

# INSPECTION REPORT

## **King David Junior and Infant School**

Moseley, Birmingham

LEA area: Birmingham

Unique reference number: 103444

Headteacher: Mrs E. Lesser

Reporting inspector: Mr R. W. Burgess  
20950

Dates of inspection: 11<sup>th</sup> – 13<sup>th</sup> March 2002

Inspection number: 194065

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Junior, Infant and Nursery

School category: Voluntary Aided

Age range of pupils: 3 – 11

Gender of pupils: Mixed

School address: 250 Alcester Road  
Moseley  
Birmingham  
West Midlands  
Postcode: B13 8EY

Telephone number: 0121 449 3364

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Appropriate authority: Governing Body

Name of chair of governors: Dr. M. Wolffe

Date of previous inspection: 6<sup>th</sup> May 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
20950	Roger Burgess	Registered inspector		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?
19335	Susan Dixon	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
30745	Pat Thorpe	Team inspector	Art and design Design and technology Physical education Foundation stage	
23482	Diana Mackie	Team inspector	English Information and communication technology Music Equal opportunities Special educational needs	How good are the curricular and other opportunities offered to pupils?
4874	Hugh Figgess	Team inspector	Mathematics Science Geography History English as an additional language	Provision for pupils with English as an additional language.

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

King David Junior and Infant School is a voluntary aided orthodox Jewish school which caters for pupils aged three to 11 and has 247 pupils on roll, which is similar to the average size for primary schools. Approximately 40 per cent of the pupils are Jewish. The school has pupils from different ethnic and faith groups and there is a wide diversity of faith groups within the school. The majority of non-Jewish children are Muslim, the remainder being mainly Christians, Hindus and Sikhs. The attainment on entry is below average. The percentage of pupils speaking English as an additional language is almost 50 per cent and this is very high in comparison with the national average. Several of these have limited English on admission to the school. The numbers of boys and girls are almost equal. Children enter the nursery in the beginning of the academic year in which they will be four and attend on a part-time basis. They transfer into the Reception class at the beginning of the academic year in which they become five. There are currently 39 full-time children in the nursery and 30 full-time children in reception. There are six other classes in school, one per year group. Slightly more than 10 per cent of the pupils are eligible for free school meals and this is similar to the national average. The percentage of pupils identified as having special educational needs, including statements, is approximately 10 per cent and this is well below the national average. Three pupils have a Statement for Special Educational Need which is broadly in line with the national average.

### **HOW GOOD THE SCHOOL IS**

The school is achieving good standards in relation to the pupils' levels of attainment on entry and continually strives to further improve. Standards by the end of Year 6 are very good in English and good in mathematics and science for the majority of pupils. Overall, pupils have good attitudes to work, although this does vary from very good to unsatisfactory at times. Almost three quarters of the teaching is good or better and pupils are learning well. The school has developed a curriculum that meets the needs of individuals and provides opportunities that benefit all pupils. There are good arrangements for the care and welfare of pupils. The school has made good improvements since the last inspection. It is inclusive of all pupils in its policies, outlooks and practices and is well led and managed in a cost-effective way. It provides good value for money.

#### **What the school does well**

- ◆ Pupils enjoy school and show enthusiasm in their work.
- ◆ Very good integration of children of different faiths and ethnic groups.
- ◆ The quality of teaching, particularly in Years 1, 2 and 6.
- ◆ Attainment is good or better for most pupils by the end of Year 6.
- ◆ The school is increasingly successful in carrying through its aims and ethos into the work and life of the school.
- ◆ The good provision for the children in the Nursery and Reception.

#### **What could be improved**

- ◆ Provision for pupils of different abilities in science, geography and history.
- ◆ Policy and practice for promoting high standards of behaviour.
- ◆ Information for parents.
- ◆ Marking of pupil's 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 has made a good improvement since the last inspection in May 1997. The school developed plans to tackle the weaknesses identified in the last report. There has been a significant improvement in the quality of teaching in part due to the appointment of new staff and the implementation of the National Strategies for Literacy and Numeracy. Standards of work in information and communication technology have improved since the last inspection and are in line with expected standards at the end of both key stages. Standards in art and design have improved and are good throughout the school. At Key Stage 2 standards have improved in science and design and technology. Pupils also have appropriate opportunities to develop a wide range of skills in design and technology and this extends their intellectual and creative abilities. The role of co-ordinators in managing their curriculum areas has been developed, although this was affected by the secondment of the deputy headteacher and subsequent disruption to the work of the senior management team. There are good plans for further developments in this area. Governors are gradually increasing their involvement in the school and show an increased awareness of their responsibilities. The school has now devised a school improvement plan that is manageable, appropriate to the needs of the school and carefully linked to financial planning. It recognises the need to further refine this to enhance work in monitoring and evaluating the impact of initiatives.

## 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				Key
	all schools			similar schools	
	1999	2000	2001	2001	
English	A	A	A	A	well above average A above average B average C below average D well below average E
Mathematics	A	A	B	B	
Science	D	A	D	D	

In comparison with all schools and schools with pupils from similar backgrounds standards were well above average in English, above average in mathematics and below average in science. When studied in detail the school's performance reflects a clear improvement in English, an improvement overall in science but with significant variations since 1997. Standards in mathematics have fallen very slightly but remain above the national average. The evidence of the inspection indicates that by the end of Year 6 the majority of pupils achieve very good standards in English and good standards in mathematics and science. By the end of Year 6 there is no significant difference in attainment between the different groups of pupils. Children in the Nursery and Reception achieve well and attain satisfactory standards. Standards for the majority of pupils at the end of Year 2 are satisfactory in English, mathematics and science. In information and communication technology standards are satisfactory for the majority of pupils throughout the school. Analysis reveals no discernible difference in the performance of pupils from different faith and ethnic groups who use English as an additional language from standards attained by most other pupils.

There is clear evidence of improvement in English and science since the last inspection. Pupils' competence in information and communication technology is improving rapidly and

is satisfactory overall. Progress is good in most curriculum areas for the majority of pupils. It is particularly good for children in the Nursery and Reception Year and pupils in Years 1 and 2 with English as an additional language. In the foundation subjects standards of achievement are good and above national expectations in art and design. They are at least satisfactory in all other subjects.

The numeracy initiative is having a good impact on the teaching of mathematics, particularly with mental strategies, and investigative science is developing well throughout the school. The literacy strategy is also having a positive effect on standards in English. The school's targets are appropriately focused on the continuing improvement of standards in these core subjects.

### **PUPILS' ATTITUDES AND VALUES**

<b>Aspect</b>	
Attitudes to the school	Pupils' attitudes to the school are good. They show great enthusiasm for school and this is reflected in their learning.
Behaviour, in and out of classrooms	Behaviour is satisfactory overall. Pupils generally behave well around school, in assemblies and out in the playground. The behaviour of a small number of pupils is disruptive in lessons and causes disaffection in the playground.
Personal development and relationships	Pupils' personal development and relationships are satisfactory overall. The majority of pupils are friendly and polite and form good relationships with each other and adults. A small number of pupils find difficulty in developing relationships and do not always show appropriate respect to adults.
Attendance	Attendance is satisfactory.

In its improvement plan the school has identified the need to improve behaviour. Relationships are good between teachers and pupils who are encouraged to have a high regard for others' feelings, values and beliefs. In their personal development, pupils willingly take responsibility for tasks and show initiative, such as when undertaking independent research and supporting different charities.

### **TEACHING AND LEARNING**

<b>Teaching of pupils in:</b>	<b>Nursery &amp; Reception</b>	<b>Years 1 – 2</b>	<b>Years 3 – 6</b>
Quality of teaching	Good	Very good	Good overall

*Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.*

The quality of teaching is good. Teaching of the youngest children was good, with many activities providing stimulating learning experiences for the children. The staff responsible for children in the Foundation Stage have a good knowledge and understanding of the needs of these young children and basic skills are taught well. The good and very good lessons at both Key Stage 1 and Key Stage 2 reflected teachers' good subject knowledge and understanding of how pupils learn.

The teaching of literacy and numeracy is very good at Key Stage 1 and good overall at Key Stage 2. It is frequently very good for pupils in Year 6. There is insufficient provision for pupils' different levels of ability in some lessons, for example science, history and geography, particularly for younger pupils at Key Stage 2 and this has a detrimental effect on their learning. The teaching of pupils with special educational needs is good overall. Support is

effectively targeted to support these pupils, where it is used well pupils make good progress in their learning. Teachers make good provision for pupils who use English as an additional language. Provision is very good for the effective development of skills in English for pupils in Years 1 and 2. This quality of provision in lessons ensures the quality of learning is good for these pupils.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is well balanced and broad with effective strategies to ensure consistent planning.
Provision for pupils with special educational needs	Provision within lessons is good and pupils make good progress. Procedures ensure appropriate provision for pupils with special educational needs but do not always reflect the good practice in lessons.
Provision for pupils with English as an additional language	Provision is good with well-planned activities, which ensures that pupils are given equal access to the curriculum, particularly in Years 1 and 2. This quality of provision is not fully reflected in the policy and procedures.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good provision overall. The school effectively promotes pupils' personal education. Provision does not currently take full advantage of the unique opportunities to develop understanding appreciation and respect for the religious, ethnic and cultural diversity of pupils within the school, identifying the features which they share and the features which are distinctive of each faith and ethnic group. It provides well for pupils' aesthetic development.
How well the school cares for its pupils	The school has effective procedures for the welfare of its pupils. It recognises the need to develop effective procedures for the improvement and monitoring of pupils' behaviour. Procedures for the assessment of academic progress to inform planning for future learning is good.

The very good provision for the development of English language skills in Years 1 and 2 contributes very effectively to the full access to the wider curriculum of pupils with English as an additional language enabling the majority to attain good standards by the end of Year 6 which are similar to those attained by other pupils. The personal development of pupils helps create a peaceful and harmonious atmosphere amongst pupils from the different faith and ethnic groups within the school. The school offers a satisfactory range of extra-curricular activities, including a number of sports activities. The school's partnership with parents is satisfactory overall. It recognises the need to continue to develop a partnership with parents, in particular good communication with the different faith and ethnic groups within the school community to ensure they are made to feel welcome and offer support to the school.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Leadership is good. There have been good developments in the management role of co-ordinators several of whom give good leadership in their subjects. The headteacher leads a caring and committed staff well.

How well the governors fulfil their responsibilities	Governors are supportive of the school and are well informed of the school's progress and its relative strengths and weaknesses. Governors play an increasing part in the management of the school. They fulfil their responsibilities satisfactorily.
The school's evaluation of its performance	The monitoring and evaluation of the school's performance is satisfactory and the school recognises the need to use the improvement plan to develop this aspect of their work.
The strategic use of resources	The school makes good use of resources. It has a significant carry forward of funds which it plans to use to improve the level of resources for information and communication technology and to fund improvements to the buildings.

There are sufficient staff to meet the needs of the curriculum and adequate numbers of support staff, working in an effective partnership to provide an education of good quality for all children. The school recognises the need to include greater detail regarding success criteria within the school improvement plan and to outline plans for future years. Resources are sufficient to meet the demands of the National Curriculum, following the recent acquisition of additional resources for information and communication technology. The principles of best value are applied well by the school, for example, in the recent improvements to the playground facilities and the acquisition of new furniture.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>◆ Parents are pleased with the good teaching.</li> <li>◆ The high expectations that the school has for their children.</li> <li>◆ Parents feel that the school is a harmonious community where their children are happy.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Parents have concerns about some aspects of behaviour.</li> <li>◆ Some parents are unhappy with the way the school works with parents and with the information that they receive about their children's progress.</li> <li>◆ The range of activities provided outside lessons.</li> </ul>

The inspection findings support the positive views of parents. Parents concerns about pupils' behaviour are in part justified. The behaviour in school is satisfactory overall. Inspection evidence finds that the range of activities provided outside lessons is satisfactory. There are a number of extra-curricular clubs after school and at lunchtimes and a variety of visits are made to places of interest to support class work. Annual written reports could be improved to give more detail and information. The school's links with parents could be enhanced by consulting parents on the range and style of information they would find useful.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and pupils' achievements**

1. Taking into account the high number of pupils who use English as an additional language and the high pupil mobility, the overall picture is one of improving standards. The performance of pupils at the end of Year 6 reflects an improvement in English and science. Standards throughout the school have improved in information and communication technology and design and technology since the last inspection. There has been a slight fall overall in standards in mathematics, although standards remain above the national average. The school has worked hard to improve and this is reflected in the good progress made by the pupils.

2. The performance data for national assessments in 2001 for pupils at the end of Year 6 indicates that in English the number of pupils attaining levels expected was well above the national average. The number of pupils achieving above this level was also well above the national average. In mathematics the number of pupils attaining levels expected was close to the national average. The number of pupils achieving above this level was well above the national average. In science the number of pupils attaining levels expected was below the national average. The number of pupils achieving above this level was close to the national average. In comparison with schools with pupils from similar backgrounds standards were well above average in English, above average in mathematics and below average in science. In comparison with schools which had similar results for this cohort of pupils in Key Stage 1 results in 1997 standards were close to the average in English, below average in mathematics and well below average in science. These results reflect the impact of staffing changes and some temporary appointments.

3. National performance data for 2001 for pupils at the end of Year 2 indicates that in reading the number of pupils attaining levels expected was close to the national average. The number of pupils achieving above this level was also close to the national average. In writing the number of pupils attaining levels expected was below the national average. The number of pupils achieving above this level was above the national average. In mathematics the number of pupils attaining levels expected was above the national average. The number of pupils achieving above this level was well above the national average. In comparison with schools with pupils from similar backgrounds standards were close to the average in reading, above average in writing and well above average in mathematics. For pupils at the end of Year 2 these standards reflect a slight fall in reading and writing and an improvement in mathematics over the period of the last four years.

4. Analysis reveals no discernible difference in the performance of pupils from different faith and ethnic groups who use English as an additional language from standards attained by most other pupils. More able pupils in this group often achieve well, attaining standards that are above and sometimes well above national expectations and at least in line with other more able pupils.

5. Evidence gained during the inspection indicated that these standards reflect the difference in quality of teaching between Key Stage 1 and Key Stage 2. Standards in science at Key Stage 2 reflect the lack of adequate provision within science lessons appropriate to the different ability levels of individual pupils. The difference in standards at the end of Year 2 reflects a change in the school's intake.

6. Assessments made during the children's first term in school clearly indicate that there is a wide range of attainment amongst children who enter the nursery class but the majority have levels of attainment which are below those expected for their age. Children make good progress in both the Nursery and Reception classes and the majority meet the early learning goals in all areas of learning by the end of the Reception year.
7. There are differences in the achievement of boys and girls. At the end of Year 2 girls perform better than boys in reading and writing. In English and science at the end of Year 6 boys perform better than girls. Overall boys perform better than girls in national tests at the end of Year 6.
8. Standards seen during the inspection indicates that by the end of Year 2, standards in reading and writing are above national expectations and pupils, including talented pupils and those with special educational needs, make good progress. The majority of pupils who use English as an additional language make very good progress. The majority of pupils continue to achieve well and by the end of Year 6, pupils achieve standards in English which are well above those expected for 11 year olds. Progress is most marked in Year 6 reflecting the high quality of teaching. Overall progress is good. Pupils with special educational needs make good gains in learning. The majority of pupils who use English as an additional language make good progress.
9. Most pupils attain levels above those expected for their age in speaking and listening by the end of Year 2. The majority have an appropriate vocabulary which helps them to express their thoughts and ideas clearly. Standards in reading are above national expectations. The school's phonic programme gives pupils a good grounding. This is particularly beneficial for pupils with special educational needs. Standards in writing are above national expectations. Most pupils form letters correctly and writing is evenly sized. Pupils write for a wide range of purposes in work to support other subjects of the curriculum.
10. By the end of Year 6, most pupils attain standards in speaking and listening well above those expected for their age. They acquire specific vocabulary to support work in all subjects and use it effectively. Pupils' attainment in reading is well above national expectations. Most pupils acquire a wide range of strategies; they break down words into syllables and use context cues well. Pupils have experience of a wide variety of good quality children's novels and most read with fluency and expression. Higher achieving pupils understand sub-plots and become increasingly aware of the more complex narrative structures. Most pupils attain standards in writing which are well above those expected for their age. They have a clear understanding of the use of punctuation marks. The spelling of commonly used words is satisfactory. Higher attaining pupils in Year 6 use interesting vocabulary to bring life to their writing.
11. Pupils generally have good attitudes to their language work, they enjoy what they do and make satisfactory progress overall in English. Attitudes and behaviour are good when work is suitably challenging and where lessons proceed at a good pace. A significant number of pupils, particularly at Key Stage 2, chatter during independent activities and call out during discussions. Pupils want to succeed but many are fussy and noisy as they work. This is because of enthusiasm but it affects pupils' work rate and pace of learning.
12. In mathematics, the majority of pupils attain good standards in their numeracy skills by the end of Year 2. The effective introduction of the National Numeracy Strategy has resulted in higher standards. A particular strength is pupils' mental agility with numbers, which has been developed well during the numeracy hour. Pupils are able to name basic

shapes. Most pupils are able to place numbers in order up to 100 and understand the concept of place value for tens and units. They count in twos, fives and tens using a hundred square grid and add and subtract with confidence using numbers up to 20. They solve simple written problems, show some understanding of data and know how to make whole objects into halves.

13. By the end of Year 6, pupils have good mental skills in the four rules of number. They are able to double and halve three figure numbers and add or subtract two figure numbers from the result. Pupils develop confidence with multiplication tables up to ten and most are able to multiply three digits by two digit numbers. They develop their ability to solve problems well, check their answers using calculators and have a good grasp of decimals.

14. In Key Stage 1 pupils have a good and sometimes very good attitude towards their work. They work effectively in groups and participate with interest and enthusiasm. In Key Stage 2 pupils' attitudes are satisfactory. Whilst it does not distract most pupils from the task noise levels are quite high in some Key Stage 2 classrooms.

15. Inspection findings indicate that standards in science are improving and evidence from lesson observations, discussion with pupils and scrutiny of work show that standards are above the national average. By the end of Year 2 most pupils are able to clearly explain their findings. For example, in their investigations of their senses, when recording tastes they like and tastes they don't like. They readily use the correct scientific terms and take a pride in using these. Most pupils are able to confidently take part in investigative work and satisfactorily record their findings. By the end of Year 6, pupils understand and make predictions based on previous knowledge. Pupils are able to set up experiments to test their hypotheses. They are able to predict results of experiments and offer relevant explanations. Pupils clearly understand the principles of fair testing and show good scientific understanding. Progress in pupils' learning in science is good at Key Stage 1 and satisfactory overall at Key Stage 2 where there is insufficient provision in some lessons, particularly in Years 3, 4 and 5 for the full range of attainment and ability within the class. As a result talented pupils do not always make sufficient progress. Pupils with special educational needs make good progress.

16. In information and communication technology standards are satisfactory throughout the school. This is an improvement since the last inspection when standards were unsatisfactory. By the end of Year 2 pupils are able to follow instructions to start a program and click on the mouse to operate games. They can follow instructions to produce symmetrical shapes, supporting their mathematical knowledge and understanding. They can predict ways in which to alter the direction of a programmable toy. Pupils use a simple art program to produce their own greetings cards. By the end of Year 6, pupils are skilled at word processing but have limited experience of entering and using information on a database or of using spreadsheets to control data. Pupils can write text on screen and edit their work; their word processing skills are good. Pupils, including talented pupils, make satisfactory progress. Pupils with special educational needs make good progress. Pupils were clearly enjoying the greatly enhanced opportunities resulting from the acquisition of laptops for them to use. Most pupils confidently use multi-media programs and CD-ROMs to find information.

17. Pupils have good attitudes to their work and make at least satisfactory progress in all foundation subjects. The standard of achievement of pupils with special educational needs is good. Pupils benefit from the effective support of the support assistants, particularly in literacy and numeracy lessons. Pupils show interest in their work and persevere. They receive good support both in and out of the classroom. This contributes well to the pupils'

attainment and learning. Throughout the school pupils with special educational needs make good progress. The standard of achievement of talented pupils is sometimes less than satisfactory due to a lack of appropriate challenge in the work set.

18. Across both key stages, standards in art and design are good and good progress is made throughout the school. Pupils' achievement is in line with expectations in design and technology, geography, history, music and physical education. Progress in all these subjects is at least satisfactory. Standards have improved in design and technology since the previous inspection when they were judged to be unsatisfactory for some pupils.

19. Overall, progress and achievement throughout the school is good, particularly in the core subjects. The emphasis on literacy and numeracy is proving successful; both national initiatives benefit from effective management, good teaching and successful implementation. Pupils who need extra support to reach the expected levels in Year 6 are supported through 'booster' groups, which help them to progress more quickly. Parental comment indicated that a significant number of pupils receive additional tuition outside of school.

20. Pupils with special educational needs make good progress. In literacy and numeracy classes, they benefit from clearly structured lessons which include well-planned sessions of spelling and mental arithmetic. Teachers and classroom assistants know the pupils well and guide them effectively but initial identification of pupils is too informal. Individual education plans and targets do not always clearly reflect the overall good quality of provision within lessons for these pupils. When individual education plans are written, they are sometimes too ambitious, with too many goals for pupils to achieve over each term. Pupils who use English as an additional language make very good progress in speaking, listening and in literacy and pupils are developing an understanding of what they are doing. Higher attaining, gifted and talented pupils achieve well by the time they are 11 years old, especially in music.

21. The school is eager to improve standards and carefully analyses the results of the national tests. Realistic targets have been set in line with national initiatives. The school is well placed to meet these, given the good leadership, conscientious staff, the focus for raising standards and the positive attitudes of the pupils to learning.

### **Pupils' attitudes, values and personal development**

22. Pupils have good attitudes to their work. Pupils display high levels of enthusiasm for learning and they approach their lessons and activities with eagerness. This has a positive effect upon their learning and creates a generally happy and purposeful environment. In lessons pupils respond well to stimulating questions and offer full and well-considered replies. In most lessons pupils listen well to their teachers and each other and instructions are followed quickly. This is not always so and some lessons are conducted against a background of noise and chatter. This occurs where the teacher's expectations with regard to pupils' attitudes and behaviour are not effectively implemented. Time is lost and there is an adverse effect upon pupils' learning. When undertaking activities and practical work pupils are often highly industrious. Pupils can work well alone, in pairs and small groups. For example, in a Year 2 geography lesson where pupils worked with partners to produce drawings of local buildings and facilities that would be part of a project describing the locality to people in other parts of the country. Pupils appreciate the achievements of their fellows and often offer applause when good work is shared in lessons.

23. The behaviour of pupils is satisfactory overall. Pupils often behave well and show a good understanding of what is and is not acceptable behaviour. A significant number of lessons are adversely affected by unacceptable behaviour. Pupils continue to talk whilst their teachers or classmates are talking and ignore repeated requests for order and quiet. Pupils often lack sufficient self-awareness and self-discipline. This represents a similar picture to that found at the last inspection and is an area that the school has identified within the school improvement plan. At lunchtimes the majority of pupils behave well but again a number do not. There is clear evidence of conflict between pupils and disrespect for each other and midday supervisors. Pupils themselves feel that whilst they usually behave well there are occasions when they do not. They are aware that talking and arguing in lessons affects the pace of their learning and that some pupils do not behave as they should at lunchtimes. Pupils feel that the present system of rewards for good behaviour and sanctions for misconduct does little to bring about improvement. There have been no exclusions in the past year but suitable procedures are in place should they be needed.

24. The relationships within the school community are satisfactory. For the most part pupils work and play amicably together. They can co-operate very well offering each other support and encouragement. For example, in a Year 5 design and technology lesson where pupils constructed wheeled vehicles in pairs and small groups. Pupils feel that bullying is rare but some have had experiences of name-calling and disrespect. A positive feature of the school is the harmony with which the many different cultures represented coexist.

25. Pupils' personal development is satisfactory. Pupils undertake a variety of responsibilities in the classrooms, assemblies and at lunchtimes. They take their duties seriously and carry them out efficiently. Circle times provide pupils with good opportunities to share their feelings and opinions and pupils have some opportunities to organise events that support the work of charities. In the school as a whole the opportunities for pupils to develop aspects of self-awareness and discipline and to learn about other ways of life are underdeveloped.

26. Attendance levels are in line with the national average and are satisfactory. Absences are largely due to childhood illness but a significant number are due to holiday taking in term time. For these pupils in particular this has a detrimental effect upon their learning. Whilst many pupils consistently arrive at school on time a number of pupils are late and miss the start of the school day, this is a similar situation to that found at the last inspection. Registration is conducted efficiently at the start of the school day and meets statutory requirements. This is an improvement since the last inspection.

## **HOW WELL ARE PUPILS TAUGHT?**

27. The overall quality of teaching is good. In the lessons observed during the inspection, almost all of the teaching was satisfactory or better. Teaching was good or better in three quarters of these lessons and only two lessons were unsatisfactory at Key Stage 2. In the Foundation Stage one fifth of lessons were very good, at Key Stage 1 four fifths of lessons were very good and at Key Stage 2 one fifth were very good, particularly in Year 6. The quality of teaching has improved significantly since the last inspection and makes a positive contribution to the standards attained and the quality of education provided.

28. In the very good lessons there is a good pace and a range of teaching strategies is used to good effect. The teachers' planning shows clear and appropriate learning

objectives. For example, pupils in the Year 6 class enthusiastically respond well to a literacy session to develop their understanding of the work of different poets and humorous verse. There was very good planning, the lesson was delivered with enthusiasm and questions by the teacher ensured very good gains in learning by all pupils.

29. Very good teaching is evident in both key stages. In these lessons the staff interact well with pupils to check their understanding and to ensure they remain on task. Relationships within the classroom promote a positive learning environment. Interactions between pupils and teachers are good and this motivates pupils to work and receive praise for their efforts.

30. Subject knowledge is particularly strong in English at both key stages. The consistently high quality of teaching in Years 1 and 2 helps to ensure pupils establish a very strong foundation for their future learning. The very good quality of teaching in Year 6 means that most pupils are able to reach their full potential as they prepare for secondary school.

31. Where teaching is unsatisfactory, lesson objectives do not specifically reflect the needs of the different levels of attainment within the class and in some instances tasks lack suitable challenge, particularly for talented pupils. In these less than satisfactory lessons, although basic skills were generally taught at appropriate levels, there were weaknesses in controlling the class and not all pupils are engaged in the lessons. Sessions were not always planned appropriately and time was wasted whilst the teacher prepared materials. The explanation of tasks is not sufficiently clear, often due to the unsatisfactory behaviour of a significant number of pupils in the class. This is because of enthusiasm but it affects pupils' work rate and pace of learning and is not well managed. Pupils then lost their concentration and learning opportunities were limited.

32. Teachers in both key stages generally show good explanation and demonstration skills. Most of the lessons are well organised and endeavour to involve all pupils and encourage them to complete tasks within allocated time scales. Teachers are well organised and use questioning skilfully to move children's learning forward. Most lessons move at a brisk pace and teachers achieve a good balance between whole class, small group and individual teaching. There is a purposeful atmosphere, which means that the majority of teachers do not have to spend time on managing behaviour. Time is set aside at the beginning and end of lessons, particularly in literacy and numeracy, for teachers to share the learning objective behind the planned activity and for pupils to reflect on the key facts, ideas and skills they have learnt.

33. The quality of teaching is good across all areas of learning for Foundation Stage and the range of well planned activities result in the children making good progress. Both teachers and support staff have a good understanding how young children learn; they have established stimulating classrooms and adopt a lively approach. Planning is good and it follows national guidance. Appropriate tasks are set for children of different ages and abilities and there are carefully planned activities for children who have special educational needs and those for whom English is an additional language. Teachers extend the children's knowledge and understanding through very good questioning. As a result of effective teamwork, the children soon adapt to the routine of school life, developing an appropriate degree of independence in learning.

34. The teaching of English is good overall, with evidence of very good teaching at both key stages. At Key Stage 1, teaching is very good and the pupils achieve well making good progress. At Key Stage 2, there is some very good teaching, particularly in Year 6 and a significant amount of good teaching. Teachers plan literacy work carefully, following the

National Literacy Strategy and have implemented the literacy hour very effectively. Their knowledge and understanding of the subject is secure at both key stages. They show good levels of technical competency. Weekly planning is helpful and is carefully linked to the National Literacy Strategy. Daily planning is more variable and there is no clear agreed school process for including elements such as the individual education plans for talented pupils, those with specific learning difficulties or those who use English as an additional language.

35. The teaching of mathematics in Key Stage 1 is always good and often very good. At Key Stage 2 teaching is generally good although one unsatisfactory lesson was observed during the inspection. Teachers have a good knowledge and understanding of the subject and teach the basic skills well. They motivate and enthuse pupils during the brisk mental mathematics sessions. Teachers' planning is good, with a clear focus on learning objectives. The plenary session provides good opportunities for pupils to reflect on what they have learned during the lesson. Teachers' short term plans do not consistently identify ways of differentiating work and challenging the more able pupils.

36. In science, the quality of teaching in both key stages is at least satisfactory and often good. The teachers have good subject knowledge. Teachers' short term plans do not consistently identify ways of differentiating work and challenging the more able pupils. The inconsistency in planning leads to variations in standards of work obtained. When teaching is good, teachers display enthusiasm and ask probing questions which keep pupils alert. Teachers are well organised and scientific concepts are developed through practical activities and where possible by links with other subject areas, for example, design and technology.

37. In information and communication technology the teaching is satisfactory mainly due to the limitations of existing levels of resources. There are good plans to further increase the level of resources which should lead to a significant improvement. Teachers make their lessons more interesting by making relevant links with the pupils' own experiences. Teachers have a secure knowledge and understanding. In the other subjects the teaching is good. The good quality of support staff has a good impact on the standards achieved.

38. The quality of teachers' short term planning is variable. On occasions it is very detailed and on others it is insufficiently informed by effective assessment of pupils' prior attainment and levels of achievement. This has a detrimental effect on the rate of progress made, particularly by talented pupils.

39. In lessons which are well planned, there is a brisk pace, which leads to good progress in pupils' learning. For example, successful features of good mathematics lesson in Year 2 on the use of Venn diagrams included the provision of exciting activities, which carefully built on prior knowledge, challenged development and encouraged pupils to think for themselves. Through the setting of challenging tasks, the teacher encouraged them to use key vocabulary and this promoted the learning of new concepts.

40. Most individual lesson plans clearly identify the objectives, which reflect the teacher's good subject knowledge which they use well to set clear objectives and focus on what is to be achieved. There is good provision through literacy lessons for the development of language skills. In most lessons class teaching is used effectively at the start of lessons and many lessons end with a useful discussion of what has been learned. For example, in a Year 6 art and design lesson when reviewing each other's work. In many lessons the teachers provide good support through verbal comments which include guidance on how the pupils might improve.

41. Teachers usually plan satisfactorily to support pupils with special educational needs. Teachers are not supported well enough with formal individual education plans for these pupils. Pupils' individual education plans sometimes include too many targets and are not helpful for teachers. Nevertheless, because teachers are experienced, they ensure that pupils are supported appropriately to complete work in lessons. The main thrust for support is in literacy and numeracy and teachers plan well and involve classroom assistants effectively during activities so that pupils make good progress in line with their classmates. A range of effective strategies is used to support pupils; sometimes the pupils work in their small ability group and at others alongside other pupils. Teachers and support assistants also ensure that special educational needs pupils are included in class discussions. Teachers usually manage pupils with behavioural difficulties well and keep informal records of their progress. Overall, the quality of teaching and the effective use of additional help make a good contribution to the achievement of pupils with special educational needs.

42. Where practice is good, teacher's marking gives pupils guidance on ways in which they can improve their work, comments are used to provide challenge and to give encouragement to them but this is an inconsistent feature throughout the school. Most teachers use praise and encouragement effectively during lessons to motivate and enthuse the pupils. In most lessons the teachers have good control and relationships between them and their pupils are good. Homework is used satisfactorily to extend what is learnt. Homework, including reading, spelling and mathematics is given to all pupils on a regular basis and makes a good contribution to their learning.

43. Class teachers recognise the needs of pupils who use English as an additional language and teaching expertise is used well to move the pupils on in their learning. Groupings of pupils give sufficient opportunities for pupils whom English is an additional language, to practise speaking in English with other children. The teaching of these pupils in small groups is always good, particularly in the early stages of acquisition of English for the younger pupils. It is characterised by careful explanations, well-chosen activities and good use of resources.

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

44. The school provides a broad curriculum which meets statutory requirements and provides a good range of learning experiences. As this is a Jewish school, the balance of the curriculum is strongly weighted towards the teaching of Judaism. Evidence from the inspection indicates that standards of provision are at least satisfactory in all subjects. The curriculum for children in the Foundation Stage is good. There is good provision for pupils with special educational needs and those who speak English as an additional language. The school has made significant improvements in the curriculum since the last inspection, when the National Curriculum programmes of study were not fully taught.

45. The school has put helpful policies and schemes of work in place for all subjects and has implemented the National Literacy Strategy and the National Numeracy Strategy well. These take into account equality of opportunity for all pupils, including those who have special educational needs, who speak English as an additional language or who are from ethnic minority groups. The governing body has a policy for sex education. Long and medium term planning is clear, following national frameworks for literacy and numeracy and nationally recommended schemes of work in other subjects. The curriculum for children in the nursery and reception classes is planned to meet the Early Learning Goals for children in the Foundation Stage of education. Cross-curricular links between subjects are planned

effectively, for example, when studies in music and science are linked during work on sound. Literacy and numeracy are used for a variety of purposes in other subjects and the increasing use of information and communication technology is a significant feature in the school.

46. Although most aspects of the provision for pupils with special educational needs are well organised, some individual education plans tend to be too ambitious. The work is not broken down sufficiently into small steps so that pupils can achieve regular success in order to raise their self-esteem. Adult support for pupils is good; classroom assistants are aware of the targets for each pupil and they keep regular records of how pupils are progressing. Provision for pupils learning English as an additional language is also good. There is sensitive support for pupils who are in the early stages of learning English. Dual-language books are available so that pupils can share stories with their parents at home. Teachers make sure that boys and girls have equivalent experiences and that the content of the curriculum and learning resources, such as books, reflect cultural diversity. Teachers are positive role models for pupils.

47. Provision for pupils' personal, social and health education is satisfactory. Health education takes place as part of the science curriculum, for example, when pupils learn about the value of healthy food and exercise. The school provides sex education sensitively and at an appropriate level for the pupils' age but provision for drugs education is unsatisfactory. The school provides a satisfactory range of extra-curricular activities which gives pupils opportunities to practise and extend their enthusiasms and interests. These include clubs for craft, bird watching, storytelling, orchestra, recorder, music appreciation, cricket, yoga, football, hockey, tennis, basketball and the Internet. Links with other schools are good. Many visitors come to the school. The synagogue, which is part of the school, is shared generously for groups of pupils to learn more about the Jewish religion and customs, and the rabbis and staff provide authoritative information for teachers of religious education in other schools.

48. The school's overall provision for pupils' spiritual, moral, social and cultural development is good. Provision for pupils' spiritual development is good. The strong religious faith which underpins the school's work is evident in its ethos and in the daily acts of worship. Prayers and songs are explained in English and then sung in Hebrew; in this way, non-Jews are aware of their meaning. There are no specific, quiet periods in which all pupils can reflect, regardless of their faith. The wide range of interesting pictures displayed in the classrooms and corridors promotes pupils' appreciation of the impressive skills of famous artists. Teachers stimulate pupils' imagination and get them to think beyond the routine of everyday life, for example, when they write imaginative stories and poems. In assemblies, pupils listen to well-chosen pieces of music which help to create a spiritual atmosphere.

49. The school has a clear code of religious conduct which plays an appropriate part in enabling pupils to understand the difference between right and wrong. Each class has its own rules for behaviour in lessons but there is no clear set of rules which applies to all classes throughout the school. There are a number of features which encourage pupils to behave well. There is a 'Golden Book' in which the names of pupils who have shown noteworthy achievement or behaviour are written, and in one class there is a 'kindness cart' on which pupils stick comments about kindnesses they have received from other members of the class. In another class, a pupil is chosen as 'star of the week', whose achievement is celebrated. Teachers provide opportunities for pupils to develop a sense of justice, for example, when pupils in Year 3 discussed the problems which badgers cause in the countryside. In Year 5, the teacher asked searching questions which helped pupils to explore the different points of view presented by characters in a story.

50. Provision for pupils' social development is good. Pupils work and play together in an atmosphere of strong racial harmony. The school welcomes and values pupils from a range of faiths but does not fully exploit the opportunities this offers to appreciate their rich cultural backgrounds, for example, in art and music. The school has a well-written policy for citizenship which shows how the school is preparing pupils for their adult roles. For example, members of the local fire service came to the school and worked with pupils in Year 6. They helped pupils understand the rules which are necessary to avoid fires. Pupils gain a sense of independence when they take part in residential visits in Years 5 and 6. Throughout the school, pupils have collected money and items for a variety of appeals, for example, to support the Lord Mayor's Appeal, help patients in a hospice, support refugees in Kosovo and aid victims of earthquakes in Turkey. Social education is managed effectively in 'circle time' sessions, when pupils sit in a circle and take turns to talk about relevant issues. This good practice is not followed through with a whole-school approach to behaviour management.

51. Provision for pupils' cultural development is good overall. It is very good for their aesthetic development, for example in experiences in English, art and music. They benefit from the wealth of cultural opportunities which are available in the City of Birmingham. There is a particularly strong link with the city's symphony orchestra, members of which have visited the school to work with pupils, and there have been visits to the Symphony Hall. Pupils have also visited the ballet and the theatre. The Jewish heritage is promoted very well, but the other ethnic heritages and faiths in the school are not overtly celebrated as well as they might be. This misses an opportunity to show how the values of family life and respect for a Higher Being are common to all.

## **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

52. The school provides a safe and caring environment where all are equally valued. Pupils from all the diverse cultural groups represented in the school are well supported by the harmonious relationships that exist. The school has satisfactory arrangements for the care and protection of its pupils. Health and safety arrangements are satisfactory and pupils are encouraged to consider their own safety and that of others. For example, in a Foundation Stage physical education lesson where careful emphasis was placed upon children's awareness of movement and space. Child protection arrangements are unsatisfactory overall. There is a brief school policy but at present suitable written guidance is not readily available to all adults in school. The person with responsibility for child protection is appropriately trained and information suitably disseminated to other members of staff but at present this does not extend to all the midday supervisors.

53. The procedures for monitoring and promoting good behaviour are unsatisfactory as are those for monitoring and eliminating oppressive behaviour. This was also found at the last inspection. Whilst there is a suitable policy for behaviour and bullying the present system of rewards and consequences is inconsistent across the school and does not offer sufficient support to pupils or teachers. The lack of an effective whole school system does not provide adequate support for all at lunchtimes and midday supervisors have insufficient opportunities to take part in behaviour management training. There are no formal arrangements for monitoring behaviour and this in part has an effect upon the provision of suitable individual education plans for pupils with specific behavioural problems.

54. The procedures for monitoring and improving attendance are satisfactory. Administrative procedures are generally efficient and the school meet statutory requirements. Good attendance and punctuality are rewarded annually but there are no

interim more readily achievable rewards to encourage good punctuality and attendance. Lateness is recorded but these records sometimes lack the detail needed for them to be used effectively.

55. The procedures for monitoring and supporting pupils' personal development are satisfactory. There are no formal arrangements for monitoring pupils' personal development but they are well known and generally well supported. Some aspects of pupils' personal development regarding self-awareness and self-discipline are underdeveloped and this is reflected in the behaviour of pupils both in and out of lessons.

56. The procedures for monitoring and assessing pupils' attainment and progress are good and this is a significant improvement since the last inspection. A variety of tests and assessments provide information that allows the school to maintain detailed records for each pupil in English, mathematics and science. Assessment information is also maintained for the other subjects of the curriculum but in less detail. Information gained is used to track the progress of each individual as they move through the school and also to identify areas of success or difficulty. Assessment information is used well to inform the planning of the curriculum and to provide pupils with individual targets for improvement. This is particularly effective in English. The marking of pupils work does not always provide them with useful encouragement or guidance.

57. The assessment of pupils with special educational needs is not sufficiently formalised and consequently pupil's individual education plans lack the specific and detailed short term targets needed to meet each individuals needs. The achievement of pupils who have special educational needs for learning difficulties is monitored regularly and individual education plans are reviewed and adapted. These plans often include too much work for pupils to do in a term. The individual teachers ensure that pupils are supported with as much adult help as possible so that they succeed in lessons. A number of pupils with behavioural problems do not have formal individual education plans to help them to improve. The teachers are aware of and support these pupils. A more formal system of recording this provision is needed.

## **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

58. The parents' views of the school are satisfactory. Parents support the school well and in particular are pleased with the good teaching, especially that in the Foundation Stage, and the high expectations that the school has for their children. Parents feel that the school is a harmonious community where their children are happy. Some parents are unhappy with the way the school works with parents and with the information that they receive about their children's progress. Parents have concerns about some aspects of behaviour and feel that the range of activities provided outside lessons is insufficient. The inspection findings support the positive views of parents. Parents concerns about pupils' behaviour are in part justified. The behaviour in school is satisfactory overall. Inspection evidence finds that the range of activities provided outside lessons is satisfactory. There are a number of extra-curricular clubs after school and at lunchtimes and a variety of visits are made to places of interest to support class work.

59. Parents of pupils with special educational needs for learning difficulties are kept fully informed of their children's progress and are involved in regular reviews. They are consulted at all stages to ensure that they fully understand the support their children require. The school does not have a formal system for monitoring pupils with behavioural difficulties; as a result parents of these children are not always sufficiently involved with their progress.

60. The effectiveness of the schools links with parents is satisfactory. There are generally good relationships between parents and the school. The headteacher is readily available should parents wish to share concerns and they are invited to make appointments at any time. Despite this many parents feel unsure about coming into school and feel that the school as a whole is not as welcoming to all parents as they might wish. Parents appreciate the opportunities provided for them to become involved in school life. They are invited to festivals and to popular parent and child workshops but overall have few opportunities to gain insight into the work that their children do.

61. The impact of parents' involvement on the work of the school is good. A number of parents are able to provide help in the Foundation Stage and assist with school outings. Parents support the school Parent Teacher Association very well and respond enthusiastically to the various fund-raising and social events offered. Parents have indicated a strong wish to become more involved in supporting the school by sharing their knowledge and skills. In particular a significant number of parents would like to share their traditions and cultures with the school in order to enrich the lives of pupils and prepare them better for life in a multicultural world. At the time of the last inspection the good will, skills and talents of parents were not used well enough.

62. The quality of the information provided for parents is satisfactory. Parents are well informed about everyday life in school through useful newsletters and the school brochure. The governors' annual report provides additional information but is brief and does not meet with statutory requirements. The Foundation Stage provide their own booklets for parents. The style of writing in some information provided for parents conveys a negative and somewhat unwelcoming message. Information about pupils' work and progress is conveyed in satisfactory annual written reports. The content of these is brief and does not provide sufficient information for parents to gain a good understanding of their child's achievements and areas for improvement. This is a similar situation to that found at the last inspection. Good information about planned future work is provided and parents are appreciative of this.

63. The parents' contribution to their child's learning at home and school is good. Parents are strongly committed to supporting their children's education. They instil in their children an enthusiasm for learning and want them to do well. Homework is well supported but parents have expressed concern over the inconsistency in its provision and also in the quality of the marking of homework. Pupils themselves are happy with the homework provided but feel that the spellings they are given to learn are often too easy and that in some years the amount of homework provided is too little.

## **HOW WELL IS THE SCHOOL LED AND MANAGED?**

64. The school is effectively led and managed. The headteacher is a good pastoral leader who leads her caring and committed staff well in order to reflect the school's aims. Since September 2000 the school has had two acting deputies following the secondment and subsequent resignation of the deputy headteacher. The leaders of the school and majority of staff share a common sense of purpose. The headteacher, her acting deputy and all governors have taken steps to make their work more effective. There is very good delegation to staff with management responsibilities and they take active steps to improve both their knowledge and that of the other staff.

65. Governors have a good sense of the strengths and weaknesses of the school and work positively with staff. The governing body has good levels of expertise and is well organised and thorough in its approach. They take a keen interest in the way the school is

perceived locally, in both the achievement and welfare of the pupils. They meet their statutory responsibilities. The records of governors' meetings cover discussion in great detail but do not always clearly identify decisions taken and action proposed. For the most part relationships between the headteacher, staff and governors are good and they have tackled difficult issues resolutely. This is a significant improvement since the last inspection when governors were judged to be insufficiently involved in the management of the school.

66. Since the last inspection, the role of co-ordinators has been developed effectively so that they now play an important part in school management and the raising of standards. There is a rolling programme for the review and approval of curriculum policies. Co-ordination of special educational needs is satisfactory and education in the Foundation Stage is managed well.

67. There have been significant improvements in the monitoring of teaching and learning and it is now satisfactory. Both the headteacher and her acting deputies have carefully analysed where teaching is weak and support is needed. The co-ordinators and headteacher visit classrooms with clear criteria for observations. The outcomes are fed back to other teachers and governors and findings are incorporated into future planning. This is also used effectively as part of the performance management procedures which have been effectively introduced and has had a beneficial effect, particularly on standards for pupils who use English as an additional language. Progress is carefully evaluated against National Curriculum results and learning is accelerated where necessary. For example, booster sessions for core subjects. Curriculum planning has been improved. Recognition of the need to improve standards in science has led to improved provision of literature at Key Stage 1.

68. The school's improvement plan has been supported by annual action plans from each subject co-ordinator. Developments to help the school to reach targets set with the local authority are also appropriately included. Governors recognise that they need to develop their expertise and experience to be more involved in robust, regular self-evaluation which probes into all areas of school life in order to raise standards, increase parental involvement and promote the positive profile of the school in the community.

69. There are sufficient suitably qualified teachers to meet the need of the National Curriculum. The school has experienced difficulties in filling the post of deputy due to the lack of suitable applicants that met the agreed criteria. It is currently reviewing these criteria and developing plans for the forthcoming retirement in 2003 of the headteacher. The school has appropriate systems for the induction of staff new to the school and provides good support for both newly qualified teachers and students from their partner institutions. An appraisal system is in place and professional development is managed effectively to meet identified current needs. Provision of information and guidance for teachers new to the school is appropriate.

70. The overall management of pupils with special educational needs is satisfactory overall. Secure formal recording of the provision made by teachers for pupils with special educational needs, including learning, behavioural and physical needs have yet to be established. Teachers are therefore not always informed about how pupils' particular needs have been met over their time at the school. The teachers are experienced and they do pass on information informally. Support for pupils with behavioural or learning difficulties is too thinly spread and this adversely affects the learning of all pupils. Non-teaching staff make a valuable contribution to the learning of pupils with whom they work. The support staff, including those involved with special educational needs and

English as an additional language, are highly valued and work in an effective partnership to provide an education of good quality for all children. The school uses the specific Ethnic Minorities Achievement grant well and carefully ensures that good learning opportunities are provided with the fund.

71. The management of the school's finances is good. The headteacher provides regular reports to the governors who review the budget in detail. Financial planning is appropriately linked to the school's improvement plan. Clear procedures are in place for the management of ordering materials and making payments. The very significant carry forward of funds is identified to further improve the level of learning resources, in particular for information and communication technology and improve the accommodation in the entrance area, library and staff areas. Funding for pupils with special educational needs is spent appropriately on non-teaching support and specific learning resources.

72. The day-to-day administration of the school finances is undertaken efficiently. Administrative staff support the school very well, working to aid its smooth running and keeping intrusion into the working day of pupils and staff to a minimum. The recommendations raised in the last auditor's report into the school's finances have been dealt with appropriately. Through the provision of up to date financial information, the senior management and governors are able to monitor the budget more efficiently. A new information technology system has been introduced recently to track pupil assessments. This enables senior management to identify areas where standards could be improved and set appropriate targets for raising standards further.

73. The governors are shrewd and aware of best value principles which are applied appropriately. For example, in the recent acquisition of resources for information and communication technology. They invite formal tenders for building maintenance and have set criteria for selecting contractors. Information technology is used regularly for administration. It has not been effectively incorporated into the curriculum for pupils because of the lack of equipment. There are plans for the development of the use of recently acquired systems across the curriculum.

74. Accommodation is adequate for the effective teaching of the National Curriculum and classrooms are of an adequate size for the age of the pupils. There is a good outdoor area for the youngest children which has a good impact on the learning for both nursery and reception children. The accommodation is kept clean and warm by the conscientious caretaking staff. Some indoor decoration and frayed carpet is in need of attention in order to improve the pupils' learning environment and promote high standards in all areas of school life.

75. The provision of learning resources is adequate for the teaching of most subjects and this provides good support for teaching and learning. Library provision is unsatisfactory. Resources for special educational needs and pupils who use English as an additional language are also adequate and meet their needs. Equipment is managed and stored well.

76. There have been significant improvements since the last inspection. The school is well placed to build on recent improvements because of the firm commitment of governors and staff to raise standards. The majority of children enter the school with below average attainment and achieve good, and for a significant number of pupils very good, levels by the end of Year 6. The school provides good value for money.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to improve standards and the quality of education, the governing body, headteacher and staff should:

- ◆ Improving the provision for pupils with different levels of attainment in science, history and geography by:

- *ensuring lesson plans include tasks suitable for the range of ability within the class to ensure less able pupils make appropriate progress and more able pupils are effectively challenged;*

(paragraphs 2, 5, 15, 31, 36, 144 and 163)

- ◆ Raise standards of behaviour by:

- *agreeing a whole school policy and practice to include appropriate systems of rewards and consequences to be applied consistently throughout the school;*
- *appropriate training in managing behaviour effectively for all staff both teaching and non-teaching, including midday supervisors;*

(paragraphs 22, 23, 49 and 53)

- ◆ Improve information for parents by:

- *providing more detail on achievements and areas for improvement across the whole curriculum in pupils' annual written reports;*
- *ensuring information to parents is clear;*
- *seeking parental views on what information they would find useful and agree and implement a policy to meet identified needs;*

(paragraphs 58, 61 and 62)

- ◆ Improve marking of pupils' work by:

- *ensuring marking focuses on improvement and includes useful comment to guide future learning;*

(paragraphs 45 and 56)

In addition to the key issues above, the school should include the following less important area for improvement. This can be found in paragraphs 20, 41, 46, 57, 59, 65, 70, 75 and 81:

- ◆ Formal recording of provision for individual pupils with special educational needs and who use English as an additional language;
- ◆ Library resources and accommodation;
- ◆ Recording of decisions and actions to be taken in governors' minutes.

## **PROVISION FOR PUPILS WITH ENGLISH AS AN ADDITIONAL LANGUAGE**

77. Standards of attainment for pupils who speak English as an additional language are good by the end of Year 6. The proportion of pupils attaining the nationally expected standard in English and mathematics has been greater than it has been for all pupils during the last three years. Baseline assessment is measured in the nursery and in reception. The results of this indicate that this group of pupils achieve well as they progress through the Foundation Stage. Pupils who speak English as an additional language achieve well in all curriculum areas as they progress through the school. The school uses the baseline assessment on entry to nursery to identify and target pupils who are in need of additional support. Pupils are then reassessed twice yearly. The support that is provided for pupils is most intensive during the Foundation Stage and in Years 1 and 2. This support is provided within the classroom and through the use of withdrawal groups, where this is deemed to be more appropriate. Emphasis is effectively placed on the development of pupils' speaking, listening and literacy skills.

78. About half of the pupils at the school speak English as an additional language. The school adopts a positive, inclusive ethos and welcomes pupils from diverse backgrounds and different ethnic and religious groups. This commitment has a significant impact on pupils who speak English as an additional language. Pupils are well integrated within classes and pupils from different ethnic and religious backgrounds work effectively together. Teachers make a good contribution to the learning of bilingual pupils, enabling them to make good progress.

79. Ethnic Minority Achievement Grant funding and resources from within the school budget is used to fund a classroom assistant to support pupils with English as an additional language. Class teachers plan with her and she effectively supports pupils both within the classroom and by withdrawing them in small groups for targeted support. She provides well-planned activities, which ensure that pupils are given appropriate learning opportunities. Equal access is provided to all National Curriculum subjects. This good provision is not reflected in teachers' written plans, which do not make sufficient reference to the needs of pupils who speak English as an additional language. Opportunities for pupils who speak English as an additional language are reduced by the lack of differentiation in science, history and geography in Key Stage 2.

80. Whilst the current practice for the monitoring of pupil progress is good, taking place primarily through twice yearly assessment, undertaken by the classroom assistant, in addition to the ongoing teacher assessment, the arrangements have not been formalised. The school is aware of this and has expressed its intention to adjust its policies and procedures to reflect the practice. Overall, the school takes good care of pupils with English as an additional language.

81. English as an additional language is currently co-ordinated by the acting deputy headteacher, who also leads the co-ordination of the schools special educational needs provision. There is considerable overlap and lack of clarity in the focus of provision between these two areas. For example, individual education plans are not always individualised for each pupil and it is sometimes unclear whether the plan has been written to support a pupil's special educational needs or language development. The headteacher acknowledges this lack of clarity and proposes to bring about improvement.

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	44
Number of discussions with staff, governors, other adults and pupils	40

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	16	18	8	2	0	0
Percentage	0	36	41	18	5	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than one two percentage points.

### 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	208
Number of full-time pupils known to be eligible for free school meals	0	26

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	3
Number of pupils on the school's special educational needs register	0	23

English as an additional language	No of pupils
Number of pupils with English as an additional language	109

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	16
Pupils who left the school other than at the usual time of leaving	11

### Attendance

#### Authorised absence

	%
School data	5.5
National comparative data	5.6

#### Unauthorised absence

	%
School data	0.2
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)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	15	15	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	10	15
	Girls	15	15	14
	Total	26	25	29
Percentage of pupils at NC level 2 or above	School	87 ( 94)	83 (100)	97 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	15	14
	Girls	15	15	15
	Total	26	30	29
Percentage of pupils at NC level 2 or above	School	87 (94)	100 (100)	97 (100)
	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)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	14	16	30

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	11	11
	Girls	14	12	14
	Total	27	23	25
Percentage of pupils at NC level 4 or above	School	90 (87)	77 (90)	83 (94)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	11	11
	Girls	12	10	14
	Total	22	21	25
Percentage of pupils at NC level 4 or above	School	73 (94)	70 (94)	83 (94)
	National	72 (70)	74 (72)	82 (79)

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

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	10
Pakistani	74
Bangladeshi	1
Chinese	3
White	100
Any other minority ethnic group	23

*This table refers to pupils of compulsory school age only.*

### ***Exclusions in the last school year***

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

*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: YR – Y6**

Total number of qualified teachers (FTE)	9.2
Number of pupils per qualified teacher	22.6 : 1
Average class size	29.7

#### **Education support staff: YR – Y6**

Total number of education support staff	6
Total aggregate hours worked per week	192

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	39
Total number of education support staff	2
Total aggregate hours worked per week	64
Number of pupils per FTE adult	13

*FTE means full-time equivalent.*

### ***Financial information***

Financial year	2000/01
	£
Total income	603,958
Total expenditure	606,667
Expenditure per pupil	2,437
Balance brought forward from previous year	38,791
Balance carried forward to next year	36,082

### ***Recruitment of teachers***

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	0

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	249
Number of questionnaires returned	51

**Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	50	34	12	4	0
My child is making good progress in school.	50	36	12	2	0
Behaviour in the school is good.	47	35	12	6	0
My child gets the right amount of work to do at home.	28	43	15	6	8
The teaching is good.	43	41	12	0	4
I am kept well informed about how my child is getting on.	31	44	23	2	0
I would feel comfortable about approaching the school with questions or a problem.	57	26	7	10	0
The school expects my child to work hard and achieve his or her best.	51	27	14	2	6
The school works closely with parents.	39	30	29	2	0
The school is well led and managed.	37	37	22	4	0
The school is helping my child become mature and responsible.	48	40	6	4	2
The school provides an interesting range of activities outside lessons.	16	35	21	24	4

## **PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM AND SUBJECTS**

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

82. The Foundation Stage is organised in two classes, Nursery and Reception. Assessment of the children shortly after admission to Nursery indicates that for the majority of children, attainment is below average, although a few show above average attainment in some aspects and have good speaking and listening skills when they enter the nursery class. At the beginning of the year, children come into Nursery for a short time each day. This is gradually extended until the majority of children are attending full-time. A parents' social evening is arranged early in the first term so that parents can get to know each other and it also provides an opportunity for parents to chat to staff and generally ensure that their child is settling into school. Children move to an increasingly demanding curriculum in the Reception Year which begins at the beginning of the year in which they are five.

83. All children, including those with special educational needs, make good progress throughout the Nursery and Reception years because of the good teaching and the work of supporting adults. Children who speak English as an additional language make very good progress. Extra support is provided according to their particular needs. By the time they leave the Reception class most children have achieved the nationally expected levels in all areas of learning.

84. The well qualified and experienced staff are fully involved in planning and reviewing activities and have a good understanding of how children learn. The staff all know what is expected of them and their role in developing and extending children's learning. Lessons are planned carefully to enable children to follow the 'stepping stones' towards the early learning goals. Equal opportunities are provided through a range of directed and free choice activities for these young children to develop academically and socially. The co-ordinator shows a positive commitment to learning for all children and to the effective development of the Foundation Stage.

#### ***Personal, social and emotional development***

85. Children make good progress in their personal, social and emotional development in both nursery and reception classes and achieve the early learning goals by the end of the reception year. Most children settle well into school life and join in activities with enthusiasm. Staff provide appropriate support and encouragement to those children lacking in confidence to fully take part. Some children with English as a second language have a limited vocabulary when they enter nursery. They are given many opportunities to talk with adults and interact in play and social activities with other children and soon integrate well. In both nursery and reception, time is given to ensuring that the children know the routines such as sitting quietly, clearing away their equipment and moving sensibly from one area to another.

86. By the time they begin their Reception Year most children are beginning to understand the importance of one person speaking at a time and taking turns. In nursery children gradually learn to make positive relationships with others in the class and with staff that help them. Many are able to play and work alongside each other, sharing materials and equipment, and some are able to help each other. For example in the 'café' some children were customers and some were serving 'buns and tea'. A few, whilst playing and working alongside have little awareness of others.

87. In Reception, children develop initiative and independence in selecting resources, tidying away and making choices in their work. They store their clothes neatly when changing for physical activities in the hall and move sensibly and safely from one room to another. In both nursery and reception children are developing an awareness of right and wrong and are learning to care about the world around them.

88. Children make progress in their personal and social development because of the good teaching based on a secure knowledge of the needs of young children. The staff set very good role models in the way that they work together. They show respect, patience and courtesy to all the children with whom they work.

### ***Communication, language and literacy***

89. Children start nursery with varying degrees of awareness of stories, books and writing. The majority have literacy skills below that expected for their age. They make good progress throughout the Foundation Stage because of the skilful teaching and support they receive and by the end of the reception year most children achieve all of the 'stepping stones' towards the early learning goals.

90. In Nursery children usually listen carefully to the teacher and respond to questions well though some need help to express their ideas. At first some children with English as a second language do not have the skills to take part in question and answers or discussions but with appropriate teaching and support soon begin to develop their spoken vocabulary. For example, when playing a lotto game with their teacher the children were attempting to name the fruit and vegetables in the pictures.

91. Role-play situations provide good stimulus for real conversations with others. In Reception, following a visit to school from the local vet, children take turns to enjoy the roles of vet, receptionist and pet owner. Skilful questioning by the support assistant enabled the children to develop their thinking and appreciation of each role. Most children expressed themselves confidently and clearly. All children develop specific language to support their learning in other areas of the curriculum.

92. Children begin to learn skills in reading by handling books and looking at pictures. In Nursery most children understand the difference between pictures and words. They know that print carries meaning and follow the story. They are becoming familiar with their own name but the majority of children do not recognise many words. In Reception children know that the cover illustration gives clues to what is inside a book. They have a clear understanding of reading from left to right and top to bottom. They retell a short story confidently. The more able children know initial sounds and recognise frequently used words and read simple texts. Less able children and some children with English as an additional language make links between captions and the illustrations but are not yet reading complete sentences. All children are becoming familiar with using a library when they choose books to take home to share with their families.

93. In both Nursery and Reception staff provide areas where children practice their mark making and attempt to write. Writing opportunities occur in child initiated imaginative play such as nursery children recording who is in the 'prison' when playing outdoors and children in reception recording the animals brought to the vets and their treatment. The manipulative skills of writing are developed by regularly painting, drawing and playing with construction kits. Some children form letters with fairly accurate shape. Others struggle to repeat letter shapes. They are encouraged to write their names and some children in

nursery and reception write their names accurately. In Reception, children were writing a story about a character they had pulled out of the story sack. The more able children were able to write simple sentences independently.

94. The quality of teaching of language and literacy is good and teachers put strong emphasis on improving spoken language and literacy skills. Staff are skilful in questioning children and giving appropriate encouragement as they work. Teachers plan lessons thoroughly so that children continually build on previous learning. Nursery nurses and support staff play a valuable role in the teaching process. Their involvement in the planning ensures that lesson objectives are followed through.

### ***Mathematical development***

95. Most children's mathematical skills are below average on entry to nursery. Children make good progress and most will reach the levels expected of them by the end of the Foundation Stage. Staff use every opportunity to develop children's understanding of number. For example, in reception children count the number of children having squash to drink and the number having water and then add the two together to make a total. Nursery children join in number rhymes and games and soon count confidently to five. They sort equipment according to size, shape and colour. The nursery children enjoyed playing with the dinosaurs in the sand, as they thought about the differences between them in response to the teacher's questioning.

96. Staff focus on practical experiences which help children to enjoy mathematics and gain ideas in interesting ways. For example, groups of children in reception read a recipe for salt dough together and then helped to measure the ingredients and mix the dough. They develop their understanding of money when paying the bill at the 'vets'. Some children are beginning to add and subtract small numbers together by counting on and back. Children strive to recognise properties of the two and three-dimensional shapes they are exploring. In both classes there is appropriate emphasis on the development of mathematical vocabulary.

97. The teaching of mathematics is good. Teachers plan appropriately and tasks are matched to meet the needs of all the children, including those with special educational needs and those with English as an additional language. Teachers record observations of the attainment and needs of the children as lessons progress. Information is used effectively to inform future planning.

### ***Knowledge and understanding of the world***

98. Children enter nursery with various levels of knowledge and understanding of the world but for most children attainment is below what is expected for their age. They make good progress throughout the Foundation Stage and generally achieve the 'stepping stones' by the end of the reception year. Evidence from teachers' planning show that a variety of experiences are provided for the children, some of which are linked to their current topic. Key vocabulary is taught well.

99. In nursery, children develop early investigative and observational skills when they use magnifying glasses to look closely at the different patterns, textures and shapes on a selection of vegetables later used for printing. They are introduced to the sequence of time when talking about dinosaurs living a long time ago.

100. In Reception, children gain a good understanding of the work of vets and how they help animals. Through discussion, they see the need for animal carriers and design and make a suitable carrier for a specific pet. Children confidently use information and communication technology to reinforce and support their learning. Groups of children have chosen together what photograph to take with the school's digital camera. All children have researched favourite pets then recorded the results in graph form using the computer.

101. Teaching is good overall. Staff make use of visits and visitors to widen children's experiences and knowledge. For example, when nursery children listen to such visitors as the dentist and the optician it broadens their knowledge of people working in the local community for them. When children in the reception class visit the post office, pet shop and florist early geography skills are being introduced. Visits to farms and the safari park enhance children's understanding of living things. These visits and contacts also enhance their social and personal development.

### ***Physical development***

102. Children make good progress in their physical development and achieve the 'early learning goals' by the end of their reception year. In the nursery, children have sufficient space indoors and out to explore and use a good range of equipment. As they play with construction kits, building blocks and malleable materials, such as dough and clay, children increase their level of manipulative control. Children pouring lentils into narrow necked containers were using well developed eye-hand co-ordination skills. These skills are built on in reception where children continue to thread beads, lace, use small construction and cut and paste. Most children control paintbrushes, pencils and scissors by the time they leave the reception class.

103. The development of the outdoor play area and regular use of the large hall has been a major factor in helping both the nursery and reception children to make good progress in the development of their gross motor skills. Nearly all children run, jump, hop and balance with increasing confidence and control. They use balls, bats and other small apparatus to develop expertise in throwing and catching and eye-hand co-ordination. In reception children respond well to instruction when moving round the room and are developing an awareness of space. The good range of wheeled toys give children opportunities to use their imagination as well as improve their physical skills.

104. Good planning and teaching ensure that all children build on skills already learnt. Activities are well organised with appropriate emphasis on developing an awareness of others, co-operating and working safely.

### ***Creative development***

105. Children enter nursery with a wide range of creative ability but the majority are below average attainment. They make good progress and most achieve the 'stepping stones' by the time they leave the Foundation Stage at the end of the Reception year.

106. Progress in their musical development is good. Children in both the nursery and reception benefit from a weekly session with a musician who is also a parent of children in the school. They enjoy singing their favourite songs and rhymes, keeping in time with the music and joining in the actions. Staff work hard to make sure all the children, including children with English as an additional language, are able to take part. Children have regular opportunities to explore and recognise sound and sound patterns when using musical instruments and are beginning to match movement to sound.

107. In both the Nursery and Reception class children develop skills in drama as they pretend to be adults in real situations. For example, children in nursery become characters in the 'police station' alongside the road in their outdoor play area. Well planned and supervised role-play areas foster good relationships and co-operative skills which are essential for future work in drama.

108. Through these early years children benefit from a wide range of creative activities, including drawing, painting, printing, cutting, pasting, collage and modelling with dough and with reclaimed materials. Work is often linked to other areas of learning. For example, children in nursery were making clocks and mice to illustrate the nursery rhyme 'Hickory Dickory Dock' to reinforce their work on time. Children in Reception made salt dough snakes to put on a snakes and ladders board as part of their work with larger numbers.

109. Teaching is good. Children make considerable progress in their observational and recording skills. When they enter nursery their drawings of 'myself' range from vague body shapes with floating limbs to a body with limbs in the correct place and a few details. By the end of the Reception year the most able children, when drawing themselves, produce well proportioned detailed drawings. The least able children draw themselves with a joined body and some detail. Children's artwork is carefully displayed, giving them a sense of value.

## **ENGLISH**

110. Current standards are similar to those seen at the time of the last inspection for 7 year olds, but they have improved for 11 year olds. In the annual National Curriculum tests for pupils in Year 6, the school's performance over the four years from 1997 to 2001 was upward, in line with the national trend. In the 2001 National Curriculum tests for pupils in Year 6, the school's results were well above the national average and well above average in comparison with similar schools. The current inspection concurs with these results; standards are well above average. Boys have performed better than girls over the past three years, but both boys and girls have consistently performed better than the national average.

111. In the National Curriculum tests in reading and writing for pupils in Year 2, the school's performance over the four years from 1997 to 2001 was slightly downward. In the 2001 National Curriculum tests for Year 2 pupils, the school's results were in line with the national average in reading and above the national average in writing. From the current inspection, pupils now attain standards which are above average in reading and writing. Comparisons in test results have to be viewed with caution because of the varying numbers of pupils and the wide range of pupils' attainment from year to year. Last year, there were more pupils than usual in the school with special educational needs.

112. The good and very good standards are the result of the good leadership of the subject and the high overall quality of the teaching with good levels of classroom support. There has been good use of professional training opportunities for staff. A careful analysis has been undertaken of information from tests to find areas of weakness which has resulted in the systematic teaching of letter sounds and spelling. There is very good use of interesting texts to teach spelling, punctuation and grammar with additional time given to writing in all classes. The setting of targets for pupils to know how they can improve their work together with good support of parents in listening to their children read and helping them with homework helps to ensure good progress in learning contributing positively to the standards attained.

113. By the end of Year 2 and by the end of Year 6, pupils' standards in speaking and listening are well above average for their age. Pupils express their ideas and thoughts very effectively because of the teachers' emphasis on the development of specific vocabulary for each subject. Pupils in Years 1 and 2 listen attentively and take turns to contribute to discussions, for example, when they discuss texts during shared reading sessions or describe different sounds in music. Teachers tease out pupils' ideas and encourage them to extend their answers.

114. By the end of Year 6, pupils join in discussions confidently and answer teachers' questions with increasing clarity. In Year 5, pupils demonstrated a mature approach as they discussed the points of view of characters in the story, 'The Midnight Fox'. In Year 6, pupils discussed the use of figurative language in poetry and expressed their views eloquently as they talked about the cautious approach of a son after his father had told him to 'beware'. Teachers listen to the pupils well and set good role models for how to be attentive and contribute to conversations. Pupils gain confidence in speaking to a larger audience when they contribute to daily acts of worship and take part in concerts for parents and friends. The school organises an annual 'oratory contest' in which all pupils can compete. They have to talk for one minute on a subject they choose from a list. There is keen competition for the prize (usually a book) and even the youngest pupils enter hopefully and with varying degrees of confidence. Such opportunities widen pupils' skills in speaking and listening.

115. By the end of Year 2, most pupils exceed the nationally expected levels for their age in reading. Teachers ensure that pupils know letter sounds and are able to build them into words. This gives pupils a good grounding for their reading. In the literacy hour, pupils look for rhyming words and this helps them to decipher words and spell them effectively. Pupils read aloud with increasing fluency and expression. In the literacy hour, teachers ask pupils to think about the meaning of what they are reading and to add suitable expression. Most pupils read simple storybooks confidently and discuss the characters and stories. Teachers encourage them to look for motives for the characters' behaviour and to guess what the next part of the story might be. Most pupils, even the youngest ones in Year 1, are aware of the contribution that authors and illustrators make to books. Pupils use simple dictionaries effectively and are confident in using the contents and index pages in books. In a range of subjects, pupils read for information, and in library periods, they choose books to take home. Pupils enjoy browsing through the available literature to find something they really want to read. The classroom assistant, who runs the library, is on hand to give advice if pupils need it.

116. By the end of Year 6, most pupils read at levels well above those expected for their age. They have a wide range of strategies to decipher meaning from print, for example, when they break words into syllables or look for clues in the text. In the literacy hour, pupils read together from enlarged print and this benefits them all, including those who have special educational needs and those who speak English as an additional language, by encouraging pace and expression. The very good achievement of boys is promoted through a wide range of texts which stimulate their interest. The study of vocabulary and sentence structure in texts gives valuable practice, enhancing reading comprehension and enriching writing activities.

117. Pupils read with fluency and expression and recount the significant ideas, events and characters in stories. Higher attaining pupils cope well with the more complex narrative structures and understand sub-plots in challenging adventure stories. All pupils read from the teachers' well chosen range of literature, which includes poetry and non-fiction. As they read poetry, during the literacy hour, pupils explore the way authors achieve certain effects. In Year 6, pupils read a poem which seemed to be complete nonsense. After thoughtful

study, skilfully led by the teacher, pupils annotated the poem, line by line, and gradually realised that there was a sensible message within the text. Pupils know the names of well-known writers of children's literature and recognise the importance of authors, such as Shakespeare and Dickens.

118. The school's limited library facilities, in terms of space and the number of books to support the subjects of the National Curriculum, inhibit opportunities for pupils to learn how to use a catalogue system to access information. Pupils use the Internet and the school has a good range of CD-ROMs to support pupils' independent study.

119. By the end of Year 2, pupils' attainment in writing is above national expectations. Pupils use capital letters and full stops appropriately; they plan their stories and there is a clear sense of narrative. Pupils have a wide vocabulary which they bring to the most mundane of exercises. For example, when the teacher in Year 1 asked pupils to think of words ending with the 'ee' sound, they replied with words such as 'electricity' and 'literacy'. In stories, pupils use punctuation in interesting ways to add drama and tension, for example, when a pupil wrote, 'He climbed up....and up.....and up'. Pupils explore how punctuation is used in the texts, which they read together. One six-year-old said there was a 'shouting mark' when a character called out in a story! Pupils begin to use such punctuation confidently, including inverted commas for speech. Presentation of work is good, handwriting is usually correctly formed and evenly sized and most pupils join letters in their writing.

120. Pupils' attainment in writing by the end of Year 6 is well above that expected for their age. Pupils benefit from the clear focus on words and sentences in their work during the literacy hour, when teachers lead them through texts and get them to understand the importance of structure and shape in writing. Increasingly, teachers develop pupils' skills in literacy through other subjects such as history, geography and science. Pupils write for a wide range of purposes and learn to adapt their writing for particular audiences. For example, they write newspaper articles, explanations of what they have done in scientific investigations, play scripts, imaginary interviews between reporters and celebrities and instructions for making things in design and technology. Poetry writing is of a very high quality. In poems about the creation of animals, pupils in Year 6 wrote, 'For his eyes, He took the blackness of the night, The striking stare of an arrow', and, 'For her claws, The curve of a bent bow, The tear of a man's heart, The pain of a defeated country'.

121. Teachers mark pupils writing well, with helpful comments so that pupils know what they can do to improve their work. Pupils plan and draft their writing systematically and use word processing well to present work for display. Spelling is very good, the use of paragraphs is secure and pupils use interesting vocabulary, speech and imagery to bring life to their writing.

122. Pupils' attitudes in English lessons are good because of the well planned and stimulating curriculum and the interesting ways in which it is taught. Pupils are keen to contribute to lessons and most are able to work without direct supervision. A few, particularly in Years 4 and 5, are not as productive as they could be during lessons because they chat about their work instead of taking it more seriously. Most pupils settle down to tasks quickly because teachers use very good strategies, such as time limits, to focus attention on what has to be done. Because teachers tell pupils what they are expected to learn and do, there is usually a very clear sense of purpose in lessons and pupils' achievement during the limited time is good. Staff provide opportunities for pupils to develop a sense of responsibility when they encourage older pupils to read with younger ones, and when they get pupils to take turns on the computer to scan the numbers of library books which are taken home.

123. Teaching is good overall. It is very good in Years 1 and 2 and in Year 6. As a result, pupils achieve well, and sometimes very well. Teachers plan activities which are interesting, challenging and enjoyable and which reinforce many reading and writing skills. Good planning ensures that lessons build effectively on pupils' previous learning. Teachers ensure that pupils have achievable tasks, with appropriate support and guidance, so that all pupils are successful. As a result, pupils with special educational needs and those who speak English as an additional language make good progress in line with their peers. Lessons are planned carefully to provide specific opportunities for pupils to take turns to listen to each other. In Year 1, the teacher picks up pupils' interest in reading, which has been promoted in the Foundation Stage and there is a lively approach to literature in the classroom. In a lesson in Year 2, the teacher used a story which she had written to motivate the pupils and help them to recognise that they too are authors. She had a silver box, full of interesting items such as a magic cloak, some rings and a map. The pupils were enraptured and excited making up stories about what could happen if they found such a box and opened it.

124. Very good teaching in Year 6 helps pupils to become familiar with the work of established authors and to know what is special about them. In a biography of Shakespeare, a pupil wrote, 'William! William! Have you finished that play yet?' The marking of work is prompt. It usually reinforces teachers' high expectations of pupils. It lets pupils know how well they are doing against the targets which have been set for them.

125. Co-ordination of the subject is good. High quality professional training for staff and limited but helpful monitoring of teaching and learning have been significant features in the school's introduction of the National Literacy Strategy. Information obtained from assessments of pupils' attainment and progress in reading and writing is used very well to identify areas for improvement and to inform planning. The assessment of speaking and listening is at an early stage. The weekly library club provides a very good opportunity for pupils to develop their interest in reading and opportunities for drama and imaginative role-play are used well to support and enhance pupils' interest in literature.

## **MATHEMATICS**

126. In the 2001 tests for pupils at the end of Year 2, the schools results were well above expectations when compared with both the national average and with schools of similar intakes. Current standards for most Year 2 pupils are above those expected nationally. In the 2001 tests for pupils at the end of Year 6 the schools results were above average when compared with the national average and schools of similar intakes. The evidence gained from the current inspection concurs with these standards. The trend for improvement since 1997 is rising for Year 2 pupils and falling slightly for Year 6 pupils, reflecting the impact of staffing changes and some temporary appointments. No significant difference was noted between the attainment of girls and boys. Standards are broadly similar to those in place at the time of the last inspection in 1997. Each area identified for improvement at the last inspection has been addressed successfully. The rate of improvement has been good.

127. Higher attaining pupils, pupils with special educational needs and those where English is an additional language achieve well. Pupils in Years 1 and 2 achieve very well, attaining standards that are above average from a below average start when they first enter the school. Pupils also achieve very well in Year 6. Achievement is greatest in these three classes because of the good and usually very good quality of teaching, particularly the very

effective classroom management, lessons that have a very good pace and the very good pupil attitudes and behaviour. Achievement is good overall because of the school's systematic procedures for assessing and analysing pupils' attainment and progress, the organisation of groups of pupils within the classroom, based on their prior attainment and current needs and the good attitudes towards mathematics displayed by most pupils.

128. By the end of Year 2 lower attaining pupils can name a range of shapes and understand the properties of them. For example, one pupil explained that a cube has six faces and that each face is a square. He knew that a pyramid has some faces based on a triangle. Lower attaining pupils can name and understand the concept of simple fractions. They demonstrate this by using measuring jugs to calculate fractions of a whole. Many are able to add together mentally three numbers, which have been set out in a horizontal line. Other pupils, including higher attaining pupils, can write numbers up to 100 in figures and in words. They can read and write times of the day with confidence, using terms such as quarter to and quarter past with consistent accuracy. Pupils can interpret data and draw conclusions from the results. Pupils can explain the characteristics of even numbers and multiples of five. Higher attaining pupils are able to explain that the area within the intersection of a Venn diagram includes items that have the characteristics of both outer circles. This group of pupils is confident in application of their knowledge and understanding of mathematics to solve everyday problems. For example, they can calculate mentally the total cost of three items that each cost 30p and know that they would receive 10p change from £1.

129. By the end of Year 6 pupils' skills, knowledge and understanding are developed effectively. Most pupils are confident with using number. They calculate accurately using large numbers, have a very good sense of place value and recognise equivalent fractions and percentages. Pupils have a clear understanding of different mathematical shapes and are able confidently to explain the properties of various regular and irregular shapes at a sophisticated level. For example, higher attaining pupils recognise that a parallelogram has two pairs of parallel sides and two pairs of opposite angles that are equal. Pupils are able to confidently and accurately construct triangles with a protractor and compasses with given information. They use previous knowledge well and confidently apply this to areas of work, which are new, through mathematical investigation. Pupils work well together to look for and try out new ideas.

130. Pupils develop speaking and listening skills effectively in mathematics, through the successful implementation of the National Numeracy Strategy. There is appropriate emphasis on the development of specific subject vocabulary and there are good opportunities for pupils to learn through investigations in mathematics lessons. This provides the opportunity for pupils to tease out their thoughts and develop their mathematical ideas. Whilst pupils are familiar with and confident in the use of information and communication technology, there are currently few opportunities to develop their skills in this area in mathematics. The school is aware of this and the purchase and implementation of appropriate software is a priority for improvement. Pupils who need extra support to reach the expected levels in Year 2 are supported through 'booster' groups, which help them to progress more quickly.

131. Pupils' enthusiasm towards mathematics varies from class to class. Pupil attitudes towards mathematics are very good in Years 1, 2, and 6. Attitudes are less positive where teacher's planning is unfocused, where the pace of a lesson is slow and where pupils are managed ineffectively by the teacher. Most pupils work at a good pace and most are

attentive and well behaved. They work effectively both individually and in small groups. Pupils' relationships with teachers and with each other are very good in most, but not all, classes. Pupils from different religious and ethnic backgrounds work very well together.

132. The quality of teaching is good overall. It is good or very good in Years 1 and 2, but is inconsistent in Key Stage 2. It is good overall. In the one unsatisfactory lesson seen the task set was not appropriately differentiated for the range of abilities in the class and unsatisfactory behaviour by a minority of pupils was not managed effectively. The quality of teaching in Year 6 is consistently very good. Where the teaching is very good lessons are very well planned and structured. In these lessons pupils are set clear objectives, which they understand, there are very clear expectations for behaviour, which are shared with pupils and lessons take place at a very good pace starting with brisk sessions of mental arithmetic, which encourage and motivate pupils. At the end of the good and very good lessons teachers' provide opportunities for pupils to reflect on what they have learned. Teachers group pupils effectively and differentiate work to provide appropriate challenge. Homework is used inconsistently to consolidate and reinforce what is learned at school across Key Stage 2, but provision is particularly good at the end of the key stage.

133. Pupils' written work is often well presented and whilst it is usually marked and sometimes supported by positive remarks, there are very few constructive comments to indicate to pupils what they need to do to improve. Teachers assess and record pupil progress each half term. This information is used to set group targets for improvement. It is not as yet, used to set individual targets to challenge pupils.

134. Support staff play a significant role in helping pupils to focus closely on their work and sort out their mathematical ideas. The school wisely makes the greatest use of support staff with the younger pupils. This is particularly beneficial for pupils who have special educational needs and those for whom English is an additional language. This approach makes a significant contribution to the good progress made by this group of pupils in Years 1 and 2. Teachers ensure that the staff who support pupils are clear about what is to be learned.

135. The co-ordinator provides good leadership of the subject. She has ensured that all the issues identified at the time of the last inspection have been addressed and she has led the successful implementation of the numeracy strategy. The co-ordinator regularly monitors teachers' planning and reviews pupils' work, providing feedback and agreeing targets for improvement with staff. The observation of teaching has taken place, but not recently, because the school has prioritised other areas of the curriculum. This decision should be reviewed, to take account of the variability in the quality of teaching identified during this inspection. The current action plan for mathematics, which is described as a maintenance plan, is brief and lacks meaningful detail. An action plan with priorities fully addressed, containing time-scales, success criteria and resource costs should be put in place to support a more coherent approach to improvement within the subject. The school encourages the involvement of parents through "math's week" and the provision of resources for homework. Parents provide good support for pupils with their learning at home.

136. There is a good level of resources for mathematics, including helpful materials for pupils and resources to support the preparation for the national tests in Year 6, for use at home. Resources are accessible to both staff and pupils. The resource priority is to provide a good range of software to support the teaching and learning of mathematics through information and communication technology.

## SCIENCE

137. Standards seen at the time of the last inspection in 1997 were judged to be above national expectations for pupils at the end of Year 2 and in line with national expectations for pupils at the end of Year 6. Since then results have fluctuated sharply from year to year in the national tests for pupils at the end of Year 6, varying from well above national expectations to below national expectations, reflecting the impact of staffing changes and some temporary appointments. Evidence from the current inspection indicates that standards in science are above national expectations for both Year 2 pupils and Year 6 pupils. Standards have improved by the time pupils leave the school because of the good quality of teaching, the emphasis placed on developing pupils' language skills in the early years of school life, the very good progress being made to develop pupils' investigative skills and the increasingly systematic procedures for assessing pupil progress.

138. In the 2001 national tests for Year 6 pupils, the pupils' performance was below the national average at level 4 or above. The percentage of pupils achieving level 5 was in line with the national average. Compared with all schools nationally, the school's performance was below the national average. Compared with schools of similar intakes, the school's performance was below average. Since 1997 the trend has been one of significant improvement, with a marked fluctuation from year to year. In the teacher assessments for Year 2 pupils in 2001, the school's results at level 2 or above was above the national average. The proportion of pupils achieving level 3 was well above the national average.

139. Pupils make good progress in Years 1 and 2, achieve well by the end of Year 6 and gain increasing confidence in their scientific knowledge, understanding and skills. Pupils with special educational needs, those who are gifted and talented and pupils for whom English is a second language make good progress. The rate of learning could be further increased if there was greater differentiation of the work for pupils in Key Stage 2. Boys and girls make progress at a similar rate. Overall boys perform better than girls in national tests at the end of Year 6.

140. By the end of Year 2, pupils are able to identify the stages of the life cycle, in terms of the ageing process and relate each stage to people that they know. Younger pupils use equipment such as blindfolds and a stopwatch to carry out investigations appropriate for their age group. They know that the inner ear is a tube and that sound vibrates as it hits the eardrum. Older pupils have a good understanding of forces and motion. For example, when investigating forces by experimenting with model vehicles on ramps, pupils discover that pushes and pulls are forces that can cause familiar objects to move, speed up, slow down or change direction. They recognise the impact that different materials have on the ramps to create friction. In their work on materials, pupils begin to understand that some materials can change their state due to the effect of temperature. Pupils can predict the effect of heat on chocolate and use scientific vocabulary to name its state before and after being heated. Most pupils can predict what happens to chocolate as it cools. During Year 2 pupils develop the skills to carry out a fair test. They are able to record the results of investigations in simple terms.

141. By the end of Year 6, most pupils have good scientific knowledge and understanding and are successfully applying investigative skills. In Year 4 pupils are able to explain the concept of a fair test and relate it to electric circuits. Many of these pupils can classify materials into insulators and conductors. A small group of Year 4 pupils can explain that experiments must be based on evidence. Year 6 pupils have a good scientific vocabulary. For example, they use terms such as carpal, stamen and anther confidently within an appropriate framework and can explain their meaning. Many pupils can explain the

process of photosynthesis in an assured way. Scrutiny of work shows that most pupils are developing a very good understanding of the complexity of fair tests within investigations. Many pupils are able to record the process and results of experiments and investigations effectively. The developing sophistication of pupils' ability to undertake and record experiments illustrates the good progress that they make.

142. Speaking and listening skills are developed well in science lessons because of the schools' approach towards the development of specific subject vocabulary and the high profile adopted by the school towards practical investigations, in which pupils work in groups. Skills in literacy and numeracy are used regularly in science lessons. Only limited evidence of information and communication technology was observed. The school recognises that information and communication technology is a key area for development within science and is currently expanding the range of appropriate software. Completed work is usually attractively presented and is very well organised by the time pupils are in Year 6. Work is displayed effectively, in different ways, but little emphasis is placed on the use of information and communication technology to support display.

143. Many pupils are very enthusiastic about science. There is a strong link between pupils' attitude towards their work in science and the rapport that they have with their teacher. Where the rapport is very good, pupils contribute confidently and sensibly to discussions and listen effectively to the teacher and each other. For example, pupils in Year 2 illustrated a high level of interest whilst making notes following an experiment about forces and friction using model vehicles. They were very clear about what was expected of them and had been effectively motivated by a very well planned experiment. Similarly, pupils in Year 6 were very enthusiastic about an investigation into the role of water to transport nutrients within a plant. Most pupils contributed effectively to a teacher led discussion. They were motivated by the subject matter and by the teachers' skilful use of questioning and classroom management skills. They collaborate well in this type of climate when deciding how to carry out their investigations and devising ways for recording what they have done.

144. The overall quality of teaching is good across the school. Some very good teaching was observed in Years 2 and 6. Teachers are confident and have good subject knowledge. The quality of lesson planning is good and provides interesting and stimulating work for pupils. All the lessons observed were well planned and provided pupils with opportunities to actively participate. Activities are not always differentiated to meet pupil's conceptual understanding, particularly with the older pupils. Lesson objectives are made clear to pupils, who know what is expected of them in terms of behaviour and achievement. Higher attaining pupils are challenged to extend their learning. Class management is good in most classes. Most teachers make skilful use of praise and encouragement. Pupils develop the ability to observe, describe and record their findings as a result of challenging investigative work. Teachers have high expectations of pupils' behaviour and response. Teachers provide challenging introductory discussions through very effective questioning techniques, skilfully recapping on what pupils have learnt in previous lessons. Plenary sessions are often used well to conclude lessons, by reinforcing what has been learned. Assessment is used to inform future learning. The quality of marking pupils' work is inconsistent. Most work is just ticked, with some encouraging comments. Little use is made of written constructive feedback to tell pupils what they need to do to improve further.

145. The curriculum for science is broad and balanced. All of the programmes of study in the National Curriculum are covered in increasing depth as pupils move through the school. The use of investigative science is becoming a strength within the provision for science. Members of staff are aware of health and safety considerations in the teaching of science.

Literacy and numeracy skills are used and developed well in the subject as pupils carry out and record their investigations. The school is very aware that information and communication technology is underused within the subject and is taking action to bring about improvement.

146. Subject leadership is good. The science co-ordinator has a very good subject knowledge and is keen to continue to raise achievement in science. Since the last inspection, the co-ordinator has effectively ensured that the requirements of the National Curriculum are fully met in all year groups. She has improved the arrangements for the assessment of pupils' work and its use to inform planning. The rate of improvement since the last inspection is good. The results of the national tests are analysed to inform teacher planning. This has resulted in targeted support being provided for some pupils in Year 6 to accelerate rates of progress. The good practice of recording the results of assessment in National Curriculum levels currently used with the older pupils has not yet been extended across the school. The results of assessment are insufficiently used to support the needs of all attainment groups, particularly with older pupils. The monitoring of teaching by the science co-ordinator is detailed, evaluative and has provided teachers with targets for improvement. This process has yet to be extended to cover all teachers to support raising standards further. Effective monitoring of teacher planning and scrutiny of pupils' work has taken place recently. This has yet to become fully established with a clear focus on raising standards. An action plan with priorities fully addressed, containing time-scales, success criteria and resource costs should be put in place to formalise the key areas for improvement. The subject has appropriate resources, with the exception of software for information and communication technology.

## **ART AND DESIGN**

147. At the time of the last inspection in 1995, standards in art were satisfactory overall. Evidence from the current inspection shows that there has been a considerable improvement since the last inspection with standards now being good and above national expectations by the end of Year 2 and Year 6. All pupils, including those with special educational needs, make good progress.

148. By the end of Year 2 pupils have extended their skills in sketching, printing, painting and modelling, building well upon their previous learning in the Foundation Stage. Pupils have individual sketch books to take with them through the school. This provides a clear picture of progress in drawing skills. The teachers' use of art to support other subjects is good. This has a positive effect on the pupils' knowledge and understanding. For example, types of houses along a time line have been carefully drawn by pupils in Year 1 linked to their work in history. Pupils in Year 2 reinforce their learning in science by illustrating their work on forces.

149. At Key Stage 2 pupils make good progress. Studies by pupils in Year 4 of the Tudor period in our history inspired the portraits of Tudor monarchs. Pupils in Year 5 study the solar system as part of their work in science and geography. Pictures of the planets make an attractive display. Pupils develop an understanding of significant artists and reflect on it to bring interest to their own drawing, painting and model making. In Year 3, pupils plan to decorate pottery in the style of Clarice Cliffe with bold colours, black outlines and geometric shapes. Pupils in Year 6 were inspired by the work of William Morris when designing their screen printing and then working carefully through the screen printing process.

150. Pupils respond well overall to art and design and work hard to improve their work. They have positive attitudes and their behaviour is good. Pupils enjoy art and design and work conscientiously. They take pride in the presentation of their work and persevere to improve. Pupils develop good appreciative skills, discussing their preferences and comparing artists' different styles. Collaborative skills are good, as pupils work well in pairs and groups. They comment appreciatively about what others are doing.

151. The quality of teaching is at least satisfactory throughout the school and good for the oldest pupils. Teachers are clear and confident in their explanations of tasks and techniques, so pupils fully understand. Teachers stress the need for pupils to observe closely and good use is made of examples of the work and styles of famous artists and of pupils' own work. The teachers are well organised, with the appropriate resources readily available. There is good use of questioning to help pupils develop and refine their work. The teachers' planning is clear with good learning objectives, which plays a significant part in the good progress made by pupils. Classroom assistants effectively support pupils' learning, especially those pupils with special educational needs. The curriculum is good and largely follows nationally agreed guidelines.

152. Art and design is well led by the co-ordinator who has a clear vision of how the subject should be developed. She monitors and evaluates planning and is responsible for resources. There are no immediate plans for the monitoring of teaching. Formal assessment is currently inadequate but there are plans to look at how this can be included in all the foundation subjects. The use of information and communication technology in art and design is underdeveloped. Attractive displays of pupils' work can be seen in classrooms and along the corridors. Work has been displayed in the local library and at Symphony Hall. Examples of the work of famous artists such as W. Kandinsky, Mark Rothko, Henri Matisse and J. W. Waterhouse are displayed round the school. Future plans include visits to art galleries and exhibitions to enrich pupils' artistic knowledge and understanding.

## **DESIGN AND TECHNOLOGY**

153. Throughout the school, standards are in line with national expectations. This is a good improvement on the findings of the previous inspection when standards for both age groups were too low and raising standards in this subject was a key issue. Improvements have been achieved through a curriculum with greater breadth and teachers who are more knowledgeable and confident. Virtually all pupils, including those with special educational needs, make satisfactory progress. The school provides a range of activities and experiences for pupils to acquire appropriate skills in choosing and using a variety of tools and materials. Good links are made with other subjects so that new learning in one reinforces learning in another.

154. By the end of Year 2 skills and techniques are developing well. Pupils measure and cut accurately and assemble and join materials, incorporating a moving part. All pupils show very sensible attitudes to their work and support assistants are very well employed helping the slower workers. Pupils in Year 1, studying turning machines as part of their work in science made windmills, practising the basic skills of scoring, cutting and joining materials together. Pupils in Year 2 follow carefully the step by step stages involved in making a wheeled vehicle. They record with photographs the process of planning, investigating, reviewing and evaluating.

155. By the end of Year 6, pupils have learnt well and are able to work with much more independence. Pupils are planning well, applying their good knowledge and understanding,

and working confidently and safely with tools and materials. In their planning they identify suitable materials and research, through disassembling, the process of making a shoe. They are interested and industrious and their ability to assemble materials is much improved. Pupils in Year 4 use their knowledge about an African village in their geography work as inspiration to begin making three-dimensional African face masks with papier mâché. Pupils in Year 6 demonstrate excellent design and sewing skills to create life size slippers.

156. Teaching is satisfactory. Teachers use their improved knowledge to teach and develop skills and usually provide interesting and challenging activities. The teachers' own increased confidence leads to higher expectations of what their pupils will achieve. All these factors have made significant contribution to the improved standards being achieved. Teachers' questioning and leading of discussion is effective in drawing productive responses from the pupils. They use the school's resources well, prepare materials and demonstrate techniques that promote pupils' learning and progress. Planning mainly follows nationally agreed guidelines. Teachers use their own informal assessments to build on what pupils already know.

157. The subject is effectively led and adequately resourced and the co-ordinator offers advice and guidance to her colleagues. She demonstrates a good grasp of the strengths in the subject and has identified priorities, such as the use of information and communication technology, for development. The school holds science and technology days twice a year when parents volunteer to help with supervising activities.

## **GEOGRAPHY and HISTORY**

158. Judgements are based on the lessons observed, evidence from teachers' planning in both subjects, the scrutiny of pupils' work, displays and discussion with pupils and the subject co-ordinator. By the end of Year 2 and Year 6, pupils attain standards which are satisfactory and broadly in line with national expectations. This is similar to the findings at the last inspection and improvement since then has been satisfactory.

159. In history and geography, pupils acquire skills and knowledge steadily across the school although the rate of acquisition varies between year groups. Pupils, including those with special educational needs, higher attaining pupils and pupils where English is an additional language make satisfactory progress. Boys and girls progress at a similar rate. In Year 1, pupils are beginning to gain a sense of chronology. Pupils compare features of a house in 1902 and 1952 with houses of today. They hypothesise about change and improvement. They know that central heating, dishwashers and television did not exist in 1902 and that 1902 was before their grandparents were born. Pupils in Year 2 extend their understanding of chronology. They gather information about famous people and events, such as Florence Nightingale and the Great Fire of London. Pupils in Year 2 are able to assemble key events in chronological order. For example, they are confident that the Fire of London was before the time of Florence Nightingale and that both events were before any of their living relatives was born. Higher attaining pupils can discuss the life of Florence Nightingale and the impact that she had on nursing care. Year 2 pupils have a developing sense of geography. They can readily explain the difference between a map of the world and a globe, what a globe represents, name key features and find countries around the world. Year 2 pupils are confident in the use and purpose of the contents and index in a resource book or atlas.

160. By the end of Year 6 pupils' historical and geographical skills are extended and they use their knowledge and understanding to gain a growing appreciation of the world and the past. The progress that pupils make varies from year to year but is satisfactory overall. Pupils in Year 3 use atlases to extend their research skills and to expand their knowledge and understanding of the world. Pupils in Year 5 study the Greeks and are given opportunities to discuss and reflect on the influence of Grecian mathematics and architecture on the modern world. Pupils in Year 6 are able to prepare and write reports based on information that they have gathered during their work on World War II. Pupils are able to explain changes, events and the consequences of them. Pupils effectively select and link information to form well-structured pieces of writing. Reports are assembled in a logical order. Pupils do not evaluate the quality of the sources of evidence. In geography, Year 6 pupils are able to construct elevations and cross sections from maps. They use research skills to gather information about places to visit, for example, skiing, as part of their work on mountains and avalanches.

161. Pupils' literacy and numeracy skills are developed during their work in history and geography. Teachers place a strong emphasis on the development of subject related vocabulary. For example, in Year 6 pupils are confident in the use of geographical vocabulary such as elevation, erosion, strata, delta and silt. Such language is used appropriately. The development of literacy skills is enhanced when a well planned investigative approach is adopted towards learning. Information and communication technology is currently being expanded to support learning in history and geography. Pupils in Year 2 use hyperlink and use software to produce pie charts to display information. Good practice was seen in Year 6 where pupils worked in pairs to gather information from the Internet for a project on skiing holidays. Pupils in this class also used "Complete animator" software with confidence.

162. Most pupils display very good attitudes towards history and geography in Years 1 and 2. They describe their work as being varied and interesting. Relationships are very good in these classes. Pupils talk about how they like working together. Pupil attitudes and behaviour are good overall in Key Stage 2. Pupils in some classes do not always listen to each other or to the teacher. Overall, the subjects make a good contribution to pupils' personal development.

163. The quality of teaching is very good in history and geography in Years 1 and 2. At Key Stage 2, it is satisfactory overall. It was unsatisfactory in one lesson seen and satisfactory or good in others. All teachers' demonstrate a good knowledge and understanding. Where the teaching is very good, planning is very focused on what the pupils are going to learn and how they will learn it. In these lessons the teachers' planning captures the pupils' imagination and interest and is differentiated to meet different pupils' needs. Where the teaching is less than good pupils are given undifferentiated tasks and a lack of clarity about what they are to learn. For example, in one lesson all the pupils had to copy partially completed drawings of Greek columns. This overwhelmed one pupil with special educational needs, but was dull and unchallenging for some other pupils. Expectations of pupils, including those with special educational needs and pupils for whom English is an additional language, are very good in Years 1 and 2. They are satisfactory and sometimes good in the other classes. Pupils' work is often not differentiated in these classes, except that the higher attaining pupils complete more work than the other pupils do. Pupils are well managed in most, but not all, classes. In a small number of classes pupils become restless and do not listen to the teacher.

164. The policies for history and geography provide a clear rationale and guidance for the teaching of the subjects. The curriculum is planned to ensure that it is inclusive and equally

accessible to all pupils. The lack of differentiation in Key Stage 2 undermines the value of this. The curriculum is effectively enhanced by visits to places of interest, such as the Black Country Museum, Aston Hall and the Severn Trent Education Centre. The school also has visitors to support the history and geography curriculum, such as the Anne Frank production. Years 5 and 6 take part in a five day residential visit to Bockleton to support both subjects. History and geography make a good contribution to pupils' spiritual, moral, social and cultural development. Assessment and recording procedures to note pupils' progress are in place but these are not currently related to National Curriculum levels. The marking of pupils' work is largely by ticks. Some work is given positive comments. Pupils are rarely given written feedback that tells them what they need to do to improve. The school recognises that both of these issues are areas for development. Assessment and the quality of marking were identified as areas requiring improvement at the last inspection. These areas have been partly resolved. The rate of improvement since that time has been satisfactory.

165. Subject leadership is sound in both subjects. The co-ordinator monitors the medium term planning and provides feedback to teachers and the Senior Management Team. This impacts positively on standards but the observation of teaching and learning and scrutiny of pupils' work has not yet taken place. An action plan with priorities fully addressed, containing time scales, success criteria and resource costs should be put in place to formalise the key areas for improvement. Resources are adequate. There are sufficient books to support pupils in the topics taught in geography and history but limited use is made of the library to support pupils becoming more independent. The subject co-ordinator recognises that the software resources to support information and communication technology are underdeveloped.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

166. Standards in information and communication technology are in line with national expectations by the end of Years 2 and 6. Since the last inspection, standards have improved throughout the school and pupils' achievement by the time they are 11, from a low start, is good. Younger pupils now have a much better start in learning the subject. No specific information and communication technology lessons were seen during the inspection but activities using information and communication technology were observed in other subjects and the school provided samples of pupils' work over the past two years which were produced using information and communication technology.

167. In Years 1 and 2, pupils build well on the good work done in the reception class and acquire a satisfactory range of skills. They develop a growing understanding of the function of specific keys on the keyboard. The majority of pupils word process competently enough to produce stories, poems, lists and instructions. Teachers look for ways to bring information and communication technology into other subjects. In art and design pupils' skills in drawing progress well and information and communication technology is used increasingly effectively. For example, in Year 2 pupils drew detailed pictures of knights in armour. Data handling skills develop well and support work in mathematics as pupils create bar charts to show which drink is the most popular in the class. Teachers display pupils' work effectively to promote interest and consolidate what pupils have learnt and done. Skills of monitoring and control are the least well developed. Nevertheless, pupils recognise that they control the printer from the computer screen and give commands which control virtual tools when they use a drawing package. Pupils use information and communication technology to find things out from CD-ROMs and the Internet and this is a strong feature which promotes literacy and skills for research.

168. By the end of Year 6, pupils are confident with editing and moving text on the screen. They word process their work, compose articles for magazines and create attractive posters. Teachers maximise on the pupils' interest in information and communication technology by getting them to write and illustrate interesting poetry and prose. In art and design, pupils become more adventurous in their use of drawing packages. They create interesting pictures retrieving illustrations from an electronic store ('importing') to add life and interest to their work. Pupils create a variety of graphs, using colour to emphasise differences and trends. Teachers promote the use of the subject with increasing effect throughout Years 3 to 6. Pupils use it to organise information; for example, in mathematics and science to create graphs and charts. In Year 3, pupils used it to write and illustrate booklets about the lifecycle of the frog. The work was well executed, with pictures of frogs imported from picture files on the computer. Lack of equipment such as robotic toys and electronic sensors has hindered pupils' faster progress in controlling and monitoring. Current inspection indicates that pupils are proficient at writing simple programs which manoeuvre an item, such as an arrow around the screen. They develop their ideas and analyse 'moves' so that they can make use of the 'repeat' command and thus avoid having to write long repetitive instructions.

169. Pupils love the subject and, in discussions, some say that it is their favourite. They are enthusiastic and there is a sense of excitement when pupils learn that it is their turn to use the school's set of laptop computers. Teachers encourage the pupils to listen to one another's ideas and share equipment sensibly. Pupils work in twos or threes and take turns with a strong sense of fairness when everyone wants to use the machines! When their work is displayed in the classrooms or corridors, pupils are keen to show it to visitors and talk about how they did it. Throughout the school pupils use equipment such as tape-recorders, and older pupils use digital cameras to create instant records of events.

170. No judgement can be given for teaching because too few information and communication technology lessons were seen. A good lesson was observed for pupils in Years 3 and 4, where pupils made good progress in drawing shapes. Throughout the school, pupils' good achievement from a low start reflects a new found sense of confidence amongst the staff which results from well organised professional training. The subject co-ordinator has done well to manage the new system of wireless-operated machines. This allows pupils and teachers to access the Internet to look for information to support learning in a range of subjects. The school development plan has clear goals for next year, which include the monitoring of equal opportunities to ensure that all pupils have access to equipment. There are also plans for all teachers to develop the use of information and communication technology in other subjects. Teachers now use information and communication technology very effectively in their planning. This has helped them to adopt a consistent method for preparing lessons, especially in literacy and numeracy. Pupils follow this good role model and are beginning to organise their work, for example, in science and geography, where they present their results and findings in a systematic way.

171. All pupils, especially those with special educational needs or who speak English as an additional language, benefit from using computer programs. They improve pupils' spelling and enable them to recall mathematical facts, such as multiplication tables, more quickly. Because they like using the computers and can compete 'against the clock', there is a sense of fun for them. When they have finished their work, pupils record what they have done on simple charts which the teachers then use to assess attainment and progress. If pupils are finding certain processes difficult, more practice is organised for them to reinforce skills. Sessions are held at lunchtime and teachers give their time willingly to support pupils.

172. There is a helpful policy for the subject and the school has adopted the nationally recommended scheme of work. Intensive training for teachers has had a positive effect on pupils' attainment. Standards were criticised in the last inspection but recent improvements have raised the profile of the subject and increased pupils' and teachers' confidence and expertise. Resources are adequate overall but new equipment, including programmable toys and measuring tools for use in science, is being added gradually to the school's stock. Pupils should be able to build more effectively on what they already understand and can do.

## **MUSIC**

173. Overall standards are satisfactory for 7 and 11 year olds. Too few lessons were seen to give an overall judgement on teaching. Two lessons were seen. From these and from acts or collective worship, observation of the whole school singing practice and listening to instrumentalists in assemblies and specialist sessions, it is evident that the school's strengths in music lie in instrumental work, composition and performance.

174. From inspection evidence, attainment in singing is satisfactory overall. In collective worship, pupils' singing is well pitched and they respond sensitively to songs and prayers. Because these are usually sung in Hebrew, non-Jewish pupils hum or listen attentively, and all respond to the strong rhythms. In the whole school singing practice, a few boys lost concentration but most pupils listened well and followed the teachers' instructions and the piano accompaniment carefully. They sang enthusiastically as they prepared for a concert for parents. Pupils with special educational needs and those who use English as an additional language enjoy music, especially when they play instruments. Pupils from all ethnic and faith groups work well together as they compose and perform their own pieces.

175. In a lesson in Year 1, teaching of high quality ensured that the pupils made very good gains in learning about how to compose music. By allowing them the opportunity to explore sounds made by an exciting range of percussion instruments, the teacher heightened pupils' awareness of the different character of the sounds they made. In pairs pupils then made 'conversation' - they 'talked' to one another with their instruments, using different rhythms and dynamics. They were completely absorbed in their work and demonstrated very good levels of concentration and co-operation. Pupils realised that it took effort from both members of the pair to achieve a good performance. They then performed very well for the rest of the class. In a well-taught lesson in Year 4, pupils sang very well. They listened attentively so that they came in at the right time in a part song. They watched each other carefully, kept the rhythm going and added taps and claps to bring texture and variety to the music. Their enjoyment and satisfaction were evident. In the same lesson, pupils listened very well to a piece of classical music and described the mood, tempo and rhythm in a mature way. In both of the lessons seen, pupils listened well to advice from teachers and worked hard to improve their performance.

176. Pupils' sense of performance is very good. Instrumentalists play confidently, with a sense of style, commitment and desire to communicate with the audience. School assemblies provide ideal opportunities for pupils to perform. Pupils from Year 4 played descant recorders well, with good breath control, accurate fingering of the notes and great attention to the accompaniment from the piano. They showed an awareness of the shape of pieces of music as they repeated musical patterns, varied the dynamics and responded to the mood. A violinist from Year 5 played very well, with verve and maturity. Pupils who have specialist instrumental lessons progress well and play sensitively, with a strong sense of rhythm and style. In a specialist viola lesson for pupils from Year 6, three pupils

displayed a high level of discipline and self control as they practised for a concert in which they will perform with pupils from other schools. The pupils listened very well to the teacher and played with a great sense of presence and flair. Pupils perform for their parents at festival times. They also join with singers and instrumentalists from other schools for concerts both large and small. These activities provide opportunities for pupils to practise and refine their musical skills and experience the sound of music in larger venues and concert halls.

177. Provision for the teaching and learning of music has improved well since the last inspection, when the requirements of the National Curriculum were not fully met. There is now a helpful school policy and scheme of work which follows national guidance. This ensures that pupils experience an interesting programme of musical activities. Non-specialist teachers are more confident in teaching the subject because of this guidance. In order to support teachers further, the co-ordinator is considering the school's purchase of a commercial scheme. This will provide progressive lesson plans and ensure consistency of learning as pupils move from class to class. Use of the computer to create simple compositions is at an early stage. Now that the school has more computers and equipment, teachers are keen to develop this aspect of the subject.

178. Links with the City of Birmingham Symphony Orchestra have provided a strong influence for pupils to explore and enjoy music making. Pupils are also taken to the ballet. A variety of musicians have been to the school to perform for the pupils and enhance the curriculum. Performers who have visited the school include a brass ensemble, Israeli singers and dancers, Irish and South American folk musicians and a rock group. The co-ordinator plans to invite some Asian performers to widen the range further and share the culture of the large number of Asian pupils in the school.

179. Resources are adequate. There is an adequate range of tuned and untuned percussion instruments, including some interesting examples from a number of other cultures. The supply of CD-ROMs is satisfactory and pupils are able listen to a variety of music from different times, but the range of music from different cultures is limited. The school recognises that this is an area for improvement.

## **PHYSICAL EDUCATION**

180. Due to timetabling only one physical education lesson was observed. Judgements are based on discussion with teachers and pupils and examination of teachers' planning. Satisfactory standards in physical education throughout the school have been maintained since the last inspection. These are in line with those expected nationally. All pupils, including those with special educational needs, make satisfactory progress. Within physical education, swimming is a strength and the majority of pupils reach a good standard.

181. Nearly all pupils in Years 1 and 2 develop an appropriate response to instructions, changing and stopping on command. They develop understanding of the importance of warming up at the beginning of lessons and develop ways of moving in different directions at varying speeds. Pupils explore and repeat simple ball skills to show basic control and co-ordination. When practising basic techniques, they look to improve their performance. They develop confidence in performing in front of the whole class.

182. The one physical education lesson observed in Year 6 was taken by a specialist cricket instructor. Pupils were completely engrossed and concentrated well. By the end of

the lesson all pupils had improved their throwing, catching and batting skills. They showed awareness of safety and followed instructions immediately.

183. Pupils have good attitudes towards physical education. They enjoy the active and sometimes competitive nature of the subject and respond well to the tasks set, playing co-operatively together. Pupils benefit from a broad range of activities. Pupils enjoy opportunities for physical activity and express themselves confidently.

184. The nationally recognised scheme of work is being used, with suitable adaptations to make it relevant to the school. Class teachers complete an assessment sheet at the end of a unit of work. This enables the teacher to identify children with particular needs and planning is adjusted accordingly.

185. The subject co-ordinator is enthusiastic and has sensible plans for the development of the subject and to extend the experience of pupils outside school. She monitors teachers' planning and provides feedback and advice. The quality of learning resources is good and used well. Extra-curricular activities are offered, including football, cricket and yoga. The curriculum is further extended by activities with other schools such as taking part in football matches.