

INSPECTION REPORT

**ST MARGARET'S CE JUNIOR, INFANT & NURSERY
SCHOOL**

Great Barr, Birmingham

LEA area: Sandwell

Unique reference number: 103995

Head teacher: Mr M. Earnshaw

Reporting inspector: Mr D. Speakman
20086

Dates of inspection: 19th - 22nd May 2003

Inspection number: 246341

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Nursery, Infant and Junior
School category:	Voluntary Aided
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Birmingham Road Great Barr Birmingham
Postcode:	B43 7AP
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Appropriate authority:	The Governing Body
Name of chair of governors:	Dr P James
Date of previous inspection:	9th February 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
20086	David Speakman	Registered inspector	Science Design and technology Information and communication technology (ICT) Educational inclusion English as an additional language	What sort of school is it? The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
9883	Brian Silvester	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
4676	Mary Griffiths	Team inspector	Mathematics Art & design Geography Physical education Special educational needs	Pupils' attitudes values and personal development How good are the curricular and other opportunities offered to pupils?
27242	Enid Rice	Team inspector	English History Music Foundation Stage	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Margaret's CE Junior, Infant and Junior School is a voluntary aided school that is about the same size as other primary schools and educates boys and girls between the ages of three and eleven. The number of pupils is about the same as at the time of the previous inspection. There are 223 pupils on roll, which includes 36 children part time in the Nursery and 30 full time in Reception. Pupils come from homes within the surrounding area and from areas further afield in neighbouring Walsall and Birmingham. The overall socio-economic profile of the pupils is average, although the percentage of pupils entitled to claim free school meals is below the national average. The children's attainment on entry to the school is average. The majority of pupils are of a white UK origin and there is a number of pupils from other backgrounds including Indian, Pakistani and Black Caribbean backgrounds. Twenty-two pupils do not speak English as a mother tongue and three are at an early stage of English acquisition. This is a high proportion. Thirty-two pupils (14 per cent) have special educational needs and four pupils (one per cent) have a Statement of Special Educational Needs. The proportion of pupils with special needs is below the national average, but the proportion with statements is average. Special needs include specific, moderate and severe learning difficulties, physical disabilities, emotional and behavioural difficulties and speech and communication disabilities. The school is popular and is over-subscribed.

HOW GOOD THE SCHOOL IS

This is an effective school with many very good features. It provides a good quality of education, with good overall teaching and a curriculum which enables all pupils to achieve well in many subjects. The quality of leadership and management of the head teacher, deputy head teacher and the governing body is very good. Pupils develop very good attitudes to their learning and their behaviour and personal development are good. Relationships are very good. The school provides good value for money.

What the school does well

- Standards in English, mathematics and science are well above average by the end of Year 6.
- The overall quality of teaching is good and enables pupils to learn effectively.
- The head teacher and governors provide very good leadership that contributes positively to the success of the school.
- The provision for pupils' spiritual development is good. It is very good for their moral and social development and effectively supports pupils' very good attitudes, personal development and good behaviour.
- Assessment procedures are good and enable teachers to organise lessons to ensure that tasks are well matched to the needs of all pupils and all are given equally good opportunities to learn.

What could be improved

- Some aspects of teaching, so that it is of consistently good quality in all subjects.
- Standards in physical education of the youngest pupils.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in February 1998 and since then it has made a very good level of improvement. Key issues relating to curriculum planning, assessment and standards in design and technology have all been fully resolved. Standards are higher. They have improved in mathematics, science, art and design, design and technology, geography and information and communication technology. High standards have been maintained in English, as have above average standards in music. The quality of teaching has improved. Pupils' attitudes and relationships are better. Leadership and management are now very good and the school is well on course to meet its appropriately challenging targets.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	A	B	A	B
mathematics	A	A	B	C
science	A	A	C	D

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

By the time children reach the end of the Foundation Stage, the majority achieve well and are on course to exceed the early learning goals for children of this age in all areas of learning. In the National Curriculum assessment tests in 2002, results for Year 2 pupils were average in reading, well above average in writing and average in mathematics when compared to all schools. When compared to schools with a similar proportion of children receiving free school meals, results were below average in reading and mathematics and average in writing. This is because there was a higher than usual proportion of pupils with special educational needs who needed additional literacy support in this class. Current standards in English, mathematics and science are above average and above those nationally expected in geography, ICT and music. Standards are as nationally expected in all other subjects, except in physical education for younger pupils, where they are below.

National Curriculum test results for pupils in Year 6 were not as good in 2002 as in previous years due to this group of pupils experiencing significant disruption to teaching during their final year. In science five pupils missed the higher Level 5 by one mark, thus significantly lowering results in science. Inspection evidence shows that standards for Year 6 pupils have recovered through a more stable staffing situation which provides teaching of a good quality, and are currently well above average in English, mathematics and science. They are above national expectations in art and design, geography, information and communication technology and music. Standards are as expected in all other subjects. Standards of literacy and numeracy in other subjects are well above average and the quality of information technology skills seen in other subjects is above that expected nationally. Pupils at all ages, including those with special educational needs and those who speak English as an additional language, achieve well.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils like coming to school, they are very keen to learn and have very good attitudes towards their work and other pupils. They show high levels of interest and enjoyment in their work.
Behaviour, in and out of classrooms	Good. Pupils follow the school's high expectations of behaviour. They behave well in class, around the school and on the playground at break times.
Personal development and relationships	Very good. Relationships are very good; pupils get on well together and with all the adults in the school. Pupils' personal development is good. They work constructively, co-operating in groups and productively on their own.

Attendance	Satisfactory and around the national average. There is good punctuality and lessons begin promptly.
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TEACHING AND LEARNING

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

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 and learning is good overall. Teaching is good in most subjects and satisfactory in design and technology, history and physical education. Skills of literacy and numeracy are promoted effectively in a good range of other subjects and pupils are given many good opportunities to develop these skills well. The particular strengths in teaching are the effective planning and the good use of skilled teaching assistants, which enables teachers to meet the needs of all groups of pupils effectively. Pupils who have learning difficulties learn well, due to the good targeted support that they receive from their teachers in partnership with the teaching assistants. The effective teachers' planning provides work that challenges the higher attaining pupils and enables them to reach the higher levels of the National Curriculum. Teachers have high expectations for pupils' academic standards and behaviour, manage pupils well and make good quality assessments of pupils' progress and use this knowledge well when planning the next lesson. As a result, in most lessons and most year groups, pupils, including those with learning difficulties and pupils with English as an additional language, learn well. Teachers successfully encourage pupils to try hard to succeed and to work productively at a good pace. Activities are interesting and clearly explained and illustrated. As a result pupils are interested in their lessons and get fully involved.

In some lessons which are otherwise judged to be satisfactory overall, or when very occasionally less than satisfactory, teachers talk for too long, lose the attention of pupils and fail to engage them through appropriate challenge in practical activity, such as in music and physical education. Very occasionally, a lack of firm control of a few pupils' behaviour leads to insufficient progress being made by the whole class. The marking of some pupils' work is restricted to positive comments and does not always sufficiently indicate to pupils how they might best improve.

A strong feature in teaching is the very good use of information and communication technology to support and promote good learning across the curriculum. This is enabled by teachers' confidence and good skills in the subject and the excellent resources. This strength accounts for the above average standards in information and communication technology at the end of Year 6, and contributes significantly to pupils' interest in learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of opportunities for learning provided by the school are good for children at the Foundation Stage and for pupils in Years 1 to 6.
Provision for pupils with special educational needs	The provision for pupils with special educational needs is good. Clear procedures are in place to support the identification and assessment of pupils. Individual education plans are carefully and thoughtfully prepared. The targets clearly identify the main priorities and teaching and assessment procedures are carefully arranged.
Provision for pupils with English as an additional language	This is good and enables these pupils to be fully included in all aspects of school life.

Provision for pupils' personal, including spiritual, moral, social and cultural development	This is good. It is good for their spiritual development and very good for their moral and social development. Provision for their cultural development is satisfactory because planning to develop pupils' multicultural experiences and knowledge is underdeveloped.
How well the school cares for its pupils	The school cares well for its pupils. The school's arrangements for the welfare, health and safety of all its pupils are good. Day-to-day personal support and guidance for pupils is good. Good assessment procedures are used effectively to ensure all pupils are provided with work of an appropriate level.

The views of the parents are satisfactory overall. Those with younger children have more positive views of the school than the parents of pupils in Years 4, 5 and 6. Those with concerns are not fully aware of how good the school really is. Information given to parents is satisfactory. Parents' support of their children's education is good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	The leadership of the head teacher is very good. He works very effectively with his staff to establish a very clear and caring vision regarding the development of the school. The management of the school is good. The roles of the senior management team and subject co-ordinators, who work well together towards continual improvement, are well developed, although the head teacher has to cover the co-ordination of some subjects temporarily.
How well the governors fulfil their responsibilities	Very good. Governors are fully involved in the school. They are conscientious, well organised and fulfil most statutory responsibilities.
The school's evaluation of its performance	This is good. The head teacher, key staff and governors work very well together to identify the school's strengths and areas for development. The head teacher and curriculum co-ordinators rigorously monitor teaching, learning and standards.
The strategic use of resources	The financial management of the school is good. The school takes great care to ensure that spending is targeted well and linked to priorities in the school development plan. Close monitoring of spending decisions reflects the careful consideration given to the impact of financial commitments on standards so that best value is achieved well.

There is an adequate number of teachers, who are appropriately qualified to teach this age range. They are well supported in their work by a good number of teaching assistants. Some staff absence has caused disruption and has necessitated the movement of teaching staff to other classes and made the permanent delegation of subject responsibility difficult. However, the co-ordination of all subjects is covered. Although the accommodation is adequate, it is old and often difficult to maintain. Learning resources are good. They are excellent in information and communication technology, but the library is in need of some attention.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Children like school.• Pupils' good behaviour.• Feeling comfortable about approaching the school with a problem or concern and how well the school works with parents.• Leadership and management• School's expectation on children to work hard and do their best.• The school helps pupils become mature and responsible.	<ul style="list-style-type: none">• Homework.• Extra-curricular activities.

The inspection team agrees with the positive views of the parents. During the inspection homework was found to be used satisfactorily to support the work done in school. Provision for extra-curricular activities is satisfactory. Although there is a good range of extra-curricular activities, they could take place more frequently.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. In the 2002 National Curriculum tests for Year 2, results were average in reading and mathematics and well above average in writing when compared to national data. When compared with similar schools, results in reading and mathematics were below average and well above average in writing. This is because the school has identified writing as an area for development and focused successfully on raising standards. The 2002 results are lower than in previous years. This is because a larger than usual proportion of the pupils in this group had special educational needs and this lowered the test results. At the end of Year 6, the 2002 test results in English were well above average, above average in mathematics and average in science. When measured against similar schools, standards in English were above average, in mathematics they were average and in science were below average. Again, a larger than usual proportion of pupils in Year 6 had special educational needs. However, when the results of these Year 6 pupils are compared with their national test scores at the end of Year 2 in 1996, they made satisfactory progress in English and unsatisfactory progress in mathematics and poor progress in science. This represents achievement for these pupils that is not as good as seen in other years. This group also experienced a significant amount of disruption in the teaching during their final year in the school. Because of these two factors, results in National Curriculum tests were lower than in previous years. Another reason for this in science is that five pupils missed the higher Level 5 by 1 mark, and this lowered the overall test results for the year group.
2. Children enter nursery and reception with levels of attainment that are as nationally expected for children of this age. They achieve well in the Foundation Stage and enter Year 1 with above average knowledge, understanding and skills in language and literacy, mathematical development, knowledge and understanding of the world and in their creative and physical development. They also develop above average standards in their personal, social and emotional development.
3. The inspection findings indicate that attainment in English, mathematics and science is above average for the current pupils in Years 2 and well above average by Year 6. Standards in art and design are as expected nationally at the end of Year 2 and above average by the end of Year 6. Standards in geography, information and communication technology and music are above those expected nationally at the end of both Years 2 and 6. Standards are in line with national expectations in all other subjects, except in physical education, where standards of younger pupils are below expectations. Pupils' overall achievement is good. The lack of achievement reported for pupils in Year 6 in 2002 has been addressed through creating a more stable teaching situation through re-deploying teachers. The quality of teaching is now good. The progress of pupils with special educational needs is similar to that of other pupils and is good overall. Pupils with English as an additional language also make good progress and their levels of attainment enable them to take a full and productive role in all subjects.
4. Standards in speaking and listening are above average. Younger pupils express their thoughts well and in their responses they manage to convey humour clearly. Higher attaining pupils answer questions well, using full sentences with interesting vocabulary. All pupils discuss their work in lessons with others and confidently present what they have done to the class. Pupils with English as an additional language are well supported and also develop above average speaking and listening skills by the time they are in Year 6. By Year 6, most pupils express themselves clearly and can sustain conversations well. They obviously enjoy talking with other pupils and with adults. Pupils generally have a mature approach, listening well during lessons and contributing fully to class discussion.
5. Pupils throughout the school are very good readers. They enjoy books and the level of their understanding and comprehension enables even younger pupils to talk readily about the story and what they think might happen next. They use competently a good range of strategies for attempting unfamiliar words, for example by sounding out letters or looking for familiar patterns. By Year 6, most pupils are confident and fluent readers. Most pupils have a good reading

background and are familiar with a range of authors and can talk about their favourite books, explaining why they like them. Pupils research information in reference books well and this helps them with their topics and improves standards in other subjects that have a strong reading element.

6. Pupils' writing is good as a result of the school identifying it as a weakness and focusing on its improvement. Younger pupils spell simple words accurately and take care with punctuation and use capital letters and full stops accurately. Their handwriting is generally well formed and easy to read. Older pupils are able to edit and revise their work and produce good quality pieces of extended writing in English and in other subjects such as history and geography. They write well in a good range of different styles such as newspaper reports, formal letters and stories from their imagination as well as re-writing familiar tales. By Year 6, it is very good. Pupils organise their ideas well, write in well-structured sentences and spell with accuracy. Their writing is mostly interesting and mature.
7. At the end of Year 2 pupils' knowledge and understanding of number is above average, and well above average by Year 6. All pupils deal with large numbers, decimals, fractions and percentages well and a strong feature is their ability to use and apply these skills effectively when solving problems. Their skills in mental calculation are above average. Pupils have a thorough understanding of shape and measure. Whilst working across the mathematics and numeracy curriculum, pupils show that they have very good skills in using and applying their knowledge and understanding to solve problems and work out strategies to answer questions.
8. In science, pupils of all ages show a good understanding of all aspects of the subject. They develop very good investigation and observation skills from an early age. Standards at the end of Year 2 are above those expected for pupils of this age and by the time they have reached Year 6, standards are well above average and the improvement in their experimenting and investigating skills is significant. Pupils understand how to plan a 'fair test', explaining, for example, that some aspects have to be kept constant, while others may change. By the time they are in Year 6, pupils use a variety of methods to investigate situations. They generate their own questions to investigate and predict the outcomes appropriately and sometimes learn effectively from their mistakes.
9. Pupils' attainment throughout the school in information and communication technology is above that expected for their ages and the achievement of all pupils is good. Those pupils with special educational needs learn effectively through good support using information and communication technology to consolidate and extend learning. The English keyboard presents no problem to pupils with English as an additional language. They know English sufficiently to enable them to develop good skills and use information and communication technology to extend their learning. All pupils are given the opportunity to develop their skills in all areas of the information and communication technology curriculum. They are able to control operations and monitor sound using electronic sensors to capture data. They work well with spreadsheets and are able to enter data and order it using simple commands. Routine skills are good and are used competently by all pupils to improve further their computer skills and knowledge and understanding in a good range of other subjects.
10. Standards in geography are above those expected for pupils of this age at the end of both Years 2 and 6. Pupils show good research skills and are able to use both the Internet and reference books well to increase their knowledge of other lands and a good range of different physical features such as rivers and mountains. Their good knowledge and understanding in geography enables them to have a clear appreciation of how these features influence the lives of people who live in or near these localities. In physical education, younger pupils have underdeveloped co-ordination skills because of weaknesses in teaching, and this limits their attainment. In music, where standards are also better than those expected for pupils of this age, pupils are able to use a good range of instruments to make music at a standard above that expected for pupils of this age. They also appreciate different styles of music well and comment on their response to music in good detail.

Pupils' attitudes, values and personal development

11. Very positive attitudes and good behaviour in and around the school have been maintained since the last inspection. A clear and thorough policy outlines the school's expectations. Pupils themselves indicate that they enjoy school and are happy to be there. This is reflected in the overall ethos of the school, which promotes good Christian values and leads to the pupils making good progress. They show a keen interest in their work and, without exception, pupils are very supportive of one another.
12. Pupils respond particularly well to good teaching and teachers' high expectations. They respond equally well as individuals or as members of a group. Levels of concentration are good and they are eager to answer questions about the work they are doing. They have no hesitation in asking for help if there is something they do not understand. Concentration levels are good and once on target pupils are not easily distracted, such is their interest and enthusiasm.
13. Pupils with special educational needs are developing well in confidence and self-esteem due to very good arrangements for the inclusion of all pupils in what the school has to offer. There are times when these pupils cannot be identified, such is the quality of their involvement with other pupils in lessons. Codes of behaviour apply equally to them as they demonstrate good levels of participation in all activities.
14. All pupils are encouraged to be involved in the good range of learning opportunities offered by the school and are keen to do more. They play representative games and the trophy cupboard shows that they have been particularly successful in football. Pupils indicate an enthusiasm to participate in out-of-school activities, but the full range of extra-curricular activities is not offered throughout the school year.
15. Behaviour in lessons is good throughout the school. This is largely due to a strong focus on encouraging and rewarding good behaviour. Teachers set clear guidelines for behaviour and pupils respond well to high expectations, creating an air of industry as well as enjoyment in what they do. Teachers lead by example and their good management of pupils encourages very good levels of co-operation, with pupils frequently working together in a very supportive way. On the occasions when the level of noise increases this often indicates the high level of involvement of pupils and does not indicate any lack of concentration. There is little oppressive behaviour and on the occasions where it has been necessary to report isolated incidents, these have been dealt with quickly and fairly. When engaged in practical activities, such as physical education, good behaviour and caring attitudes ensure that pupils operate safely. There were no exclusions in the year prior to the inspection.
16. Informal reward systems operate in the school, each appropriate to the age range and interests of the pupils. These vary from the giving of stars to the use of merit charts for satisfactory work. A more formal procedure for the positive reinforcement of good behaviour is the Congratulations Assembly. Here, pupils value recognition from the rest of the school for their good work, good behaviour and caring attitudes. High standards of behaviour are expected of pupils taking part in school trips. School property is treated with care and respect.
17. Relationships are very good overall. Pupils are courteous and helpful to all members of staff and other visitors to the school. They are willing to engage other adults in conversation, sometimes showing maturity beyond their years. All teachers know their pupils well and have a good understanding of their individual needs. They are particularly good at developing their ability to show initiative and work independently, to the extent that they are often able to carry out their own research for a variety of topics, using books and the Internet. From an early age they are taught the wisdom of folding their clothes tidily when they go to physical education, so that they can find everything when they return. Pupils are usually very good about clearing up after themselves.
18. The level of attendance is satisfactory. Attendance in 2001/2 was 94.8 per cent, which is broadly in line with the national average. There were no unauthorised absences in 2001/2. The level of attendance is similar to that found at the previous inspection. The level of punctuality of the pupils is good. The level of attendance and punctuality has a positive impact on the standards, achievement and progress of the pupils.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

19. Teaching is good and promotes good quality learning. The vast majority of lessons (two-thirds) seen were good or better. Teaching effectively enables all pupils to achieve well and develop very good attitudes to learning. As the proportion of very good teaching has increased and the quality of teaching for pupils in Years 3 to 6 has improved on that reported at the time of the previous inspection, teaching has improved since then. Teaching is good for children at all stages of the school. The quality of teaching is judged to be good in all subjects, except in design and technology, history and physical education, where it is satisfactory.
20. The school makes good provision for children at the Foundation Stage. Their progress is supported by clear and careful planning, and good quality teaching and classroom support. The teaching ranges from satisfactory to very good and is good overall, with teaching in reception never being less than good. Members of staff make use of the early learning goals to plan a suitable curriculum. The needs of all children are considered through detailed observations and subsequent planning of suitable activities to help them learn well. A feature of the good teaching is the time given for children to explore and experiment within a warm secure environment, which gives them confidence to learn for themselves. Good systems are in place to assess children's progress. Targets for learning are set and securely based on teachers' assessments. Parents are informed so that they can support their child at home in meeting them. Good teaching enables children to achieve well in all areas and many exceed the early learning goals before they reach the end of the Foundation Stage. Good improvement has been established since the last inspection.
21. Teaching of pupils with special educational needs is good. It is the responsibility of all teachers to ensure that they have sufficient information relating to the needs of the pupils they teach. Teachers and learning support assistants are well informed, and take an active role in identifying and assessing pupils who need extra support and in writing up their individual education plans. Class teachers and support assistants work very well together, carefully monitoring the learning that takes place. In most lessons, tasks are adapted to suit the needs of each pupil or group of pupils and a variety of resources are provided for them. However, in a small minority of lessons of a practical nature, such as in physical education, this practice is not evident because teachers' daily planning does not always identify what pupils with special educational needs will be doing. Neither does it indicate how the learning opportunities for those who are more able, or gifted and talented in a particular area, are to be extended.
22. Pupils with English as an additional language are well supported in class and teachers are very aware of their language and more general learning needs. This reflects the school's commitment to the full educational and social inclusion of all pupils. Teachers and teaching assistants are fully aware of even the youngest children in the Foundation Stage who have limited English and find concentration difficult. The school has made a conscious decision to expose these pupils to the English language informally, to focus on their social development as a priority and to monitor their progress carefully.
23. Teachers have a good knowledge and understanding of the subjects that they teach and of their pupils' learning needs. Teachers appreciate the learning needs of all pupils. The effectiveness of teachers' lesson planning is good. Through the good use of assessment, activities are well matched to pupils' learning individual needs and effectively enable pupils to achieve the intended learning outcomes of lessons. All pupils are given work at an appropriate level, ensuring that their learning is securely based upon what they have already learned, and is therefore effective. The good targeting of work extends to oral sessions. Teachers' questions are relevant, phrased in specific ways and are directed to different pupils, thus giving all pupils confidence. This enables pupils with English as an additional language, for example, to take a full and active role in lessons, make good progress and attain standards similar to other pupils. Lower attaining pupils and those with special educational needs are well supported by their class teachers and the effective work of the support assistants. The quality of marking is not always consistently good throughout the school. In English, for example, the marking of pupils' work does not always sufficiently indicate to pupils how they can best improve. Some

opportunities to point out mistakes are missed in other subjects; for instance, when pupils are writing in art, their spelling mistakes are often ignored.

24. Basic skills are taught well across a wide range of subjects. The development of literacy and numeracy skills plays an important part in the school and all adults promote this effectively. The school identified a weakness in standards in writing and has been successful in raising standards in this aspect through better teaching. The promotion of pupils' computer skills is a significantly strong feature of the teaching of basic skills. Teachers use the excellent information and communication technology resources to enable pupils to both consolidate and improve their computer skills and also to raise standards in other subjects such as literacy and numeracy. For example, at the beginning of a Year 1 mathematics lesson, the interactive whiteboard was very effectively used by pupils in a game of snakes and ladders. This very effectively supported the development of pupils' skills in adding and subtracting and added a very effective dimension of interest, which captivated pupils. Similarly, a whiteboard and the mobile suite of laptops were used with Year 4 pupils to extend knowledge and understanding of the use of graphs to a level beyond that expected for pupils of this age.
25. Teachers' enthusiasm and evident enjoyment in teaching their classes motivate pupils to sustain concentration and ensure that they work hard to make good progress in acquiring good levels of skills, knowledge and understanding across a wide range of subjects. This makes a significant impact on the above average standards in some subjects. In a good Year 3 geography lesson, pupils were encouraged to design a holiday camp with facilities to keep a family occupied during fine and poor weather. The teacher evidently enjoyed this too, having prepared her own design, which pupils were encouraged to evaluate. Pupils' interest was effectively sustained throughout the lesson through the teacher's and other adults' own enthusiasm.
26. Teachers' expectations of their pupils are generally good. Teachers are fully aware of the levels that their pupils are at and plan appropriately demanding activities. In physical education, however, expectations are satisfactory. In these lessons for some younger pupils, pupils are not expected to do enough and teachers' explanations take too long, leaving pupils unoccupied for too long. Teachers expect high standards of behaviour in lessons. By the time pupils reach Year 6, they are reliable and responsible. In a science lesson, pupils were given opportunity to work in groups and to be independent in their planning of fair tests. This activity was very well managed by the teacher, who enabled pupils to learn through their own mistakes in a controlled and safe environment. Expectations of behaviour are made clear and pupils are aware of how they should behave in class to enable lessons to progress appropriately. In the vast majority of lessons seen, teachers support positive behaviour and attitudes to good effect and achieve good standards of behaviour in their classes. However, in the unsatisfactory lesson, the teacher's management of pupils failed to completely settle them and the inappropriate behaviour of a small number of boys affected the concentration of the whole group.
27. Teachers use a good balance of teacher-led and pupil activity to ensure that pupils' gains in knowledge and understanding are good. In better lessons, a good range of interesting teaching strategies is used, such as use of resources, discussion, evaluation in design and technology and hands-on experience in information and communication technology. Focused questions are used well in a wide range of lessons, and are effective in ensuring that all pupils are fully involved and that they feel confident to answer questions directed to them.
28. Parents at the meeting expressed concern about the job share in Year 4. They were concerned about consistency in provision. Observations were made of both teachers during the inspection and discussion about arrangements for the teachers to inform each other of the work, and therefore enable continuity, show that provision is good. Other concerns expressed about the quality of teaching in Years 4, 5 and 6 are unfounded. Parents need not be concerned as the quality of teaching in these classes is consistently good.
29. Support staff are effective in their work in class and they make a positive contribution to the learning of the pupils in their care. They are fully involved in the planning of the lesson and are well aware of their specific responsibilities. They know the pupils well and have good relationships with them, providing sympathetic but firm guidance. They are equally effective

when supporting teachers in their work, working confidently and competently alongside them, or with groups of pupils independently.

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

30. The school provides a broad and balanced curriculum which complies fully with National Curriculum requirements and supports effectively the good levels of achievement of all pupils. This applies to the design aspect of design and technology, which did not meet the requirements of the National Curriculum at the last inspection. It is socially inclusive and encourages very good equality of opportunity. Strategies for teaching the basic skills of literacy and numeracy are effective. Although the range of extra-curricular activities is satisfactory and complements the opportunities available to pupils throughout the day, opportunities to take part in some traditional sporting activities are restricted.
31. The quality and range of learning opportunities throughout the school is good. In fulfilling the aims of the school, the curriculum is sufficiently relevant and is appropriately matched to pupils' individual needs. The curriculum is also socially inclusive, providing good support for pupils with special educational needs and for those whose first language is not English. Sufficient time is allocated to the teaching of all subjects.
32. The reception class is closely linked to the nursery and both classes are following a curriculum based upon the Areas of Learning for Children in the Foundation Stage as nationally recommended. The curriculum here is comprehensive and successfully leads into the National Curriculum by Year 1.
33. The school has successfully implemented the National Literacy and Numeracy Strategies. The development of literacy skills is good, particularly the use of writing, and pupils' work is often well presented. Opportunities to produce extended writing in areas of the curriculum other than English are very good. This is an improvement on the last inspection and is now a strong feature of many subjects, such as art and geography. Speaking and listening skills are also well developed. Core skills in literacy, numeracy and information technology are very well promoted through good cross-curricular links and carefully planned activities.
34. All subjects have written policies that are updated on a regular basis. Many schemes of work follow government guidelines but these are often adapted to suit the needs of the school. Co-ordinators monitor subject planning, which is mainly done in single year groups. Evaluation of planning and its outcomes takes place to ensure that the work pupils do throughout the school builds securely on previous learning.
35. The school makes good provision for pupils with special educational needs, due to the fact that they are identified at an early age. By supporting good inclusion, the school ensures that that these pupils have access to a broad, balanced and relevant curriculum as well as to the range of extra-curricular activities on offer. They are mainly taught in the classroom alongside their peers and this has a positive effect on their learning and enables them to develop confidence and self-esteem as they work alongside their class. Personal, social and health education and citizenship are already being provided satisfactorily through teaching in other subjects and activities, where planned opportunities have been identified. The governors have decided not to provide sex education in school and there is a statement to this effect. Drugs awareness is raised through health education in science.
36. Links with the community are very good and have a positive impact on pupils' learning. A wide range of individuals come into school to talk to pupils, among them the local police constable, a librarian, the road safety officer and the 'animal' man. Occasionally, grandparents are invited into school and make history come alive by talking about their experiences during the Second World War. Groups such as the Guide Dogs for the Blind and the Luke Theatre Company visit the school to add interest to the curriculum. Opportunities for pupils to take part in visits outside school are numerous and include trips to the theatre, Merrions Wood, the Sealife Centre, art galleries and museums, the local church and Jodrell Bank. There are strong links with the parish church, many festivals are celebrated there and there is a regular programme of visits to the

church by Years 3, 4, 5 and 6 pupils. The school has good links with local commerce. Reception children spend a day in a local supermarket, pupils planted a time capsule at a local hotel and there are good links with Aston Villa Football Club.

37. Links with partner institutions are satisfactory. There is a close link with the main receiving high school. Years 5 and 6 pupils make visits prior to their entry, use is made of the high school facilities and secondary teachers support initiatives like Book Week at St Margaret's. Trainee teachers and nursery nurses from local colleges and universities come into school to train.
38. Spiritual dimensions are well developed through assemblies and other aspects of the curriculum. In assemblies, pupils learn to reflect on issues including caring for others and thinking about those more needy than themselves. There are good opportunities for pupils to experience a sense of wonderment in the world around them through science, geography, history and literacy. In a Year 5 class pupils studying "Black Beauty" are able to think about the characters and form opinions of how they would feel themselves in that situation. Pupils have spiritually uplifting learning experiences through listening and making music together as well as singing. A Year 6 pupil was able to explore personal feelings by reflecting "It's not what the outside is like, it's what the inside is like." In the Foundation Stage, children have first-hand experiences of the natural world when they observe fish. They show a sense of awe and wonder when they can see them in the classroom and talk about their appearance. Pupils in a Year 1 history lesson have similar experiences when handling postcards which are a hundred years old. When they were presented to the pupils, the whole class reacted with amazement to be touching artefacts that were so old and handled them with great care.
39. Moral provision is very good and there is consistent reinforcement of the difference between right and wrong. This is implicit throughout the school day and forms an important part of the school's ethos. In an assembly, a Year 6 class were asked to set an example as they went out. There is a system for dealing with unacceptable behaviour, which is well known by pupils and in many classes school rules are on display. Pupils are made aware how they should behave and remind each other about good attitudes and work habits. Pupils are encouraged to have generally high expectations of themselves and there is a suitable reward system to encourage improvement and good effort. Special assemblies celebrate success in all aspects of school life, not just academic achievement. Relationships within the school influence this aspect as all staff, both teaching and non-teaching, are good role models, promoting values such as fairness, kindness, sharing and happiness.
40. Social development is very good and a high priority is given to developing social skills. In the early years as an important part of school life, children are guided on how to conform to daily routines, how to be independent and learn the rules of sharing. As a result, many children take turns readily and work co-operatively. They are given time to develop these skills through an excellent low-key, calm approach to managing children from all the staff. Pupils have frequent opportunities to work together in pairs and in larger groups, for example in literacy, physical education and music. Teachers organise and manage their classrooms and pupils, in a way that actively promotes opportunities for co-operation and peer support. In all classes, pupils have opportunities to take responsibility for clearing away and taking registers to the office. Teachers actively involve them with routine jobs that help them to take on increasing responsibility as they move up through the school. Lunchtime arrangements contribute well to social development, with a quiet indoor area which can be used as well as the playground. Extra-curricular provision, such as sport and choir, gives pupils the opportunity to develop their social skills in different situations. Pupils support charities such as Barnardo's, showing them the importance of helping others and raising their awareness of the wider community.
41. Cultural development is satisfactory overall. The school plans for enrichment through visits to places of interest and through art, music, history and geography. Pupils study different countries; for example, children in the nursery learn about wild animals from countries far away and Year 5 and 6 study the Ancient Greeks and the Egyptians. Teachers include references to different cultures in their displays; for instance, in the Year 4 classroom, reference was made to Islamic patterns when pupils were producing repeating patterns in information and communication technology lessons. These examples are not a general feature of the school and are not part of whole-school planning. Pupils learn about their own culture with visits to local

museums and Hartlebury Castle. Visitors to school are welcomed and their skills acknowledged. Strong links have been formed with St. Margaret's Church to extend pupils' understanding of local history and culture. However, planning across the curriculum to further develop pupils' multicultural experiences and knowledge is underdeveloped.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

42. The steps taken to ensure the pupils' welfare, health and safety are good. The teachers know their pupils well, recognise their needs and give them good support and guidance. The school has adopted the local education authority's health and safety policy. The premises health and safety committee of the governing body meets each term to review the policy and any health and safety issues. The local education authority health and safety representative prepares a regular report on the buildings and grounds and recommendations are acted upon, wherever possible. Fire drills are held termly and the fire alarms are checked each week. A wide range of external support agencies visits the school, including the school nurse who carries out health checks and gets involved with Book Week. There is a close partnership with local agencies to secure pupils' health, safety and welfare.
43. The school has an appropriate child protection policy. The head teacher and deputy head teacher have received child protection training and the deputy head teacher is responsible for the implementation of the policy. The training received is fed back to staff and all have a copy of the child protection policy. There is a designated child protection governor.
44. The school's procedures for monitoring and supporting the pupils' personal development are satisfactory. The personal development of the pupils is monitored by their class teachers. Records are kept of the personal development of the pupils with special educational needs but otherwise the records are informal. The personal development of the pupils is supported by the responsibilities they are given and the weekly Congratulations Assembly, which celebrates and rewards achievement and raises self-esteem.
45. The school's procedures for monitoring and improving attendance are good. Attendance is monitored by class teachers and the head teacher. The school secretary compiles details of the weekly attendance figures and there is a termly attendance report by the local education authority. Registers are marked regularly and correctly. However, the register in the Nursery is not marked at the beginning of the morning and this could create a potential problem should an emergency arise before the register is taken. The educational welfare officer visits when required. Parents are reminded regularly of the need for good attendance and punctuality. There are individual and class awards to encourage good attendance.
46. The schools' procedures for monitoring and promoting good behaviour and eliminating oppressive behaviour are good. There is a behaviour and discipline policy, which promotes a suitable range of rewards and sanctions to encourage good behaviour. There are also school and playground rules and a code of behaviour. The school works to create an ethos that engenders an attitude of non-violence, respect for others and mutual support. There are very few incidents of bullying but, when they do occur they are dealt with speedily in accordance with the anti-bullying policy. If there is serious misbehaviour, the pupil is given a report slip. If one pupil gets three report slips the parents are invited into school. These procedures play an important part in pupils' achievement and good standards.
47. In the previous inspection report it stated that the school was assiduous in looking after the pupils' health and safety, there was a comprehensive policy on child protection and there were sound procedures for monitoring pupils' personal development. This is still the case.
48. Procedures for the support and guidance of pupils with special educational needs are good. Arrangements for their regular assessment are clearly understood by all teachers. Because pupils are so well included, they are equally well supported by other pupils who are only too willing to help if they get into difficulties. Individual education plans are in place for all pupils requiring them and the progress of pupils is well monitored against previous targets. Where pupils have a Statement, individual education plans are closely linked to those recommendations. Targets are structured so that they can be achieved.

49. The school's arrangements for assessment of standards and pupils' progress are good. Standards have improved since the last inspection, supported by better assessment procedures and more effective use of them in planning. Assessment was an area highlighted at the last inspection as a key issue. Procedures are now comprehensive and the information gained is used well to plan future learning and organise groups within classes. Good use is made of individual and class records. Profiles of work are kept in all subjects as evidence to support teachers' judgements. Information gathered from tests and all other data is used effectively to set targets for school improvement. Monitoring is productively undertaken to identify strengths and weaknesses within subjects, for example writing in English. With the local education authority's help, national, county and the school's own data have been analysed. This information is usefully shared with governors.
50. The information gained within lessons is used to set sufficiently challenging targets for what pupils of all levels of ability should do next to improve their performance further. Pupils have individual targets and these are reinforced in some cases by oral feedback to individual pupils during lessons. For example, pupils in Year 1 are encouraged to use capital letters and full stops correctly. Higher attaining pupils have been identified and appropriate learning devised to challenge them, so that work is matched to their ability. Pupils with special educational needs are well supported in the classroom by teachers and classroom assistants, working with carefully constructed individual education plans. The school cares for pupils who speak English as an additional language well. This ensures that pupils make good progress. Bilingual pupils are, therefore, fully integrated into the school.
51. In teachers' marking, comments are often supportive and give praise. However, written comments do not always sufficiently offer advice on how pupils might improve their work. As a result, some links between the targets set in literacy and numeracy agreed with pupils do not match the marking of their work. Positive comments are made and have a beneficial effect on pupils' self-esteem.
52. In the early years, good use of ongoing assessment informs parents about their children's progress. Parents have an opportunity to add comments in reading diaries and to meet the teacher at parents' evenings to review progress made. Profile books show targets on the front cover, enabling parents to see standards of achievement. Annual reports to parents in the rest of the school are not always so helpful. They generally give an overview of pupils' attitudes to learning and some description of areas they have covered. It is less clear what progress the pupils have made against national expectations.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

53. The parents' views of the school are satisfactory overall. However, further analysis of the parents' questionnaires from parents of pupils in Years 4, 5 and 6 indicated significant concerns. This was reflected at the parents' meeting, where some parents of pupils in Years 4, 5 and 6 also expressed discontent. A significant number of these parents did not think that the teaching was good enough, but the inspection showed that teaching in these classes is good and parents need not be concerned.
54. A substantial minority did not think there was an interesting range of extra-curricular activities or the right amount of homework. The inspection evidence shows that the provision of homework and extra-curricular activities, although satisfactory, could be provided on a more regular basis and there could be more provided for the younger pupils.
55. The quality of information provided is satisfactory. Monthly newsletters are sent out and there is a regular newsletter from the nursery and the reception class. Useful curriculum information is distributed to all parents annually. Information is also provided on the topics to be covered., The pupils' annual reports are very similar in content and do not sufficiently tell what each individual pupil knows, understands and can do and what they need to do to move on. Parents have formal opportunities to discuss their child's progress with their class teacher in the spring and autumn terms but there is no formal opportunity to discuss the pupils' annual reports issued at the end of the summer term. Parents' evenings are held in the autumn and spring terms. At

these evenings the pupils' targets are shared with parents, giving them valuable information on their children's strengths and areas for development. Parents who are new to the school are invited to visit prior to their child's entry. Open evenings and curriculum workshops are held for parents. Pupils have a home reading record which parents are asked to contribute to. Parents are encouraged to help their child at home. Pupils also have a homework diary. Not all statutorily required information is supplied in the governors' annual report to parents. Some of the parents in Years 4, 5 and 6 clearly have misconceptions about the provision the school makes for their child. The school needs to communicate better with these parents to try and alleviate their concerns, for example about the changes in teachers for pupils in Years 5 and 6, and put their minds at rest concerning the quality of teaching.

56. The impact of parents' involvement on the work of the school is good. The parent-teacher association is thriving. There is a full calendar of social events and substantial sums are raised to buy equipment and materials, which enhance the pupils' learning. The association holds a welcome meeting for parents who are new to the school. Around 12 parents help in school on a regular basis and more help on trips out. Parents are involved in Book Week, One World Week and extra-curricular activities.
57. The effectiveness of the school's links with parents and the contribution they make to children's learning, in school and at home, are satisfactory. Parental questionnaires are held on subjects like the Behaviour Policy and the Home/School Agreement, which most parents have signed. Parents are involved with special events, like class assemblies, plays, Christmas celebrations, sports days, prize giving and the leavers' ceremony. A number of parents take advantage of the morning and afternoon club which is run privately on the school premises before and after school. The club is particularly helpful to working parents.
58. In the previous inspection report it stated that the information supplied was satisfactory, the parent-teacher association was very active and there were parental concerns about homework, extra-curricular activities and reporting on progress. This is still the case.
59. Every effort is made to establish close links with parents of pupils who have special educational needs. They are kept fully informed at all stages in the special educational needs process. The attendance of parents at review meetings is regarded as essential. Their valuable input and support helps to ensure the best possible education is provided for their child. Parents are regularly informed about their child's progress and most are happy with what the school is trying to achieve.

HOW WELL IS THE SCHOOL LED AND MANAGED?

60. The head teacher provides the school with very good leadership, which supports the school's drive to maintain high levels of provision and attainment and to enable all pupils to achieve well. The head teacher's management skills are very good and the systems for school development and improvement he has implemented and developed are highly focused on effective learning. A strong feature of the head teacher's leadership style is that he knows all pupils well and there is a very good level of mutual support between the head teacher and all staff. This represents an improvement on the strengths in leadership and management found at the time of the previous inspection, which were judged to be good.
61. There is a very clear vision for the future of the school and all staff and the governing body share this. There is a commitment to improve the school further and to endeavour to provide high quality in all the school does. All staff feel it is important to maintain a very strong ethos, which will support improving standards, build on the school's many strengths and deal with any concerns. The school aims to create a happy, secure and stimulating learning environment where effective learning can take place, where there is a strong sense of caring for others and responsibility for one's own actions and where all have good opportunities to grow within the religious and moral values promoted by the Christian faith. The reflection of the school's aims in its work is generally very good and the school has very good potential to improve even further. However, teachers' expectations of pupils in some lessons could be higher.

62. The monitoring of the school's work by the head teacher and teachers with positions of responsibility is thorough and rigorous. The school is committed to self-evaluation as a tool for improvement and all are involved in this process. The monitoring and evaluation system looks at planning, teaching and learning, work sampling and the analysis of pupils' performance data. The head teacher enables teachers to monitor provision and standards within their own subjects, as well as carrying out a comprehensive programme of monitoring himself. Reliable criteria are used when making judgements on the quality of teaching and learning. Lesson observations are discussed and targets are set in identified areas for development. These are then re-evaluated at a later stage. The quality of teaching has improved since the previous inspection, which indicates that the head teacher's monitoring has been effective.
63. Curriculum co-ordination is good, but there are areas for further development. The head teacher carries the responsibility for three subjects, but this situation has now been resolved for the near future through new appointments. However, what the curriculum co-ordinators do, effectively contributes to the good range of learning opportunities and well above average standards. Curriculum co-ordinators monitor provision and standards across the school by scrutinising teachers' planning and samples of pupils' work. A monitoring timetable is in place and other sources of evidence include discussions with pupils and the monitoring of displays of pupils' work around the classrooms and in communal areas of the school. Assessment data is used effectively to identify what pupils do well and where improvement is needed. This data is then used reliably to inform the school development plan.
64. There is a good school development plan, which provides a useful and informative basis for school development. The priorities are highly appropriate and relevant to the school moving forward and the current situation, such as developing the use of laptops to improve pupils' information technology skills. Other priorities, such as improving the quality of writing, rise out of the curriculum co-ordinators' monitoring and their assessment of pupils' work and test results. The effectiveness of the school improvement plan and its impact on standards is carefully monitored and assessed at appropriate intervals by staff and governors. The school development plan extends appropriately over three years, one in detail and the subsequent two in outline.
65. Governors make a very good contribution to the leadership and management of the school, and their contribution to establishing the successful future of the school is highly significant. They visit the school regularly to make themselves aware of what is happening. Those responsible for specific areas are involved in monitoring. They meet with the link teachers, share in the plans for improvement and have a very good awareness of the strengths and weaknesses of their subjects and how improvements will take place. All governors are linked with a class and some are able to work with pupils in those classes. All governors speak with knowledge and understanding about their role and responsibilities, and what they see in school. In this way governors have a very good understanding of the school's strengths and areas of concern.
66. The management structures within the governing body are well established and highly effective. In addition to governors' meetings, there are other committees that meet and report back to the full governing body. The chair of governors has had a long association with the school and knows it well. She meets with the head teacher frequently, on an informal basis. There is also much formal and informal contact between other governors and the school. Governors are considered to be an important part of the school management by the school. Statutory requirements are met, with the exception of a few omissions from the governors' annual report to parents. They have a good quality policy on racism, which is implemented well and ensures a racially harmonious atmosphere within the school. There is a recently prepared policy for personal, social and health education, which is awaiting governors' approval. Governors have made a decision for the school not to provide sex education and there is a statement to this effect. Performance management procedures are well in place and this process supports an effective programme of staff training and development.
67. Good co-ordination of special educational needs has established good provision throughout the school, enabling pupils to make good progress. A special educational needs governor is in regular contact with the school and is informed of any issues relating to this area. Teachers and classroom support assistants work closely with the co-ordinator. Pupils' records are very

detailed and informative, as are policies. The school is complying with legal requirements in respect of its pupils with Statements and the Code of Practice is being successfully implemented. Good use is being made of information technology to support the work of special educational needs personnel. A laptop computer is used effectively to organise the school's list of pupils with special educational needs and a program for writing individual education plan has recently been introduced.

68. The school has maintained the effective and carefully monitored financial planning since the last inspection. The governing body ensures that the budget is clearly linked to the school's educational priorities and that spending decisions are for the benefit of pupils. A strategic financial plan is produced which takes into consideration the needs identified in the school development plan. Governors are closely involved in checking the effectiveness of spending decisions and are kept fully informed of the status of the budget at regular intervals during the year. The school makes good use of objective advice and an independent audit of the accounts is carried out annually. Careful consideration is given to the use of specific grants and other funding. The computer equipment, for example, was very carefully considered and, although an expensive resource and significant investment, has already proved to be of benefit to all pupils and of good value. This equipment greatly enhances the opportunities for pupils to develop skills in information and communication technology. Day-to-day administration is good. Governors take effective steps to ensure that the school receives best value from its spending decisions.
69. Staff at St. Margaret's continue to create a calm and structured environment. An adequate number of staff are appropriately qualified to teach in the school. They are good role models and pupils have a lot of respect for them. Classroom support assistants play a vital role and are valued by teachers for their contributions and ability to work in a variety of situations. They work efficiently as a team and are very much involved in the life of the school. Support staff for pupils with special educational needs are an integral part of the school and are valued by all teachers for their contributions and ability to work in a variety of situations. They work efficiently as a team and are very much involved in the life of the school.
70. The school has adequate accommodation. The buildings and grounds are maintained well and kept clean and tidy. There are two playgrounds, a playing field a short distance from the school and an adventure playground is planned. In the previous inspection report it stated that the accommodation is used well, it enables the curriculum to be taught effectively and is satisfactory. This is still the case. The age of the school, however, means that it is difficult to maintain. The premises and finance committee meets on a regular basis and is well aware of the shortcomings. There is no damp course in some areas which results in the need for constant redecoration. Accommodation is cramped and some windows do not open easily making the atmosphere very warm. The caretaker and his cleaners are an asset to the school in terms of what they do on a daily basis. Safety precautions are very good and there is a high level of security. There are facilities for disabled access and toilet facilities for pupils and visitors with disabilities.
71. There has been a big improvement in resources since the last inspection. The provision of resources is generally good in most areas and excellent for information and communication technology, including the purchase of interactive whiteboards and laptop computers to enable full access for all pupils. The quality and quantity of reference and fiction books in the library does not match computer-based reference facilities. Many of the books are outdated and worn and this resource is not adequate to develop pupils' book-based reference skills. Most resources are easily accessible to teachers and pupils, apart from those for physical education. The store is untidy and equipment here is not easily accessible.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

72. To improve the quality of education and promote further development, the governing body, head teacher and the staff should address the following issues:

1. Increase the proportion of good and very good teaching by:
 - Sharing the good practice evident in high quality lessons
 - Raising further teachers' expectations of what pupils can achieve
 - Increasing the pace and rigour of lessons where needed
 - Consistently implementing the school's marking policy to more clearly identify ways in which pupils can improve their work
 - Making the evaluation sessions at the end of lessons more meaningful in assessing work done by all groups of pupils.

(Paragraphs 19–29, 51, 94, 97, 98, 103, 110, 117, 118, 122, 127, 133, 139, 144, 150)

2. Improve standards in physical education of younger pupils by.
 - Ensuring that teaching is consistently challenging and pupils are well managed
 - Improving the pupils' physical co-ordination by developing and building upon early games skills, such as those of throwing and catching.

(Paragraphs 3, 10, 21, 26, 146, 150)

The governors should also consider the following minor issues when preparing their action plan:

- Improve the library and use it more effectively to develop pupils' referencing skills using books.

(Paragraphs 71, 93, 99, 130)

Develop the provision for personal, social and health education by:

- Ratifying, implementing and monitoring outcomes from the recently prepared policy

(Paragraph 66)

Improve provision for pupils' cultural development and prepare pupils better for life in a culturally diverse society by:

- Celebrating the different cultures present in the school more effectively.
- Sharing the good practice already present in the school by creating planned, systematic and organised opportunities throughout the curriculum.

(Paragraphs 41, 112, 115, 131, 132, 144)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	33
Number of discussions with staff, governors, other adults and pupils	16

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	8	14	10	1	0	0
Percentage	0	24	42	30	3	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents three 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)	18	205
Number of full-time pupils known to be eligible for free school meals	0	5

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	4
Number of pupils on the school's special educational needs register	2	32

English as an additional language	No of pupils
Number of pupils with English as an additional language	22

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	10
Pupils who left the school other than at the usual time of leaving	8

Attendance

Authorised absence

	%
School data	5.2
National comparative data	5.4

Unauthorised absence

	%
School data	0
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
	2002	9	21	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Total	26	27	26
Percentage of pupils at NC level 2 or above	School	87 (100)	90 (100)	87 (100)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Total	28	26	30
Percentage of pupils at NC level 2 or above	School	93 (100)	87 (100)	100 (100)
	National	85 (85)	89 (89)	89 (89)

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

Results are not published for boys and girls separately where there are fewer than 11 of either boys or girls in the year group.

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
	2002	13	13	26

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	13	13
	Girls	12	12	12
	Total	24	25	25
Percentage of pupils at NC level 4 or above	School	92 (94)	96 (91)	96 (97)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	12	13
	Girls	11	12	12
	Total	23	24	25
Percentage of pupils at NC level 4 or above	School	88 (91)	92 (88)	96 (97)
	National	73 (72)	74 (74)	82 (82)

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

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	132	8	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	4	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	1	0	0
Asian or Asian British - Indian	20	0	0
Asian or Asian British - Pakistani	5	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	2	0	0
Black or Black British – Caribbean	7	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	2	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, 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)	8
Number of pupils per qualified teacher	29
Average class size	29

Education support staff: YR – Y6

Total number of education support staff	10
Total aggregate hours worked per week	149

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	18
Total number of education support staff	2
Total aggregate hours worked per week	50
Number of pupils per FTE adult	9

FTE means full-time equivalent.

Financial information

Financial year	2002/03
	£
Total income	538355
Total expenditure	586778
Expenditure per pupil	2414
Balance brought forward from previous year	97780
Balance carried forward to next year	49545

Recruitment of teachers

Number of teachers who left the school during the last two years	2.6
Number of teachers appointed to the school during the last two years	2.6
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	1

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

223

Number of questionnaires returned

119

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	67	29	4	0	0
My child is making good progress in school.	55	34	9	1	1
Behaviour in the school is good.	32	63	2.5	0	2.5
My child gets the right amount of work to do at home.	27	43	15	10	5
The teaching is good.	54	34	9	1	2
I am kept well informed about how my child is getting on.	35	52	9	4	0
I would feel comfortable about approaching the school with questions or a problem.	62	34	4	0	0
The school expects my child to work hard and achieve his or her best.	52	42	4	0	2
The school works closely with parents.	31	58	6	1	4
The school is well led and managed.	45	49	4	1	1
The school is helping my child become mature and responsible.	44	50	4	0	2
The school provides an interesting range of activities outside lessons.	20	37	28	4	11

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

73. Children's attainment on entry to the school is average, as measured by the local education authority's baseline assessment procedures. The nursery is staffed by one full-time teacher and a nursery nurse. The classroom is spacious with additional areas for play outside the classroom. These areas are used for physical activities and are soon to be developed a by adding large outdoor play apparatus to form an adventure playground.
74. Children enter the reception class in the September after their fourth birthday. Some pupils move from the nursery to this class whilst others are new entrants to the school. Provision is made for children and their parents to visit the reception class to meet the teacher before they begin. This good liaison contributes to children settling quickly into routines with confidence. Children, including those with special educational needs and with English as an additional language, generally achieve well over these two years. Many children are set to exceed the early learning goals for children in the Foundation Stage by the time they reach the end of reception. This represents an improvement on judgements made at the time of the previous inspection.

Personal, social and emotional development

75. Children in the nursery and reception class enjoy school life and quickly learn how to be part of a social group. The good quality teaching by staff has a significant impact on children's attitudes to school and to one another. Members of staff provide good role models and have a low-key approach to managing the children, which helps them to become increasingly independent and self-confident. They support well this area of development for children with English as an additional language. The good relationships between children and adults throughout the school are established in these classes.
76. Children work happily alongside each other, normally taking turns politely and sharing well and fairly. They move confidently about the teaching areas and in a very orderly way throughout school, for instance when walking to assembly. Children can concentrate for extended periods. An example was observed when two children became engrossed in their play, setting fruit out on plates for a picnic. Children generally behave well in the nursery class and very well in the reception class. They rarely lapse, and when this does occur other children and staff remind them firmly but gently about what is appropriate. Children in the nursery dress themselves with support from staff while reception children dress with confidence following physical activities. They know the importance of hand-washing when preparing snacks for the class and after they use the toilet. The teachers have high expectations of what children can do for themselves. This encourages them to try and persevere with things they may find difficult. Children rise to these expectations. For example, in creative activity in the reception class, children discussed and observed real fish in order to paint large pictures or make textured models.
77. Most children are likely to exceed the early learning goals by the end of the Foundation Stage. They achieve very well, increasing their awareness of others, learning to behave in different situations, and developing confidence in making choices.

Communication, language and literacy

78. Teaching of language and communication is good, so that learning is matched to children's needs and they exceed the early learning goals by the end of the reception year, achieving well. Every opportunity is taken to reinforce language skills and teach children to talk about their experiences both in the nursery and the reception class. Very good use is made of first-hand experience to encourage children to observe, for example, and to start to read signs round the classroom and in school. This work is then continued through the use of photographs to remind children of their names and displays of writing when they post letters. Explicit links are made between the written and spoken word with the teaching of the initial letter sounds.

79. Children make good progress in lessons when beginning to read. They start school with positive attitudes to reading and books. This is successfully built on by providing attractive books and giving children time to browse and show their book preferences with adults. They can recognise simple words and learn, through repetition, initial sounds and words in well-known books. They use familiar rhymes such as "Rain, rain go away", to practise their skills. Children have good access to a range of books and are able to take them home to share with their parents, providing good communication between home and school.
80. Good opportunities occur for children to practise reading and writing activities in the house, puppet theatre, and other role-play areas. In these areas, they are also learning about taking turns and playing happily together. They use writing as a means of recording and are beginning to write recognisable letters in the nursery. In the reception class, a number of children are able to write a few sentences showing greater hand control. Children read and write with confidence and try hard. One higher attaining child was able to read with expression, giving the characters in the story individual voices, showing interest and understanding of the text. The good relationships in the group encourage reluctant children to talk about their experiences and listen to one another. The nursery staff are carefully monitoring the progress of young nursery children who are at an early stage of acquiring English. They are focusing on securing their personal and social skills before making a determined effort to develop language and literacy.

Mathematical development

81. Teaching of mathematics in the Foundation Stage is always good and children achieve well. As a result of good teaching, purposeful planning and appropriate resources, including information and communication technology, children are likely to exceed the early learning goals at the end of the reception year.
82. Teachers use every opportunity to develop children's mathematical skills. During registration periods, children count on and back using numbers to 20. They are able to count backwards from ten and can count on two numbers beyond 30. Children make good progress as teachers use a range of different ways to revise teaching points. For example, children used a number ladder to count back from ten and this was reinforced in situations such as the time when the teacher counted back when children were settling on the carpet for class discussion at the end of a literacy period. As teachers use good management skills and have high expectations, activities are interesting and captivate children. By the end of the Foundation Stage, children are beginning to understand addition and subtraction, and many children are able to work out problems mentally. Their mathematical language is very good. They use terms like "more", "fewer", "as well as" and directional language such as "forwards" and "backwards". In their constructive play, children are able to explain how the toy they have made could move. In addition, children recognise and name accurately many two-dimensional shapes.

Knowledge and understanding of the world

83. As a result of good teaching with thorough planning and careful assessment of learning outcomes, pupils achieve well in their knowledge and understanding of the world, enabling them to reach higher than the expected standards in the early learning goals at the end of the Foundation Stage.
84. Children learn about living things such as the fish kept in the nursery, how they breathe and how to care for them. They study the development of plants observed from first-hand experience, with the use of a growth chart and the caption, "We have been watching our plants grow". In the role-play areas, children learn about families, taking messages, posting letters and answering the telephone as well as household tasks. However, no evidence was seen in the inspection of multicultural artefacts to reflect the diverse range of children who play in these areas. Children learn about the differences in the wider world when they study wild animals. Models and paintings of lions and tigers, for example, are displayed with appropriate vocabulary. The reception class study weather changes such as rain and fog. They design boats that float, using words like "construct" in the right context. Stories such as "Noah's Ark" give children an example of the importance of both weather changes and boat-building for a purpose. These activities stimulate children, challenging them to solve problems.

Physical development

85. Teaching in this area is good, which enables children to achieve well and exceed the early learning goals by the end of the Foundation Stage. Observations in lessons and playtime show children moving with confidence, imagination and safety. They have fun in a physical education lesson in the nursery class, when warming up at the beginning by using balls to roll and dribble across the playground. The teaching is particularly sensitive and allows children time and space to change with gentle reminders of appropriate behaviour. Children are challenged to aim carefully if they appear too enthusiastic when kicking balls. They respond well to self-evaluation when asked how they might improve. Older children in the reception class control equipment very well. In physical education, they have a good awareness of space and know how to land correctly, bending their knees. In a lesson working with a parachute they were able to follow instructions carefully, relating well with the class teacher. Demonstrations of good movements and how to do a task were especially helpful to children with special needs. Support staff are used well to ensure that everyone partakes fully in the lesson. Pupils are able to dress themselves and undress with independence. All pupils have equal access to this area of the curriculum.
86. Children manipulate a range of small equipment such as in the doll's house with play people. The school makes good use of the limited number of wheeled vehicles and outdoor play equipment for the children. It has identified the need to extend the quantity and range of equipment for outdoor play and as a result, a new adventure play area is about to be constructed.

Creative development

87. Teaching in this area is good, therefore pupils achieve well and attain above the expected levels in the early learning goals by the time they leave the Foundation Stage. Children in the nursery class explore fabrics and paint large pictures. A link is made with famous artists, for example a picture of the sunflowers by Van Gogh, which links with their work on watching plants grow. Large building patterns are displayed in the classroom, linking the work with pictures by Hundertwasser, who specialised in painting buildings.
88. Children have planned opportunities to use their imagination during role-play with activities in the house and the puppet theatre. The topic on wild animals resulted in large paintings and models of monkeys where children could cut and paste animal figures to play with in a jungle setting. Pattern work and free drawing activities enriched their creative experience. Children show growing confidence by choosing activities and concentrating for some time on puzzles, sand or water. Children achieve well when they are supported in their learning and classroom assistants are used effectively. An example could be seen in the nursery class with a group of children making play dough. They could describe their tasks simply, being aware of hygiene before starting. One pupil told another, "You should wash your hands".
89. By the time children reach the reception class, they are able to work with greater concentration and although support is available, independence in learning is encouraged. They discuss their work, as they did when they were observing fish, using vocabulary such as "slippery", "rough", and "smooth". They use mathematical language such as "round", "long" and "thin" when describing the shapes of the fish on the table in front of them. Finished paintings and models showed texture and children's ability to control paint effectively.
90. In the nursery class, pupils were able to experience loud and soft sounds, slow and fast movements in their work with a story "rap". Certain words such as "beat" and "bear" were highlighted and the children responded to the rhythm by tapping on their knees. The story continued in a lively pace, action-packed with swinging arms and dancing at the end with partners. Vocabulary such as "left" and "right" was highlighted during the story, which was enjoyed by all. As a result, the children responded with enthusiasm. In the reception class, songs were used in literacy periods with jingles to introduce phonic games, during registration periods, and during assemblies with the song "Who built the Ark?" Children sang with a sweet tone, keeping good time with the music.

ENGLISH

91. In the previous inspection, standards in English were above the national average. The subject has continued to show a good improvement and results remain above average in speaking and listening, reading and writing by the end of Year 2 and are well above average by the end of Year 6. This confirms inspection findings which show that standards in English are currently well above average and all pupils, including those with special educational needs and those who speak English as an additional language, achieve well. Evidence from lesson observations, scrutiny of work and discussions with pupils and the co-ordinator confirm this. Pupils are benefiting from a well organised and systematic approach to the teaching of English with careful attention given to pupils' individual needs, strengths and weaknesses. Good improvement has therefore been maintained since the previous inspection.
92. In all classes, pupils have many good opportunities to develop their speaking and listening skills well. By Year 2, many pupils are gaining confidence to share their ideas, such as when these pupils produced a "Kids' Guide to Bournemouth". One pupil showed interest and humour when thinking of activities for sunny days, saying "You could go in a swimming pool, but if the water was too hot, it would be like a bath!" Higher attaining pupils answer questions well, using full sentences with interesting vocabulary. The strategy of using partners to discuss their work and then feed back to the class has helped to ensure improvement in speaking and listening skills, which are above average. Pupils clearly enjoy conversing with other pupils and adults and have a developing and appropriate vocabulary. Pupils are able to follow instructions readily, understanding their task and are beginning to work independently. All pupils are well supported in speaking and listening, especially those with special educational needs. A pupil in Year 3 used a laptop computer to work and was able to give an oral feedback to the class at the end of the lesson with confidence. Pupils with English as an additional language are well supported. By Year 6, most of these pupils express themselves very clearly and can sustain conversations very well. This was seen when a group of Year 6 pupils spoke very clearly about their views on school life and talked about their ideas with great clarity. They obviously enjoy conversing with other pupils and with adults. Many pupils have a mature approach, listening well during lessons and contributing fully to class discussion.
93. By Year 2, many pupils read their books well. They enjoy books and talk readily about the story and what they think might happen next. They know a range of new words and use many strategies for attempting unfamiliar words, for example by sounding out letters or looking for familiar patterns. Higher attaining pupils read with expression, paying particular attention to punctuation such as speech marks and alter their voices accordingly. They talk about familiar authors and understand the use of non-fiction to find information. By Year 6, pupils are confident and fluent readers. Many are familiar with a range of authors and are able to talk about their favourite books, explaining particularly why they like them. Pupils use reference books competently to retrieve information and to research topics. They understand how to use the contents and index page and why they might need to refer to a glossary but a few pupils have not developed library skills sufficiently as an aid to research. Higher attaining readers have clear opinions about their reading. One Year 6 pupil enjoys reading because it "Immerses you in another world." Another pupil in Year 4 enjoyed the work of the author Jacqueline Wilson and gave reasons for her choice, saying "... like me, she has dilemmas." This example serves to illustrate how pupils can identify with the characters in a story and have empathy with their situations.
94. By Year 2, pupils spell most words accurately. They take care with punctuation such as capital letters and use full stops. Handwriting is generally well formed and legible. Pupils are encouraged to check their work for careless errors, editing and revising their work, producing extended pieces of writing. They use different styles of writing, for example, newspaper reports and formal letters, and write stories from the imagination as well as re-writing familiar tales. Most pupils organise their ideas well, writing in sentences which are well structured. By Year 6, the majority of pupils take care to spell with accuracy using more complex sentences and imaginative vocabulary to enliven their writing very well. They are aware of different styles of writing for a wider audience and put into practice their knowledge of the need for grammatical clarity, particularly in more formal text. However, in some areas of the curriculum such as art

and design, where older pupils write extended pieces of work, common words are sometimes spelt incorrectly.

95. Overall, achievement is good. By Year 2, pupils develop their reading, writing, spelling, punctuation and handwriting skills well through a broad range of experiences. By Year 6, pupils have become confident writers, as teachers have high expectations of how hard pupils will work and the quantity and good quality of writing they produce. Work is marked regularly, and where appropriate comments are added, encouraging pupils to improve the standard of their work. Pupils with special educational needs make good progress overall. They benefit from tasks that are successfully adapted for them, move them on at a good pace and from additional support given by capable teaching assistants.
96. In all classes, pupils have positive attitudes to English. They are keen to answer questions and discuss ideas, and they work well with set tasks, often showing a good degree of independence. Pupils relate to one another and are polite. They generally sustain concentration when listening or undertaking written work. Care is taken with writing presentation throughout the school. Visitors hear pupils read and enjoy being in school. An example was seen in a Year 4 class, when difficult words were explained and discussion opportunities occurred.
97. The quality of teaching and learning is good overall and supports the good achievement of all pupils. However, there are a small number of development points. During the inspection teaching ranged from satisfactory to very good. In the most effective lessons, activities are carefully planned and structured and good classroom management contributes to stimulating learning. In a Year 3 class pupils sit in the "author's chair" to explain their work. Such good practice gives pupils a feeling that their work is valued. Teachers prepare different work to suit differing abilities of pupils and this enables those with special educational needs and higher attaining pupils to produce good work. Teachers establish a highly purposeful learning atmosphere, using skilful questioning techniques to expand pupils' thinking and learning. Speaking and listening skills are developed well through skilled questioning. For example, in a Year 6 class studying poems linked by a theme, a pupil responded very well to the teacher when asked to suggest a simile: "Arms as warm as a blazing sun." Another pupil, when asked if he enjoyed English, replied "Literacy work makes us think", and "the teacher makes it fun." Teachers use texts effectively and transmit their own enthusiasm for books to their pupils. An example could be seen in a Year 5 lesson on "Black Beauty" when the teacher reflected, "I wanted to cry myself when poor Ginger went by on the cart."
98. The quality of marking is mostly good but this is not consistent throughout the school. In some classes marking does not help pupils to achieve higher standards by making comments which evaluate work or make suggestions to improve it. In some lessons the pace is slow and as a result pupils do not always have time to finish their work. At the end of lessons, pupils are given the opportunity to share their learning experiences with the class. However, in some lessons, work is not evaluated and future work is not discussed. Teachers provide good opportunities for pupils to make good use of their literacy skills in other subjects. Work scrutiny shows many pieces of extended writing in subjects such as history, geography and art and design, where pupils are developing writing for a range of purposes.
99. The leadership of the subject is good. The school's systems for planning are effective and the National Literacy Strategy is fully implemented. The targets for literacy are realistic and the school is making good progress towards achieving them. The co-ordinator effectively oversees planning and teaching, monitoring the standards of pupils' work across the school, in order to focus on raising standards. A link governor usefully observes some literacy lessons and reports back to the governing body on pupils' achievements. There are good systems for assessing pupils and tracking their progress in relation to tests as they move through the school. Resources are good and are being very well used, especially the use of information and communication technology, with the purchase and use of "smart boards" a literacy bank and CD-Roms. However, there are a number of outdated and unappealing books in the library. Pupils were not seen to use this area during the inspection to develop their library skills, but Year 6 pupils visit Great Barr library on a weekly basis. Classrooms contain a wide range of reading books, big books and non-fiction books related to topic work suitable for a wide range of ability. All teachers have opportunities for training in literacy teaching and have visited a Beacon

School to observe good practice. Writing improvement has been a priority throughout the school with the development of targets and this practice has been effective. The school intends the strategies to be extended to include reading.

MATHEMATICS

100. By the time pupils enter Year 1 they have achieved the early learning goals for children in the Foundation Stage and are working within the National Curriculum. During Years 1 and 2 pupils make good progress in consolidating their early learning experiences and scrutiny of pupils' work in Year 2 indicates that standards at the end of this year are above average. Pupils continue to make good progress to reach well above average standards by the end of Year 6 with a high proportion of pupils working at above average levels. This is better than at the time of the previous inspection, when standards were judged to be average.
101. By the end of Year 2 pupils have developed good numeracy skills and a high proportion can calculate accurately. They have good understanding of the basic processes of addition, subtraction, division and multiplication. This is due to some good groundwork by teachers who place a lot of emphasis on pupils' understanding and are concerned with making learning mathematics effective. Pupils have a secure understanding of place value to 1000 and use this information well to calculate the answers to problems, for example those involving money. With the support of number squares they can add, count on and calculate change confidently and accurately. They have a good understanding of two-dimensional shapes, sort them into groups accurately and describe their features, using mathematical terms such as vertices. They show a good understanding of three-dimensional solids, and identify a good range, including a triangular prism, for example.
102. By the end of Year 6 pupils' knowledge and understanding of number is very good and they further develop very good skills in using and applying this knowledge in a range of mathematical situations. Pupils effectively make the links between addition and subtraction and multiplication and division, and use this as a means of checking the accuracy of their answers to calculations. When relating fractions and decimals to percentages most are able to calculate 5, 10 and 20 per cent of numbers and soon use this understanding to work out 15 per cent. Many pupils are proficient at calculating with negative and positive numbers in the context of calculating temperatures, for example, and in abstract situations. They have a good understanding of simple formulas and use them for converting temperatures from Celsius to Fahrenheit, for example. Much of this work is at a level expected of older pupils. All pupils, including those with special educational needs, make good progress over time and this is evident throughout their workbooks. Very good standards were also seen in a Year 4 information and communication technology lesson, in which pupils chose the best type of graph to represent data collected and put into a computer database. They confidently chose the most appropriate graph and accurately interpreted the data represented. This, again, is work expected of pupils that are much older.
103. The quality of teaching is good and this represents an improvement on the previous inspection when teaching was judged to be satisfactory. Teachers vary their methods of presentation and adopt a flexible approach. For example, the teacher in Year 1 used the interactive board to give pupils the experience of playing snakes and ladders when learning about addition and subtraction. This encouraged pupils to enjoy mathematics and develop an enthusiasm for learning in this subject. Instructions are clear and pupils are well informed and know exactly what is expected of them. Teachers' own enthusiasm for the subject helps to stimulate pupils into wanting to learn and this has a positive impact on the progress they make. The Year 4 teacher dealt with a difficult subject very competently and through clarity of explanation ensured pupils learned rapidly how to use "function robots" as an early introduction to calculating using functions. Very good management in this lesson ensured pupils' full attention and excellent attitudes and behaviour. Behaviour is almost always good due to the fact that pupils are well managed. Teachers have high expectations of behaviour and these are made clear from the outset and pupils respond well. Marking in pupils' books is inconsistent and some teachers do not give sufficient indication of how pupils might improve. A major improvement since the last inspection has been the opportunity for pupils to independently engage in more open investigations. Teachers' planning is consistently good and work is appropriately matched to

pupils' levels of ability. Proposed outcomes of each lesson are shared with pupils at the beginning and then checked at the end to see if they have been achieved. Support assistants are deployed for maximum effectiveness. Clear expectations successfully encourage pupils to present their work well.

104. An experienced co-ordinator effectively monitors teaching and planning. Good assessment procedures are in place and are regularly used to check pupils' progress. Yearly planning sheets record outcomes for all topics, giving teachers a useful source of information for planning. Through the use of end-of-year National Curriculum tests in Years 3 to 5, teachers identify pupils who may be in need of extra support.
105. The quality and range of learning opportunities in mathematics are good. Effective promotion of mathematics in other subjects such as geography, physical education and science, for example, enables pupils to extend their opportunities to work with number and shape. Basic skills of literacy, numeracy and information and communication technology are promoted well. Pupils constantly read and interpret problems and are learning new vocabulary. Speaking and listening skills are clearly encouraged as pupils explain and present their conclusions, particularly when interpreting graphs, charts and tables. From an early age, stories, rhymes and songs are used for counting, sequencing, ordering, and use of positional words and direction. Information and communication technology has a very strong focus in mathematics as pupils solve problems, collect and classify data and produce graphs and tables. Use of the interactive whiteboard is a major innovation and is very successful.

SCIENCE

106. Inspection evidence confirms that standards are above average at the end of Year 2. Pupils enter Year 1 with knowledge and understanding above the average for their age. They achieve well in Years 1 and 2, and although their assessment results still show above average standards, pupils make good progress in consolidating their skills and deepening their knowledge and understanding. By the end of Year 6, standards are well above average because all pupils make good progress in developing independent experimenting and investigating skills. The achievement of all pupils at all ages is good. This is an improvement on last year's test results, when a high proportion of pupils missed the higher Level 5 by one mark, bringing overall results down to an average level. Significant disruption to teaching for these pupils also contributed to their lack of achievement. The situation has now been rectified through more consistent and better teaching and standards have recovered. They are now better than at the time of the last inspection, when they were average at the end of Year 6.
107. By the end of Year 2, pupils have a good knowledge and understanding of forces. They know about different forces and how they affect movement. This is built on effectively through early opportunities to experiment and investigate. For example, pupils test different ramps and the speed and distance vehicles travel down them. Pupils investigate the effect of heat on different materials, such as when dough changes into bread when cooking and how chocolate becomes liquid when heated. Through their testing of changing shapes of a range of different materials, pupils build a good knowledge and understanding of the properties of the different materials and therefore, what materials can be effectively used for. They have a good understanding of growth and the conditions necessary for plant growth and for healthy growth in humans. In their work across the science curriculum, pupils use appropriate scientific language to describe their work and are beginning to use simple diagrams and written accounts to record it. They show an understanding of what makes a fair test and their skills in identifying hypotheses, questioning, predicting and evaluating outcomes are already beginning to emerge.
108. In Years 3 and 4, pupils further develop their investigative skills well. When asked to investigate what happens to a shadow as it moves closer or further from a light source, pupils made good use of their knowledge and understanding of fair testing. They conducted their tests effectively, making appropriate predictions and testing these. They are becoming skilled at making relevant observations and using these to test out what they originally thought would happen. They develop their experimental and investigative skills well and this contributes well to the good progress pupils make through their junior years. In Year 6, pupils continue to make good progress. When they were working with solutions and how different conditions affected the rate

at which solids dissolved, pupils asked their own questions and based their investigations on their own enquiry. They developed reliable fair tests and made and recorded accurately timed observations, carrying out tests carefully and safely. These good investigative skills were also represented when they investigated different ways of separating mixtures. The pupils showed a good knowledge and understanding of evaporation as a way of separating mixtures of salt and water, for example. They record results well. Pupils use charts, diagrams and graphs effectively. For example, their investigations into cooling rates were well represented on line graphs. They read instruments accurately and take timed reading from instruments such as thermometers. This aspect of their work accurately reflects pupils' good levels of learning.

109. Pupils' attitudes to science are good. They talk enthusiastically about the subject and are keen to answer questions. They listen to each other, take turns and work very well co-operatively within groups. Work is often well presented with consideration given to accuracy. In practical lessons pupils are very well behaved so that all pupils can work in safety.
110. Teaching and learning are good overall. Teachers have a secure knowledge of the subject and present concepts and information in ways to stimulate the interest of the pupils. The strongest aspect of teaching in science is the teachers' planning. Teachers plan activities that provide good learning opportunities for pupils to develop good experimental and investigative skills such as asking enquiring questions, observing and recording their findings compared to initial thoughts. Pupils are also encouraged to follow their own lines of thought. Often pupils learn effectively from their own mistakes. Activities are also interesting because there are very good links with other subjects, such as design and technology and physical education. Teaching is effective because teachers clearly explain the learning objective and the challenges for investigation. Pupils' knowledge and understanding are well developed through questioning. The pace of lessons is brisk and good use is made of time to support good learning.
111. The co-ordinator has a good knowledge of the subject and is enthusiastic about it. There is a good policy statement and scheme of work and guidelines to support teaching. The curriculum is planned well and encourages learning through investigating and experimenting. Information and communication technology is used to support work through the use of computers to record outcomes, through the use of sensors to record variations and levels in temperature, sound and light, and through the Internet for research. All pupils experience the full National Curriculum. The co-ordinator has developed an assessment record to track pupils' progress in the subject in line with a whole-school initiative, ensuring pupils' steady progress through activities that build on previous learning.

ART AND DESIGN

112. Although only a few lessons were observed a careful look at the work of pupils in portfolios, together with observations of work around the school and in classrooms, indicates that pupils are making satisfactory progress and reaching the level expected for their age by the end of Year 2. By the end of Year 6 standards are above average and pupils show good achievement on the sound foundations established by the beginning of Year 3. This is an improvement on standards reported at the time of the previous inspection. Talking to pupils in Year 6 confirms they have a good appreciation of the work of a wide range of artists and are able to allow this to influence and improve their own work.
113. By the end of Year 2, pupils are able to mix colours satisfactorily from primary colours and they work imaginatively with appropriate materials, tools and techniques. Their first attempts at working with clay in Year 1 produced difficulties for some who did not like the feel. They soon learned not to over-handle the clay nor get it too wet and in the end, pupils successfully moulded a hand shape, complete with nails and knuckles. Pupils have a good understanding of "before" and "after" illustrations and use them effectively to note their own progress. A few experience difficulty in drawing and they do not always sketch accurately what they see.
114. Pupils in Year 4 produced very good work when they designed a chair. This was designed for a specific purpose, which each individual pupil defined. In a group activity they worked extremely well together and all opinions were sought and valued. When finishing their work, they used colour well and, although on this occasion paint was ready mixed, there are opportunities for

them to mix their own powder paints. In general, pupils identify ways in which they may develop and improve their work. A great deal of thought goes into the design element. Pupils are able to explore ideas, collecting visual and other information to assist them in developing their work.

115. By Year 6 pupils confidently explore the different properties of a range of materials. By being good listeners they learn a lot from the information they pick up. Their analysis of a Constable painting was very knowledgeable and detailed, even though pupils could identify the work of Lowry and Picasso better. Analysis and evaluation are strong features of the work in Year 6. They speak clearly, using appropriate artistic language. Pupils make good progress over time and are developing a variety of appropriate skills. There is very good inclusion of pupils with special educational needs and their work receives a lot of credibility. When speaking to Year 6 pupils they demonstrated good knowledge of the work of other artists, which they use effectively to influence their own work.
116. Older pupils have excellent attitudes to their work and they display a real enthusiasm for art. There are high levels of collaboration and a lot of interest was generated by the topic of the chairs. When they see other pupils struggling, they willingly offer help. All pupils take pride in their work and they enjoy seeing it on display.
117. The quality of teaching is good. Teachers ensure that resources are plentiful and well organised so pupils do not have to wait for a turn and they use time well. Instructions are always clear and well explained, showing that the teachers have good subject knowledge. Good lesson planning gives a clear structure to lessons so that skills are developed systematically and securely. Teachers ensure that pupils have good opportunities to look at and evaluate their own and each other's work. This is effective in raising pupils' awareness of how they can improve the standard of their work. Classroom assistants are used well, take a full and active part in all lessons and make a positive contribution to the standards attained.
118. An experienced co-ordinator promotes the skills of literacy and numeracy and the use of information and communication technology in the subject. Good cross-curricular links are encouraged with illustrations linked to geography and history, for example. Many pupils are familiar with drawing patterns on laptop computers. Mathematics is developed through shape and patterns, symmetry, enlarging or reducing and through the introduction of ratio and measurements. Unfortunately, there are missed opportunities to correct literacy inaccuracies, such as incorrect spellings, simply because pupils are engaged in art and not English. Resources are good but accommodation is cramped in some areas of the school.

DESIGN AND TECHNOLOGY

119. Standards in design and technology are as nationally expected for pupils at the end of Years 2 and 6. Pupils have experience of a satisfactory range of activities, in which they use an appropriate range of materials, enabling them to develop satisfactory designing and making skills. This is an improvement on standards reported at the time of the previous inspection when pupils' designing skills at the end of Year 6 were weak. All pupils, including those with special educational needs and pupils with English as an additional language, make satisfactory progress.
120. Pupils progressively build a satisfactory knowledge and understanding of mechanisms, starting in Year 1 when they make simple cards, which use basic moving parts to make a pirate "walk the plank". Pupils are beginning to design their own cards, although much of the design process at this age is through discussion and with some adult support. They are not recording their own individual designs yet, but work generally as a class or group task. This is appropriate for their age and makes a secure start to developing the designing process. Their design skills develop satisfactorily through increasingly challenging tasks such as designing and making "wacky" sunglasses from card and hand puppets from fabrics in Year 2, an adventure playground using wooden and wire structures in Year 3, money containers in Year 4, musical instruments in Year 5 and slippers in Year 6. By the end of Year 6, pupils are making thoughtful designs, sometimes based on their own surveys, such as the one to find out which playground ride was the most popular. Their designs include choosing which materials to use for their products and how they are going to finish off the product to make it of a good standard. An important part of the design

and making process in this school are the on-going and final evaluations, in which pupils assess the effectiveness of what they are doing and make appropriate alterations as they progress. Their final evaluations include an assessment of what they found difficult and what aspects they feel they can improve. This is a valuable learning experience in that they learn from their mistakes.

121. Pupils work at food technology units throughout their time in the school. This includes making sandwiches, as observed in Year 3. In this process, pupils investigated different types of bread for texture, appearance and taste. The whole class "brainstormed" ideas for their sandwiches and carried out surveys to find out which breads and fillings were most popular. During the inspection, pupils used the Internet to find out about bread, to give a background to their designs. This activity illustrates the good cross-curricular links with other subjects such as information and communication technology and mathematics. There are also links with science in the activity on "moving monsters" when pneumatics or air pressure are used to make monsters open and close their mouth, for example. Pupils disassemble commercial products such as torches, books with moving parts and slippers so that they can investigate how these products are designed and made. This adds interest and relevance to the work, enabling pupils to recognise the importance of design and technology in everyday life.
122. Few lessons were seen during the inspection, but standards and planning also suggest that the quality of teaching and learning are satisfactory. Teachers plan activities that enable pupils to develop satisfactory skills in both the designing and making elements of the design and technology curriculum. Interesting activities stimulate pupils and they respond well, showing good levels of interest and enthusiasm. This supports the satisfactory quality of learning. Lessons are organised well, with resources being both plentiful and easily available. Teachers make good use of computers, such as researching products on the Internet, to develop pupils' knowledge and understanding of both the design and making processes.
123. Curriculum co-ordination of design and technology is good and has supported the raising of the profile of design and technology within the school and therefore improved standards since the last inspection. Information and communication technology is used satisfactorily to support research, for example. There has been good development in design and technology since then, with all staff having local education authority training to increase their own knowledge and understanding in the subject. Assessment procedures are good, with all tasks being assessed at the end of units of work. All pupils have a design and technology folder, which contains all their work and is useful for pupils and teachers as a record of progress in the subject.

GEOGRAPHY

124. Standards at the end of both Years 2 and 6 are above those expected nationally for pupils of a similar age and this is an improvement on the judgements made at the previous inspection, when they were judged to be in line with national expectations. All pupils make a good rate of progress throughout the school and achieve well to maintain standards that are above those nationally expected, and achieve good skills in independent research. Scrutiny of work for pupils in Year 1 and Year 2 shows pupils gain a good level in skills through using the Katie Morag stories to learn about the Isle of Struay, and make comparisons with their own locality. There is good development of an understanding of the features and conditions that make up the physical environment. Work on display in classrooms indicates that pupils are developing a good understanding of place and when planning a route to school some pupils can transfer the information through symbols rather than description.
125. By the time pupils reach Year 6 they are very familiar with researching for themselves. Supported by appropriate worksheets, pupils of all abilities are able to study the same topics, but at an appropriate level. Good in-depth study of mountain ranges such as the Himalayas, the Andes and Snowdonia enables pupils to compare the geographical features, the location, travel and transport, work, wildlife and the weather in the areas surrounding these mountainous regions. Pupils study the water cycle linked with the journey of a river and use this effectively to study a range of environments and their characteristics, and how these impact upon the lives of the people who live there. This is a development on work in Year 3, when pupils designed a holiday village so that there was always something for the family to do in different weather

conditions. This provided a good basis on how localities developed to meet the needs of people. There are some very good examples of extended writing, featuring good use of relevant geographical vocabulary and indicating the depth of pupils' geographical knowledge and understanding.

126. By adopting a mature approach to their studies, pupils are able to research their own findings, responding well to challenges presented to them. They settle down well to their work, stay on task and behave well, establishing a constructive working atmosphere.
127. Teaching is good overall, although some very good teaching was seen in lessons for older pupils. In very good lessons, such as the one in Year 4 where pupils carried out an investigation into noise pollution and drafted letters putting forward valid solutions to the problems, very effective teaching raised pupils' interest so much that pupils were reluctant to leave the lesson. Teachers manage pupils well and encourage them to be supportive of one another and develop high levels of co-operation in what they are doing. Plenary sessions at the end of lessons are used well by teachers to go over what pupils have learned with reference to the learning objectives and aims of the lesson. In this way pupils are fully aware of how well they have learned. Discussions with pupils at these times encourage them to appraise their own work and progress. Good quality planning clearly identifies the main features to be addressed. Maximum use is made of classroom assistants, who provide good support for pupils with special educational needs.
128. Co-ordination of the subject is good. An improvement on the previous inspection is the monitoring of standards and work, which has helped the drive for improved standards. Resources, including computers, continue to be effectively used to support teaching and learning.

HISTORY

129. Standards in history are in line with the expectations for pupils' ages by the end of Year 2 and Year 6 and all pupils achieve satisfactorily. Only one lesson was observed during the inspection but further evidence was collected from scrutiny of pupils' work, discussion with pupils and the co-ordinator and classroom displays.
130. Year 1 pupils use different sources of evidence such as video presentations and postcards to compare different aspects of life in Victorian times with their own experiences. Pupils discuss differences in dress between then and now. Some pupils were confused about the difference between "old" clothes and clothes from "long ago". Pupils showed a sense of wonder when they were presented with postcards that were 100 years old, and they handled them with great care. Pupils were unsure of changes over a period of time and that old buildings from that period could still be standing. A very good comparison was made with their own school, part of which was built in the same era, to overcome their lack of understanding. By Year 2, pupils learn about important events such as the Great Fire of London and retell the story satisfactorily in their own words. They studied the diary of Samuel Pepys and wrote about "My important memory". This effectively supports pupils in developing early research skills through the use of resources such as books, videos, pictures and postcards to draw conclusions about life in the past. They learn about key people such as Florence Nightingale, comparing nursing in her time to present day. Pupils show a keen interest in learning about her life and the times in which she lived. This enthusiasm is reflected in their writing.
131. By Year 6, pupils develop a satisfactory knowledge and understanding of an appropriate range of different civilisations. This includes study in a range of topics, such as school life and the main features of the Olympic Games in ancient Greece. This work has been enhanced by a visiting theatre group who staged a Greek play. Older pupils use time lines to build a satisfactory understanding of chronology and a sense of time and order. In Year 5 pupils consider different attitudes and ways of life in the past through cross-curricular links with literature when they read the classic story of "Black Beauty". Year 6 pupils study aspects of ancient Egypt, building their knowledge and understanding of the culture through personal studies of armies, housing and food. Some pupils write interesting and detailed accounts.

132. Pupils clearly enjoy history. The school works hard to make the history curriculum relevant by visits to the Egyptian Gallery at the museum in Birmingham, Hartlebury Castle and the Black Country Museum. Whole-day workshops take place from time to time on topics such as the Tudors, the Vikings and the Romans. Parents have contributed to a Roman Feast staged in school and accompany pupils on historical visits, showing close parental links. From evidence in pupils' books, a wide range of topics are studied, giving opportunities for extended writing. Pupils show interest, especially by Year 6, by continuing their work at home and using research skills both from books and computer websites.
133. The quality of teaching is satisfactory. Teachers have a sound knowledge of the subject and are able to talk accurately about times past. In discussions, care is taken to include pupils at all levels of attainment through careful questioning, so that all pupils are confident to contribute. Resources are effectively used, such as in a Year 1 lesson when pupils were shown old postcards that engaged their attention very well. Scrutiny of work shows that pupils' work is marked regularly but often restricted to positive comments with too few evaluations explaining how they are progressing and what they are not doing well enough.
134. The subject co-ordinator has a secure knowledge of the subject and leads the subject well. The post at the moment is being filled on a temporary basis and a new member of staff has been appointed to lead history. There is a regular audit of the subject where staff are consulted, planning is monitored and pupils' books are reviewed. Teaching is assessed and profile books examined, giving the co-ordinator an overview of the subject. Resources are satisfactory but few artefacts were evident during the inspection for use to develop observational skills or give pupils a "hands-on" approach within school. No training has been provided recently to raise standards and support development in history. Areas for development include the further use of information and communication technology, local study enquiries on the use of Great Barr Hall and using resources borrowed from the Great Barr History Society.

INFORMATION AND COMMUNICATION TECHNOLOGY

135. Standards have improved since the time of the last inspection and are now above those nationally expected. All groups of pupils, including those with special educational needs and pupils with English as an additional language, achieve well. There has been a significant degree of resource improvement since the previous inspection and this has had a great impact on standards. The provision of a mobile computer suite, interactive whiteboards in classrooms and training for all staff, which has raised the level of their expertise, has had a significant and positive impact on pupils' learning and has given pupils good levels of confidence when working with computers. This is an important factor in raising standards.
136. By the end of Year 2, most pupils access the relevant systems, understand that a variety of information can be found on the computer and save and print out their work. In a lesson seen in Year 2, pupils were able to explore a computer-based dictionary and find out about insects, which also supported their work in science. They used the print command competently to save a record of their work. When using word processing, pupils enter and organise text, using the shift key to produce capital letters and are getting familiar with the positions of letters and numbers on the keyboard. By this stage, all pupils are familiar with routine procedures and are confident in using computers as an important part of their school work.
137. By the end of Year 6, pupils use a variety of fonts and sizes in the presentation of their texts and can combine appropriate text with pictures. In Years 5 and 6 they can save and print out their work. Pupils understand that information can be stored in a database as in a Year 4 lesson, where pupils entered data into a spreadsheet to record the variation in temperature inside and outside of the classroom at regular intervals throughout the day. Pupils competently converted their data into graphs using the appropriate commands. They had meaningful discussions with each other as to which type of graph was most appropriate and decided that line graphs were the best. Some higher attaining pupils were able to superimpose both the data for outside and indoors onto the same set of axes, thereby preparing a direct and clear comparison of the two sets of data. This exercise provided a very good link with mathematics and supported the development of pupils' knowledge and understanding of graphs well. By Year 5, pupils have developed their skills with databases well. They use different fields of personal data, such as

height, date of birth and weight to compare different aspects. They know how to highlight one set of data and which commands to use to arrange the data in size order. By comparing sets of data, they are able to say confidently that the oldest pupil is not necessarily the tallest, or that the tallest is not necessarily the heaviest.

138. Discussion with pupils confirms that knowledge and understanding are above expected levels for their age in a good range of work with information and communication technology. They are knowledgeable about all aspects of control. They recall accurately their experiences at creating hyperlinks to join pages in their multimedia presentations and they are very familiar with the use of the Internet for research into a wide range of topics in geography and design and technology, for example. They have used sensors effectively to monitor a range of data.
139. The quality of teaching is good throughout the school, an improvement on that at the time of the previous inspection, when it was judged to be satisfactory. Teachers plan lessons well and explain and model tasks clearly using the "smart boards" well. There were many good examples of the effective use of information technology seen across a wide range of subjects during the inspection. Teachers use information and communication technology in support of other lessons very well. Teachers make good use of their timetabled lessons when the mobile suite of laptops is available in order to raise the skills of the pupils. Teachers' knowledge and understanding of information and communication technology is good and they are very well supported by teaching assistants, who also have good knowledge and have been trained alongside the teachers. Pupils are expected to work well together in pairs when this is appropriate and this they generally do so well. Pupils like working with computers. They say they enjoy the laptops because they can all have practical experience, and speak with enthusiasm about their work in information and communication technology.
140. The information and communication technology curriculum is broad and balanced and based on a national scheme. It is very well planned and as well as learning information and communication technology skills in dedicated lessons, pupils are also given very good opportunities use computers to support work in other subjects and make it more interesting. Curriculum co-ordination is good and a lot of good work has taken place since the previous inspection to ensure that the subject has developed well and kept up with demands. There is a great limitation on space in the school and nowhere could be found to establish a suite of computers. The co-ordinator and the governing body worked very well together and came up with the solution of a mobile suite of laptop computers and the necessary resources to support this equipment. In addition, all classrooms have interactive whiteboards, which add much to teachers' presentations in a wide range of subjects. Together with very good quality software, resources for information and communication technology are excellent and support learning across the curriculum very effectively. The governing body has been fully supportive of development in this subject and ensured that the expertise of teachers and learning support assistants is adequate to support pupils' work. The school has worked hard and with success to improve aspects of the subject's provision since the last inspection.

MUSIC

141. Standards are above those expected nationally by Year 2 and Year 6. No secure judgement was made during the last inspection, owing to lack of evidence. All pupils, including those with special educational needs and English as an additional language, achieve well.
142. In Year 1 pupils explore the use of different sounds, such as long and short ones, well. A computer program with different animal noises provides a good opportunity for pupils to compare the sounds. This skill is developed further through the use of percussion instruments to illustrate different sounds and to enlarge upon pupils' knowledge and understanding of instruments, including how each can be used to create different effects. Pupils understand this idea well and one pupil was heard to remark when hearing a triangle "It's longer because it lasts". By Year 2 pupils have learned to make overall judgments on the quality and nature of a good range of sound.
143. Throughout Years 3 to 6, pupils continue to learn well. In Year 4 pupils explore rhythmic patterns and learn how to record music accurately using symbols and simple notation. When

playing music, pupils are able to keep a steady beat, use appropriate vocabulary such as phrase, tempo and melody and show a good general knowledge of music. Pupils' early ideas on long and short sounds have developed well and by now pupils confidently compare quavers and crotchets in rhythmic passages. Pupils use percussion instruments effectively and when playing pieces in three in parts, maintain their own parts well. Pupils play with enthusiasm and obviously enjoy making music. By Year 6, pupils explore compositions from a variety of sources, including music from modern films such as "Star Wars – The Phantom Menace". Sounds are talked about descriptively and different instruments chosen to fit images in pupils' minds, with pupils thinking carefully about the instruments that would be used to have the desired musical effects. They have a good knowledge of instruments at this age. When the musical score was played on a tape, pupils were able to distinguish instruments such as the violins and the harp in the orchestra. Pupils are able to express their emotions vividly when they describe music as "mysterious", "magical" or "spooky". Pupils with special educational needs contribute fully and with confidence in class discussion, having good self-esteem. Singing during assemblies is good. Pupils sing clearly with a sweet tone either unaccompanied or to a tape.

144. The quality of teaching is good. It encourages pupils to have positive attitudes to music and they obviously enjoy it. In the lesson observed, teachers showed a secured knowledge of the subject. Good use of resources such as a wide range of instruments, information and communication technology to show film sequences, and recorded music by famous composers from different times, stimulates pupils to learn effectively. They plan activities well with clear objectives, which supports the progressive development of pupils' skills, knowledge and understanding. Pupils are praised throughout the lesson when they have tried hard, and are effectively encouraged to have confidence in their ability, through positive comments such as, "I need really good musicians as group leaders." This encourages pupils to be aware of the contribution of others and applaud them.
145. The subject is led by an experienced co-ordinator who works on a part-time basis. Even though time is limited, standards and teachers' planning are monitored to ensure quality provision and standards that are above expectations. Visiting artists come into school to enrich the curriculum and raise pupils' awareness of quality in music. Staff are given some opportunities to develop their own skills to enable them to teach effectively. There are opportunities for pupils take part in festivals out of school, providing another purpose for their work.

PHYSICAL EDUCATION

146. Following a good early introduction to physical education, pupils currently in Year 1 attain standards that are below those expected for pupils of this age and their achievement is currently unsatisfactory. In Year 1 pupils' hand-to-eye co-ordination is not developed satisfactorily. Pupils in Year 2 achieve satisfactorily and by the time they reach the end of Year 2, standards are as expected for pupils of this age. Satisfactory achievement is continued through Years 3 to 6, and by the end of Year 6, standards are again as expected for pupils of this age. Year 2 pupils throw balls into the air and catch them confidently without bouncing. Over half of the pupils have good aiming skills and successfully throw a beanbag into a hoop over steadily increasing distances. Some pupils, who take their tasks less seriously, lack control and co-ordination in their movement due to them not always responding appropriately to instructions.
147. By Year 6 all pupils are familiar with the reasons for warming up their bodies prior to exercise. Most of them are not very fit, however, when they perform repetitions of speed jumps. Girls can often carry out this activity better than boys due to the neatness of their actions. Boys tend to have little rhythm when they carry out jump sequences and this is particularly noticeable in the triple jump, where they forget the "hop".
148. The school's physical education curriculum covers all areas of the National Curriculum. During the inspection only games and athletic activities were observed. Pupils did go swimming but this session was not seen.
149. Older pupils are well behaved and organise themselves efficiently. Listening skills are not always good when the teacher is talking but overall pupils respond well to instructions and work hard to improve their performance. From the beginning of their time in school, agreed values

and codes of behaviour have been successfully instilled into the majority of pupils, enabling them to work harmoniously. They show respect for teachers even though they may be disappointed that they do not get a turn. Younger pupils also behave well. Pupils with special educational needs often have to perform the same work using the same resources, and this is an area for improvement.

150. Only a small number of lessons were observed, but sufficient to judge the quality of teaching as satisfactory. Some good teaching was seen in Year 6. In lessons for younger pupils, it is variable and some unsatisfactory teaching was seen. Where lessons are less than satisfactory, teachers talk for too long and lose the attention of pupils and the impetus of the lesson. Here standards are below those expected for pupils' age and this is largely to do with a failure to challenge pupils appropriately and keep them active throughout the lesson, and a lack of firm control of pupils' behaviour. In more successful lessons, teachers have good subject knowledge and provide good quality demonstration, effectively giving pupils a clear picture of what is expected of them. Good opportunities are also provided for pupils to evaluate their work and this effectively supports the satisfactory improvement in pupils' performance. Good class management leads to good behaviour and improves pupils' ability to organise themselves effectively.
151. The head teacher is currently the temporary co-ordinator for physical education. Accommodation and resources are good but apparatus is not stored well and does not provide easy access. A satisfactory range of extra-curricular sporting activities complements the programme of work in school. Unfortunately, not all activities run throughout the year and pupils are sometimes disappointed when a course of activity comes to an end.