

INSPECTION REPORT

ST SAVIOUR'S C OF E PRIMARY SCHOOL

Saltley, Birmingham

LEA area: Birmingham

Unique reference number: 103406

Headteacher: Ms Chris Evans

Lead inspector: Paul Edwards

Dates of inspection: 14th – 17th June 2004

Inspection number: 264360

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:	Voluntary controlled
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
Number on roll:	281
School address:	38 Alum Rock Road Saltley Birmingham West Midlands
Postcode:	B8 1JB
Telephone number:	0121 464 6922
Fax number:	0121 464 6930
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Mahmood Hussain
Date of previous inspection:	1 st February 1999

CHARACTERISTICS OF THE SCHOOL

St Saviour's Church of England Primary School has 281 pupils on roll; 149 boys and 132 girls. This is significantly more than at the time of the previous inspection and is due to the school expanding to two-form entry. The school is oversubscribed and a small number of pupils in Years 1 and 2 did not enter school until Year 1. Most pupils are from Pakistani or Bangladeshi backgrounds and almost all are learning English as an additional language. Nineteen per cent of the pupils have been identified as having special educational needs and 2.9 per cent have a Statement of Special Educational Needs, which is above the national average. Pupil mobility is quite high with 30 pupils joining and 13 pupils leaving the school at times other than the normal admission and leaving times. A major building project, completed the week before the inspection commenced has caused considerable disruption, with pupils being accommodated in the hall. Attainment on entry to the school varies from year to year but is generally well below average.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21069	Paul Edwards	Lead inspector	English, information and communication technology, art and design, design and technology, special educational needs, English as an additional language.
14083	Andy Anderson	Lay inspector	
32598	Pamela Matty	Team inspector	Mathematics, history, geography, religious education.
30144	Edgar Hastings	Team inspector	Foundation Stage, science, music, physical education.

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PART A: SUMMARY OF THE REPORT

The school provides its pupils with a **satisfactory** standard of education. The overall quality of teaching is satisfactory with some examples of good practice. Most pupils achieve well in science, reading, and speaking and listening. Achievement in writing and mathematics is satisfactory. The headteacher has a clear vision for the school and manages it effectively. The school provides satisfactory value for money.

The school's main strengths and weaknesses are:

- The pupils make good progress in speaking and listening and reading and are supported well by the bilingual staff
- The children are provided with a good start to their education in the Foundation Classes
- Pupils with special educational needs are provided with good support
- The attitudes and behaviour of the pupils are very good and there is very good provision for their moral and spiritual development
- The teachers' marking of the pupils' work is of variable quality and they do not always make effective use of assessment information when planning work
- Relationships between staff and pupils are very good
- History, geography and religious education are not taught in sufficient depth and pupils do not make satisfactory progress in them
- The headteacher has a clear vision for the school
- The role of the subject co-ordinators is under-developed
- Parents think highly of the school

The school has made satisfactory progress since the previous inspection. The quality of resources for information and communication technology has improved and teachers are making much more effective use of computers. Standards in the core subjects are similar to those seen at the time of the last inspection. Although still under development, the outdoor provision for Reception children has improved. The governors have adopted a Child Protection policy.

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

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

Achievement is satisfactory overall. Although the children in the Reception class are unlikely to reach the standards expected of children of their age, other than in personal, social and emotional development, they make good progress and achieve well. Results in the national tests for Year 6 pupils and Year 2 pupils have varied from year to year. Inspection evidence shows that most pupils achieve well in reading, speaking and listening and science. Progress in writing and mathematics is satisfactory. By the end of Year 2 standards are below average in English, mathematics and science and by the end of Year 6 they are below average in English and average in mathematics and science. Achievement in history, geography and religious education is unsatisfactory because there is too little emphasis placed on these subjects.

The school's **provision for the pupils' spiritual, moral, social and cultural development is very good.** The pupils' attitudes towards school and their behaviour are very good. Attendance is satisfactory.

QUALITY OF EDUCATION

The school provides a satisfactory quality of education. Teaching is satisfactory overall. The teachers manage the pupils very well and relationships between staff and pupils are very good. The teaching of speaking and listening and reading skills is good. The effective support provided for pupils with special educational needs and those who are at an early stage of learning English as an additional language enables them to make good progress. Some very good teaching challenges the pupils very well and ensures an enthusiastic response from them. The quality of the teachers' marking is variable with some good examples of evaluative marking. However, not all teachers follow the good examples and this has been identified by the school as an area for development. The teachers make too little use of assessment information when planning work. They do not develop pupils' skills sufficiently in history, geography and religious education and there are too few opportunities for the pupils to use literacy skills in other subjects. The range of learning opportunities is unsatisfactory as some subjects are not taught in sufficient depth but there is a good range of out of school activities that enrich the curriculum. Visits and visitors to the school make a significant contribution to the pupils' education. The school has very good arrangements for promoting the care and welfare of pupils and monitors their personal development well. Monitoring of academic development is satisfactory.

LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory overall. The headteacher provides good leadership. The governing body is well informed and keen to work with the school to raise standards. It fulfils its statutory duties effectively. Co-ordination of English and mathematics is satisfactory but, overall, the subject leaders have not yet had sufficient impact on their subjects.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The school works hard to build a constructive partnership with parents and they are very positive about the school. The pupils' views are taken very seriously and they enjoy coming to school. Both parents and pupils think the behaviour at the school is good. Most pupils are positive about school and work hard, particularly where the teaching is better.

IMPROVEMENTS NEEDED

The most important things the school should do are:

- Ensure teachers make more effective use of assessment information to plan work and improve the way pupils' work is marked
- Provide the pupils with more opportunities to use and develop their literacy skills in other subjects
- Ensure there is a suitable balance for all subjects
- Ensure subject co-ordinators lead their subjects more effectively

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Achievement is satisfactory overall. It is good in the Foundation Stage. Standards in English are below average and in mathematics and science they are average by the end of Year 6.

Main strengths and weaknesses

- The children are provided with a good start in the Foundation Stage
- The pupils make good progress in speaking and listening and reading
- Pupils with special educational needs and those who are learning English as an additional language are provided with good support
- The pupils' writing skills could be improved

Commentary

1. Table 1 below shows that in the 2003 National Curriculum tests standards in reading and writing were below the national average and in mathematics they were well below average.

Table 1 Standards in national tests at the end of Year 2 – average point scores in 2003

Standards in:	School results	National results
Reading	14.7 (14.9)	15.7 (15.8)
Writing	13.8 (13.1)	14.6 (14.4)
Mathematics	15.0 (15.1)	16.3 (16.5)

There were 31 pupils in the year group. Figures in brackets are for the previous year

2. Table 2 below shows that in the 2003 National Curriculum tests standards in English and mathematics were broadly average and in science they were above average.

Table 2 Standards in national tests at the end of Year 6 – average point scores in 2003

Standards in:	School results	National results
English	26.6 (25.9)	26.8 (27.0)
mathematics	27.4 (26.6)	26.8 (26.7)
science	29.6 (28.8)	28.6 (28.3)

There were 28 pupils in the year group. Figures in brackets are for the previous year

3. Inspection evidence suggests that by the end of Year 2 and Year 6, standards are below average in English. In mathematics and science, standards are below average by the end of Year 2 and broadly average by the end of Year 6. Almost all pupils are learning English as an additional language and an increasing number of pupils enter the school with very limited skills in English. A significant minority of pupils in Years 1 and 2 started school for the first time in Year 1 due to the lack of spaces for pupils in the Reception class.
4. Children in the Foundation Stage achieve well and make good progress in all areas of learning due to the good teaching and the effective support provided by the teaching assistants and the

bilingual staff. Considerable effort goes into developing the children's speaking and listening skills and into improving their reading skills and good progress is made in these areas. The level of attainment of most children when they enter the school is well below average and less than half are likely to attain the standard expected for their age by the time they enter Year 1 in communicational, language and literacy, mathematical development, knowledge and understanding of the world and creative and physical development. The support for improving the children's personal and social development is particularly effective, ensuring most achieve the Early Learning Goals in the aspect.

5. Throughout the infant and juniors considerable emphasis is placed on continuing to develop the pupils' speaking and listening skills and the pupils achieve well in this aspect. The pupils listen very well to the teachers and learn to give extended responses, explaining their 'yes' and 'no' answers more fully. Whilst speaking and listening skills are below average by the end of Year 2, the pupils make good progress which continues throughout the juniors, enabling most to attain standards in line with national expectations by the end of Year 6. Reading skills are also developed well throughout the school. Guided reading sessions are used very well to provide the pupils with good opportunities to develop the early reading skills they had acquired in the Reception class. By the end of Year 6, the pupils' skills in reading are broadly average. The pupils read a good range of books, both fiction and non-fiction. In addition to the guided reading periods, many classes have other reading sessions. However, the lack of guidance from the teacher in these sessions in some classes, means that the pupils do not always work productively
6. Teaching assistants and bilingual support staff provide good support for those pupils who need additional help and this helps them to make good progress. The needs of these pupils are identified early and the regular support, both in class and during withdrawal sessions, enables to make good progress overall.
7. The pupils make satisfactory progress in the development of their writing skills. However, there are too few opportunities for the pupils to practise the skills and their progress is not in line with other areas of literacy. In their marking of the pupils' work, the teachers rarely identify how the pupils might improve. There is very little written work in subjects such as history, geography and religious education. The teachers do not use these subjects effectively to promote writing skills and there are too few examples of letter writing, reports and accounts that would help to develop the pupils' writing.
8. Achievement in numeracy is satisfactory overall. In Years 1 and 2 the pupils develop a satisfactory grasp of number and use a range of strategies to work out calculations in their heads. They measure accurately and compile charts and graphs satisfactorily using data they have collated. Most pupils in Years 3 to 6 build satisfactorily on their knowledge and understanding and use a developing range of strategies to carry out mental calculations. The pupils have a secure understanding of place value.
9. Standards in science are below average by the end of Year 2 and average by the end of Year 6. There are good opportunities for the pupils to carry out practical activities although not to design investigations for themselves. Standards in information and communication technology are below average by the end of Year 2 and average by the end of Year 6. The pupils achieve well in the upper juniors because of the good opportunities for the pupils to practise skills. Whilst building work was taking place and the school's own computer suite was out of commission, good use was made of the City Learning Centre to enable computer activities to continue.

10. Standards in art and design and physical education are broadly average. In history, geography and religious education they are below average because too little time being devoted to these subjects and the range and depth of learning is limited.

Pupils' attitudes, values and other personal qualities

The pupils have extremely positive attitudes and behave very well. The development of their personal qualities is very good. Attendance and punctuality are satisfactory.

Main strengths and weaknesses

- Pupils are very interested in school and the range of activities provided
- Behaviour throughout the school is very good
- Pupils of all ages have very good relationships with each other
- Pupils' spiritual and moral development is very good
- Pupils' maturity and sense of responsibility are good
- The school's action to promote good attendance is excellent

Commentary

21. Attendance has improved significantly during the current academic year, as reported in the May 2004 DfES absence return, and is now broadly in line with the national average.

Attendance in the latest complete reporting year

Authorised absence		Unauthorised absence	
School data:	5.6	School data:	0.0
National data:	5.4	National data:	0.4

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

22. The school has excellent procedures for promoting good attendance and following up absence. Attendance and punctuality are closely monitored on a daily basis. Unexplained absences and lateness are immediately and rigorously followed up. The Learning Mentor's role in promoting and monitoring attendance has led to a significant improvement in this aspect. The majority of parents support the school's efforts to ensure the attendance of their children.
23. The pupils are happy to come to school and are eager to learn. They are attentive, co-operative and collaborate very well with each other. There are very good relationships throughout the school. Where they are offered opportunities to take on responsibilities, for example, acting as peer mediators and hall monitors, older pupils respond in an extremely confident, mature and responsible manner. The pupils are very polite to adults and very welcoming to visitors.
24. The pupils behave very well in the classroom. They respond very well to interesting lessons where the teachers manage behaviour very well. Teaching and non-teaching staff, and the pupils themselves, have very high expectations of what constitutes good behaviour. Older pupils assist with break and lunchtime supervision and help care for the younger pupils. The school's behaviour management procedures are implemented consistently and fairly. Behaviour at breaks and lunchtimes, and as pupils move around the school is very good. There have been no exclusions in recent years.
25. Overall, the provision for pupils' spiritual, moral, social and cultural development is good. The school has a very positive spiritual ethos. The headteacher strongly believes that a basic faith in one God, shared by Muslims and Christians, underpins the work and life of the school. For

example, acts of worship within school assemblies are planned so that all pupils, of all faiths and religions, can take a full and active part. This has an extremely positive impact on promoting harmony and tolerance. The pupils are developing a very good understanding of the responsibilities of living together in a community and respecting each other's feelings and values. They are learning to be aware of others less fortunate than themselves, for example, by raising funds for local, national and international charities.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a satisfactory quality of education overall. Teaching is satisfactory but the curriculum is unsatisfactory overall. There is a good range of enrichment activities. The school provides very good levels of care for its pupils and links with the parents are good.

Teaching and learning

The quality of teaching and learning is satisfactory overall. Assessment procedures are satisfactory.

Main strengths and weaknesses

- Teaching and learning in the Foundation Stage are good
- Good support for pupils with English as an additional language enable them to make good progress in the development of speaking and listening skills and in reading
- The teachers' marking of pupils' work is of variable quality and they do not make effective use of assessment information when planning work
- Pupils do not develop a clear understanding of how they can improve

Commentary

26. The teaching in the Foundation Stage is good overall. The teachers, teaching assistants and bilingual staff work together very effectively and provide the pupils with a good learning environment. The teachers understand the needs of young pupils and provide good opportunities to enable those pupils at an early stage of learning English as an additional language to develop confidence. Bilingual staff ensure that the young pupils understand what is being asked of them and they are provided with good support to ensure they reach the targets they have been set. The staff ensure that the pupils settle quickly to school life and they provide them with work that is well matched to their level of ability and understanding.

Summary of teaching observed during the inspection in 45 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	5 (11%)	19 (42%)	18 (40%)	3 (7%)	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.

27. During the inspection some good and very good teaching and learning was observed. In these lessons, the sessions were lively and interesting and made good use of the time available. Particularly good use was made of interactive whiteboards to make the activities more interesting and stimulating. For example, in a very good Year 5 lesson, the teacher effectively encouraged the pupils to produce some interesting writing from the perspective of an onlooker.

The use of the whiteboard and projector made the introduction more interesting for the pupils and they responded enthusiastically to the lesson.

28. In most lessons the teachers make good use of questioning to extend the pupils' knowledge and understanding. This questioning is effective in developing the pupils' speaking and listening skills, particularly those at an early stage of learning English as an additional language. The learning objectives are shared with the pupils so that they have a good understanding of what they are expected to know by the end of the lesson. However, the teachers do not always make effective use of this. Marking is variable and the teachers do not always indicate how the pupils might improve their work and whether they have achieved what is expected of them. As a result, the pupils do not have a clear understanding of how they can improve.
29. In English and mathematics the teaching is satisfactory overall. The school gathers a wealth of assessment information that identifies what the pupils can do and what they know and understand. The information is used particularly effectively for planning work for those pupils with special educational needs and for those who are at an early stage of learning English as an additional language. Teaching assistants and bilingual staff are deployed very effectively and provide these pupils with good support, ensuring they understand questions, explain how they might respond and give guidance when there is any misunderstanding. The teachers make insufficient use of assessment information when planning writing activities and they do not identify opportunities for promoting literacy through subjects such as history, geography and religious education. Consequently, the pupils' writing skills do not progress as well as they should.
30. Where teachers have particularly good subject knowledge, the pupils often make good progress. For example in science, the pupils make good progress throughout the school. They develop good practical scientific skills although their ability to devise investigations is relatively weak because they are not given the opportunity to plan these investigations for themselves.

The curriculum

Overall, the curricular provision is unsatisfactory. There are good opportunities for extra-curricular activities and clubs. The accommodation and resources are good overall.

Main strengths and weaknesses

- The curriculum in the Reception classes is good
- The range of enrichment activities and work with a local City Learning Centre is good
- There are good opportunities for developing the pupils' speaking and listening skills
- There is too little focus on some subjects in the juniors.
- The use of time in the juniors is limiting the curriculum time available to pupils
- Bilingual assistants and special educational needs staff provide good support

Commentary

21. The curriculum for children in the Reception classes is good. The teachers and nursery nurses work together very effectively and provide the children with a stimulating curriculum that gives them a firm foundation in their early learning. Good use is made of accommodation and the children show obvious enjoyment in class. Considerable emphasis is rightly placed on developing the children's early speaking skills.

22. There is good enrichment of the curriculum through a programme of visits and visitors and these make a good contribution to the pupils' learning. During the period when extensive building work was being undertaken, the school made effective use of the City Learning Centre. For example, opportunities for the pupils to build 'robots' to play a football game and to create very attractive prints in the style of Caroline Jarwala have enhanced the pupils' learning.
23. Considerable emphasis has rightly been placed on developing the pupils' speaking and listening skills, particularly for those who are at an early stage of learning English as an additional language. The school has invested considerable time in providing the pupils with opportunities to develop confidence in speaking to adults and to their peers. The efforts of the teachers and the bilingual staff, who question the pupils well, have ensured this aspect of the curriculum develops well.
24. The breadth of curriculum in the juniors is affected by the emphasis on English, mathematics and science. The long term and medium term planning in foundation subjects follows the government guidelines but teachers do not put sufficient emphasis on these subjects nor do they provide sufficient opportunities for the pupils to develop writing skills through these subjects. In the infants, there is a better balance, but there is still room for the pupils to have more opportunities to practise writing skills in subjects such as history, geography and religious education. The curriculum is not as good as it was at the time of the previous inspection.
25. The length of morning registration, snack time and individual reading time (ERIC) is equivalent to fifty minutes of curriculum time each day and this is not always the most effective use of time. The amount of time taken up with these activities leaves too little time for some of the foundation subjects.
26. The school works hard and successfully to include all pupils in learning. Pupils with special educational needs achieve well and pupils who are at an early stage of learning English as an additional language are well supported by the generous staffing in all classes throughout the school. Bilingual staff ensure that all pupils are able to participate in all areas of the curriculum and teachers occasionally make effective use of other pupils to interpret for their classmates.
27. The accommodation has been partly rebuilt with eight new teaching rooms. The accommodation is spacious in the number of rooms currently available. Resources are good, the new library and information and communication technology suite are very well equipped.

Care, guidance and support

The school provides very effective pastoral care. Procedures for ensuring pupils' care, welfare, health and safety are very good. The provision for support, advice and guidance based on monitoring is good. The involvement of pupils through seeking, valuing and acting on their views is good.

Main strengths and weaknesses

- The school has an extremely caring ethos
- Procedures for ensuring pupils' welfare, health and safety are very good
- Teaching assistants provide very good pastoral support to pupils
- Every child has a very good and trusting relationship with one or more adults in the school
- Induction arrangements throughout the school are very good

Commentary

28. The headteacher and staff are very approachable, caring and totally committed to the pupils in their charge. Every child has a very good and trusting relationship with one or more adults in the school. The school runs a breakfast club for pupils who arrive early in the mornings.
29. The school's child protection procedures are secure and fully understood by all members of staff. The school's arrangements for pastoral care, for example, first aid provision, are excellent. Supervision at breaks and lunchtimes is alert and vigilant and the standard of care afforded to the pupils is very high.
30. The governing body and headteacher take their health and safety responsibilities very seriously. All the required checks and inspections, including risk assessments, are regularly carried out and properly recorded. Consequently, pupils work and play in a safe and secure environment. However, the first floor classrooms of the recently built extension to the school do not have an independent means of fire escape. This was pointed out to the headteacher who shares this concern.
31. Teaching assistants provide very good support to teachers and pupils. Every class has a bilingual teaching assistant who supports pupils whose first language is not English. This has a positive impact on the pupils' learning. The pupils' personal development is monitored very efficiently and effectively. However, monitoring of academic progress is only satisfactory. There are some weaknesses in the marking of the pupils' work and teachers do not always make most effective use of assessment in planning pupils' work.
32. The recently formed School Council provides good opportunities for pupils to be actively involved in the work and development of the school. However, the council is confined to the older pupils and is still in a developmental stage. Pupils of all ages are listened to by adults, and their views are respected and valued.

Partnership with parents, other schools and the community

Links with parents, the community and with other schools are good.

Main strengths and weaknesses

- Most parents are very satisfied with the school
- The school uses the local and wider community well
- The communication with parents is very good
- The school strives very hard to accommodate parents' views and suggestions
- The school has good links with other schools
- The governors are kept well-informed

Commentary

33. The majority of parents consistently express very positive views about all aspects of the school. During the inspection it was found that the headteacher and staff were available to parents at the start and end of each school day and were very approachable and welcoming. Bilingual teaching assistants are on hand to help parents whose first language is not English. Parents' views are welcomed, respected, listened to and acted upon when appropriate. The school hosts

workshops and courses for parents, enabling them to have a greater understanding of what their pupils are learning.

34. There is sound support for home reading and homework, but this is somewhat constrained by the language used at home. Parents are interested in their children's education. During the inspection a large number of parents attended a school assembly to watch the reception class make their first presentation to the rest of the school. Parents fully support the school's behaviour policy.
35. The provision of information about all aspects of school life is very good. The school prospectus is attractive and informative. The governors hold an annual meeting with parents and publish a comprehensive annual report. Parents are given an informative annual progress report that clearly states progress made. However, reports do not currently set formal targets for improvement. Parents are offered the opportunity to attend consultation evenings each year.
36. The school makes good use of the local and wider community. Pupils are taken on a good range of visits and are exposed to a wide range of community visitors, which enrich the curriculum and support their personal development.
37. The school has good relationships with the local nursery and the receiving secondary schools. Very good use is made of the local City Learning Centre. Mechanisms for transfer are good. This ensures smooth transition throughout all stages of the pupils' education.

LEADERSHIP AND MANAGEMENT

The headteacher provides good leadership and has a clear vision for the school. The barriers to learning are recognised by the school and positive action has been taken to overcome them. Leadership and management in the school are satisfactory. The governance of the school is satisfactory.

Main strengths and weaknesses

- The headteacher has been instrumental in meeting the needs of an increased number of pupils who have missed out on some of their early years of schooling
- The headteacher is aware of the school's strengths and weaknesses and has good strategic plans
- There is weakness in the leadership of some subjects.
- The school provides very good commitment to inclusion and equality of opportunity

Commentary

38. The headteacher has been effective in creating a positive climate in the school, with good teamwork amongst the staff. Teachers and teaching assistants work well together. The headteacher has the confidence of parents who are very supportive of the school. She has been instrumental in recognising the needs of a number of children who have been unable to gain access to schools locally because of a shortage of places. This has resulted in places being made

available through the raising of the admission numbers and considerable restructuring of the building. Now these children have a place in school with much improved accommodation.

39. The headteacher has a clear view of the way ahead for this expanding school, and has strategic plans to address the issues. The remodelling of the building has been unsettling and a time of disruption for the school. During this period there has been some slippage in the monitoring of some subjects, and standards in history, geography and religious education could be higher. These weaknesses, along with the school's priority to raise standards for all pupils are to be addressed through the restructuring of the senior management team, and the further development of the role of the subject leaders. The headteacher and the deputy headteacher work together well as a team. The deputy's role has been developed since her appointment, and she has successfully taken responsibility for developing community links and the professional development needs of the staff, including the teaching assistants. An effective programme of professional development is operating. The appointment of an experienced foundation stage co-ordinator has ensured that the children have been integrated into two classes and are receiving good provision.
40. The school's commitment to inclusion and equality of opportunity is very good. The high proportion of pupils who enter school with low levels of English receive good quality support through the provision of bi-lingual assistants. Good links with external agencies are used to enrich experiences for pupils, and to meet the diverse needs of new arrivals and the children of asylum seekers. Staff are deployed effectively to deliver a range of intervention strategies for pupils with special educational needs.
41. Performance data is analysed effectively to identify areas for development and to improve performance in the national tests and to raise standards. There are good induction procedures for new staff, and for newly qualified teachers in particular.
42. The governance of the school is satisfactory. The governing body is supportive and kept well informed by the headteacher. It brings together a wide range of expertise and experience to give good support across many areas. It is ably led by a committed chair who regularly visits the school. Termly governing body meetings are held and discussions and decisions clearly recorded. There is an appropriate range of committees which meet regularly. Governors are fully aware of the current challenges facing the school and have a developing understanding of their role in monitoring and evaluating the schools performance. The governors' role in influencing and challenging the work of the school is evolving through more regular visits and more involvement in the construction and monitoring of the school improvement plan. The governing body effectively fulfils its statutory responsibilities through a wide range of policies that are regularly reviewed. It regularly appraises the work of the headteacher and successfully sets and monitors appropriate performance targets.
43. The school's finances are efficiently managed through appropriately computerised systems and recent audits identify safe and secure practices. The headteacher is particularly effective in raising additional funds through grants and initiatives. These have enabled teaching resources, such as interactive whiteboards to be installed. Taking into account the quality of education provided, the standards achieved by the pupils, and all other aspects of the school's effectiveness, the school offers satisfactory value for money.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	584,990
Total expenditure	543,117
Expenditure per pupil	2,226

Balances (£)	
Balance from previous year	122,256
Balance carried forward to the next	167,622

44. The school has accrued a significant underspend. However, this is earmarked for the completion of the major building work that has been taking place over the last 12 months.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

45. The provision for children in the Reception class has been maintained since the previous inspection. Children in the reception year are taught in two parallel classes. Due to the constraints caused by the rebuilding programme, and because of the increase to two-form entry, all of the reception children attended part-time during the autumn term. The new accommodation is now good with two interconnecting classrooms that are well resourced. There is an enclosed outdoor area that is to undergo further planned development to provide for the physical development of the children. The teachers of the two classes plan together and try to ensure that a similar range of experiences is provided for all the children. The quality of teaching is good, and there is good support provided by the skilled teaching assistants with a significant contribution made by the bi-lingual support staff. The majority of the children enter school with limited English, with a significant proportion speaking only their home language. Consequently, their attainment on entry is well below average and only about half will achieve the expected levels in the areas of learning at the start of Year 1, with the exception of personal, social and emotional development which is an area of strength for the majority of children.
46. It was not possible to judge the quality of provision for either **physical development** or **creative development** because very little direct teaching was observed in these areas. Many children were able to recognise forms and write their own names legibly. Regular opportunities to use play dough for modelling, and using small tools for cutting and making marks and patterns assists their fine motor development. No outdoor play was observed, and the outdoor play area is not yet fully developed. Role-play in the home area helps extend children's imagination and to create situations and scenes. They prepare food and serve it up to family members. Percussion instruments are used to accompany singing. Few opportunities for children to experiment with different media were in evidence.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- The majority of children are developing very good social skills and a good level of independence
- Children behave well and show good levels of concentration and interest in their work

Commentary

47. The provision of regular routines helps the children to feel secure and to develop an element of independence through making choices, and working with good levels of involvement and concentration. Many work collaboratively, for example, reading the story of the 'Very Hungry Caterpillar' and engaging in role-play, or listening together with immense enjoyment to a tape recording of the story and joining in with the repetitive parts. They listen carefully in whole class sessions and are keen to respond to questions and to engage in discussion. Children are keenly interested in all aspects of their work, apply themselves well to their tasks and their behaviour is very good. Considerable confidence is shown when presenting an assembly to the school and parents for the first time. Good relationships with all adults and children are a strong feature.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Clear focus on language is integral to all activities and is helping to develop children's communication skills
- The children's good knowledge of sounds is assisting in the development of their reading skills
- Good progress is being made in the development of writing skills

Commentary

48. The majority of children listen carefully and show clear understanding of questions and can follow instructions. Their speaking skills are developing well. They are encouraged to speak in whole sentences, and quickly pick up new vocabulary that they are keen to use. For example, in small group activities when investigating the taste, colour and texture of fruit the children use appropriate adjectives. Role-play using puppets provides them with further opportunities to extend and use language. Pupils can recall the events in a story using simple sentences.
49. Early reading skills are developing well with regular opportunities to practise letter sounds and word building skills. Well organised whole class and small group reading activities stimulate an interest in the written word, both fiction and non-fiction, and enable progress to be made in word recognition. Opportunities to discuss pictures and text contribute to developing comprehension, and provide useful opportunities to develop and extend spoken language skills. Lotto type games provide enjoyable activities and children are highly motivated and quickly improve their recognition of topic vocabulary.
50. Much of children's written work consists of sequencing activities, and underwriting. For the more able children letter formation is developing well and they are able to sequence a story independently, order words correctly into sentences and write their own sentences independently. Other children, whilst attempting to write independently, are not all capable of writing recognisable words. However, they are all making good progress when taking their starting point into account.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Good progress is being made in acquiring knowledge of early number skills

Commentary

51. Daily opportunities to use counting skills, counting days of the weeks, singing counting songs, number of children present for the register, are contributing well to the reinforcement of children's number skills. Most children are competent in ordering and counting to 10 and many are counting to 20 and beyond. Many can count in twos to ten confidently, have started early

addition of single digits, and understand and use 'longer than' and 'shorter than'. Most children are able to write figures one to 10. Good progress is being made.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Children's early skills in science are developed well through a range of experiences and well planned and integrated topics
- Information and communication technology is used well to support learning

Commentary

52. The current topic about the life cycle of the butterfly has provided a good range of experiences to extend children's learning very effectively in the development of literacy and numeracy skills as well as science. A collection of mini-beasts including caterpillars have been provided for children to examine and observe using magnifiers and microscopes at first hand. They count the eggs laid on a leaf and were fascinated to see the caterpillar change into a chrysalis. Non-fiction books are used to discover further knowledge of a number of insects. Children work on push and pull, and look at how toys work and the materials they are made from. Houses in different countries are identified and simple maps are drawn. Good information and communication technology opportunities are provided. Children learn to control and direct a programmable vehicle very quickly using their number knowledge and can successfully control its movement forwards and backwards. They have access to computers and show good skills using the mouse.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- The pupils' speaking and listening skills develop well
- Reading skills are well taught
- Pupils with special educational needs and those learning English as an additional language achieve well
- Writing skills are not developed sufficiently.

Commentary

53. Progress in English since the previous inspection has been satisfactory. By the end of Year 2 and Year 6, the pupils attain standards that are below those expected for their age. However, most pupils achieve well in speaking and listening and reading. Their writing skills develop satisfactorily.
54. When they enter Year 1 a significant minority of pupils have very limited skills in English and a large number of children start the school in all year groups with no understanding of English.

The school works hard to address these issues. There are clear programmes to provide pupils with good opportunities to develop their speaking and listening skills. In most classes the teachers are very adept at questioning pupils and encouraging them to respond with more than simple 'yes' and 'no' answers. Bilingual assistants and classroom assistants are utilised effectively and intervene appropriately to ensure that pupils understand the questions and that they have a go at answering them. On occasions, the teachers encourage pupils with a greater understanding of English to interpret for others and this helps to ensure that all pupils are fully included. As they move through the school, the pupils show increasing confidence and their ability to speak develops well. The pupils' listening skills also develop well, particularly in those lessons that they find particularly interesting. By the end of Year 6, the majority of pupils are speaking confidently and listen carefully to the teacher's questions.

55. Reading skills are taught systematically and effectively throughout the school. In the infants, the pupils are given a good grounding in letter sounds and in blending letters together to form words. Group reading sessions are used effectively to ensure that the pupils read at a suitably challenging level and are motivated and interested in their reading. The provision of a good range of reading books ensures that there is a wide range of books for pupils of all abilities to read. Pupils in Years 1 and 2 regularly read these books at home and receive support and encouragement from their parents and there is good, regular support from the teaching assistants and bilingual staff. As they move through the juniors the pupils pay good attention to punctuation when they read and show a secure understanding of what happens in stories. The support for the pupils' reading development continues in school with regular sessions directed at improving confidence. Occasionally, some of the reading sessions that take place after lunch (ERIC – everyone reading in class) are not effective in ensuring the pupils make progress as there is too little direction for the pupils. The school has recently had a new library built that is spacious and very well stocked and linked to the new computer suite. The pupils have just begun to use this facility, which was only completed the week before the inspection, and it is too early to assess the impact this is having on the pupils' research skills.
56. The school places considerable emphasis on developing the pupils' speaking and listening and reading skills and there are good strategies for supporting those pupils with special educational needs and those who are at an early stage of learning English as an additional language. The school makes effective use of assessment information to determine the needs of these pupils and it ensures that there are sufficient staff in all classes to support the pupils in groups. Some pupils are withdrawn for additional activities during the literacy time to enable them to take a full part in future sessions. Because of the good amount and quality of the support provided the pupils make good progress in reading and speaking and listening.
57. Appropriate emphasis is placed on teaching the pupils to write in the infants. They gain increasing confidence in writing in sentences, using punctuation with improving accuracy. These skills are built upon satisfactorily as the pupils move through the juniors. However, the teachers' marking of written work is variable and the teachers rarely identify how the pupils might improve their work. This results in the pupils not knowing what they need to do to improve and they do not always achieve as well as they should in their writing. There are too few opportunities for the pupils to practise their writing skills in other subjects. For example, in history, geography and religious education there is only a small amount of written work and few examples of writing letters, reports and accounts.
58. Teaching is satisfactory overall although some very good teaching was observed. In the best lessons, the teachers' enthusiasm results in very good progress by the pupils. For example, in a Year 6 lesson, the teacher's very effective interpretation of *The War of the Worlds* by H. G.

Wells greatly enhanced the pupils' understanding of, and how to write in, a scientific genre. Using a computer presentation, with pictures and text downloaded from the Internet. The teacher captured the pupils' imagination, and they produced good ideas for their writing as a result. Where teaching is less effective there is a lack of urgency in the teaching and too little direction for the pupils.

59. The co-ordinator has a satisfactory knowledge of strengths and weaknesses in the subject. She needs more opportunities, however, to monitor teaching and learning throughout the school in order to disseminate good practice.

Language and literacy across the curriculum

60. The school has placed considerable emphasis on the development of literacy skills. However, the teachers do not plan sufficiently to use literacy skills in other subjects and the school has identified this as a weakness.

MATHEMATICS

Provision in mathematical development **is satisfactory**.

Main strengths and weaknesses

- The results of assessment are thoroughly analysed by the senior leadership team
- The pupils' attitudes to learning are very positive, and pupils work very well together
- There is a limited range of work in some year groups
- The quality of marking is inconsistent across the school

Commentary

61. Satisfactory progress has been made in the subject since the previous inspection. Standards are below average by the end of Year 2 and in line with national average by the end of Year 6. The quality of teaching is satisfactory overall. In some year groups the quality of teaching is very good. Where the range of work covered is broad, the level of challenge for each ability group is also high and the quantity and quality of work is very good. Pupils achieve well in the area of number calculations. The good teaching, particularly towards the end of the juniors, enables the pupils to make good progress and to achieve well by the end of Year 6.
62. In one very good lesson in Year 6, the teacher had clear expectations of behaviour and set a high level of challenge for each ability group. The pace of the lesson was very good, the mental maths activity actively involved all of the pupils. The use of support staff was very good and all pupils were actively engaged in mathematical problem solving. The intervention of the teacher served to improve the pace of learning and the pupils made very good progress. The learning was active and the pupils' achievements were celebrated.
63. Where teaching is less than satisfactory the level of challenge for the more able pupils is not evident, the learning objective is not clear for each ability group and the support staff are less clear about the activities. The lessons lack pace and the teachers do not use their time effectively to intervene and move learning forward. Occasionally, in some classes, there is too little emphasis on the more challenging aspects of numeracy.

64. The school gathers a considerable amount of assessment information and can identify how well the pupils are progressing. This assessment information is used well in school by the senior leadership team, to track groups of pupils and to deploy staff to support pupil's needs. However, the staff do not always make effective use of the information when planning their lessons and this results in some pupils not always making the progress of which they are capable.
65. Pupils across the school have good attitudes to learning and work well together in lessons. Teaching assistants and bilingual support staff make a good contribution to learning. Pupils with special educational needs and English as an additional language are supported well, with a good emphasis on practical learning.

Mathematics across the curriculum

66. There are satisfactory opportunities for pupils to use mathematics across the curriculum. Pupils collect data and produce graphs in science. They also use mathematical skills in using different aspects of information and communication technology.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Pupils achieve well by Year 6
- There are good opportunities for 'hands on' experiences in science lessons
- There is consistent emphasis placed upon use of correct scientific vocabulary
- There are few opportunities for pupils to design investigations for themselves

Commentary

67. Although the pupils do not achieve the level expected for their age by Year 2, good progress is made as they move through the school and by Year 6 standards are average. Pupils with special educational needs also make good progress due to the good quality of the support they receive. Progress since the previous inspection has been good.
68. In most of the lessons observed the quality of teaching was good, with a significant contribution made from the teaching assistants. A range of practical activities was provided using good quality resources. These well-prepared activities ensure that pupils develop a good understanding of scientific investigation and this has a positive impact on their achievement. They enjoy these activities and work enthusiastically together to complete their findings. In most lessons teachers place great emphasis on scientific vocabulary and pupils quickly start to use it in the correct context in their discussions, and in their written reports. However, teachers do not always make it clear in their marking how pupils can improve their work and move to the next step in learning. Although pupils are familiar with the process of scientific investigation they have few opportunities to follow their own independent enquiry and to design their own tests.
69. The subject leader provides good leadership and management. Although only in post for less than a year, she has a clear view of standards through her monitoring activities, and has clear ideas about ways of raising standards further.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- The school has a very good number of computers available to pupils
- Weaknesses identified in the last inspection have been addressed effectively
- The use of computers to support learning in other subjects is developing well

Commentary

70. By the end of Year 2 and Year 6 standards are broadly in line with expectations and the pupils achieve well. Pupils are confident in using computers and apply their skills competently in other subjects for research, data collection and recording. Since the previous inspection, the school has established a well-equipped computer room that is now being used effectively. Whilst the building alterations were taking place the school established very good links with the City Learning Centre and these have continued, enabling the older pupils to participate in a very good range of activities that have added much value to their knowledge and understanding.
71. There has been good improvement since the previous inspection. The subject has been a high priority and good leadership has led to much improved resources and training for teachers. The provision of a new computer suite has enabled all classes to be taught skills regularly and systematically. In addition, some teachers are making effective use of computers to develop literacy and numeracy skills. Pupils make good use of the Internet and most pupils are experienced in using e-mail facilities. The school acknowledges that teachers need to plan more opportunities for information and communication technology to support learning in other subjects. Some good examples were seen. For example, Year 6 pupils researched the work of artist Caroline Jarwala and used her work very effectively as an inspiration for some attractive prints and collages.
72. Teachers are now more confident in teaching the skills and in using computers in lessons and most are making effective use of the school's scheme of work to ensure skills previously learned by the pupils are developed effectively. They make good use of a computer/projector link to demonstrate clearly to pupils what they are to learn and give pupils good levels of independence in their work. They use the computer suite well. Pupils enjoy their work on computers and develop very good attitudes to learning. They collaborate well and more confident pupils help the less confident by guiding them through the next step.
73. Leadership has been effective in improving teaching and learning and establishing the very good level of resources. Management is very good and the development of an effective assessment system to measure pupils' progress is in the process of implementation.

Information and communication technology across the curriculum

74. Information and communication technology is being used more effectively to support learning in some subjects. However, the teachers are not planning systematically to ensure this happens. Some teachers, particularly in the juniors are more confident and make better use of computers than others.

HUMANITIES

Geography

Provision in geography is **unsatisfactory**.

Main strengths and weaknesses

- Visits are used effectively to enhance the curriculum
- Standards of work seen in books and through discussion with pupils indicate standards are below national expectations.
- There are too few opportunities for the pupils to record their work

Commentary

75. Two lessons were seen in **geography** during the period of the inspection, both in the infants. Evidence from discussions with pupils and the very small sample of work indicate that standards are below national expectations and progress since the previous inspection is unsatisfactory. Pupils' books show limited progress in geographical skills in the juniors. Pupils in Year 6 talked enthusiastically about a visit to Sutton Park, where they made a shelter, participated in map reading and used a compass. Opportunities to record their work are very limited and the teachers miss opportunities to encourage the pupils to develop their writing skills in these subjects.
76. In the Year 1 lesson observed, good use was made of a visiting school crossing patrol who gave the pupils advice on crossing roads; the pupils enjoyed completing a survey of how people use the pedestrian crossing outside the school and good use was made of computers in the lesson.
77. The co-ordinator has identified the need for a more topic-based approach in the juniors in the future. There are currently no procedures to assess the pupils' attainment and progress.

History

Provision in history is **unsatisfactory**.

Main strengths and weaknesses

- Good use is made of visits to complete research, to promote understanding and enthusiasm
- Insufficient time has been allocated to history to ensure all topics are fully completed

Commentary

78. Three lessons in history were seen during the inspection and there was very little past work available for scrutiny. However, discussions with staff and pupils indicate that not all areas of history identified in the scheme are being covered and progress since the previous inspection is unsatisfactory. The school enhances its provision by a good range of visits to support learning, for example pupils have visited Soho House in Year 1 as part of a project on Cinderella, pupils in Year 2 will be visiting Weston Super Mare as part of an integrated history and geography project, The Year 6 pupils, who have visited the City Learning Centre as part of their research

on the Victorians, were animated and excited when describing the videos they had made as part of this project. These experiences help to bring the subject 'alive' for pupils and contribute well to developing their understanding of the past. Some pupils have used computers and the Internet to research information at home. The scrutiny of books indicates that many topics have had limited coverage over the year. There are no current procedures to assess pupil's skills, knowledge and understanding in history.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- The pupils have a good understanding of their own religions
- Resources and artefacts are well organised but there are insufficient opportunities to visit places of worship.

Commentary

79. By the end of Year 6 the pupils reach standards that are in line with those expected for their age as set out in the locally agreed syllabus for religious education, and their achievement is satisfactory. Progress since the previous inspection is satisfactory. Pupils are able to talk about comparisons between Islam and Christianity. Pupils have a good understanding of the major festivals in Islam and Christianity.
80. Two religious education lessons were observed in the infants. Through book scrutiny, discussions with pupils and observation of displays in classrooms and around school attainment is judged to be in line with national expectations. The teachers make effective use of the pupils' knowledge of their own religions.
81. The co-ordinator who has been in post for a year has attended training to develop her own understanding, has rewritten the scheme and policy for religious education and has purchased new resources to support the development of religious education in the future. The co-ordinator plans to develop assessment and monitoring in religious education.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

82. Too few lessons were observed in **art and design**, and in **design and technology** to make an overall judgement on provision. However, throughout the school displays showed that there was evidence of work of a good standard. Pupils in Year 4 produced work in the style of Kandinsky and in Year 3 the pupils produced paintings in the pointillism style of Andre Derain. There are very effective links with the City Learning Centre and these were demonstrated by the work of Year 6 pupils who had produced some exceptional prints based on the work of Caroline Jarwala and involved the pupils researching her work on the Internet, taking photographs, and producing prints which had the pupils' own image. For **music** a member of the peripatetic music service is employed once a week to develop pupils' singing skills. It was only possible to observe one music lesson, as well as the singing lesson for the combined infant classes. Both gave indications that pupils are receiving good musical experiences throughout the school. By the end of Year 2 pupils can pitch their voices accurately to reach high and low notes matching the notes sung by the teacher. Pupils are developing competence in the use of

pitch and tone, and using tuned and untuned percussion instruments to represent actions for budding in the 'Leaves' song. They sing enthusiastically because the skilled teacher is imaginative and makes it an enjoyable experience for all. Good improvement has been made in signing since the last inspection. In Year 6, the class teacher makes music exciting for the pupils in developing an understanding that oral percussion can produce a wide range of sounds. Pupils develop a good understanding of pitch, duration and dynamics and they achieve well as a result.

Physical education

Provision in physical education is **good**.

Main strengths and weaknesses

- Pupils achieve well by Year 2 and Year 6
- Teaching quality is good
- A good programme of extra-curricular sport supports the subject

Commentary

85. Standards are broadly average by Year 2 and Year 6. Pupils achieve well and show good improvement in the development of sending, catching and striking skills through well-planned and delivered lessons. Teaching is good and lessons are structured so that there is equal time for the practice and development of skills, and the applications of skills in game situations. Pupils display great enthusiasm for sporting activities and thoroughly enjoy their lessons. They work well collaboratively both in small groups and also as a team. Good support is provided for pupils with special educational needs. Progress since the previous inspection has been good.
86. The physical education curriculum covers all required elements, including swimming for all junior pupils ensuring that most pupils can swim 25 metres by the end of Year 6. Extra-curricular sporting activities are provided throughout the year, and the school makes good use of community facilities. The school team have been successful in competitive matches against other local schools. Pupils enjoy outdoor adventurous activities organised in Sutton Park.
87. The subject leader provides enthusiastic and conscientious leadership, and ensures continuing provision of sporting activities. He is aware of the shortcomings of the school site in providing space for outdoor physical education and has been able to create opportunities for pupils to participate successfully using professional coaches of good quality.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Personal, social and health education

Provision is **good**.

Main strengths and weaknesses

- Personal and social development is good.
- The development of pupils as active citizens in school is good.

- Pupils in school show care and support for each other in a variety of roles including school councillor and mediators.

Commentary

88. During the inspection, evidence was collected talking to staff and pupils. There school has a growing up and relationships policy and a policy on drug misuse.
89. The pupils show very positive attitudes toward each other, mutual respect for each other and their teachers. Circle time lessons encourage pupils to explore personal relationships and citizenship issues. The coordinator manages many events in the year including a whole school health week, road safety visitors, pedestrian training. The school works with the Malachi trust on a transition project involving pupils in upper Key Stage 2, they work on drama, dance and music to work towards a performance for their parents and families.
90. The mediators, who have been trained by the learning mentor, work in teams to support other pupils at lunchtimes. Talking to pupils, it is clear that they take their responsibilities seriously. Year 6 pupils also support younger pupils at lunchtimes on the playground. The school has recently set up a School Council which enables the pupils to give their views on issues they consider important.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	4
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
Overall standards achieved	5
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	2
Attendance	4
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	4
How well the curriculum meets pupils needs	5
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
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	3
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	4
The governance of the school	4
The leadership of the headteacher	3
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).