

INSPECTION REPORT

Coughton CE Primary School
Coughton

LEA area: Warwickshire

Unique Reference Number: 125630

Headteacher: Mrs K E Salmon

Reporting inspector: Mr Don Gwinnett
16548

Dates of inspection: 6 – 8 December 1999

Under OFSTED contract number: 707849

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
Type of control:	LEA
Age range of pupils:	4 -11
Gender of pupils:	Mixed
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr M M Thake
Date of previous inspection:	3 – 7 June 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Don Gwinnett Registered Inspector	Special educational needs Mathematics History Geography Music	Characteristics of the school Attainment and progress Teaching Leadership and management Efficiency of the school
Cliff Hayes, Lay Inspector		Attendance Partnership with parents and the community Accommodation & resources Efficiency of the school
Keiran Heakin	Equal opportunities Science Art Physical education	Attitudes, behaviour and personal development Pupils' spiritual, moral, social and cultural development Support, guidance and pupils' welfare
Sandra Teacher	Under-fives English Design and technology Information and communication technology	Curriculum and assessment Staffing

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MAIN FINDINGS

WHAT THE SCHOOL DOES WELL

- Attainment is normally good, and is often very good, throughout the school and across most subjects.
- Pupils, including those with special educational needs, make good progress at each stage of learning.
- The quality of teaching is good overall. There is a high proportion of good and very good teaching.
- Attendance and punctuality are very good.
- Pupils' attitudes to work and their behaviour are very good in both key stages.
- There are very good relationships between pupils and with teachers.
- The direction and leadership provided by the headteacher and governors are very good.
- The implementation of the school's aims and values is excellent.
- The day-to-day planning of the curriculum is good.
- Arrangements for assessing pupils' work are very good, and the use of assessment to improve teaching and curriculum planning is good.
- Provision for pupils' spiritual, social and cultural development is good, and provision for pupils' moral development is excellent.
- The school makes very good use of staff to teach their specialist subjects to classes other than their own.
- The number of support staff, and their use in the classroom, is very good.
- There are very good procedures for supporting and guiding pupils' welfare.
- The school has a very good ethos.
- The school has made good progress since the last inspection and has a very good capacity to improve even further.

WHERE THE SCHOOL HAS WEAKNESSES

- I. Standards of teaching and learning in information and communication technology are unsatisfactory.
- II. The physical development of pupils aged under five is held back as a result of insufficient outdoor play equipment and unsatisfactory use of existing play equipment and space.
- III. The school doesn't tell pupils or parents what National Curriculum levels pupils are working to. Consequently, they find it difficult to tell whether pupils are meeting or exceeding nationally expected standards.

The school's strengths far outweigh the weaknesses. To support continued improvement these weaknesses will form the basis for the governors' action plan, which will be sent to all parents and guardians of pupils at the school.

HOW THE SCHOOL HAS IMPROVED SINCE THE LAST INSPECTION

The school has overcome most of the weaknesses pointed out in the last inspection of June 1996, and is better than it was. The management and leadership have improved. There is better monitoring of teaching by the headteacher and subject co-ordinators, and the governing body now has an effective sub-committee structure that helps it to focus strategically on improvements

in a wide range of areas. Standards have improved in science and in design and technology. However, standards remain low in information and communication technology. This is because the school has fewer computers than most schools, computers that are available are underused, and staff lack confidence in using computers. Schemes of work now exist for all subjects, and teachers' planning is monitored to ensure it is broad, balanced and relevant. All concerns about health and safety have been addressed. Targets for improvement, set by the school and Local Education Authority, have been matched or exceeded. Standards of work remain high and the school is very well placed to improve further.

STANDARDS IN SUBJECTS

This table shows the standards achieved by 11-year-olds in 1999 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools	Key
English	A	B	<i>well above average</i> A
Mathematics	A	B	<i>above average</i> B
Science	A*	A	<i>average</i> C
			<i>below average</i> D
			<i>well below average</i> E

This information shows that standards at the end of Key Stage 2 in the 1999 national tests were well above the national average in English and mathematics and were far above the national average in science. When compared to schools that have a similar proportion of pupils eligible for free school meals, standards were above in English and mathematics and were well above in science. The proportion of pupils who have free school meals is very low. However, these comparisons do not take into account the average attainment of pupils on entry to the school, or the average proportion of pupils who arrive at the school with special educational needs. Bearing these factors in mind, attainment compared to other schools is even more positive than the published comparisons indicate. Standards at the end of Key Stage 1 in the national tests were far above similar schools in reading, writing and mathematics, but were well below similar schools in the science teacher assessment. This was because two pupils, with special educational needs, failed to reach the expected Level 2 in science out of a group of 18. The small number of pupils in the cohort exaggerated the effect that these two pupils had on the overall results.

The quality of work seen during the inspection in Year 6 is broadly well above national expectations in English, mathematics and science, and confirms the high levels of attainment in the national tests. The school adds very good value to pupils' educational performance when comparing their attainment on intake, which is average, to their performance on leaving the school, which is well above average. The exception is the unsatisfactory standards of work in information and communication technology, which is caused by lack of equipment and teachers' insecure subject confidence. Standards in religious education are good. Standards in other subjects are good, except in history in Key Stage 1, where standards are satisfactory. This is because limited time is available for history within Key Stage 1.

QUALITY OF TEACHING

Teaching in	Under 5	5 – 7 years	7 – 11 years
English	good	good	good
Mathematics	good	good	good
Science		good	good
Information technology		unsatisfactory	unsatisfactory
Religious education		good	good
Other subjects	good	good	good

In lessons seen during the inspection, no teaching was less than satisfactory. In 31 per cent it was very good, in 46 per cent it was good, and in the remaining 23 per cent it was satisfactory. There was a very high proportion of good and very good teaching. No teaching of information and communication technology was seen. However, teaching is graded unsatisfactory because there is insufficient teaching of required skills, teachers lack confidence in the subject and there is unsatisfactory planning for how the subject is to be taught.

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

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
Behaviour	Very good. Consistent in both key stages.
Attendance	Very good. Well above the national average.
Ethos*	The ethos is very good. Relationships are very good. Pupils are interested in their work and the school is keen to improve.
Leadership and management	Very good overall. The leadership and management of the headteacher are very good. Subject co-ordinators manage their areas well and effectively monitor standards of teaching and learning. The governing body provides decisive direction for the school and is a useful 'critical friend'.
Curriculum and assessment	Good. The curriculum is broad and balanced and there is good planning across all subjects. Assessment is very good and is successfully used to tell pupils how to further improve their work. Teachers use assessment well to improve the quality of their teaching and the curriculum.
Pupils with special educational needs	Provision for pupils with special educational needs is good. Individual Education Plans contain clear targets and specialist staff provide good support to special needs pupils in classes.
Spiritual, moral, social & cultural development	There is good provision for pupils' spiritual, social and cultural development and excellent provision for their moral development.
Staffing, resources and accommodation	Good overall. The new building is spacious and well designed and provides an attractive learning environment. However, the school does not have enough computers and there is no outside play equipment for pupils in the reception class.
Value for money	Good overall. Financial planning and control is good, there is very good use of teaching and support staff and standards of work remain high.

**Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

THE PARENTS VIEWS OF THE SCHOOL

What most parents like about the school	What some parents are not happy about
<p>IV.The school enables pupils to attain a good standard of work</p> <p>V.The school encourages pupils to get involved in more than just their daily lessons.</p> <p>VI.The school's attitudes and values have a positive effect on children.</p> <p>VII.The school achieves high standards of good behaviour.</p> <p>VIII.The school encourages parents to play an active part in the life of the school.</p> <p>IX.Most children like school.</p> <p>X.There have been lots of changes for the better in the last two years.</p>	<p>XI.Parents' evenings and end of year reports do not give enough facts about children's progress.</p> <p>XII.It is sometimes difficult to see teachers at the end of the day to raise issues of concern.</p> <p>XIII.Some teachers do not react well to complaints.</p> <p>XIV.Homework is not well organised.</p> <p>XV.Teachers do not tell pupils what Levels they are working at. Consequently, pupils are not clear if they are meeting national expectations.</p> <p>XVI.Teachers do not identify higher attaining pupils or give them sufficient support.</p> <p>XVII.There is a big difference between the way teachers treat children. Whilst most teachers are very caring, this is not the case in every class.</p>

Inspectors agree with parents' views regarding the positive aspects of provision. The school helps pupils achieve high standards of work and prepares pupils well for their secondary schools. Pupils are very well behaved and are happy in school. Inspectors noted parents' concerns about the school. However, there have been many improvements to the way the school is led and managed. End of year reports, and parents' evenings, are now improving, as are the arrangements for parents to meet teachers at the end of the day to discuss matters affecting their children. A monthly assembly provides good opportunities for parents to raise issues of concern. However, inspectors agree that the school does not provide sufficient information about the levels attained by pupils in their National Curriculum subjects. Inspectors noted the concerns of some parents that higher attaining pupils are not identified. However, the high proportion of pupils attaining above average levels in national tests indicates that they are successfully challenged and reach their potential. In classes observed, higher attainers had work that was sufficiently ambitious. Homework is increasingly well organised following the implementation of a new policy. Whilst very mindful of parents' comments about occasional upset caused to pupils, inspectors did not see overbearing attitudes by teachers during the inspection.

KEY ISSUES FOR ACTION

In order to raise standards, the governing body should:

- XVIII. Improve standards in information and communication technology by:
- (i) ensuring that all National Curriculum programmes of study are taught;
 - (ii) improving teachers' confidence in using computers;
 - (iii) requiring all class teachers to teach information and communication technology;
 - (iv) making better use of available computers;

- (v) ensuring that information and communication technology is effectively integrated into the curriculum. (Paragraphs: 12,14,24,30,32,54,107 to 113).

- (●) Improve the physical development of pupils under five by:
 - (i) increasing the provision of suitable large play equipment;
 - (ii) ensuring that existing facilities and space are used effectively. (Paragraphs: 4,31,63,66,74).

In addition to the key issues, the following less important issue should be considered for inclusion in the action plan:

- (●) Provide parents and pupils with information regarding the National Curriculum levels that pupils are working to so that they can make comparisons with nationally expected standards. (Paragraphs: 37,39,52).

INTRODUCTION

Characteristics of the school

1. Coughton Church of England Primary School is situated in a rural location three miles south of Redditch in the Warwickshire area of the West Midlands. The nearest towns are Redditch, to the north, and Stratford Upon Avon, ten miles to the east. Pupils come to the school from a wide catchment area that includes local villages and the towns of Redditch, Studley and Alcester. There are 125 pupils on roll, 70 boys and 55 girls. Children are admitted to the reception class in the September following their fourth birthday. At the time of the inspection, there were 15 pupils below the age of five. Children entering the school have levels of attainment that broadly match the national average, although there is a wide range of ability. The eligibility for free school meals is low compared to the national average. A small minority of pupils come from ethnic minority backgrounds. Although several pupils do not speak English as their first language, they speak English fluently and do not require additional language support. The proportion of pupils with special educational needs is average. Twenty-three pupils are identified as having special educational needs, one of whom has a Statement of Special Educational Need. The building was located for the first time on one new site in February 1999. It is modern and spacious, and has good facilities that include a combined library and information and communication technology suite. However, the grounds around the school are not yet fit for sports use as they have not been properly levelled and drained.

The School's Aims:

- i. To encourage each child to develop as an independent, caring, industrious and polite individual who is aware of the wider environment and of his or her responsibilities and duties within it.
- ii. To provide the opportunity for the child to flourish intellectually, spiritually, physically and socially while benefiting from a broad curriculum.
- iii. To help the child to become aware of his or her worth, the value of others, the respect of life and property, thereby recognising that opportunities should be the same for all.

The School's priorities are:

- iv. To develop the school grounds and outdoor amenities.
- v. To re-catalogue the library.
- vi. To upgrade existing computers and maintain the standards of resources in all areas of the curriculum.

Key indicators

Attainment at Key Stage 1¹

Number of registered pupils in final year of Key Stage 1 for latest reporting year:

Year	Boys	Girls	Total
1998	13	5	18

iii. National Curriculum Test Results		Reading	Writing	Mathematics
Number of pupils	Boys	13	13	13
	Girls	5	5	5
	Total	18	18	18
Percentage at NC Level 2 or above	School	100(94)	100(100)	100(100)
	National	80(80)	81(80)	84(84)

iii. Teacher Assessments		English	Mathematics	Science
Number of pupils	Boys	13	13	13
	Girls	5	5	5
	Total	18	18	18
Percentage at NC Level 2 or above	School	100 (100)	100 (94)	100 (100)
	National	81(80)	85(84)	86(85)

1. Percentages in parentheses refer to the year before the latest reporting year

Attainment at Key Stage 2₂

Number of registered pupils in final year of Key

Year	Boys	Girls	Total
1998	7	8	15

iii. National Curriculum Test Results		English	Mathematics	Science
Number of pupils	Boys	5	5	6
	Girls	8	6	7
	Total	13	11	13
Percentage at NC	School	93(73)	79(80)	93(87)
	National	65(63)	58(62)	69(69)

iii. Teacher Assessments		English	Mathematics	Science
Number of pupils	Boys	n/a	n/a	n/a
	Girls	n/a	n/a	n/a
	Total	n/a	n/a	n/a
Percentage at NC	School	n/a	n/a	n/a
	National	n/a	n/a	n/a

2. Percentages in parentheses refer to the year before the latest reporting year

iii. **Attendance**

Percentage of half days (sessions) missed through absence for the latest complete reporting year.

		%
Authorised	School	4.0
	National comparative data	5.7
Unauthorised	School	0.0
	National comparative data	0.5

iii. **Exclusions**

Number of exclusions of pupils (of statutory school age) during the previous year.

	Number
Fixed period	0
Permanent	0

iii. **Quality of teaching**

Percentage of teaching observed is:

	%
Very good or better	31
Satisfactory or better	100
Less than satisfactory	0

iii. **PART A: ASPECTS OF THE SCHOOL**

iii. **EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL**

iii. **Attainment and progress**

2. Children's attainment on entry to the school at four years of age is broadly average, although there are differences in initial attainment levels year by year. The attainment of the current cohort of under-fives, for instance, is above average. These children are on course to exceed the nationally recommended desirable outcomes in personal and social development, literature and language, mathematics, knowledge and understanding of the world and creative development. The only area where standards are below average for under-fives is physical development. This is because there is no outdoor play equipment, although this is ordered, and other space within the school that could be used to develop pupils' physical skills is under-used. Overall, however, the progress of children in reception is good. In Key Stages 1 and 2, attainment in national tests has remained broadly well above the national average since the last inspection.

3. In the 1999 national tests and teacher assessments for seven-year-olds, the proportion reaching Level 2 or above was very high compared to the national average in reading, writing and mathematics. In the science assessment, the proportion gaining Level 2 or above matched the national average. However, the proportion reaching the higher Level 3 was well above the national average in all four areas. In the 1998 tests and teacher assessments, the proportion of pupils attaining Level 2 or above was very high compared to the national average in the four areas of reading, writing, mathematics and science. However, no pupils reached the higher Level 3 standard in reading or science. Slight discrepancies from year to year are accounted for by the natural difference in pupils' abilities. Caution is required when attempting to interpret results because the number of pupils in each year is small. Whilst attainment in science appeared to decline between 1998 and 1999, for instance, this resulted from just two pupils, both of whom had special educational needs, failing to reach Level 2.

4. The work seen in English lessons at the end of Key Stage 1 confirms the results of the 1999 national tests. Standards of reading are well above average. Pupils enjoy reading. They take books home daily and by the end of the key stage easily recognise words containing several syllables. They discuss the plots of stories and thoughtfully compare the qualities of the characters. Standards of writing are also well above average. By the end of the key stage, writing is imaginative, spelling is largely accurate and pupils use basic punctuation correctly. Standards in mathematics seen during the inspection are above national expectation. Pupils are on course to repeat the very high results of the last two years when they take the tests in the summer. As an example of good attainment, average attaining pupils in Year 2 confidently add or subtract two numbers below twenty, doing this in their heads if the numbers are below ten. Higher attainers add or subtract two numbers up to one thousand. This means that the majority is working comfortably within the expected Level 2, and higher attainers are already coping well with more advanced Level 3 work. There are still two terms for improvement before the pupils take the tests in the summer. In science, most pupils are on course to attain above or well above the expected Level 2 by the time they are assessed in the summer. They understand the notion of a fair test and make good progress as a result of enjoying the lessons that contain plenty of practical work.

5. In the 1999 national tests for 11-year-olds, the proportion reaching Level 4 or above was far above the national average in all three areas of learning. The proportion of pupils gaining the higher Level 5 was also well above the national average in all three subjects in 1999, indicating that higher attaining pupils are being successfully challenged. In the 1998 tests for 11-year-olds, the proportion reaching the expected Level 4 or above was well above the national average in English and mathematics and far above the national average in science. High standards have

therefore been maintained over the last two years.

6. In work seen in English at the end of Key Stage 2, pupils are on course to match the well above average results of the previous two years. Nearly all pupils read with good understanding, higher attainers detecting subtleties within text using deduction and inference. Writing skills are very well developed; pupils use language persuasively, often choosing apt descriptive words and phrases with imagination and precision. In work seen in mathematics at the end of Key Stage 2, most pupils in Year 6 are working above expected levels and have the potential to repeat the well above average standards obtained in the tests of the last two years. As an example of their high standards, average attainers already add and subtract decimals and fractions. This is a requirement of pupils working at the expected Level 4. Higher attainers already multiply and divide using decimals and fractions. This is a requirement for the more advanced Level 5. In work seen in science, pupils are making good progress, applying the principles of scientific investigation in a systematic and objective manner. However, whilst average and above average attainers are doing well, the Year 6 group also contain a higher than average proportion of pupils with special educational needs. These pupils also make good progress compared to their prior levels of understanding. Nevertheless, the high proportion of special educational needs pupils can be expected to have some effect on the overall proportion of the year group who match or exceed the national average in the summer tests.

7. An analysis of the relative performance of boys and girls in national tests between 1996 and 1998 indicates that there is little difference in their standards. Taking the three years together, at the end of Key Stage 1, both boys and girls attained far above the national average in reading, writing and mathematics. At the end of Key Stage 2 during the same period, there was no difference between the performance of boys and girls in mathematics, although boys performed better than girls in English and science. In English, boys were far above the national average whilst girls were above the average. In science, boys were again far above the national average and girls were well above. Despite an overall difference between boys' and girls' standards, girls still performed above girls nationally in English and well above in science. There are no figures comparing boys' and girls' performance yet available for 1999. In lessons seen, there is little difference between boys and girls except in Year 6, where the proportion of boys with special educational needs exceeds that of girls. Several of the Year 6 girls are very able and are already working comfortably within the advanced Level 5 in a number of subjects. The difference between these boys and girls is due to their natural ability and does not reflect adversely on teaching or on pupils' attitudes to their work, which are very good.

8. The 1999 figures comparing the school with other similar schools show that pupils in Key Stage 1 were above other schools in reading and were far above in writing and mathematics. However, their attainment in science was well below those of similar schools. As mentioned, this was caused by two pupils failing to reach the expected Level 2 and does not mean that the group, as a whole, under-performed. The comparison with similar schools at Key Stage 2 in 1999 show that pupils were in line with similar schools in English and were above similar schools in mathematics and science. Comparisons with similar schools are determined by the proportion of pupils who are eligible for free school meals, which is very low at the school. The comparisons do not take into account other factors such as attainment levels on entry to the school or the proportion of pupils with special educational needs, which are both broadly average at the school. Comparisons therefore present an even more positive picture than the published results initially seem to indicate.

9. The National Literacy Strategy is having a positive impact on standards since it was introduced in September 1998. The additional resource materials, introduced through the Strategy, have provided a greater flexibility of teaching approaches that elicit positive responses from pupils. The National Numeracy Strategy, introduced in September 1999, has been successfully prepared for and has introduced even greater consistency of provision that is beginning to have a positive impact on standards. Teachers use the available materials well. For

instance, pupils enjoy regular sessions where they have to apply their knowledge to 'real-life' situations, and the full-class sessions provide good opportunities for pupils to show their mental agility.

10. Attainment in information and communication technology is unsatisfactory. Despite some recent investment in new computers, the proportion of computers to pupils is still below the national average. Added to this, available machines are not used with sufficient frequency, and teachers lack confidence in using computers. Consequently, attainment in both key stages is below national expectations and pupils' progress is unsatisfactory. The school is aware of this situation and is planning for increased investment and training. Attainment in religious education exceeds the expectations of the Locally Agreed Syllabus in both key stages. Pupils' confident speaking and listening skills, and their good progress in reading and writing, help them to progress well in religious education. Attainments in the other areas of the curriculum is broadly good.

11. Pupils with special educational needs make good progress. This applies to pupils on all stages of the special needs 'Code of Practice' who receive support in many lessons, and particularly in mathematics and English. Class teachers know which pupils require extra support and provide this successfully, ensuring that good progress is made.

12. Progress is good in both key stages. Good progress results from teaching that is regularly good, and is often very good. Very good attitudes to learning help pupils to make rapid strides, and the very good standards attained in English and mathematics have a positive impact on all other areas of the curriculum. Effective use of target setting, particularly evident in English and mathematics, but also increasingly in use in other subjects, promotes high expectations of pupils across the ability and age range. Although all classes contain pupils of mixed age and prior attainment, all pupils, including higher attainers, make good progress. The only area where progress is unsatisfactory is in information and communication technology for the reasons given. In all other areas, except history at Key Stage 1, progress is good. In history at Key Stage 1, progress is satisfactory rather than good because of the limited time available for the subject. Generally, pupils make good gains in knowledge, rapidly consolidating and extending their understanding.

iii. **Attitudes, behaviour and personal development**

13. Pupils' attitudes to work, their behaviour and relationships with each other and teachers are very good. These have improved since the last report when they were judged good. Pupils' personal development is good, as it was at the time of the last report. Children under five have positive attitudes to work and they behave very well. They have very good relationships with each other and with adults. They share things and play sensibly together. They behave very well and show a good understanding of what is acceptable behaviour. They treat resources with care and respond well to the experiences they are offered.

14. In both key stages, pupils have very good attitudes to learning. They are confident, work well in pairs and groups and are keen to ask and answer questions. They are very good listeners and follow instructions carefully. Their powers of concentration are very good overall, and pupils sustain interest in their work. Most take pride in their work and are keen to succeed. Pupils work well together when carrying out school duties such as returning the register.

15. Pupils' behaviour in the classroom and around the school is very good and this has a positive effect on their standards of attainment and the quality of learning. Property is well respected by the pupils and they play their part in keeping the school tidy. Outdoors, by the playground, young trees that they planted are growing and pupils show an awareness of the need

to allow them to develop undisturbed. Pupils move around the school very sensibly, showing consideration for others and holding open doors. They are friendly, helpful and polite to visitors. Pupils work well together and share resources sensibly, for example when they are carrying out scientific investigations.

16. Pupils' personal development is good. Older pupils show initiative when helping younger ones in the playground and when they feel ill. Pupils willingly take on responsibilities as they progress through the school, which contributes very positively to their personal development. These range from tidying up after themselves in the reception class, carrying out classroom duties in Year 2, to carrying out whole-school duties in Year 6. Staff are good role models and encourage pupils to develop high levels of independence and initiative and to accept responsibility. Opportunities are provided for pupils to support charities, for example the National Children's Homes, Diabetic Association and the Albania appeal. These help them to empathise with those less fortunate than themselves, and contribute to their personal development.

iii. **Attendance**

17. Attendance at the school is very good with 96 per cent attendance in the last reporting year, well above the national average and marginally better than at the time of the previous inspection. There is no unauthorised absence. Pupils come to school on time and return punctually from breaks. There is very little lateness.

iii. **QUALITY OF EDUCATION PROVIDED**

iii. **Teaching**

18. The quality of teaching is good for children at each stage including those who are under the age of five. Teaching has considerably improved since the previous inspection. At that time, teaching was satisfactory overall, although a significant 20 per cent of lessons were graded unsatisfactory. In this inspection, there was no unsatisfactory teaching. At Key Stage 1, 20 per cent of lessons were satisfactory, 40 per cent were good and 40 per cent were very good. At Key Stage 2, 30 per cent of lessons were satisfactory, 50 per cent were good and 20 per cent were very good. Overall, the quality of teaching is good or very good in nearly 80 per cent of lessons. This is a very high proportion of above-average teaching.

19. There have been noticeable improvements since the previous inspection in a number of areas. Teachers have welcomed new teaching strategies including the National Literacy and National Numeracy Strategies. A key issue of the last inspection, to review the organisation of teaching in Key Stage 1, has been done very successfully, and pupils' progress is now much better than it was. Other major areas of improvement include teachers' planning, the use of assessment and the way that teachers cater for the full age and ability range in classes. There is good use of classroom assistants and marking of pupils' work is normally of a high quality. Teaching that was weaker in science, art and design and technology, in the previous inspection, is now good in each area.

20. Teaching in the reception class has considerably improved since the previous inspection and is now good overall and often very good. Children no longer spend too long on the mat in front of the teacher, or idly colour-in, as reported in the last inspection. Children are purposefully engaged in a range of well-planned activities across the recommended Desirable Learning Outcomes for pupils of this age. When children are ready, they are effectively transferred to the Programmes of Study of the National Curriculum. The teacher and classroom assistant are very

welcoming, work well together and have realistic expectations of children's responses. Teaching is often lively and engaging, holding children's interest and encouraging them to respond positively with their own ideas and views. Children are effectively supported in their early reading, writing and number work and consequently have a good start to their schooling.

21. The quality of teaching of pupils with special educational needs is good. Specialist teaching assistants provide good support for pupils. There is also good support by the main body of the staff, who successfully identify and support those needing additional help. Teachers know individual pupils very well and adjust their teaching to take account of their particular needs. There is also effective support for higher attaining pupils who make good progress as a result.

22. Teachers' knowledge within subjects is good in both key stages. All teachers are required to teach the core subjects of English and mathematics to their own classes. Consequently, staff have all received a thorough training in how to teach the National Literacy and Numeracy Strategies, and teaching in both these areas is good. It is unusual to see good teaching in so many of the other subjects. However, at this school, teaching is good in most subjects, and this derives from the use of specialists to teach their own subject area. Unusually, this occurs in Key Stage 1 as well as in Key Stage 2. The result is assured teaching, good communication of key skills and concepts, and marking that precisely identifies what pupils should do to improve. The exception is information and communication technology, where teachers still lack confidence. This is a contributory factor to the unsatisfactory standards of attainment in this subject.

23. Expectations of pupils are high. Despite the concern of some parents that higher attaining pupils are not stretched, inspectors did not find this to be the case. The very high proportion of pupils attaining the advanced Level 3 in the Key Stage 1 national tests, and the advanced Level 5 in the Key Stage 2 tests, indicates that higher attainers are being effectively challenged. This results from judicious choice of learning materials to suit particular pupils' needs. In most classes, there is a wide age and ability range. Repeatedly, however, inspectors found that teachers used a range of teaching and learning materials well to motivate and extend all pupils irrespective of their prior levels of attainment and understanding.

24. The high level of challenge to all pupils also results from teachers good day-to-day planning. The two-year cycle of topics ensures that pupils do not repeat work. In most subjects, planning follows recently introduced nationally recommended schemes of work. In addition, most teachers use a range of other materials. In mathematics, for instance, good use of a commercial scheme and teachers' own worksheets complements use of the National Numeracy Strategy materials. Consequently, there are always enough learning materials to suit the needs of the full ability range. The exception is in Year 6 where a minority of pupils is so advanced they will soon need more demanding materials.

25. Teachers use an effective range of methods. The National Literacy and Numeracy Strategies have encouraged teachers to use a good mixture of whole class, individual and group work. Teachers know that practical work excites pupils, but that a level of theoretical knowledge is also necessary. Consequently, teachers use a good blend of approaches that help pupils to integrate mental concepts with practical skills. This is evident, for instance, in design and technology, where pupils plan a project in detail before embarking on the making of items. After completing the making stage, pupils return to a more theoretical evaluation of what they have done using strict criteria.

26. The management of pupils is very good. Teachers are generally firm but fair. Consequently, pupils know what is expected and respond well. Some parents expressed the view that occasional teaching is overbearing and causes upset to pupils. This was not evident in lessons observed by inspectors. All teachers treated pupils with care and were concerned not to cause them upset. Whilst inspectors are very mindful of parents' concerns on this matter, they do

not have evidence from the inspection to corroborate these. However, the school is acutely aware of parents' concerns and is keeping a very watchful eye on the situation.

27. Day-to-day use of assessment is very good. Marking is regular, positive and contains good advice about how pupils can improve their standards. Teachers write comments very neatly so that pupils can easily read them. Teachers make good use of assessments to plan future targets and to improve the content of teaching. Teachers' good knowledge of individual pupils results from close attention to each individual's efforts. The marking also helps to cement the good trusting relationships that exist between pupils and teachers. Pupils know that teachers take time and effort to help them improve and want to please teachers by working harder. Homework is now well used. Some parents expressed concern about the amount and regularity of homework. Inspectors found that homework is set regularly and successfully reinforces lessons learnt in class. Some pupils respond with beautifully completed project work that is full of interesting detail that has taken a considerable time to complete. This was evident, amongst other lessons, in Key Stage 2 geography and history topic work.

28. Whilst teachers make generally good use of available resources, use of computers is unsatisfactory. Teachers do not make successful use of computers either in their rooms or in the library. Consequently, pupils' computer skills are not as well developed as in most other schools. There is much better use of resources in other curriculum areas. In religious education, for example, good use is made of religious artefacts, and in music, teachers make good use of a range of percussion instruments and recorders. However, the library is not well used by teachers to support the development of pupils' independent learning skills. This is because pupils are not sufficiently encouraged to go to the library to research facts. Teachers plan interesting trips to places of scientific, historical and geographical interest and make good educational use of events such as the annual walk to Coughton Court. The pace of lessons is generally brisk and purposeful. Pupils are not allowed to become idle or to chatter when concentration is needed. The many good qualities shown by teachers have a significant impact on standards of work and on the very good ethos in classrooms, around the school and in the playground.

iii. **The curriculum and assessment**

29. The curriculum for under-fives meets the requirements of the Desirable Learning Outcomes and prepares children successfully for the National Curriculum when they reach the age of five, with the exception of the physical development of the children. At present, there is no secure outdoor play area with large and mobile play equipment, and there is insufficient use of existing equipment and space. The curriculum appropriately puts a high priority on personal and social education, language, literacy and numeracy. This is reflected in the good provision, which is a noteworthy feature. Planning is effective for all areas of the curriculum, with the exception of physical education, and there a good balance between focused activities with the teacher and the children having free choice in their learning.

30. The curriculum for Key Stages 1 and 2 is broad and balanced, and there are schemes in place for sex education, health and drugs awareness. These are implemented well throughout the school and support pupils' personal development effectively. The use of educational visits to the Isle of Wight, regular swimming and use of visitors, such as the poet Barry Wade, raises the attainment of the pupils. The core subjects of English, mathematics, science and religious education have appropriate priority in the curriculum, and basic statutory requirements are met in all subjects. However, the insufficient preparation for teaching the required skills in information and communication technology has a detrimental impact on attainment and progress in this subject.

31. The structure and organisation of the curriculum is appropriate to the age and increasing

maturity of the pupils. The planned use of specialist teachers, support staff and ability groupings positively improves the quality of both teaching and learning. The curriculum effectively promotes the pupils' intellectual, physical and personal development. It makes a good contribution to the educational standards achieved by boys and girls of all abilities and backgrounds. The school provides equality of opportunity and access to the curriculum, enabling all pupils to make good progress. The curriculum also provides the oldest pupils with a firm foundation in the concepts and skills they need for their next stage of education.

32. The last inspection highlighted issues in the balance of the curriculum, the lack of schemes of work and the planning. All schemes of work are now in place. The process of formulating these schemes has created more awareness about progression throughout the school. The school closely follows the planning for the National Literacy and Numeracy Strategies. Further improvement is required in the long and medium-term plans in all subjects so that tasks are better matched to all pupils' needs in the different year groups. Homework effectively links the curriculum between home and school. Reading and research are set regularly and checked by all the teachers.

33. There is good planning for pupils who have special educational needs. Individual Education Plans, that successfully identify particular pupils' needs, are carefully monitored to ensure that pupils make suitable progress towards the targets contained in them. There is effective assessment of pupils with special educational needs. Reviews are held regularly to ensure they make suitable progress and parents are invited to attend these.

34. The curriculum is enriched by a range of extra-curricular activities in sport, but not in music. In sport, these include football for boys and girls, netball and country dancing. There are educational visits both to museums and around the local environment and a residential journey. This extra provision enhances the pupils' learning and is a strength of the school.

35. Procedures for assessing pupils' attainment are very good and meet statutory requirements. This key issue from the previous report, to plan systematically for assessment, has been fully addressed. The information gathered from the baseline assessment, carried out as the pupils enter the school, is used effectively to make sound judgements in relation to national standards. Clear assessments are made and records kept in English, mathematics, science and in all the other subject areas. These are passed on as pupils move through the school, and there is a consistent whole school approach to keeping a regular and frequent record of individual progress. Teachers complete termly evaluations of time spent and programmes of study covered, although these are not always sufficiently linked to the National Curriculum level descriptors.

36. The results of the national tests are analysed with particular reference to equality of opportunity and the differences between the performances of boys and girls. The analysis, together with evidence from the monitoring folders of pupils' work, is used to set targets, for example, to improve reading and writing during the current year. However, apart from literacy and numeracy, the samples of work are not annotated against a whole school set of criteria or National Curriculum levels. This limits their usefulness to teachers.

37. The quality of marking is very good. Teachers take the time to write detailed comments, which are both encouraging and evaluative. Marking is used effectively as a way of raising standards and shows pupils how they can improve their work.

iii. Pupils' spiritual, moral, social and cultural development

38. Overall, the school's provision for pupils' spiritual, moral, social and cultural development is good and has improved since the previous inspection when it was satisfactory. Provision for

moral education is now excellent. This provision reflects well the school's ethos of "providing education of the highest quality within the context of Christian belief and practice". The ethos statement is clearly on display in the entrance hall and in some of the classrooms. The school's provisions for social development, and its expectations of pupils' behaviour and of working co-operatively, have a particularly beneficial effect on the standards that pupils achieve.

39. Provision for spiritual development is good. This is well promoted through the collective worship, religious education and other lessons. Pupils are involved in the organisation of assemblies and provide musical accompaniment for some of the singing. The local vicar attended one of the assemblies during the inspection. Planned opportunities for personal reflection in collective worship were not seen in the whole-school and Key Stage 2 assemblies, but were present in the Key Stage 1 assemblies. There were opportunities to reflect in other lessons; for example, at the end of a science lesson, the pupils were encouraged to reflect on the vastness of the universe, and, in a dance lesson, on the hurt feelings of elephants who had been fighting. Library books about faiths and lessons about ancient religions in history further support spiritual development. The policies for collective worship and assembly themes aptly summarise the good provision available.

40. The school's provision for moral education is excellent. Each class has its own code of conduct, which is on display. The school places a very clear emphasis on pupils learning right from wrong. All adults in school provide very clear guidance on what is acceptable behaviour. Pupils are expected to respect staff and each other. Positive behaviour is praised and effectively rewarded through the school's team points system. The headteacher gives awards to individuals in assembly regularly, as well as sporting awards.

41. Provision for pupils' social development is good. Pupils are taught the values of caring, sharing and self-respect. These values are consistently reinforced through the role-models of the staff, who relate positively to the pupils. Many opportunities are given for the pupils to become independent by taking responsibility for aspects of their own learning. Pupils are taught that their views and suggestions are important, are met with interest and are valued by the teachers. Consequently, most pupils, including those with special educational needs, have high levels of self-esteem. Pupils are taught to co-operate with each other in lessons and to show patience and consideration when working closely together in confined areas. They are given opportunities to develop their social skills through participating in a number of competitive team games and in a variety of extra-curricular activities. Social skills are also developed through the many trips that are organised, including a residential visit to a centre on the Isle of Wight, and fund-raising for a number of charities.

42. Provision for pupils' cultural development is good. There are opportunities to appreciate and participate in celebrations of the Christian faith and to develop awareness of local culture. Visits are arranged to the parish church of St Peter's Coughton, and to places of local interest, for example Coughton Court, St John's Museum, Forge Mill Museum and Gaydon Motor Museum. Pupils are aware of the richness of classical music by listening to famous pieces in assembly. Pupils learn about famous artists before imitating the style or their work in art. The school has had visits from theatre performance groups and a local party entertainer. Pupils are made aware of the richness and diversity of cultures throughout the world. Recently, a Hindu parent came into school and told the Ramayan story. She brought clothing and artefacts and a small shrine with an image of Ganesha the elephant god. One classroom has a display on the festivals of light, with artefacts and pictures about Hanukah, Diwali and Christmas. There are books, pictures and displays around school which successfully reflect other cultures.

iii. **Support, guidance and pupils' welfare**

43. The school offers very good quality support and guidance to all pupils, including those with special educational needs. All issues of concern identified in the last report have been satisfactorily rectified. All the health and safety issues have been addressed by the move to the new building, and the Chair is the governor with responsibility for child protection. The headteacher and staff know their pupils well and have good relationships with them. Staff promote high standards of behaviour and strongly emphasise a clear set of values that lead to mutual respect and positive attitudes to work.

44. Class teachers effectively monitor the behaviour of pupils in their care. Very good procedures for promoting good behaviour include the team points system and the headteacher awards. Bullying is not a problem within the school, but satisfactory arrangements are in place to deal with any incidents that occur. These arrangements contribute significantly to the sense of order and well-being in the school, which in turn create a secure foundation for learning.

45. Procedures for monitoring pupils' academic progress are very good. When children enter the reception class, they are tested to provide a baseline against which future progress is measured. Subsequent regular assessments ensure effective monitoring of pupils' progress through the school. When pupils are ready to move to secondary education, good arrangements are in place to assist them to make a secure and comfortable start to their next stage of schooling. Pupils with special educational needs are given effective and unobtrusive help in classrooms. Where necessary, pupils with problems are withdrawn for academic counselling or personal support to help them adopt a more consistent approach to classwork.

46. Procedures for monitoring attendance are good. Registers are completed on time in ink and comply with statutory requirements. These procedures contribute to pupils' well above average attendance that has a positive impact on learning and standards attained. Good child protection arrangements satisfactorily comply with local education authority guidelines. A named teacher with responsibility for child protection effectively liaises with outside agencies, and all staff are aware of the correct procedures.

47. Provision for pupils' general well-being is very good. A suitable health and safety policy is in place and governors successfully help to implement and monitor its effectiveness. There has been a recent risk assessment audit, and the building is well maintained and very clean. No health and safety concerns were identified during the inspection. Pupils are supervised carefully throughout the day and lunchtime routines are well managed. There are satisfactory procedures for dealing with accidents and illness and several members of staff have received first-aid training. An adequate number of well-stocked first aid boxes are available throughout the school, and records of accidents are satisfactorily maintained. Emergency equipment is serviced regularly and a fire drill is held each term. Appropriate local authority agencies work well with the school to provide help for pupils needing specialist support.

iii. **Partnership with parents and the community**

48. The school's partnerships with parents and the community are satisfactory. Some improvements have been made since the previous inspection in the areas of letters to parents, approachability of teachers, homework set and community links. However, there has been insufficient improvement in reports to parents and the provision of information about what is taught.

49. Parents support the school well. Several help in school and with school activities and there is a thriving parent-teacher association, which raises valuable funds for educational resources. A measure of the strong interest shown by parents was the high number of pre-

inspection questionnaires returned and the good attendance at the pre-inspection meeting. The school encourages parents to become involved, and most parents feel that staff are approachable with concerns. Inspectors found that the school does ensure that staff are available for discussion each day. A significant minority of parents feels that the school does not handle complaints well. Inspectors found that the school keeps detailed records of complaints made and of action taken and judged that the school's method of handling complaints is sound. There was evidence that it is often the outcome of complaints that cause concern to parents, although inspectors are unable to make a judgement on individual cases. Parents contribute to their children's learning by involvement with homework, but there is less than satisfactory liaison over reading at home as parents are not required to comment on children's progress with their reading. Parents of children with special educational needs are properly consulted and involved in reviews and action planning.

50. General information for parents is good, with the prospectus, governors' annual report, headteacher's letters and a school/PTA notice board all playing an important part. There are shortcomings in information provided about what is taught, which the school has plans to correct from next year. Progress reports contain comprehensive comment on what pupils can do, but information about levels achieved, corrective action required and targets for improvement are all scarce. Again, the school is aware that reports could be more informative and has plans to improve them.

51. Partnerships with the local community are strong and make a good contribution to the curriculum. Local amenities provide good resources for some subjects, for example history and geography, and several visitors enrich the curriculum. There are strong links with the church, and pupils visit senior citizens to sing carols. The school also has good links with some local companies, which provide useful support and resources for the curriculum.

THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

iii. Leadership and management

52. The leadership and management of the school are very good and have improved since the previous inspection of June 1996, when they were judged unsatisfactory. The new headteacher, appointed in April 1997, provides very good management and leadership for the school. Most criticisms contained in the last inspection have been successfully addressed. Monitoring of teaching and learning by the headteacher and subject co-ordinators has much improved, the governing body now has a suitable sub-committee structure and the headteacher teaches a proportion of the week to allow subject co-ordinators release time to monitor and advise colleagues. Whilst some staff disseminate materials after attending courses, so that other colleagues also benefit from their attendance, the school accepts that this is still not done routinely. A successful action plan, following the last inspection, improved weaknesses identified in subject areas. For instance, science and design and technology have improved by using nationally recommended schemes of work, and music has improved through the appointment of a part-time music specialist. Teachers' planning is carefully monitored by the headteacher to ensure that it provides a consistently well-balanced and relevant programme of work. Effective and regular assessments of pupils' work provide information that is successfully used to plan adjustments to the curriculum and teaching. The only area of abiding concern remains the unsatisfactory standards in information and communication technology. The school appreciates this and has planned increased expenditure to improve resourcing and to provide training for teachers.

53. The headteacher is well supported by the governing body. At the time of the last inspection, the governing body had disbanded the sub-committee structure in favour of individual responsibilities. Consequently, there was insufficient collaborative endeavour and a lack of corporate accountability. Additionally, there was a lack of clarity over the responsibilities of the curriculum committee. Consequently, the committee was unable to provide sound advice to the rest of the governing body or measure its impact over curriculum provision within the school. These weaknesses have been effectively rectified. The Chair of the governors is very well informed about a full range of issues effecting the school and effectively supports the headteacher in providing decisive and influential direction for the school. A steering sub-committee, containing representatives of other committees, takes rapid decisions, should these be required, without having to wait for the next full meeting of the governing body. Minutes of the full governing body are suitably detailed and clearly indicate who is responsible for acting on the decisions taken. Sub-committees provide the main committee with sufficient information for reflection and deliberation in advance of its meetings. There is good attendance at meetings, which consider a wide range of matters. Governors regularly visit the school to monitor the impact of their decisions on teaching and learning. Teachers appreciate the interest that governors take in the day-to-day affairs of the school and welcome governors 'sitting-in' on lessons. The governing body has developed an evaluative approach that enables it to act successfully as a critical friend to the school.

54. The headteacher and staff successfully monitor aspects of the school's work. Subject co-ordinators for English and mathematics monitor standards of teaching and learning in order to identify aspects for improvement. Well-prepared monitoring sheets ensure that this is done in a consistent way. Regular staff meetings provide good opportunities for open debate and the development of consensus over important initiatives or changes to existing practice. Policies for all the subjects of the curriculum provide suitable guidelines to teachers. In addition, a range of well-prepared policies informs and guides the work of the school. The governing body is fully involved in decision making and is kept well informed by the headteacher and staff.

55. The management of special educational needs is good. A detailed policy contains all the required information. The co-ordinator for special educational needs keeps clear records of pupils who require support. Pupils' needs are regularly assessed and updated and the information shared with parents and other specialist services of the local education authority. A named governor keeps other governors well informed of matters relating to special educational needs.

56. The school has a clear set of values expressed in its agreed statements of ethos and aims. These emphasise the Christian tradition in the school and affirm the importance of nurturing pupils' academic and personal development. Parents strongly indicate that the school's values and attitudes have a positive effect on their children. Inspectors agree that the school's values are successfully implemented in practice and have a successful impact on pupils' spiritual, moral, social and academic development. The aims of the school have improved since the last inspection, when there was concern that these failed to reflect, or include reference to, the Christian nature of the school. The ethos statement now clearly provides a central focus by ensuring that Christian values are at the heart of the school.

57. The school successfully identifies relevant priorities and targets in its development planning. At the time of the last inspection, there was concern over the lack of identification of areas for improvement and a failure by the senior managers and governing body to identify ways in which it evaluated the success of its planning. This has improved. The School Development Plan for 1999 to 2001 contains tasks that are effectively broken down into those that can be accomplished in the short term and those that will take longer. The tasks are realistic and manageable and focus on issues that will have a direct bearing on standards, such as the curriculum, special educational needs and staffing. They also cover other important areas of provision including the buildings, supplies, services and security. The tasks are accompanied by clear success criteria, helpful timescales and some cost implications, although not all aspects benefit from a detailed breakdown of costs. The plans contain relevant timescales and review dates. The school uses its own and the local education authority's target setting to effectively review how successfully pupils learn. Self-review also involves an end of year evaluation of the success of its development planning in order to plan fresh priorities for the coming year. All statutory requirements are successfully met.

iii. **Staffing, accommodation and learning resources**

58. There are sufficient full-time and part-time teaching staff to match the number of pupils, and they are suitably qualified to teach the National Curriculum and religious education. Expertise and knowledge are less secure in information and communication technology than in other subjects. There is a good balance of youth and experience. Teachers qualified to teach pupils with special educational needs work very effectively alongside class teachers. They provide good support for these pupils. All the staff are totally committed to the pupils and to raising the standards of attainment. Curriculum leadership is appropriately allocated to experienced or suitably qualified staff. The use of specialist teachers in the humanities, religious education, design technology, art and music leads to good quality teaching, which raises the standards of the pupils' work.

59. Provision of learning support and classroom assistants is good. All the support staff are experienced and have received training, most recently in the use of the Literacy and Numeracy Strategies. They add considerably to the quality of education provided. The administrative staff, the site manager and the midday-supervisors make a significant contribution to the smooth running of the school.

60. Arrangements for the professional development of staff are satisfactory. However, the

school development plan does not indicate sufficiently clearly how much training will cost. This prevents an accurate evaluation of whether the school is getting good value for money from its courses. However, the headteacher successfully identifies individual professional development needs through interviews and monitoring of teaching. This ensures teachers receive some appraisal, although the formal procedure is in abeyance until national guidelines are available.

61. The school has recently moved into new premises, providing good accommodation for the demands of the curriculum. Concerns reported during the previous inspection have now been dealt with as a result of the new buildings. Classrooms are spacious, although the large number of pupils in some classes results in overcrowding. There are some very good displays, which enhance the work environment and celebrate pupils' achievements. There are two aspects of accommodation which remain to be addressed; the field is still unusable as the building project is not yet complete and there is not yet a secure outside play area for Under-Fives.

62. Learning resources are adequate in most subject areas and good in science and art. There is a good ratio of books to pupils in total, but at Key Stage 1 these are kept in classrooms rather than the library, as are fiction and topic books for Key Stage 2. This results in diminished use of the library, which reduces opportunities for pupils to develop their research skills. The library is well supplied with computers, but the overall ratio of computers to pupils throughout the school is lower than the national average. This is a contributory factor to the unsatisfactory attainment and progress in information and communication technology throughout the school. There is a well-used and well-stocked resource centre for Key Stage 2 materials. With the exception of information and communication technology, weaknesses described in the previous inspection have all been suitably corrected.

iii. **The efficiency of the school**

63. Financial planning at the school is effective. Although there are few explicit links between the budget and the school development plan, both relate closely to the same educational priorities and governors and the headteacher share a common view of future planning. The school makes good use of local authority financial services for help with annual budgets and the governing body contains professional financial expertise.

64. The deployment and use of teaching and support staff are very good, except in the teaching of information and communication technology. Sound use is made of accommodation and learning resources, except that no use is made of the hall to compensate for the lack of outside facilities for the under-fives and there is insufficient use of the library.

65. Financial control is effective. The headteacher and governors are aware of the need for financial prudence and are well supported by local authority financial services. Although accounts are maintained in manual form, the administrator efficiently controls the ordering, receiving and invoicing systems and ensures that budget limits are adhered to. Governors receive sufficient information to allow them to exercise control over expenditure. Administration within the school is efficient. The use of the headteacher's time was criticised in the previous inspection. It is now used efficiently.

66. Having regard to the characteristics of the intake, pupils' attainment, progress and attitudes, the quality of education provided and the unit cost per pupil, Coughton School gives good value for money. This is a substantial improvement from the previous inspection findings.

iii. **PART B: CURRICULUM AREAS AND SUBJECTS**

iii. **AREAS OF LEARNING FOR CHILDREN UNDER FIVE**

67. The early years phase consists of 18 children in the reception class who attend full-time. On entry, attainment is generally average. Some of the children have already spent quality time in playgroups and have been provided with good educational experiences at home. Their language skills are generally well developed and they have basic literacy, numeracy and good social skills. A broad and balanced curriculum successfully addresses all the recommended areas of learning, with the exception of physical development, and leads smoothly into the National Curriculum. This enables all the children to make good progress. However, this planning is not clearly gathered together into a unified early years' policy and scheme of work. Procedures for assessment are clear and detailed. Early identification of pupils with special needs and good support benefits their learning. The quality of teaching and learning in the early years is good. Co-operation between teaching staff and classroom assistants is very good. All adults use constructive praise effectively. All the teaching staff work as a team and help to raise the standards of attainment. By the age of five, the majority of the children will exceed the targets set within the Desirable Learning Outcomes.

iii. *Personal and social development*

68. There is good provision for this area of learning. Under-fives respond positively to school rules and their behaviour is very good. For example, they show good manners when eating dinner together and clear away sensibly afterwards. They gain confidence quickly in their approach to learning tasks and when expressing themselves to other children and adults. Relationships are very supportive, and children learn to share equipment, co-operate in their play and show concern and respect for each other. They take advantage of the wide range of activities, demonstrating a growing sense of fairness and taking turns without fuss. The secure and stimulating environment fosters their sense of curiosity and wonder. Children with special educational needs are identified early and included in all activities. Children take increasing responsibility for a range of duties including tidying away at the end of sessions.

Language and literacy

69. Pupils under five show well-above average attainment in the acquisition of English skills and are being very well prepared to start the National Curriculum. Progress is good overall, and very good progress is made in the acquisition of listening skills. Levels of fluency are good. The children are encouraged to learn to read and write new words as they experience a wide range of early learning activities, including story-telling which encompass their project on "The Alphabet", and related practical tasks, which are integrated into all areas of the curriculum. The children enjoy handling and looking at books. They develop and extend their vocabulary, and most show confidence in explaining activities. They effectively improve their listening skills through stories and songs. They have begun to develop emergent writing skills. They all write their names and the most able write simple sentences unaided. They take pride in their work.

iii. *Mathematics*

70. The children make a good start in mathematics and achieve standards above those expected. The progress they make is also good. Through preparing and cooking food, pupils learn effectively to weigh, measure and count. Through water-play, number games and other planned activities, such as sandwich shapes, children develop good recognition and understanding of numbers. Recording skills are successfully introduced with the practice of writing numbers. When learning to sort, match and order, children develop good use of the appropriate language, for example bigger, smaller etc. They are learning to recognise the

numbers and to count to five and some to ten. They recognise shapes, such as circle, triangle and square.

iii. *Knowledge and understanding of the world*

71. The children successfully develop their knowledge and understanding of the world through topic work and first-hand experience. They achieve well-above average attainment, as they are encouraged to develop an awareness of their environment and the people in it. They go on frequent walks to local parks and outings to country houses and to the Motor Museum. They know the differences between vintage and modern cars. They plant flowers and fruit and effectively observe the changes in the seasons. They explore materials, selecting what they need and using their skills of cutting and sticking well to make model vehicles. However, at times, the lessons are too rigidly organised and insufficient emphasis is placed on children learning through their own play experiences. They begin to explore the functions of the keyboard and the mouse in simulations, but their use of computers is inconsistent and the range of activities undertaken too limited.

iii. *Physical development*

72. In physical education lessons in the hall or in dance, the children work with confidence and a sense of direction and use a range of fine motor skills. They effectively work with partners or as a team. They are successfully encouraged to develop other skills by using a variety of implements, including scissors, pencils and tools. However, the lack of a secure outdoor play-area with suitable large equipment restricts their full development in this area.

iii. *Creative development*

73. Creative opportunities are well planned, particularly in art and music. Children attain good standards and make good progress in this area. The children paint and draw when they choose, as well as receiving guided learning, such as painting flowers in the style of William Morris or other artists. They use a range of media confidently as they paint, assemble and draw. They sing tunefully, play instruments and enjoy creative play. There are limited multicultural resources particularly in the imaginative play area. This restricts the opportunities for the children to experience and play with artefacts or clothing from other cultures.

iii. **ENGLISH, MATHEMATICS AND SCIENCE**

iii. **English**

74. During the last inspection, standards attained at the end of Key Stage 1 were satisfactory and at the end of Key Stage 2 they were good. The school has made good progress since then, particularly at Key Stage 1. In the 1999 national tests for both seven and eleven year olds, attainment was far above schools nationally. In the Key Stage 1 tests, the proportion attaining the expected Level 2 or above was far above the national average, as was the proportion attaining the more advanced Level 3. This indicates that higher attaining pupils were effectively challenged. In the Key Stage 2 tests, the proportion attaining the expected Level 4 or above, as well as the proportion attaining the more advanced Level 5, was far above the national average. Again, this indicates that higher attaining pupils were effectively challenged. Over the last four years, there has been no difference in the attainment level of boys and girls in either key stage. This trend of high attainment in English is a strength of the school and has had an impact on raising the attainment in other subject areas.

iii.

75. The figures comparing the school's results with similar schools show that, at Key Stage 1, reading skills were above and writing skills were far above the average. At Key Stage 2, English attainment was the same as similar schools. However, comparisons are based on the proportion of pupils eligible for free school meals, which at this school is very low, and does not take account of attainment on entry, or the proportion of pupils with special educational needs, which at this school are average. The true comparisons are therefore more positive than the figures seem to indicate.

76. Pupils' progress is good in both key stages. The implementation of the National Literacy Strategy, the purchase of a range of appropriate resources, detailed lesson planning and grouping pupils by prior attainment all have a positive impact on pupils' progress. At present, the Literacy Strategy is taught to the mixed aged year groups on a two-year cycle. This will now be reviewed to ensure a closer match for both age and ability. The high priority given to the development of literacy skills and the good start pupils are given in reception class enable all pupils to make good progress throughout the school. Carefully targeted teaching results in a significant majority of pupils with special educational needs attaining average standards by the end of Key Stage 2. Higher-attaining pupils also make good progress in response to the high level of challenge provided in many lessons. Inspection findings show that by the end of both key stages standards in English will be well above the national average.

77. In lessons seen, attainment in speaking and listening in both key stages is high. At Key Stage 1, pupils listen attentively to teachers' explanations and respond very well to instructions. The youngest pupils effectively develop speaking and listening skills using role-play. Pupils listen considerately to each other when sharing work; for example, Years 1 and 2 pupils read their colour poems to the rest of the class. Pupils speak confidently to large audiences when reading in assemblies. At Key Stage 2, pupils are eager to answer teachers' questions and enjoy participating in class discussions. Pupils express their opinions and argue with conviction. Years 3 and 4 assemble persuasive arguments about such topics as the advantages and disadvantages of wearing school uniform. By the end of Key Stage 2, they justify their answers by referring to the text being studied; for example, when recognising alliteration in a poetry lesson. Progress in speaking and listening is good at both key stages as a result of the many opportunities provided for pupils to practise their skills. Pupils with special educational needs make good progress because of the carefully structured activities planned by their teachers. For example, pupils learn to speak in turn when reading different parts in a play.

78. In lessons seen, reading standards are well above average at both key stages. Almost all pupils, including those with special educational needs, attain at least average standards, with the proportion of pupils attaining higher levels well above the national average. The youngest pupils recognise many simple words and confidently talk about their favourite parts of stories. They enjoy reading and benefit from taking books home daily to read with their families. All pupils use a range of strategies, such as picture and phonic cues, to read unfamiliar words. Systematic teaching of phonics enables pupils, including those with special educational needs, to tackle new material with confidence. In Years 1 and 2, pupils had fun reading a detective story and easily recognised compound words. They discuss the characters in the story and predict the plot. They know the meanings of many abbreviations such as PC, for Police Constable. For homework, they look up many more abbreviations.

iii.

79. Almost all pupils become confident and fluent readers by the end of Key Stage 2. Older pupils discuss features of their reading, such as character and plot development, with good understanding. During the literacy lessons, they deduce the meanings of words by careful reading of the text. For example, in Years 3 and 4, they learn new terminology connected with newspapers, such as 'text', 'caption', 'headlines' etc. They enjoy reading a range of books, including traditional and modern literature, Dickens and Dahl, as well as information texts. Good teaching results in pupils understanding the use of glossaries and contents pages when studying information texts. Pupils' information retrieval skills develop steadily through Key Stage 2, so that almost all Year 6 pupils skim and scan non-fiction texts effectively. Pupils' progress in reading is good throughout the school because of the variety of opportunities provided to practise and consolidate their skill, both during literacy hours and at other times. Higher attaining pupils make good progress as a result of challenging texts selected to extend their reading.

iii.

80. Whilst older pupils successfully locate books in the library, pupils in Key Stage 1 do not use the library sufficiently. This restricts their ability to learn important library skills and limits opportunities for independent learning.

81. In lessons seen, writing standards are well above the national average at the end of Key Stage 1. This compares very favourably with the last report, which stated that standards in writing were barely satisfactory. The youngest pupils are taught to hold writing implements correctly but not to join their letters. Regular teaching and handwriting sessions have a positive impact on standards of handwriting, which is neat and well formed. By the end of the key stage, almost all pupils write imaginatively and extend their ideas logically. A significant majority use punctuation correctly and structure sentences accurately without needing reminders; for example, they write a recipe for biscuits in the correct sequence. Higher attaining pupils enjoy thinking of varied adjectives to add interest to their writing.

82. By the end of Key Stage 2 attainment in writing is well above average. Pupils in Years 3 and 4 correct grammatical errors in a text, effectively drawing on their knowledge of parts of speech. Pupils generally spell correctly and use dictionaries effectively. They identify the persuasive language used in advertising and apply this well when constructing their own written arguments. Older pupils write appropriately for a variety of audiences, choosing words with precision to achieve desired effects. For example, Years 5 and 6 pupils used words adventurously and imaginatively when writing the biography of a local church minister. They sequenced events in his life chronologically and turned their brief notes into eloquent prose. By the end of the key stage, pupils plan their stories effectively and write to a high standard. Handwriting is neat and legible and work is well presented. Pupils' progress in writing is good at both key stages because of the high expectations of teachers and the systematic teaching of literacy skills. Both boys and girls make good progress in the acquisition of phonic skills at Key Stage 1. This provides a secure base on which spelling strategies are effectively developed at Key Stage 2.

83. Pupils consolidate and acquire literacy skills in many other areas of the curriculum; for example, during a geography lesson, Year 6 pupils acted as weather forecasters. Years 3 and 4 wrote the Legend of Babushka, describing ways in which Christmas is celebrated in Russia. They select information from a text and write about Boudicca or Roman soldiers in history. Pupils write about their experiences on trips to the Isle of Wight, or more locally to Coughton Court or Gaydon Motor Museum. Lessons such as this make a significant contribution to pupils' use and application of literacy skills across the curriculum.

84. Pupils' attitudes to work are very good throughout the school. In their literacy lessons, pupils usually respond very well and show interest. They sustain concentration and persevere when challenging tasks are set. Good relationships are formed between pupils and with adults in

the classroom. As a result, the atmosphere in literacy hour lessons encourages hard work and this has a positive impact on pupils' progress.

85. Throughout the school, the quality of teaching is good overall. In all the lessons observed, the teaching was satisfactory or better. Literacy hour planning is thorough and effective with clearly defined learning objectives. Teachers use correct terminology, providing pupils with an appropriate vocabulary to discuss the English language. Imaginative use of poetry to stimulate pupils has a positive impact on the standards attained. Teachers make good use of day-to-day assessment, including detailed marking of the pupils' work. They correct spellings and write encouraging and helpful remarks, which help pupils to improve.

86. Since the last inspection, the school has made some important improvements to the English provision, and overcome most of the weaknesses. However, a key issue in the previous report was the lack of use of information and communication technology. The use of computers, and especially multi-media systems to challenge the needs of all pupils, is underdeveloped and unsatisfactory. This affects the skills of the pupils in these areas of learning.

iii. **Mathematics**

87. Pupils' attainment in the 1999 national tests at the end of Key Stage 1 were far above schools nationally and far above similar schools. At the end of Key Stage 2, attainment in the tests was far above schools nationally and above similar schools. The results are similar to those in 1998 and indicate that the school is maintaining high standards in mathematics. This is further confirmed by comparing the results in both key stages over the last four years. This shows that results in national tests have been consistently above schools nationally in both key stages. At the end of Key Stage 1, all pupils attained the expected Level 2. The proportion gaining the higher Level 3 was significantly above the national average, indicating that the school successfully challenges higher attaining pupils. At the end of Key Stage 2, the proportion gaining the higher Level 5 was well above schools nationally indicating, again, that higher attainers are successfully challenged in their final year at school.

88. In work seen during the inspection at the end of Key Stage 1, attainment is above expected levels. All pupils in Year 2 are on course to match or exceed Level 2 by the time they take the national tests in the summer and could, potentially, match the very high results gained in the previous year's national tests. In work seen at the end of Key Stage 2, pupils in Year 6 attain well above expected levels. Again, the work seen reflects the well above average results that have been attained in the last two years in the national tests.

89. Pupils use their mathematics skills effectively in other areas of the curriculum, for instance to draw charts, graphs and tables in science, and to measure and calculate accurately in design and technology. The recent introduction of the National Numeracy Strategy is having a positive impact on standards by providing a good structure to lessons that is confidently used by all teachers.

90. Pupils at the end of Key Stage 1 successfully add and subtract two numbers below twenty, with higher attainers confidently subtracting numbers up to one thousand. They know what has to be added to ten to make 16 in their heads. All pupils name squares, rectangles and triangles and most also recognise less obvious shapes such as spheres, cubes, cylinders and cones. Pupils understand how to write money; for instance, they know that three pounds seventy eight pence is written £3.78, and higher attainers know that £6501 is a larger amount than £6051. Pupils successfully apply their mathematics skills to everyday situations. This helps them rapidly to compute sums that are routinely required and enhances their mental agility in mathematics.

91. Pupils at the end of Key Stage 2 recall their tables to ten well; higher attainers work out

more advanced calculations such as three times 36. Pupils confidently add and subtract using fractions and decimals, and higher attainers multiply and divide using decimals. Most pupils accurately estimate quantities using percentages. Pupils use graphs confidently to represent diagrammatically mathematical patterns. In doing this, pupils explain how they arrive at the estimate using their calculations as evidence. Pupils use calculators confidently, and teachers ensure that these are not used indiscriminately where mental calculation is to be preferred. Use of mathematical language is well developed. An area of weakness is the underuse of computers in both key stages to support work in mathematics. This results from insufficient computers throughout the school, limited staff confidence in using computers and underuse of available computers in classes.

92. The progress of pupils is good in both key stages. This results from well organised teaching, good relationships between teachers and pupils and well-motivated pupils who are keen to improve their standards. The progress of pupils with special educational needs is good as a result of skilled support by trained special needs assistants and teachers providing work in classes that suitably matches the learning needs of the whole ability range. Higher attaining pupils are effectively challenged and consequently make good progress. A scrutiny of the national test results over the last four years indicates that there is little overall difference between the progress of boys and girls in either key stage.

93. Pupils' responses to lessons are good in both key stages. They behave sensibly, listen quietly when being taught and normally settle well to individual and small group work. They enjoy answering questions, particularly when these require a rapid mental response. Pupils use equipment sensibly and tidy away after they have used items. Presentation in books is tidy, and work displayed on the wall is neatly completed. Pupils work collaboratively and successfully respond to classwork and homework deadlines.

94. The quality of teaching is good overall in both key stages, and is often very good. Teachers are well informed about the National Numeracy Strategy and use other resource materials, including the main published scheme, confidently. Teachers have high expectations of pupils and effectively challenge the whole ability range. In the mixed age classes, teachers effectively challenge the youngest and oldest pupils with work that is suitable to their particular needs. Consequently, pupils make good progress in relation to their prior understanding. Good planning provides a clear structure for lessons so that pupils know what is expected. Marking of pupils' work is very good, and day-to-day assessment very clearly tells pupils what they need to do to improve. Homework is well used to build on work done in lessons. However, teachers do not tell pupils what National Curriculum Levels they are working at. Consequently, pupils are not certain whether they are meeting national expectations.

95. Since the last inspection, there has been good improvement. The whole ability range is now challenged effectively. The brisk pace of learning promotes rapid progress and there is good liaison between teachers and classroom assistants. Teachers successfully communicate in a way that holds pupils' interest and make good use of materials supplied through a published scheme, as well as the National Numeracy Strategy. Assessment is now well planned for and records are passed on to subsequent teachers to assist smooth transfer as pupils move from one year to another. Sufficient time is allowed for mathematics on the curriculum and there is effective monitoring of standards by the headteacher and subject co-ordinator. The overall co-ordination of the subject is good. Teachers have benefited from effective training that has improved their confidence. Targets for pupils' improvement are regularly set and carefully monitored.

iii. **Science**

96. In the 1999 end of Key Stage 1 teacher assessments, the proportion of pupils attaining the expected Level 2 or above was in line with the national average and well below that of similar schools. Attainment in 1998, and in the two years before that, was well above the national

average. The reason that standards dropped in 1999 was that two of the eighteen pupils who sat the assessment failed to attain Level 2 or above. However, both these pupils had special educational needs and their progress, compared to their prior levels of attainment, was good. The drop in performance did not result from unsatisfactory teaching or learning. Additionally, the small size of the cohort exaggerated the effects that these two pupils had on the overall performance of the group. Whilst the proportion gaining Level 2 and above matched the national average, the proportion attaining the more advanced Level 3 was far above the national average, indicating that higher attaining pupils were effectively challenged. This also shows that the spread of ability in this particular cohort of pupils is very wide.

97. In the 1999 national tests at the end of Key Stage 2, the proportion attaining the expected Level 4 or above was far above schools nationally and above that of similar schools. This was similar to the results over the previous four years. Pupils are therefore maintaining high standards. The proportion reaching the more advanced Level 5 was well above schools nationally, indicating that higher attainers were effectively challenged.

98. In work seen at the end of Key Stage 1, attainment in Year 2 is above national expectations and pupils make good progress. Work seen at the end of Key Stage 2 in Year 6 shows a very broad spread of attainment because of a high proportion of both lower and higher attaining pupils. Attainment overall in Year 6 is currently a little above average. Pupils' good rate of progress means that nearly all are on course to reach Level 4 or above in the national tests in the summer. However, there is a high proportion of pupils with special educational needs in this group who will need consistent support to reach this level. Higher attaining pupils are confidently on course to attain the higher Level 5 when they take the tests in the summer.

99. Pupils make good progress throughout Key Stage 1. Reception and Year 1 pupils effectively start to apply the notion of a fair test as they study forces and motion. For instance, they consider how various toys move and successfully investigate factors that affect this. By the end of the key stage, pupils know how to group living things according to simple properties and name the major external parts of the body. They appreciate the various stages in the life cycle of the butterfly and know the importance of light in helping plants to grow.

100. In Key Stage 2, pupils make good progress. In Years 3 and 4, they explore the different habitats of plants and animals within the school grounds, successfully comparing and contrasting these using strict criteria. Through carefully conducted experiments, they appreciate which types of paper are most absorbent, and know that an interruption to the flow of current in an electrical circuit will prevent components working properly. They name the different types of rocks, and have devised successful tests to measure the permeability of different types of soil. At the end of the key stage, they know that things can exist in a solid, liquid or gas state and understand the conditions which cause evaporation and condensation. They successfully test batteries to see which lasts the longest, then use this information to work out the cost per minute of the batteries. They participate in an excellent project to rear silk moths and make detailed descriptive comments on their development. Pupils have a good grasp of these topics. They regularly develop mathematical skills when designing experiments and apply appropriate constants to ensure that tests are fair.

101. Pupils with special educational needs make good progress. Although teacher's longer term planning lack details about provision for these pupils, they are well catered for in actual lessons with different planning sheets for experiments and good support from classroom assistants. As mentioned, higher attaining pupils are effectively challenged to make good progress. There is no significant difference between boys and girls.

102. In both key stages, pupils enjoy science and are very keen to learn. They are interested, concentrate well, consider ideas co-operatively and successfully formulate scientific questions. Pupils support each other when carrying out investigations and respond enthusiastically to

practical activities. In Key Stage 1, pupils give thoughtful attention to the teacher. For instance, they made valuable suggestions when asked why smooth surfaces are more slippery than rough surfaces. In Key Stage 2, they work very well in small groups and persevere when writing up their own conclusions. Good relationships and very good attitudes and behaviour support pupils' high quality collaborative work.

103. The quality of teaching is good overall and at times it is very good. Teachers challenge pupils to improve on their best efforts. They have good knowledge and understanding of the subject, and correctly use technical language such as 'friction', 'permeability' and 'evaporation' to extend pupils' understanding of scientific ideas. In one lesson, the teacher successfully encouraged the pupils to express the concept of 'saturated solutions' in their own terms. Effective planning ensures good use of investigational approaches. For example, a well-planned session enabled all pupils in one class to test the permeability of different soil type and record their results. The pace of lessons is good and supports the high expectations that teachers have of pupils' work and behaviour. Pupils' learning benefits from the use of very good questioning and positive encouragement. As a result of teachers' efforts, many pupils take a pride in their work. Teachers are consistent in their marking of pupils' work and helpful evaluative comments are given.

104. The weaknesses in the previous inspection report have been addressed. The co-ordinator teaches all science in Key Stage 2 and monitors closely the teaching in Key Stage 1. A well-written policy and scheme are helpful to all staff. The National Literacy Strategy is having a positive impact on pupils' scientific learning through discussion, recording of observations and reading for necessary information. Pupils' spiritual, moral, social and cultural development benefits from the thoughtful evaluation of results and collaborative work. For instance, in one lesson, the pupils were encouraged to reflect on the vastness of the universe. Good resources to support teaching of science are neatly stored and accessible. However, information and communication technology is not sufficiently used to extend the otherwise good work observed in lessons.

iii. **OTHER SUBJECTS OR COURSES**

Information and communication technology

105. Overall, standards are below those expected nationally, and insufficient improvement has been made since the last inspection. The previous inspection found that the requirements of the National Curriculum were not being met. The school has taken some steps towards addressing this issue, but pupils still have insufficient opportunities to develop and consolidate their skills throughout the school. Standards in communicating information through text and data handling are broadly satisfactory. Standards in controlling, measuring and modelling are unsatisfactory since the National Curriculum Programmes of Study relating to these areas are not adequately covered in the school curriculum.

106. Standards in Key Stage 1 are average. Pupils satisfactorily communicate information by making use of a word-processing program, for example when redrafting work in English. They change the colour and size of fonts to enhance the appearance of the text. Most pupils use the keys and the mouse successfully to direct the cursor around the screen. They create attractive pictures using a variety of tools in a drawing program. With the help of an adult, they save, access and print their work. They successfully program a toy robot to move along the floor on a particular route and turn through 90 degrees to the left and right. They effectively use a data-handling package to produce a graph of the flow of traffic past the school.

107. Standards in Key Stage 2 are below average. This is because much of pupils' work is at the same level as those who are younger. Pupils in Key Stage 2 use a word-processor, for

example when copying up their work in English. However, too much time is spent copying hand-written work rather than drafting straight onto the machine. Most pupils use the keys and the mouse successfully to direct the cursor around the screen, and word-process their work using a variety of tools. They save, access and print their work. They use mathematical programs satisfactorily to reinforce their learning and they enter data which they have collected themselves, for example concerning their favourite sport or foods, into a pre-prepared database. They produce accurate printed bar graphs and pie charts from this data. However, few are competent on other aspects of the National Curriculum for information and communication technology, as they have had little or no teaching in them.

108. Because of this, progress overall across the school is unsatisfactory. There is not yet a systematic use of the scheme of work to ensure progress from one year to the next. Higher-attaining pupils do not forge ahead as they should, and pupils with special educational needs do not make sufficient use of information and communication technology as an additional aid to learning.

109. Most pupils are enthusiastic about the subject, are gaining confidence and enjoy using the keyboard and the mouse. They are keen to exploit every opportunity to use the equipment, and become excited when they learn new skills. However, they lack an appreciation of the value of information and communication technology and, in particular, are often unaware of the impact of technology upon our everyday lives. Pupils co-operate well in their work, and higher-attaining pupils share their skills well with others.

110. The class teachers provide no whole-class teaching, although a classroom assistant teaches information and communications technology throughout the school for four hours a week. During the time of the inspection, computers were on in the classrooms but none were seen in use. Therefore, the quality of teaching throughout the school is unsatisfactory because too little is provided. A substantial proportion of the pupils do not have sufficient access to the machines on a regular basis and this has a negative impact on their attainment and progress.

111. Information and communication technology is not a clear part of the teachers' planning and it is not sufficiently integrated into the curriculum as a whole. There is little monitoring of attainment to assist the planning of activities to match pupils' individual needs. However, the recently appointed co-ordinator is enthusiastic to improve provision and has a clear understanding of what needs to be done. The senior management team has clear plans to improve the provision for information and communication technology. They are actively supported in their work by the governing body, and are awaiting funds from the National Grid for Learning. It is a matter of urgency that these plans are put into practice.

iii. **Religious education**

112. Attainment at the end of both key stages is above the expectations set out in the Warwickshire Agreed Syllabus. By the end of Key Stage 1, pupils know some significant facts about the main religions of the world. For example, they know that each religion has special revered objects and books, such as the Bible and Qu'ran, and that these are used as the focus for prayer and reflection. They know that some religions have more than one god and could recall when a parent, who was a Hindu, brought in an altar that featured Ganesha the Hindu elephant god. They have a good knowledge of stories from the Bible, for example the Good Samaritan, Jonah and Joseph. Pupils show empathy with the characters in the stories they hear and draw simple comparisons with events in their own lives. Most pupils know that weddings, christenings and funerals take place in a church where people pray and sing. They know several prayers including the Lord's Prayer, grace before meals and a prayer for the end of the day. They are

aware of the school as a community and compare this to the church community.

113. Pupils continue to acquire a deeper knowledge of aspects of Christianity as they move through Key Stage 2. By the end of the key stage, they know the main celebrations of Christianity, Judaism and Hinduism. They are familiar with the festivals of light from these religions; Christmas, Diwali and Hanukah. Pupils accurately recall the main events in the Ramayan story about Rama and Sita, which is told during Diwali. In one class, a display with many artefacts on these festivals of light, including a Puja tray and Hanukah candelabra consolidated pupils' good understanding. They respond to stimuli in a reverent manner and confidently read out prayers that they have written in assembly. They wrote thoughtful prayers for the Service of Blessing, when the Bishop of Coventry came to open the new school building.

114. Progress is good in both key stages, especially in the area of learning about religion, where pupils acquire a detailed and accurate knowledge of the religions they study. In Key Stage 1, pupils are introduced to the concepts of religious beliefs and learn to share their own thoughts and feelings with each other. In doing so, they develop an appreciation of the variety of religious faiths that are shared by all people. In Key Stage 2, pupils progress in their knowledge and understanding of Christianity, Judaism, Sikhism and Hinduism, and learn to confront moral as well as spiritual questions. There is no difference between the progress of boys and girls and pupils who have special educational needs make good progress as a result of helpful support by classroom assistants.

115. Pupils have good attitudes during lessons and respect the views of others. They join in discussion activities and are confident speakers. The good relationships, which are evident in lessons, enhance the learning and contribute to the good standards of behaviour.

116. Insufficient teaching was seen to form a secure judgement about its quality. However, the co-ordinator teaches in all classes, and has good subject knowledge. Good use is made of questioning and answering strategies and high levels of co-operation ensure good progress in learning. Many different ways are used to stimulate the interest of pupils. A good example is the 'Arts in Religious Education' project that includes dance, drama, art and craft, music for worship and flower arranging.

117. There were no weaknesses reported in the previous inspection report. The policy and school scheme effectively cover the Warwickshire Agreed Syllabus requirements. Resources are satisfactory with sufficient books and artefacts to support teaching. The subject makes a good contribution to pupils' spiritual, moral, social and cultural development by widening their appreciation of beliefs in their own religion and the religions of other cultures.

iii. **Art**

118. At the time of the previous inspection, standards were satisfactory in Key Stage 1 and barely satisfactory in Key Stage 2. There has since been improvement and standards are now good in both key stages. At Key Stage 1, pupils make good progress as they develop an ability to record and express their own ideas using different techniques and styles. They mix the required colour in paints and produce thoughtful work based on artists such as Monet, Van Gogh, and Mondrian. They create lively collages and masks using a range of materials and effectively colour match these to natural objects. They produce detailed observational drawings using mirrors and colourful materials using tie-dye.

119. At Key Stage 2, pupils develop confidence using a variety of techniques and materials as they consolidate the skills acquired in Key Stage 1 and experiment with new ideas. By the end of Key Stage 2, pupils use creatively a wide range of media and techniques, and have a good understanding of the work of famous artists such as Goya and Rembrandt. They produce good quality collages using splatter techniques in the style of Jackson Pollock. They recognise and use

different sketching techniques, for instance on a visit to Coughton Court, where detailed sketches were made prior to painting on their return to school. Experimental work on pattern and symmetry has produced very pleasing results. Intricate three dimensional clay figures were effectively fired at the local high school. Pupils successfully evaluate their own work and that of other pupils. Well-displayed examples around the school, confirming the range and quality of work produced, make a significant contribution to the school's ethos.

120. Pupils' attitudes to art are very good. They enjoy lessons and co-operate very well when sharing resources. They concentrate well and work hard at tasks. They take great pleasure and pride in their own work and that of others, enjoying seeing their work displayed. Pupils take care of equipment and return items to their proper place at the end of lessons.

121. A limited amount of teaching was seen in both key stages and a secure judgement about its quality is not therefore possible. However, the quality of teaching that was seen was good. The art co-ordinator teaches in most classes in the school and has a detailed knowledge of the subject. She successfully plans a wide range of activities and makes good use of the time and resources available to challenge and inspire the pupils. Lessons are well-managed and useful comments and suggestions are given to help pupils improve.

122. An effective policy and scheme of work successfully underpin teaching and learning. Art is used well to enrich other areas of the curriculum, including history, geography and an intriguing topic on 'The arts in Religious Education' for Key Stage 2 pupils. The subject also makes a good contribution to pupils' spiritual, moral, social and cultural development, by enabling them to experience the joy of creating, as well as introducing them to a wide range of artistic traditions. Pupils' progress is satisfactorily recorded each term so that their development can be tracked.

iii.

Design and technology

123. Throughout the school, pupils make good progress in all aspects of the subject. They make careful designs, undertake research and write their plans in detail, explaining clearly the tools, materials and methods they will use. By the end of Key Stage 1, they successfully modify and evaluate their products. Pupils explain what they are doing and describe the properties of the materials they are using. During the inspection, this was evident in a history project, when they visited St John's Museum to examine artefacts, spin wool and draw illuminated letters. By the end of Year 6, pupils confidently use construction apparatus. They join different materials and select tools to make movable vehicles. After a visit from a representative of Royal Worcester, pupils designed and made effective 'candle snuffers'. When working with clay, pupils competently use simple finishing techniques, such as a mixture of paint and glue to provide a varnished effect. They successfully evaluate their own and others' efforts, using models and pictures to communicate their designs. Good initiative, and an awareness of how things work, is shown when they are make torches and puppets. Technical vocabulary is well used, for instance, to describe the texture, taste and appearance of home-made biscuits. Good cross-curricular links are evident within religious education, where pupils design and make cards for Easter, or within science, where they design drug awareness posters. There is no difference between the progress of boys and girls. Pupils with special education needs also make good progress.

124. Pupils' attitudes to work are very good. They enjoy their work in design and technology and take pride in completing their work successfully. They handle tools and materials in a safe and sensible manner, and return items to their proper place at the ends of lessons. Pupils work collaboratively when required. Pupils understand about healthy eating when carrying out cooking in the food technology room.

125. The quality of teaching is good. Effective emphasis is placed on recording skills, which include all aspects of design, planning, research and evaluation. There is good teaching of the correct terminology; for example, words like 'axle', 'chassis' and 'gears' are introduced in the

vehicle-making project. Marking and assessment is encouraging and clearly identifies aspects for further improvement. Teachers are well supported by assistants, who add to the quality of the learning.

126. Good use is made of all the resources and there is due regard for pupils' health and safety. The previous inspection highlighted design technology as a key issue. The school has made great strides in this subject and staff and pupils take pride in their achievements, which are of a good standard.

Geography

iii.

127. Few lessons were seen during the inspection and judgements take into account discussions with pupils and teachers, scrutiny of previous work, scrutiny of subject documentation and inspection of the subject portfolio of work. By the ends of both key stages, pupils, including those with special educational needs and higher attaining pupils, make good progress. In Key Stage 1, pupils successfully begin to understand the concept of distance when this is represented on a map. Pupils in reception and Year 1, for instance, make a simple map of a walk that they go on. They correctly show the route and mark places of interest, such as the school, the church, the village pond and the square. By Year 2, pupils mark accurately the places they have been to on holiday on a map of the world. They successfully apply the terms near, far and very far when determining distances and show this in a pictorial representation of the proximity of their homes to Redditch, London and Africa. Effective consolidation of pupils' moral understanding occurs when pupils think about places that have suffered wars and famines. Pupils consider the impact of transport and helpful reinforcement of mathematical skills occurs when they make a graph of the flow of traffic near the school.

128. By the end of Key Stage 2, pupils accurately categorise different kinds of soils and rocks. Pupils in Years 3 and 4, for instance, know the difference between, marble, slate, granite and clay and know some of the uses that these are put to. For instance, they know that slate is used for roofing and that granite is a very hard stone that is often used for steps of buildings because it wears well. The same pupils complete a very detailed and accomplished study of the town of Baricho in Kenya. In doing this, pupils effectively integrate their understanding of the natural features of the landscape, the kinds of foods eaten, the social customs of the area and details of people's work patterns. Pupils in Years 5 and 6 visit the Isle of Wight. Here they reinforce previously learned skills such as map reading and identification of physical characteristics of the landscape. Some very detailed and well-researched individual studies deserve particular commendation for their accuracy and quality of presentation. There is no difference between the progress of boys or girls.

129. Pupils' attitudes to learning are very good. They listen attentively when being taught and settle well to individual or group work. Pupils enjoy lessons and are quick to answer questions. Pupils spoken to, particularly enjoy investigative work when they have to research topics and put forward explanations about why certain things happen. Presentation in displays and written work is neat and thoughtful.

130. Insufficient teaching was seen during the inspection to make a secure judgement about its overall quality. Nevertheless, teachers plan satisfactorily, ensuring that all pupils have opportunities to tackle all required components of the National Curriculum. Teachers in Key Stage 2 provide regular opportunities for pupils to undertake private research when completing termly projects. This has a positive impact on their overall progress. However, whilst there are sound links with other subjects, such as science and mathematics, there is insufficient use of information and communication technology.

131. There have been improvements since the last inspection. At that time, there was no

scheme of work to guide teachers. A policy now effectively underpins teaching principles and a nationally recommended scheme, that covers all aspects of the National Curriculum, provides suitable details of what is to be taught. Visits to places of geographical interest and resources in school are used well to further pupils' learning. The co-ordination of the subject is satisfactory, although there is insufficient development planning that identifies ways in which pupils' attainment and progress might be further improved.

iii.

iii. **History**

132. Very little teaching of history was seen during the inspection. Judgements take into account interviews with teachers and pupils, a scrutiny of pupils' work, scrutiny of the subject portfolio, inspection of work on display and scrutiny of subject documentation. Pupils make satisfactory progress in Key Stage 1 and good progress in Key Stage 2. The difference in the rates of progress between the two key stages results from the limited time available in Key Stage 1 for the study of history. More time is available in Key Stage 2 and so pupils develop a deeper understanding of the subject. The progress of pupils with special educational needs is good as a result of successful support by classroom assistants and effective identification of these pupils' particular needs by teachers.

133. By the end of Key Stage 1, pupils develop language related to the passing of time by comparing and contrasting different kinds of homes. As part of this, they visit Coughton Court where they appreciate the differences between historical and contemporary domestic architecture. As a result of the visit, they also understand how labour saving devices have been made possible through electric power. Pupils further develop a sense of history by comparing and contrasting vehicles, including cars and bicycles. In a Year 2 lesson, for instance, pupils effectively 'brainstormed' the differences between their parents' cars and a picture of a vintage car held up by the teacher. In the process, pupils improved their use of terms to describe the passing of time, and successfully made distinctions between aspects of their own lives and past times. Their progress is well supported by the use of photographic evidence and a variety of books.

134. By the end of Key Stage 2, pupils appreciate that history is divided into different periods. Pupils in Years 5 and 6, for instance, develop sound skills of historical enquiry as they examine life in Tudor times. This was successfully reinforced by a recent visit to Coughton Court where they learnt about the famous 'Gunpowder Plot'. The excitement generated by learning about the local connection to this event 'fired' pupils' imaginations, and good written work was completed as a result. They effectively learn about life in the court of Elizabeth I and about the art and architecture of the period. Through studying the social history of Tudor society, pupils learn about the living conditions of people at different levels in the society. In the process, they begin to understand how the complexities of modern-day society are based on historical foundations. Individual projects completed by pupils are often impressively detailed, thoroughly well researched and beautifully presented. For instance, one higher attaining pupil used evidence from the history of her own home as a starting point for a wider historical inquiry into aspects of local history.

135. Pupils are very well behaved and attentive in lessons. They enjoy lessons and complete work neatly. They work collaboratively in pairs and small groups when researching evidence and contribute very sensibly to class debates. Pupils confidently seek help if they need it and share their views and opinions in an assured way. Some project work in Key Stage 2 shows considerable commitment and extended use of homework time.

136. Insufficient teaching was seen to form a judgement of its quality. However, lessons are well prepared and wall displays clearly show that teachers support learning by celebrating pupils' efforts. Available resources are well used and teachers plan interesting visits in both key stages to support pupils historical understanding.

137. There has been improvement since the last inspection. A policy now governs what teachers do and a structured scheme of work promotes consistent progress from class to class. A concern of the last inspection, that some younger pupils do too much colouring in, has been satisfactorily rectified; pupils in all classes are productively engaged in useful work that supports their learning. The co-ordination of the subject is effective. An area of weakness is the limited impact of information and communication technology on pupils' independent learning skills. This is caused by lack of teachers' confidence in using computers and insufficient availability of machines.

iii. **Music**

138. Pupils' progress in music is good in both key stages and is a distinct improvement on the unsatisfactory standards reported on in the last inspection. A visiting specialist provides weekly lessons for all classes. The quality of singing, from both boys and girls, is very good throughout the school. They sing enthusiastically in music lessons and in assemblies. By the end of Key Stage 1, pupils have a good singing range, pitching higher notes with accuracy and producing a well-rounded vocal tone. By the end of Key Stage 2, pupils successfully hold an independent vocal line when singing in two-part harmony. The regular opportunities provided by some class teachers for singing in ordinary lessons, further develops pupils' musical confidence. For instance, pupils in reception were heard learning the days of the week through singing a catchy song, and pupils in the Year 3 and 4 class were heard singing as part of a mathematics lesson. By the end of Key Stage 1, pupils successfully integrate musical accompaniments into songs. They improvise rhythmic and melodic ideas that effectively match given moods. They successfully understand concepts such as pitch, duration and texture, although do not use these words with confidence when discussing music. By the end of Key Stage 2, pupils develop well-controlled playing skills. The Year 5 and 6 class, for instance, successfully reproduced the sound of a Javanese gamelan orchestra using a range of pitched and non-pitched instruments. Higher attainers were successfully challenged through being given harder melodic parts on recorders and pitched percussion, whilst other pupils, including those with special educational needs, were given simpler, but none-the-less taxing parts, using non-pitched instruments. The resulting class performance was a credit to the good organisation of the teacher and the close concentration of the pupils. Unfortunately, there are no visiting instrumental teachers of orchestral or band instruments. This leaves musically ambitious pupils without opportunities for further advancement at a crucial stage in their potential development.

139. Pupils' attitudes to learning and their behaviour are very good. They enjoy lessons, contribute very well to practical sessions, where they play and sing, and listen attentively to music that is played to them. They confidently express views and opinions about the music they hear. They use equipment safely and sensibly, and return items to their proper place at the end of lessons. They work well in small groups as they prepare compositions and performances. Pupils in the school choir perform enthusiastically in regular performances.

140. The teaching of music is good. The teacher confidently involves pupils in a range of activities drawn from the National Curriculum Programmes of Study. Good use of available instruments provides practical learning opportunities that are informative and fun. The teacher has realistic expectations of pupils, encouraging a discriminating response to heard music and a thoughtful use of available resources in composition and performance work. There are good relationships with pupils and a positive ethos in lessons that promote good progress.

141. The issues of concern, identified in the last inspection, have largely been resolved through employing the visiting music teacher. Expectations are higher and lessons are well structured to provide a range of worthwhile experiences. Whilst the visiting teacher is only in school for half a day, and this somewhat restricts musical opportunities, the time available is used well.

iii.

Physical education

142. During the inspection, only dance and gymnastics were observed. However, scrutiny of planning and interviews with teachers and pupils indicate that good progress is made in both key stages across the recommended areas of learning. At Key Stage 1, pupils achieve good standards in dance. They respond positively to music, for instance, making elephant movements when suitable music is played. They understand well the concept of a mirror image in their movement. They hop and land safely, and show good control when climbing and balancing, using different parts of their body. They appreciate the need to warm up in preparation for exercise and are aware of changes that happen in their bodies when they exercise. In gymnastics, the pupils balance and co-ordinate their movements well. In Key Stage 2, pupils move safely over apparatus. They confidently demonstrate their work to others. Pupils in Key Stage 2 have the opportunity to swim and the majority achieve the National Curriculum standard of swimming 25 metres. On a residential trip to the Isle of Wight, pupils effectively participate in outdoor and adventurous activities

143. Pupils show interest and enthusiasm in lessons. They observe safety rules, listen attentively and respond quickly to instructions. Pupils change quietly into appropriate clothing, entering and leaving the hall in an orderly manner. They work well, individually and in groups. Their attitudes and behaviour are very good as they share space and equipment.

144. Teaching at both key stages is generally good. Teachers prepare and use resources well. In lessons that promote development of skills, teachers give pupils good opportunities to evaluate their own and others' performance. The pace of teaching is good and the selection of appropriate music and equipment enables all pupils to make good progress. Teachers communicate their own enthusiasm to pupils and provide very good demonstrations that challenge pupils to improve.

145. Physical education is well managed, and the policy and scheme of work provide a programme of well-sequenced activities. The subject supports the aims of the school very well, and pupils enjoy a good range of extra curricular activities, including football, netball, rounders and tennis. Resources are satisfactory and there is sufficient apparatus and equipment. Although the hall provides a good area for gymnastics, the lack of a playing field, due to the unfinished building project, restricts provision for games.

iii.

iii. **PART C: INSPECTION DATA**

iii. **SUMMARY OF INSPECTION EVIDENCE**

146. The inspection was carried out by a team of four inspectors, including a lay inspector, who spent a total of 10 inspection days in school. A total of 38.25 hours was spent observing lessons, talking with pupils, scrutinising their past and present work and hearing them read. In addition, the following were inspected:

- extra-curricular activities;
- school development plan and policy documents;
- attendance registers and budget figures;
- teachers' planning;
- pupils' progress and reports for parents;
- collective acts of worship;
- breaktime and lunchtime supervision.

147. Before the inspection, the lead inspector held a meeting attended by 27 parents and examined the questionnaires sent in by 46 parents.

148. During the inspection, discussions were held with pupils, the headteacher, staff, parents and governors.

DATA AND INDICATORS

Pupil data

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y6	125	1	23	3

Teachers and classes

Qualified teachers (YR – Y6)

Total number of qualified teachers (full-time equivalent):	4.90
Number of pupils per qualified teacher:	25.5

Education support staff (YR – Y6)

Total number of education support staff:	8
Total aggregate hours worked each week:	60.3

Average class size:	31.2
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Financial data

Financial year:	1998
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	£
Total Income	204402
Total Expenditure	215465
Expenditure per pupil	1724
Balance brought forward from previous year	18254
Balance carried forward to next year	7191

PARENTAL SURVEY

Number of questionnaires sent out:	125
Number of questionnaires returned:	46

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	20	60	16	4	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	24	60	2	13	0
The school handles complaints from parents well	12	34	27	22	5
The school gives me a clear understanding of what is taught	13	44	22	16	4
The school keeps me well informed about my child(ren)'s progress	4	69	13	11	2
The school enables my child(ren) to achieve a good standard of work	30	57	9	5	0
The school encourages children to get involved in more than just their daily lessons	20	60	16	4	0
I am satisfied with the work that my child(ren) is/are expected to do at home	16	52	14	18	0
The school's values and attitudes have a positive effect on my child(ren)	45	34	16	5	0
The school achieves high standards of good behaviour	51	44	4	0	0
My child(ren) like(s) school	42	44	7	4	2

Other issues raised by parents

- Parents' evenings and end of year reports do not give enough facts about children's progress. They concentrate too much on pupils' attitudes.
- It is sometimes difficult to see teachers at the end of the day to raise issues of concern.
- Some teachers do not react well to complaints.
- Homework is not well organised and there is no advice to parents about how they can help with their child's homework.
- Teachers do not tell pupils what Levels they are working at. Consequently, pupils are not clear if they are meeting national expectations.
- Teachers do not identify higher attaining pupils or give them sufficient support.
- There is a big difference between the way teachers treat children. Whilst most teachers are very caring, this is not the case in every class.