

INSPECTION REPORT

LEIGH JUNIOR INFANT AND NURSERY SCHOOL

Washwood Heath, Birmingham.

LEA area: Birmingham

Unique reference number: 103380

Headteacher: Janet Gospel

Reporting inspector: Pearl White
21547

Dates of inspection: 5th - 9th November 2001

Inspection number: 193249

Full inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior school
School category:	Community
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
School address:	Leigh Road Washwood Heath Birmingham
Postcode:	B8 2YH
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Barry Bradnock
Date of previous inspection:	17/03/1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21547	P White	Registered inspector	Art & Design Equal Opportunities Music	What sort of school is it? How high are standards? How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
9056	V Cain	Lay Inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
16249	S Barnes	Team Inspector		
31862	J Coop	Team Inspector	Religious Education Design and Technology	Special Educational Needs
27568	M Davidson	Team Inspector	Foundation Stage Information and Communication Technology	
31996	G Phillips	Team Inspector	Science History	Assessment Resources
15023	A Haouas	Team Inspector	English as an additional language English Geography	Accommodation
22704	G Williams	Team Inspector	Mathematics Physical Education	How good are curricular and other opportunities?

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Leigh Junior, Infant and Nursery School - 4

The Office for Standards in Education
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Leigh Junior, Infant and Nursery School is situated north-east of Birmingham City centre, and serves a diverse multi-ethnic community. Many pupils come from socially and economically disadvantaged homes. It is larger than other primary schools, with 440 boys and girls aged 3-11, on roll. Children attend part-time in the nursery before they enter school. Very high proportions of pupils are from ethnic minority backgrounds. Over eighty one per cent of pupils have English as an additional language, and are predominantly of Pakistani origin, a very high proportion in comparison with schools nationally. The remainder of the pupils are divided between Black African Caribbean and the white population. There are several children who come from refugee families in the area. The school receives additional funding through 'Excellence in Cities'. The percentage of pupils on the school's register of special educational needs is above the national average, but the number with a statement of need is low. The pupils with special educational needs generally have moderate learning difficulties. Attainment on entry to the school covers a wide range, but is well below average overall. The range of ability between each cohort differs markedly at times due to the percentage of special educational needs pupils and mobility of pupils. The number of pupils entering or leaving the school, other than in the reception or Year 6 classes, was 32% last year, which is very high.

HOW GOOD THE SCHOOL IS

This is a good school with many very good features. The headteacher provides very good leadership ensuring that appropriate priorities for the school's development are set. The achievement of pupils is at least satisfactory in Key Stage 1 and good in Key Stage 2 and, in the light of their attainment on entry, the school is making a very positive impact on their learning. The school has received a School's Achievement Award as standards have consistently improved over the last four-years. The results of the 2001 tests show that standards, at the end of Year 6, were well above those of similar schools in mathematics, above in science and comparable in English. This is due to the good teaching, hard work and commitment of all teachers. Pupils who have English as an additional language and pupils with special needs achieve well. All pupils try their hardest, get on very well together and behave very well. Parents are very pleased with the care that the school provides for their children. The provision of extra-curricular activities is excellent and the pupil's moral, social and cultural development is very good. When all these factors are taken into account the school provides good value for money.

What the school does well

- Standards in mathematics are good at the end of Year 6.
- The school makes very good provision for pupils' social, moral and cultural development.
- The school has very good procedures for monitoring and promoting good behaviour and, as a result, pupils have very good attitudes to their work, relationships, personal development and behaviour are very good.
- The provision for pupils who have English as an additional language and special educational needs is good and they make good progress towards their learning targets.
- The provision made by the school for extra-curricular activities is excellent and links with parents are very good.
- The provision for pupils in the nursery is good.
- The educational guidance and personal support pupils receive throughout the whole school are very good and monitoring of attendance is very good.
- Monitoring of pupils' academic performance and personal development is good.

What could be improved

- Continue to raise standards in English throughout the school.

- Continue to develop the role of the curriculum manager to ensure effective, accurate and regular monitoring of planning, teaching and learning standards and where necessary update their subject knowledge.
- Raise standards in art and design, design and technology and music by developing schemes of work.

The areas for improvement will form the basis of the governors' action plan

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in November 1997. At that time although the standards achieved by pupils were judged to require some improvement, the quality of education, the school's climate for learning and the management and efficiency of the school were all judged to be good. The school has made good improvement since then. It has raised standards in mathematics at both key stages and there has been good improvement in English and science results at the end of Year 6. Standards in physical education are now satisfactory. Teaching has been carefully monitored, appropriate professional development has been matched to the needs of individual teachers and teaching has improved well in these subjects. There is now appropriate emphasis on speaking and listening throughout the curriculum. The school has worked hard to involve parents more directly in supporting their children's learning and this aspect is now satisfactory. Many opportunities are provided in assembly for pupils to think about their own personal feelings and values. Some parents, however, still do not send their children to school regularly, although the school tries very hard to promote good attendance. Given current standards, the overall quality of the education provided and the leadership and management, the school has the capacity to continue to improve well.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	E	D	D	C
Mathematics	C	C	B	A
Science	D	C	D	B

Key

well above average A

above average B

Average C

below average D

well below average E

lowest 5% nationally E*

Most children enter the nursery class with levels of attainment well below those usually found for pupils of this age. Many have very little spoken language either in their mother tongue or English. They all learn effectively, irrespective of gender, ethnicity, cultural background or social circumstances. By the time they enter Year 1, most have caught up to the point where they are only below the national expectations for pupils of this age, except in communication, language and literacy, where they are still well below. Pupils achieve steadily throughout the infant years but, by the end of Key Stage 1, the majority are still attaining below average standards in reading and science and are well below in writing. Standards in mathematics have generally improved. Although there was a dip, in the previous year's tests in 2001, on evidence seen during the inspection standards are in line with those expected nationally.

Pupils continue to build on the firm foundations made by the hard working teachers in the infants. The results of the 2001 national tests at the end of Year 6 show standards in mathematics are above the national average and well above those of similar schools. Standards in science are above those of similar schools but below the national average. Standards in

English have improved and are now in line with those of similar schools, however, they still remain below the national average. Trends over time show that standards are rising in Key Stage 2. The progress pupils have made against prior attainment is very good in mathematics, good in science and sound in English. The published targets for 2000 were exceeded and in 2001 were met in English. The mathematics targets in both years have been exceeded. The school used the funds available to provide booster classes with more focused teaching. The school is fully inclusive and pupils with special educational needs achieve well against prior attainment. Pupils with English as an additional language are well supported and make particularly good progress. Attainment in art and design, design and technology, history, geography, information and communication technology, music, physical education and religious education match national expectations at the end of both key stages.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy coming to school. They enjoy their lessons and participate very well in all activities provided.
Behaviour, in and out of classrooms	Very good. Pupils respond well to school rules. They move about school in an orderly fashion and behave very well in lessons where they are attentive to teachers. The very good co-ordinator for Excellence in Cities organises a variety of activities well, and with great skill, at various times through the day ensuring that pupils are able to play happily together.
Personal development and relationships	Very good. Pupils show great respect for each other's values and beliefs. Older pupils take on roles of responsibility and help others. They work well together and establish good relationships with teachers.
Attendance	Levels of attendance remain below the national average. Despite very good systems for monitoring attendance, a significant number of pupils take extended holidays on the sub-continent.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Satisfactory	Good

Teaching observed during the inspection was good overall. In approximately sixty per cent of lessons, teaching was good or very good. This is an improvement since the inspection in 1997 when teaching was only good in forty per cent of lessons seen. Teaching of mathematics in Key Stage 1 is good where pupils make good progress. However, the quality of teaching in all other subjects is satisfactory in Key Stage 1 and this leads to pupils making satisfactory progress over time. Teaching in Key Stage 2 is good in English, mathematics and science and pupils achieve well against their prior attainment. Provision for pupils with English as an additional language and special educational needs is good. The school has a good team of teachers and assistants who work very well together to aid the learning of all pupils irrespective of gender, ethnicity or cultural diversity. Teachers have good subject knowledge and their management of pupils is good. Teaching in the Foundation Stage is good overall. There is consistently good and very good teaching in the nursery and some examples of good and satisfactory teaching in reception. The quality of teachers' planning is good. Teachers and learning support assistants contribute to the weekly plans and work well together. This leads to pupils making good progress in the nursery and satisfactory progress in the reception. Teaching and learning of literacy and numeracy seen during the inspection were good overall, and at times very good, although opportunities for pupils to apply their skills in other subjects are limited. Since the purchase of the new resources, teaching in information and communication technology is satisfactory overall, although there were some good and very good examples of teaching seen during the inspection. The quality of teaching seen during the week of the inspection was good overall in English, mathematics, science, history, geography and religious education.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum provided for pupils is satisfactory overall. However, there are limited opportunities for three-dimensional modelling and composing in music. Provision for extra-curricular activities is excellent. Time allocation is an area of concern in some subject areas.
Provision for pupils with special educational needs	Good. The school provides effective support to enable pupils to be fully included in all lessons.
Provision for pupils with English as an additional language	Good. The support provided by designated English as a second language staff is good and they work well with class teachers.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. The provision for social, moral and cultural development is very good and it is satisfactory for spiritual development. There is a strong, caring culture in school with respect and tolerance of different beliefs.
How well the school cares for its pupils	The quality of care provided by all staff for all pupils is a strength of the school. Pupils are happy, secure and well supported. Procedure for monitoring and supporting pupils academic progress and for assessing pupils attainment is good.

The school works well with parents.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very good leadership. She sets appropriate priorities for development and takes very good action to meet them. The newly appointed deputy head and senior teacher support her well. Overall, the co-ordinators perform their roles satisfactorily, although in some areas they still need to develop their management role.
How well the governors fulfil their responsibilities	The governing body fulfils its responsibilities well. Governors are very supportive of the head teacher and are fully involved in the strategic management of the school.
The school's evaluation of its performance	Good. The head teacher has a clear understanding of the strengths and weaknesses of the school. There are some good procedures for monitoring quality and standards, however, the co-ordinators do not always have the opportunity to monitor their subject with sufficient rigour.
The strategic use of resources	The financial management of the school is good. The principles of best value are applied appropriately.

The school is well staffed with good provision of support staff. The accommodation is more than adequate for the delivery of the National Curriculum and also for the very extensive out of school activities. Resources for learning are mainly adequate and accessible to support pupils' learning. However, there is a need for extra resources, for example, in science and music.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
• Their children like school; • The school is well led and managed; • The headteacher and all staff are approachable; • All staff work well with parents; • Teaching is good.	

The inspection team agrees with all of the aspects that parents identified as strengths of the school.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. When children enter the nursery their attainment is well below average in most areas and particularly poor in communication, language and literacy, in both home language and English as an additional language. Children's physical development on entry is below average. They make good progress in the nursery and continue making satisfactory progress in reception classes. On entry to Year 1 the majority have not attained the early learning goals, except in physical development. Their attainment in communication, language and literacy is still well below average and this affects attainment in other areas, but children respond favourably to teachers and learning support assistants and achieve well. Children who are identified as having special educational needs achieve well and make similar progress to their peers. They are included effectively in class and supported by learning support assistants and teachers where appropriate. The majority of children have English as an additional language when they enter school and skilled staff, particularly in the nursery, supports them very well.
2. Inspection evidence shows that pupils in Key Stage 1 make satisfactory progress overall in reading and writing against their prior attainment, which is well below average in this area of learning when they enter Year 1. In 2001, the results of the National Curriculum tests for seven-year-olds indicated that, when compared with all schools, standards in reading and writing were still well below average. This is mainly because many of them had special educational needs and there was a higher than average proportion of pupils with English as an additional language. Standards seen during the inspection show that reading is below, but that writing is well below average. This is the same as the previous inspection. Performance data shows that there is significant gender variation with girls outperforming boys in reading and writing in Key Stage 1. The school is aware of this and some action has been taken to motivate boys by purchasing non-fiction books and working with parents to support boys' reading. Teacher assessments in speaking and listening indicate that standards are well below average and only a small number of pupils gained the higher Level 3. Inspection evidence agrees that standards in speaking and listening are well below average. This is similar to the standards found in the previous inspection.
3. Results in mathematics indicated that, when compared to all and similar schools, standards were well below average in 2001. This indicated a dip in mathematics, as in 2000, standards were at the national average and above those of similar schools. This decline was mainly due to many of the pupils in this cohort having special educational needs. Standards observed during the inspection show that standards are now average at the end of Year 2 and this is an improvement since the last inspection.
4. Teachers' assessments for science in 2001 indicated that, by the end of key stage 1, the number of pupils attaining the expected Level 2 was well below average. Inspection evidence agrees with these assessments. These results are the same as those reported in the last inspection. These standards have been consistent over the past few years, reflecting the number of pupils whose speaking and listening skills are below average.
5. Levels of achievement at Key Stage 1 are satisfactory overall in all other subjects and pupils build soundly on the start they make in nursery and reception classes. Standards in physical education are satisfactory and have improved since the last inspection.

6. The results of the end of Year 6 national tests in English in 2001 indicated that standards were the same as those of similar school and below when compared to schools nationally. Trends show that standards have risen steadily from 1999 onwards. Inspection evidence shows that standards are just below those nationally and pupils' progress in English, in the juniors is good overall. This is an improvement since the last inspection.
7. Results in mathematics indicated that standards were well above average when compared to similar schools, and above those found nationally. Standards in mathematics have been steadily rising since 1999. Inspection evidence shows that, at the end of Year 6, standards are above average and all pupils make good progress including those from different ethnic and cultural background and those with special educational needs. This is a good improvement since the last inspection.
8. Results in science indicated that standards were above similar schools, but below national results and this is the same as the last inspection. Standards in science have improved consistently since 1999 and in 2000 were at national standards. In science, the results gained by the 2001 cohort compare favourably with the results gained by these pupils at the end of Year 2 and progress is good.
9. Standards have been steadily improving over the past four years and the school received an Achievement Award recognising their success. The progress pupils have made against prior attainment is very good in mathematics, good in science and sound in English. Achievement at the end of Year 6 is satisfactory overall in all other subjects. Standards in physical education have improved since the last inspection.
10. Pupils with special educational needs make similar progress to their peers within lessons. This is due to the effective support from classroom assistants who make a valuable contribution to pupils' learning. Over time, pupils with special educational needs make good progress. This is due to the high quality additional support that they receive from the experienced special educational needs teaching staff, in well-planned additional lessons.
11. The majority of pupils with English as an additional language make satisfactory progress at Key Stage 1, with older pupils making good progress. Effective targeting of pupils as soon as they join the school ensures that they achieve well and are able to sustain that achievement.

Pupils' attitudes, values and personal development

12. Pupils' attitudes to learning are very good. Throughout the school, pupils have a positive approach to their work. They concentrate for long periods of time and older pupils, particularly, are keen to complete tasks and enjoy further challenges especially in lessons like information and communication technology, where obvious enthusiasm ensures that lessons are productive. Pupils listen attentively to teachers and exhibit appropriate responses for different activities in the day. For example, they are expectant, quiet and concentrate well in assembly. They are eager to answer questions during class sessions. They play happily and energetically at playtimes. Pupils are keen to be members of clubs that take place outside the school day and enjoy spending additional time at school with their teachers. The school is sensitive to, and supports, the home culture from which most of the pupils come. They feel secure and confident within the ethos of the school and participate very well in the activities offered, including homework clubs, breakfast club and other physical activities and weekend events.

13. Behaviour in and out of lessons is very good. The insistence upon regular routines and accepted ways of behaviour, established from the beginning of school life, contribute greatly to this. Pupils move about school quietly and use the stairs with care and consideration. They come to assemblies in an orderly and quiet manner. Pupils have a good understanding of the behaviour policy and work hard to obey agreed rules and obtain certificates for effort and good behaviour. The behaviour policy is clear but unobtrusive and allows pupils to carry out their work in an orderly and pleasant atmosphere. Opportunities to discuss issues and feelings in the classroom, as well as procedures for mediating problems ensure that pupils understand that their own views are important. They feel valued members of the school community.
14. Relationships established throughout the school are very good. Pupils are supportive to each other and develop respectful, but friendly, relationships with the adults with whom they work. The quality of relationships within class contributes greatly to the supportive learning atmosphere within lessons. All members of the school community are valued and this is modelled well by all the adults in the school. There have been no recent permanent exclusions.
15. The personal development of pupils is also very good. There are many opportunities for older pupils to take a regular hand in the day-to-day running of the school. They act as play leaders, supervising and helping the youngest pupils. They have responsibilities for music, seating and the overhead projector in assemblies. Classes have representatives on the school council, which meets regularly to discuss significant issues and minutes of these meetings are kept. In each classroom, pupils have responsibilities for tidying, taking registers and organising equipment. Opportunities to attend residential visits and participate in out-of-hours clubs enhance personal development for all age groups. Even the youngest children learn how to tidy their classroom and dress themselves correctly for going outside.
16. Pupils with special educational needs have a very positive attitude to work and have formed very good relationships with the classroom assistants and teachers. They behave well in lessons and can remain focussed on tasks when supported. This is especially so when they work in small groups in the special educational needs group room, where high quality support and interesting tasks and resources effectively motivate pupils. As a result pupils try hard and are proud of their achievements.
17. Pupils with English as an additional language mix well at work and play, and enjoy harmonious relationships throughout the school. They are keen to participate fully in activities and school events. They are motivated and enjoy the attention given to them when they work in small groups with specialist support staff. The positive ethos of inclusiveness in the school and the awareness of all staff of their needs enable them to become confident and fully integrated very quickly.
18. Levels of attendance remain below the national average. Despite very good systems of monitoring and recording attendance, a significant number of pupils take extended holidays on the sub-continent and this has an impact on learning and attainment. Punctuality to school is good and lessons start on time; this has a positive effect.

HOW WELL ARE PUPILS TAUGHT?

19. The quality of teaching is satisfactory overall in Key Stage 1, where pupils make satisfactory progress. The quality of teaching in Key Stage 2 is good in English,

mathematics and science and pupils make good progress. Over time it is satisfactory in all other subjects where pupils achieve satisfactorily against their prior attainment.

20. Teaching seen during the week of the inspection was good overall, with some very good features. In almost sixty six per cent of lessons, teaching was good or better. This is an improvement since the last inspection in 1997, when approximately forty per cent of the teaching seen was good or better. A focus on raising standards, the implementation of the literacy and numeracy strategies, and the related staff development, are the main reasons for these improvements. Teachers generally have high expectations of behaviour and expect pupils to do their best.
21. Teaching in the Foundation Stage is good overall. There is consistently good and very good teaching in the nursery and some examples of good and satisfactory teaching in reception. The quality of teachers' planning is good. Teachers and learning support assistants contribute effectively to the weekly plans and work well together. The strength of this team approach is particularly noted in the nursery, where the effective contribution of nursery nurses and bilingual support staff greatly enhances the relevance of the curriculum offered. All adults get to know the children very well. The quality of organisation is good, and movement from one activity to another runs very smoothly in the nursery and is based upon regularly repeated routines.
22. The quality of teaching in the English lessons seen during the inspection was satisfactory in Key Stage1 and good in Key Stage 2. Teachers follow the requirements of the National Literacy Strategy and their knowledge and understanding is good. In the best teaching, questioning is used in a way that enables the majority of pupils to respond, promoting well the use of spoken language and targeting pupils who do not always volunteer answers. In mathematics, the quality of teaching and learning is good overall, an improvement from the previous inspection. This is due to the focus on teaching in this subject and the good implementation of the National Numeracy Strategy.
23. In the very good lessons seen, teachers collaborate well, planning is well structured and lessons progressively develop at a quick pace and pupils learn rapidly, as shown in some physical education lessons. The very good relationships that exist between pupils and adults help to ensure calm, well-organised routines in most classes. Where teaching is good, learning objectives are thoroughly shared with the pupils to focus their attention, and are revisited at the end to check understanding, as seen in a literacy lesson focusing on biographies in Year 6. Effective questioning is used to probe pupils' thinking and to clarify their understanding. Good teaching results from the teacher's good classroom management and this helps the pupils to concentrate and learn effectively. In most lessons, good encouragement and praise are provided for pupils who have English as an additional language when they are in the early stages of learning English. Pupils' literacy skills of speaking and listening are well promoted in these lessons. Good use is made of support staff, especially for pupils with special educational needs and those who have limited understanding of English. When teaching is only satisfactory, there is a slow pace to lessons, which occasionally gives pupils the opportunity to lose concentration. Where teaching is less effective, this is mainly due to the teacher not providing sufficient challenge for individual pupils who are working independently.
24. Teachers plan well together in year groups and they regularly share information about what works well in lessons; they work closely with support teachers. Teachers make suitable use of homework throughout the school to further pupils' learning. Day-to-day assessment is particularly effective. The data from standard assessment and other tests is analysed and from this data weaknesses are identified and remedial action taken where

appropriate. However, marking is variable and although there are good examples of marking which offers guidance for development, this practice is not consistent throughout the school and is an area for development.

25. The teaching of pupils with special educational needs, observed during the inspection, was very good in sessions where they are withdrawn for support. Well-focused small group lessons are planned carefully to match individual learning needs. These involve a range of interesting activities that motivate pupils well. As a result, pupils make good progress towards the targets on their individual educational plans. The committed and professional classroom assistants who support pupils with special educational needs within lessons enhance learning. Work in lessons is generally matched appropriately to pupils' needs and, as a result, these pupils make progress similar to other pupils within lessons. However, teachers do not currently write pupils' individual education plans. As a result they do not always refer closely to them when planning lessons. This is similar to the findings of the last inspection.
26. The quality of teaching and support; for pupils with English as an additional language, provided by the externally funded teacher and assistants, is good. The assistants are well briefed about the planned tasks and good support is provided within the context of mainstream activities enabling pupils to have full access to the curriculum. Pupils who are recent arrivals and in the early stages of learning English are appropriately catered for in small groups, where the opportunity to focus on basic skills with intensive teaching has maximum impact. The school is concentrating on the development of pupils' speaking and listening skills and the language development of pupils who have English as an additional language is enhanced through these well planned activities. In reception classes a bi-lingual assistant assisted the telling of a story using the children's own language and pupils were able to switch between Punjabi and English in a very spontaneous way.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?

27. The overall quality of the curriculum is satisfactory. The curriculum is broad, balanced and relevant to the ages, needs and interest of the pupils and meets the statutory requirements of the National Curriculum and religious education. However, elements such as composition in music and three-dimensional work in art need to be strengthened. Time allocations for English, history and physical education require review since lessons are sometimes too long and pupils lose concentration. The school is aware of these concerns and is to reconsider strategies to remedy this situation.
28. The curricular provision for children, overall, in the Foundation Stage is good and successfully promotes the early learning goals. There is particularly strong emphasis on pupils' personal and social development, and on communication and language skills. This stage offers a wide variety of interesting and stimulating learning experiences to ensure these children, particularly in the nursery make good progress.
29. The school's strategy for teaching literacy and numeracy is good. Pupils have good opportunities to work in small groups to extend and develop appropriate vocabulary. In mathematics, particularly, teachers focus throughout the lesson on using specific terminology. This successfully encourages pupils to use appropriate mathematical terms in answering teacher's questions and during collaborative investigative work. The introduction of these strategies has impacted in raising standards in both English and mathematics.
30. The area of concern identified in the previous report were standards in physical education in the juniors. This situation has been addressed and standards are now satisfactory. The school remains constrained without access to a school field and has a limited expanse of yard for developing full size team games in football, for example. However, the school addresses these constraints by offering residential experiences in Kingswood, Bell Heath and Barmouth to compensate. Sex education is not taught as a specific area of study, but is taught appropriately through the health education programme, with additional support from the school nurse in the upper juniors. The governing body intends to address this issue in the near future. Similarly, drugs awareness is also approached in this way.
31. The good quality provision for children with special educational needs has been maintained since the last inspection. The policy is good and has clear aims and objectives. All the requirements of the code of practice are met. Pupils are fully included into the life of the school and have access to the full curriculum. Pupils are supported within class and this is a beneficial approach. Positive programmes of support for literacy in small groups have been particularly successful. They not only assist in improving pupils' basic skills but participation in the programme has developed pupils' confidence. This, then ensures; that they are more willing and able to participate in other areas of the curriculum. Currently, the special educational needs teachers, in consultation with class teachers, write pupil's individual education plans. These are relevant but not easily shared with pupils or parents. In addition, the very high percentage of pupils with special educational needs in the school means that this is a time consuming task. As a result, specialist staff are not able to more fully support teachers planning of specific activities within lessons. The newly appointed special educational needs co-ordinator has appropriately identified this as an area for development to further enhance the good quality provision.

32. Pupils with English as an additional language are fully involved in all activities. Those who are recent arrivals and in the early stages of learning English are appropriately catered for in small groups, where the opportunity to focus on basic skills with intensive teaching has maximum impact. Many opportunities are used in the curriculum to develop pupils' insights into cultural diversity and the school deploys its staffing resources within the school and outside in the community effectively to draw on pupils' own backgrounds especially in terms of celebrating their first languages.
33. The provision for the pupils' spiritual, moral social and cultural development is good overall. This is similar to the overall findings of the last inspection. The findings of this inspection confirm that provision for cultural development remains very good, and the provision for social and moral development is also very good and has improved due to an increased range of opportunities. Provision for spiritual development could be strengthened. This is because opportunities for spiritual enhancement are often missed and are not well developed in many curriculum areas.
34. Spiritual development is satisfactory overall. Not all assemblies promote the right atmosphere where pupils can reflect upon the theme of the day. There is not always a point of focus to help pupils think for themselves. Achievement assemblies, for example, although sharing good work, do not give a focused opportunity for reflection. This is similar to the findings of the last inspection. However, there are improved opportunities for pupils to consider their values and beliefs in assemblies. An assembly for older pupils, with the theme of 'Remembrance', for example, significantly contributed to pupils' spiritual development. This was because pupils were drawn to reflect through the focus of a lighted candle, peaceful music and the sensitive use of artefacts from the war. Similarly, all pupils responded with joy and wonder when a visitor used a simple game to focus pupils' thoughts on the point that 'we shouldn't rely on appearance'. Opportunities to develop spirituality are not considered in teachers' planning; as a result, opportunities when they arise are often missed. In a history lesson for example, pupils eagerly waited to experience the taste of 'Tudor style' food, but were disappointed when this didn't happen. Spontaneous opportunities are thoughtfully developed however, such as when young children gazed in wonder at worms in the soil.
35. The school makes very good provision for pupils' moral development. This represents an improvement since the last inspection. Teachers provide very good role models for their pupils, valuing their ideas and showing genuine understanding for their feelings. The school and individual classroom rules that are developed co-operatively with staff and pupils, reflect the positive and caring atmosphere of the school. The rewards and praise given help raise pupils' self-confidence and encourage them to work hard and help each other. The recent initiative to train Years 5 and 6 pupils to support more vulnerable pupils, has been sensitively developed, to help older pupils become responsible young people. The school council, in addition, gives a very relevant forum where pupils are able to contribute in the school decision-making process. Increasingly, through informal discussions and planned opportunities to consider moral issues, pupils gain a very secure awareness of right and wrong and are willing to take responsibility for their actions. In addition, pupils work hard to collect for various charities, with many suggestions coming directly from pupils. This makes a very positive contribution to developing pupils' awareness of people less fortunate than themselves.
36. Equally, the school makes very good provision for pupils' social development. Again, this represents an improvement from the last inspection. Increasingly, as pupils move through the school, they have a range of interesting opportunities to take part in debates and forums, such as the 'Saltley Consortium' debate, and 'Birmingham Youth

Parliament', that take place in the community. These not only provide relevant social experiences, but also enable pupils to research and consider issues of social importance, such as 'how to improve the local area'. Pupils in all classes; have class jobs to ensure the smooth running of their class routines. In addition to the school council, many older pupils are given official roles within the school. They take their responsibilities very seriously and take pride in helping others. The school breakfast club very effectively supports this area. Pupils help each other politely and treat visitors with courtesy and respect. The excellent range of extra curricular activities also provides further social interaction. In addition a wide range of residential visits, day trips and visitors help foster the very good relationships in the school. Younger children through well-planned activities in circle time, for example, learn to say 'please' and 'thank you'. These opportunities have a direct bearing on pupils' good behaviour around the school.

37. The very good provision for cultural development has been maintained since the last inspection. The school celebrates the pupils' own religious festivals equally, and reflects very positively the rich and varied cultures within the school. During the inspection for example the school celebrated 'Diwali'. Parents and pupils of varied faiths joined in this beautifully prepared celebration, combining dance, songs and drama. The school provides many worthwhile experiences for pupils, especially through visits to museums and theatres. Visitors such as an African storyteller, and musicians enhance this area well and provide the pupils with a wealth of interesting cultural experiences. Through religious education pupils learn about other faiths in more depth, and begin to appreciate the beliefs of other people. In residential visits, pupils are given opportunities to experience varied crafts such as pottery. These varied experiences support pupils' cultural development very effectively.
38. The extra-curricular provision is excellent. The school has focused considerably on this area of school life. As a result, it provides a wide and varied range of additional sporting, cultural and athletic activities for all pupils, in which a high percentage of pupils are involved. Pupils in the upper juniors, also benefit enormously from the interesting variety of opportunities provided on their residential courses, such as caving, orienteering, problem solving, scientific investigations and team building. The school has a wide range of visitors who also support the curriculum, providing such activities as; football, basketball, drama and art. These take place in lunchtime, after school and Saturday mornings. The school successfully maintains a very positive equal opportunities policy ensuring that extra-curricular activities are available to all pupils.
39. Community links are good and involve all pupils. A wide range of visits takes place both locally and further afield. Local visits including; the Post Office, shops, park and library enhance topic work well. Pupils are actively involved in charity collections for both local and overseas charities. Local firms effectively support the school's fundraising events. Professional coaches enhance pupils' skills and enjoyment in sport. An effective transition programme is in place with the three secondary schools.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

40. The school continues to provide good educational support and guidance for its pupils. The quality of care provided by staff for all pupils is strength of the school. Parents clearly value the support given to their children and have confidence in the system. Pupils like school, are happy and feel both secure and well supported during their time in school. Pupils with English as an additional language and those with special educational needs and from different cultural backgrounds are all valued members of the school community and well integrated into the life of the school.

41. The monitoring of attendance is very good. Staff work hard to promote regular attendance, and stress its importance in relation to the impact this has on learning and attainment. The school is part of the Excellence in Cities project, some funding of which is used to provide mentors for children who need extra support in various areas, but in particular attendance. Very good mentors work individually with pupils, encouraging them to raise their levels of attendance and to reach individual targets. Parents praise this initiative and success is being achieved. The school celebrates good attendance with certificates at the end of each term. Prizes are also given for good attendance, with the local community involved by donating prizes. In addition, the home-link-worker and education welfare officer, visit parents to help resolve attendance or other difficulties. The head teacher carefully monitors attendance through the School Partnership Plan and money is set aside for the award of prizes.
42. High standards of behaviour are expected at all times, and pupils of all ages comply. There is a clear behaviour policy; rules are well known and staff consistent in their approach. Lunchtime staff re-enforce the high standards. The very good co-ordinator for Excellence in Cities; organises well and with great skill, a variety of activities, and uses lunch-time play equipment, to ensure that pupils are able to play happily together, whilst developing good relationships and social skills. Good behaviour is celebrated and parents praise the standards that prevail. No inappropriate behaviour was observed during the inspection. A small number of pupils present challenging behaviour and they are well supported and helped to become responsible individuals. Good standards of behaviour are actively promoted through circle time and assemblies.
43. Pupils' personal development is effectively monitored through circle time, with notes kept and individual comments made on pupils' annual reports. An effective system is in place to handle Child Protection issues should they arise. All staff are trained and vigilant. The school makes appropriate use of outside professional agencies for help and advice. There are sufficient trained First Aiders to ensure that pupils' medical needs are well met. Parents are contacted quickly if there are concerns. The site is clean and well maintained; no health and safety hazards were observed. Regular electrical checks and fire drills take place.
44. The majority of nursery pupils transfer to the main school, with both parents and pupils given good support to help them to join the reception class with confidence. Similarly, a well-established programme is in place to ensure that older pupils successfully transfer to their new schools. Several pupils thoroughly enjoy their time at the "Breakfast club" prior to the start of the school day. Pupils eat and play games in a lovely atmosphere, well supported by committed staff.
45. There is a whole-school policy, which guides assessment, recording and reporting to a suitable standard throughout the school. Teachers know their pupils well, and short-term planning meets the needs of all pupils in relation to their ability. This includes planning for pupils with English as an additional language, and those with special educational needs. Clear learning objectives are defined, that are consistently shared with pupils. These form the basis against which pupils' gains in skills, knowledge and understanding are judged.
46. All teachers are well informed about pupils' progress and achievements in academic, personal and social aspects. On a daily basis, they are good at making informal judgements based on regular observations of pupils' learning through questioning, discussion and marking. Support staff assist teachers well in this process. Marking,

however, is variable in quality; it is not consistent throughout the school. It is not always focused, and supportive by indicating ways in which pupils might improve.

47. Procedures for assessing pupils' attainment and progress are good overall. They are best in English and mathematics. Teachers maintain weekly evaluations of the teaching and learning that has occurred in all subjects. These help them analyse whether their teaching has met the learning objectives effectively, and to plan new work for groups of pupils. However, in many instances, these do not systematically identify pupils who have exceeded expectations, or those who require additional support in order for them to make better progress.
48. Pupils are included in the assessment process in various ways, particularly by indicating at the end of a lesson how secure they feel in the new knowledge and skills they have been taught. These reviews give teachers a quick overview of progress. Pupils, in addition, are involved to varying degrees in setting their own targets for improvement and in recording their achievements in end of term reports. On occasions in their work, pupils map out diagrammatically what they have learnt or understood, and how they see ideas fitting together. This is particularly helpful for pupils who have limited writing skills or those pupils who are at the early stages of learning English.
49. The assessments of pupils with English as an additional language are good and are used effectively by the managers to plan work focused on developing their expertise in English. Ongoing assessment of these pupils is based on observations by specialist staff, and is shared appropriately with class teachers and target setting is becoming established as part of the planning and evaluation cycle. However, some of the information on current attainment and the pupils' stage of fluency are not clearly indicated in some classes and therefore not used to inform strategies for individual pupils.
50. The progress of pupils with special educational needs, particularly in literacy and numeracy, is monitored and evaluated well by teachers, the special needs co-ordinator and by other professionals involved in their care. Systems for assessing pupils attainment on entry to the nursery and reception classes is good overall, but less well developed on a daily basis. The school plans for the new deputy head to take over the responsibility of co-ordinating assessment procedures. At present, the headteacher monitors weekly evaluations and the more formal assessments of pupils' achievements in termly profiles and other tests. This is a relatively new process and has yet to be firmly embedded throughout the school. Information provided by the analysis of statutory tests helps the school concentrate successfully on pupils' strengths and weaknesses.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

51. Very good links are established with parents before children start at the school, when nursery teachers and classroom assistants make home visits to each family. This very good link continues throughout the Foundation Stage. Contact is maintained daily, as children are brought into their classes and collected by parents and carers. A home-links worker continues to liaise between school and home. There are good opportunities for discussion between teachers and carers, both informally and at more formal parents' evenings, where bilingual support staff enable full communication to be made.
52. The school strives very hard to involve all parents in their children's education and the life of the school. Parents' responses to questionnaires and those attending the meeting were very positive and supportive of the school and its achievements. They are particularly pleased that their children like school, as parents they feel welcome and are

well informed and they feel that the school is well led and managed. The inspection team agrees with these views.

53. Parents are kept very well informed through a variety of letters and newsletters giving details of events and information. The style is very clear, friendly and encouraging, with translations readily available of the necessary documents, for example, prospectus, letters and policies. Parents confirm that they are pleased with communications, reports and the parents' evenings. Reports to parents of all children are good and comply with requirements. Comments are clear and indicate that they are written specifically for the child with details of strengths and weaknesses and targets for improvement. In addition, parents are kept fully informed of their child's general, social and emotional development.
54. The home/school partnership has been agreed with staff and children, with a good response when taken to consultation with parents. All three parties have signed, with expected standards of behaviour included in the contract. Parents confirm that they are made to feel welcome to attend class assemblies, cultural events, fundraising and cultural evenings. A successful open door policy is in place, with any questions or concerns dealt with quickly. Relationships between staff and parents are very good.
55. The home - link worker is actively involved in enabling parents to help their children at home. Presently there are a variety of initiatives that include courses and workshops for parents, for example, English, computer, numeracy and literacy. Home visits are made to parents if their child is unsettled or has attendance problems; discussions take place to resolve difficulties. All children are encouraged to take reading books home. The school has worked hard to involve parents in their children's education; however, there is still limited involvement.
56. A small number of parents help in school, for example, with reading, and volunteers are readily available to assist with trips. The main fundraising events are the Christmas and Summer Fayres, which are well supported. Monies raised have been used to enhance resources for all pupils, for example, extra books, indoor and outdoor equipment.
57. All parents, including those of children with English as an additional language and those of pupils with special educational needs are fully involved in regular informative meetings. Parents who have additional concerns are able to meet and discuss issues with relevant staff, who ensure that advice and guidance is provided from outside agencies if required. Where needed, translators are available to assist parents. Parents value this support.

HOW WELL IS THE SCHOOL LED AND MANAGED?

58. The headteacher provides very good leadership and has a very clear vision for the future development of the school, which is shared by all staff. She opened this school, in a redundant secondary building, in 1985. Since that time she has worked very effectively to raise standards and meet the needs of the community it serves. Her management of pastoral issues, which reflect the schools aims, is very good. She has achieved significant success in integrating pupils from different ethnic and faith communities in the locality into one happy, harmonious school.
59. Together with the staff, she has analysed the schools needs, its strengths and its weaknesses, and how the school should improve. A good-quality school improvement plan, for one year, has been written and the priorities for development are appropriate and relevant to the school moving forward. They are well aware of the need to continue to raise standards in English, particularly speaking and listening, and this focus was evident throughout the inspection. The plan is monitored regularly and is amended, as appropriate. The school aims to develop a welcoming, secure and happy ethos, together with aiming to help children achieve their full potential, and this permeates the work of the school.
60. The leadership and management provided by the newly appointed deputy head teacher and the senior teacher are good overall. However, a member of management team is currently on long-term absence and the deputy headteacher is covering the class, and this, therefore, limits the development in a significant area of work. Subject managers generally manage their areas appropriately and are developing their roles. There has been appropriate emphasis placed on raising standards in English and mathematics and these co-ordinators regularly monitor the quality and standards of their subject in other classes, offering relevant suggestions to raise standards further. However, curriculum co-ordination of the other subjects is not yet as effective and the monitoring of standards is under-developed. The headteacher also monitors and supports teaching very well and this has led to an improvement in its quality.
61. The members of the governing body generally fulfil their statutory requirements well and are very supportive of the school and the work of the head teacher and staff. There are a number of new governors who are developing their roles well and are effectively involved in shaping the strategic development of the school. They meet regularly, both as a full governing body and in various appropriate committees, and are kept very well informed about school matters in the head teacher's detailed reports, which include an analysis of the scores gained in national tests. The procedures for monitoring the work of the school are developing well and governors are gaining a clear understanding of all the strengths and weaknesses that exist in the school. There are no literacy and numeracy governors to gain a suitable oversight of progress in these areas. As a result, governors are not always sufficiently informed to ask challenging questions about how these areas can be developed.
62. The co-ordination of special educational needs is good. The recently appointed deputy headteacher is experienced in special educational needs and has ensured that the good standard of provision has been maintained in the school. She has identified highly appropriate ways to further improve the good quality provision. This includes developing staff expertise to write and implement pupils' individual education plans and further improving links with parents. She is well supported by a newly appointed and very committed governor. The co-ordination of the nursery is good and children make good progress through their early years at school. The management of the educational

provision in the reception classes is satisfactory and children make satisfactory progress throughout the reception year.

63. The management of provision for pupils with English as an additional language is good. The head teacher is fully conversant with English as additional language issues and this clearly creates a positive environment for these pupils and facilitates a whole-school approach to raising pupils' language achievement. The specialist staff are effectively deployed and ensure all pupils with language needs are fully included in all areas of the curriculum and all aspects of school life. The school is committed to raising pupils' achievement and the specialist teacher has effective strategies for developing a partnership approach when working with class teachers.
64. Financial planning is good. The priorities in the school development plan are carefully costed and the monitoring by the finance committee is both regular and rigorous. The finance committee meets regularly to discuss the current budgetary situation. It regularly assesses the impact of major spending informally, but is to consider formalising this process by establishing a success criterion. Effective use is made of specific grants to support new initiatives and improve further the quality of opportunity for raising standards. The Ethnic Minority Achievement Grant (EMAG) is appropriately targeted to provide good support for pupils who have English as an additional language. The recommendations of the last auditor's report have been fully addressed. The school's administrative staff carry out the day-to-day financial management of the school very effectively, support each other in their roles and provide very good support for the headteacher. Administrative procedures are well established and they adopt a very helpful approach to staff, pupils, parents and visitors that contributes significantly to the smooth running of the school. The school has computerised systems for maintaining all school records and financial provisions and these are shortly to be updated. Procedures overall are unobtrusive and support the day-to-day running of the school well.
65. The qualifications and number of teaching staff to meet the needs of the school are good. There are a large number of staff of varied ages and experience, within a well-organised staffing structure. Each subject of the curriculum has a manager, usually with the support of another teacher. At present not all subject managers have the opportunity to monitor the curriculum in sufficient detail to ensure that pupils make the best progress. In some of the non-core subjects, teachers have not received sufficient in-service training to enable them to be confident and to ensure that pupils make the best progress. Induction procedures for new staff are effective and recently qualified teachers have received good support within school and have worked effectively with their mentor teacher. Performance management is well established in the school.
66. The majority of staff are effectively deployed. The classroom learning support assistants offer considerable support to the teachers and effectively contribute to the quality of learning for the pupils. The team organisation, particularly in the nursery, significantly contributes to the quality of provision for the children. However, the classroom assistants are not always effectively deployed when they are in the 'outside classroom' and not in the reception areas. The bilingual support staff also contribute greatly to the progress achieved by pupils with English as an additional language and this is particularly noted in the Foundation Stage of education.
67. The school's accommodation is good, with all space and specialist rooms effectively used. The school has a community room, which is used, by parents and other groups. The school is fortunate to have two halls, which are made good use of for physical education and assemblies. There are a good number of specialist rooms including an

information and communication technology-suite, a music room, and accommodation for the English as an additional language teacher, for mentors and a breakfast club. The range of displays in classrooms and in corridors is of high quality and is a tribute to the hard work of teachers and support staff, and reflects how they value the pupils' work. The school has adequate playground facilities, which have been resurfaced since the last inspection.

68. The quality and range of resources provided by the school are adequate for the full range of pupils in relation to their ages and needs. Teachers ensure that materials within lessons are sufficiently accessible to enable pupils to work independently as well as collaboratively; on occasions more opportunities are needed for hands on exploration, such as science in Key Stage 1. Resources for the teaching of literacy in particular are good, the quality of resources in mathematics and science, and the range of resources for physical education, need some improvement. The schools resources reflect the variety of pupils' interests, gender and cultural diversity well, including those pupils with English as an additional language and special educational needs. More multicultural resources for music and artefacts for history would further enhance pupils' learning. The new computer suite provides suitable opportunities for pupils to develop their information and communications skills and once firmly embedded should support pupils' learning across the curriculum. The library is generally well stocked, is bright and comfortable and regular planned use gives pupils some opportunities for independent research. Most subject managers have audited resources in their subjects and continue to monitor their use. These are supplemented, wherever possible, by the effective use of external resources and visits to places of interest for example, an art gallery, museum and sites such as Sarehole Mill to support the study of rivers in geography. Resources are satisfactory overall; there is a good range of resources catering specifically for the needs of pupils with English as additional language.

THE PROVISION FOR AND STANDARDS ACHIEVED BY PUPILS WITH ENGLISH AS AN ADDITIONAL LANGUAGE

69. The provision for pupils with English as an additional language is good. In view of the high mobility rate, arrangements for meeting their needs are also managed with great care and attention to detail. This results in pupils quickly integrating into the school and making good progress. The quality of support by specialist staff is good and well targeted. Pupils' progress is monitored effectively and the emphasis given to speaking and listening and target setting is having a positive impact on the progress they make. In some instances, where specialist support is not available, individual needs are not consistently taken into account. The school has effective links with parents and provides support for those who need tuition in English. Overall management of the provision for these pupils is good and is effectively informed by the insights of the headteacher.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to raise standards further the governing body and school should:-

1. Continue to raise standards in English throughout the school by:-
 - further developing the key skills of writing
 - extending the opportunities for pupils to write in a range of subjects.(Paragraph 86, 88, 116)

2. Continue to raise standards in science and non-core subjects by:-
 - updating management skills to enable subject managers to monitor standards of teaching and learning in their subject more effectively.
 - providing appropriate training in subject knowledge as necessary.
(Paragraph 101, 107, 112, 117, 122, 128, 134)
3. Continue to raise standards art and design, design technology and music by:-
 - developing a scheme of work
(Paragraph 107, 112, 134)

In addition to the key issues listed above the following less important issues should be considered for inclusion in the governors' action plan.

Review the time allocation for English, history and physical education.
(Paragraph 87, 116, 138)

Ensure that teachers' marking is consistent across the school.
(Paragraph 46, 93, 143)

Ensure the effective use of classroom assistants in the reception classes.
(Paragraph 66, 73)

Further encourage parents to send their pupils to school regularly.
(Paragraph 18)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	74
Number of discussions with staff, governors, other adults and pupils	42

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	10	34	27	2	0	0
Percentage	1	13	46	36	3	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching.

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	39	386
Number of full-time pupils known to be eligible for free school meals		176

FTE means full-time equivalent.

Special educational needs

	Nursery	YR - Y6
Number of pupils with statements of special educational needs		1
Number of pupils on the school's special educational needs register		114 in total

English as an additional language

	No of pupils
Number of pupils with English as an additional language	421

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	40
Pupils who left the school other than at the usual time of leaving	31

Attendance

Authorised absence

	%
School data	93.7
National comparative data	94.4

Unauthorised absence

	%
School data	0.8
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1 (Year 2)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2001	32	30	62

<i>National Curriculum Test/Task Results</i>		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	15 (19)	12 (18)	30 (21)
	Girls	22 (25)	23 (27)	27 (28)
	Total	37 (44)	35 (45)	47 (49)
Percentage of pupils at NC level 2 or above	School	60 (77)	56 (79)	93 (86)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15 (19)	23 (21)	21 (21)
	Girls	24 (28)	26 (28)	28 (28)
	Total	39 (47)	49 (49)	49 (49)
Percentage of pupils at NC level 2 or above	School	63 (82)	79 (86)	80 (86)
	National	85 (84)	89 (88)	89 (88)

Percentages in brackets refer to the year before the latest reporting year.

Attainment at the end of Key Stage 2 (Year 6)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2001	18	33	51

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10 (12)	16 (14)	18 (16)
	Girls	18 (13)	27 (9)	24 (13)
	Total	28 (25)	43 (23)	42 (29)
Percentage of pupils at NC level 4 or above	School	55 (69)	84 (64)	82 (80)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC	Boys	9 (7)	15 (9)	14 (10)

level 4 and above	Girls	16 (6)	24 (8)	18 (7)
	Total	25 (13)	39 (17)	32 (17)
Percentage of pupils at NC level 4 or above	School	49 (38)	76 (47)	63 (47)
	National	72 (70)	74 (72)	82 (79)

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Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	4
Black – African heritage	7
Black – other	
Indian	8
Pakistani	291
Bangladeshi	13
Chinese	
White	21
Any other minority ethnic group	37

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	3	
Black – African heritage		
Black – other	2	
Indian		
Pakistani	6	
Bangladeshi		
Chinese		
White		
Other minority ethnic groups		

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes**Qualified teachers and classes: Yr1–Yr6**

Total number of qualified teachers (FTE)	19.5
Number of pupils per qualified teacher	28:1
Average class size	39

Education support staff: Yr1–Yr6

Total number of education support staff	12
Total aggregate hours worked per week	349

Qualified teachers and support staff: Nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	39:1
Total number of education support staff	3
Total aggregate hours worked per week	84
Number of pupils per FTE adult	10:1

FTE means full-time equivalent.

Financial information

Financial year	2000/01
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	£
Total income	1,023,407
Total expenditure	1,017,143
Expenditure per pupil	2,291
Balance brought forward from previous year	47,049
Balance carried forward to next year	54,213

Recruitment of teachers

Number of teachers who left the school during the last two years	7
Number of teachers appointed to the school during the last two years	8

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

444

Number of questionnaires returned

99

Percentage of responses in each category

	Strongl y agree	Tend to agree	Tend to disagre e	Strongl y disagre e	Don't know
My child likes school.	74	23	1	1	0
My child is making good progress in school.	57	36	2	1	2
Behaviour in the school is good.	60	30	1	0	3
My child gets the right amount of work to do at home.	54	26	9	2	3
The teaching is good.	67	27	2	1	1
I am kept well informed about how my child is getting on.	64	31	2	0	1
I would feel comfortable about approaching the school with questions or a problem.	64	31	1	0	2
The school expects my child to work hard and achieve his or her best.	75	18	2	0	4
The school works closely with parents.	67	28	1	0	1
The school is well led and managed.	72	24	2	0	1
The school is helping my child become mature and responsible.	68	22	5	0	2
The school provides an interesting range of activities outside lessons.	58	28	2	1	10

Summary of parents' and carers' responses

Parents were generally pleased with the education provided for their children.

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

70. The Foundation Stage of the school comprises two reception classes and a nursery, housed in a purpose built unit. Children attend nursery part-time for a year before they move to reception, and very good links are established with parents. Nursery teachers and classroom assistants make home visits to each family before children start at the school. These very good links continue throughout the Foundation Stage, where a home-links worker continues to liaise between school and home.
71. Children enter the nursery with well below attainment in most areas of learning. It is particularly poor in communication, language and literacy, in both home language and English as an additional language. Children's physical development on entry is below average. Children make good progress in the nursery and continue making satisfactory progress throughout the reception. On entry to Year 1, the majority have not attained the early learning goals and their attainment in communication, language and literacy is still well below average. This has a negative impact on attainment in other areas. In physical development children achieve satisfactorily. However, children respond favourably to teachers and learning support assistants and they achieve well against their prior attainment. Children who are identified as having special educational needs achieve well and make similar progress to their peers. They are included effectively in class and are well supported by learning support assistants and teachers. The majority of children have English as an additional language when they enter school and skilled staff, particularly in the nursery, supports them very well and they make good progress.
72. Teaching in the Foundation Stage is good overall. There is consistently good and very good teaching in the nursery, and some examples of good and satisfactory teaching in reception. The quality of teachers' planning is good. Teachers and learning support assistants contribute to the weekly plans and work well together. Value is given to the expertise of nursery nurses and learning support assistants and they have an equal responsibility in the good management of children. There is a quiet and peaceful atmosphere in the nursery and children make the transition to the reception classes well. All adults get to know the children very well. Each designated play area has suggestions displayed for learning development. The quality of organisation is good, and movement from one activity to another runs very smoothly. In the nursery, routines are well established.
73. The curriculum offered is broad and well balanced, with pupils learning through planned play activities and more directed tasks in the six areas of learning. Children in the reception classes have the benefit of spending an extended period each day in the well designed outside classroom. They have good opportunities here to develop physically, to enjoy supported role-play and to improve their language skills with adult support. This is a very good feature of the curriculum. However, the deployment of learning support assistants in this 'outside classroom' and not in the reception area is at times not the best use of staff. It means that, when children have freedom to choose from well designed activities in the reception classes, these are not fully exploited due to lack of support, and children do not always maximise progress. Careful assessments of pupils' progress are kept and both nursery and reception classes use the same pupil profile. A baseline assessment is carried out when children enter the reception class, following the local authority scheme. However, daily records of progress related to focused tasks in the reception classes are not always kept. Children have freedom to choose some well-

designed tasks, but because of this lack of monitoring, they do not always benefit sufficiently from the planned learning.

74. The teaching of **personal, social and emotional development** is good overall, and children make good progress in the nursery and satisfactory progress in the reception classes. However, the majority do not achieve the early learning goals, with many children's achievement being below those expected of pupils when they enter Year 1. This is due to children's very low attainment in those areas linked to language development when they start in the nursery. Children are encouraged to play together in special times set aside. Good manners and suitable behaviour are modelled well by adults. In the reception classes, children have suitable planned opportunities to describe their feelings and discuss issues like what makes them feel 'happy and sad'. In the nursery, snack-time is used very effectively as a social time, rehearsing 'please' and 'thank you' and giving a chance for conversation with a particular adult. Children are able to choose from a variety of suitable activities and, especially in the nursery, the level of support helps them to concentrate and complete these successfully. The children are well behaved and learn how to line up quietly and walk sensibly about the school. They take responsibility for hanging up coats and getting dressed to go outside.
75. Great emphasis is placed upon the development of **communication, language and literacy**, and the quality of teaching is good. When they come into school, children generally have very little confidence in speaking and listening effectively in their home language or in English as an additional language. The sensitive use of English as an additional language support in the nursery, enables children to understand and develop their skills effectively. For example, a small group was involved with a lotto game, which increased their visual identification of everyday objects associated with the sound they made. Because answers were encouraged in both home language and English, children became more confident and made good progress. Children enjoy listening to stories with translations and dramatic delivery, and the youngest children know that today's exciting book is in the 'big bag'. They particularly enjoy 'I look like this' when they had a mirror to copy the faces in the book. Activities such as these support language skills well.
76. Children progress to following the text of a big book in the reception class and listen to talking books on the computer in the classroom. Adults model conversation well, asking questions and exploiting language from other areas of the curriculum. Increasing confidence allows some of the older children to answer questions and begin to make observations for themselves. While looking at green fruit and vegetables for example, using touch, smell and a magnifier, children effectively learn vocabulary like 'big, small, rough, smooth, long and short' and words for colour. Children are able to discuss books they have read and make marks to tell their own story, but they are not always confident enough to read back what they have written. A range of child-selected activities at the writing table and the shop, where children are able to 'fill in forms' and 'make lists', as part of their role-play activities, supports early writing skills well. Imaginative starts to literacy sessions help the older children to develop vocabulary and make good links to stories. For example, a basket of fruit, like those in 'Handa's Surprise', successfully helped the children to recall the story and extended the development of vocabulary about the names of the fruit. At the end of the Foundation Stage, a few pupils are beginning to form letters and some can recognise their own name and are beginning to copy it. During their sessions with classroom assistants in the outside area, reception children also have good opportunities to talk about their play, count the steps on the apparatus and communicate with each other. The whole of the Foundation Stage concentrates effectively on speaking and listening skills, which has been identified on the school

improvement plan for the whole school. Despite the children's very low prior attainment, the good teaching enables children to make satisfactory progress in the area. However, the majority still do not achieve the early learning goals when they enter Year 1.

77. Children make good progress in **mathematical development** due to the generally good quality of the teaching, but the majority do not reach the early learning goals at the end of the Foundation Stage, many children's achievement being below those expected of pupils of this age. Children come to school with very little experience of ordering or counting. They use counting rhymes and count in their home language, as well as English. The nursery staff effectively exploit all opportunities for counting and developing mathematical language. For example, counting slowly when distributing milk and biscuits, or when playing in the water, to develop the vocabulary of size. One good example was seen when staff measured children's height by placing a leaf on the beanstalk. Children listened carefully to the adult modelling the correct vocabulary for tall and short, and as a result, most children were able to recognise and use these words correctly. At this early stage, pupils are copying the lead given by the adult. Children are beginning to sort by colour and use shapes in drawing. In the reception classes, they feed a 'number monster' with crisps, biscuits and pizza to learn how to add small numbers to make totals less than ten. These older children are beginning to recognise numbers to ten. They make rubbings of the figures and count musical beats by making marks on whiteboards. Many can name common two-dimensional shapes. There are often very well designed support activities in mathematics sessions in the reception classes. Rooms are well decorated with mathematical and number displays, and they support children's learning well.
78. Children make good progress in their **knowledge and understanding of the world**, but the majority still do not achieve the early learning goals at the end of Foundation Stage, with many children's achievement being below that expected of children of this age. Teachers in the nursery provide many good opportunities for children to develop their knowledge and understanding of the world around them through the use of all their senses. For example, children examined fruits and vegetables using their senses of smell and touch. When digging in the garden to plant plants, staff used this opportunity sensitively, to draw children's attention to the seasons and the weather. In other activities, children develop their knowledge when they use construction toys, for example, to make tracks and vehicles. Throughout the Foundation Stage the children enjoy and benefit from opportunities to use computers and are beginning to control the mouse to interact with the screen. Many use the skills of 'drag' and 'drop' to turn the pages of a talking book and use a painting programme with help. Older children listen to audiotapes and are beginning to learn how to operate the tape player.
79. The regular use of the outside area as a 'complete classroom', contributes significantly to children's knowledge of their surroundings and their local area. Children draw roads with chalk for themselves and their wheeled toys. They take their learning support assistant on 'walks' to the fair and visits to restaurants. Both the nursery and reception classes keep extensive photographic evidence of visits out of school and associated work. For example, making the shop in the class and acting out the activities seen after a visit to the post office and shop. All children have opportunities to celebrate birthdays and achievements. Along with the rest of the school, they successfully celebrate faith festivals relevant to the children. In the reception classes, a discussion about birthdays was related carefully to the work done in communication, language and literacy about 'Kipper's Birthday'. In this area, the majority of pupils do not reach the early learning goals since many are hampered by their poor literacy skills.

80. Children make good progress in **physical development** because of the well-planned activities, and overall good teaching. Most will gain the early learning goals before entry to Year 1. There are very good opportunities for children to play outside with well-designed equipment. Each child has one session outside everyday and this is good provision. They can climb, jump, balance and run confidently. Children count steps as they climb, learn how to pedal and push wheeled vehicles, chase to catch bubbles and use bats and balls well. They are always very happy and involved at this time, and in this relaxed atmosphere they develop their relationships with adults well. Nursery children have sessions in the hall, where they are learning to move to music, using movements like marching. In the classrooms, they have many well-planned opportunities to acquire skills when they use brushes, pencils and pens. They are helped well in the nursery, for example, when using scissors and spreaders for glue.
81. Due to good teaching, all children make good progress in the area of **creative development**, although the majority do not reach the early learning goals by the end of the reception year, with many children's achievement being below that expected. Children make the most progress in the nursery where adults carefully support creative activities. Children learn how to use paint well and how to decorate their caterpillar with textures and to choose suitable colours. They print with leaf shapes and are encouraged in their role-play in the house and outside by the skilful intervention of adults. Children in the reception classes have very good opportunities for imaginative role-play in the outside area, and engage their learning support assistants in their adventures and journeys. They also use their shop in the classroom for creative play. Teachers provide frequent opportunities for children to engage in painting and drawing, and this has a positive impact on their learning. For example, they use coloured glue and sand to make delicate, textured pictures and to work with different collage materials to good effect.

ENGLISH

82. Results in the 2001 National Curriculum tests show that standards attained by the end of Year 2 in reading and writing are well below the national average and that of similar schools. However, they make satisfactory progress, as standards are well below average in this area of learning when children enter Year 1. Standards in the end of Year 2 tests were above average when compared with similar schools, although below the national average. Results have dipped for older pupils compared with the previous year and this is mainly due to the high incidence of special educational needs within the cohort and the acute rate of mobility. Although standards remain low, there has been a marked improvement since 1999. Inspection findings broadly reflect these results and show that, although standards remain below average overall, pupils, including those with special educational needs and bilingual learners, achieve well against their prior attainment.
83. Pupils with special educational needs make at least satisfactory, and sometimes good progress, depending on the amount of support they receive and the skill of the teacher in linking literacy targets within individual educational plans to lesson content. Pupils with English as an additional language make good and sometimes very good progress, particularly in focused sessions, where they receive good support.
84. Pupils enter school with very poor communication skills and, although they make satisfactory progress in Key Stage 1, attainment in speaking and listening is well below the national average for seven-year-olds. In Year 2, more able pupils listen and speak confidently in response to teachers' questions and at the end of lessons, when presenting and sharing work. However, whilst a high proportion of pupils of lower ability listen well, their response when speaking is short and tentative with many not able to explain and develop their ideas because of limited vocabulary. By the end of Year 6, attainment is still below that expected for pupils of this age. Pupils make good progress at Key Stage 2 and they engage well in speaking and listening activities. This is a direct result of the school's effort to address this aspect, which was identified in the last inspection as in need of improvement. For instance, pupils taking part in a Diwali assembly show confidence in communicating the meaning of the story through words and dance, and are able to project their voices and perform as a group.
85. Attainment in reading by the end of both key stages is below the national average for the majority of pupils. By the end of Year 2, above average pupils enjoy reading and are able to talk about the plot and compare their current reading with material read previously. They express their preferences confidently, justify choices and demonstrate basic retrieval skills. Average pupils talk about the content of what they read, but often rely on pictures. Some make good use of phonic clues, but many, including less able pupils, read hesitantly and are much less forthcoming when invited to comment on the plot, characters or their preferences. By the end of Year 6, more able pupils use a range of strategies to help them in their reading and discuss a variety of texts. They predict what might happen using their knowledge of the plot and characters and justify their predictions. However, few pupils have developed sufficient skills to infer and deduct beyond the literal meaning or to refer to texts to support their views. Despite a low starting point, pupils make good progress. This is mainly linked to the effective management of reading and the improving provision for guided and shared reading. Reading records show parental involvement with reading at home. The more systematic use of group, and in some cases individual, targets is having a positive impact and is reflected in the confidence pupils' gain as they grow older. Library facilities are satisfactory and are used well, and many pupils are developing confidence in using skills to retrieve information.

86. Attainment in writing, by the end of Year 2, is well below the national average. By the end of Year 6 it is below the national average. By the end of Year 2, higher attaining pupils are able to develop their ideas in sequence, use capital letters correctly, and spell most words correctly. They choose vocabulary imaginatively and some have a secure grasp of speech marks. However, whilst many pupils manage to communicate meaning, the majority do not write in sentences, sustain ideas, or develop them sufficiently. Spelling for a high proportion of pupils is poorly developed and many do not use joined writing. By the age of eleven, more able pupils write extensively and produce a suitable variety of narrative texts. However, a high proportion lack confidence and understanding to produce work using vocabulary that is rich or is arranged in a way that captures and holds the reader's attention. The school has identified writing as an area of weakness and has extended the time to provide a daily opportunity to practise it. Extended writing has also received specific attention, particularly for older pupils. Evidence from the inspection indicates that this is beginning to have a positive impact on pupils' achievement. Pupils' overall achievement is enhanced because they have positive attitudes to the subject. They are keen, highly motivated and engage well with activities. They are attentive listeners and many work collaboratively in a spontaneous way.
87. The quality of teaching and learning in lessons seen is satisfactory overall in Key Stage 1 where pupils make satisfactory progress, and it is generally good in Key Stage 2 where pupils make good progress. This represents an improvement over the last inspection where teaching was more variable. Where teaching is good or very good, learning objectives are thoroughly rehearsed with the pupils to focus their attention and revisited at the end to check understanding. Effective questioning is used to consolidate pupils' understanding of features at the start of the text, such as the use of instructional writing. For example, in a lesson in Year 4, the teacher's modelling of writing instructions about fireworks enabled the pupils to apply their previous knowledge and to contribute their ideas positively to the shared writing task. In the best teaching, questioning is used in a way that enables the majority of pupils to respond, targeting, for instance, pupils who do not always volunteer answers. Also good encouragement and praise is provided for pupils who have English as an additional language when they are in the early stages of learning English. In many instances, care is taken to explain key terms, enabling pupils to extend their vocabulary by focusing on 'root' words and derivations. Where teaching is less effective, this is mainly due to the teacher not providing sufficient challenge for individual pupils while they work independently. Appropriate additional time has been provided for the teaching and learning of writing, but this should be kept under review, as at times pupils began to lose concentration in the longer literacy lessons. The marking of written work has substantially improved and in some instances is excellent, with constructive suggestions and targets for pupils to improve their work. In all lessons, assistants are well deployed and pupils with special educational needs are appropriately supported. The school uses the literacy framework well and strategies for continuous development and improvement have led to increased provision for writing and a clear focus on speaking and listening skills. The school carries out a range of assessment tasks and collates the information clearly, enabling teachers to track pupils' progress and use the data to set appropriate group and individual targets. In order to improve it further, the school needs to develop specific methods for assessing and monitoring pupils' progress in speaking and listening, using this information in short-term planning in other subjects to better meet pupils' needs.
88. The co-ordinator leads the subject effectively and has a good overview of which aspects need further development. Clear priorities for development are identified in the school improvement plan and these are being implemented effectively, showing a positive impact on pupils' achievement. Whilst the literacy framework is followed thoroughly, there is no scheme of work

for listening and speaking to ensure clear progression in learning or to define expectations within each year group. There are some good examples of the use of literacy skills in other subjects, for instance in geography and science, but opportunities are not being identified systematically or used widely enough in short-term planning and individual lessons. Pupils are beginning to use laptop computers in their literacy lessons to aid learning. The school should consider a wider application of writing skills across the curriculum.

MATHEMATICS

89. In the national tests in 2001, the school's results were well below the national average for pupils at the end of Year 2, when compared to schools nationally and against similar schools. This is a dip from the previous year, when standards were above average for similar schools and the same as national averages. This decline in results in 2001 was because of a significant number of pupils with special educational needs and a transient population. The achievement of the majority of pupils is at least satisfactory in Key Stage 1 as pupils enter Year 1 with attainment levels below the national average. It is mostly good in Key Stage 2 as results in 2001 for the end of Year 6 were well above those of similar schools and above when compared to national averages. This indicates an upward trend since 1999 due to the emphasis the school has put on teaching and learning in mathematics since the previous inspection. Comparison by gender indicates that girls performed slightly better than boys at the end of Year 2, and at end of Year 6 boys performed better than girls. However, no significant difference between the attainment of boys and girls was found during the inspection. Higher attaining pupils in Year 6 are given the opportunity to sit and succeed in the higher-level mathematics paper in the standard assessment tests at eleven.
90. Inspection findings show that standards are improving as pupils pass through the school. Progress in Years 1 and 2 is mostly good, reflecting good levels of teaching. In Year 2, pupils are attaining at standards generally in line with the national average. They make good progress and work appropriately to present their work well. A similar picture emerges for the juniors, where pupils have continued to make good progress. The school has invested considerable energy and effort in this subject area since the previous inspection, when attainment at the end of Year 2 was below the national average and, at the end of Year 6 in line with national average. This indicates consistent improvement across both key stages.
91. In Year 1, less able pupils recognise numbers zero to five, count on in two's to twenty and count on in tens to a hundred, whilst the more able pupils count in multiples of ten leading to consideration of one pound coins. At the end of the key stage, they confidently count in hundreds forwards and backwards, using 'add' and 'minus'. Throughout almost all classes pupils are challenged to do their best and respond well to tasks set. This is consistently evident in pupils' books throughout the year. Less able pupils in the infants, for example, work confidently on smaller numbers, know the difference between odd and even, count up to twenty in two's and up to a hundred in tens. They solve very simple money problems, name two-dimensional shapes and offer some of the properties. More able pupils work on higher numbers and the differentiated work planned and delivered ensures that these pupils are challenged purposefully in all aspects of mathematics. In Year 3 and 4 pupils read and write whole numbers to ten thousand and some solve given problems by collecting, classifying and interpreting data from graphs. In Year 5 they understand measure and calculate perimeter of rectangles and regular polygons and the more able pupils explain how they achieved their results. By the end of Year 6, pupils recognise square and prime numbers, know multiples up to ten and apply simple tests of

divisibility. They confidently classify quadrilaterals using criteria, such as parallel, equal sides and equal angles.

92. Throughout the school the focus on the use of mathematical language is particularly strong. Pupils make good progress in their number and money work. Their understanding of shape, space and measure is sound at the end of Year 2 and good at the end of Year 6. Their data handling is developing well and pupils approach their problem solving and investigative work confidently using previously acquired knowledge and understanding well. Pupils with special educational needs are progressing well due to the good quality support they receive in class.
93. The quality of teaching and learning is good overall, an improvement from the previous inspection. Teaching, particularly in Years 2 and 6, is consistently better. This is due to the focus on teaching mathematics and the good implementation of the National Numeracy Strategy. There is a suitable balance of whole class teaching, individual and group work involving all pupils. This reflects the improving trend in the school's performance. Pupils throughout the school are well challenged and the setting arrangements in Year 2 work particularly well and offer effective support to improve the progress of all pupils, especially the less able. Teachers' planning is good and the co-ordinator monitors this on a regular basis, including the use of mathematics across other curricular areas. Assessment is particularly effective. The data from standard assessment and other tests is analysed, and from this data weaknesses are identified and remedial action taken where appropriate. However, marking is variable and, although there are good examples of marking which offer guidance for development, this practice is not consistent throughout the school and is an area for development. Well-presented classroom displays reflect a variety of mathematical aspects and offer useful reference to tables and vocabulary. Teachers have worked hard to create this stimulating environment. Effective use is made of support staff for pupils who have English as an additional language and for pupils with special educational needs, as well as for those who find aspects of numeracy challenging. The very good relationships that exist between pupils and adults help to ensure calm, well-organised routines in most classes.
94. The leadership of the subject is good. Time has been allocated to ensure some limited monitoring and support, but consideration needs to be given on how this can be more effectively planned on a more regular basis. Assessment is good overall and is a major contributory factor in raising standards. Resources are mostly in place, but these could be improved. Good support is given to all members of staff and training is proving to be beneficial to raising staff knowledge, understanding and confidence.

SCIENCE

95. Pupils at make satisfactory progress overall in Years 1 and 2, but observed standards of attainment, at the end of Year 2 are below those expected nationally. On the basis of teacher assessment, attainment is well below the national average and is just below the average compared with similar schools.
96. In Years 3 to 6, pupils make good progress and standards of attainment by the end of the Year 6 are in line with the national average. On the basis of national tests in 2001, the school's performance in science was slightly below the national average, but it was better than that for similar schools. Progress in science against prior attainment is good. The school achieves well, as in the number of pupils that attain the higher Level 5. Overall,

there has been an upward trend in science since 1996 despite a slight dip in 2001 due to the number of special educational needs pupils and a transient population in that year.

97. Standards in the current Year 2 are below average, although pupils make steady gains in their learning and gather a range of scientific knowledge. As a result of the direct teaching of new vocabulary, pupils are beginning to use scientific words for describing their work, but in their planning and recording of experimental work they need a great deal of help. They are still hampered by a lack of fluency in using the language and writing and recording skills. In Year 1, pupils have a basic understanding of the differences between living and non-living things; this is developed in Year 2 where pupils describe well basic conditions that plants need in order to grow. They recognise that living things are found in different places such as ponds or woods. All pupils have a satisfactory understanding of the needs of human beings, including a healthy diet. Properties of materials are explored and developed well, and younger pupils recognise and name common types of materials and know that some are found naturally. In Year 2, pupils describe objects and materials in terms of texture, know that materials are chosen for specific uses, such as glass for windows, and that heating and cooling can change materials. By the end of the key stage, pupils have an appropriate understanding of how the forces of push and pull move things and how to make a simple circuit to light a bulb. Pupils recognise that there are many sources of sound but not how sounds are heard. Older pupils recognise the need for making a test fair and there is some evidence to show that a few more able pupils, make predictions and compare them with actual results. Pupils with special educational needs, and those who have English as an additional language, make appropriate progress because they are well supported by teachers and classroom assistants.
98. In lessons at Key Stage 2, pupils' attainment is at least satisfactory and towards the end of the key stage it is sometimes good. All pupils make good progress. In Year 3, pupils describe ways in which materials can act as thermal insulators and carry out investigations fairly. They observe well, make suitable suggestions about what might happen and record their results using simple grids. Pupils handle equipment such as thermometers safely and carry out repeated measurements at specific intervals. However, lack of a control of room temperatures, hampered the pupils from seeing the full extent of the differences in their results. Pupils in Year 4 understand that vibrations cause sound and investigate this well. The use of key questions and well-focused learning objectives encourages pupils to reflect on their predictions and draw suitable conclusions, although these are not always explained sufficiently well by pupils. In Year 5, pupils understand the relative sizes of the earth, sun and moon from well-chosen resources. They recognise that different parts of the earth face the sun during each twenty four hour period and use a variety of different ways to explain this phenomenon through drawings and diagrams, direct exemplification with a globe and light source, and also through mime. Pupils carry out good comparative work in Year 6, during investigations about increasing the size of shadows. Pupils collaborate well, negotiate, and make a range of hypotheses before planning and investigating to a good standard, using fair tests to ensure valid results. All pupils in the key stage work at an appropriate level, including those with special educational needs and those with English as an additional language. More able pupils are generally given the same work as other pupils, but are expected to produce more detailed or complex explanations of work undertaken.
99. The quality of teaching is satisfactory overall, with some good very good teaching seen in Years 3 to 6, which contributes to pupils' good progress. Teachers plan well together in year groups and they regularly share information about what works well in lessons; they work closely with support teachers. They generally have secure subject knowledge and

use effective strategies for introducing pupils to new topics. The majority ask probing questions that require pupils to really think and identify important aspects of a scientific approach and, in some instances, explain their thinking to others to clarify their own understanding. As a result, pupils' attitudes, values and behaviour in science are good. They listen attentively and respond well to questioning in all classes. They co-operate well and support each other in group work and handle equipment in an appropriate manner. Pupils' literacy skills of speaking and listening are well promoted in these lessons. In Year 6, pupils are encouraged to record ideas as they work and then assess their findings against original predictions. There is the potential for the majority of pupils to produce more evaluative writing and increase the range of charts and graphs to represent their findings. At present they do not collect data and interpret it through the use of information and communication technology.

100. Work is marked regularly, but there is a lack of consistency in identifying and informing pupils about what they need to do to improve. In the best practice, the teachers in Year 6 use relevant written questions to develop pupils' understanding. Teachers monitor pupils' work effectively in lessons and have suitable knowledge about what pupils know and understand; their weekly evaluations, however, do not always identify those pupils who need more challenge or those needing extra support. Records are also kept each half term, which reflect the key learning objectives well, but this system needs to be more consistently implemented across the school. A portfolio of moderated work would help teachers to be more secure in judging the levels of attainment at which their pupils are working.
101. The curriculum is broad and balanced with secure progression across both key stages. The long-term absence of the science manager has had a negative impact on some aspects in the subject, particularly monitoring and assessment. Also, the quality of resources has declined because there has been no planned action to renew and replenish them. They are stored, labelled and accessible to staff, but there were occasions during the inspection when the provision of more resources would have enhanced pupils' understanding. The acting manager for science and another colleague have formed a firm working partnership and are beginning to identify appropriate targets to improve standards. They are keen for the status of experimental and investigative science to develop further and wish to enhance their own professional development, and ultimately that of their colleagues, through relevant staff development.

ART AND DESIGN

102. The attainment of pupils at the end of year 2 and 6, including those from different ethnic or cultural backgrounds, and those pupils with special educational needs, is in line with national expectations, and pupils make satisfactory progress. This is the same as at the last inspection. During the inspection only one art lessons was observed. Judgements, therefore, are largely based on evidence from work displayed around the school, teachers' planning, and interviews with pupils.
103. By the time pupils enter Year 1, they are able to control markers and apply paint with brushes with developing accuracy. These basic skills are further developed in Year 1 so that in Year 2 pupils' confidence in their ability is clearly shown in a range of media. A display in the classroom showed pupils in Year 1 were able to explore with paint, mixing colours to different tones and shades. Throughout the key stage, pupils' painting skills are developing well as shown in the portraits displayed in the hall. The development of

satisfactory drawing skills is effectively supported by the opportunities provided in other subjects, including the satisfactory drawings of houses linked to the geography topic.

104. Investigating pattern work has a high profile in Key Stage 2. A display linked to the theme of Romans, which included mosaic work, string printing, fruit prints on material and computer-generated images, demonstrated work of a satisfactory quality and shows that pupils are learning satisfactorily about pattern, line and tone. In Year 6, pupils' pattern making skills have developed well and they create black and white ink patterns of a good standard. Pupils' observational skills are developing adequately. In a lesson observed, the teacher's good teaching method encouraged pupils to look closely at a set of objects and they were able to identify similarities and differences in texture, shape and colour. Discussion with a group of pupils in Year 6 showed that they are studying the work of famous artists such as Picasso and Van Gogh satisfactorily, but they do not use their sketchbooks regularly to try out techniques, plan work and evaluate their final pictures.
105. Teaching is satisfactory overall throughout the school. In the one lesson observed, good management of pupils and high expectations ensures pupils show interest and involvement when studying the objects they are asked to sketch. Support staff are used well, for example, by effectively assisting a group of pupils in need of additional educational support, to observe objects in detail and produce an appropriate sketch. All teachers display pupils' work well around the school.
106. Art in the school makes a good contribution to cultural development. Pupils in Key stage 2 remembered the Rangoli patterns they had made and were proud of the Mehendi patterns on the Diwali cards they had created. A good contribution to the art development of the pupils throughout the school is the range of good opportunities provided for pupils to enrich their art experiences outside of the formal curriculum. On a visit to Wales, for example, pupils had the opportunity to make good quality clay pots and coloured plates. Pupils also extend their experiences in art well when they attend the Textile Club on a Saturday morning.
107. Since the school has been concentrating its attention on raising standards in literacy and numeracy in recent years, art and design has not received significant emphasis in the overall curriculum. There is therefore little evidence of three-dimensional work, particular clay modelling. Although the school is using the nationally recognised scheme of work, it is not yet sufficiently well matched to the school's particular needs to ensure a progressive programme of study. A new art manager has been appointed who recognises the need to secure in-service training, both for herself and all staff, and this has been recognised by the school. There is a need for her to update her knowledge of the subject and improve her management skills to enable her to monitor art and design effectively, so as to raise the standards in all areas across the school.

DESIGN AND TECHNOLOGY

108. Standards of attainment are broadly in line with those expected for pupils at the end of Years 2 and 6, and progress overall is satisfactory. This is the same as at the last inspection. All pupils including pupils, with special educational needs and those with English as an additional language, enjoy this subject and make satisfactory progress.
109. Pupils talk with pride about their work and take care when making items, using equipment safely. Younger pupils are beginning to recognise features of familiar items

such as moving toys. They understand the simple 'lever and pivot' mechanisms when looking at models made from construction toys. With support, they combine two pieces of card to make a moving joint, using 'split pins'. More able pupils evaluate their work simply.

110. As they move through the school, pupils make satisfactory progress in their acquisition of appropriate skills. Those in Year 3 plan carefully the tools and materials they will need to make a 'free standing' photograph frame. After examining a wide variety of frames most pupils recognise how to make the frames stable through the use of a wide base and triangular support. Similarly in Year 4, pupils have knowledge of the different mechanisms used to make 'flip books'. Teaching that provides a wide range of books to examine and sets a clear design brief ensures that pupils are well motivated. As a result, they are beginning to take the needs of the reader into account in their designs. Musical instruments designed and made in Year 5 have developed pupils' technical competence effectively. Pupils' annotated diagrams and first attempts were evaluated carefully. Designs were revised and the final instruments were of a good standard. Similarly, 'shelter designs' in Year 6 show an appropriate awareness of strengthening techniques.
111. Only one lesson was seen during the inspection. An analysis of teachers' plans, talking with pupils and examining their work indicates that teaching over time is satisfactory. Teachers plan lessons appropriately, following the national guidelines. They ensure that pupils have practical support and provide appropriate resources to support learning. The evaluations and development of pupils' work by teachers, however, is inconsistent. Pupils record their work in a variety of forms and books. This does not enable pupils to fully generate or clarify their ideas through carefully labelled sketches, or subsequent evaluations. Less able pupils find the recording of their ideas difficult without a clear format to follow. Often work is not marked, which indicates that teachers do not always value pupils' efforts. Sometimes, projects planned in school are completed for homework. Pupils in Year 6, for example, made their shelters at home. Finished items indicated pupils had taken a pride in their work, but these did not relate to the planning undertaken in lessons. Shelters were not evaluated and tested to ensure that they had fulfilled the design brief. Nor did pupils have an opportunity to identify how they could be improved. As a result an opportunity to develop learning was lost.
112. During the last inspection it was stated that the subject was to have a high priority on the school development plan. This has not been the case. The subject manager, absent at the time of the inspection, has not developed a policy or adapted national guidelines to the needs of the school. This is unsatisfactory. Teachers have tried hard to develop the subject, but lack guidance and support. As a consequence, opportunities are not fully developed. There is a need to develop a more cohesive and whole-school approach to the teaching and recording of work.

HISTORY

113. Standards of attainment in history are in line with those expected and pupils make sound progress at both key stages. This is a similar position to that reported in the previous inspection.
114. In discussions with pupils, it was found that pupils have a satisfactory understanding of the subject by the end of the key stage. Pictures and artefacts, where available, help pupils to develop a sense of historical inquiry and to acquire a growing recognition of the differences between the present and the past. In Year 1, pupils enjoy handling household

objects from the past and discussing the materials from which they were made, such as warming pans. Some pupils make sensible guesses and observations when they cannot recognise the purpose of particular items. In Year 2, pupils understand the use of memorials to bring to mind those people who have died in wars, with particular reference to the forthcoming 'Poppy Day', and show good empathy with the feelings of relatives. Activities such as placing pictures in sequence and building up simple time-lines help pupils to develop an early sense of chronology. In discussions about their work, some pupils relate well to signs of change within their own family. They are aware of the passing of time through the use of everyday terms. Although some attention is paid to stories about famous people, this aspect of work is underdeveloped. By the end of Year 6, the range and depth of pupils' historical knowledge is satisfactory overall. The development of enquiry skills is sound and pupils have had suitable opportunities to research and develop important retrieval skills using pictures, books and CD-ROM. For example, in their work on the Romans, pupils in Year 3 show suitable standards of recall and categorise statements accurately. The majority of pupils describe some of the main events and changes in periods studied. In Year 4, pupils enjoy learning about the different foods eaten by rich and poor in Tudor times and make relevant comparisons. In Year 5, pupils have a suitable sense of the social aspects of history and identify the differences in lifestyles between the rich and poor in the Victorian period, and also the main differences between lifestyles now and then.

115. By the age of eleven, although pupils are aware of how some aspects of the past have been represented, their work does not reflect the fact that different points of view can be validly held on a range of historical events and problems. Their understanding of bias in different sources of information has not been fully exploited. The majority of pupils have not had sufficient opportunities to explore historical artefacts, although the knowledge and understanding of pupils in Year 4 were enhanced by a visit to a museum; they enjoyed the opportunity to dress up in authentic Roman costume and armour. All pupils make appropriate progress.
116. The quality of teaching is satisfactory overall. Teachers set clear objectives that they discuss and explain; this enables pupils to make satisfactory gains in learning. Other strengths include well-focused discussions that contribute well to pupils' understanding of the ways in which the past has helped to fashion the present; also effective questioning to extend pupils' thinking about the period being studied. Attitudes to learning and pupils' behaviour in lessons are good and they generally make suitable progress against the planned learning objectives. In all lessons, pupils with English as an additional language and special educational needs are fully included and make appropriate gains in knowledge and understanding when measured against their prior attainment. Good opportunities are taken to develop correct historical vocabulary. Teachers know their pupils well and evaluate and record overall class progress weekly. Evidence from pupils' previous work shows that the highest quality work was undertaken in Year 3, where pupils engaged in independent research and used empathetic writing to reveal pertinent information about the everyday life of a Roman soldier, for example. Where teaching is good, it reflects teachers' subject knowledge and expertise in the use of interesting activities that stimulate pupils' responses. In other instances, the amount of time spent on the lesson was far too long so that pupils become restless and the pace of their learning decreased. On many occasions insufficient opportunities are taken to promote suitable progress in writing. For example, older pupils are not required to record their work in a variety of ways and rarely include their own ideas or judgements in their work.
117. The subject manager monitors planning satisfactorily, but does not monitor teaching and learning so that opportunities to share the good practice that exists in some classes are

lost. She has recently revised the policy and scheme of work to reflect the needs of all pupils in the school. Her role has yet to extend to monitoring standards through an overview of pupils' books. The management of resources such as books, posters, pictures and CD-ROMS is satisfactory, but there are insufficient artefacts available. Visits to places of historical importance are undertaken wherever possible and enrich the curriculum.

GEOGRAPHY

118. Pupils' achievements are satisfactory and they reach standards similar to other pupils of their age by the end of both key stages. Overall standards have been maintained since the last inspection. Pupils, including those with special educational needs and English as an additional language, achieve appropriately against their prior attainment. This is due to the good quality of teaching, and particularly the skilful approach to include pupils of different abilities in all aspects of the lesson.
119. No lessons were observed at Key Stage 1 so standards at the end of this key stage have been judged from discussion with pupils and the scrutiny of work. In Year 2, pupils show understanding of weather variation in cold and hot countries. They name different means of transport, drawing on their own experiences of visiting their country of origin. They satisfactorily identify different countries and continents on a world map. However, an analysis of pupils' books indicates a limited range of work covered. Pupils in Year 5, studying rivers, identify different features of the river Cole. They use their visit to recall what they have observed, helped by the teacher's prompting and show a good grasp of geographical vocabulary. Through sketching different sections of the river and representing various landmarks and features, they have developed a satisfactory knowledge and understanding of river courses. They also have a satisfactory knowledge of how land is used. In Year 6, pupils have a suitable knowledge of mountain environment and work well in groups, presenting their work to their peers.
120. Pupils are keen and enthusiastic, for example, when they prepared their own materials independently, using information technology as a tool and an overhead projector to enhance their presentation. The confidence shown by pupils including those with special educational needs and those who are in the early stages of learning English, is a clear indication of the teachers' commitment to ensuring equal access and an inclusive approach. Speaking and listening skills are developed well in geography lessons. Evidence from the analysis of work indicates pupils' satisfactory grasp of geographical vocabulary to describe different environments like "savannah" or "tundra", as they write captions identifying specific features.
121. The overall quality of teaching seen during the inspection and over time is satisfactory. It generally promotes positive attitudes in pupils and a willingness to respond to questioning. Most of them collaborate spontaneously when working independently and apply themselves well. In the best teaching, pupils are briefed effectively about learning objectives and given guidance about what they are expected to learn. For instance in one lesson, when presenting their work to their peers, pupils are reminded to project their voice. All pupils are involved so those pupils who are not making presentations assess the presenters according to specific criteria. In this lesson, the specialist teacher for English as an additional language was effectively deployed, and having previously supported the pupils in preparing their presentation, was well able to evaluate their learning well. In another lesson, skilful questioning and exemplification enable pupils to quickly grasp the features of rivers and reflect this in their drawings. In instances where

teaching has less impact, this is due to a lack of support for individuals and pupils with special educational needs make less progress.

122. The geography curriculum is effectively enriched by the provision of fieldwork experiences where each year group has specific opportunities to explore the locality and the various facilities that the City of Birmingham offers. The curriculum provides valuable opportunities for the pupils to develop their cultural awareness as one of the contrasting localities studied is based on Pakistan. The subject manager is enthusiastic and provides effective guidance for colleagues. She has reviewed the curriculum and has begun to introduce elements of citizenship education. An effective approach is being used to review the nationally published guidelines and units of work through discussion and feedback from teachers. Information and communication technology is appropriately used in geography to develop pupils' research skills. Monitoring by the subject leader is limited to reviewing the scheme of work and targets for developing the subject are not sufficiently focused on improving standards.

INFORMATION AND COMMUNICATION TECHNOLOGY

123. Pupils at the end of Years 2 and 6 attain standards that are in line with national expectations and progress overall is satisfactory. Standards remain similar to those in the previous report. There has been satisfactory improvement since the last inspection with the introduction of a very well equipped computer suite, with appropriate software, which is enabling pupils to gain the skills which are now required. By the end of Year 6, with good support of teachers, pupils have worked hard to acquire new skills to bring their attainment in line with national expectations. Their personal achievement and progress is therefore good.
124. By the end of Year 2, pupils design a suitable house for Barnaby Bear, using a paint programme. They make line drawings and use spray and flood fill tools satisfactorily. They know how to log on to the computer system and can save their work. Younger pupils use the mouse to drag and drop pictures, and have used an infant screen programme successfully to create a house and family. They have found inserting text more difficult, but by careful choice of activity are beginning to make progress with this.
125. By the end of Year 6, pupils work with spreadsheets, collating data and comparing average test scores satisfactorily. They use the word processor regularly to write and are beginning to make effective use of laptop computers during literacy lessons. They use desktop publishing skills for captions, importing pictures and formatting pages. They have successfully learnt how to design a web page for the school. They are beginning to work with a data-handling programme, effectively linking science research with information communication technology.
126. Teaching is satisfactory overall, and pupils make satisfactory progress, although there were examples of good and very good teaching seen during the inspection when pupils made good progress. Although standards are only in line with national expectations at the moment, because teaching is strong pupils achieve well, especially at Key Stage 2. Lessons are well prepared and planned by teachers. Regular routines are established in the computer suite, which is used regularly by all classes. Teachers deploy their support staff well, ensuring that small groups have the teaching part of the lesson explained to them in a suitable way. As a result, all pupils demonstrate enthusiasm for the subject and frequently show very good co-operation when working with a partner. They are often able to describe and demonstrate what they have done and use their skills to make

captions and headings for displays in the classroom. Their enthusiasm contributes greatly to the quality of work produced. Those teachers who have particular expertise enable pupils to make very good progress in lessons, as they understand the processes of learning involved. Teachers display objectives for the lesson so those pupils begin to make judgements about their own learning. Good use is made of supportive textbooks, which enable pairs of pupils to work independently well. For those teachers with particular skills, exemplary use is made of the facilities offered by the network to observe the work of pupils and to display examples to each workstation, using the tutor desk. Careful records of pupils' progress are made at the end of each taught unit of work.

127. Teachers carry their enthusiasm into after school clubs, which help many pupils to improve their skills. In these clubs, older pupils have opportunities for research linked to their homework, using the world wide web, and younger pupils develop their skills with art programmes. Throughout the school, teachers are beginning to make good links between information and communication technology and other subjects, particularly in literacy, geography and science. For example, pupils in Year 3 use their knowledge of changing text to replace the word 'said' with synonyms like 'whispered' or 'shouted,' while learning how to highlight and overwrite on the computer. They also learn how to access shared files on the networked computers.
128. The subject manager and his support teacher show great vision and enthusiasm for the subject. They have used a large budget well and have identified needs for development effectively. For example, they felt that their time was often used to sort out technical problems and have now appointed a technician to maintain the system. The use of government guidelines for teaching information and communication technology throughout the school has yet to become properly embedded. They acknowledge the need to continue training for staff, in order to increase knowledge, skills and confidence, and have successfully negotiated training related to the government national initiative. There are still areas for development within the curriculum, as older pupils have had little experience of using E-mail, sensors in science or programmes designed to illustrate computer control.

MUSIC

129. All pupils, including those with special educational needs and those with English as an additional language, enjoy this subject and make satisfactory progress. Standards across the school are satisfactory overall. Singing has been a high priority in school and it is now satisfactory at both key stages. This is an improvement since the last inspection. However, pupils have limited opportunities to develop their skills in composition, and standards in this area are unsatisfactory.
130. Staff throughout the school promotes satisfactory listening and appraising skills, and use music to evoke a suitable atmosphere, particularly in assembly, and when appropriate music is played in the corridor, throughout the day. A Year 1 class demonstrated that they are able to listen carefully, clap simple rhythms well and play short melodic patterns on percussion instruments. They also used these instruments to accompany a simple song, which they sang with enthusiasm. Pupils in Year 2 talked keenly about their work in music. When interviewed, they were able to clap simple rhythms accurately and, when asked about songs they had learnt, spontaneously began singing those that they had heard in assembly. They recalled with enjoyment songs that they had performed in assembly for their parents. They could name some instruments in the orchestra and knew how they were played.

131. No music lessons were seen in the juniors. However, Year 6 was observed performing a delightful Diwali assembly. Pupils sang with great eagerness a variety of hymns that had been well rehearsed. Pupils satisfactorily played a tune on a glockenspiel to accompany the story of Rama and Sita. In discussions with pupils in Year 6, they could remember the music they had listened to and played in relation to Aesops Fables. Their knowledge of musical instruments is satisfactory as they referred to the displays of musical instruments in the hall.
132. A good contribution to the musical development of the pupils in Key Stage 2 is the range of good opportunities provided for pupils to enrich their musical experiences outside of the formal curriculum. Pupils take steel band and percussion lessons in Years 5 and 6. There is also a music club run after school. This is having a positive impact on pupils' learning, particularly as a large number of the older pupils have the opportunity to perform at both local and school events.
133. The teaching and learning in the one lesson observed was good when good relationships and good use of support staff enabled all pupils to listen carefully and take turns in both clapping and playing musical instruments. Teaching is satisfactory overall and pupils make satisfactory progress throughout the school. Music from different cultures has a high priority in the school, and makes a good contribution to pupil's cultural development.
134. Following the last inspection, the school adopted a published scheme of work that focuses on improved singing. This has had the desired effect and singing has improved. However, there is a lack of balance in the curriculum due to limited time allocation as pupils only have music lessons one term each year. Therefore, there are limited opportunities for pupils to develop their composing skills and these are unsatisfactory. The management of the subject is satisfactory. She recognises the need for in-service training to update her knowledge of the subject and the school, as yet, has not adopted the nationally published guidelines for music. There is also a need for her to undertake management training to enable her to monitor effectively, so as to raise the standards in music across the school. Some new musical instruments have been purchased, but at present these are insufficient to develop good compositional skills throughout the school.

PHYSICAL EDUCATION

135. Standards in physical education are in line with national standards at the end of both key stages and progress overall is satisfactory. This represents a good improvement from the previous inspection, when standards were judged to be unsatisfactory.
136. Pupils at Key Stage 1 work appropriately in gymnastics in their warm up movements and use space effectively. They understand that balances can be achieved using a combination of a number of body balancing points, and work hard to achieve these. As one lesson progressed pupils worked satisfactorily in pairs to achieve mirrored balances and began to link them together into a suitable sequence. Some opportunities are provided for pupils to evaluate their performances but these could be extended to further improve the quality of movement. In their warm up activities, pupils demonstrate satisfactorily skills of movement, changing pace and direction appropriately.
137. At Key Stage 2, pupils continue to sustain the progress made in Years 1 and 2. In a games lesson, pupils responded well to instructions. Catching and batting techniques

were demonstrated well and pupils listened carefully, most pupils displaying satisfactory improvement in these aspects, whilst a few displayed a good skill. The majority of pupils listened carefully and focused on improving their skills, although a small minority went off task. Throughout the lesson most pupils were active and enjoyed the physical activities. In a dance lesson, pupils worked enthusiastically in pairs to interpret a poem with some good attempts to move creatively, but the poem was rather long with some colloquial words, which made interpretation and flow difficult for some pupils. In a swimming lesson, pupils displayed good poolside discipline and observed previously taught routines. Work was well adapted to suit the individual abilities of the pupils, and most displayed at least satisfactory progress in improving confidence, body position and appropriate leg and arm actions. Although pupils are making sound progress in their swimming, the percentage of pupils achieving their 25 metres award is generally below expectations. The school however, does provide good opportunities over a period of three years for pupils to achieve this award. Two major contributing factors, however, impact negatively on overall standards in swimming and personal survival skills. These are the transient population and the fact that the majority of pupils only attend the swimming pool during school sessions.

138. Teaching is satisfactory overall. Teachers' expectations are generally high in both behaviour and skill development. Planning is generally good, but gymnastic lessons are overlong resulting in diminishing enthusiasm and a lack of focus for learning. In contrast to this, the shorter swimming session of thirty minutes is pacy, crisp, enjoyable, and energetically challenging. Teachers teach all the required disciplines and the very wide range of extra-curricular activities support and enhance skill development, as well as competitive experience. Older junior pupils enjoy residential visits, where their physical education programme is extended by such activities as caving, team building and orienteering. Pupils enjoy their physical activities, and have a positive attitude towards the subject, and are aware of safety aspects.
139. The subject manager has brought about improvement in standards and teaching. She is supportive of staff. The policy, scheme of work and resources are generally satisfactory. The school has no school field, which restricts the opportunity for playing competitive sport, such as football, but the playground does offer opportunity for other competitive games, such as netball or kwik cricket. The subject manager is aware of the difficulties to develop some aspects of sport, but suitable strategies are being considered to address these shortcomings. The school is now in a stronger position to improve standards in this area. There is a need to further develop assessment procedures and the monitoring of teaching, learning and standards.

RELIGIOUS EDUCATION

140. At the end of Year 2 and Year 6, pupils' knowledge and understanding of religious education is in line with the expectations of the locally agreed syllabus. Pupils respond well in lessons and the subject makes a significant contribution to the pupils' moral and cultural development. All pupils and those with special educational needs and those with English as an additional language, because of good quality support within lessons, are fully included in all aspects of learning and make satisfactory progress. This is the same as at the time of the last inspection.
141. Teachers approach the subject sensitively and show respect for pupils' differing beliefs. Pupils make sound progress and achieve well in relation to their abilities on entry to the school. This is due to the commitment of the staff and the sensitive manner with which

all pupils' beliefs and practices are valued. As pupils move through the school they become increasingly aware of key facts in different religions studied. They begin to appreciate the significance of God and that a deity is worshipped in different ways by the various faith communities. Younger pupils in Year 1, for example, listened well to the Diwali assembly. In a later lesson, pupils could recall key facts about the story. The teacher reinforced this experience carefully, and encouraged pupils to talk about the festival. As a result, pupils spoke in simple terms about this and, when making a Diwali card, began to recognise the importance of this festival to Hindus. In Year 2, pupils are developing an awareness of people who are important to them, such as their family and friends. Through discussions, they begin to have a clear understanding of moral values such as kindness and can distinguish between right and wrong.

142. By the time they reach Year 6, pupils' knowledge and understanding of world faiths studied have developed satisfactorily. In Year 5, for example, pupils reflect upon the life of Buddhist monks and recognise that meditation is an important part of their day. Discussions with pupils, however, indicate that they do not recognise the difference between meditation and prayer, or have a deeper understanding of Buddhist beliefs. Most pupils, in their written work, recall details of the events in the Old Testament, or the different versions of the journey of Mary and Joseph. They record some of the rituals, beliefs and places of worship central to other faiths studied such as Islam. In addition, pupils recognise different sacred books such as the Qur'an, and their importance. More able pupils have a good factual knowledge of beliefs, significant figures and symbols, but find it difficult both in their written work and in discussions to express feelings about deeper moral issues.
143. The quality of teaching is satisfactory overall with some good teaching seen during the inspection. Teachers value pupils' contributions. They recognise pupils' differing beliefs and are sensitive to them. As a result, pupils are interested in lessons and try hard. Teachers generally give clear explanations and include pupils well in discussions. Books are used to reinforce teaching but in general, although resources are satisfactory the lack of more interesting pictures and artefacts hinders learning. This was seen in Year 1, when the book used was small and pupils found it difficult to see the pictures. Teachers generally follow the scheme of work appropriately, but do not always fully develop opportunities to reflect on the underlying morals of the stories. They often do not support learning through sensitive marking. As a result, pupils have appropriate awareness of key beliefs, practices and stories they have studied, but have more limited understanding of how we can learn from religion as specified in the agreed syllabus. This is due in part to teachers' insecure subject knowledge. In addition, the scheme of work, which fully complies with the locally agreed syllabus, is overly complex for non-specialist teachers to follow.
144. The recently appointed co-ordinator is appropriately taking time to reflect on the subjects' development in this multi-cultural school. She has appropriate plans to discuss the scheme of work with staff before adapting it to better support non-specialist teachers. Currently auditing resources, she is seeking advice to further develop these to better support teaching and learning. She has made a positive start.