

# INSPECTION REPORT

## **THE WOODLANDS COMMUNITY PRIMARY SCHOOL**

Glascote, Tamworth

LEA area: Staffordshire

Unique reference number: 124159

Headteacher: Mr M Dagnan

Lead inspector: Mr P Bamber

Dates of inspection: 12 – 14 July 2004

Inspection number: 258176

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:        | 4 - 11  |
| Gender of pupils:           | Mixed   |
| Number on roll:             | 375   |
| School address:             | Canning Road<br>Glascote<br>Tamworth<br>Staffordshire |
| Postcode:                   | B77 3JX   |
| Telephone number:           | 01827 475567  |
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| Appropriate authority:      | Governing body  |
| Name of chair of governors: | Mr C Robey  |

## CHARACTERISTICS OF THE SCHOOL

This larger than average Community Primary School has 375 pupils on roll. Pupils come from families who live in a mixture of private and rented accommodation. Very few pupils come from any other background other than white British. No pupil is at an early stage of learning English. Around an average proportion of pupils have a special educational need and a statement. Normally children enter the school with expected attainment. The number of pupils in receipt of free school meals is broadly average. Pupil mobility is not an issue for this school. There have been recent Department of Education and Skills (DfES) awards and a Basic Skills Quality Mark awarded in 2002. The school is in receipt of its third Eco Schools Award in recognition of its work to make pupils more environmentally aware. There are very close and productive links with local colleges and feeder schools.

## INFORMATION ABOUT THE INSPECTION TEAM

| Members of the inspection team |          |                | Subject responsibilities  |
|--------------------------------|----------|----------------|---|
| 15064                          | P Bamber | Lead inspector | Mathematics   |
| 1329                           | K Oliver | Lay inspector  |   |
| 21073                          | R Fry    | Team inspector | English<br>Art and design<br>Music  |
| 29263                          | F Clarke | Team inspector | History<br>Religious education<br>Areas of learning in the<br>Foundation Stage  |
| 17907                          | M Bowers | Team inspector | Science<br>Design and technology<br>Physical education<br>Special educational needs<br>English as an additional<br>language |
| 19026                          | B Downes | Team inspector | Information and communication<br>technology<br>Geography  |

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

The school provides a **satisfactory** quality of education. Standards and achievement are good in English, music and art and design, but unsatisfactory in science. Pupils' behaviour and attitudes are good. There is good enrichment in the curriculum. The school is satisfactorily led and managed by the headteacher and key staff. Governance is satisfactory. Value for money is satisfactory.

#### The school's main strengths and weaknesses are:

- Standards in English are above average in Year 6.
- In science, pupils' achievements and the standards they attain are too low.
- Pupils achieve well in the arts.
- Children have a good start to their education in the reception classes.
- Despite the recent improvement in the amount and the quality of resources for information and communication technology (ICT), they are not always well used to support pupils' learning.
- Pupils behave well and have positive attitudes to learning because their personal, social, moral and cultural development is good.
- The more-able pupils are not always sufficiently challenged in lessons.
- The monitoring of teaching and learning lacks rigour.

Improvement since the previous inspection has been satisfactory. Standards are now higher in ICT, especially in Years 4,5 and 6. Assessment systems are more effective and the outside accommodation has improved considerably. Less progress has been made in improving the progress made by more-able pupils and in eliminating the poor accommodation in the mobile classrooms.

### STANDARDS ACHIEVED

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

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

Pupils' achievement is **satisfactory** overall. The present group of children in the reception classes entered the school with slightly below average standards and has made good progress as a result of effective provision. Most will attain the targets set for them in all areas of their learning by the time they enter Year 1. In Years 4 to 6, pupils achieve well in English, but in science, despite some good achievement in Year 4, pupils do not achieve well enough. Pupils' achievements in art and design and music are good. Results in the national tests tend to fluctuate from year-to-year depending upon the average attainment of different year groups. When results are compared with schools nationally and with those of a similar type, standards have been highest in English and least good in science.

Overall, standards in English are at expected levels in Year 2, with pupils' reading standards better than their writing. In mathematics, standards are broadly average, but below average in science. In Year 6, standards are currently above expected levels in English and at the expected levels in mathematics. They are below expectations in science because there are some weaknesses in teaching. Information and communication technology (ICT) standards and achievements are below expectations in Year 2, but meet expectations in Year 6. Standards and achievement are above those expected in art and design and music throughout the school. Although pupils who are gifted or talented achieve satisfactorily, there is evidence that more-able pupils sometimes underachieve.

Pupils' personal development, including their social, moral and cultural development is good. As a result, most behave sensibly and have positive attitudes to learning. Attendance is satisfactory and pupils are punctual.

## **QUALITY OF EDUCATION**

The quality of education is **satisfactory**. Teaching, learning and assessment are **satisfactory**. The teaching of English in Years 4 to 6 is good. Art and design and music are taught well throughout the school. Science teaching is unsatisfactory overall. The curriculum for pupils is satisfactory and enrichment is good. The quality of care is good and pupils' personal and academic guidance is satisfactory. The school's partnership with parents is good and links with other schools and colleges are very good. Links with the community are good.

## **LEADERSHIP AND MANAGEMENT**

The quality of leadership and management is **satisfactory**. Governance is satisfactory. The headteacher provides clear guidance to staff and governors and is well supported by the deputy headteacher. Key staff carry out their duties satisfactorily, but weaknesses in teaching and learning are insufficiently identified because lessons are not observed often enough.

## **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

Parents have positive views of the school, are keen for their children to join the school and like the warm atmosphere. They feel that teaching is good and appreciate the way in which their children are encouraged to assume responsibilities and helped to mature. Pupils are equally positive, especially liking the playground facilities, the friendliness of their teachers and other children and the visits they take out of school to support their learning.

## **IMPROVEMENTS NEEDED**

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

- Improve standards and pupils' achievements in science.
- In Years 2 and 3 make better use of resources to improve pupils' achievements in ICT.
- Ensure that the more-able pupils are consistently challenged in lessons.
- Observe and evaluate teaching and learning more often and more rigorously.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

#### Standards achieved in areas of learning, subjects and courses

Standards and achievement are satisfactory overall. Pupils consistently achieve well in Year 4. More-able pupils sometimes underachieve. Standards and achievement in English are good in Years 4, 5 and 6. Achievement in science is not high enough. Throughout the school pupils achieve well in the arts.

#### Main strengths and weaknesses

- Standards and achievement in reading and writing are above average in Year 6.
- Children achieve well in the reception classes.
- Standards and achievement in science are unsatisfactory.
- The achievement of pupils in Year 4 is good.
- More-able pupils are not always set tasks that match their needs.
- Pupils' standards and achievement are above expectations in art and design and music.
- Standards are below expectations in information and communication technology (ICT) in Years 2 and 3.

#### Commentary

1. In most years, children enter the school with broadly expected standards. This year standards were just below those expected on entry to the reception classes. Because they are taught well and their learning is well planned, children make good progress in reception and most are likely to reach the targets set for them in all areas of their learning by the time they enter Year 1.

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

| Standards in: | School results | National results |
|---------------|----------------|------------------|
| reading       | 16.4 (14.5)    | 15.7 (15.8)      |
| writing       | 15.0 (14.0)    | 14.6 (14.4)      |
| mathematics   | 16.8 (15.4)    | 16.3 (16.5)      |

*There were 56 pupils in the year group. Figures in brackets are for the previous year*

2. Last year's Year 2 results show a considerable improvement on the previous year with pupils achieving above average standards in reading and average standards in writing and mathematics. Currently, standards are slightly lower than those indicated by the 2003 test results, being in line with those expected in reading and mathematics, but just below average in writing and science. The achievements of the more-able pupils are not always high enough because they are not sufficiently challenged in lessons. In other subjects, in which it was possible to make a secure judgement about standards, pupils attain above expected standards in art and design, perform well in music, attain expected levels in religious education and the humanities but do not reach standards expected in ICT.

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

| Standards in: | School results | National results |
|---------------|----------------|------------------|
|---------------|----------------|------------------|

|             |             |             |
|-------------|-------------|-------------|
| English     | 27.3 (26.5) | 26.8 (27.0) |
| mathematics | 26.2 (26.2) | 26.8 (26.7) |
| science     | 27.5 (27.4) | 28.6 (28.3) |

*There were 44 pupils in the year group. Figures in brackets are for the previous year*

3. The table on the previous page reflects similar results to previous years, with pupils doing relatively better in English, but less well in science. Last year, when compared with similar schools, standards were much better in English and mathematics, but reflected underachievement in science. Current standards are above those expected in English, in line with expectations in mathematics and below expectations in science. In those other subjects in which secure judgements were made, standards are above expectations in art and design and in line with expectations in ICT, the humanities (history and geography) and in religious education. Pupils' musical performance is good. Although the relative performance of boys and girls in national tests differs from year-to-year there is no discernable trend. Indications from unvalidated national test data for 2004 are that the school has met its targets for the proportion of pupils reaching the expected level in English and mathematics.
4. Standards in reading and writing are above expectations in Year 6, as a result of good teaching and effective support for pupils who need extra help. Indications from the 2004, unvalidated national test results, are that many pupils who had earlier been identified as underachieving and who received intensive and focussed support based on rigorous assessments, attained the expected Level 4 in both English and mathematics.
5. Throughout the school, apart from in Year 4, pupils do not reach high enough standards or achieve well enough in science because of weaknesses in the way they are taught. Pupils have an insufficient grasp of scientific facts and of how to formulate and test hypotheses.
6. Standards are above expectations in art and design and pupils achieve well. Pupils use a wide range of media to produce work of a good standard as a result of high expectations and access to a good range of resources.
7. Standards and achievement in ICT are below those expected in Years 2 and 3. Until very recently teachers and pupils in those year groups, have had limited access to sufficient up-to-date resources. This has meant that pupils have spent too little time acquiring and practising their skills, which has resulted in underachievement.

### **Pupils' attitudes, values and other personal qualities**

Pupils' attendance and punctuality are satisfactory and their attitudes and behaviour are **good**. Pupils' spiritual, moral social and cultural development is **good** overall.

### **Main strengths and weaknesses**

- Pupils like coming to school and enjoy every aspect of school life. They are proud of their achievements.
- Nearly all pupils have positive attitudes to learning and behave well. As a result, they achieve well and make good progress.
- An almost complete absence of bullying, racism and unkindness means that the school is a harmonious community in which pupils learn and play happily.
- Pupils', moral, social and cultural development is good with the caring, community ethos underpinning all aspects of school life.

## Commentary

8. Pupils are proud to be at Woodlands School and they feel that it is a good place in which to learn and play with their friends. They are confident that they are well looked after by all the adults who work with them. Pupils like their teachers and are confident and polite in their day- to-day dealings with everybody around them. They make visitors very welcome by, for example, cheerily offering to guide them around the school.
9. The overall standard of behaviour is good. As a result, the majority of lessons run smoothly and productively because pupils and teachers concentrate on their work. Pupils enjoy learning, both on their own and in groups and use their initiatives to solve problems and find things out. They respond well to challenges and to the teachers who have high expectations of their performance and commitment. This overall positive picture is spoilt by a small number of lessons in which behaviour and progress deteriorate because of a lack of challenge. Pupils sometimes become bored and lose concentration.
10. Playtimes “buzz” as pupils revel in a wide variety of energetic and quieter games. “Buddies” make sure that no one is left out. Pupils know what to do if anyone is unkind or upset through, for example, teasing or bullying and are confident that on the rare occasions that it does happen, things will be quickly sorted out. The school’s caring ethos is obvious in, for example, the way that the older pupils keep a kindly eye on younger ones and help them to learn and play. Pupils are very enthusiastic about the good range of clubs and visits which the school provides and are proud of their contributions to, for example, music and dance festivals.
11. Children in the reception classes achieve well in their personal and emotional development. Pupils’ spiritual, moral, social and cultural development is good overall. Pupils have a strong sense of right and wrong. They are keen to contribute to their community, thrive on responsibility and celebrate each other’s successes. They empathise with the realities of life in poor parts of the world and raise large sums of money for charities. They enjoy experiencing a wide range of cultures through their work in art, music and geography, the visits they make to local places of interest and visitors from other countries. There were no exclusions in the latest reporting year.

### *Attendance in the latest complete reporting year (%)*

| Authorised absence |     | Unauthorised absence |     |
|--------------------|-----|----------------------|-----|
| School data        | 5.7 | School data          | 0.5 |
| 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.*

12. The majority of parents respond positively to the school’s attempts to encourage good attendance and punctuality. The slightly below average attendance figures are principally due to school-wide illness and the number of in-term holidays.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is **satisfactory** overall. Teaching, learning and assessment are all satisfactory. There is consistently good teaching in Year 4. Art and design is taught well. The teaching of ICT in Years 2 and 3 is unsatisfactory. The curriculum is satisfactory, with pupils

having good opportunities for enrichment outside the classroom. Overall, resources for learning are good but there are some weaknesses in the overall, satisfactory accommodation. The quality of care is good and pupils receive satisfactory personal and academic guidance. The partnership with parents and other schools and the community is good. The school actively seeks the views of pupils and acts upon them.

### Teaching and learning

Teaching and learning are **satisfactory** overall. Assessment is **satisfactory**.

### Main strengths and weaknesses

- English is taught well in Years 4,5 and 6.
- There are weaknesses in the teaching of science and ICT.
- Teaching is lively and demanding in Year 4.
- Specialist teaching is used well in music.
- Tasks set for the more-able pupils are often not demanding enough.
- Teaching and learning are good in the reception classes.

### Commentary

13. The overall quality of teaching is satisfactory. There was much good teaching, but some unsatisfactory teaching was observed in science and ICT.

### Summary of teaching observed during the inspection in 43 lessons

| Excellent | Very good | Good     | Satisfactory | Unsatisfactory | Poor | Very Poor |
|-----------|-----------|----------|--------------|----------------|------|-----------|
| 0         | 7(16%)    | 18 (42%) | 14 (33%)     | 4 (9%)         | 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.*

14. Reading and writing is taught well in Years 1, 4, 5 and 6, resulting in pupils in these year groups achieving well. The teaching is lively, expectations high and work is marked rigorously, helping pupils to improve their punctuation, spelling and sentence construction. Pupils who need it are given well-focussed support, which enables them to achieve well and many of them attain expected standards.
15. There are weaknesses in the teaching of science and ICT. Two unsatisfactory science lessons were observed and in both pupils were given insufficient opportunities to formulate ideas and test them out themselves, resulting in unsatisfactory learning. Deficiencies in the deployment of resources, exacerbated by limited accommodation, contributed significantly to the unsatisfactory ICT lesson observed in Year 2. Too many pupils with access to too few computers in hot, cramped conditions, caused learning to be unsatisfactory.
16. Teaching in Year 4 is consistently good. Both teachers engage all pupils' interest through lively and interesting tasks, expecting them to respond to high expectations of behaviour, the quality and quantity of work. Pupils react to this good and very good teaching positively, giving of their best and achieving well.

17. In some lessons, the tasks set for the more-able pupils insufficiently matches their needs. Teachers, especially in Years 2 and 3, do not expect enough of these pupils and as a result they sometimes underachieve. In a Year 3 mathematics lesson, the more-able pupils were required to listen, while the tasks for other groups were explained, before they were allowed to settle to their own tasks. In lessons, teachers rarely target questions of different levels of difficulty according to pupils' needs, which often results in the less-able pupils not responding and the more-able pupils being unchallenged. There is a link between these weaknesses in teaching and learning and the relative underperformance of some more-able pupils in national tests.
18. Specialist teaching in music on one day per week has a very positive effect on pupils' performance. Many respond by joining the school choir, learning to play an instrument or keenly partaking in musical productions in and out of school. The quality of teaching in these lessons makes a strong contribution to pupils' personal, social and cultural development as well as their standards and achievement in the subject.
19. Children in the reception classes are taught well and learn effectively. Their activities are well planned and provide a good mix of direct teaching and tasks that are focussed upon play and children choosing what they will do. Warm relationships are established, even before children officially enter the school, as a result of very effective induction procedures, which significantly contribute to the quality of learning. Teachers and their assistants work well together as a team to ensure that children are well supported, encouraged to develop good communication skills, to get on well with each other and that their progress is accurately assessed.

## The curriculum

The school provides a **satisfactory** curriculum to meet the needs of the pupils and the requirements of the National Curriculum. Opportunities for enrichment are **good** through effective use of visits and visitors and a broad range of out of school activities. There is a good programme for pupils' personal, social and health education. Arrangements for transfer of pupils to secondary education are particularly good.

## Main strengths and weaknesses

- A good range of extra-curricular activities enriches the curriculum.
- Resources are good.
- There is no safe, fenced off play area for younger children.
- Arrangements for transfer of pupils into Year 7 are very good.

## Commentary

20. The school provides a broad and balanced curriculum that meets the needs of pupils in all areas of the National Curriculum, religious education and for children aged under five. Statutory requirements for the National Curriculum and for collective worship are fully met. Good examples were observed of effective use of topics and of good links between subjects such as history and geography. This helps to make teaching more interesting and relevant to pupils.
21. Overall, pupils are satisfactorily included in the school's provision. Pupils with special educational needs receive the support they need, particularly those who have statements who are well provided for, and those who have more severe learning difficulties. Those who are gifted and talented are provided with tasks which challenge them, some for instance, working through teaching programmes designed for older pupils. However, those pupils who are more-able are not always provided with demanding enough work and this is reflected in some of these pupils underachieving in national tests.
22. Governors ensure that the school meets its statutory duty to teach sex and relationships education and the dangers of the misuse of drugs. There is a good programme for pupils' personal, social and health education. This is taught mainly in National Curriculum lessons such as science and in religious education. Visitors to the school such as the School Nurse and Community Police Officer make a good contribution to personal, social and health education. In some classes, there are timetabled lessons for personal, social and health education and for Circle Time, when pupils discuss issues of importance to them.
23. The school provides a good range of extra-curricular activities. There are a range of sporting and musical activities that enrich curricular provision and enhance pupils' learning. Pupils learn to play a number of musical instruments and take part in a range of sporting activities. The breakfast club provides a good start to the day for many pupils. Visitors frequently contribute to lessons and assemblies, for instance a native Australian musician talked about his life and gave a demonstration of playing a *didgeridoo*, providing pupils with an unusual and highly educational experience. A range of visits help pupils to appreciate the wider world. Pupils in Year 6 have a residential visit each year, which significantly contributes to their personal and social development.

24. Overall, resources are of good quality and most are well deployed so that the best use can be made of them. Resources for ICT have improved considerably since the previous inspection, but the school does not think creatively enough about how they can be used to full advantage for pupils. As a result, standards in ICT are not as high as they could be, especially in Years 2 and 3. Accommodation is satisfactory overall, but there is no safe, fenced off play area for younger children. The two mobile classrooms, which house Years 2 and 3 have only just been linked to the internet and house too few computers to allow pupils enough access to the resources they need to attain the standards they should. The number and qualifications of staff adequately support pupils' learning and development.
25. Provision to ensure the pupils transfer smoothly to secondary education is very good. The very strong links with the secondary school, which most pupils attend when they leave Year 6, very effectively help pupils to know what to expect when they enter Year 7.

### **Care, guidance and support**

The school has **good** arrangements for pupils' care, welfare and health and safety. The monitoring of pupils' achievements and personal development is satisfactory. There are good arrangements to involve pupils through seeking, valuing and acting on their views.

### **Main strengths and weaknesses**

- There are good child protection procedures and good arrangements to ensure everyone's health and safety.
- Teachers rely too heavily on informal systems for monitoring when they plan lessons and respond to pupils' needs.
- The school council, Eco club and day-to-day contact between pupils and staff provide very good formal and informal opportunities to collect pupils' ideas on how to make the school a better place for them to learn and play.
- The very good arrangements to introduce new pupils and parents to school mean that the children have the best possible start to school life.

### **Commentary**

26. The governors and all the staff work hard to ensure that Woodlands is a happy and caring environment for all their pupils. There is a nominated member of staff in charge of the good child protection arrangements, which include close links with all the relevant local agencies. Changes in procedures, arising from very new requirements, are under way.
27. Health and safety arrangements have improved since the previous inspection and they are now good. A good risk assessment system, which covers both visits and in-school activities, is in place. First-aid provision is very good because a number of staff have had up-to-date training and there is a well-equipped medical room. Pupils are well supervised throughout the day. Their health and general well-being are promoted through the effective personal, social and health education programme.
28. Teachers and support staff are sensitive to their pupil's needs, provide good support and guidance and know the pupils and their families well. The arrangements for tracking pupils' progress are generally good, but some teachers rely too much on informal and "one-off" methods to check how pupils are getting on and deciding what they need to do next. The school is aware of this situation and is promoting a more consistent use of the whole school approach to tracking pupils' progress. Many pupils with special educational needs have positive relationships with their class teacher, learning assistant and often the teacher of a parallel class. They are well supported by the school, which seeks advice from experts who visit regularly, assess the progress these pupils are making and give further advice and

support. This ensures that teachers and support staff are kept well informed and up-to-date with the latest teaching strategies for pupils with various categories of special educational need.

29. Pupils' ideas are highly valued by the school and acknowledge that the contribution pupils make to school life has an influence on the quality of their lives and learning. The elected school council and Eco club both meet regularly to discuss and present their ideas to senior staff. Recent successes include major improvements to play facilities and the refurbishment of the wild life pond.

30. The “welcome mat” for new pupils and parents includes a series of afternoon sessions in which both enjoy tasters of life, learning and teaching in the reception class. The result is that children are thoroughly prepared for school and parents are in a good position to help their children learn.

## **Partnership with parents, other schools and the community**

The links with parents and the community are **good**. The links with other schools and colleges are very good.

### **Main strengths and weaknesses**

- The majority of parents feel that they are well informed about the standards their children achieve, the progress they make and what is going on in the school.
- Parents are actively involved in the life and work of the school and have a positive impact on the quality of their children’s learning.
- The school’s good links with the local community enrich the curriculum.
- Pupils’ education benefits from the high quality and wide range of the school’s links with local schools and colleges.
- There is no regular and systematic means of gathering and acting upon parents’ views and ideas about how to improve further the quality of school life and their children’s education.

### **Commentary**

31. Parents are pleased with the way their children are taught, looked after and helped to grow up. Although a number of those parents who completed the pre-inspection questionnaire felt that they are not well enough informed about their children’s progress, the inspection team found that the quality and range of the information that the school provides is good. There are regular newsletters, a good prospectus, pamphlets and briefing sessions about the curriculum. They hear about their children’s targets and progress through termly consultation evenings and an end-of-year report. Parents of children who have special educational needs are kept well informed and are closely involved in planning the way that the school tackles their children’s difficulties.
32. The school has an “open door” policy and relationships between parents and all staff are good. There are good, informal opportunities, such as at the beginning and end of the day, to deal with worries and issues as and when they arise. The school keeps the parents of those pupils with special educational needs fully informed about, and involved, in the progress their children make. Parents of pupils with statements are formally invited to annual reviews and receive all the relevant documentation.
33. Parents make a good contribution to school life and to their children’s education. Their ideas and views are valued and sought. There is, however, no regular and systematic means of consulting parents about school developments. Parents encourage their children to work hard and do their homework. A large number of volunteers help in lessons, with clubs and look after pupils at major events such as a recent trip to Stoneleigh. Major celebrations, such as the end-of-year music evening, are a sell-out. There is a very active parents’ association that organises social events and raises large sums of money for the school.
34. Local churches, charities and a wide range of cultural and sporting activities enrich pupils’ education. The very good links with colleges and schools have a positive impact on pupils’ learning. Teachers work closely with their secondary school colleagues and with tutors from the University of Warwick. Senior staff are active members of the various local schools’ networks. Trainees, teachers, support staff and work experience students are a regular and very welcome part of school life. Very good liaison with the local high school ensures that each Year 6 pupil is well-prepared for the move to the next stage of their education.

## LEADERSHIP AND MANAGEMENT

Leadership and management are both **satisfactory**. The headteacher has a clear vision of what the school needs to do to improve and is well respected by staff, pupils and parents. The deputy headteacher plays a key role in forging very positive links with local colleges. Despite recent improvements subject co-ordinators are insufficiently involved in evaluating the quality of teaching and learning. Governance is **satisfactory**. Governors ensure good financial management, but many are unable to spend much time in the school.

### Main strengths and weaknesses

- The foundation stage is well led and managed.
- The headteacher knows what needs to improve.
- Governors are prudent financial managers.
- The monitoring and evaluation of teaching and learning lacks sufficient rigour.

### Commentary

35. The organisation of teaching and learning in the reception classes promotes good achievement and relationships. From the very effective induction workshops, in which parents are made aware of the content of the children's curriculum and the way in which it is taught, to the good planning and assessment of the children's learning, provision is well managed. As a result, children happily come to school and thrive on the well focussed and stimulating activities provided for them.
36. The headteacher is well aware of what improvements are needed in standards and achievement. As a result of satisfactory performance management, several initiatives have been implemented to achieve those improvements. The recent emphasis upon engaging pupils more fully in their own learning is beginning to have an impact on raising achievement in some classes, albeit not in all. The quantity and quality of resources to support ICT have improved considerably in recent years. However, the rigour with which these initiatives have been implemented has been insufficient, resulting in patchy improvement in provision, standards and achievement.
37. Governors and the headteacher are prudent financial managers and apply the principals of best value in all decisions. Despite funding which is below the national and local average, careful financial planning and rigorous budget monitoring have resulted in considerable improvements in resources especially for ICT and in the outside environment of the school, which have significantly improved the provision for pupils' play and investigative learning. Time constraints mean that many governors are not able to spend time in school familiarising themselves with provision first hand, which puts them relatively, poorly placed to monitor that provision.
38. Key staff and managers are currently involved in training intended to enhance their role. Whilst aspects of their work are more effective as a result, for instance, the analysis of test data and tracking pupils' progress, they have only limited awareness of those relative strengths and weaknesses in teaching throughout the school, which either enhance or limit pupils' achievement. This is because they have few opportunities to observe lessons. There has been a lack of rigour in identifying weaknesses in the teaching of science, which has resulted in pupils underachieving in some classes.

### ***Financial information for the year April 2002 to March 2003***

| Income and expenditure (£) |         |
|----------------------------|---------|
| Total income               | 781,171 |
| Total expenditure          | 778,087 |
| Expenditure per pupil      | 2,102   |

| Balances (£)                        |        |
|-------------------------------------|--------|
| Balance from previous year          | 48,560 |
| Balance carried forward to the next | 55,040 |

## What is the effectiveness of community provision?

The school's links with the community are **good**.

### Main strengths and weaknesses

- Good links with the local community raise pupils' awareness of their roles in society and the contribution they can make.
- Pupils' confidence, self-esteem and expertise benefit from their participation in a wide range of cultural events outside of school.
- Visits to local places and major events increase pupils' knowledge and understanding of the wider world and have a direct positive impact on their education.
- The community makes good use of the school's facilities.
- There are too few links with the local business community.

### Commentary

39. The school's links with the community have improved since the previous inspection and they are now good. Visits by services such as the fire brigade, police and dog patrols provide pupils with good opportunities to learn, not only about how to keep safe, healthy and secure, but also the responsibilities that come with being a good citizen. Visits to various local churches help pupils learn about the Christian faith and develop their own spirituality. Regular assemblies run by local ministers are very popular with pupils, providing them with good opportunities to sing, celebrate, pray and reflect on their own beliefs. Pupils contribute to the local and wider communities through, for example, their carol singing at Christmas, harvest-time fundraising for the very poor in developing countries and gifts to a local old people's home.
40. Participation in dance and music festivals, such as the very recent one at Lichfield Cathedral, extend children's cultural experiences and, through their work with children from other schools, help them to develop their confidence, skills and appreciation of others' talents. Visits to national events, such as the Royal Show at Stoneleigh, provide pupils with experiences of an environment that is totally different from their own urban environment.
41. The school encourages the community to use its facilities. A well-established and popular local football club uses it as its base for coaching teams. Summer play schemes for children from the surrounding area also make use of the premises.
42. The previous inspection report commented on the fact that although the school is close to major commercial and industrial centres, there were few links with them. The school accepts that this is still a weakness. It also accepts that the success of informal contacts such as those which lead to the supply of containers for the school's very successful "cardboard" box week, demonstrate the value of developing such links.



## **PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING and SUBJECTS**

### **AREAS OF LEARNING IN THE FOUNDATION STAGE**

Provision for children in the Foundation Stage is **good** and it is well led and managed. Children start school in the September before they are five and most have some pre-school experience. Their attainment on entry is generally average. However, in the current year, although children entered the school with a broad range of abilities and experiences, their attainment on entry was just below average overall. The reception classes provide a stable, pleasant and caring environment. Strategies for introducing children to the reception classes and for welcoming parents and informing them about what goes on in school are very good. Relationships are strong and supportive. The children are encouraged to enjoy learning and to take part in a wide variety of lively practical activities, to support their progress effectively in all areas. They achieve well and by the time they leave the reception year most reach the expected standards. Teaching is good overall and all staff have a secure understanding of how young children learn and of the importance of educational play and first-hand experiences. Children with special educational needs are identified early and are effectively supported. All children have full access to the curriculum.

The overall good provision reported in the previous inspection has been maintained. Accommodation has improved because there is now a designated area for the reception classes, but its usefulness is limited because it is not surrounded by a fence and children have to be constantly, very carefully supervised when using this area.

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

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

#### **Main strengths and weaknesses**

- There are very good relationships between staff and children, and among the children themselves who learn to help and care for each other.
- Staff support children well and help them to develop self-confidence and independence.

#### **Commentary**

43. Teaching and learning are good and most children achieve the early learning goals by the end of the reception year. The rules and routines of school life are explained well, and as a result, children know what is expected of them and have positive attitudes towards learning. Their behaviour is very good and they eagerly participate in the wide range of activities provided for them. They play well together, sharing resources amicably when, for example, playing with construction toys or engaging in role-play in the class *café*.
44. Children have many opportunities to develop responsibility and independence. When given a choice, children are confident in selecting an activity and generally maintain good concentration. All children are expected to tidy up at the end of sessions and most do this willingly and effectively. They confidently carry out tasks such as returning the register to the school office. There is appropriate emphasis on health and safety, for example, on the importance of carefully handling everyday objects such as knives and washing their hands before handling food.

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

## Main strengths and weaknesses

- Teachers provide good opportunities for children to develop speaking and listening skills.
- Whole class sessions are used effectively to develop children's reading and writing skills.
- The quality of planned activities following whole class sessions is variable.

## Commentary

45. Teaching is good and children achieve well in this area and reach the expected standards by the end of the reception year. There is a wide range of stimulating experiences and activities and the staff regularly intervene to develop and extend children's language and literacy skills. Children are encouraged to share conversations and articulate ideas. Engaging in conversation with their "talking partner," children animatedly discuss what might have caused teddy's injury. They are attentive listeners, able to follow instructions about their tasks and enjoy interesting stories.
46. Children are surrounded by written words to support their activities. The relevance of reading and writing is emphasised well. Children regularly read and respond to letters from the class puppets, Sid and Jim. They refer to a recipe when making biscuits. Composing a menu in the class *café* provides opportunities to develop early writing skills. Most children recognise a number of basic words, know the sounds and names of letters and read simple sentences in their reading books. A significant number use their knowledge of sounds to write simple words. Books are taken home regularly to share with their parents and carers, which has a positive effect on children's progress in learning to read.
47. Children enjoy whole class sessions and when they share a *Big Book* with the teacher, they listen attentively, make relevant comments and confidently predict what might happen next. They also achieve well in follow-up activities, which have adult input, but some tasks they are given in these formal sessions are not well matched to their abilities, either lacking challenge or proving too difficult to do without adult support.

## MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

## Main strengths and weaknesses

- Learning about numbers is related well to children's interests and experiences.
- Staff introduce children to a good range of mathematical vocabulary.
- Children are given good opportunities to develop their understanding of measures.

## Commentary

48. Teaching and learning are good and children achieve well and reach the expected standards. A range of interesting first-hand experiences is organised to help children develop mathematical concepts. Lessons proceed at a good pace with different activities designed to hold the children's attention and keep them motivated. Problems are presented in different ways to develop and extend children's learning. Teachers put a strong emphasis on mathematical language and frequently ask the children to describe or explain what they are doing, which enhances children's understanding and consolidates their learning. Children enjoy the practical tasks they are given. One group

was engrossed as they measured the height of different teddies by threading pasta onto a piece of string, which acted as a non-standard measure.

49. Opportunities for developing mathematical understanding and skills are incorporated into many of the children's everyday routines, activities and experiences. For example, they help the teachers to count the numbers of children present. This information is used effectively to develop a variety of mathematical skills and introduce the concept of subtraction. Children learn about measures as they engage in tasks such as making biscuits for the teddy bears' picnic using a balance to weigh the ingredients.

## **KNOWLEDGE AND UNDERSTANDING OF THE WORLD**

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

### **Main strengths and weaknesses**

- The curriculum is planned to provide first hand experiences, which interest the children and accelerate their learning.

### **Commentary**

50. Children develop a good understanding of the world around them because of the good teaching. The indoor and outdoor environment is used well for children to engage in a wide range of stimulating activities. Good planning and teaching ensure that children enjoy a wide range of first-hand experiences, which enable them to explore, observe and discuss their findings. Children plant seeds and watch them grow. Their knowledge of living creatures is developed when they visit a local farm to collect and examine mini-beasts from the school garden. They make maps of their journey home marking features such as street lamps and pillar-boxes. Children develop basic computer skills well, using programs to support their learning in mathematics, language and literacy.

## **PHYSICAL DEVELOPMENT**

51. Very little direct teaching was observed and an overall judgement about provision cannot be made. However, observations of children engaged in various activities, indoor and out, indicate that they have many opportunities to develop skills well and reach the expected learning goals. Children develop their manipulative skills as they make biscuit dough and use scissors, moulding materials, brushes and pencils in a variety of activities. Children have access to a pleasant outside area where they run about and use bikes and scooters, that they control well as they manoeuvre around the available space. There is climbing equipment available, but its use is limited because there is no soft surface area. In addition, children have structured physical education lessons in the school hall providing them with good opportunities to develop balance and rhythmical movement and ball skills.

## **CREATIVE DEVELOPMENT**

Provision in creative development is **good**.

### **Main strengths and weaknesses**

- Children are encouraged to develop their imaginative skills.

- Basic techniques are well taught.
- Opportunities to develop children's imaginative play are sometimes missed.

## Commentary

52. Good teaching and learning ensure that children achieve well and attain the early learning goals at the end of the reception year. Children enjoy a good range of experiences in art and design, music, story and imaginative play. Children regularly listen to stories and are given opportunities to express their own ideas. Staff provide a wide range of materials from which children choose to create their own designs, patterns and collages. Skills such as painting, cutting and joining materials are well developed and practised when children create effective two- and three-dimensional pictures and models during their project on mini-beasts and make careful observational drawings and paintings of fruit.
53. The *café* areas provide children with a range of opportunities to use their imagination as they take on the roles of staff and customers. Sand and water are available daily and children enjoy playing in these areas. Opportunities for independent play are well resourced, but opportunities to extend and challenge children in their play are sometimes missed because adults tend to concentrate on groups where there are more formal teaching and learning activities.

## SUBJECTS IN KEY STAGES 1 and 2

### ENGLISH

Provision in English is **satisfactory**.

#### Main strengths and weaknesses

- Pupils are likely to reach above average standards in Year 6 this year in national tests.
- Pupils have good attitudes to work.
- Teachers do not match pupils' work well enough to their abilities in some classes.
- Leadership and management are limited because the subject leader does not have enough opportunities to improve weaker teaching.

## Commentary

54. Pupils in Year 2, this year, are likely to reach average standards in national tests, compared with all schools. Their achievement is satisfactory. Pupils in Year 6 are likely to reach above average standards in national tests, compared with all schools. Their achievement is good. The most telling factors that determine pupils' standards are their abilities on entry to the school, pupils' good attitudes to work and the effects of the teaching. The teaching is particularly good in Years 5 and 6 and pupils' results reflect the quality of tasks they are set.
55. Standards in speaking and listening are average in Year 2 and are above average by the end of Year 6. Pupils' achievement is satisfactory in Year 2 and is good in Year 6. Most pupils in Years 1 and 2 talk confidently to their teachers. Both girls and boys give full responses, using an adequate range of vocabulary. Some boys in Year 2 do not listen as well as the girls and are more likely to interrupt when another pupil is speaking.

In a very good lesson in Year 1, pupils talked confidently about a story. The teacher made skilful use of well-targeted questions to explore a text that interested pupils.

56. Pupils in Years 3 to 6 respond well to their teachers' questions, take an active part in class discussions and share ideas sensibly. They enjoy role-play and drama lessons. More-able pupils in Years 5 and 6 write short plays and perform them well using simple puppets. In a lesson linked to World War 2, pupils in Years 5 and 6 listened well to a recording and asked a wide range of perceptive questions.
57. Standards in reading are average in Year 2 and are above average in Year 6. Pupils of all ages are keen to read and achieve well by the end of Year 6. In Years 1 and 2, staff listen regularly to pupils' during guided reading times, while parents are encouraged to share books with their children at home. Home-school reading records are used effectively to check on pupils' progress. Pupils in Year 2 talk with interest about the books they read and re-tell the stories in some detail. They use an adequate range of strategies to read unknown words and most read simple stories confidently.
58. By the end of Year 6, most pupils read a wide variety of texts fluently and with good expression. They infer additional information by reading 'between the lines.' Pupils use library skills well to locate information on a variety of topics. They use the school library regularly to borrow books. Pupils have read books from a good range of authors and they are clear why they like certain authors, such as Jacqueline Wilson and Michael Morpurgo.
59. Standards in writing are below average in Year 2 compared with all schools, but are above average when compared with similar schools. Standards are above average in Year 6 and pupils achieve well. Many pupils in Year 2 only write in short sentences and too few use capital letters and full stops regularly. They use a range of different writing styles successfully including, stories, diaries and poetry and use interesting vocabulary when writing, often using a dictionary to help them spell words. Teachers encourage more-able pupils to write at length by using joining words such as *once more*, *meanwhile* and *finally*. By the end of Year 6, most pupils write well. Pupils' handwriting is tidy and letters are well formed. Teachers encourage pupils to try new ideas and as a result they write varied and interesting pieces. Standards of spelling are good and most pupils punctuate their work accurately. In Year 4, pupils wrote a good series of points about whether it is a good idea to give a pet as a present. In Year 6, more-able pupils wrote good newspaper-style play reviews and included personal opinions and suggestions for improvement.
60. The quality of teaching and learning is good overall. It is satisfactory in Years 2 and 3 and is good in Years 1, 4, 5, and 6. Features of the good teaching observed, for example, are that teachers are enthusiastic and conduct lessons at a good pace maintaining pupils' interest. They remind pupils to pay close attention to punctuation at the beginnings of lessons. Teachers mark pupils' work thoroughly and set clear targets for improvement. Pupils respond to these promptings well. The good support from teaching assistants ensures that those pupils with special educational needs achieve well during lessons. In Years 5 and 6, pupils are grouped according to their abilities. There is very good provision for less-able pupils and work is very well matched to their needs. Consequently, they make good progress and their attitudes to their work are good.

61. Although teachers plan lessons in detail, they do not always set tasks that sufficiently meet the needs of all pupils. Pupils of different ability often have the same tasks to complete, which explains in part why standards are not higher in Years 2 and 3. Teachers do not routinely take pupils on from where they finished in previous lessons and set work of varying difficulty to different groups. This particularly impacts upon more-able pupils, some of whom underachieve in national tests as a result.
62. The co-ordinator has a clear action plan to improve standards of work further. Since the previous inspection, arrangements for teaching spelling, handwriting and reading have improved and as a result, standards have improved in Years 4, 5, and 6. However, there have been too few opportunities for the co-ordinator to monitor the quality of teaching and learning and this has resulted in weaknesses in some classes not being recognised. The stock of books in the library has improved, but the library is too small to allow pupils to research and work comfortably even though the librarian looks after the facility well and helps pupils to find information effectively by teaching them library skills.

### **Language and literacy across the curriculum**

63. Teachers appreciate the importance of developing pupils' language and literacy skills across the whole curriculum. Some interesting examples of extended writing were observed. For example, in Years 5 and 6, pupils prepared ideas for an informal letter to their parents as part of their work in history. They wrote notes on a television programme about young evacuees during World War Two. In Year 4, the link between writing the case for or against an issue and the need to look after animals properly was well developed. However, in some science lessons pupils have too few opportunities to write their ideas or record their findings in their own way.

### **MATHEMATICS**

Provision in mathematics is **satisfactory**.

## Main strengths and weaknesses

- Pupils with average ability achieve well in Year 6.
- The tasks set for more-able pupils do not always match their needs.
- Systems to assess progress are used well to help pupils catch up if they fall behind.
- Lessons are not observed often enough.

## Commentary

64. In recent years, pupils' standards in national tests have been generally below average in Year 2. This has been because the percentage of more-able pupils attaining at higher levels has not matched national averages. There have been improvements year-on-year since 2000 in the proportion attaining higher levels, but it has yet to match the national norm. In 2003, standards were average overall in national tests. Compared with schools of a similar type, standards were above average. Currently, in Year 2, standards are broadly in line with expectations.
65. In Year 6, pupils' standards have been generally well below average over the past four years. Recent, effective use of tracking systems and booster classes have raised the achievements and standards of pupils with average ability, so that in 2003 many more achieved the expected Level 4 in national tests. As in Year 2, the more-able pupils do not always achieve the higher level in the proportions expected. Currently, as a result of better provision, standards are in line with those expected. In both Year 2 and Year 6, improvement since the previous inspection has been satisfactory.
66. Overall, the quality of teaching is satisfactory. In the best lessons, pupils of all abilities are set tasks that require them to apply their existing knowledge to solve problems at a level which challenges them all. Teachers skilfully combine consolidating mathematical facts and reinforcing strategies for calculating, with new learning, in order to ensure that all pupils achieve well. Expectations of all pupils are high, to which they respond positively and enthusiastically. Many of these qualities were observed in a very good, pacy Year 5/ 6 lesson, in which pupils created 'mathematics trails' around the school grounds, for fellow pupils to follow. As a result, pupils consolidated their knowledge of place value and measurement very well. In this lesson, ICT was used very well to support learning.
67. Where teaching has weaknesses, lesson organisation and the pace of learning rarely fully meet the needs of more-able pupils. For example, in a Year 3 lesson the more-able were required to sit through explanations of how to carry out tasks in which other groups would be engaged before they embarked upon their own, wasting valuable time. In those year groups in which pupils are grouped according to their ability, the same tasks are set for all pupils in the group, resulting in some struggling and others finding the work too easy. Such weaknesses contribute to the relative underachievement of the more-able pupils.
68. Leadership and management are satisfactory overall. A strength is the way in which tracking systems are used to identify pupils who are not making the progress they should and taking effective action to improve their achievement. This has been particularly effective in helping pupils in Year 6 to raise their attainment to the expected level in the most recent national tests. A relative weakness in leadership and management is the lack of lesson observations that take place. This means that some relative weaknesses

in teaching are not fully identified and those aspects of strong teaching are not disseminated widely enough throughout the school.

## **Mathematics across the curriculum**

69. Pupils use their mathematical knowledge and skills satisfactorily to support their learning in a range of subjects. Telling examples were observed in design and technology in Year 4 and in geography in Years 5 and 6, where pupils had compiled spreadsheets and graphs to organise and illustrate data about rainfall statistics in different climatic regions.

## **SCIENCE**

Provision in science is **unsatisfactory**.

### **Main strengths and weaknesses**

- Overall standards and achievements are too low.
- The quality of teaching and learning is unsatisfactory overall, but it is very good in Year 4.
- Links with other subjects are effective.
- The co-ordinators have not sufficiently identified weaknesses in teaching and learning.
- Pupils do not use ICT enough to support their scientific investigations.

### **Commentary**

70. The 2003 Year 2 teachers' assessments indicate that overall standards were above average compared with all schools. This year, standards are below average in Year 2 because the year groups' average attainment is lower and there is some unsatisfactory teaching. In Year 6, the national test results over the past four years reflect consistently below average standards with too few pupils attaining at the higher levels or reaching expected standards. In the current Year 6 standards continue to be below expected levels because of weaknesses in the way in which pupils are taught. Standards and achievement are good in Year 4 because of much better teaching.
71. Overall the quality of teaching and learning is unsatisfactory. In the lessons observed the quality of teaching and learning ranged from very good in Year 4, to unsatisfactory in one Year 2 lesson and one in Year 5 /6. In those lessons in which teaching and learning were unsatisfactory, pupils were given too few opportunities to participate in investigations, to follow up their own ideas or to choose how they would record the findings of an investigation. Teachers took too much charge of pupils' learning, which resulted in pupils losing interest in the lesson and underachieving. The setting arrangements do not always allow the less-able pupils to work at their own level, because insufficient time is allocated to allow them to finish their work. There are examples in the older pupils' books where they quickly move from a low level of subject knowledge to a very high level. Consequently their learning is not secure.
72. In Year 4, teachers have good subject knowledge and apply their knowledge well to challenge pupils to formulate hypotheses, fairly test their ideas and to record their findings in a logical and readable way. In both the lessons observed, pupils learnt very effectively about the conductivity of materials as a result of the teachers' expert promptings and their high expectations of pupils' ability to use scientific processes and vocabulary.

73. A positive aspect of the teaching and learning is the way in which teachers encourage pupils to make links between science and other subjects. A good example was observed in a Year 5/ 6 lesson in which pupils applied their scientific knowledge in order to make moving machines, part of their work in design and technology. However, there is too little use of ICT to support pupils' learning. There are insufficient opportunities provided for pupils to record their findings or to measure and organise data, using computer technology.
74. Much work has been completed by the two subject co-ordinators including a teaching programme and a comprehensive subject action plan. Resources have been purchased and 'Thinking Strategies' to help pupils order their knowledge, have been introduced. Previous national test data has been analysed and evaluated to identify areas where the provision in the subject is good and where it requires further development. Although time has been set aside to enable the co-ordinators to monitor and evaluate teaching, as yet this has not been organised in a systematic manner. Consequently the co-ordinators are not sufficiently knowledgeable about the strengths and weaknesses in teaching and learning.

## INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **satisfactory**.

### Main strengths and weaknesses

- The school does not make best use of the resources available.
- Standards are below average at the end of Year 2.
- Teaching is unsatisfactory in Years 2 and 3.
- Standards are in line with that expected at the end of Year 6.
- Teaching is good in Years 4 to 6.

### Commentary

75. Standards are below national expectations at the end of Year 2. However, they are in line with that expectation at the end of Year 6. Standards have improved at the end of Year 6 since the previous inspection. Pupils' achievement is unsatisfactory in Years 2 and 3, and good in Years 4 to 6. There are no differences in achievements between groups of pupils, boys and girls or across the different levels of ability.
76. Inspection evidence indicates that the majority of pupils in Years 2 and 3 have limited opportunities to develop a range of skills and experience. Most pupils carry out the basics such as controlling a mouse and simple word processing. There is limited evidence of pupils working regularly with a range of information and ICT tools. Pupils have limited experience of how computers are used in everyday life or of trying things out to see what happens in real and imaginary situations. By the end of Year 6, pupils develop an adequate range of skills including word processing, the use of databases and spreadsheets, and presentations using PowerPoint.
77. The quality of teaching and learning are unsatisfactory in Years 2 and 3 but good in Years 4 to 6. Most Year 2 and Year 3 groups are taught in mobile classrooms and this presents problems both with regard to security for the hardware and the deployment of the available laptop computers. Even though the school has invested heavily in laptops, in order to provide greater flexibility, neither the management of the school nor the teachers themselves are creative enough in their planning to maximise the use of these laptops and to minimise the difficulties presented by the mobile classrooms. The two classrooms that have interactive whiteboards are not used well enough to give all pupils and all teachers good opportunities to benefit from them. As a result, expensive resources are not deployed well enough and consequently standards are not as high as they should be. In some lessons, pupils become restless and inattentive because they are bored. In Years 4 to 6, where teaching is planned well and resources are used to better effect, pupils develop a satisfactory range of skills, behave well in lessons and show interest in their work.
78. Leadership and management are satisfactory. However, the co-ordinator does not have sufficient time to monitor and support teaching and learning in the classroom and therefore, the shortcomings that are leading to lower standards have not been fully identified. The ratio of computers to pupils is now in line with recommendations. The issues raised by the previous inspection report have been mostly addressed. Statutory requirements are now met and satisfactory improvement has been made since the previous inspection.

## Information and communication technology across the curriculum

79. Cross-curricular provision is satisfactory. In English lessons, pupils use ICT to correct, edit and improve their work. There is good use in a number of subjects for producing a range of tables and graphs. The use of web-sites to find information is developing in some subjects, but is not used to best effect in others. There are a number of classes where teachers are not planning to use ICT to enrich and enhance pupils' curriculum. The cross-curricular ICT is affected by the problems over the deployment of resources in the same way as ICT is as a separate subject.

## HUMANITIES

Provision in religious education is **satisfactory**.

### Main strengths and weaknesses

- Pupils have opportunities to voice their own ideas and opinions.
- What pupils learn is linked to their everyday life wherever possible.
- There are insufficient opportunities made available for pupils to visit places of worship, or to meet followers of world faiths other than Christianity.

### Commentary

80. Analysis of work in pupils' books and discussions with Year 6 pupils indicates that pupils' attainment by the end of Years 2 and 6 is in line with expectations of the locally agreed syllabus. This is a similar judgement made at the time of the previous inspection. Pupils develop a satisfactory understanding of world religions, their festivals, places of worship and customs. Pupils have opportunities to link what they learn in religious education to everyday life, for example, Year 6 pupils wrote about worship and identified qualities that people we admire might possess. After looking at 'special books' such as the Bible and the Book of Kells, pupils wrote about their own favourite books.
81. The quality of teaching and learning is satisfactory overall. In a well-organised lesson in Year 1, the teacher helped pupils envisage and reflect on places that were special to them. Where teaching was unsatisfactory, there was too much emphasis on factual information and the subject matter was too abstract for pupils to understand and very little learning took place. Religious education is taught through topics, forging good links with other subjects. For example, when studying 'special people' in history, pupils look at the lives of people such as Gandhi and Mother Teresa. Strong links are made with personal and social education through themes such as exploring feelings.
82. Pupils' understanding of Christianity is enhanced by visits to local churches and through visitors, such as a member of the Pentecostal Church, who conducted an inspiring assembly. However, there are insufficient opportunities for pupils to visit places of worship or listen to representatives of other faiths.
83. Leadership is satisfactory. The co-ordinator has developed medium-term plans for the whole school based on the locally agreed syllabus and this links into the topics covered in the different year groups. She has not had the opportunity to observe teaching, but at times collects examples of pupils' work to ensure that the planned curriculum is fully taught. Assessment procedures are in line with the school's assessment policy, and

give teachers the information they need to move pupils on. Resources are satisfactory for the needs of the curriculum.

## Geography

84. Because of the timetable arrangements it was not possible to observe any geography lessons. It is, therefore, not possible to make judgements on overall provision or on the quality of teaching and learning.
85. Pupils' work indicates that standards are in line with expectations at the end of Year 2 and Year 6. Pupils show good attitudes to work and take care over their presentation. Pupils' work is corrected, but teachers make limited use of this as a means to give pupils advice about how they can improve. There are good links with history and pupils produce good project work as part of joint topics. Satisfactory assessment is in place and the school is now working on procedures to use National Curriculum levels to show pupils how they can improve their work and to ensure the full curriculum is taught. Leadership of the recently appointed co-ordinator is good and priorities for development have been established, but there is no formal arrangement for the monitoring of the quality of teaching and learning.

## History

86. Work was sampled in **history** but only one lesson observed. It is, therefore, not possible to make an overall judgement about provision.
87. Analysis of work in books and from discussions with pupils, indicates that standards are in line with expectations in Year 6. There is insufficient evidence to determine standards in Year 2, in which pupils have produced some work on Florence Nightingale and Guy Fawkes and have compared toys from the past and the present. Pupils in Years 3 to 6 cover the full breadth of the curriculum as they pursue topics such as 'Ancient Egypt', 'Invaders and Settlers' in Years 3 and 4 and 'Britain since the 1930s' and 'Homes through the Ages' in Years 5 and 6. Their work shows that they have carried out research and used an extensive range of sources. Pupils in Year 6 described with great enthusiasm the work they had undertaken recently on 'World War II'. They talked about evacuation and rationing. Much of their information came from their own research and from stories about the period such as *Carrie's War* by Nina Bawden. They imagine that they are evacuees and write letters home describing the situation, all of which make a very good contribution to literacy and to their personal development. Teaching in the one Year 5/ 6 lesson observed was very good. The teacher helped pupils to discover more about the experience of being an evacuee in a well-planned, well-resourced lesson, that demonstrated her excellent knowledge of the subject. Pupils were interested and attentive and very good questioning by the teacher evoked some very pertinent comments from pupils about the plight of some evacuees. Visits to places such as the Avoncroft Museum and Tamworth castle are used well to enhance provision.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

### Art and design

Provision in art and design is **good**.

### Main strengths and weaknesses

- Standards are above national expectations.
- Work on display around the school is of good quality.
- Resources are good.

## Commentary

88. Standards of work throughout the school are above the national expectations. Pupils achieve well because teachers expect them to produce work of good quality. Standards have improved in Years 1 and 2 and pupils now make good progress. Overall, provision has improved since the last inspection. Pupils enjoy art and design and they approach their work with confidence.
89. Throughout the school, work of good quality is displayed well. Younger pupils see how good older pupils' work is and have a clear idea of the standards expected of them when they are older. There are many examples of different types of work, ranging from well-designed sculptures in the style of Henry Moore to Celtic patterns in brightly coloured wool, good quality murals depicting Indian art and well designed and painted animal heads, which are attractively displayed in the entrance to the school.
90. The quality of teaching and learning is good. In a lesson in Years 5 and 6, the teacher's very good subject knowledge enabled her to develop pupils' understanding of the main features of the way in which Henry Moore worked. Pupils evaluated their work as the teacher pointed out the good and not so good features and as a result, pupils' work improved because they were able to alter the amount of detail included. Earlier in the year, pupils painted pictures in the style of *Georges Seurat* and the standard of detail and accuracy of each point of colour in pupils' individual work was very good, reflecting the high expectations and good subject knowledge of the teacher.

## Design and Technology

91. Due to timetable restrictions it is not possible to make a firm judgement about provision.
92. Analysis of teachers' plans and pupils' work showed that they gain experience of a range of materials and techniques and develop the expected skills through designing and making a variety of products. Younger pupils work confidently with construction kits, continually disassembling and rebuilding until they achieve an acceptable model. This pattern is developed further in Years 3 to 6 and leads into the skill of evaluating. This is an improvement since the previous inspection.
93. There are good links with other subjects, for example, as part of the history topic 'Invaders and Settlers', pupils designed and made effective catapults. In Year 6, pupils assembled working elastic powered moving vehicles. They successfully applied their scientific skills to store energy and overcome friction to make things move. Other successful projects included the programming of computers to 'control' models of fairground rides made from construction kits. In a lesson observed, pupils in Year 3 effectively learned about the healthy constituents of various foods and how to use a variety of utensils to extend their food technology skills.

## MUSIC

Provision in music is **good**.

## **Main strengths and weaknesses**

- The school uses the specialist music teacher's skills effectively and this enables pupils to achieve well.
- Standards are above national expectations.
- Pupils are very enthusiastic about music and many learn to play instruments and sing in the choir.
- The school has a good range of instruments.
- Leadership and management are good.

## **Commentary**

94. Pupils' standards of work in the instrument groups and choir are above the standards expected nationally. Pupils achieve well because the school gives musical activities high priority. Overall, provision has improved since the previous inspection because the school employs a specialist music teacher for one day a week. She teaches many classes across the school, leads the choir and teaches groups to play the recorder in a lively and expert manner. Two visiting music specialists also teach groups of pupils to play stringed and brass instruments and pupils perform well. Many pupils enjoy music lessons and they approach their work with confidence.
95. During the inspection, the school held a concert for about 100 parents during which three groups of recorder players demonstrated the good progress they make, as they grow older. The most advanced group played a two-part tune well. The brass players showed they are beginning to master their instruments and played simple tunes competently, as did the string musicians, who played several tunes well, for example, the 'Open String Samba.' The choir, including many younger pupils, sang tunefully and competently performed the songs they had prepared for the Lichfield Festival.
96. In the Year 5/ 6 lesson observed, pupils progressed from clapping simple rhythms at the beginning of the lesson to mastering three differing rhythms simultaneously, as a result of the teacher's good subject knowledge and enthusiasm. Achievement in this lesson reflected the good achievements observed in other examples of pupils' performance.
97. Leadership and management are good. The co-ordinator works closely with the specialist teacher and music is a strength of the school. The school invites visiting musicians to play to pupils. A didgeridoo player fascinated pupils one morning and this type of provision brings music to life for all pupils. The range of resources teachers and pupils have to use in lessons have been improved since the last inspection.

## **Physical education**

98. It is not possible to make a firm judgement about provision. The new co-ordinator has extended the teaching programme to ensure that all aspects are taught regularly. There are very good opportunities for outdoor and adventurous activities for the older pupils. Standards in swimming in Year 6 are good and all pupils have opportunities, during their time at the school, to benefit from weekly sessions at the local swimming baths. One of the current developments is the teaching of dance and considerable training has been provided for staff. The whole school celebrated this during a school dance day.

99. Two lessons were observed and the quality of teaching was good. The clearly planned objectives provided good opportunities for Years 1 and 2 pupils to learn and practise new skills in the game of *unihoc* and to begin to apply these skills to competitive situations. The introduction of this game is a response to the co-ordinators effective subject plan. Whilst standards are average in Year 2, standards achieved by the younger children are good. All pupils achieve well.
100. A good range of after-school clubs develops games and other physical education skills and there are good opportunities for competitive sport with other local schools. Local sports clubs practise on the school playing field and there are good links with local sports, dance and swimming associations. This is an improvement on the findings of the previous inspection.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

101. There was insufficient evidence to make a secure judgement about provision in this area of the curriculum. Evidence gathered indicates that pupils' personal and social development is formally well promoted through discrete lessons, in which issues which reflect pupils' day-to-day lives are discussed sensitively. Good opportunities to develop social and moral values are provided by pupils' involvement in the school council and Eco club.
102. The school also effectively promotes pupils' personal and social development informally through day-to-day positive relationships modelled and encouraged by staff and through responsibilities given to older pupils to look after younger ones in the playground and to work with them in the classroom.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

| <i>Inspection judgement</i>  | <i>Grade</i> |
|--|--------------|
| <b>The overall effectiveness of the school</b>                       | <b>4</b>     |
| How inclusive the school is  | 4            |
| How the school's effectiveness has changed since its last inspection | 4            |
| Value for money provided by the school                               | 4            |
| <b>Overall standards achieved</b>                                    | <b>4</b>     |
| Pupils' achievement  | 4            |
| <b>Pupils' attitudes, values and other personal qualities</b>        | <b>3</b>     |
| Attendance   | 4            |
| Attitudes  | 3            |
| Behaviour, including the extent of exclusions                        | 3            |
| Pupils' spiritual, moral, social and cultural development            | 3            |
| <b>The quality of education provided by the school</b>               | <b>4</b>     |
| The quality of teaching  | 4            |
| How well pupils learn  | 4            |
| The quality of assessment  | 4            |
| How well the curriculum meets pupils needs                           | 4            |
| 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                              | 4            |
| How well the school seeks and acts on pupils' views                  | 3            |
| 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            |
| <b>The leadership and management of the school</b>                   | <b>4</b>     |
| The governance of the school   | 4            |
| The leadership of the headteacher                                    | 4            |
| The leadership of other key staff                                    | 4            |
| The effectiveness of management                                      | 4            |

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