

# INSPECTION REPORT

## **OLDBURY PARK PRIMARY SCHOOL**

Worcester

LEA area: Worcestershire

Unique reference number: 116770

Headteacher: Miss J M Ludlow

Lead inspector: Mrs L Brackstone

Dates of inspection: 27<sup>th</sup> - 29<sup>th</sup> June 2005

Inspection number: 268308

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school:	Primary
School category:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
Number on roll:	398
School address:	Oldbury Road Worcester
Postcode:	WR2 6AA
Telephone number:	(01905) 424 878
Fax number:	(01905) 339 326
Appropriate authority:	The governing body
Name of chair of governors:	Miss B Sheridan
Date of previous inspection:	26 <sup>th</sup> April 1999

## **CHARACTERISTICS OF THE SCHOOL**

Oldbury Park Primary School is a large school with 14 classes, with two classes per year group and an Able Autism Base for eight pupils that serves the Worcester and Malvern area. The Able Autistic pupils are fully integrated into the life of school. Sixteen per cent of pupils have learning difficulties and specific needs, which is about average. Their difficulties include moderate learning, social, emotional, behavioural, speech and hearing problems. Apart from the eight statemented pupils in the Able Autism Base, there are also five statemented pupils. The number of statemented pupils is three per cent, which is well above national average. Most children are of white British UK heritage and there is low mobility. No pupils are in the early stages of speaking English as an additional language. There is a wide range of socio-economic backgrounds with 22 per cent of pupils coming from a less advantaged district. The number of pupils who claim free school meals is just under six per cent and this is very low. However, this does not fully reflect the socio-economic status of the area. In 2004, the school was awarded recognition as 'Investors in People'. They are also involved in a school sports co-ordinators' project and Oldbury Park is an eco-school, which means that it has been recognised for its recycling efforts.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21872	Mrs L Brackstone	Lead inspector	English as an additional language
11084	Ms J Hughes	Lay inspector	
22790	Mrs J Pinney	Team inspector	The Foundation Stage Science Geography
11642	Mrs C Parkinson	Team inspector	English Special educational needs
22157	Mr M Rousell	Team inspector	Information and communication technology Art and design Design and technology Music
10611	Mr M James	Team inspector	Mathematics History Physical education Religious education

The inspection contractor was:

Tribal Education  
1 - 4 Portland Square  
Bristol  
BS2 8RR

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

Oldbury Park is a good school where children achieve well. Teaching is good and all pupils are very well included in the life of the school. The planned curriculum is very interesting and this enables the pupils to attain good standards. The school is well led and managed and provides good value for money.

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

- Standards achieved are good overall. Achievement is very good in ICT and art and design. However, the achievement of gifted and talented pupils is not monitored because they have not been identified.
- Pupils feel extremely confident about approaching staff when they want to discuss problems or concerns.
- Teachers challenge the pupils very well and very good use is made of interactive whiteboards to help pupils develop their learning.
- Social and moral development is very good and this promotes high standards of attitudes and behaviour.
- Curriculum innovation is led very well by the headteacher. The curriculum is very good and enrichment is of high quality.
- Provision for pupils with learning difficulties and those who are in the Able Autism Base is very good.
- The school enjoys excellent links with the neighbouring school for pupils with learning difficulties and University College, Worcester.
- Parents are well informed about day-to-day issues and the new-style reports provide good information on their children's progress.

The school was last inspected in April 1999 and has made a good improvement since then.

#### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	A	C	B	A*
mathematics	B	A	C	B
science	B	B	C	B

*Key: A\* - very high; 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.*

**Overall achievement is good from Reception to Year 6**, because the quality of teaching and learning is consistently good. There is a tremendous variation on the children's experiences and skills when they start school but it is average overall. By the end of the Reception year, children have achieved well and meet the nationally recommended level in all areas of learning, except for physical and creative development, which they exceed. Consistent gains in learning are made in Years 1 and 2 and achievement is good. Inspection findings indicate that standards are above average in all aspects of English, mathematics and science. Pupils continue to achieve well in Years 3 to 6 in relation to their prior attainment. Current standards in Year 6 are average in English, mathematics and science. However, this indicates good progress from their attainment in Year 2, which was below average. By the end of Year 2, standards in information and communication technology (ICT) exceed national expectations and are well above the expected level by Year 6. Standards in art and design are well above national expectations in Years 2 and 6. Standards in history and music exceed national expectations by the end of Year 6. No judgement was made on

standards in design and technology and physical education. The requirements of the Locally Agreed Syllabus are exceeded in both Years 2 and 6. Pupils identified as having learning difficulties, and those in the Able Autism Base, achieve very well throughout the school because they are provided with very high quality support. There are no differences in the attainment or achievement of boys and girls or of any pupils from a particular minority ethnic heritage.

**Pupils' personal qualities are very good overall and their spiritual, moral, social and cultural development is very effective.** Pupils have very positive attitudes to their work; they are eager to please and keen to succeed. They are confident and all pupils work and play happily together. Behaviour is of high quality. Attendance and punctuality are very good.

## **QUALITY OF EDUCATION**

**The school provides a good quality of education. The quality of teaching and learning is good throughout the school.** Pupils are very well challenged because all the teachers make good use of questioning skills. This ensures that the pupils are encouraged to apply their learning to a range of situations. Teaching methods are good and staff encourage the pupils to work both independently and co-operatively using a very good range of teaching resources to make learning interesting. Teaching assistants contribute effectively to the quality of lessons. Teachers understand the needs of their pupils and plan their lessons to ensure that they acquire the appropriate knowledge and skills. High standards of behaviour are consistently expected and achieved and staff treat all pupils fairly. **Procedures to check and track pupils' progress are good.** Pupils have a clear understanding about how they can improve. The curriculum is very interesting and meaningful to the pupils and is very well enriched by a highly effective programme of extra-curricular activities. Support for pupils with learning difficulties and those in the Able Autism Base is very good and their learning is carefully planned. The school is well resourced and the accommodation is good. Links with local schools and the neighbouring University are excellent. Links with the local community are very good. Many parents work effectively with the school and support their children very well in their learning.

## **LEADERSHIP AND MANAGEMENT**

The overall quality of leadership and management is good. The governors are highly knowledgeable and use their professional expertise very well to support the school. They fulfil all their statutory requirements. Leadership by the headteacher and key staff is good. A key feature of the headteacher's leadership is the way that she has transformed the curriculum into a more meaningful programme of study for the pupils. Management is good overall with strengths in financial management, which is of high quality.

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

Parents' views of the school are good and the inspection team support the comments made about the good quality teaching and learning and the effective leadership and management. A small number of parents raised concerns about bullying, the information they receive on their children's progress and issues relating to the safety of the pond. Inspectors spoke to pupils about bullying and all were confident that they knew what to do if this happened to them. Inspectors consider that the new end of year reports provide good information for parents. Immediate action has been taken to secure the safety of the pond. Pupils like their school very much and appreciate that their teachers explain '*fully what to do*'.

## **IMPROVEMENTS NEEDED**

**The most important thing the school should do to improve is:**

- Identify gifted and talented pupils so that their achievement can be checked.

## PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

Achievement is good in Reception and children reach the expected levels by the time they are ready to start Year 1. Achievement is good in Years 1 to 6 and, by the time they leave this school, overall standards achieved are higher than expected.

#### Main strengths and weaknesses

- Pupils who have learning difficulties and those in the Able Autism Base make very good progress.
- Standards in ICT and art and design are well above national expectations by the end of Year 6 and achievement in these subjects is very good.
- Gifted and talented pupils are not identified and so their progress cannot be monitored.

#### Commentary

1. As at the time of the last inspection, attainment on entry is average. However, there is a wide variation of standards on entry into school. A significant minority of children have learning difficulties and, yet, a good number have well developed skills when they start in the Reception class. By the time the children finish their year in Reception, standards meet the expected levels in all areas, except physical and creative development, where they are exceeded. Achievement is good in the Foundation Stage.
2. In the Year 2 national tests of 2004, standards, as shown in the table below, were above average in reading, writing and mathematics. When compared to schools in similar areas, standards were also above average. This indicates good achievement in Years 1 and 2.

#### **Standards in national tests at the end of Year 2 – average point scores in 2004<sup>1</sup>**

Standards in:	School results	National results
reading	16.8 (16.6)	15.8 (15.7)
writing	15.9 (15.7)	14.6 (14.6)
mathematics	17.2 (16.0)	16.2 (16.3)

*There were 61 pupils in the year group. Figures in brackets are for the previous year.*

3. In the Year 6 national tests of 2004, standards, as shown in the following table, were above average in English and average in mathematics and science. When compared to schools in similar areas, standards were above average in English, average in science and below average in mathematics. However, in relation to prior attainment, standards in English were in the highest five per cent of national results and above average in mathematics and science. This indicates that achievement in Years 3 to 6 is good.

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<sup>1</sup> All levels of the National Curriculum are awarded a points score. The average score for all pupils taking the test is used to grade schools in each year. The expected average points at age seven is 15.5. Tables are adjusted to reflect the national average score before grading. The grades are shown in the summary.

### **Standards in national tests at the end of Year 6 – average point scores in 2004<sup>2</sup>**

Standards in:	School results	National results
English	28.2 (27.3)	26.9 (26.8)
mathematics	27.0 (28.5)	27.0 (26.8)
science	29.0 (30.0)	28.6 (28.6)

*There were 65 pupils in the year group. Figures in brackets are for the previous year.*

4. Inspection findings indicate that current standards in Year 2 are above average in English, mathematics and science and this shows that they achieve well in Years 1 and 2. In Year 6, they are average in English, mathematics and science. In relation to their prior attainment in Year 2, which was below average, they have achieved well and the school has met its challenging targets, and standards have made a good improvement since the last inspection. Pupils use their literacy skills well across the curriculum. For instance, in all lessons, teachers highlight key vocabulary and this helps the pupils understand the focus for the lesson. The pupils' competence in their use of mathematical skills across the curriculum is satisfactory and is evident in subjects, such as science, where graphs depict scientific findings.
5. Standards in ICT are above national expectations in Year 2, and well above national expectations at the end of Year 6. This is because there has been a sharp focus on improving teacher knowledge and developing the use of ICT skills across the curriculum. Consequently, the pupils' ICT skills are used very well to promote learning in English, mathematics, science, art and design, history and geography. Standards in religious education exceed the agreed levels of the Locally Agreed Syllabus at the end of Years 2 and 6. These are all very good improvements since the last inspection.
6. Standards in art and design at the end of both Years 2 and 6 are well above national expectations and this is as a result of the inspirational leadership of the subject manager. It was particularly evident, in discussion with pupils, that standards in history exceed national expectations at the end of Years 2 and 6. This is because the subject is taught in a meaningful way that pupils can relate to. Standards in geography meet the expected levels by the end of Years 2 and 6. By the end of Year 6, standards exceed national expectations in music. There have been good improvements in the progress pupils make in these subjects since the last inspection.
7. No overall judgements were made in physical education and design and technology because they were not the focus of the inspection. Inspection evidence found no differences in the attainment of different minority ethnic groups or between the achievement of boys and girls. However, pupils who are gifted and talented have not been identified. This means that their progress over time cannot be monitored and checked and this is a weakness.
8. Pupils with special educational needs achieve very well because of the very good focused help they receive individually and in small groups. They achieve particularly well in the development of their social skills and their ability to work independently. Consequently, their self-esteem develops positively. The pupils who attend the Able Autism Base are of average ability or above. They are carefully prepared for learning, and achieve very well both academically and socially, despite the difficulties they face.

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<sup>2</sup> All levels of the National Curriculum are awarded a points score. The average score for all pupils taking the test is used to grade schools in each year. The expected average points at age 11 is 27. Tables are adjusted to reflect the national average score before grading. The grades are shown in the summary.

## **PUPILS' ATTITUDES, VALUES AND OTHER PERSONAL QUALITIES**

Pupils' attitudes and behaviour are very good. Provision for pupils' personal development, including their spiritual, moral, social and cultural development, is very good. Attendance is well above average.

### **Main strengths and weaknesses**

- Pupils enjoy high quality relationships with their peers and adults.
- Pupils speak with pride about their school.
- Adults set consistently high expectations for pupils' behaviour.
- There is a strong focus on supporting pupils to become well-rounded individuals.
- Pupils are rarely absent and this helps them to make the most of their time at school.

### **COMMENTARY**

9. Pupils' attitudes, behaviour and personal development are better than at the time of the last inspection because adults create a purposeful, happy school environment. Pupils show great enthusiasm for school, as shown in their impressive attendance records. Attendance rates are well above those found in primary schools nationally. Pupils arrive on time and there is a prompt start to lessons.
10. Pupils throughout the school are eager to learn and try their best for their teachers. They listen well in lessons and are diligent as they complete their work. They relate to others, including visitors, very positively and take every opportunity to show all the best features of their school. For example, two pupils prepared thoroughly before taking visitors on a tour of the school. They typed out an itinerary to make certain they did not forget any important features. Pupils with learning difficulties and those in the Able Autism Base are fully included in the life of the school. They often answer questions confidently and enthusiastically and their classmates offer them ready support. Older pupils delight in visiting the younger children and reminisce about when they were in Reception.
11. All adults, including the lunchtime supervisors, agree that the school's behaviour policy works very well. Pupils in each year group agree their own reward system and this keeps them motivated as the year progresses. Award certificates for each class, along with special certificates given to pupils in assembly for particularly noteworthy endeavour, are prominently displayed around the school. Pupils know that everyone values their achievements. Pupils like these reward systems and speak positively about them. The school functions as a very orderly community and any incidents of bullying and harassment are rare.
12. Relationships of the highest order are at the heart of this school. Children treat each other with respect and learn to respond with sensitivity to those who have problems or are different from them. The well-established personal, social, health and citizenship education (PSHCE) programme is so successful, particularly because pupils feel at ease with each other as they discuss different issues during lessons.
13. Pupils absorb many strong moral messages during their time in school. Collective worship offers opportunities for children to consider a variety of moral dilemmas, such as '*How do I show respect?*' Pupils listen intently to the messages they are given by staff and are able to discuss the topic sensitively afterwards. The school is very successful in raising pupils' awareness of the need for charity beyond their own small community and monies are collected for a number of national organisations. Pupils also develop independence and self-confidence through the work they undertake around the school. For example, some are very effective members of the eco-committee, showing a strong commitment to saving energy and recycling resources.

14. The large number of visits out of school, and visitors to the school, help pupils to learn effectively about their local and national heritage. Elderly residents come in to talk about World War II and give pupils first hand knowledge about living through such an ordeal. Events such as Dance Week extend pupils' understanding of different cultures, although they could still learn more about what it means to live in a multi-ethnic society such as modern Britain.

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

Authorised absence		Unauthorised absence	
School data	4.2	School data	0.0
National data	5.1	National data	0.4

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

**QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The school provides a good quality of education. Teaching and learning are good and pupils are carefully assessed to ensure that they are achieving well. The curriculum provides a high quality base for learning and is very well enriched by a stimulating range of extra-curricular activities. Pupils are well cared for and the guidance they receive is of good quality. The pupils benefit exceptionally well from links with other schools and the local University. Parents' contributions to the pupils' learning are of high quality.

**Teaching and learning**

The overall quality of teaching is good throughout the school. Assessment procedures, and the information gained from them, are used very well to help the pupils in their learning.

**Main strengths and weaknesses**

- Teachers use resources very well to promote learning.
- Behaviour expectations are very high and good quality work is consistently expected.
- Challenge is a good feature of most lessons.
- Pupils with learning difficulties are taught very well but teaching staff do not provide sufficient support for the gifted and talented.
- Lessons are well-planned but occasionally overrun.
- Procedures to check and track pupils' progress are good. Teachers use this information well in their future planning. Pupils have a clear understanding about how they can improve.

**Commentary**

**Summary of teaching observed during the inspection in 49 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
1 (2%)	20 (41%)	21 (43%)	7 (14%)	0 (0%)	0 (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.*

15. At the time of the last inspection, although the teaching was judged good overall, there was some unsatisfactory teaching. No unsatisfactory teaching was observed during this inspection and there was a high proportion of very good lessons seen. Consequently, there has been a good improvement since the last inspection and the team are able to confirm the positive view that parents have regarding the quality of teaching.
16. Teaching methods are good and pupils are encouraged to work both independently and co-operatively. For example, when they discuss their work with their classmates, it provides them with good opportunities to acquire new skills. A very good range of teaching resources is

used, which motivates the interest of the pupils in their learning. For instance, very good use is made of interactive whiteboards that are used to provide presentations that motivate and interest the pupils. This was evident in a good mathematics lesson in a Year 2 class where the teacher was able to illustrate the difficult concept of fractions to her class. Resources in the Reception classes are used very well to promote the children's learning. For example, very stimulating role-play areas are set up to develop a wide range of skills, contributing to the children's social, communication, mathematical and creative development. This was evident when the children's skills were very well developed when an '*expedition route for an explorer*' was set up in the outdoor area which included an animal rescue centre.

17. Teachers have very high expectations of behaviour and pupils respond by sitting still and concentrating well in lessons. This was even evident during the very hot afternoon sessions in class when the pupils were clearly hot and feeling very tired. Pupils are also encouraged to work hard at all times and this is very effectively achieved through efficient organisation. For example, in a good science lesson in a Year 6 class, the pupils moved quickly into their working groups. Pupils are also well challenged through the very good use of questioning by the teachers. This ensures that all pupils are involved in the questions and encourages them to apply their skills to different situations.
18. Good use is made of teaching assistants and other support in the classrooms to help pupils increase their understanding. They work very well alongside the class teachers and effectively interact with children, ensuring that individuals increase their understanding. Teachers and teaching staff ensure that all pupils are treated fairly. The needs of all the children in the Reception classes are very well met through independent and interactive sessions. However, throughout the school, whilst the pupils with learning difficulties are very well taught, teaching staff do not specifically cater for those who are gifted and talented.
19. Teachers enjoy positive relationships with their pupils and have a good understanding of the age group they teach. This enables them to be sensitive to the needs of each individual pupil. Lessons are thoughtfully planned and teachers make sure that tasks are modified appropriately to match pupils' varying stages of development. For example, pupils in Year 6 are organised into ability groups for mathematics. Teachers always identify clear learning objectives, which identify new skills to be taught. This was evident in a good geography lesson in a Year 5 class, where the teacher emphasised that the objective for the lesson was to look at an environmental issue, and this focused the pupils well. However, whilst most lessons move at a good pace, there is a tendency for some lessons to overrun and this has a detrimental effect on other lessons within the timetable. For instance, a science lesson went on for too long and this was not helpful to the pupils who were late for the start of a joint lesson, which was to be shared with the other class within the year group. The quality of marking is generally consistent and homework is used satisfactorily to consolidate the learning that has taken place in school.
20. The arrangements for assessment throughout the school are good and have improved well since the last inspection when they were highlighted as a key issue. In Reception, the adults note the learning that takes place when the children work and they have developed very good systems to monitor this progress over time. In other classes, English, mathematics and science assessment procedures are good and the information gained is used effectively to provide appropriately challenging work. In other subjects, pupils' learning is assessed regularly and carefully. Teachers evaluate what individuals have achieved overall in relation to national expectations. The use of specific targets in English and mathematics has developed well and is having a positive impact on the pupils' achievement.

## THE CURRICULUM

The curriculum is very good throughout the school and enrichment is of high quality. Accommodation and resources are good overall.

### **Main strengths and weaknesses**

- Curriculum planning is very good and it is innovative and lively.
- Provision for pupils with learning difficulties is very effective.
- Opportunities to take part in sports, the arts and other interests are very good.
- Accommodation and resources are good.
- Improvement since the last inspection is good.

### **Commentary**

21. The school has put great emphasis on enlivening and extending its curriculum and improvement is continuous. The curriculum is broad, balanced and meets statutory requirements in all subjects, including religious education and personal, social and health education. The areas of learning in the Foundation Stage and the National Curriculum Programmes of Study are very well planned. This makes sure that pupils steadily build up various skills associated with different subjects.
22. The National Strategies for Literacy and Numeracy are implemented very effectively to provide orderly and consistent programmes which help teachers plan their work and enables subject leaders to effectively analyse strengths and weaknesses. Links between subjects are very well-planned so pupils learn and practise skills in a variety of ways.
23. Pupils are enthused by the very good quality of the curriculum and all of them, including those with learning difficulties, are able to learn well from the lessons provided. The school caters very well for the personal, social and health education of its pupils. It sets time aside for them to talk about social issues and prepares them well for life through lessons about sex and drugs.
24. Provision for pupils with learning difficulties and those pupils attending the Able Autism Base is very good. It is regularly reviewed and the outcomes thoroughly reviewed to monitor pupils' progress and to see if the individual education plans are suitable. The very high quality of curriculum planning, and close liaison between members of staff working with all pupils with learning difficulties, especially those with statements of special educational needs, makes a major contribution to the accuracy and appropriateness of pupils' learning targets in different subjects and aspects of school life. Teachers write very effective individual education plans for pupils in their classes, and they are very well supported by the co-ordinator for special educational needs, who ensures that appropriate equipment is available. The school's spacious accommodation is helpful because it provides many areas for small group work. Recently, access to buildings for wheelchairs and pupils with physical difficulties has been improved.
25. Pupils from the Able Autism Base have very good access to the curriculum because planning is clear and helps teachers to know and share what they are going to teach with staff from the base. As a result, staff are well prepared to meet pupils' needs. Arrangements for admission and transfer to other schools are meticulously prepared and very effective.
26. The school ensures that pupils are well prepared to move from stage to stage in their education through providing a broad, interesting and detailed curriculum, which helps them to be ready to learn in their next class or school. The re-organisation of teaching time, arising from workforce reform, is being used to provide an opportunity to employ a specialist music teacher to extend existing skills and knowledge in the school. The school has taken every opportunity to develop the curriculum through innovative practice.

27. The school provides a good range of clubs, in which many pupils take part, and these extend their skills and knowledge and opportunities to work, play and get on well together. The school is involved in a very good range of sporting activities, not only at this school but also in tournaments with other local schools, taking part, for example, in basketball, cricket and rounders. Participation in the arts is very good and pupils have been able to take part in a dance festival, have visits to and from theatre groups and to hear live orchestral music. These opportunities are well linked to teaching in school time. For example, during Africa week, links to this were demonstrated in art and design, where masks had been made. The school arranges residential visits and a very good range of other visits. They are very effective for all pupils, including those with learning difficulties, and help them to learn skills and share new experiences together.
28. The school's accommodation is good. It is pleasant, spacious and allows for the curriculum to expand. The Able Autism Base is very well appointed and suitable for pupils' needs. The grounds are large, attractive and well maintained. Resources are good, with many new books and equipment, including computers in the new computer suite and interactive whiteboards. These make a good contribution to pupils' learning and make the subjects more understandable and interesting for all pupils, who value the new equipment.

## **CARE, GUIDANCE AND SUPPORT**

There is good provision for children's care, welfare, health and safety. Staff provide good support, advice and guidance for children. The school is good at involving children through seeking, valuing and acting on their views.

### **Main strengths and weaknesses**

- Children flourish in this caring school environment.
- Staff have a clear understanding of pupils' strengths and areas to develop.

### **Commentary**

29. Parents are happy with the level of care their children receive. They particularly appreciate the carefully planned induction programme that allows their children to settle happily into school.
30. There is a welcoming atmosphere in school that stems from the very attractive entrance area. This provides a colourful introduction to the school for visitors, parents and pupils. Staff ensure that the learning environment is clean and well organised and that pupils' valued work is on display.
31. The headteacher is responsible for child protection. Systems are well known to all staff and vulnerable children are offered all the necessary support. Effective links with outside agencies ensure that pupils receive appropriate help throughout their time in school.
32. All staff help pupils to make the most of their time in school. Those with learning difficulties have well written individual education plans that support their learning. Children in the Able Autism Base are offered high quality support by specialist staff. This ensures they participate as often as possible in the daily life of the school whilst experiencing the expert one to one teaching they need in the quiet oasis of their base. They flourish here and are proud to show their accomplishments to visitors.
33. There are generally effective procedures in place to ensure that the school operates in a safe way. Staff and governors deal with health and safety issues on a regular basis. Administrative staff have very secure procedures in place to track the dispensing of medicines and to ensure the effective recording of any first aid treatments.
34. Pupils make their feelings known through the school council and in general discussions with staff. They feel particularly proud of the impact their work on the eco-committee has had and

are firmly committed to saving energy. Pupils are actively involved in setting individual targets for their work.

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

The school maintains good links with parents and very good links with the community. There are excellent links with other schools and colleges.

### **Main strengths and weaknesses**

- Excellent links with local schools and colleges offer huge benefits to staff and pupils.
- The school listens to what parents say and tries to provide what is required.
- Parents are kept well informed about aspects of school life.
- Well-established local links keep the school at the centre of the community it serves.

### **Commentary**

35. Parents are appreciative of the school and are pleased that their children are happy here. They feel that teaching is good, their children make good progress and become increasingly mature and responsible.
36. The school welcomes parents to the school and encourages them to participate fully in their children's education. In return, parents support the home-school agreement, ensure their children attend school regularly and on time and are fully supportive of the many events organised by the active parent teacher association. The many colourful displays in school, coupled with useful notice boards and regular newsletters, ensure that parents receive up to the minute information about what is happening in school. The official prospectus and governors' annual report to parents contain all the necessary information and provide a good overview of school life. Curriculum updates ensure that parents know what their children are learning. The school has changed the format of its school reports this year and those for summer 2005 explain clearly the main messages about what children can do.
37. The school tries to respond to parents' concerns in a positive manner and does change its practice in response to parental comments. For example, the school has changed the timing for parents' meetings and has also improved the amount of curriculum information it sends to parents in direct response to parental concerns.
38. Links with parents and carers of pupils with learning difficulties are very good. Every effort is made to keep parents well informed and involved with their children's progress. Links with parents of pupils in the Able Autism Base are very good and there is frequent communication between staff and parents. This ensures that there is increased understanding of the effects of events at home and at school on the pupils.
39. The local community plays a strong part in school life. Pupils make regular trips out and take inspiration from the surrounding environment. For example, they created a beautiful clay tree with the help of a local artist, which takes pride of place in the entrance hall. Representatives from local services and agencies regularly visit the school and participate in a range of learning experiences with pupils. The youngest children really enjoy listening to the local fire fighters whilst older pupils learn from the community police officer.
40. Outstanding links are established with local schools and colleges. The school is physically very close to a local college of further education and enjoys supportive links with staff there. These ensure that pupils are able to experience a range of opportunities that increase their knowledge across a number of curriculum areas. For example, they visit the college to listen to storytellers bring their work to life or to participate in role-plays about bullying. Students from the college come to coach pupils during physical education lessons and this adds to their

expertise. The headteacher is mentor to a number of teacher training students and they bring new ideas into school when they come to complete work placements.

41. There is a solid relationship with the neighbouring special school. Groups of Year 6 pupils take turns to visit the school at lunchtimes and to play with the children. At the same time, they are currently helping one of their fellow classmates to integrate slowly with the special school pupils so that his transfer at the end of the year will run smoothly. Links with the local high schools are very secure and enable pupils to visit several times before they join Year 7. High school colleagues come down to teach some classes in the school and the school is always looking to extend these links. For example, the school is to offer French lessons from September, with support from the secondary school.

## **LEADERSHIP AND MANAGEMENT**

The overall quality of leadership and management is good. The headteacher and her senior staff lead and manage the school well. Governance is good.

### **Main strengths and weaknesses**

- The headteacher is a very good curriculum leader.
- There is a very strong commitment to inclusion, but gifted and talented pupils have not been identified.
- The role of the subject leaders is well developed.
- Finances are managed very effectively.
- Governors use their expertise very well to support the school.

### **Commentary**

42. The headteacher leads the school well in a systematic manner and has been responsible for the very innovative curriculum that has been developed throughout the school. The deputy head is an effective role model as a part-time teacher and he maintains good links with the pupils. Key staff support development well and all leaders ensure that the school is thoroughly inclusive in its provision for pupils. However, whilst the school fully meets the needs of those pupils who have learning difficulties and those in the Able Autism Base, the gifted and talented are not identified and this is a weakness. There are good examples of effective teamwork amongst the staff, such as in the Foundation Stage and the Able Autism Base. The good quality of leadership has been well maintained since the last inspection.
43. Leadership and management of special educational needs are very good. The co-ordinator has a good knowledge of pupils with learning difficulties across the whole school. She understands the importance of curriculum planning and ensures that provision is used to best effect to assess, improve and extend pupils' opportunities to learn. There is good communication between the special educational needs co-ordinator and other staff, so that there is a consistent and effective pattern of working arrangements throughout the school so staff and pupils know what is expected of them. This very good management has led to good improvement of the school's provision for pupils with learning difficulties.
44. The leadership and management of the Able Autism Base are very good. All resources and curriculum opportunities are used very effectively to ensure that pupils achieve as well as they can. Liaison with staff at school and with outside agencies is very good. The teacher in charge of the base sets a very good example through teaching and management skills, which make the base into a very effective provision.
45. The school self-evaluates its work well. Subject management is good and staff has a clear understanding of how well individuals and groups of pupils are doing. The headteacher and subject leaders also effectively monitor the quality of teaching and learning. The information gained is then effectively evaluated and then areas for development are carefully included in

the school improvement plan. These plans include specific details about agreed priorities and provide clear criteria for measuring success. Areas identified for improvement are also closely reflected in the performance management objectives for the staff, ensuring that the process is rigorous and consistent. Professional development opportunities for staff are effective and closely linked to the needs of individuals. Staff retention is good and the school has no problems attracting new teachers from the neighbouring teacher-training establishment. The headteacher and governors have also devised an innovative system to meet the new workforce reform requirements. Whilst class teachers are released for planning and preparation time, specialist staff have been employed to provide music and French, which will enable the pupils to benefit from an enriched curriculum. Induction procedures for new staff are highly effective and teachers starting their career feel very well supported and valued. The school is a very good provider for initial teacher training and students benefit greatly from the experience they gain at Oldbury Park. Management has been maintained at a good level since the last inspection.

46. The governing body is very supportive of the school and has an informed knowledge of the strengths and weaknesses of the school. Each governor has a valuable link with a particular subject or aspect of the school and consultation with parents helps them to stay in touch with the views of the stakeholders. Governors make very good use of their own professional expertise. They use this knowledge to benefit the school and help shape its future direction. For instance, very good use is made of governor expertise through teacher education and involvement in the construction industry. The governing body fulfils all its requirements and discharges its duties effectively through a system of committees. They are kept up to date by the headteacher and through regular visits to the school, and this enables them to sensitively challenge the senior management. This is a good improvement since the last inspection.
47. The quality of financial planning is very good and has improved since the last inspection. The school manages its budget very well and spending is related to ensuring that all pupils achieve as well as they can within the happy and caring ethos. The finance committee, the very efficient school administrators and the headteacher monitor the school's financial position very carefully. The governors are well aware of the need to ensure best value and they evaluate the cost-effectiveness of spending decisions. The school had a carry-over figure from last year's budget, which they are using to improve the quality of the accommodation.

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

Income and expenditure (£)	
Total income	1,119,401
Total expenditure	1,084,571
Expenditure per pupil	2,813

Balances (£)	
Balance from previous year	24,889
Balance carried forward to the next year	59,719

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

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

The good provision in the Foundation Stage has been maintained since the last inspection and children achieve well. Children's attainment on entry to the school is variable, but broadly in line with expectations for this age group. However, when the current Reception year group started school, standards in writing were below expectations. Most children have attended one of several local playgroups before transferring to one of the two Reception classes in the September of the year in which they are five. Children are very well supported on their entry to the school and when they transfer to Year 1.

The quality of teaching is never less than good, with much that is very good. The children's confidence and enjoyment in learning is successfully nurtured right from the start with the very well planned curriculum that effectively encompasses all the recommended areas of learning. The Foundation Stage is well managed, with the teachers acting as very good role models, and this has a significant impact on the good achievement. Teachers make continuous checks on children's progress and have a very good understanding of individual strengths and weaknesses. Their regular evaluations are used well to plan work that builds effectively on what has already been achieved. Children with learning difficulties receive very good support and join in all the activities on offer.

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

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

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

- Teaching is good and the children benefit from positive relationships.
- Routines are very clearly organised and this helps the children settle quickly.

#### **Commentary**

48. Children achieve well in this area of learning. From a wide variety of levels on entry into school, the children will have met the expected levels by the end of Reception and achievement is good. This is because the quality of teaching is effective and the provision for personal, social and emotional development is good. The children quickly settle into school routines because the induction procedures are effective. Positive relationships are rapidly established between adults and children. The teaching staff give the children lots of praise and encouragement and this helps them to be motivated in their learning. Most quickly gain confidence in their classrooms and around the school environment. The children start to become independent and like to try new activities. The concept of taking turns and sharing develops well and this helps them to work alongside their friends. The children have a good understanding of right and wrong and are very sensitive to the needs of others. This is particularly noticeable when they help children with learning difficulties. The children manage their own personal hygiene needs and are fully aware of the dangers of too much sun.

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

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

## Main strengths and weaknesses

- Children achieve well.
- Teachers give good opportunities to link reading and writing.
- Teachers' planning for developing all aspects of communication, reading and writing are good.
- Provision for children with learning difficulties is very good.

## Commentary

49. Children's achievements in all aspects of communication, language and literacy are good. Children join the Reception class with a wide range of abilities, but standards are average overall. When children leave Reception to join Year 1, all the children have achieved well and standards meet the expected levels for this age. This is because the quality of teaching is good and all aspects of provision are of high quality. In speaking and listening, the most capable children can string three or four ideas together logically and coherently. In comparison, the least capable children sometimes have difficulty speaking before the class and their speech is not always clear. The great majority of children identify the initial and final consonant of a number of words and a small number write some whole words correctly. For example, one wrote that a penguin might take *'food and a cumpus and sun crème'*. Some children use capital letters for names and are aware of full stops. They make good progress in reading and are eager to perform their own work to their friends. The children understand that writing represents the spoken word in groups of letters. Children with learning difficulties achieve very well because they benefit from additional help.
50. Teaching is very well planned using a national scheme extended by the school. As a result, lessons are interesting, fun and enable all children to learn at a good rate. Children's attitudes and behaviour to their work are good, because teachers and other staff set a good example and give a consistent message about expectations of how children should respond in class, and relationships are very good. Teaching assistants work very well with children with learning difficulties, and all staff use individual education plans very well to plan and assess their progress in small steps. The lively curriculum for communication, language and literacy skills extends to different subjects and there are good displays for children to read new vocabulary and ideas. Children have reading books to take home and this helps to maintain the link between home and school. Teachers' assessment of children's progress is good and is well used to plan future work. The Reception classes have a good range of high quality resources to help children to learn.

## MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

## Main strengths and weaknesses

- The children are on course to reach the expected level, with a number likely to exceed this level, and achievement is good.
- Children's basic knowledge of number is good.
- They are increasingly confident in using mathematical language.
- The quality of teaching and learning is good, with teachers providing the children with many mathematical activities.

## Commentary

51. Children successfully count to ten, with many counting further. The majority clearly understand the concept and the more capable count out an appropriate number of objects with confidence. The more capable and the average children are able to add two numbers, but are less confident with subtraction. In using water and sand, most children understand such words

as 'empty' and 'full', and in comparing size they are aware of 'big' and 'small'. The more capable and average children successfully extend their mathematical vocabulary to name a variety of two-dimensional shapes. The work is well planned and carefully matched to the needs of the children. Many opportunities are provided for the children to count, often within practical activities, such as counting shapes or small figures. A good provision of resources, such as water, sand and number games and number lines, helps children develop their mathematical language and understanding.

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

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

### **Main strengths and weaknesses**

- Teachers plan a good range of activities that stimulates the children's interest.
- The children are very keen and eager to find out about the world around them.
- The outdoor play area is insufficiently used to enhance achievement in this area of learning.

### **Commentary**

52. Teaching is good and children achieve well. By the time they enter Year 1, most have achieved the expected standards in this area of learning and more capable children have exceeded them. This is because teachers plan a wide range of activities, usually connected to a suitable topic, that develops well their understanding of the wider world. For example, for their topic on 'The Gingerbread Man', the children drew simple maps of his journey. When challenged to get him across the river, they built bridges and made boats, before testing them to see if they would work. Teachers use questioning well to find out what the children know and to consolidate the learning that has taken place. Planned activities are interesting and resources are used very well to capture the children's interest. They respond very positively, frequently demonstrating joy in their learning. This was the case when, as part of their topic on animals, children were finding out about different types of animals who lived in hot and cold countries. As the teacher began to use a 'magic pot' to make snow, the children were totally enthralled. They clapped spontaneously with excitement as the snow began to appear. ICT skills are above expectations. Children handle the mouse confidently and accurately when using the computer to support their learning. The outdoor play area is mostly used in the afternoon. As a result, when knowledge and understanding of the world is taught in the morning, there are missed opportunities for children to use the outdoor environment to support their progress in this area of learning.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **very good**.

### **Main strengths and weaknesses**

- Children are on course to exceed the expected level, with a number being very proficient. Overall, their achievement is very good.
- Children's skills in using and handling large and small items of classroom equipment are good.
- Children's dance skills are well developed.
- The overall quality of teaching and learning is very good, with teachers and learning assistants providing clear and helpful demonstration throughout.

### **Commentary**

53. Children's dexterity in handling large and small items in the classroom is well developed, such as when they use construction kits and jigsaws and undertake threading activities. Children's manipulative skills are good. Malleable materials are used successfully, for instance, when

they make items such as small animals, letters and numbers. They use large construction toys with confidence and produce a range of houses and vehicles. Children are confident when using the range of equipment in the outdoor area and they steer their vehicles skilfully and with accuracy. Children show good dance skills during lessons in the hall and they move with most suitable control and balance when copying the movements of animals. Both the teachers and the learning assistants regularly join in with the children and demonstrate how to carry out different activities and develop various skills. They have high expectations of their performance. A wide and varied array of activities is provided and children are encouraged to keep busy with them throughout the day. In addition, all adults are keen to emphasise the need for the children to carry out all activities safely.

## **CREATIVE DEVELOPMENT**

Provision in creative development is **very good**.

### **Main strengths and weaknesses**

- Achievement is very good.
- Activities are well planned and stimulate the children's interest.
- Resources are very good.

### **Commentary**

54. Children start school with standards in creative development that are as expected. By the time they are ready to start Year 1 of the National Curriculum, they have exceeded the expected level for this age group and have achieved well. This is because the quality of teaching and learning is good. Teachers fully understand that young children learn through play. Teachers plan a very good range of activities, which have clear learning intentions and are very well resourced. Expectations of behaviour are high and high quality interactions between staff and the children ensure that the pace of learning is good. The children draw and paint their favourite animals and carefully look at the detail of their pictures to ensure that specific features are reflected. For instance, the children were observed painting penguins and fully understood the texture and colour of their fur. Teachers demonstrate different techniques and this encourages the children in their acquisition of skills. Very good opportunities are provided for the children to use their imagination in role-play areas, such as the '*Pet Shop*' and '*The Animal Rescue Centre*'. Children were observed pretending to be explorers and they thoroughly enjoyed climbing through water and sand as they went on their adventures. They respond well to songs they know and play simple repeated sound patterns on untuned musical instruments.

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

### **ENGLISH**

Provision in English is **good**.

### **Main strengths and weaknesses**

- Pupils achieve well.

- Attitudes to learning are very good.
- Teaching is good with very good features.
- The curriculum is very well planned.
- Leadership and management are good.

## Commentary

55. Standards in English have been above average in Year 6 for the last five years, and the trend in points score has risen steadily. At the time of the last inspection, results in national tests indicate that standards at the end of Year 2 and Year 6 were above the national average but in comparison to similar schools were the same. Current standards, at the end of Year 2, are above average in reading and writing and achievement is good in Years 1 and 2. Current standards in Year 6 are average, but pupils have still achieved well. This is because this year group has a significant number of pupils with learning difficulties and has been recognised as being likely to attain lower standards than usual despite the school's best efforts. Other groups in Years 3 to 5 have above average standards for their age. No differences were noted between boys and girls. Standards have been well maintained since the last inspection.
56. There is a wide range of ability when pupils start Year 1 of the National Curriculum, but overall attainment is as expected. By the time pupils reach the end of Year 2, attainment in speaking and listening is above average for the more capable and average pupils. The less capable, and those who have learning difficulties, achieve well but a small number of pupils still have difficulty communicating because their speech and language skills are underdeveloped. All pupils make good progress in reading and writing. They are beginning to write in different styles for different purposes, such as letter writing, story-telling and descriptive accounts. Their hand writing, spelling and punctuation are good and this means that pupils, including those with learning difficulties, are able to read examples of their own work to the class accurately and with pride. Their basic skills of English are securely established and pupils' achievement and progress are good.
57. Pupils, in the current Year 6, have average standards in speaking and listening and express themselves clearly. Their range of vocabulary has increased well as they have begun to use a greater variety of subject-specific words and phrases, which they hear in teachers' explanations in different subjects. Standards in reading are average overall and the most capable and average pupils confidently discuss the key features and characters of the books they have read. Standards in writing are average. The most capable and average pupils write in both formal and informal styles and make their writing interesting and lively. The less capable pupils organise their writing appropriately for different purposes and show some understanding of structure. Other year groups, in Years 3 to 5, are making good progress. Attainment in Year 5 is good and is above average.
58. Pupils' attitudes to learning are very good because the quality of teaching is good overall. In fact, it is often very good and pupils are keen and eager to learn because teachers make lessons interesting, lively and fun. Relationships between adults and pupils are very good and the organisation of integration of pupils with learning difficulties is well planned, very effective and does not disrupt lessons. The management of pupils with learning difficulties and, in particular, the presence of pupils with statements of special educational needs, whether they attend the Able Autism Base or are on the class register, adds to pupils' understanding of each other and how to learn.
59. Teachers use interactive whiteboards well to explain and illuminate the points they are explaining. In an excellent lesson in Year 5, pupils' letters were scanned into the computer so they could be analysed, compared with other letters and shared with the whole class. Pupils really concentrated very well and were fully involved in the lesson because they were able to use their own work to learn from.

60. Teachers' marking is thorough and regular. As a result, pupils find it helpful because it tells them how to improve their work. Assessment is good and is used well to plan lessons and individual work at a suitable level. Teachers convey clearly to pupils what their targets are and pupils can explain what these are. ICT is very well used throughout the subject.
61. The curriculum is very good. The literacy strategy is very well used and planned, and pupils have the opportunities to take part in the school's drama production. The school provides good links with theatrical productions, poetry reading and story telling in addition to its basic provision for English. The school's accommodation is good and the large hall has a good stage. Resources are of a high quality and are well used.
62. Leadership and management are good. Systems in the school are well established and effective. The leadership of the subject is shared between two teachers, one from Years 1 and 2 and one from Years 3 to 6. They have planned in-service training on how to improve the links between reading and writing, and this has been effective throughout the school. The subject leaders have ensured that teachers emphasise non-fiction text and the impact of literacy, used in displays and teaching aspects of English through other subjects, is clear. Pupils' work has been analysed with particular emphasis laid on sentence construction, language effects and punctuation and this is helping to raise standards, but the impact has not had full effect in Years 3 to 6 yet. A guided reading audit has been carried out so that pupils are in ability groups but pupils, whilst they note what they have read, are not yet directed to make best use of their time by being given tasks to help them analyse their own strengths and weaknesses in reading. The subject managers have recognised the need to analyse and improve opportunities for pupils to raise their standards in speaking and listening and this is planned for next year. Subject leadership is thorough, well founded and identifies the right areas through assessment.

## **LANGUAGE AND LITERACY ACROSS THE CURRICULUM**

63. The use of literacy is used well throughout other subjects. This provides valuable opportunities for pupils to extend their vocabulary and apply and practise their literacy skills in a way that is purposeful and interesting for them. Teachers use other subjects very well to teach new vocabulary and to practise literacy skills. For example, in a very good geography lesson about Egypt in Year 6, pupils had many opportunities to read key words, phrases and information. This was because the teachers made this information readily available in written and picture form on the interactive whiteboard. This, combined with the teachers' creative recapping of information, gave pupils the opportunity to catch up with anything they might have missed. Consequently, the pupils felt confident and took an active part in learning.

## **MATHEMATICS**

Provision in mathematics is **good**.

### **Main strengths and weaknesses**

- Standards are above average by Year 2 and average by Year 6. Pupils are achieving well, when compared with their prior attainment.

- The overall quality of the teaching and learning is good, with teachers now making good use of assessment to provide for the different needs of pupils.
- The attitudes shown by the pupils are very good. They enjoy mathematics and particularly like the mental sessions.
- The role played by the subject leader is good and he has contributed well to the recent improvements in assessment.

## Commentary

64. In the national tests in 2004, standards in mathematics were above average at the end of Year 2 and average at the end of Year 6. Overall, these standards have been maintained, although evidence suggests that more pupils in Year 6 are now achieving the higher level than did so last year. Current standards also show significant improvements on those achieved in the national test at the time of the last inspection, especially at Year 2. There are no differences in the attainment of boys or girls or of any minority ethnic groups.
65. By Year 2, pupils are now confident in handling numbers in both addition and subtraction. Many know the multiplication facts relating to 2, 5 and 10 and they undertake simple multiplication and division exercises accordingly. They successfully identify halves and quarters, most find fractions of whole numbers and they can name a range of two and three-dimensional shapes. Most successfully measure using standard units and they tell the time on the hour and half-hour. By Year 6, many pupils confidently undertake work in all four aspects of number. However, whilst a number of pupils have a clear knowledge of individual multiplication and division facts to 10 times 10, some pupils find this more difficult. Many pupils have a clear understanding of fractions and they readily identify equivalent fractions and find a percentage part of a whole number. Most pupils use and interpret coordinates in all four quadrants. Pupils identify and draw a variety of shapes and angles, showing suitable accuracy with their measuring. However, a small number of pupils currently have difficulties in tackling problem solving activities, especially in identifying the correct form of computation required to solve a problem.
66. The overall quality of teaching and learning is good and this is an improvement since the last inspection. Lessons are carefully planned and all teachers make good use of mental activities at the start of lessons. This develops pupils' enthusiasm for the subject. Teachers are also most careful to use and emphasise the correct mathematical terminology, being aware that this is an area of weakness for a number of pupils. Teachers provide clear instruction and they make good use of the new interactive whiteboards to support this. Although the school does not maintain a register of pupils who might be particularly talented in mathematics, teachers make most suitable use of assessment to ensure that pupils receive work that is suited to their particular needs in lessons. This is especially the case in Year 6, where the information is used well to place the pupils in sets for their lessons. Teachers are also fully aware of the needs of the pupils from the Able Autism Base and they are fully included and catered for in lessons. Teachers have good subject knowledge, the pace of lessons is brisk and suitable support is provided both by teachers and teaching assistants. As a result, all pupils, including those with learning difficulties, make good gains in their overall mathematical ability.
67. Pupils throughout the school clearly enjoy the work, the mental activities in particular. They settle to their written tasks with interest, they work well with other pupils, when required, and they make suitable efforts to accomplish their tasks, even when they find them difficult. They readily seek advice when necessary. Overall, their attitudes to the subject are very good and, for example, most pupils take considerable care with the presentation of their work. Teachers mark this work regularly and most provide helpful and encouraging written advice for their pupils.
68. The subject leader and manager, who has only recently taken over the subject, has already played a significant role in improving provision and he leads and manages the subject well.

Although he does not yet observe lessons, he regularly monitors the work being produced, he provides advice and, on occasions, he supports his colleagues in their training needs. Therefore, he is fully aware of the standards being achieved. He is also well aware of the remaining areas of weakness in the work of the older pupils, especially relating to problem solving, and he is looking at strategies to help overcome this issue.

### **Mathematics across the curriculum**

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

### **SCIENCE**

Provision in science is **good**.

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

- The leadership and management of the subject are good.
- Pupils achieve well as a result of good teaching.
- Pupils are given good opportunities for practical investigations.
- Pupils' attitudes and behaviour are good.

#### **Commentary**

70. In teachers' assessments at the end of Year 2 in 2004, the pupils' attainment was very high against the national average and when compared with similar schools. Current standards are lower, because of the different cohort of pupils, but remain above average. All pupils, including those with learning difficulties and those from the Able Autism Base, achieve well against their attainment on entry to the school. In the national tests taken at the end of Year 6 in 2004, results were average when compared with similar schools. Current standards at the end of Year 6 are average. These pupils have achieved well against their below average standards at the end of Year 2. Standards in Year 2 have improved since the time of the last inspection and remained the same in Year 6.
71. The school provides many opportunities for investigative work, which is one of the reasons why pupils achieve well. Pupils learn from an early age how to enquire, plan, ask scientific questions, predict, make careful observations and collect and explain their evidence clearly. They greatly enjoy the practical work and as a result have good, often very good, attitudes to their learning. For example, in Year 1, more capable pupils competently developed their knowledge of different materials as they enjoyed investigating which ones were attracted to a magnet. Year 3 pupils were excitedly following their teacher's instruction to '*act as scientists*' as they used magnifying lenses and a digital microscope to examine different soils. These skills of scientific enquiry are developed systematically as pupils progress through the school, so that, by Year 6, pupils identify patterns in the results of their investigations and articulately explain their results using appropriate scientific vocabulary.
72. Activities are interesting and suitably challenging, which enhances learning well across all areas of scientific knowledge and understanding. By Year 2, pupils have good knowledge of the characteristics of living things and know that food, water, exercise and sleep is important for good health. They begin to understand that some changes in materials can be reversed. In their study of electricity, most pupils understand that a bulb does not light up when the circuit is broken. More capable pupils have begun work on conductors and insulators. By Year 6, pupils know well the functions of organs of the body, for instance, that the heart is a muscle that pumps blood around the body. They learn about the properties of solids, liquids and

gases and understand the different ways of separating materials. Most pupils understand well that the distance of an object from the light source affects the size of the shadow.

73. Teaching and learning have improved since the last inspection and are good. All pupils, including those with learning difficulties and those from the Able Autism Unit, achieve well because teachers are secure in their knowledge and lessons are well planned to interest and suitably challenge all pupils. Teachers establish good relationships and expect high standards of behaviour. As a result, pupils co-operate and behave well. Resources, particularly the interactive whiteboards, are used very well and have a positive impact on learning. Teaching assistants are very well briefed and make a valuable contribution to pupils' progress. Pupils with learning difficulties and those from the Able Autism Unit are well supported so they are fully included in lessons and achieve very well. Teachers consistently focus on the use of the correct scientific terminology and use questioning well to extend the pupils' scientific understanding.
74. The leadership and management of the subject are good. The co-ordinator works with strong commitment and enthusiasm and is herself a good role model for the subject. She has improved the planning for science to provide good guidance for the teachers. Although she does not regularly monitor the quality of teaching, she has a clear idea of the areas for development in the subject through regularly monitoring the pupils' work. She is aware of the need to analyse test results rigorously in order to identify specific weaknesses in pupils' understanding. Good assessment procedures have recently been introduced but these have not yet had time to impact on standards. The school governor for science offers very good support to the co-ordinator and together they provide a most effective team.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- Pupils have regular access to the two well-equipped ICT suites.
- The quality of teaching is good and pupils have positive attitudes.
- The work of the teaching assistants is good.
- The management of the subject by the subject co-ordinator is good.
- Cross-curricular use of ICT is well developed.

### **Commentary**

75. Standards are above national expectations at the end of Year 2 and good achievement is made in Years 1 and 2. By the end of Year 6, standards are well above national expectations and very good achievement has been made in Years 3 to 6. Pupils with learning difficulties and those from the Able Autism Unit make very good progress because they are very well planned for and have very good support from teaching assistants. There have been very good improvements made in ICT since the last inspection.
76. Displays around the school and in the ICT portfolio demonstrate a range of work covered by pupils. These include a display of spreadsheet modelling, the use of data handling to illustrate the most popular television programmes and work on symmetrical patterns. Pupils word process text and images to record information they have learned about periods of time in history, such as the Vikings, and have created their own weather forecast that accompanies a weather map. Pupils use art programs to create pictures and most pupils email with confidence. They show real confidence with all aspects of control technology both on screen and when using a programmable toy. Year 6 use multimedia presentations very confidently and the digital camera is used very well to enhance pupils' work on display.

77. The quality of teaching and learning is good overall and during the inspection some examples of very good teaching were observed. There are significant strengths in the way teachers use their ICT skills to support pupils' learning in other subjects. The use of ICT in displays and presentations around the school is of a very high standard. There has been a high priority placed on in-house training, led by the ICT manager, for staff to use the new interactive whiteboards. This has resulted in good levels of staff knowledge and understanding. Skilled learning support assistants give pupils of all capabilities good support. During the inspection, they were observed giving informed, patient assistance to those pupils having difficulties and by so doing ensuring that all pupils had full access to the activities. Assessment is satisfactory overall. Pupils have a very good attitude to their learning and many are keen to undertake homework on home computers.
78. The leadership and management of the subject are good. There is a wealth of photographic evidence and samples of pupils' work to confirm that the programmes of study in ICT are being covered. Resources are very good and this has a positive impact on the standards achieved. Both ICT suites are used very well throughout the school day. Both suites are well resourced with computers, and equipment available includes printers, scanners and projector facilities that support well the teaching and learning of skills. All classes are networked, Internet linked and have now all been fitted with interactive whiteboards, a teaching tool that makes learning more interesting and visual. A technician, who responds to day-to-day problems very well, maintains the equipment and there are effective links with an outside contractor for more serious problems. This enables the pupils to consistently develop their skills and use it regularly to support their learning.

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

79. ICT is used well as a learning resource in other subjects. This includes the word processing of creative stories, poems, newspaper front covers and the use of spreadsheets within mathematics topics. For example, in a very good Year 6 literacy lesson, the pupils were working in the computer suite using a multimedia program to produce their own graphic novel by adding images and sound to the text. Other subjects are researched through CD ROMs and the Internet for history and geography topics, such as investigating World War II evacuee information. A good lesson in Year 2 was observed where they effectively used the Internet to find out what the Australian Flag looked like. The ICT leader and manager is working closely with the design and technology co-ordinator to create effective teaching and learning links between the subjects.

## **HUMANITIES GEOGRAPHY**

Provision in geography is **satisfactory**.

### **Main strengths and weaknesses**

- The leadership and management of the subject are good.
- Pupils have very good attitudes to the subject and behave very well.
- Work is not always sufficiently challenging for more capable pupils.

### **Commentary**

80. By the end of Year 2 and Year 6, pupils attain standards that meet national expectations and their achievements are satisfactory, including pupils with learning difficulties and those from the Able Autism Unit. It is not possible to make a comparison with standards at the last inspection, because no overall judgement was made at the time.
81. By Year 2, pupils demonstrate a good understanding of the difference between human and physical geographical features as they identify and compare those in their own locality with the features of an imaginary Scottish Island. As they compare the differences in weather conditions between Great Britain and Australia, they further develop their understanding of contrasting localities. For pupils in Year 1, standards exceed expectations when they competently use co-ordinates to locate pirates' treasure. By Year 6, pupils have effectively developed their knowledge of people and places beyond the United Kingdom. They are aware of different climate zones and identify and compare the features of different environments. Through their studies, pupils come to understand how people can improve the world or harm it as, for instance, when they describe the ways in which water pollution can occur. Pupils use their computer skills effectively to access and present information. They improve their ability to use maps steadily throughout the school and these skills were incorporated successfully when Year 6 pupils planned an imaginary day out for a group of tourists in Luxor.
82. The quality of teaching has improved since the last inspection, with no unsatisfactory teaching observed. During the inspection, the teaching was good with some very good features. However, pupils' work indicates that, overall, the quality of teaching is satisfactory. A recurring weakness is that pupils are often given the same tasks, regardless of their individual ability, which restricts the rate of progress for the more capable pupils. The less capable pupils are well supported and their progress is commensurate with the rest of the class. In lessons, teachers have a good knowledge of the subject and mostly plan stimulating activities. Resources, particularly ICT, are used very well to hold the pupils' interest. As a result, pupils are very well motivated and their response is very good. They settle to their work quickly and work with enthusiasm and concentration, both individually and with each other. Good links are made with other areas of the curriculum. For example, Year 5 pupils use their literacy skills well when reading information about Antarctica.
83. The leadership and management of geography are good. The two co-ordinators work together as an effective team to improve the standards and provision for geography throughout the school. They have worked successfully to improve the planning for the subject, so that progress in the development of skills and knowledge is no longer erratic, as it was at the time of the last inspection. Procedures for assessment have been changed this year, so they have not yet had time to impact on standards.

## **HISTORY**

Provision in history is **good**.

### **MAIN STRENGTHS AND WEAKNESSES**

- Standards are higher than those expected by both Year 2 and Year 6.
- Pupils' achievement is good throughout. Standards have improved on those reported at the time of the last inspection.
- Teachers make good use of resources to develop pupils' understanding and the overall quality of teaching and learning is good.
- Pupils' attitudes and behaviour are good; they enjoy the subject.
- The subject leader has contributed well to the improvement in standards.

### **COMMENTARY**

84. By Year 2, pupils know about the past and discussions show that their knowledge is better than expected. For example, pupils in Year 1 have a most appropriate knowledge of toys, for example, teddy bears, in the past. In attempting to put them in order, they show a good understanding of chronology. In Year 2, pupils talk in great detail about aspects of the Great Fire of London, explaining how it started, why it spread and the role of Samuel Pepys in recording it. Discussions with older pupils also suggest that they have a good knowledge of history. For instance, pupils in Year 3 could discuss the lifestyles of the Victorians, especially comparing the rich and poor, and those in Year 4 could provide suitable information about the Celts, Romans and Anglo-Saxons, pointing out the importance of archaeologists in learning about them. Pupils in Year 5 have a clear understanding of aspects of life in Tudor times, whilst those in Year 6 are knowledgeable about life in World War II, readily discussing such things as the blitz, evacuation and rationing. Pupils in a number of classes are also increasingly aware of the importance of Worcester in relation to the beginning and the end of the English Civil War.
85. The overall quality of teaching and learning is good. Teachers successfully use photographs, artefacts, computerised displays, drama activities and visits to foster the pupils' interest and this helps pupils, including those with learning difficulties, to make good gains in their knowledge. Allowance is made to include pupils from the Able Autism Base and they play a full and active part in lessons. Suitable writing activities are regularly undertaken to enhance pupils' work in the subject and good use is made of ICT, where pupils often use the Internet to find appropriate information. Teachers know their pupils well and they regularly provide challenging activities for them. Suitable links are often made with other subjects and, for example, good use is currently being made in Year 5 of links with art, to enhance pupils' overall understanding of the Tudor period.
86. Pupils clearly enjoy the subject. They study artefacts, books and pictures with enthusiasm and settle well to the variety of tasks provided. They particularly enjoy searching the Internet for information on their present topics and taking part in drama. Pupils show good attitudes and this enables them to concentrate on their work and to make good progress. Most pupils present their work well, taking care with the appearance of their work, both drawing and writing. Teachers add suitable comments of praise and advice to further encourage their pupils and they provide interesting and colourful displays of their work to enhance the working environment.
87. The subject leader does not yet have the opportunity to observe lessons, but she is enthusiastic, she has collected samples of work and spoken to pupils at length about that work, and she is fully aware of the standards being achieved. She has supported colleagues when requested and has helped to organise the resources and visits that successfully enhance the curriculum. She has contributed well to the improved standards and her leadership and management are good.

### **Religious education**

Provision in religious education is **good**.

#### **MAIN STRENGTHS AND WEAKNESSES**

- Standards by Year 2 and Year 6 are higher than those expected. Pupils' achievement is good. This includes those who have learning difficulties and those from the Able Autism Base, who are very well supported.
- Teachers provide a wide variety of learning experiences for pupils and teaching overall is good.
- Pupils have a clear understanding of the need to be tolerant of others.
- The attitudes of pupils towards the subject are good and they particularly enjoy studying religious artefacts.
- The leadership role played by the subject manager is good and she has contributed well to the maintenance of high standards since the last inspection.

## COMMENTARY

88. By Year 2, pupils are most familiar with two major world faiths, the Christian and Jewish faiths. They are able to relate some of the stories of famous religious figures, such as those of Jesus and Moses. Pupils explain clearly that religions have different religious books and they can readily name and describe the Bible and the Torah. Pupils understand that religions have various ceremonies and special occasions and days, and they can describe in detail why Easter is so important to Christians and Hanukkah is important to Jews. Pupils in Year 2 have visited the local church and they readily name various items used there.
89. By Year 6, pupils are most suitably informed about a number of world religions, successfully explaining many aspects of the Christian, Hindu, Islamic, Jewish and Sikh faiths. Pupils know that all religions have distinctive traditions and celebrations. For example, pupils in Year 3 recognise the importance of the Passover to Jews and those in Year 5 explain the relevance of Ramadan to Moslems. Pupils describe the different religious buildings and explain some of the requirements of worship, such as removing shoes and washing. Pupils in Year 6 have a clear understanding of the Sikh religion and they confidently explain the importance of their five important roles. Pupils are aware of the need for love and understanding in their dealings with others and they recognise in particular the importance of their own families. Pupils, throughout the school, clearly understand the need to be tolerant of other people's dress, lifestyle and ritual.
90. The quality of teaching and learning is good. Lessons throughout the school are well-planned and interesting ideas and information are presented to pupils. Teachers have good subject knowledge and, through most suitable activities, pupils, including those with learning difficulties, are able to make good gains in their knowledge and understanding. Teachers ensure the pupils' interest through a most thoughtful variety of learning experiences, such as asking thought-provoking questions and making good use of religious artefacts, video clips and visits to religious buildings. Pupils also have the opportunity to express their thoughts at length both through writing and discussion.
91. Pupils are most keen to provide a variety of thoughtful answers and observations. They enjoy the range of activities and experiences provided, especially handling religious artefacts and joining in drama activities. They work well with other pupils when necessary and are keen to complete the tasks set. Pupils from the Able Autism Base are also encouraged to join in all activities. Discussions with pupils show they have a considerable interest in the subject and their attitudes are clearly good. Pupils usually take care with the presentation of their work and, in their marking, teachers regularly add comments of praise or advice.
92. The subject leader is enthusiastic and well informed and her leadership and management of the subject are good. She has no opportunity at present to observe lessons in other classes, but she has a clear understanding of the standards being achieved and the provision being made, through discussions with pupils and a study of samples of their work. She has supported her colleagues well whenever possible and she has contributed much to the maintenance of the high standards observed in the school.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

**Design and technology, music and physical education** were not the main focus of this inspection. Therefore, it is not possible to give overall judgements about provision in these subjects across the school.

### ART AND DESIGN

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

### Main strengths and weaknesses

- Leadership and management are very good.
- The quality of teaching is good overall, especially the impact of specialist teaching on standards.
- There are good opportunities to enhance pupils' art experiences through having artists in residence.
- Standards of artwork displayed across the school are of a very high quality.
- Well-presented evidence and celebration of pupils' work in the art portfolio.
- There is no consistency of practice in the use of sketchbooks.

## **Commentary**

93. By the end of Years 2 and 6, standards are well above national expectations. All pupils, including those with learning difficulties and those in the Able Autism Unit, achieve very well and benefit greatly from their art experiences. Provision and standards in the subject have made a very good improvement since the last inspection.
94. All elements of art and design are covered, and evidence of this can be seen in the art folders and in displays around the school. Famous artists, sculptures and designers have inspired much of the work. In addition, the pupils have benefited from art specialists who have visited the school to work with them. Pupils develop very good skills in aspects of art and design. They create high standards in pencil and charcoal sketches, patterns and paint using a good range of styles such as still life scenes and watercolour work. The pupils extend their good skills and techniques to creating patterns on textiles, lino and clay tiles. They confidently use a range of strategies to create interesting effects. These include string and block printing, batik, clay modelling, three-dimensional sculptures, weaving, collage, pastels, colour mixing, shades of colour and computer art. Pupils have their own sketchbooks, but the quality of work and effective use of the sketchbooks is inconsistent across the school. However, the subject leader has identified this as an area of development.
95. The quality of teaching and learning is good overall, with examples of very good teaching that promote the pupils' very good attitude to their learning. For instance, where teaching is very good, pupils are given a demonstration of the skills to be learned. Very good use is made of high quality art resources to support the pupils' learning. Consequently, they are inspired and pupils really enjoy their art lessons. The subject leader has identified where standards in teaching and learning are not as high as in the rest of the school. She has planned to target those year groups and work alongside staff in order to raise the standards in teaching and learning.
96. The work of the subject manager is very good because she is an art specialist and enthusiastically moves the school on in its development in art and design. This is successfully achieved through opportunities for having artists in residence, taking part in art exhibitions, monitoring the teaching and learning, and ensuring that the standards of display are of a very good quality. This is evident in many of the art and design displays throughout the school. This acts as a very good stimulus to inspire the pupils in their own personal development of art skills. Pupils are rightly proud of their work and are very keen to point out their own efforts in displays. Assessment of the development of drawing is undertaken across the school and kept in a file for staff reference. The range of resources for art and design is very good. The pupils also maintain good links with the local secondary school, where they made top hats together with older pupils. They also visit art centres and on one such occasion they enjoyed learning about silkscreen printing. Art and design makes a very good contribution to the development of pupils' spiritual, moral, social and cultural development.

## **Design and technology**

97. It is not possible to give a judgement on overall provision on design and technology because no teaching was seen. However, through sampling children's work, looking at displays, design and technology files and photographs, talking to teachers and pupils, the judgement on

standards is that design and technology is in line with that expected for their age in both Years 2 and 6. This is an improvement on the last inspection.

98. There was a range of good displays in the school and these included moving story books, money containers, houses, finger puppets and picture frames. There was also a photographic evidence of other projects, which included younger pupils designing and making a mechanism to '*rescue pussy from the well*' and vehicles to carry Father Christmas. Older pupils have worked on '*moving monsters*' and making musical instruments. A particularly good display was seen of the Year 6 '*Slipper Shop*' which included product designs, completed slippers and evaluations of how the project had gone. However, there is a weakness in consistency of practice for design briefs and, although there were some good examples across the school, these standards are not consistently maintained. The dedicated food technology room is used well to support food technology skills and examples of designing and making sandwiches, snacks and biscuits were seen.
99. Design and making skills are progressing satisfactorily, but there was limited evidence of pupils working with tools to cut and join rigid materials, such as wood. This is at present a weakness in the development of design and technology. At the moment, the subject managers for ICT and design and technology are working on closer links with their subjects so that more cross-curricular subjects can be brought into topic and project planning.

### **Music**

100. It was not possible to see any teaching of class music so no overall judgement on provision can be made. However, from the evidence gained from looking at samples of work, viewing videos, listening to recorded tapes from each class of their musical activities and talking to teachers, standards exceed national expectations. Furthermore, from observing the rehearsals of the school choir and the school production of *The Dracula Rock Show*, standards in these activities are judged to be very good. From September 2005, the school will be embarking on a new innovation with the employment of a music specialist to teach all classes and this indicates that the school is thinking creatively about its curriculum.
101. The overall quality of singing in the school could not be evaluated. However, a choir rehearsal was observed where the subject leader taught with another member of staff who had particular musical expertise in training the choir. The singing of the choir was warm and tuneful with good diction. In particular was their singing of '*Tomorrow*' from *Annie*, which was of a very high quality. Good attention was paid to posture and breathing and pupils fully understood the need to listen carefully to each other to aid the accurate pitching of notes. The recorded tapes are evidence that pupils have explored and experimented in sound and have composed and performed their own musical scores. Recording pupils' musical efforts is a new initiative that has been brought in by the new subject leader for the monitoring and assessment of pupils' development in music. Her leadership and management are good and her musical expertise enhances the provision. She has been in post a short time but has already updated the policy, audited music throughout the school and written an action plan. The subject leader has also ensured that the music schemes are well organised and clear for staff to follow. She organises for the pupils to take part in musical activities, both in school and in the local community. These have included singing to the elderly, competing in a music festival with other schools and performing their own Tudor musical compositions in the Birmingham Symphony Hall. They have also observed a rehearsal of the City of Birmingham Symphony Orchestra.
102. A parent, who is a professional musician and takes pupils in musical workshops in the school, gives good support. Other help is given with the recorders in Years 3, 4 and 5 and piano is taught by a visiting teacher. However, the subject leader plans to introduce more instrumental tuition in the future. Music makes a good contribution to the pupils' spiritual and cultural development. Good improvements have been made in this subject since the last inspection.

### **Physical education**

103. During the inspection, only two lessons were seen in physical education and they were both in dance, and so no overall judgement is made. However, in the lessons seen, in Years 5 and 6, pupils showed good control and co-ordination in carrying out various dance activities. In particular, they showed better than expected skills in moving rhythmically to the music and introducing suitable expression into their work. The quality of teaching was good and the pupils' behaviour was also good. The teachers took care to coach and demonstrate the skills being covered and their demonstrations clearly benefited pupils' learning. Pupils in Years 3 and 4 attend swimming lessons during the year and by the end of the year the vast majority of Year 4 pupils can swim 25 metres, with a number swimming significantly further. Planning for the subject shows that all areas of work are tackled during the year. A very good range of extra-curricular activities enriches provision and the school also has a number of sports teams. Inspection evidence shows that standards in dance have improved since the time of the last inspection. The two subject leaders and managers, through their overall involvement in the subject, have contributed well to this improvement.

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

Provision in personal, social and health education and citizenship is **very good**.

### **Main strengths and weaknesses**

- The subject enjoys a high profile throughout the school.
- Pupils show a strong commitment to ecological and environmental issues.
- Adults prepare children well to make some difficult lifestyle choices as they mature.

### **Commentary**

104. Personal, social and health education and citizenship has a high priority in school and has been well led in the past. The newly established subject leaders show strong commitment to this important area of the curriculum and are in a good position to move the healthy school agenda on still further. Regular opportunities are timetabled for pupils to discuss issues of concern and circle times, where pupils sit together for discussion purposes, are becoming increasingly popular. Sex and relationships education, along with drugs education, are taught well by staff in school, alongside community colleagues who bring an additional dimension to the debate.
105. The school council gives pupils a chance to make a greater impact on the life of the school and its role is always under review. Healthy eating options are promoted at lunchtimes and cool, filtered water is available for pupils through dispensers strategically placed around the building. The eco-committee is a strong force within the school and shows pupils what it means to be responsible members of the local and global community.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

### *Inspection judgement*

### *Grade*

<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	2
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	2
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	2
The school's links with other schools and colleges	1

<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	2
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	3

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