pupils to develop their writing in different subjects.
- Pupils with special educational needs achieve well and are well catered for.
- The quality of teaching is good overall, with examples of very good teaching.
- Support staff make a very valid contribution to pupils' learning.
- Assessments in science and non-core subjects have weaknesses.
- The school is well led and managed by a dedicated headteacher and key staff.
- The school is inclusive in all of its practices and pupils are well cared for. They have good attitudes to learning because of the very good range of extra-curricular activities, visits and visitors.
- Risk assessments need to be more rigorously undertaken.

There has been good improvement since the previous inspection in February 2002 when the school was found to have serious weaknesses. In spite of many obstacles, the headteacher has created a highly effective team of hard working and professional staff. All of the key issues from the previous report have been addressed well. Strengths identified in the previous inspection have been maintained and standards have improved in mathematics, information and communication technology (ICT), art and design and design and technology. Teaching has improved and all was observed by inspectors to be at least satisfactory.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	A	B	B	B
mathematics	C	B	B	A
science	C	A	A	A

*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 6.*

Standards are rising and pupils' achievements are good. The 2003 test results show that, by the end of Year 6, pupils attained above average standards in English and in mathematics, and well above average standards in science. In comparison with similar schools, standards were above average in English and well above average in mathematics and science. In Year 2, standards were above average in reading, writing and

mathematics, and were average in science (based upon teacher assessments). When compared to similar schools, standards were above average in reading, writing and mathematics. This year, Year 2 and Year 6 groups have a high percentage of pupils who are below average attainers and who have special educational needs. Inspection findings show that pupils achieve well in relation to their prior attainment and standards overall are in line with national averages at the end of Year 2 and Year 6, with the exception of science in Year 2 when they are above average. Children in the Foundation Stage achieve well and attain the early learning goals in all areas of learning from a low level of attainment on entry to the nursery. **Pupils' attitudes, values and personal qualities are good overall due to good provision made for their spiritual, moral, social and cultural development.** Pupils enjoy school and give of their very best because they are valued by their teachers.

QUALITY OF EDUCATION

The quality of education provided is good. Teaching is good with very good features. The headteacher has created an effective team of hard working professional colleagues who are dedicated to the pupils in their care. Their good use of assessment in English and mathematics is helping raise standards. The learning opportunities offered are good for all pupils, including the children in the Foundation Stage. Nursery provision is very good. The curriculum is very well enriched by visits and visitors, but too few opportunities are provided for pupils to use their writing skills across the subjects they study. Pupils receive good care and support and they are well looked after. The school treats everyone as being special and ensures that personal successes are celebrated and shared. The school has very good links with parents and has forged strong and effective links with other schools in its community to the benefit of pupils.

LEADERSHIP AND MANAGEMENT

The headteacher has led and managed the school well during a time when it faced many difficulties. She has won the hearts and minds of staff, pupils and parents, and has restored confidence in the school. She is ably supported by her deputy and key staff. The governance of the school is satisfactory. Governors fulfil their statutory duties and are very supportive of the school but need to ensure that they become more rigorous in analysing the cost-effectiveness of their spending decisions on the standards attained by the pupils. Subject co-ordinators fulfil their duties well and work hard to raise standards in their subjects.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very happy with the school and pupils feel valued. They know that their opinions are taken seriously and that staff are approachable. Pupils with behavioural difficulties value the support they get from their mentor.

IMPROVEMENTS NEEDED

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

- Raise standards of speaking and listening and writing throughout the school.
- Ensure that more rigorous procedures for assessment are developed in science and foundation subjects and that information gained is reflected in end of year reports.
- Formalise procedures for whole-school risk assessment.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Standards are rising, as evidenced by 2003 test results. Pupils' achievements are **good** and pupils are prepared well for secondary school.

Main strengths and weaknesses

- Pupils' achievements are good throughout the school.
- Standards are rising as evidenced by the 2003 national tests where, overall, pupils in Year 6 achieved above average standards.
- Standards in speaking and listening, experimental and investigative science in Year 6, and in non-core subjects, whilst average overall, could be improved.
- Standards in the present Year 6 in English are below average due to a high percentage of pupils who have learning difficulties and special educational needs.
- Children in the Foundation Stage of learning achieve well in relation to their prior attainment, and in personal, social and emotional development, they exceed the early learning goals.
- There are weaknesses in the use of literacy across the curriculum, pupils' writing is not well promoted across different subjects and this limits their skills development.

Commentary

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

Standards in:	School results	National results
reading	16.9 (15.3)	15.7 (15.8)
writing	15.8 (14.3)	14.6 (14.4)
mathematics	17.1 (14.9)	16.3 (16.5)

There were 45 pupils in the year group. Figures in brackets are for the previous year.

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

Standards in:	School results	National results
English	27.5 (27.8)	26.8 (27.0)
mathematics	28.3 (28.0)	26.8 (26.7)
science	30.4 (30.2)	28.6 (28.3)

There were 49 pupils in the year group. Figures in brackets are for the previous year.

1. The school has worked very hard at raising standards and this is reflected in the 2003 national tests where, by the end of Year 2, pupils achieved above average standards in reading, writing and mathematics and average standards in science. By the end of Year 6, the national test results show that above average standards have been maintained in English and mathematics and in science, standards were well above average. In comparison with all schools nationally, based upon prior attainment, pupils' standards were above average in English and well above average in mathematics and science.

2. In the infants, over time, the performance of pupils exceeded the national averages in reading and writing and fell below the national average in mathematics. Boys did better than girls in reading. In the juniors, the performance of pupils exceeded the national averages in all core subjects over time and there was no difference in attainment by gender.

3. The contributory factors to the improved standards are:
 - the effective implementation of performance management;
 - improved assessment procedures and their use in English, mathematics and science;
 - rigorous analysis of teaching and learning;
 - good implementation of intervention strategies that have a positive impact on raising standards;
 - good use of support staff, especially in helping pupils in the infants master basic skills of reading, writing, spellings and number work;
 - teaching staff's high expectations in ensuring that pupils are pushed to the limits;
 - effective implementation of the literacy and numeracy strategies;
 - improved resources in English, mathematics and science;
 - good leadership and management of the headteacher and co-ordinators in creating effective teams committed to raising standards.

4. Inspection findings present a slightly different picture to the national tests results. The present composition of pupils in Year 2 and Year 6 has a high percentage of pupils who are below average attainers and who have special educational needs. This depresses the standards attained at the end of Year 2 and Year 6. The school met its targets for literacy and numeracy in 2003. Targets set for 2004 standard assessment tests in English and mathematics are realistic and challenging enough and it is very likely that, with continued good teaching, they will be achieved.

5. In English and mathematics, by the end of Year 2, pupils attain average standards. They attain above average standards in science. In other subjects, pupils attain average standards and achieve well in relation to their prior attainment. By the end of Year 6, standards in English are below average, and they are in line with national expectations in mathematics, science and other foundation subjects inspected. In religious education, by the end of Year 2 and Year 6, pupils attain the expectations of the locally agreed syllabus. In ICT, pupils attain average standards. Overall, pupils' achievements are good and all pupils achieve well in relation to their prior attainment. Pupils with special educational needs do really well because their needs are fully met in class and support staff offer valuable assistance. Pupils who are above average attainers are doing well in English, mathematics, science and ICT, but their achievements are only satisfactory in non-core subjects. This is because, as yet, the school has not fully developed its assessment procedures and too few opportunities are provided for writing, this limits the rates of pupils' progress. In science, standards in experimental and investigative science are above average at the end of Year 2 and are in line with national averages at the end of Year 6. In speaking and listening, by the end of Year 2 and Year 6, pupils attain average standards but they lack descriptive vocabulary and experience difficulty in providing detail to back up arguments, and occasionally they mix up the sequence of tenses.

6. On entry to the nursery, standards are just below those expected nationally. Children achieve well in the Foundation Stage and, by the end of the reception class, attain the early learning goals in all areas of learning by the time they enter Year 1. They achieve very well in the personal, social and emotional development and exceed the early learning goals due to very good provision.

7. Since the previous inspection, children's attainment on entry has declined and the school now accepts more children who have learning difficulties. Provision in the Foundation Stage and lower juniors has improved due to the good quality of teaching in these classes.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are **good**. Provision for their spiritual, social and cultural development is good and provision for their moral development is very good.

Main strengths and weaknesses

- Pupils have good attitudes to their learning which helps them to achieve well.
- They have good opportunities to develop responsibility and they take these seriously.
- Behaviour is good both in lessons and around the school.
- Relationships between pupils in two classes in the juniors could be better.

Commentary

Attendance in the latest complete reporting year (%)

Authorised absence	
School data:	5.5
National data:	5.4

Unauthorised absence	
School data:	0.0
National data:	0.4

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

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	245	0	0
White – any other White background	2	0	0
Mixed – White and Black Caribbean	1	0	0
Mixed – White and Asian	1	0	0
Mixed – any other mixed background	2	0	0
Asian or Asian British – Indian	8	0	0
Asian or Asian British – Pakistani	1	0	0
Chinese	1	0	0
Any other ethnic group	2	0	0
No ethnic group recorded	120	0	0

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

8. Pupils are attentive in lessons. Nearly all, including those with special educational needs, want to learn and succeed. They are often enthusiastic about the work they are set and most co-operate well. Overall there are good relationships amongst most members of the school community. However, there are significant problems in two classes which the school is aware of and is addressing well. In these classes the pupils have never communicated well as a group outside the school day. The school has worked hard at improving relationships to resolve long standing difficulties. The good relationships between the staff and pupils help the pupils to feel secure. There are instances in lessons, for example in English, where the pupils behave exceptionally well, are keen to learn and watch the teacher attentively. When pupils have clear advice, for example in a mathematics lesson concerning tackling problem solving activities,

they responded very well. They are keen to learn and develop good skills of co-operation. All pupils asked, insist that there is no bullying in the school and the parents agree with this view.

9. Provision for moral development is very good. The pupils have a very good understanding of right and wrong. They behave well and like coming to school. They respect the provision which is made for them and the school and its outside environment is treated with care and respect. Staff are good role models, showing respect and concern for the individual needs of pupils, taking their views seriously. A strong feature of the school's moral development is through the school's assemblies. For example, a parent taking an assembly gave a strong message to reinforce a respect for feelings and 'do unto others as you would have done to yourself'. Parents agree that the moral development of their children is very good.
10. Provision for spiritual, social and cultural development is good. Assemblies provide good opportunities to pray and reflect. A good example of this was an experience recalled by a teacher, of a friend whose baby went to hospital for open heart surgery. Pupils reflected deeply on this and showed much relief and appreciation when told that the baby had recovered and gone home. Religious education lessons are conducted well and pupils are given plenty of opportunities to reflect upon the meaning of faith in other people's lives. For example, in Year 6, pupils talked openly about pilgrimages to Lourdes and whether people believed that they would be cured. The school provides good opportunities for cultural development in a widely enriched curriculum, which includes a good range of visits and visitors. Parents and friends of the school provide a cultural mix of visitors such as Sikh, Chinese and Muslim visitors. Sports coaches, employed to enrich the physical education curriculum, are often from different cultural backgrounds and provide good role models for the pupils. The Year 5 visit to 'Faith City', an exhibition dedicated to different world faiths, provides a good additional opportunity to explore the six main faiths and respect the differences.
11. Although some pupils interviewed before the inspection, felt that they did not have sufficient opportunities to undertake responsibility, this was not the finding of the inspection. In fact the school does all it can to provide a wide range of opportunities, for example, looking after younger children, the school council, house captain and classroom responsibilities.
12. Attendance is good. Pupils are punctual and arrive in school on time, and the school does everything it can to ensure that parents are aware of the impact of missing school on the standards their children attain. The school has maintained its good attendance levels and pupils' positive attitudes to learning identified in the last report. The very good provision for children in the Foundation Stage has been maintained, resulting in children exceeding the early learning goals in personal, social and emotional development.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a good quality of education for its pupils. Teaching and learning are good overall and the learning opportunities offered throughout the school are good. They are very good in the nursery. Parents are very supportive of the good quality of education provided, they know that their children are interested in learning and that they are well looked after and appropriately prepared for their next stage of learning.

Teaching and learning

The school provides a **good quality of education** for its pupils because the quality of teaching and learning is **good** overall.

Main strengths and weaknesses

- The quality of teaching is good with very good features.
- Expectations for the younger pupils in the infants could be higher.
- The teaching in the Foundation Stage is good with very good teaching seen in the nursery.
- Teachers encourage all groups of pupils very well to stay on task and develop effective learning skills.
- Support staff make a valid contribution to pupils' learning and pupils with special educational needs are taught well.
- Examples of very good marking were seen in Year 2 and Year 5 pupils' books.
- Although the use of assessment is good in English, mathematics and science, further refinement is needed in non-core subjects so that more able pupils can make even better progress.

Commentary

Summary of teaching observed during the inspection in 54 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	10 (19%)	27 (50%)	17 (31%)	0	0	0

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.

13. The teaching in the reception class and the younger juniors has improved and there is no unsatisfactory teaching throughout the school. Teaching in the youngest class in the infants is good with very good features, but further emphasis is needed on using data from Foundation Stage assessments to move pupils on in their learning as, on occasions, pupils repeat what they have already learnt and higher attaining pupils spend too long consolidating learning and, at times, are not pushed fast enough.
14. The headteacher, ably supported by the deputy headteacher, has ensured that the quality of teaching and learning has been monitored and that all staff know what they need to do in order to improve. The school has now got a strong complement of staff and the teamwork of all staff is strong, staff are committed to improving on their previous best performance and they work very hard at finding interesting ways to keep their pupils motivated. For example, in a very good Year 6 mathematics lesson, consisting of the top mathematics set, the teacher used humour very effectively when solving problems. He reassured pupils not to be scared when seeing many words on a page and to focus on what they could do, rather than what they could not do; as a result, pupils remained on task feeling confident in their own abilities.
15. Teaching is very good in the nursery. Children undertake a range of activities which develop their natural curiosity and which contribute to their very good attitudes to learning. This very good teaching is characterised by:
 - very good planning and very good organisation of the learning environment;
 - clear instructions supported by good quality of questioning to check children's understanding;
 - very good assessment and evaluation of children's work;
 - plenty of good opportunities provided for reflecting on what children have learnt;
 - good emphasis on teaching basic skills.

16. Due to the bright and purposeful learning environment, children in the Foundation Stage develop a true love of learning. They make good gains in learning basic skills of reading, writing and number work and many of them already know many initial sounds.
17. The teaching of pupils with special educational needs is good, pupils' individual education plans are used well in lessons and support staff make a valid contribution to pupils' learning. Pupils are encouraged to explain their thinking so that staff can quickly ascertain as to where any misconceptions might be, and this is quickly rectified by giving further explanations.
18. The teaching of English, mathematics, science and ICT is good and pupils achieve well in relation to their prior attainment, however, opportunities for developing pupils' writing skills across the curriculum are limited. In a very good science lesson in Year 2, the class teacher used very good quality resources to make a circuit. She demonstrated with the use of a very large diagram how electricity reaches a bulb and then continued to develop pupils' skills of prediction by saying: "You don't have to have worried faces because we are guessing, then we will test your findings". This really spurred the pupils on and they became totally engrossed in their work and made very good gains in learning.
19. The use of assessment is underdeveloped in non-core subjects and this limits pupils' rates of progress because too often there is too much emphasis on whole-class teaching and pupils who are above average attainers are under-challenged.
20. Teachers' marking is good overall, but it is inconsistent. The best marking was seen in Year 2 and Year 5. In these classes, pupils were given clear guidance as to how to improve the quality of their work. Homework contributes appropriately to pupils' learning. It is regular, supports learning in lessons and parents are clear as to what is expected of their children. Parents are very supportive of the good quality of teaching throughout the school and are complimentary about the hard work of all of the staff. They feel that their children are well looked after and are very appreciative of the very good provision of extra-curricular activities.

The curriculum

The provision for children in the Foundation Stage is **very good**, and the provision for pupils in Years 1 to 6 is **good**. Extra-curricular provision is **very good**, and the quality of the accommodation and learning resources is **satisfactory**.

Main strengths and weaknesses

- Significant improvements have been made to all aspects of the curriculum.
- The overall provision for children in the nursery and reception classes is very good.
- The use made of ICT in other subjects of the curriculum is good.
- More use could be made of curriculum subjects to enhance pupils' work in English.
- The provision made for pupils with special educational needs is good.
- The enrichment produced through extra-curricular activities and educational visits is very good.
- The use made of the school's accommodation and resources is good.
- Teachers and support staff work well together in providing for the pupils.

Commentary

21. The curriculum for children in nursery and reception is very good. It is very well planned, both indoors and outside, and children receive a rich diet of learning through discovery, using all of their senses and structured play.
22. In the infants and juniors, all subjects of the curriculum are carefully planned and all statutory requirements are met. Good improvements have been made in the provision for art and design and ICT since the previous inspection and pupils are achieving average standards. The school makes good provision for scientific enquiry, and this is contributing well to the pupils' good achievement in science throughout the school, especially in the infants. There is still work to be done in ensuring that sufficient writing opportunities are provided in all subjects to help raise standards of attainment in writing. Less provision is made for extended writing activities in subjects other than English and more could be done in these subjects to support literacy. Further, planning for subjects other than English, mathematics and science does not always allow for the provision of work to suit the different capabilities of pupils, largely due to underdeveloped assessment procedures in these subjects. On the other hand, the school has invested much time and effort into developing pupils' skills in ICT. The subject is developing well in its own right, but it is also contributing well to pupils' work in other subjects, such as mathematics, art and design and history.
23. The provision for pupils with special educational needs is good. Pupils are well supported in lessons with tasks tailored to their needs. Their individual education plans are used well in lessons and support staff make a valid contribution to these pupils' learning.
24. The school provides a very good range of extra-curricular activities, including art, archery, choir, gymnastics, football and cross-country. The school welcomes many visitors, including writers, local clergy, artists and the 'singing dental nurse', as well as drama and music groups. A wide range of educational visits is arranged to places such as Chedworth, Dudley Museum, Romsley village and Birmingham Mosque. The school also makes good use of the local area of Halesowen for this purpose. Year 6 pupils undertake an annual visit to Astley Burf. These activities make a significant contribution to pupils' personal and social development, as well as to their understanding of different subjects. However, once again too few opportunities are provided for pupils to develop a range of writing styles and follow up their experiences with a range of written formats.
25. Accommodation is satisfactory. Although the school has to contend with old buildings, the teachers do not let this affect the education that the pupils receive. For example, although the hall is small, staff manage to provide a suitable range of physical education activities. The school and grounds are well-maintained, attractive and welcoming, and the beautifully maintained floor in the school hall says much about the overall quality of the building and its care. The appearance of the building is greatly enhanced by the extensive attractive samples of pupils' work, displayed by staff. All areas of the school are used well, and in particular the library and the ICT suite are frequently employed by pupils undertaking some form of research work. Resources have improved since the last inspection, and these are of good quality, neatly and safely stored, and readily available to staff and pupils where appropriate. The school is well staffed, by a dedicated and well-informed group of teachers and support staff. They complement each other well in providing a varied and interesting curriculum for the pupils.
26. Good improvement has been made since the previous inspection. Schemes of work have been usefully implemented but there is still further work to be done in ensuring that clear expectations are defined as to what different groups of pupils should be achieving. Opportunities for pupils to develop their literacy skills in all subjects are not specifically

planned for. The school has recognised this as an area for development and is reviewing its practices.

Care, guidance and support

Procedures for ensuring pupils' care, welfare, health and safety are **good**. The support, advice and guidance the school gives to its pupils are also **good**. Effective processes are used to seek pupils' views and involve them in the school's development.

Main strengths and weaknesses

- Mentor support is targeted very effectively.
- Child protection procedures are good.
- Risk assessment and testing of portable electrical equipment for the whole school needs to be reviewed and formalised.
- The school council is used very effectively to take account of pupils' views and concerns.
- Induction procedures to the Foundation Stage and preparation for transfer to secondary schools are good.

Commentary

27. The school takes very effective steps to ensure that all pupils benefit from school. For example, a small group of pupils, who are identified as behaving inappropriately and having low esteem, are mentored. This support is appreciated by the pupils and contributes greatly to their social development. The school has recently achieved the Healthy Schools Award and pupils are taught from an early age the importance of looking after themselves. The school has good procedures for child protection matters and all staff are aware of their responsibilities and duties if they feel a child is at risk. Formal risk assessment, which is a statutory responsibility, had not been satisfactorily undertaken for the whole school but, recently, steps have been taken to address this issue. The school is currently undertaking formal risk assessments for all subjects. Current documentation does not show a full and accurate awareness of any potential risks to pupils' safety and safety checks of portable electrical equipment are long overdue. The school is now aware of this concern and has taken appropriate action as a matter of urgency. The school councillor system is used effectively to involve pupils in decision making and in seeking their views on aspects of school life. Procedures for helping children to settle in the nursery and reception classes are effective and ensure that they soon get used to school routines and enjoy coming to school. Pupils are known well by the staff and receive good quality support because of effective monitoring of their social and academic development. They know that staff care about them and they respond well to staff's suggestions.

Partnership with parents, other schools and the community

There are very good links with parents who think very highly of the school. Links with the community and other schools are good.

Main strengths and weaknesses

- Parents' views of the school are very positive.
- A very active and supportive parent, teacher and friends association (PTFA).
- Parents are well involved in the life of the school and in their children's learning.
- Overall information to parents is very good.
- Strong community links benefit pupils' learning.

Commentary

28. The school works very effectively with all parents. They are very satisfied with what the school provides and they support their children's learning very well.
29. A very active and supportive parents, teachers and friends association (PTFA) organises a range of activities that benefit the school both socially and financially. The school is used extensively for a range of community activities. Educational visits, and visitors to the school from the community and links with other schools, add another important dimension to pupils' learning as well as enhancing their social and personal development. Overall, the school provides very good information which is appreciated by parents. However, some reports do not show clearly children's progress and achievement in all areas of the curriculum, particularly in non-core subjects, especially in relation to their acquisition of subject specific skills.
30. Parents are very appreciative of the very good quality of information that is provided for them on developments in the curriculum and what their children are learning in school. Parents are particularly pleased with the good induction procedures, especially in the Foundation Stage and those with the local secondary schools. They are clear about what is expected of them and see themselves as true partners in their children's learning.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good. The school is governed effectively, and governors have a sound understanding of the school's strengths and weaknesses. The school is led and managed well by the headteacher, deputy headteacher and the senior staff. Since the school was placed in serious weaknesses at the time of the previous inspection, progress in improving the quality of teaching and assessment and raising standards has been rapid, and good management systems underpin every area of the school's work. The provision and the leadership of the Foundation Stage are very good. The improvement in leadership and management of the school since the previous inspection is good.

Main strengths and weaknesses

- The headteacher has a very strong commitment to meeting the needs of pupils of all groups, including those with special educational needs and those from ethnic minority groups.
- The headteacher and senior staff have created effective teams.
- The headteacher has a clear vision and sense of purpose.
- Strategic planning to reflect the school's aims is good.
- The school has a good focus on raising standards.
- The school's self-evaluation systems are good.
- The governors and headteacher have a good understanding of the principles of best value and have put them into effect.
- The role of the co-ordinators and the deputy headteacher has improved and is now good.

- The school improvement plan is an effective document with clear success criteria appropriately defined.

Commentary

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	776,864
Total expenditure	758,111
Expenditure per pupil	2,200.61

Balances (£)	
Balance from previous year	62,796
Balance carried forward to the next	81,549*

* the large carry over figure is earmarked for building works and repairs

31. Since the last inspection, the headteacher and deputy headteacher have created effective teams who work together to raise standards by improving the quality of teaching. All members of staff have received regular and relevant in-service training to help them to improve their practise and they work together well to implement new systems. At the time of the previous inspection, assessment systems were judged to be ineffective. Present arrangements are at least satisfactory and those for English, mathematics and science are now judged as good. They are well used to measure pupils' progress and to give information that teachers can use to help them plan suitably challenging work for all groups of pupils. The headteacher transferred her vision to practice through the school improvement plan and effective work with governors and the school's staff.
32. Teachers with subject responsibilities continue to develop their roles. Monitoring of classroom practice for English, mathematics and science is now good. Monitoring of foundation subjects has yet to be developed. Governors are regular visitors to the school, see some lessons and hear from subject managers. The school's good leadership enables them to have a clear overview of what is happening in the school and this helps them to fit their plans to a coherent system.
33. The management of the school is good. The headteacher and governors have managed the staffing of the school well, and consequently changes and improvements have been made rapidly resulting in good improvement of teaching and learning.
34. Financial management is good and the headteacher and governors have a good grasp of the principles of best value. The school makes best use of its resources and the carry forward sum is earmarked to support continuing building works. Value for money is good as the school is providing a good quality of education for its pupils who are achieving well in relation to their prior attainment.
35. The governance of the school is satisfactory with good features. Governors fulfil their duties effectively. They hold the school to account for the standards that pupils attain. The chair is knowledgeable in all aspects of governance and, with other governors, has played an important role in supporting the headteacher and staff in introducing and refining new, effective arrangements while the school has been in the category of serious weaknesses. Improvement since the last inspection is good.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Foundation Stage is very good and has greatly improved since the last inspection. The teaching in the reception class is now good and there have been substantial improvements to the accommodation. This has enabled the whole Foundation Stage to work together in an open plan unit and has had a very good effect on the overall quality of learning. The children enter the nursery and reception classes in September or January, according to age. Almost all children have attended the toddler and playgroup facilities, which are on site and there is good liaison and induction between all these providers. All children now have excellent access to a very attractive, well planned and well resourced unit. The teaching is good overall. Teaching is very good in the nursery class. Very good continuous assessment in which all adults are involved produces very good information to plan tasks. In the main, tasks match the children's age and capability very well. There are a few occasions when tasks could be planned more efficiently, to take account of the differences between higher and lower attaining children in the reception class. There are particular strengths in the use of the outdoor areas for learning and in the children's personal, social and emotional development, where the teaching is particularly effective. All tasks are practical and meaningful and children learn very well in these situations. There is a good ratio of adults to children. All adults work very well together as a team and provide very good role models for children. Other strengths of the teaching include good detailed planning and very purposeful supervision of children's activities.

On entry to the nursery there is a wide range of attainment, but overall attainment on entry is below average.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is **very good**.

Main strengths and weaknesses

- The children achieve very well because of the very good teaching and high expectations of staff.
- Every opportunity is taken to enhance the children's development and the children are on track to exceed the goals set for them by the end of the year.
- Good supportive relationships are established, so the children are confident and happy and able to work independently.

Commentary

36. Both teachers and all other staff work together to provide a happy and secure environment where expectations are high and classroom routines are quickly and securely established. Although some children enter the nursery with below average skills in this area of learning, even at this early stage in the year, children conform, know what is expected of them and have learned the correct way to behave. The excellent teamwork of all adults gives children very good role models of co-operation and respect. All children show a high level of interest in what they are doing and work well co-operatively, even when they are not directly supervised.
37. From the outset, staff teach the children rules and responsibilities and there are carefully established routines such as 'star of the week', in which all children participate. Their pictures

are displayed prominently on these occasions, helping to make them feel very proud of their achievement. For regular parts of the school week, children from the reception and nursery class work together very successfully on activities in the Foundation Unit. Because of the secure and cheerful atmosphere already established, children are happy and confident in working with a good range of different adults. A well balanced plan ensures that there are good opportunities for independent activities as well as directed tasks by adults. All children cope very well and because the tasks are all practical and meaningful, they learn well in all situations.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Teachers and support staff provide good opportunities to help develop the children's language skills and teaching is good.
- Early reading and writing skills are taught systematically and well.

Commentary

38. Early indications are that the majority of children are on course to achieve well and meet the expectations of this area of learning. Already, the children are making good progress as a result of the many good opportunities to talk and listen. All adults take every opportunity to develop good speaking skills and vocabulary through careful questions and modelling of clear and correct speech. There is consistent insistence by all adults in listening attentively to others and speak politely. For example, in the snack time, there is always small group, social and polite conversation between the adults and children. Additionally, all adults interact very well in play activities to extend vocabulary and thinking.
39. A recent good improvement in the teaching has been a more consistent and structured approach to teaching sounds and letters. The children in the reception class are already identifying some groups of words with the same initial sound and a few were tackling final sounds. This is because there are regular times set aside in all classes to practice and improve their knowledge in a range of interesting ways which help children to learn well. For example, this is often done by sorting plastic toys by their initial sounds. Books play a prominent part in the classroom and are regularly enjoyed and changed. Parents give good support to sharing books at home and there is a good level of communication between the teachers and parents in the home-school book diaries, which gives good support to the children's progress in reading.

MATHEMATICAL DEVELOPMENT

Provision for mathematical development is **good**.

Main strengths and weaknesses

- The range of well thought out practical activities ensures that number work is well covered.
- Numbers and mathematical concepts are used well by staff in different activities to reinforce children's learning.

Commentary

40. The teaching and learning are good and children are on course to meet the goals for this area of learning. The children are provided with interesting practical tasks that are well matched to their mathematical development and teaching and learning are good, helping children to achieve well. Adults take every opportunity to reinforce mathematical language. For example, when children are making shape pictures or building with shaped bricks. In outdoor learning activities, when children come to the 'petrol station' to fill up their 'cars', they are encouraged to count to a chosen number, (which matches their ability), as the petrol is pumped in. children's numeracy skills are also used well at snack time when they count fruit and match them to children. The use of a range of practical activities to reinforce mathematics is well established. For example, the children use a 'feely bag' and describe in simple terms three and two-dimensional shapes for their partner to guess.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision for knowledge and understanding is **good**.

41. It was not possible to make an overall judgement about this wide area of learning. A wide range of activities in different areas indicated that this area is exciting and is covered well. For example, a tent was set up for children to go in and explore the meaning of 'nocturnal' with an adult and torches. Additionally, there are very good opportunities to explore the senses. For example, the light 'box' is used frequently to explore the effect of light underneath different objects or when shone under the children's pictures and collage. The outside environment is used particularly well to learn about the world and to grow plants in the newly established garden. Activities are planned well to enable the children to learn well in various activities.

PHYSICAL DEVELOPMENT

Provision for physical development is **good**.

Main strengths and weaknesses

- Teachers make the most of the accommodation outside to use it as an outdoor classroom in order to develop pupils' skills of communication, language and literacy and mathematics.
- Children meet the required goals in this area of learning, because of the good teaching and good provision.

Commentary

42. No hall sessions were observed during the inspection, but children were observed enjoying frequent outdoor play. The indications are that the children are on line to meet the expected goal by the end of the year. Well-chosen resources are used frequently and well. For example, a good range of wheeled vehicles are 'parked' outside for children to use round a track and re-park in a matching numbered park. Children experience parachute games and paint the fence carefully with water to practise their writing skills. Good access to a good range of practical activities, such as cutting, modelling and building with construction equipment gives good further support to physical development.

CREATIVE DEVELOPMENT

43. It was not possible to make an overall judgement about this wide area of learning but the work that was seen was good. Children experience a wide range of activities. Work displayed indicated a range of painting and collage work. Resources used for these activities are of good quality and varied. An activity, sampled where children were making leaf mobiles with an outside worker, was good quality support. Opportunities for creative play are varied and interesting. For example, a group of children dressed up in hats and scarves and re-enacted their bonfire night activities round a 'bonfire' with sparkly streamers.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision for English is good. The quality of the teaching, and the range and variety of work and the resources are good although writing in different areas of the curriculum could be better. The weaknesses identified at the time of the previous inspection have been addressed effectively.

Main strengths and weaknesses

- Standards in reading, writing and speaking and listening are improving as demonstrated in the 2003 test results. This year, standards in the present Year 6, are slightly below average.
- The quality of teaching and learning are good.
- Assessment procedures and their use to plan the next steps of pupils' learning are good.
- Pupils' attitudes to learning are good and they achieve well.
- Marking is variable and does not always show pupils how to improve their work.
- There is some weakness in spelling throughout the school.
- Presentation of pupils' work is sometimes untidy.
- The library is large, well used and well stocked and is having a positive effect on pupils' research skills.

Commentary

44. Standards in English are rising steadily throughout the school. The weaknesses identified in teaching in Years 3 and 4 have been addressed so that pupils make good progress. Standards of speaking and listening, as well as reading and writing, are still below average in Year 6. The present Year 6 has a large proportion of pupils with special educational needs and below average attaining pupils, and their acquisition of skills and knowledge has been hindered due to inconsistencies in some of the teaching. While their progress in literacy is at least satisfactory, it is unlikely that they will attain average levels in national tests at the end of the academic year.
45. The standards of writing have risen because of the school's focus on improving teaching, assessment and monitoring. Results of national tests have fluctuated in the last few years because of the variation in the make up of different groups of pupils and the quality of teaching. The results of national tests for pupils in Year 6 in 2003 indicate that standards were above average when compared with all schools and also when compared with pupils' previous attainment. Results in Year 2 show similar trends. Standards are likely to continue to vary because of the wide range of ability in different groups. Pupils make good progress from when they entered the nursery. On entry to the nursery, several children have poor speaking and listening skills, and although they make good progress in the Foundation Stage, speaking and listening skills remain weak for some children when they join the reception class.
46. All pupils, including those with special educational needs and those from minority ethnic groups achieve well throughout the school. This is because of the school's commitment to provide equal opportunities for all pupils to learn. The good support for all pupils with special educational needs ensures that suitable work is planned and implemented as a result of careful assessment. The school continues to address and improve its range of reading and writing activities so that they appeal to all pupils. There is a wide range of ability in all classes.
47. Inspection findings show that by the end of Year 2, standards in reading, writing, speaking and listening are average. Standards in speaking and listening are below those expected of pupils

nationally in Year 1, Year 5 and Year 6. In Year 1, pupils are still catching up with average levels, while in the other two classes the same factors which hindered their reading and writing skills have adversely affected their speaking and listening. In other years, it is broadly average, although pupils' limited vocabulary is a weakness throughout the school. The school makes good efforts to promote vocabulary through speaking and listening and reading by:

- working with parents before their children join the nursery;
- the use of drama and “hot seating” in lessons;
- encouraging experience of language through a love of books, using the library and running a bookshop;
- reading aloud to pupils.

This could be developed further by:

- planning to develop subject-specific language and raising awareness of it in different lessons;
- using subjects other than English to stress and promote different areas of grammar and sentence construction.

48. By the end of Year 2 and Year 6, pupils achieve well in reading and are keen to read. This is partly because there is a tradition in the school of reading to pupils who listen intently and enjoy stories immensely. For example in Year 6, pupils were transfixed by a description of the tropical landscape in Trinidad, and this shows how imaginative and receptive to language they have become. The school's provision for reading is good, with published reading schemes, many reading activities in class with good opportunities for the use of ICT and independent research. Support for pupils with special educational needs is effective, and they achieve well. The library is large, well stocked and kept up to date with help from parents as well as the school and outside agencies.

49. Standards in writing are improving. This is because:

- weaknesses in teaching have been addressed by the headteacher and staff through monitoring teaching both in and out of lessons;
- good assessment techniques have been used well to plan work at a suitably challenging level, while giving pupils the opportunities to practise necessary skills;
- teachers have benefited from relevant in-service training.

50. The school is aware of pupils' barriers to learning in all aspects of the subject. Additional factors which would contribute to improvement in writing are:

- improving spelling by developing the teaching of phonics by linking the spoken word more clearly to the written word, so that pupils know that words are not always written the way they sound. At present, incorrect spelling patterns are becoming established as pupils read misspellings and do not consciously correct them;
- higher expectations from teachers and pupils of handwriting and presentation in Years 3 to 6;
- more precise marking by some teachers so that pupils have clear indications and actions to take to check and improve their own work;
- ensuring that pupils have plenty of opportunities to write what they have read.

51. All teaching was at least satisfactory and generally good with some very good teaching. Pupils are keen to learn because the result of the good use of assessment. Tasks are set at a suitably challenging level for pupils and so maintain their interest and concentration. In the best lessons in Year 5, Year 3 and Year 2, teachers set a very clear example of what it was that they wanted, repeated the task in different ways so that pupils of all abilities had good opportunities to understand what they had to do and how to do it. This gave pupils confidence to work independently, for example, when looking for words to discuss fireworks. The pace of teaching was lively and varied with interesting facts and observations to keep pupils intrigued and help them to concentrate. For example, when the story of “Asha in the Attic” was presented in Year 2, pupils had to predict what might happen next and were helped to express their own feelings and to draw on their own experience. This helped to keep them focused on their work and eager to speak and to listen to others. Teachers make many opportunities for pupils to speak to each other on specific topics during lessons and this helps them to speak concisely and with confidence. For example, in Year 5, in a lesson in the conventions of scriptwriting, pupils made very good progress in speaking and listening. They knew what was expected of them, could describe the strengths and weaknesses of their work and were successful because they knew what to do and how to do it well.
52. Both leadership and management of the co-ordinator are good. Test results are regularly analysed and adjustments are made to curriculum planning in the light of findings. The senior management has worked very successfully to improve subject management and assessment. As a result, standards in teaching have risen significantly. The school has a clear understanding of where strengths and areas for development lie.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Standards are broadly average by Year 2 and Year 6. Based on their prior attainment, pupils are achieving well.
- Significant improvements have been made since the time of the previous inspection, especially in Years 3 to 6.
- The overall quality of the teaching and learning is good.
- The attitudes and behaviour shown by most pupils are good.
- The role played by the co-ordinators, in driving forward improvement, is good and can be seen in the rising national test results.

Commentary

53. By Year 2, pupils are confident in handling numbers, and they have a clear understanding of addition and subtraction. They identify odd and even numbers. Many know the multiplication facts relating to 2 and 10. They successfully identify halves and quarters, and most can name a range of two and three-dimensional shapes. Many successfully measure using standard units. By Year 6, most pupils confidently undertake work in all four aspects of number, including those involving decimals. They have a clear knowledge of place value to six figures, and many pupils are able to recall individual multiplication and division facts to 10×10 . Many pupils have a clear understanding of fractions, and they readily identify equivalent fractions and find a fraction or percentage part of a whole number. Some pupils currently have difficulties in tackling problem solving activities. In particular, they often find it difficult to identify the

correct form of computation required to answer a problem and, in Year 2, pupils sometimes experience difficulty in explaining the reasoning behind their problem solving activities.

54. The overall quality of teaching and learning is good, with significant improvements having been made in Years 3 to 6. Lessons are carefully planned. In particular, teachers make most careful allowance for the provision of problem solving activities, being aware that this is an area of weakness for some pupils. Teachers make good use of assessment to ensure that all pupils receive work that is suited to their particular needs in lessons. The setting arrangements are used well for this purpose. All teachers make good use of mental activities at the beginning of lessons. Teachers have good subject knowledge, pupils are kept busy and suitable help is provided both by teachers and learning support assistants. As a result, all pupils, including those with learning difficulties, make good gains in their overall mathematical ability.
55. Pupils throughout the school clearly enjoy the work, the mental activities in particular. They settle to their written tasks with interest and enthusiasm, they work well with other pupils, when required, and they make suitable efforts to accomplish their tasks. Most pupils take care with the presentation in their books, and indeed some take a pride in their appearance. Teachers mark pupils' work regularly and a number provide helpful and encouraging advice for them. However, not all teachers maintain the same level of support in this direction. Marking is variable. The best examples of marking were seen in Year 5 and Year 2.
56. The co-ordinators have played a significant role in raising standards, and their leadership is good. They regularly monitor the work being produced, and on occasions they work alongside colleagues in lessons. They keep a close eye on the standards being achieved and the overall provision being made. The co-ordinators have contributed well to the improvements that have been made since the last inspection.

Mathematics across the curriculum

57. Numeracy is taught successfully in mathematics lessons. Teachers also make suitable allowance for pupils to develop their mathematical skills in other subjects, such as science and design and technology. ICT is also used regularly to enhance work in the subject.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- The 2003 national test results show that standards, by the end of Year 6, were well above average.
- The quality of teaching is good and has improved due to the good leadership of the science co-ordinator.
- All groups of pupils make good gains in learning in experimental and investigative science.
- Pupils have good attitudes to learning.
- Good assessment procedures are in place, which clearly identify what pupils know, understand and can do.

Commentary

58. The 2003 national test results show that, by the end of Year 2, pupils attained average standards in comparison with all schools and, by the end of Year 6, pupils attained standards which were well above average. In comparison with similar schools nationally, pupils attained standards which were well above average.
59. This year, inspection findings differ from the national test results because the present Year 6 has many pupils who are below-average attainers and also have special educational needs, and this depresses attainment levels. By the end of Year 2, standards are above average and by the end of Year 6, standards are average. Pupils' achievements overall are good and the school has done much to raise standards since the previous inspection, for example:
- rigorous procedures have been put in place and end of year tests are scrupulously analysed.
 - resources have improved and are now good;
 - a science scheme has been implemented which places a high emphasis on experimental and investigative science;
 - an enthusiastic and knowledgeable co-ordinator has been appointed who leads the subject well;
 - the curriculum has been enhanced by a good range of visits and visitors and this has improved pupils' interest levels;
 - learning is related to everyday experiences and pupils see the sense of what they are learning.
60. Pupils are inquisitive about the world. By the end of Year 2 and Year 6, pupils know the meaning of a fair test and they know how to set up an experiment. However, pupils in Year 6 struggle with evaluating their findings in relation to their original predictions, this is largely due to their weak literacy skills. By the end of both Year 2 and Year 6, pupils know about the conditions needed for plants to grow and they can name a variety of materials and their uses. They have good knowledge of the solar system and they know how gravity works.
61. The quality of teaching is good with examples of very good practice seen in Year 2 and Year 3. Teachers have secure subject knowledge, give clear explanations, sharing the lesson intentions with their pupils and ensuring that pupils have plenty of opportunities to set up experiments. They use good quality resources. For example, in a good lesson in Year 5, the teacher used a variety of fruit and vegetables with his pupils to help them understand that flowers produce seeds as a means of reproduction. Pupils made good gains in learning because they were interested and they were effectively challenged by good questioning. Teachers use ICT well to support pupils' learning and in all lessons, a variety of graphs and charts are produced which record findings from experiments.
62. Pupils have good attitudes to learning and enjoy researching using the good quality resources in the library. The school has worked very hard at analysing data from assessments. Good procedures are in place and these clearly identify what pupils know, understand and can do. This information is now regularly used to develop curriculum planning. Homework is used well to support learning and pupils are keen to find things out at home.
63. Since the previous inspection, good improvement has been made in raising the achievements of all groups of pupils and standards are rising.
64. The leadership and management of the subject are good. The co-ordinator is an effective practitioner who has done much to raise the standards throughout the school. She has

recognised that, by defining clearer expectations of what is expected of different groups of pupils, standards would rise even further than they are.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Standards are broadly as expected by Year 2 and Year 6. Pupils' achievement is good.
- There has been a very significant improvement since the time of the previous inspection, especially in Years 3 to 6.
- Good use made of ICT in a number of other subjects of the curriculum.
- The quality of teaching and learning is now good.
- Good attitudes are shown by pupils towards their work in the subject.
- The role played by the co-ordinator is good.

Commentary

65. Good improvement has been made since the previous inspection when standards were judged to be below national expectations. Pupils now show satisfactory skills in all aspects of ICT. They are able to produce appropriate text on a variety of topics, and they vary both size and font to suit their needs. Suitable artwork is confidently provided, such as that in the style of famous artists. Relevant software, aimed at developing simulations and control, are undertaken, and whilst younger pupils follow instructions in adventure games, older pupils produce spreadsheets relating to shopping activities. Pupils generally have a secure understanding of control technology, and the oldest pupils in the school further develop a range of skills in producing multimedia presentations about the school.
66. The quality of teaching and learning is good. Teachers' subject knowledge is good, and much improved, and they now provide a suitable array of resources for pupils to use, both in the suite and the classrooms. Teachers provide clear advice and demonstration for pupils, and keep them busy throughout. Good use is also made of support staff, and this enables all pupils, including those with learning difficulties, to achieve well.
67. Pupils' attitudes to the subject are good, and they enjoy their work. When using computers they listen carefully to the instructions being given, and they show good concentration when working with equipment. They work well alone, and with partners when required to do so, readily taking turns and helping each other. They behave well, and are most keen to accomplish whatever task is set them. They handle all forms of equipment with great care. Pupils' attitudes contribute well towards the good progress they are all now making.
68. The co-ordinator is keen, enthusiastic and well-qualified, as well as being a good practitioner. She has the opportunity to support her colleagues in lessons, and she has assembled examples of pupils' work, to illustrate the standards being achieved. She readily identified previous weaknesses in provision, and she has worked hard, with other staff, to rectify these. Her leadership of the subject is good.

Information and communication technology across the curriculum

69. Teachers are increasingly confident in their use of ICT, and they make good use of it in their teaching of a number of subjects, such as mathematics and art and design. Particularly effective use is currently being made of the subject in history, where pupils regularly use the Internet to find information. Overall, the use of ICT across the curriculum is good.

HUMANITIES

Geography

Provision for geography is **satisfactory**.

70. At present, the headteacher is co-ordinating geography due to the absence of a co-ordinator. A firm favourite in the infants is “Barnaby Bear” who travels with pupils and staff on holidays. He has sent cards and photographs to the pupils from Weymouth and Newquay and children are clearly interested in his travels. In the infants, children have compared and contrasted climates in the rainforest, and the visit of the “rainforest man” clearly enchanted the pupils when they looked at a variety of rainforest instruments and a tarantula spider. They learnt about native American people’s jewellery and tribal face paintings. The juniors have undertaken an in-depth study of Romsley village and have interviewed the local shopkeepers in relation to their trade. Assessments in geography are unsatisfactory overall and as yet, whilst the schemes of work identify what work will be covered, they do not clearly define the skills and expectations of different ability groups in each year. The school has recognised this as an area for improvement and is reviewing the scheme of work.

History

Provision in history is **good**.

Main strengths and weaknesses

- Standards are broadly as expected at both Year 2 and Year 6. Pupils’ achievement is good.
- Standards are broadly similar to those reported at the time of the previous inspection.
- Teachers make good use of resources to develop pupils’ understanding, and the overall quality of teaching and learning is good.
- Limited use is made of assessment to provide pupils with activities which suit their particular needs.
- Pupils’ attitudes and behaviour are good.

Commentary

71. By Year 2, pupils know suitable details about the past. By sequencing items, such as houses and toys, pupils are developing a sound understanding of chronology. Most pupils are also confident in using appropriate historical terminology, such as ‘old’, ‘new’ and ‘long ago’. Pupils have a secure knowledge of a number of historical figures, such as Florence Nightingale, and events, such as aspects of the Crimean War. By Year 6, pupils know relevant information about a range of historical periods, such as the Ancient Egyptians, the Tudors and the Victorians. They can recall the lives of famous people such as Henry VIII. Pupils in Years 5 and 6 are knowledgeable about local history, especially the types of buildings and jobs common in Victorian Halesowen.

72. The overall quality of teaching and learning is good. Teachers successfully use photographs, artefacts, videos and visits to foster the pupils' interest, and this good use of resources helps pupils, including those with learning difficulties, to make good short term gains in their knowledge. Some writing activities are undertaken to enhance pupils' work in the subject, and good use is made of ICT, where pupils regularly use the Internet to find appropriate information. Teachers know their pupils well, and they regularly provide challenging activities for them. However, they do not always use their assessments of their pupils to provide them with work that is suited to their particular needs. This reduces the effects of pupils' achievement over time and, whilst it is satisfactory overall, it could be better. The headteacher is currently acting as the co-ordinator, and she provides suitable support for her colleagues whenever necessary. The leadership and management of the subject are satisfactory but plans are in place to develop the subject further, especially when a new co-ordinator will take over the subject as, at present, the headteacher has a very heavy workload.
73. Pupils clearly enjoy the subject. They study artefacts, books and pictures with enthusiasm and settle well to the variety of tasks provided. They particularly enjoy searching the Internet for information on their present topics. Pupils show good attitudes, and this enables them to concentrate on their work and to make suitable progress. Most pupils present their work well, taking care with the appearance of their work, both drawing, and writing when it is provided. Teachers add suitable comments of praise and advice to further encourage their pupils, and they provide interesting and colourful displays of their work to enhance the working environment.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Pupils have good knowledge of other major religions.
- Pupils have good attitudes to learning.
- Too many worksheets are used which prevents pupils from developing their extended writing skills.
- Teaching is very good in Year 4.
- Assessments are unsatisfactory and, as a result, not all tasks are appropriately matched to pupils' needs.

Commentary

74. Standards by the end of Year 2 and Year 6 are average. Pupils' achievements are satisfactory overall, with the best achievement being made in Year 6 where the quality of teaching is good. This is a similar finding to that of the previous inspection.
75. By the end of Year 2, pupils know many Bible stories and know that Jesus was the Son of God. Pupils know about the festivals of other faiths to Christianity, such as Diwali, the festival of light, when good triumphs over evil. They understand that through prayer, we communicate with God and that many religions have holy books. By the end of Year 6, pupils have a good understanding of different major religions; they know that each religion has a holy book, such as the Torah in Judaism, and the Bible in Christianity. They also know that religious leaders (such as Jesus and the prophet Mohammed) often had to make difficult decisions. Pupils know that the Ten Commandments are rules that we live by and that the most important commandment is love one another as I have loved you. They know that people go on

pilgrimages to holy places and that Our Lady appeared to St Bernadette in Lourdes. They understand that, for some people, faith is very important and that prayer ‘calms the soul’.

76. In a very good lesson in Year 6, the pupils interviewed the headteacher in relation to her understanding of why Christians went to Lourdes. They were fascinated by the fact that Mary, Jesus’ mother, appeared to children and that at first, people did not believe St Bernadette’s story. In this very good lesson, the class teacher continuously pushed pupils to share their experiences with the class; this contributed to their very good achievement because they made very good gains in learning about values beyond those that are materialistic.
77. Religious education contributes positively to pupils’ spiritual, moral, social and cultural development. Pupils have good attitudes to learning because they show a great deal of respect towards the variety of religious rites and practices operant in our society. Writing in religious education lessons is underdeveloped. Too often pupils are not given sufficient opportunities to record their work and too many worksheets are used which do not challenge the pupils’ extended writing skills.
78. Assessments are unsatisfactory and as a result, too much emphasis is placed upon whole-class teaching, resulting in higher attainers not always being sufficiently challenged.
79. The leadership and management of the subject are satisfactory. At present, the headteacher is co-ordinating the subject in the light of the many staffing issues the school has faced. She knows what needs to be done in order to move the school forward, but until recently she has had a very heavy workload in order to ensure that standards in the core subjects were sufficiently high. Since the previous inspection, the school has maintained its satisfactory provision. Standards are not as high at the end of Year 6 as they were in the previous inspection, due to the high percentage of pupils this year who are below-average attainers, have special educational needs and limited literacy skills.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design

The school’s provision for art and design is **good**.

Main strengths and weaknesses

- Standards are average in both Year 2 and Year 6 and have improved since the last inspection.
- The teaching and achievement of pupils is good.
- Art and design has a good focus in the school curriculum and is enhanced by two art clubs in the juniors.

Commentary

80. It was only possible to see three lessons during the inspection. Discussions with the co-ordinator, scrutiny of previous work, documentation and planning, indicate that the full requirements of the National Curriculum are met. Art and design has improved since the last inspection and standards are now average throughout the school. This has been achieved by restructuring the planning and improving the teaching. There is still room for an improvement in the way in which art skills are assessed and recorded in order to inform future teaching. The school is aware of this and is including it in the action plan.

81. The teaching and learning of art and design seen during the inspection, (one lesson in each of Years 2, 3 and 4) was good. All lessons are well planned and the learning objectives and skills are clearly identified and taught. In a good Year 2 lesson, pupils were clear that they were learning about the different marks and features which different resources can make. For example, pencil, charcoal and chalk. They held them in different ways using different pressures and learned through experimentation how different marks could be achieved. In both good lessons in Years 3 and 4, there was a clear focus on planning and designing for a purpose. A chair was being designed for a fantasy character. During the planning and designing process there was good investigation on basic structures of chairs and careful thought about which materials might be suitable. A good feature of one lesson was the adaptation of tasks to meet the needs of pupils of different levels of ability. Pupils use sketchbooks appropriately to plan and to record ideas and are gaining an appropriate idea of purpose and design.
82. The co-ordination of the subject is good and the school has gained an Artsmark for its good work in the subject.

Design and technology

The school's provision for design and technology is **good**.

Main strengths and weaknesses

- Standards are average throughout the school and have improved in Years 3 to 6.
- The subject is well taught and pupils enjoy their lessons.
- Pupils acquire skills systematically through a carefully planned curriculum.

Commentary

83. Only three lessons could be seen due to timetabling (all in Years 3 to 6), but pupils' previous work was sampled and documentation and planning was scrutinised. Standards are average at the end of Year 2 and at the end of Year 6. Pupils achieve well throughout the school. Pupils in Years 1 and 2 can make appropriate plans and sketches of what they want to make. They learn about simple levers and sliding mechanisms and learn to use the correct vocabulary such as pivot, lever and slider. They experience a variety of projects which help them to acquire a satisfactory range of skills through work such as wheeled vehicles, puppets and 'moving pictures'. By the end of Year 6, pupils draw on previous knowledge well, understanding cogs, wheels, pulleys and cams well. In a Year 6 lesson, when observing a range of moving toys, pupils could demonstrate a satisfactory understanding of moving mechanisms.
84. The teaching and learning of pupils is good throughout the school and has improved since the last inspection. In all lessons seen, the skills to be learned are carefully identified and taught. For example, the difference it makes to a design to fix a wheel centre or off centre. A good level of challenge is achieved by both the pace and content of lessons. Expectations of behaviour are high and pupils are interested and involved in their work. In the best lessons, pupils are reminded constantly what they are aiming for. For example, in one lesson it was to make a moving toy with a linear and rotary motion. Whilst insisting on technical vocabulary, there is plenty of support for those pupils who need further explanation.
85. The co-ordinator manages the subject well and has carefully reorganised the planning to support a systematic approach to gaining knowledge and skills. Attempts to assess and record

skills have been started, but are not yet consistently applied throughout the school, this means that at times all groups of pupils undertake the same work.

Music

86. Provision for music is **satisfactory**. Not enough lessons were seen in order to make a judgement about teaching, learning and standards. Pupils were observed singing in assemblies, and standards were in line with national expectations. Pupils sang clearly, tunefully and kept a steady rhythm. Only one lesson of music was observed in Year 3/4 and in this lesson the quality of teaching was good. Pupils listened to extracts of music by Leroy Anderson, used to imitate sounds of machines, and they composed their own machine sounds. They were able to identify tempo, pitch and rhythm, identifying when they were regular. Pupils showed good skills of co-operation but opportunities for notation were limited and, too often, pupils' skills of planning their work were underdeveloped. The co-ordination of music is good. The co-ordinator's specialism is used appropriately in Key Stage 1, where teachers' subject knowledge is being developed, and in Key Stage 2 teachers teach their own classes.
87. The use of ICT in music is limited and courses are planned for developing this aspect of the curriculum. Pupils enjoy music, especially composing. Assessments are at the early stages of development and, at present, are not used sufficiently to move the pupils on in their next steps of learning.

Physical education

88. Physical education was not a focus of the inspection and therefore not reported on in any detail. However, examination of documentation and discussion with the curriculum co-ordinator indicates that the requirements of the National Curriculum are being met. The co-ordinator has worked hard to provide a good range of sporting activities and links with sports agencies which provide coaching. Subject leadership is good. The good news of the Activemark gold award was received during the inspection and is a just reward for the school's efforts.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

89. Very few lessons were seen in personal, social and health education (PSHE) but teachers' planning, interviews with pupils and teachers shows that the school makes good provision for the PSHE of its pupils. All classes have good opportunities to explore their feelings and relationships and teachers skilfully made pupils aware of their personal responsibilities. Staff have good knowledge of their pupils and guide them well, providing good opportunities to look after the environment, and the school gardens are tended by monitors and support staff. Good work is done to support local and national charities in order to widen pupils' appreciation of their role as future citizens.

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	3
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	4
How well the curriculum meets pupils' needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
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).