

# INSPECTION REPORT

## **TIMBERLEY PRIMARY SCHOOL**

Shard End, Birmingham

LEA area: Birmingham

Unique reference number: 103269

Headteacher: Mrs. J. Walker

Lead inspector: Malcolm Johnstone

Dates of inspection: 16.05.05 – 19.05.05

Inspection number: 268131

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school:	Primary
School category:	Community
Age range of pupils:	3-11
Gender of pupils:	Mixed
Number on roll:	351
School address:	Bradley Road Shard End Birmingham West Midlands
Postcode:	B34 7RL
Telephone number:	0121 4642002
Fax number:	0121 4646911
Appropriate authority:	Governing body
Name of chair of governors:	Mrs. D. Perks
Date of previous inspection:	07.12.1998

## **CHARACTERISTICS OF THE SCHOOL**

The school is situated in the urban area of Shard End to the north of Birmingham. Most pupils live in municipal flats and houses in close proximity to the school. The area served by the school is one of the most deprived in the city and pupil mobility is higher than in most schools. The school is larger than other primary schools with 288 pupils who attend full time and 63 who attend part time in the maintained nursery. Attainment on entry is well below average although the full range of ability is represented. The percentage of pupils known to be eligible for free school meals is (47 per cent) is well above average. About eight per cent of the pupils are from minority ethnic backgrounds, with the majority from the Caribbean. There are no pupils at the early stages of English language acquisition. The percentage of pupils identified as having special educational needs (28 per cent) is above the national average. Three pupils have a statement. The main areas of need relate to moderate learning difficulties.

The school is part of an Excellence in Cities Education Action Zone. It has won a number of recent awards including Activemark, Artsmark, and Healthy Schools. In 2004, the school was in the top 100 most improved schools nationally.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21114	Malcolm Johnstone	Lead inspector	Art and design; Design and technology
9510	Christine Murray-Watson	Lay inspector	
21450	Daniel Kilborn	Team inspector	The Foundation Stage; English as an additional language; Science, Personal, social and health education; Music.
23566	John Iles	Team inspector	Special educational needs; English; Information and communication technology; Religious education
18331	Jon Sutcliffe	Team inspector	Mathematics; Geography; History; Physical education

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This is a good school** with some very good features. It is at the heart of its community. Standards are above average by the end of Year 6, teaching is good and pupils achieve well. The overall leadership, management and governance are good. There is a clear commitment to continuing improvement with the needs of every child foremost. Pupils love school and want to come. Parents are very pleased with what the school does for their children. The school provides good value for money.

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

- The headteacher, supported strongly by all the staff and governors leads the school very well
- Between Years 3 and 6 pupils make very good progress
- By the end of Year 2, standards are not high enough in writing and not enough pupils reach the higher levels in reading, writing and mathematics
- Teaching is good overall and teachers and classroom assistants work together very well
- There is a very good ethos in the school; personal development, behaviour, attitudes and racial harmony are very good; this is a school where every child matters
- The school supports pupils with special educational needs (SEN) very well
- There are many varied activities for pupils outside lessons
- There are good systems to track pupils' progress in English, mathematics and science but there are no whole school systems in other subjects

Since the school was inspected in 1998 the rate of improvement has been good. Standards have improved in reading and writing, particularly by the end of Year 6, although standards in writing are still not high enough by the end of Year 2. Standards in religious education have improved markedly. There are now effective measures to evaluate the effectiveness of spending decisions. Attendance levels have improved and are now below rather than well below the national median.

### STANDARDS ACHIEVED

#### Year 6 results

Results in National Curriculum tests at the end of Year 6, compared with:	All schools			Similar schools by prior attainment.
	2002	2003	2004	2004
English	D	E	B	A*
Mathematics	D	D	C	A
Science	C	C	B	A

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average*

*Similar schools are those with similar percentages of pupils eligible for free school meals*

*A\* means that the school's results were in the top five per cent of schools nationally*

**Achievement is good and standards are above average by the end of Year 6.** Children achieve well in the Nursery and Reception classes (the Foundation Stage) but because of the very low attainment on entry, most children are unlikely to reach the goals expected in key areas of learning by the time they enter Year 1.

By the end of Year 2 current standards show signs of improvement but remain below the national average in reading and mathematics and well below average in writing. When

compared with the standards attained by pupils in similar schools, they are comparable in reading and mathematics. In writing, they are not high enough and should be better. In the three subjects not enough pupils reach the higher levels.

By the end of Year 6, standards in English and science are above the national average. They are similar to the national average in mathematics. This reflects pupils' performance in the 2004 national tests. In all three subjects, when compared with standards in similar schools, pupils do very well and make very good progress between Years 3 and 6, with progress being particularly rapid in English. Standards in all other subjects are similar to those expected nationally. Over their time in school there is no significant difference in the achievements of boys and girls or of pupils from different ethnic backgrounds. Pupils with special educational needs (SEN) achieve very well.

At all stages pupils' attitudes to learning and their behaviour are very good. Attendance is a little below the national average but is in line with the city average and is improving. **The spiritual, moral, social and cultural development of the pupils is very good.**

## **QUALITY OF EDUCATION**

**The quality of education is good. Teaching and learning are effective overall** and account for pupils' good achievement socially, morally and academically. Relationships are very good and develop pupils' self-confidence very well. Classroom assistants give very good support for learning, particularly for pupils who have SEN. There is a very good learning environment, most lessons are stimulating and meet the needs of all pupils well. Presentation and marking are good. Teaching and learning are particularly strong and effective in Years 3 to 6, although some good teaching was seen across the school. The pace of learning is not as rapid in Years 1 and 2, particularly for the above average pupils. Assessment is good and used well in English, mathematics and science, although there are no systems to track pupils' progress through the school in other subjects.

The curriculum is good and there are very good opportunities for enrichment. There is an appropriate emphasis on literacy and numeracy and very good provision for pupils who have SEN. There is very effective provision for personal and social education. Links with parents, the community and other schools are good. Accommodation and resources are very good.

## **LEADERSHIP AND MANAGEMENT**

**The headteacher leads the school very well and is strongly and effectively supported by her deputy and other key staff.** They are good role models and all staff share a clear commitment to the achievement and needs of all the pupils. The school is well managed and governance is good. Good use is made of performance data and monitoring to bring about improvements in teaching and learning in English, mathematics and science. Governors fulfil their statutory duties and support the school well. Since the previous inspection they have had a more effective role in the school's strategic development. Financial planning is good and administrative and premises staff support the running of the school very well.

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

The parents hold the school in high regard. Pupils enjoy school and feel valued and supported by all adults who work in the school.

## **IMPROVEMENTS NEEDED**

In order to continue to raise standards further the governors, headteacher and teachers should:

- Raise standards in writing by the end of Year 2 and increase the pace of learning for the above average pupils in reading, writing and mathematics
- Devise manageable whole school systems to assess pupils' progress in subjects other than English, mathematics and science

## **PART B: COMMENTARY ON THE INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

#### **Standards achieved in areas of learning and subjects**

Overall, pupils achieve well. By the end of Year 2, standards are below the national average in reading and mathematics and well below average in writing. By the end of Year 6, standards are above the national average in English and science and are average in mathematics.

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

- Children achieve well in the Foundation Stage but do not reach the goals expected by the time they enter Year 1
- Standards in writing are not high enough by the end of Year 2 and too few pupils reach the higher National Curriculum levels in reading, writing and mathematics
- Pupils with SEN achieve very well and make very good progress as they move up the school
- Pupils from minority ethnic backgrounds achieve well and are well represented in the above average ability groups

#### **Commentary**

1. Across the school the high number of pupils who have special educational needs (SEN), the very low attainment on entry and the above average level of pupil mobility have a negative impact on the standards attained.
2. Children achieve well in the Nursery and Reception classes (the Foundation Stage). The good teaching, however, cannot fully compensate for the well below average attainment on entry and most children are unlikely to reach the goals expected in communication language and literacy, mathematical development and knowledge and understanding of the world by the time they enter Year 1.
3. By the end of Year 2 current standards are below the national average in reading and mathematics and well below average in writing. When compared with the standards attained by pupils in similar schools, they are comparable in reading and mathematics. In writing, they are not high enough, being well below those in similar schools. Pupils find it hard to link their speaking and reading skills to writing and often struggle to compose phrases and sentences independently. In all three subjects too few pupils

reach the higher levels and this has a negative impact on the overall standards attained. Standards in science are similar to the national average.

**Standards in national tests at the end of Year 2 – average point scores in 2004**

Standards in:	School results	National results
Reading	14.5 (14.1)	15.8 (15.7)
Writing	12.0 (13.0)	14.6 (14.6)
Mathematics	13.9 (14.7)	16.2 (16.3)

*There were 47 pupils in the year group. Figures in brackets are for the previous year*

- By the end of Year 6, standards in English and science are above the national average. They are similar to the national average in mathematics. This reflects pupils' performance in the 2004 national tests. In all three subjects, when compared with standards in similar schools, pupils do very well. Pupils in Year 6 last year made very good progress between Years 3 and 6 with progress being particularly rapid in English. A consistent focus over the past year on the development of punctuation, grammar and spelling has had a good effect on pupils' writing though more could be done to encourage pupils to write at length in subjects such as history, religious education and geography. Reading is well taught and pupils have good strategies to help them read unfamiliar words. In mathematics pupils have a secure understanding of number, shape, space and measures and data handling. Despite good opportunities for pupils to apply their knowledge in problem solving activities, this is a weaker aspect of their learning. Pupils develop a good knowledge across all aspects of the science curriculum and develop good scientific enquiry skills.

**Standards in national tests at the end of Year 6 – average point scores in 2004**

Standards in:	School results	National results
English	27.8 (25.1)	26.9 (26.8)
Mathematics	27.1 (26.5)	27.0 (26.8)
Science	29.6 (28.6)	28.6 (28.6)

*There were 50 pupils in the year group. Figures in brackets are for the previous year*

- Over their time in school there is no significant difference in the achievements of boys and girls. Pupils from minority ethnic backgrounds do well and are well represented in the upper ability sets in English and mathematics. Pupils with special educational needs achieve well because of the additional and well-focused support they receive both in their academic and social development.
- Standards in religious education have improved well since the previous inspection and are now in line with the expectations of the local agreed syllabus. Good resources and improved teacher confidence and expertise have had a good effect on standards in information and communication technology and standards are in line with national averages. In all other subjects the work seen was similar to that expected for pupils' ages.

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

There is a very good ethos in the school; personal development, behaviour, attitudes and racial harmony are very good. Pupils' spiritual, moral, social and cultural development is very good.

### **Strengths and weaknesses**

- Pupils show very high levels of enthusiasm and interest and their behaviour is very good
- There is very good provision for pupils' personal development
- Levels of attendance are slightly below the national average for primary schools

### **Commentary**

7. The pupils respond well to the attractive and secure environment provided for them. The spacious accommodation is well used to present both their own work and many informative and stimulating displays. The level of personal attention they are given, often in small group settings, and the mainly good teaching they receive mean that most pupils look forward to coming to school and enjoy their time there. There is also a good take-up of after-school activities, particularly sports clubs.
8. Behaviour throughout the school is generally very good and sometimes excellent. Responding to the clear expectations of staff, the pupils move quietly through the building and settle quickly at the start of lessons. The school's insistence on good manners means that they are polite and considerate to each other and to adults; for example, pupils were often seen holding doors open for others and moving aside to let adults pass.
9. The school places great emphasis on the spiritual, moral, social and cultural development of the pupils. Very good provision is made in all these areas, although the prevailing culture within the local community sometimes inhibits the range of multi-cultural experiences it is possible to offer the pupils. At the heart of all the provision is a concern that every child should feel valued and respected, and that they should learn to extend this respect and appreciation to the people around them. A strong moral code is consistently applied, and explained, so that the pupils can develop and embrace a clear understanding of right and wrong. The varied opportunities offered for trips and the good range of visitors into the school further extend the richness of the experiences offered to the pupils. An opportunity to display the social responsibility they have acquired is offered to the older pupils through the peer-mentoring scheme, where they can help to resolve disputes amicably and there is a "buddy " system to support pupils of all ages who are new to the school.
10. An important aspect of the mutual respect developed between staff and pupils, and the pupils themselves, is their ability to engage in active discussion. Because the teachers consistently display an interest in, and respect for, the children's views, they are confident in raising questions and supporting their own position. This is particularly true of the older pupils, who display a lively curiosity and will politely challenge the teacher's position if they feel they have a strong case. Alongside their courtesy and the willingness to listen to each other that these pupils show, this means that lessons are often stimulating and interesting for all concerned.

### **Attendance**

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

Authorised absence	
School data	6.0
National data	5.5

Unauthorised absence	
School data	0.4
National data	0.4

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

11. Levels of attendance are slightly below those found in primary schools nationally, although they are now similar to the city average. Since the last report, when the levels of attendance and unpunctuality were a concern, the school has achieved a marked improvement in both areas. The introduction of a Breakfast Club, partly funded by the Educational Action Zone (EAZ) and a reward system for good attendance has played a major part in this improvement.

## Exclusions

### *Ethnic background of pupils*

### *Exclusions in the last school year*

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	200	7	0
White – Irish	1	0	0
White – any other White background	10	0	0
Mixed – White and Black Caribbean	16	2	0
Mixed – White and Asian	2	0	0
Asian or Asian British – any other Asian background	1	0	0
Black or Black British – Caribbean	8	0	0
Black or Black British – any other Black background	2	0	0
Any other ethnic group	3	0	0

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

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good. Teaching and learning are effective overall and the school is providing a broad and stimulating curriculum with very good enrichment. Care, guidance and support for pupils are very good and the school has good links with parents and the community.

### Teaching and learning

Teaching and learning are good overall and lead to high achievement. Assessment is good in English, mathematics and science but there are no whole school systems in other subjects.

### Main strengths and weaknesses

- Teaching is particularly effective in Years 3 to 6, although some good teaching was seen across the school
- Teaching in the Foundation Stage is consistently good

- Most teachers provide realistic levels of challenge in the work they set, although the pace of learning, particularly for the above average pupils in Years 1 and 2, should be increased
- Teachers are very good at interesting, encouraging and engaging pupils
- Support staff make a significant contribution to pupils' learning
- Assessment is good overall, but in foundation subjects there are no whole school systems

## Commentary

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

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	9(21%)	23 (53%)	11 (26%)	0	0	0

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

- Teaching is good in the Nursery and Reception classes and provides a strong base for work on the National Curriculum. The high degree of consistency in the teaching leads to good achievement from a very low base. In both Nursery and Reception, the teachers provide a variety of well-planned activities to help children meet the early learning goals. Children's progress is tracked well and information from assessment is used effectively to plan subsequent work.
- Teaching is good overall across the school but is more effective in Years 3 to 6 where the pupils achieve well and over time make very good progress in relation to their prior attainment. Almost all of the very good teaching was observed in these year groups. Relationships are very good across the school and help develop pupils' self-esteem and confidence in learning. Innovative ideas to motivate and maintain pupils' concentration are used well; for example, when concentration on occasions starts to slip, simple whole class physical exercises are used to re focus learning.
- The teaching of English and mathematics is good and sometimes very good in Years 3 to 6 and mostly satisfactory and sometimes good in Years 1 and 2. A systematic approach to the teaching of writing which focuses on the development of vocabulary, connectives, openers and punctuation was introduced across the school about eighteen months ago. This has been very successful in helping raise standards at the end of Year 6 but has not been so successful in Years 1 and 2 since it has only been in place since September of this year. In some of the English and mathematics lessons across Years 1 and 2, the pace of learning is not rapid enough and the above average pupils particularly do not always make the progress they are capable of. Reading is taught well across the school with an appropriate emphasis on the teaching of letter sounds. From the Nursery through to Year 6, classroom assistants provide very good support to the teachers and have a significant impact on children's achievements. In all subjects, planning is good and lessons are well organised and structured. All teachers use resources effectively to stimulate learning and help pupils gain a clearer understanding of the work. The objectives of the lesson are shared with the pupils so that they understand what they are expected to learn. Teachers have high expectations of behaviour and involvement in activities and this results in most pupils showing engagement, application and concentration. Pupils' work is well presented and reflects the teachers' high expectations in this aspect of their learning. Some good links are

made between subjects, for example, history, ICT and mathematics were linked well in a Year 6 topic on World War Two.

15. Pupils who have SEN are supported well by the very effective teaching. Programmes of work are matched to pupils' learning styles. Individual education plans indicate precisely areas of teaching and learning that need to be prioritised. Pupils are withdrawn from classes to work in groups to address weaknesses. There is close liaison among all staff to monitor pupils' progress and changes in circumstances that could affect performance. Teaching assistants contribute to planning and attend school based in service courses to help improve further the quality of support.
16. Assessment in English, mathematics and science is good and information is used effectively to plan subsequent learning. Marking is good across the school with very good examples that show pupils how they might improve their work. The different ability groups in English and mathematics sets are provided with appropriate targets to aim for and provide opportunities for pupils to gauge their own progress. Assessment in subjects other than English, mathematics and science is largely underdeveloped. Where subjects are planned in cycles, the lack of assessment systems to chart progress makes it difficult for teachers to build successfully on what pupils already know, understand and can do.

## **The curriculum**

The school provides a good curriculum that is enriched by a very good range of visits and extra-curricular activities. Accommodation is very good and staffing is adequate.

## **Main strengths and weaknesses**

- The curriculum is broad and promotes good overall achievement.
- Provision for pupils with SEN is very good.
- The school's curriculum is inclusive and provision for personal development is very good.
- Accommodation and resources are very good.
- The lack of assessment systems in subjects other than English, mathematics and science, means that the development of key skills from year to year in these subjects cannot be guaranteed

## **Commentary**

17. The curriculum meets statutory requirements including provision for religious education. The school has worked hard to address the weaknesses that were found in the curriculum at the time of the last inspection. A review of the curriculum has resulted in greater continuity in the pupils' learning across the school, particularly in English, mathematics and science. What is to be taught each term is clearly set out in a curriculum plan and the schemes of work including that for religious education, provide a good steer to guide the teachers in drawing up their lesson plans. The curriculum for children in the Foundation Stage is good. It meets individual needs well and helps them to make good progress.
18. There is an appropriate emphasis on the teaching of literacy, numeracy and science across the whole school. Particularly effective teaching of these subjects in Years 3 to 6 promotes good achievement for pupils. Cross curricular links have started to be

planned on a weekly basis and the teachers realise the need to provide more opportunities for extended writing in subjects such as history and geography. There are no whole school systems to track pupils' progress in subjects other than English, mathematics and science and consequently the development of key skills from year to year cannot be assured and results in some work being covered that is either too easy or too difficult for some pupils.

19. All of the pupils are valued and the school makes significant efforts to ensure equality of access and opportunity. Provision for those pupils identified with SEN is very good and meets their needs well. There is a strong commitment to ensure all pupils have access to all areas of the curriculum. Classroom assistants provide effective and sensitive support. The school adapts resources to enable pupils with physical difficulties to participate in activities. Special transport arrangements are made to include pupils who are unable to walk in and out of school.
20. Very good quality personal, social and health education permeates all aspects of the curriculum. Sex, relationship and drug issues are addressed appropriately. Older pupils are well prepared to move onto their next stage of education through close links with the secondary schools. .
21. There are very good opportunities for curriculum enrichment through visits and extra-curricular activities. The pupils have opportunities to play football, netball and hockey after school. Other after school clubs offered to the pupils include chess, choir, art, French, Fun Cub and a Homework Club. These cater for all age groups of pupils in the school and are very well attended. There are residential trips each year for the older pupils to local education authority centres. These visits are highly effective in developing pupils' learning experiences as well as their independent and social skills. A good range of more local visits and visitors is also in place. Of particular note is the weekly visit from some Birmingham airport staff to help with Year 5 and 6 readers.
22. There are sufficient members of staff to meet the needs of the curriculum. The good quality of the cooperation between teachers and support staff plays a significant part in raising the pupil's achievement. Accommodation is very good; the building is used well to support the teaching and learning. Resources for learning are very good and well used by the teaching and support staff.

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

Standards of care, guidance and support are very good. The headteacher and her staff are all effectively promoting the support, safety and well being of the pupils.

### **Strengths and weaknesses**

- A very good ethos engenders confidence and a sense of security
- Relationships between staff and pupils are very good
- There are very good systems to monitor pupils' pastoral care

### **Commentary**

23. This is a school where every child matters and the staff work hard to meet individual needs, whether pastoral or academic. At every stage, teaching and non-teaching staff want the very best for each pupil. They also set high standards and expectations. Most

pupils blossom under this regime so that by the time they reach Years 5 and 6 they have made good progress and are developing in maturity and self confidence.

24. Teaching and support staff know their pupils very well and take time to understand their interests and ambitions. There is a sense of trust throughout the school which is seen in the way pupils conduct themselves even when not actively supervised and in the confidence with which they talk to staff. Whether it is an approach for help or a good-humoured exchange about the local football teams, the pupils feel secure and appreciated.
25. Care and support for pupils with SEN is very good. The school has very good relationships with outside agencies. The education psychologist assigned to the school is a regular visitor who works in partnership, not only with the SEN coordinator, but also with all members of staff. A very high priority is given to pupils' emotional and mental health with changes in pupils' behaviour noted and action taken to minimise anxiety. Pupils are confident to seek help because they know they will be taken seriously. Pupils feel secure so learning is successful.
26. Appropriate systems are used to monitor pastoral concerns and to maintain effective dialogue with parents and carers. Respect for the pupils' views generally, alongside the role of the elected School Council, ensure they have a voice in the school's work and development. Contact with parents and carers is prompt and well informed. Parents also know that they can gain access to school staff easily if they want to raise any issues regarding their child. Referrals are made to outside agencies when appropriate and the school nurse holds a weekly drop-in clinic for both pupils and their family members.

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

The school works hard to maintain effective and supportive links with parents and to involve them in the life of the school. There are good links with the local community and good links with local schools.

### **Strengths and weaknesses:**

- The school actively seeks, values and acts on parents' views
- A good level of information on curriculum and day to day progress is provided for parents
- Support from the local business community and the EAZ initiative benefits the school
- There are good sporting links both locally and with schools across the region.

### **Commentary**

27. The school is keen to canvass parents' views and to engage with them on any issues they wish to raise. To this end, a bi-annual questionnaire is sent out and parents are encouraged to contact the headteacher if there is anything they wish to discuss. Where possible the school tries to meet the educational aspirations of parents, arrange appropriate courses and make school facilities available; for example, two computers are kept in the school's community room for parental use. Parents are encouraged to come into school to help, join school trips and contribute via the Parents' Association.

28. A good level of information is made available to parents on the curriculum being taught and the targets for a given term. The pupils are also bringing home targets to discuss with their parents alongside their homework.
29. The partnership with parents to support pupils who have SEN is good. Most parents attend reviews and the school ensures those who do not attend are contacted to inform them of any decisions made about their children. Parents are welcome at the school and any concerns they may have are acted upon swiftly.
30. Following the previous inspection report, which highlighted the below average level of attendance, the contribution of external agencies has contributed to a marked improvement. Funding from the EAZ has enabled a Breakfast Club to be formed. This brings a considerable number of pupils into school well before the start of the school day, supporting both their attendance and prompt arrival at the first lesson. The local Rotary Club funds a day out for children with 100 per cent attendance over the school year. This treat is highly valued by the pupils and fosters a determination to attend if at all possible.
31. Sports feature strongly both in the school day and in extra-curricular provision. The school's football team enters both local and regional leagues and performs consistently well. The opportunity this give to pupils who may have few other opportunities to travel out of their immediate locality helps to boost confidence and raise self-esteem.

## **LEADERSHIP AND MANAGEMENT**

The headteacher leads the school very well with strong and effective support from the deputy and all staff. Management and governance are good. The strengths identified at the time of the previous inspection have been built upon successfully

### **Main strengths and weaknesses**

- The headteacher is a very good leader and has high aspirations for the pupils
- The ethos of the school embraces the concept of inclusion and celebrates achievement academically and socially
- All staff work together well as a team
- School self-evaluation is good and performance data is used well to bring about improvements
- The governing body contributes well to the development of the school

### **Commentary**

32. The headteacher leads the school very well and is strongly and effectively supported by her deputy and other key staff. There is a strong focus on meeting the needs of every child; this is a school where every child matters. All who work in the school are committed to achieving the highest possible standards and a high quality education across a broad curriculum. A highly developed shared view of the school and the direction in which it is going has been developed with all staff. This clear direction and sense of purpose is evident in the good school development plan which is an effective management tool, providing clear and costed programmes for action. All teachers are good role models for the pupils. The leadership provided by curriculum leaders is good overall, although with the emphasis on raising standards in English, mathematics and science, there have been limited opportunities for other subject co-ordinators to fully gauge standards and teaching across the school through lesson observations.

Leadership and management of SEN are very good. The coordinator liaises closely with staff to support the preparation of individual education plans. There are opportunities for the coordinator to attend courses and train staff in a bid to bring in new ideas and strategies.

33. The school is well managed. Performance data from national and school-based assessments is used well to track trends in pupils' performance and assess the value the school adds to pupils' education. This data shows that all pupils make good progress as they move through the school with particularly rapid progress in Years 3 to 6. This is supported by inspection evidence. Analysis has highlighted successfully weaknesses in pupils' writing by the end of Year 2. Regular monitoring of teaching and learning by the headteacher and deputy has confirmed the many good aspects of the teaching but has also identified areas for development; for example, classroom assistants were not being used as effectively as they might be and this has now been addressed successfully. The closing discussion sessions at the end of lessons were not being used effectively and this has now improved. Performance management is well established and linked well to in-service training and the needs of the school. Day-to-day management and administration function very efficiently and ensure that the school runs smoothly. There is very good support from the administrative assistants and other non-teaching staff.
34. Governance is good and has developed well since the previous inspection. The governors are keen and well motivated. They fulfil their statutory duties and operate through a sensible and well organise committee structure. The headteacher and chair of governors share a common vision and meet on a regular basis. About a half of the current governing body have attended lessons and this has given them a valuable insight into the quality of teaching in the school. Parent governors talk to the parents regularly and act as an effective sounding board for parental views. Governors are actively involved in school improvement planning and performance management. They have good understanding of the schools strengths and weaknesses; for example, the governor responsible for literacy is involved with the recent strategy aimed at improving pupils' writing and has fed back relevant information to the main governing body. Governors apply best value principles well when comparing the school's performance with that of similar schools, seeking competitive tenders and challenging the headteacher and senior staff through critical questioning.

**Financial information**

*Financial information for the year April 2004 to March 2005*

Income and expenditure (£)		Balances (£)	
Total income	1,026,479	Balance from previous year	12,861
Total expenditure	1,140,670	Balance carried forward to the next	-101,330
Expenditure per pupil	3,531		

35. Financial planning is good and is linked effectively to the needs of all the pupils. The overspend this year is due to an unexpected fall in pupil numbers as a result of the unforeseen demolition of two large high rise flats. The overspend has been approved by the local education authority.

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

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

36. Children are admitted to the Nursery class part-time at the beginning of the year in which they are four. They join the Reception classes full-time in the September of the year in which they are five. While all ability groups are represented on entry to the Nursery class, assessments carried out soon after children start indicate that attainment for most children is well below average. All the children, including those with SEN and minority ethnic pupils make good progress in all areas of their development. Despite the good teaching in the Nursery and Reception classes most children are unlikely to reach the goals expected in communication, language and literacy, mathematical development and knowledge and understanding of the world.
37. Teaching is consistently good throughout the Foundation Stage. The teachers and support assistants have a good knowledge of how children learn, have very good relationships with the children and high expectations of behaviour. Planning is very good and the different areas of learning are linked together well in interesting and stimulating topics. Assessment is good and the information is used well to respond to individual needs. Resources are used well to consolidate learning and a very good environment for learning has been developed.

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

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

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

- Children are happy in their classrooms and enjoy coming to school
- Teaching is consistently good and children of all abilities make good progress
- Most children are likely to reach the early learning goals

#### **Commentary**

38. In both the Nursery and Reception classes, teachers and support staff provide a happy and stimulating environment and quickly develop good relationships with the children. This means that children enjoy school and are keen to learn. Teaching and learning are consistently good. Many opportunities are provided to help children develop personal and social skills, such as taking turns and sharing. Behaviour is managed well and children quickly learn to follow instructions and classroom routines. Children are encouraged to tidy up and clear away resources. They work well as part of a group or class and take turns and share resources fairly. They develop a good understanding of right and wrong and are beginning to realise the consequences of their own actions on others. In the Reception classes, children maintain good concentration and listen well to what others have to say. The development of good attitudes to work, the importance of co-operation and the good use of praise and encouragement mean that most children are likely to achieve the early learning goals by the time they enter Year 1.

### **COMMUNICATION, LANGUAGE AND LITERACY**

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

## **Main strengths and weaknesses**

- Teaching is consistently good and helps pupils make good progress
- Most children are unlikely to reach the early learning goals in this aspect of their learning
- There are good opportunities for children to develop early speaking and listening, reading and writing skills
- Children develop a love of books

## **Commentary**

39. In all the classes, the teacher's enthusiasm is conveyed to the children, so they listen well and quickly gain a love of books. Although very few children are reading even simple text in the Reception class, they are keen to share books with an adult. Stories and nursery rhymes are used regularly to help develop children's imagination and a love of stories. They talk about them willingly and make up their own stories or retell a story they have heard using the pictures as a guide. Teaching of language, literacy and communication skills is consistently good. Teachers and support staff ask challenging questions to encourage all children to contribute to whole class and group discussions. Talk has a high profile in both the Nursery and Reception classes and all adults take every opportunity to involve the children in discussion.
40. Teachers place a strong emphasis on phonics and, by the end of the Reception classes, most children know initial letter sounds. A few of the above average pupils combine letter sounds to read simple words. In the Reception classes children are aware of the difference between story and information books and the above average children are aware of the function of an index. Good support is given by teaching assistants who read regularly with the children.
41. In all classes children are encouraged to visit the designated writing and role-play area where in the Nursery, for example, they experiment with early mark making and pretend to be estate agents. In the Reception classes, children are encouraged to write their names and use simple word banks to compose their own simple sentences. Children are encouraged to extend their vocabulary and the above average children are aware of alphabetical order. In the reception classes, children have handwriting books in which children are encouraged to form letters correctly.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **good**.

## **Main strengths and weaknesses**

- Teaching is good and children make good progress
- Many children are unlikely to reach the early learning goals
- Resources including computers are used well to stimulate interest

## **Commentary**

42. Throughout the Foundation Stage, mathematical development has a high profile and is taught well, although most children are unlikely to attain the early learning goals on entry to Year 1. Interesting and attractive displays in the classrooms and corridor areas

develop children's interest in number and shape. Good links are made to the literacy and creative aspects of learning with displays focused on books such as the "Hungry Caterpillar." Collages made by the nursery children using simple two-dimensional shapes link in with mathematics work in the classroom. A wide range of mathematical puzzles and games encourage children to recognise and recreate simple patterns and sequences. Whole class sessions focus on number recognition and simple addition and subtraction work challenge children to become problem solvers, for example, when Reception children attempt to discover a missing number of apples under a tree. Teachers use computers well to support work, taking turns using an interactive whiteboard which captures children's interest and imagination very well. Children work in pairs on the class computers to solve simple number and shape problems. Most children count up to ten and count on to ten from a given number. They know simple addition and subtraction facts up to ten but only a few order numbers successfully up to twenty. When creating butterflies on a computer programme they begin to understand the idea of symmetry and create pictograms showing how they travel to school. Children are consistently challenged through good questioning and discussion.

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

Provision is **good**.

### **Main strengths and weaknesses**

- Teaching is consistently good.
- There are good opportunities for children to work on the computer.
- The outdoor environment supports learning well.
- Most children are unlikely to meet the early learning goals.

### **Commentary**

43. Children develop an early understanding of scientific ideas; for example, they learn about how things grow when working in the "garden centre". They discover that plants need good soil, light and regular watering. In the Nursery, children experiment with water and sand discovering changes when making handprints. Good use is made of the school grounds and visits to the local park to develop ideas of care for the environment. Nursery and Reception children look at local homes and roads and create simple maps. They are aware that signs give information. When studying the seaside Nursery children know that shells once contained creatures and greatly enjoy using magnifying glasses. Reception children look at traffic outside the school and link this well to their mathematical learning when counting and ordering the types of vehicles. Children are beginning to understand that things change over time and know the significance of various events and festivals like birthdays and Christmas. They have regular opportunities to work on simple computer programmes.

## **PHYSICAL DEVELOPMENT**

Provision is **good**.

### **Main strengths and weaknesses**

- Teaching is consistently good and most children are likely to meet the early learning goals
- Activities are stimulating and there are good opportunities to develop manipulative skills

- Children regularly use the spacious hall and good outside play activities

### **Commentary**

44. The teachers provide good opportunities for the children to develop manipulative skills when using a good variety of tools and construction toys. Nursery children manipulate a computer mouse successfully moving a variety of objects on a screen. They carefully cut shapes from card and fabric to create collages and stick and paste accurately. Children have regular sessions in the school hall where they follow instructions quickly and move with good control and confidence in a variety of activities on the floor and apparatus. Good links are made to current topics, which stimulate children's imagination well; for example, Nursery children replicate movements as in a storm at sea and Reception children move at varying speeds and directions imitating a vehicle. Provision for outside play has improved since the previous inspection and children confidently use a good variety of wheeled vehicles and play apparatus.

### **CREATIVE DEVELOPMENT**

Provision is **good**.

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

- Teaching is consistently good and children achieve well
- There are good opportunities for children to work with a variety of materials
- Songs and rhymes support work well in other areas of learning
- Most children are unlikely to meet the early learning goals

### **Commentary**

In creative development children work with a wide range of materials and create paintings, collages and models of daffodils, the seaside and puppets. They design and make simple containers and mix different paints appropriately to make new colours. Some draw recognisable self-portraits, which they link to a topic on "ourselves". They use a good range of percussion instruments to accompany their singing and movement work in the hall. They know and sing a variety of songs such as "ten in the bed" which they sing with great enthusiasm and associated hand movements. Songs and nursery rhymes support work well in literacy and numeracy.

### **SUBJECTS IN KEY STAGES 1 and 2**

#### **ENGLISH**

Provision for English is **good overall**.

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

- Pupils make good progress overall and achievement is high by the end of Year 6.
- Teaching is good in Years 3 to 5 and very good in Year 6
- Assessment is good and used well to plan subsequent learning
- Pupils with SEN make very good progress
- In Years 1 and 2, the above average pupils particularly are not challenged enough

## Commentary

45. Children start school with very limited language experiences. In Years 1 and 2 pupils build satisfactorily upon the good progress they make in the Foundation Stage. Teaching in Years 1 and 2 is satisfactory overall but not as effective as in other year groups. By the end of Year 2 standards are below the national average in reading and well below average in writing. When compared with the standards attained by pupils in similar schools, they are comparable in reading but in writing they are not high enough, being well below those in similar schools. Too few pupils reach the higher National Curriculum levels. The teaching of phonics is good and very good use is made of the library to extend pupils' reference skills. Pupils develop an enjoyment of reading but many do not receive the support they need to practise their skills through home learning. Pupils who read regularly at home make better progress. Progress in writing is slower than in reading. Pupils find it hard to link their speaking and reading skills to writing and often struggle to compose phrases and sentences independently. Many do not respond well to writing in tests despite the efforts of staff to link these experiences to the usual routines. More can be done to raise achievement in writing by sustaining the activities that promote communication, language and literacy in the Foundation Stage curriculum into Year 1. Many six and seven-year olds still need role-play activities to enable them to develop their spoken language in meaningful situations.
46. By the end of Year 6 pupils achieve consistently well. Standards are above average and compare very well with those in similar schools. The rapid rate of progress is due to consistently good teaching. Lessons that motivate pupils have good pace and challenge them to attempt new learning. Expectations are high, and work is well matched to pupils' needs. Very good relationships support pupils' well being and enable them to take risks and learn from mistakes. The respect for diversity creates a positive learning ethos and attitudes are very good. Teachers use questioning effectively to ensure all pupils are included and make a contribution. This supports pupils to apply their skills independently. Teachers model English very effectively and the areas of speaking, listening, reading and writing are closely linked. Teachers have good subject knowledge and teaching assistants give very effective support. They work in close partnership with teachers and have a clear understanding of their roles and responsibilities. By the end of Year 6 the impact of this strong teaching is evident in the pupils' confidence to engage in conversation and describe their own achievements. Pupils read widely, discuss their favourite books and authors and write accurately in a range of creative and formal styles. Technical accuracy is good and there is a sense of pride in presenting work very neatly.
47. All teachers use displays well to provide prompts to support learning and reinforce expectations. This encourages independent checks for errors and self-correction. The dialogue teachers have with pupils enables them to understand their achievements and the next steps to take to improve their work further. Assessment procedures are good and develop personal evaluation skills well. Marking is of very good quality and supports learning positively. Pupils are taught to use strategies and specific procedures that guide their self-evaluation, especially in writing. A consistent focus over the past year on the development of punctuation, grammar and spelling has also had a good effect on pupils' writing in Years 3 to 6. This has led to significant improvements in standards by the end of Year 6 and an upward trend in performance. Pupils with SEN receive very good support. Individual plans target their specific needs and focus on developing literacy skills in a positive learning ethos.

48. Parents and carers are encouraged to support their children's learning at home. The school is promoting community learning through the use of ICT; for example, parents are encouraged to work alongside their children to develop word processing and communication skills, and to share reading times with their children at home.
49. The coordinator provides good leadership and has very strong subject knowledge. She monitors teaching and knows the strengths and areas to improve. There is a detailed evaluation of provision and improvement over time and a thorough plan that details the actions which are to be taken next. The capacity for further improvement is very good.

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

50. There is scope to increase the links to other subjects further. More could still be done to enable pupils to write at length in subjects such as history and geography. Because pupils start school with very limited language they need sustained opportunities to extend their depth of learning of language and literacy in an inter-related and meaningful context across all subjects. There are some good examples of links developing; for example, in ICT through the good use of whiteboards that sustain pupils' interests and in religious education where pupils share story telling with their teacher.

## **MATHEMATICS**

Provision in mathematics is **good overall**.

### **Main strengths and weaknesses**

- Pupils achieve well from Year 3 to Year 6
- Not enough pupils reach the higher National Curriculum levels in Years 1 and 2
- The pupils use and application of mathematics is a weaker element in their learning
- The subject is well led and managed

### **Commentary**

51. Most pupils join the school with well below average skills. By the end of Year 6, the pupils achieve average standards compared to all schools nationally and well above average standards compared to schools with a similar intake. This is a similar judgement to that made at the time of the last inspection. The pupils in Year 3 to Year 6 are making very good progress in their knowledge, skills and understanding and they are achieving well. The arrangement of the pupils into ability groups is enabling the teachers to know their pupils well and to set challenging but achievable targets for them. The above average Year 6 pupils construct scalene, isosceles and equilateral triangles and measure angles correctly to the nearest degree. They have a good knowledge of negative numbers, ratio and proportion and draw and extract information from a variety of tables and graphs. Systems of assessing each pupil's progress are rigorous and used well to plan subsequent learning. The pupils are aware of what they need to do to improve and this is helping accelerate their progress.
52. Pupils in Year 1 and 2, particularly the above average pupils, do not achieve as well as pupils in Years 3 to 6. The pupils do not have enough challenging opportunities to build on their progress in the Foundation Stage and standards by the end of Year 2 are below the national average. Since very few pupils at the end of Year 2 achieve the higher level in mathematics, this depresses the overall standards. Assessment of pupils' progress is not consistently used in Years 1 and 2 to set the right level of work

for the more able pupils. By the end of Year 2 some pupils have a good understanding of place value (how the position of a number affects its value). The pupils can extract information from simple graphs and charts. However, the scrutiny of past work reveals that many pupils are not given enough opportunities for sustained and challenging activities across the range of mathematical topics.

53. Overall, the quality of teaching is good. Across the whole school the pupils with SEN are well supported. The teaching is particularly good in Years 3 to 6. Most teachers have a good knowledge of the subject and plan the lessons to match the abilities of their pupils and encourage the development of the pupils' mental skills. The mental warm-up activities are varied and fun. Through them, basic skills, such as number bonds and multiplication tables, are constantly reinforced. In one Year 6 lesson pupils screamed with delight as they competed with each other in a "four in a row" multiplication and division game. Number work is very strongly promoted and teachers are placing great emphasis on developing pupils' mathematical language. In the most effective lessons, teachers give clear, direct explanations and instructions and then allow pupils plenty of time to complete the following work in depth. A good lesson in Year 3 based on symmetry and reflection had interesting, practical demonstrations by the teacher prior to the pupils completing their own tasks. The activities were very challenging for the pupils and the exciting practical work meant pupils were absorbed and busy throughout. Where lessons were less effective the work lacked challenge, the tasks were not matched to the pupils' abilities and subsequently the work rate and progress was slow.
54. The subject is well led and the co-ordinator is knowledgeable. He monitors planning, scrutinises pupils' books and organises the good quality resources. He has begun to monitor the quality of teaching and learning and is using the results of this exercise to plan for improvement. For example, the school recognises the need to focus more on investigative skills and problem solving work and has detailed this issue in an action plan.

### **Mathematics across the curriculum**

55. Pupils' use mathematics satisfactorily in support of other subjects. In geography, for example, pupils use their knowledge of co-ordinates to plot grid reference numbers and to order the lengths of the world's rivers. Pupils use graphs to support science investigations such as in Year 5 where they measure liquid loss in evaporation. The pupils' ability to use ICT in mathematics is developing as the school updates its software.

## **SCIENCE**

Provision is **good**.

### **Main strengths and weaknesses**

- Teaching and learning are good overall
- Pupils achieve very well and attain high standards by the end of Year 6
- Results by the end of Year 6 have risen significantly since 2001
- Too few pupils in Year 2 reach the higher national level 3

### **Commentary**

56. In the 2004 National Curriculum assessments for pupils at the end of Year 2, teachers judged that nearly all pupils reached the average level 2 but very few reached the higher level 3. Compared with all schools the results were above in level 2 for all schools and well above when compared to similar schools. The percentage of pupils reaching the higher level 3, however, was very low when compared to all schools and low in comparison to similar schools. This picture is reflected in the work pupils were doing during the inspection. While the school has identified the main weakness of pupils' learning as scientific enquiry and has begun to focus more on this aspect of the curriculum, this is not yet reflected in results by the end of Year 2.
57. By the end of Year 6 standards are above the national average and well above those of similar schools. Pupils achieve very well in relation to their Year 2 results and over a half of pupils reached the higher level 5. Boys achieved slightly better than girls. Despite a high number of special needs pupils in the current Year 6 classes, current standards are similar to those attained last year.
58. By the end of Year 2 most pupils identify the conditions needed for plants to grow. They are aware of the basic requirements for humans to survive and have an appropriate understanding of the human skeleton. They understand the elements needed to make simple electric circuits work and accurately measure the melting of ice. Pupils understand the importance of a healthy diet, label parts of a plant correctly and sequence the life cycle of a frog. Most understand the principles of a fair test.
59. Pupils in Years 3 to 6 increase their knowledge of physical processes well, for example, pupils in Year 3 investigate shadows and group materials according to their properties. Pupils in Year 5 set up experiments and use their good mathematical skills to measure pulse rates before and after exercise. They have a good understanding of the human body and how teeth and bones grow. In Year 6 pupils have a very good understanding of electrical circuits, which they apply to their work in design and technology using motors to drive vehicles they have designed. When testing the solubility of different substances they describe experiments and use words like "evaporation" and "filtration". There is a very high standard of work presentation across the school and work is marked well with developmental comments.
60. Teaching and learning are good overall, although stronger and more effective in Years 3 to 6. By the end of Year 2 below average and average attaining pupils achieve well but the achievement of the above average pupils is only satisfactory and should be better. Achievement is very good by the end of Year 6 as a result of good and often very good teaching. Teachers plan and assess carefully which ensures work is well matched to all pupils' abilities and all pupils, including those with SEN, make very good progress by the end of Year 6. Teachers use a good range of resources well and pupils cooperate very well on their investigative tasks. There are high expectations both for behaviour and presentation of work and pupils have a pride in their work, carefully writing up experiments and creatively recording data in a variety of forms and charts. Most teachers have good subject knowledge and consistently use question and answer techniques skilfully to enable pupils to think and to make decisions about their own experiments.
61. The subject is well led and managed. The subject co-ordinator has worked hard to develop the resources available for science and has given considerable support to colleagues across the school. She has a good vision for the future development of the subject and has a clear commitment to continuing improvement.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- The subject leader has good subject knowledge and an overview of strengths and areas for further development
- Pupils make good use of computers in other subjects
- Standards have improved since the previous inspection and continue to rise

### **Commentary**

62. In Years 2 and 6, standards are in line with those expected and pupils they make good progress developing skills, knowledge and understanding from a low starting point. All aspects of the curriculum are covered well and this is an improvement on the provision at the time of the previous inspection when standards in modelling, monitoring and controlling were lower than expected. New resources and additional technical support have improved these areas of work. Teachers' expertise, which was also criticised in the previous report, has improved through additional training.
63. Word processing skills are taught well across the school. Pupils are introduced to communicating by e-mail and in Year 6 pupils were inspired when learning through video conferencing, quickly recognising the advantages of this aspect of ICT. Opportunities to question an astrologer at the British Maritime Museum through this medium provided a very good link with science.
64. Pupils are very well behaved and interested in their work. They are increasing in confidence and show determination to complete tasks independently. Pupils understand how to use search engines and model the language associated with Internet work accurately and confidently. For example, all pupils log on, type in user's name and password to access the Internet successfully. Pupils have used this facility to research World War 2 and the achievements of the sportsman, Jesse Owens, establishing good links with history.
65. Teaching and learning are good overall. Staff have good subject knowledge and this has made a significant contribution to levels of pupils' interest; for example, through use of interactive whiteboards to support the delivery of lessons. Pupils are encouraged to take risks and experiment with tasks. Good learning takes place as pupils discuss ways to resolve difficulties. Teachers and their assistants monitor these discussions and intervene with well-framed questions to assess pupils' understanding. Pupils' success is supported through the promotion of their self-esteem. ICT work is extended outside the classroom when pupils use computers to explore topics using the Internet at lunchtimes. Additional computers in the community room enable parents to share learning with their children.
66. The subject is well led by the co-ordinator who has identified what needs to be done to improve the provision and has a clear plan of action to achieve it. She has very good subject knowledge and leads the drive for broadening the use of ICT as an important teaching aid across the curriculum. Assessment is developing but there are no established whole school systems.

### **Information and communication technology across the curriculum**

67. There is good use of computers and other forms of ICT in most subjects. Video conferencing enables pupils to access valuable information in subjects such as history and science. Access to the Internet provides additional knowledge in support of work in most subjects, including religious education. Classroom computers are loaded with appropriate programs to link in with subjects such as English and mathematics with pupils accessing spelling and number programs.

## **HUMANITIES**

68. *In all the following humanities and creative, aesthetic, practical and physical subjects, leadership and management are satisfactory. There have been very limited opportunities for observations of teaching and learning across the school and there are no whole school assessment systems to track the development of key skills from year to year. This means that in some cases work is repeated at similar levels and pupils' progress is not as rapid as it might be.*
69. No lessons were seen in history and geography so it is not possible to make judgements about the quality of provision. Evidence from planning documents, speaking with pupils and looking at their work indicates that both subjects meet the requirements of the National Curriculum.
70. In **history** the pupils' experiences are enriched by a programme of visits to places of interest such as Aston Hall for the younger pupils and Blakesley Hall and Birmingham museums for older pupils. A strong feature of the subject is the historical time-line that threads its way around the school. The time-line details key events from ancient history to the present day and enhances pupils' chronological understanding of history. The work of some Year 3 pupils on the Egyptians illustrates how well the pupils have used the time-line and artefacts and photographs to develop their knowledge and understanding.
71. In **geography** the pupils' previous work shows an appropriate emphasis on studying the local area. For example, pupils in Year 4 plan routes using local maps while those in Year 5 compare their local area with a contrasting locality. For the older pupils, there is evidence of individual research being carried out using secondary sources such as books and the Internet. The teachers recognise the importance of providing more opportunities for pupils to extend their writing over these subjects.

### **Religious education**

Provision in religious education is **good**.

### **Main strengths and weaknesses**

- Pupils have good knowledge of the major world religions
- The subject leader has a good overview of strengths and areas for further development

### **Commentary**

72. By the end of Years 2 and 6 standards are in line with the requirements of the Locally Agreed Syllabus and the pupils' achievements are good. This is an improvement on the unsatisfactory provision reported in the previous inspection. Teaching time has increased and this has supported more frequent and regular teaching. There is a good

range of well-presented work. A good policy and scheme of work guide teaching and learning effectively.

73. Pupils know about the major world religions. In discussion, Year 6 pupils discuss key features of these religions; for example, the five pillars of Islam and aspects of the teachings of Buddha. They know that the Torah is a special book for Jews and that the Bible includes stories about Jesus and guides the lives of Christians. Festivals and celebrations; for example, Easter, Eid and Passover are recognised as important and significant times of the year for different religions.
74. Very good quality displays, linked to the scheme of work reflect major multi-faith events. Pupils are proud of them and are pleased to talk about their work. These displays and a very good range of resources help pupils to understand similarities and differences in the beliefs of people in Britain and further afield.
75. Teaching and learning are good quality with very good features. A strength is the quality of story telling. Teachers engage pupils and include them in the development of the story; for example, when reinforcing new words. This helps pupils to recognise and remember important characters, places and events. Good opportunities for speaking and listening enhance understanding as pupils offer their opinions. Good quality activities reinforce learning. Pupils' work indicates a good range of recording ideas that does not always rely upon blocks of writing. For example, there are good links with note taking techniques when pupils record using bullet points.
76. The subject leader provides good leadership. Regular monitoring of work ensures there is a good knowledge of how well pupils achieve and the strengths and areas for improvement across year groups. She and her predecessor have made a significant contribution to raising standards and improving provision since the previous inspection.

## **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

77. Only one lesson was seen in design and technology. No lessons were seen in art and design and music. It is not, therefore, possible to make a secure judgement about provision in these subjects. In addition to observing lessons, inspectors spoke to pupils, listened to singing sessions in assembly and hymn singing and looked at past and present work.
78. In the work seen in **art and design**, standards are similar to those expected for pupils' age. Work from a variety of artists such as Kandinsky, Picasso, Matisse, Van Gogh and Arikha is prominently displayed and this gives pupils inspiration to experiment with the different painting styles of artists from many different countries. Older pupils have painted striking masks in a project on African art. Pupils have produced some good clay thumb pots but the co-ordinator is aware of the need to provide more opportunities for pupils to work in three-dimensions. To this end pupils in Year 1 have recently worked with a professional sculptor to help design and eventually make sculptures for a school sculpture garden. Sketchbooks, although not consistently used across the school, are helping pupil develop appropriate observational and drawing skills and to explore the impact of shading techniques.
79. In **design and technology**, a scrutiny of pupils' work, discussion with pupils and observation of the one lesson in Year 6 indicates that standards are similar to those expected for pupils' ages. In the very good lesson observed in Year 6, pupils worked diligently and productively in pairs to make a working model vehicle from a construction

kit. They co-operated very well and followed quite detailed diagrams and instructions. The teaching was stimulating and enthusiastic and all pupils were engrossed in the work and made very good progress. School competitions to design and make Easter bonnets and Christmas cards; for example, add further stimulation to pupils' work in the subject and give a purpose for the activities. All classes have reasonable opportunities to design and make a variety of objects. Pupils in Year 1 have experimented with different moving mechanisms. Pupils in Year 2 have designed attractive patterns using the computer. In Years 3 to 6 pupils have had experiences card weaving, making diorama cards and disassembling everyday objects such as torches and drawing labelled diagrams of the parts. A good 'imagineering' club provides pupils with good opportunities to become 'apprentice engineers' when designing and making a variety of objects.

80. In **music** pupils sing well and are given good opportunities to sing regularly in class and in school assemblies. Since the previous inspection the school has adopted a new scheme of work based on national guidelines. This now ensures all elements of the required music curriculum are covered in lessons during the year. There is now a very good range of music available for pupils to appraise. The daily playing of music to all classes during independent and group sessions significantly enhances the learning environment. Pupils in Years 5 and 6 have the opportunity to join the school choir and they perform both in school and at events in the local community. Older pupils also have the opportunity to play woodwind instruments funded directly by the Local Education Authority with lessons taken by a visiting teacher. Regular visits from musicians supported by the EAZ and musical groups from different ethnic backgrounds make a good contribution to pupils' overall musical knowledge.

## **PHYSICAL EDUCATION**

The provision for physical education is **satisfactory**.

### **Main strengths and weaknesses**

- The pupils enjoy lessons, work hard and achieve well
- The pupils have a wide range of sporting opportunities including extra curricular activities
- There are no whole school systems to track pupils' progress

### **Commentary**

81. Three outdoor lessons were seen in Years 4 and 5. The evidence from these lessons, from teachers' planning and from discussion with the pupils indicates that standards are broadly in line with what is expected of pupils of this age. This is a similar judgement made at the time of the last inspection. Pupils in Year 3 to 6 have the opportunity to swim and the majority of them are able to swim 25 metres unaided before they leave the school.
82. Very good opportunities are offered for pupils to take part in sports both in and out of school time. Pupils can join after school football, netball and athletics and inter school competitive games and tournaments are held regularly. Coaches from outside school, such as representatives from Birmingham City Football Club, further enhance pupils learning opportunities. The residential visit for Year 5 and 6 to Bell Heath enables these pupils to experience orienteering activities. The subject makes a very good contribution to pupils' personal, social and emotional development.

83. In the three lessons observed the quality of teaching was good overall. In a very good Year 4 games lesson the teacher used his good subject knowledge very well to teach the pupils the skills of batting and bowling. His clear instructions and effective use of resources enabled good progress for most pupils. In all the lessons seen good attention is given to health and safety issues. The planning for each of the lessons seen was clear about what the pupils were expected to learn and ensured that the lessons ran smoothly and were safe. Occasionally in lessons, those pupils working without direct supervision found it difficult to focus on the task and they made slower progress. Overall, though, the pupils enjoy lessons and they behave very well.
84. The teachers follow a detailed scheme of work. The co-ordinator organises the very good quality resources and oversees teachers' planning. She has some opportunities to monitor teaching and learning. There are, however, no systems of assessing the pupils' progress to ensure progressive skill development is planned through the year groups.

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

Provision is **very good**.

### **Main strengths and weaknesses**

- Personal, social and health (PSHE) underpins much of the work across the school
- There is a well planned programme of regular lessons
- Pupils develop a very good understanding of care for the environment
- Pupils have good opportunities to participate in the school's decision making process and gain an understanding of citizenship

### **Commentary**

85. The school places a high priority on this aspect of pupils' development and there is a significant emphasis on the development of self-esteem, pride in achievement and relationships in all lessons as well as in specific PSHE lessons and circle times. All pupils have helped to develop school and class rules and behave accordingly. There are clear and appropriate policies on sex, drugs and relationships education, racial harmony and child protection and these are followed through in practice. These policies are supported well by regular visits from the police and the school nurse. Lessons provide good opportunities for pupils to develop an understanding and respect for other religions and cultures. In their history and religious education work, pupils have studied the work of people such as Nelson Mandela, Martin Luther King and Harriet Tubman and how they fought against prejudice.
86. The well established school council provides good and regular opportunities for pupils to participate actively in decision making. The school council has visited the Council House and have discussed issues such as the use of mobile phones. At a meeting observed by inspectors, pupils discussed the use of playground resources and have met with the headteacher to air their views.
87. Older pupils in the school participate in a 'buddy' system which helps new pupils settle into school and many operate as mediators on a rota to deal with any playground and school related problems. The strong ethos of care and respect for others permeates all

that happens in school. Residential visits for older pupils enable them to develop social skills, independence and decision making. In a very good lesson observed in Year 4, pupils considered aspects of conservation and care for the environment. They discovered that industrial processes may lead to acid rain that affects both human, animal and plant life. Across the school, teachers encourage pupils to think more deeply about school, local and world issues. There is a high profile in school of promoting healthy eating and work in science is linked well to the health of the human body and the value of exercise and diet.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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