

# INSPECTION REPORT

**HARBURY CHURCH OF ENGLAND  
PRIMARY SCHOOL**

LEAMINGTON SPA

LEA area: Warwickshire

Unique reference number: 125636

Headteacher: Mr P Milner

Reporting inspector: Mrs M Gough  
22361

Dates of inspection: 10th - 13th July 2000

Inspection number: 189584

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Voluntary controlled

Age range of pupils: 4-11

Gender of pupils: Mixed

School address: Back Lane  
Mill Street  
Harbury  
Leamington Spa  
Warwickshire

Postcode: CV33 9HR

Telephone number: 01926 612656

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Appropriate authority: The Governing Body

Name of chair of governors: Mrs M Snow

Date of previous inspection: June 1996

Team members		Subject responsibilities	Aspect responsibilities
Mrs M Gough	Registered inspector	Mathematics Art Music	What sort of school is it The school's results and achievements How well are pupils taught How well does the school work in partnership with parents What should the school do to improve further
Mr B Harrington	Lay inspector		Pupils' attitudes and personal development How good are the curricular and other opportunities offered to pupils How well does the school care for its pupils or students How well does the school work in partnership with parents How well is the school led and managed
Mr D Hughes	Team inspector	Under-fives English Physical education	How good are the curricular and other opportunities offered to pupils
Mr D Carpenter	Team Inspector	Religious education Geography History Special educational needs Equal opportunities English as an additional language	How well does the school care for its pupils
Mr E Morgan	Team Inspector	Science Information technology Design and technology	How well is the school led and managed

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

### **INFORMATION ABOUT THE SCHOOL**

The school is situated in the village of Harbury, near Leamington Spa. It is a voluntary controlled primary school which has strong links with the local church. The majority of pupils are drawn from the local area, and a small percentage come from further afield. There are 211 pupils on roll between the ages of 4 and 11. Almost all pupils are of white ethnicity, but one has English as an additional language. Only six pupils are eligible for free school meals, which is well below average. In total, sixty seven pupils are on the school's special educational needs register, including seven pupils who have statements. The percentage of pupils who have special educational needs is thirty two per cent, which is above average. The percentage of pupils who have statements of special educational needs is three per cent and is above average. At the time of the inspection three pupils were under the age of five. Pupils come to school with a good range of language skills, and overall their attainment on entry is average.

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

This is an effective school which has come a long way since its last inspection four years ago. Pupils attain their full potential and make good progress in most subjects. The teaching of the under-fives is satisfactory, and teaching in Key Stage 1 and Key Stage 2, is good. The school is well led and managed by the headteacher, who enjoys the support of a committed and hard-working staff, and a well informed Governing Body. The school gives good value for money.

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

- Pupils of all abilities attain their full potential and make good progress in most subjects.
- Teaching is good in Key Stage 1 and Key Stage 2.
- Art and music are highly valued and are strengths of the school's provision.
- The curriculum for Key Stage 1 and Key Stage 2 pupils is broad, and is enhanced by a good range of extra-curricular activities and educational visits.
- The vast majority of pupils have positive attitudes to work and are well behaved.
- Provision for pupils' spiritual, moral, social and cultural development is good. The provision for their personal development is good.
- Links with parents are good.
- The school is very well led and managed. There is a good sense of team work.

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

- The curriculum for the under-fives.
- The self-discipline of some pupils.
- Aspects of curriculum planning.
- The role of the deputy headteacher.
- The ongoing assessment of pupils' progress by teachers.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has taken great strides forward since the last inspection when it had significant weaknesses in many aspects of its work. Since that time, the staff, under the guidance of a new headteacher, has worked hard to establish a whole-school curriculum, to improve the quality of teaching and to raise standards in both key stages. Assessment procedures have been introduced, and pupils' progress in English, mathematics and science is tracked as they move through the school. A good quality School Development Plan is now in place which contains clear and achievable targets. A behaviour and discipline policy has been written and implemented, and pupils are aware of the school's expectations of behaviour. Reports to parents about their children's progress now meet statutory requirements. Although the school has achieved a great deal in the last four years, and the rate of improvement has been good, some of the more recently introduced initiatives have not yet worked their way through the school. The school is very well placed for future development and has the capacity to improve even further.

## STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	A*	C	B	-
Mathematics	A	B	D	-
Science	A	B	C	-

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

The table shows that on the basis of the end of Key Stage 2 1999 National Curriculum tests, standards are above average in English, below average in mathematics and average in science. The fluctuation in grades over the past three years is explained by the variation in the percentage of pupils who have special educational needs. When the group of pupils entered for the tests contains a high number of pupils who have special educational needs, more pupils attain the lower Level 3, and fewer pupils attain the higher Level 5. This has an adverse impact on the average points score. Because the percentage of pupils in the school who have special educational needs is above the national average, but the percentage of pupils who are eligible for free school meals is well below average, no comparisons with similar schools have been made as the comparisons do not present an accurate picture of the school's work or the pupils' performance.

The inspection findings indicate that at the end of both key stages, pupils attain the expected standards in English, mathematics and science, and reach their full potential. In both key stages, a good percentage of pupils attain the higher levels across these subjects. The introduction of the National Literacy Strategy and the National Numeracy Strategy is having a positive impact on pupils' progress and attainment, and the practice of setting the pupils into ability groups in Key Stage 2 for mathematics is proving very beneficial, especially in terms of raising the attainment and increasing the rate of progress of the higher attaining pupils. In information technology, pupils attain the expected standards at the end of both key stages, and have made rapid progress over the last year since the computer suite was set up. Standards in religious education meet the requirements of the Locally Agreed Syllabus at the end of Key Stage 2, and are above expectations at the end of Key Stage 1.

In art and music, pupils of all ages and abilities produce work of a notably high standard, and make consistently good progress as they move through the school. The school values these subjects highly, coverage of the National Curriculum programmes of study is good, and teaching is good. In design and technology and physical education, pupils in both key stages make satisfactory progress, and in history, progress is good. In geography, Key Stage 2 pupils make satisfactory progress and Key Stage 1 pupils make good progress. Progress is much steadier than it was at the time of the last inspection, when there was a high percentage of unsatisfactory teaching in the upper part of Key Stage 1 and the lower part of Key Stage 2 which caused progress to dip in some subjects. However, despite the best efforts of the current teaching staff, there are still some gaps in pupils' knowledge and understanding at the upper part of Key Stage 2, stemming from the previous weaknesses in teaching and curriculum coverage described in the last report.

The under-fives start school with good spoken language skills, but their attainment across the other areas that are assessed is average overall. These pupils make satisfactory progress in their first year in school, and could do even better if the curriculum was more closely matched to their needs. By the age of five, they attain the expected standards in the language and literacy, mathematical and creative areas of learning. Their knowledge and understanding of the world, and their personal and social development are at the expected level, and they attain beyond the expected level in the physical area of learning.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. The vast majority of pupils have positive attitudes to school and are well motivated. They are enthusiastic about their work and are keen to take part in all activities.
Behaviour, in and out of classrooms	Good. Most pupils are well behaved, polite and considerate. However, a small number of pupils in all classes lack self-discipline, and are fussy, demanding and inattentive.
Personal development and relationships	Pupils get on well with each other and have very good relationships with their teachers.
Attendance	Satisfactory.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
38 lessons seen overall	satisfactory	good	good

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

During the inspection, teaching was very good in 24% of lessons seen, good in 39%, satisfactory in 31% and unsatisfactory in 5%. The teaching of the under-fives is satisfactory overall, although there are some shortcomings which result from the lack of an appropriate curriculum for these pupils. In Key Stage 1 and Key Stage 2, teachers are particularly effective in the way in which they use questions to check pupils' understanding, and to extend their thinking. All teachers use resources well to enhance teaching and learning, and to enthuse and motivate the pupils. They make effective use of classroom assistants to help individuals and small groups of pupils to focus on their learning. Although teachers' planning has improved since the last inspection, there is still more work to be done in setting precise learning objectives for lessons and in ensuring that more use is made of ongoing assessment to establish the next stage in pupils' learning. The teaching of basic

skills of literacy and numeracy is good, and the teaching of art and music is particularly effective throughout the school. The teaching of pupils who have special educational needs is good, and their needs are well met.

#### **OTHER ASPECTS OF THE SCHOOL**

<b>Aspect</b>	<b>Comment</b>
The quality and range of the curriculum	The curriculum for the Key Stage 1 and Key Stage 2 pupils is broad and is enriched by a good range of extra-curricular activities and educational visits. The curriculum for the under-fives is unsatisfactory. It is not planned around the key areas of learning and insufficient emphasis is placed on play as a vehicle for learning.
Provision for pupils with special educational needs	Good. Pupils are well supported in class and the needs of those pupils who have statements are fully met.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. The school has a good personal and social education programme which is followed by all Key Stage 1 and Key Stage 2 pupils. Provision for pupils' spiritual, moral, social and cultural development is good overall.
How well the school cares for its pupils	The school cares well for its pupils, and provides good levels of support and guidance. Procedures for monitoring behaviour and attendance are good. The school has introduced a range of assessment procedures, but more use needs to be made of the information collected. Pupils' progress in the foundation subjects is not systematically monitored.
Partnership with parents	The school has a good relationship with most parents who recognise the good work that has been done in the past few years. Parents receive very good information about the life and work of the school. The Friends' Association is very active and raises much appreciated funds.

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

<b>Aspect</b>	<b>Comment</b>
Leadership and management by the headteacher and other key staff	The headteacher provides very good leadership, and has successfully moved the school forward since its last inspection. The deputy is supportive of the headteacher, but his role is not clearly defined, and he has insufficient responsibility in terms of school development. The monitoring role of the co-ordinators is in the early stages of development.
How well the governors fulfil their responsibilities	The Governing Body is very effective, well informed, and knowledgeable about its responsibilities, which are fully met.
The school's evaluation of its performance	The Governing Body and headteacher are well informed about the strengths and weaknesses of the school through a process of regular monitoring of teaching and learning.
The strategic use of resources	The school makes very good use of its resources and spends its money wisely. It gives good value for money.
Staffing,	The school is well staffed and teachers and support staff are

accommodation and learning resources	effectively deployed. The accommodation is attractive, spacious and well used. Learning resources are adequate in range and quantity, and the new computer suite is an excellent resource.
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## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Parents are very pleased with the rate of improvement in the school over the past few years.</li> <li>• Parents believe that their children are making good progress.</li> <li>• Parents are pleased with the behaviour of pupils in the school.</li> <li>• The school is a happy and caring place, and parents agree that their children like coming to school.</li> <li>• Parents comment favourably on the quality of teaching.</li> <li>• The vast majority of parents believe that the staff and headteacher are approachable.</li> <li>• Parents appreciate the high expectations the school has of their children.</li> <li>• Parents praise the leadership of the headteacher.</li> <li>• Parents believe that the school promotes very positive values and attitudes.</li> </ul>	<ul style="list-style-type: none"> <li>• Some parents would like their children to receive more homework on a more frequent basis.</li> <li>• Some parents do not think that they receive enough information about their children's progress.</li> <li>• Some parents think that the school does not work closely with them.</li> <li>• Some parents would like more activities outside lessons.</li> </ul>

The inspection findings fully endorse the parents' positive views of the school, but do not support their negative views. Homework is allocated in accordance with the school's policy and is appropriate in terms of quantity and frequency, although it tends to be linked only to English and mathematics and could be more imaginative in some classes. Parents are invited to meetings to discuss their children's progress, and receive end of year reports which are sufficiently detailed and informative. They are welcome to come into the school at a mutually convenient time if they wish to discuss their children's progress at other times. The school has a good relationship with most parents, but has set some justifiable boundaries for when parents can come into the school to talk to teachers which some parents do not like. The school provides a good range of extra-curricular activities, but because some are carried out during the school day, parents do not recognise that they are over and above the statutory curriculum provision.

## **PART B: COMMENTARY**

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

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

1. On the basis of the 1999 end of Key Stage 1 National Curriculum tests, pupils' attainment is well above average in reading, average in writing and below average in mathematics. The test results over the last three years show an overall improvement from 1997 to 1998, which was maintained in 1999. On the basis of the end of Key Stage 2 1999 National Curriculum tests, standards are above average in English, below average in mathematics and average in science. There has been significant fluctuation in the test results over the past three years which is explained by the variation in the percentage of pupils who have special educational needs.
2. Because the percentage of pupils in the school who have special educational needs is above the national average, but the percentage of pupils who are eligible for free school meals is well below average, no meaningful comparisons with similar schools can be made, as the comparisons do not present an accurate picture of the school's work or the pupils' performance.
3. The inspection findings indicate that standards in English, mathematics and science are in line with the national expectation at the end of Key Stage 1. They confirm that pupils' attainment in reading and speaking is above average at the end of the key stage, and their attainment in writing and listening are average. The discrepancy between the inspection findings and the 1999 test results in mathematics is because of the difference in the ability of the two groups of pupils, and reflects the positive impact of the National Numeracy Strategy over the last year. Most pupils have a good understanding of pattern and number, but are less secure in their understanding of some aspects of shape and measure. Pupils attain satisfactory standards in science, and have a particularly good knowledge of life processes and living things. By the end of Key Stage 1, pupils have an appropriate range of basic skills of literacy and numeracy, which they use well to support their work in other subject areas.
4. The inspection findings indicate that pupils' attainment in English, mathematics and science is in line with the national expectation at the end of Key Stage 2. Reading continues to be a strength, and pupils make good use of their literacy skills across the curriculum. In mathematics, most pupils have a good knowledge of number, although there are only limited opportunities for them to use numeracy skills to support their learning in other subjects. Pupils do not have enough opportunities to carry out extended and open-ended investigations, and this is an area which could be developed further within the school. The practice of setting pupils into ability groups for mathematics in Key Stage 2 is having a positive impact on pupils' attainment and progress, especially for the highest attainers. There are strengths in terms of pupils' knowledge in science, but weaknesses in their ability to set up their own investigations and experiments.
5. In information technology, pupils attain the expected standards at the end of both key stages, and have made rapid progress over the last year since the computer suite was set up. Standards in religious education meet the requirements of the Locally Agreed Syllabus at the end of Key Stage 2 and are above expectations at the end of Key Stage 1.

6. In art and music, pupils of all ages and abilities produce work of a notably high standard, and make consistently good progress as they move through the school. The school values these subjects highly, coverage of the National Curriculum programmes of study is good, and teaching is good. In design and technology and physical education, pupils in both key stages make satisfactory progress, and in history, progress is good. In geography, Key Stage 2 pupils make satisfactory progress and Key Stage 1 pupils make good progress. Progress is much steadier than it was at the time of the last inspection, when there was a high percentage of unsatisfactory teaching in the upper part of Key Stage 1 and the lower part of Key Stage 2 which caused progress to dip in some subjects. However, despite the best efforts of the current teaching staff, there are still some gaps in pupils' knowledge and understanding at the upper part of Key Stage 2, stemming from the previous weaknesses in teaching and curriculum coverage described in the last report.
7. The under-fives start school with good spoken language skills, but their attainment across the other areas that are assessed is average overall. These pupils make satisfactory progress in their first year in school, and could do even better if the curriculum was more closely matched to their needs. By the age of five, they attain the expected standards in the language and literacy, mathematical and creative areas of learning. Their knowledge and understanding of the world, and their personal and social development are at the expected level, and they attain beyond the expected level in the physical area of learning.
8. Pupils of all ages and abilities make good progress in most subjects, and achieve their full potential. Pupils who have special educational needs receive good levels of support from their teachers and from the classroom assistants, and the highest attainers in each year group are suitably challenged. All Key Stage 1 and Key Stage 2 pupils benefit from good teaching, and from a broad curriculum which is effectively enhanced by visits and additional activities. Since the last inspection the rate of progress has been far steadier, and the initiatives introduced in the past few years are now really starting to show dividends.

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

9. The majority of pupils have positive attitudes to work. In lessons, pupils are generally enthusiastic, well motivated, and keen to respond to new challenges. They are very keen to take part in practical activities, but some pupils become over-excited, especially when they are in a different environment, such as on the playing field, or in the designated technology room. Pupils of all ages respond well to their teachers, and produce good amounts of work, some of which is particularly well presented. Pupils are courteous to each other and to the adults with whom they come into daily contact. Older pupils have good levels of confidence, and are keen to share their experiences of school life. Most pupils work well together in pairs or small groups, such as in a Year 2 science lesson observed during the inspection where pupils shared ideas about the pieces of fruit they were studying.
10. Behaviour in and around the school is generally good, and there has been a significant improvement in the standard of behaviour since the last inspection. The vast majority of pupils respond well to class and school rules and demonstrate good levels of self-discipline. However, a small number of pupils in each year group are demanding, inattentive and fussy, and there are times when they distract their classmates, interrupt their teachers, and generally prevent the smooth flow of

lessons. Whilst these pupils are easily controlled, and respond very quickly to their teachers' reprimands, their constant demands for attention are unnecessary and time-consuming. In the main, pupils play well together at breaktimes, and are sociable and friendly. There have been no major instances of bullying, and no exclusion of pupils from the school. Occasional minor incidents of inappropriate behaviour are swiftly dealt with by the staff.

11. Pupils' personal development is effectively promoted through the school's personal and social education programme. Timetabled sessions for 'Circle Time' give pupils the opportunity to explore their own feelings and to consider the wider social and moral issues that affect the quality of life in the school. Pupils have gained an awareness of individual and global concerns, leading to them taking responsibility for switching lights off in classrooms, and to the instigation by Year 4 pupils of a 'Bully Box' and suggestion box, which are useful mechanisms for the early resolution of potential conflict. The School Council, which is made up of representatives from each class, provides pupils with a useful platform from which to air their suggestions and grievances in a civilised manner, and has a positive impact on their personal development.
12. There are frequent opportunities for pupils to take responsibility for aspects of the school's life and work, and monitorial duties are sensibly undertaken. However, pupils are not stretched enough in terms of taking responsibility for aspects of their own learning. Pupils rarely set targets for their own development, and do not always have a clear understanding of their progress and attainment. There are opportunities for pupils to carry out independent learning tasks in most classes, but because of the poor self-discipline of a small number of pupils, these opportunities are understandably limited at present. Some of the homework projects set for Key Stage 2 pupils are effective in promoting independent research, and give pupils the opportunity to make choices and decisions about their work.
13. The rate of attendance is satisfactory, and during the 1998/99 academic year was above the national average. Rates of attendance for the current year appear to be similar, although at the time of the inspection it was not possible to establish the exact rate of attendance, because the computerised system records pupils who have left the school, but who have not yet shown up on another system, as being continuously absent. Pupils enjoy coming to school and arrive punctually enabling a prompt start to lessons.

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

14. Teaching is good in Key Stage 1 and Key Stage 2. It is satisfactory in the under-fives class. During the inspection, the quality of teaching was very good in 24% of lessons, good in 39% of lessons, satisfactory in 31% and unsatisfactory in 5%.
15. The teaching of the under-fives is satisfactory overall, but there are some shortcomings which are linked to the lack of an appropriate curriculum. Pupils take part in a range of activities that promote basic skills, but insufficient emphasis is placed on structured play as a vehicle for learning, and there are times when pupils are over-directed by the teacher, which prevents the development of their creativity. Tasks are not always closely enough matched to the pupils' needs, and their breadth of experience is too narrow. Class lessons, such as those for physical education are well managed and organised, and all activities are carefully prepared.

16. Teachers in Key Stage 1 and Key Stage 2 have a secure subject knowledge, and a good understanding of the requirements of the National Curriculum and the Locally Agreed Syllabus for religious education. The National Literacy Strategy has been successfully implemented in all classes, and teachers make every effort to provide good opportunities for pupils to develop their literacy skills across the curriculum. The implementation of the National Numeracy Strategy has got off to a good start, and the numeracy lessons are starting to have a positive impact on standards in mathematics in both key stages. However, although there are some opportunities for promoting numeracy skills across the curriculum, they are relatively limited at present.
17. The teaching of English and mathematics is good through the school, and during the inspection some examples of very good teaching were seen in both of these subjects. Science teaching is good, and has improved since the recent introduction of a scheme of work to guide teachers' planning. The teaching of religious education is good, with the exception of Year 6, where the subject is not always taught regularly, and does not take sufficient account of pupils' previous learning. The teaching of information technology is satisfactory in Key Stage 1 and good in Key Stage 2. It is most effective when teachers work with half of the class in the purpose-built computer suite, focussing on specific skills.
18. The teaching of art and music is of a consistently high standard and has a positive impact on pupils' progress and attainment. Music is taught by the two specialist teachers, and whilst this arrangement is most beneficial to the pupils, it prevents other teachers from gaining experience of teaching the subject. Art is taught by classteachers in Key Stage 1, but by the co-ordinator in Key Stage 2, enabling a high standard of work to be achieved. Teaching in design and technology is satisfactory, and could be better if more emphasis was placed on the design element of the subject. Teaching in history and geography is good, and activities are often enhanced by the very effective use of resources and artefacts, and by interesting and illuminating visits. The teaching of physical education is satisfactory. Teachers have responded positively to the comments in the last inspection report and now provide a good range of activities.
19. Teachers in Key Stage 1 and Key Stage 2 try to ensure that pupils of different levels of ability are appropriately stretched, and the setting arrangement for mathematics in Key Stage 2 is particularly effective in achieving this aim. In other subjects, work for the higher, middle and lower attaining pupils is closely matched to their needs, but in some classes, although pupils who have special educational needs are well supported, their work is not always linked sufficiently closely to the targets in their individual education plans. Pupils who have statements of special educational needs are well supported both by teachers and support assistants, and their needs are fully met.
20. Teachers effectively implement the school's behaviour policy, which is based on a system of rewards and sanctions, and which is having a very positive impact on pupils' behaviour in and around the school. The policy is consistently implemented in all classes, and enables teachers to maintain good control of the pupils in an easy and friendly manner.
21. Over the last four years, teachers have worked hard to improve the quality of their planning, and whilst it is now satisfactory, there is some repetition which is an ineffective use of their time. Teachers are now moving towards identifying very clear

learning objectives in their daily planning, which can be used as a focus by the pupils, and also by the teachers as a measure of the pupils' achievement. At present, insufficient use is made of ongoing assessments to identify the next stage in pupils' learning, especially in the foundation subjects, and too much emphasis is placed exclusively on the results of standardised tests.

22. Good use is made of a range of teaching methods, involving whole-class, group and individual work, and teachers provide some good opportunities for pupils to work co-operatively together. Pupils are encouraged to work hard and to the best of their ability. Very effective use is made of questioning to check pupils' understanding, and to stretch the highest attainers. Teachers know their pupils well and relationships are good, creating a positive climate for learning where pupils know that their views are valued and respected. Teachers throughout the school make particularly good use of learning resources to stimulate the pupils' interest and to help demonstrate important teaching points. Pupils are encouraged to become involved in lessons, and teachers monitor them closely to check that pupils who lack confidence do not become overshadowed by more dominant class members.
23. Homework is used effectively to enable pupils to practise basic literacy and numeracy skills, and to give them an understanding of the discipline of organising aspects of their own learning. However, some of the homework tasks are a little unimaginative, and insufficient use is made of homework in subjects such as music, art and physical education.
24. Work is marked regularly by all teachers, but the level and quality of comments on pupils' work varies from teacher to teacher. The best comments are helpful in showing the pupils how they could improve their work further, but in too many instances, marking is superficial. The school has not fully addressed the issue of marking work, and whilst it is impossible for all pupils' work to be marked in great detail on a daily or even weekly basis, further improvements could be made.
25. There has been a significant improvement in the quality of teaching since the last inspection, when teaching was unsatisfactory in almost one quarter of lessons seen, and no very good teaching was observed. Since that time there have been some staff changes, and the headteacher has started to monitor the quality of teaching and learning through classroom observation. This monitoring provides the basis of appraisal, and enables good practice to be shared, and weaknesses to be identified and rectified.

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

26. The school provides a broad curriculum for Key Stage 1 and Key Stage 2 pupils which is enriched by a good range of extra-curricular activities and educational visits. All subjects of the National Curriculum are taught regularly, although there is currently some imbalance, as a disproportionate amount of time is allocated to literacy and numeracy. The school has adopted the National Literacy Strategy and the National Numeracy Strategy, and has successfully ironed out initial teething problems. Religious education is taught in accordance with the requirements of the Locally Agreed Syllabus, and statutory requirements are met in respect of drugs and sex education.

27. The curriculum for the under-fives is unsatisfactory because it is not planned around the recommended key areas of learning, and pupils do not have enough structured or free play opportunities. Activities are linked directly to the Key Stage 1 programmes of study and too much emphasis is placed on the pupils completing formal recording tasks before they have consolidated their learning through first-hand practical experiences.
28. The school makes good provision for the pupils' personal, social and health education. There is a planned whole school approach to the subject which extends beyond classroom activities. The personal, social and health education programme embraces moral and health education topics, appropriate to all age groups, with due attention paid to sex education and drug use and misuse. A healthy life style is promoted through the curriculum and provides the pupils with the knowledge and skills to make informed and healthy choices now and in later life.
29. Pupils are offered a good range of extra-curricular activities, some of which are timetabled as part of the school day. In addition to a range of sports and music activities, older Key Stage 2 pupils receive French lessons which prepare them well for their transfer to secondary school. The 'Earthworms Club' is very popular, and helps pupils to develop respect for their environment. Pupils who take part in the choir and orchestra gain confidence in performing, and are excellent ambassadors for the school.
30. The provision for pupils who have special educational needs is good overall and the school complies fully with the recommendations of the Code of Practice. The needs of those pupils who have statements of special educational needs are effectively met. Individual education plans are in place for pupils who are at Stage 2 and above on the special educational needs register, and they are regularly reviewed. However the plans sometimes lack detail and are not always sufficiently clear in defining expectations and targets for individual pupils.
31. The school maintains good links with the community and, through topic work, these links contribute significantly to pupils' learning. Several local organisations make use of the school's facilities after school and during the day. Pupils regularly take part in local events which help them to establish their sense of community and their place in it. The school celebrates all major Christian festivals, sharing some of these events with parents and friends. The pupils work hard to support charitable organisations of their choice. Through their generosity, they are learning that there are those who are less fortunate than themselves.
32. There is very good planned liaison with the independent nursery which uses one of the school's rooms. The school has established good links with the main local receiving high schools, and in addition to visits by teachers from these schools, Year 6 pupils are involved in a variety of musical, sporting and social events designed to ease their transfer. Students from most of these high schools visit the school each year to carry out their work experience projects. Student teachers from the local university and NNEB students are also welcomed to undertake practical phases of their training.
33. The school makes good provision for pupils' moral, social and cultural development and satisfactory provision for their spiritual development. The pupils clearly understand the difference between right and wrong and their moral development is well promoted through the school's clear expectations of behaviour. Throughout the

school pupils are given good opportunities to think about how their actions affect others. They develop a strong sense of fairness and justice through the very good role models provided by teachers.

34. The grouping of pupils in lessons, the good range of activities outside the school day and the sense of community engendered in the school, effectively support pupils' social development. Pupils are aware of the needs of others and relate well to one another. There is good collaboration and co-operation during work and play, with many examples of pupils helping others. The pupils demonstrate good skills of negotiation and compromise in group work. The pupils are confident with adults, and are courteous and helpful. However, despite the school's efforts, there are a few pupils in all classes who lack self-discipline and disrupt the learning of others.
35. The school provides satisfactory opportunities for pupils to gain spiritual awareness by developing their knowledge of a variety of different faiths and religions, and through visits to places of religious significance. Opportunities for pupils to engage in quiet reflection are limited in class, although the school grounds provide many beautiful and calm places where the pupils can sit quietly. Incidental opportunities for pupils to enjoy spiritual experiences are effectively developed by teachers, but unlike provision for social, moral and cultural development, no specific opportunities for spiritual development are identified in teachers' planning.
36. The provision for the cultural development of pupils is good. Pupils develop a good understanding of their own culture through geography and history lessons, and have appropriate opportunities to explore different faiths and cultures. There is a good range of books, artefacts and displays in the school linked to different religions, customs and festivals. Pupils undertake a satisfactory range of visits to theatre, and museums which enhance their cultural development. To provide pupils with an understanding of other lifestyles and cultures, the school organises exchange visits with a multicultural school in the city of Coventry, and all classes exchange letters with a school in France. Through the twinning arrangements of the towns, pupils occasionally have the opportunity to visit France.
37. There have been significant improvements in the quality of the curriculum for Key Stage 1 and Key Stage 2 pupils since the last inspection. At that time, the curriculum did not meet statutory requirements, and science, geography and history were only taught during one term of each academic year. There was no whole school curriculum plan, and there were weaknesses in curriculum planning which adversely affected pupils' progress and attainment. There were particular weaknesses in the physical education curriculum which have now been rectified.

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

38. Teachers and other adults in the school provide good levels of support and guidance for pupils of all ages and abilities. Teachers have the confidence of the pupils, and encourage them to discuss and resolve worries and concerns before they become too serious. Satisfactory procedures are in place for ensuring their health, safety and well-being.
39. One of the teachers has been nominated to deal with child protection issues and has taken part in recent training. However, there is no nominated supporting governor.

Child protection issues are managed in line with the LEA guidelines, and are effectively communicated to the staff.

40. All staff have received recent training in first-aid and the School Bursar is the first point of contact for pupils who are unwell. First-aid boxes are strategically positioned throughout the school and are suitably stocked. The lunchtime supervisors maintain an accident record book and, should it be necessary, letters detailing head bumps and accidents are sent home to parents. Risk assessments of the buildings and grounds are carried out regularly, and the outdoor play equipment is checked each term. All emergency procedures and equipment are checked regularly and supporting records are maintained.
41. Procedures for monitoring and improving attendance are good and include close liaison with parents and the Education Welfare Officer.
42. Pupils' personal development is monitored by their classteachers through informal daily activities, and also through the formal assessment of work within the personal, social and health education programme and some aspects of topic work. A section on pupils' end of year progress reports is designated for comments about their personal development, and it is clear from these, that teachers know their pupils very well.
43. The school has good procedures for monitoring and promoting good behaviour, and has adopted effective strategies for dealing with incidents of unacceptable behaviour. The headteacher regularly meets midday supervisors and support staff to develop strategies for dealing with any anti-social behaviour that occurs during play and lunchtimes. These meetings ensure that a common policy is pursued across the school. Although the school is aware of the lack of self-discipline of some pupils, there are currently no strategies for helping them to become more disciplined in their attitude.
44. The school has worked hard to develop assessment procedures since the last inspection, but there is still some work to be done in this aspect of the school's work. Effective use is made of standardised tests which are carried out at various stages throughout the year in most classes. The results are used to plot pupils' ongoing attainment and to monitor their progress. However, little is done in the way of teacher assessments, and some teachers lack the necessary confidence and expertise to grade pupils' work accurately in terms of National Curriculum levels. There is little formal assessment in the foundation subjects, or in religious education and information technology. On the occasions where teachers clearly state learning objectives in their weekly planning, they provide a useful tool for assessment, but at present not all teachers consistently identify learning objectives in their planning. Pupils do not have enough opportunities to set their own targets for development, although many are capable of doing so.
45. The school keeps the entire work of three pupils as they move through the school creating a cumulative portfolio that can be viewed by the co-ordinators, the headteacher and Governing Body, in their monitoring of curriculum provision and delivery. The headteacher and deputy headteacher regularly analyse end of key stage National Curriculum test results, and appropriately focus on the extent to which individual pupils meet the targets that have been set for them. However, not all staff are actively involved in this analysis of pupils' performance, and this is a lost opportunity for co-ordinators to familiarise themselves with progress and standards in their subject areas.

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

46. In the main, the parents are very pleased with most aspects of the school's life and work. They are particularly pleased with the rate of improvement over the past few years, much of which they attribute to the hard work of the headteacher, who was appointed just after the last inspection. They cite many strengths of the school, including its caring and friendly atmosphere, the good standard of teaching and the progress their children make. They are particularly pleased with the values and attitudes the school promotes. Some parents would like more homework for their children, more information about their children's progress, and think the school could work more closely with them. However, the inspection findings indicate that the school does all that is reasonable in terms of providing parents with the necessary information, and opportunities for them to come into school to discuss other issues.
47. Parents receive very good levels of information from the school. Formal documents such as the governors' annual report to parents and the school prospectus are augmented by regular newsletters which keep parents informed of the life and work of the school. In addition, on a termly basis, parents receive information about the curriculum topics which their children will be studying. Open evenings provide parents with opportunities to discuss their children's progress with teachers, and governors make themselves available to parents on these occasions to help resolve any other concerns. The school regularly canvasses the opinions of parents and seeks to give them all the information they require.
48. The school is very well supported by an active Parent Teachers' Association which works hard throughout the year to raise additional funds to help the school pursue its plans for improving resources. Their recent contributions have helped the school to set up a computer suite, which is an excellent resource for the pupils. A small number of parents help in the school and make an important contribution to the learning opportunities available to pupils by helping to supervise swimming lessons, small group practical activities, and by listening to children read. Most parents provide good support for tasks that pupils carry out at home, particularly the very good quality projects that have been developed throughout the year in Key Stage 2.

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

49. The school is well led and managed and good progress has been made since the last inspection. The headteacher is very much the central figure in the development of the school, and he provides very good leadership. His clear vision and sensitive approach to staff development, have successfully raised standards and developed a team of committed teachers. The headteacher is well aware of the strengths and weaknesses of the school, and regularly visits classes to monitor the quality of teaching and learning. Relationships in the school are good and there is equality of opportunity for all.
50. Curriculum co-ordinators are in place for most subjects, but there is some imbalance in the allocation of duties, for example some co-ordinators have several significant areas of curriculum responsibility whilst others have only one or two minor areas. Co-ordinators are very effective in the way in which they advise their colleagues, but they do not do as much as they could in terms of monitoring colleagues' planning, or

scrutinising pupils' work. This means that although their perspective of strengths and weaknesses within their subjects is satisfactory, it could be even better. The role of the deputy is insufficiently developed. Although he is supportive of the headteacher in the general running of the school, he does not take enough responsibility for important and specific aspects of the school's work and development.

51. The school's provision for pupils who have special educational needs is good, and the needs of those pupils who have statements are fully met. However, the special educational needs co-ordinator has other significant areas of responsibility within the school and has little time to manage the associated paperwork. As a result, the pupils' individual files are not well ordered, and although they contain all of the necessary information, it is not easy to track pupils' progress or to establish their current position on the special educational needs register.
52. The Governing Body is very well informed and knowledgeable, and ensures that the school fully meets statutory requirements. Very good relationships exist between the headteacher, staff and governors. Governors visit the school regularly, and those who have responsibility for individual subjects, meet on an annual basis with co-ordinators, and observe a sample of lessons. Following their visits they write reports which are circulated amongst the staff and Governing Body which provide a basis for future monitoring. This practice has been ongoing since the appointment of the current headteacher, and has given governors a very good insight into curriculum development and change, and has created very good links between staff and individual governors. The Governing Body is strongly committed to raising standards, but although governors have a satisfactory overview of standards in the school, they do not make enough use of end of key stage National Curriculum test data as a focus for school development. Governors are actively involved in strategic planning as outlined in the School Development Plan, and very much fulfil their role of 'critical friend' to the headteacher.
53. The school's spending decisions are firmly linked to its educational priorities, and very effective use is made of designated grants and funding. The school's recent investment in information technology was made after careful consideration of what was required, and the new computer suite has added greatly to pupils' overall learning opportunities and the development of pupils' skills and competence in information technology. The generous provision of non-teaching staff to support all pupils, and especially those with special educational needs is cost-effective, and contributes towards their progress.
54. Very good financial control is maintained, and spending decisions are carefully discussed and evaluated. The school's system for financial administration is very efficient, and ensures that up to date information is available to the headteacher and governors when required. The day to day administration of school finances is efficiently undertaken by the school bursar. The most recent auditor's report complimented the school on its financial administration. The few minor recommendations of the auditor's report have been fully addressed. The school has fully adopted the principles of best value and competitive tendering is practised.
55. There is an appropriate number of teachers for the number of pupils on roll. The school employs seven full-time teachers, including the headteacher, and two teachers who share a class on a part-time basis. The headteacher has a daily teaching commitment which enables pupils to be set in mathematics in Key Stage 2. The school has an appraisal system for teachers, and an annual professional

development discussion enables job descriptions to be reviewed and also helps to set targets for individuals and the school. The school bursar provides a first point of contact for parents and visitors to the school and, in addition to her administrative role, she makes a significant contribution to the pastoral care of pupils. The school employs a generous number of learning support assistants who work with small groups of pupils and individuals, giving particularly valuable support to those pupils who have special educational needs.

56. The accommodation, which includes a spacious hall, a swimming pool, a computer suite and a technology room is very well used, but some of the classrooms are rather small. The school grounds are very attractive, and are used well for physical education activities, playtimes and the 'Earthworm Club'. There is no dedicated outside play area for the under-fives. The caretaker and her staff ensure that the building and grounds are maintained to a high standard of cleanliness and safety.
57. The school has built up a satisfactory resource base for most subjects, and in art, music, and information technology, the level of resourcing is good. The school has a good sized library which is accessible, and which provides a comfortable learning environment. However, some of the books are old, and in the case of some reference books, the information is out of date.
58. There has been significant improvement in the leadership and management of the school since the last inspection, and the school is well placed for further and continued development. There is a strong sense of team spirit, and a shared commitment to raising standards even higher, and maintaining and developing the school's strengths. The school gives good value for money.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

- a) The headteacher and Governing Body should implement an appropriate curriculum for the under-fives, based around the recommended areas of learning for the foundation stage of education. (*paragraphs 15, 27, 59-73*)
- b) The headteacher, staff and Governing Body should, in consultation with parents, formulate and implement a whole-school approach to the management of those pupils who lack self-discipline. (*paragraphs 10, 12, 34, 43, 62, 135*)
- c) The headteacher and Governing Body should extend the role of the deputy by ensuring that he is more involved in aspects of whole-school development, taking the lead where appropriate. (*paragraph 50*)
- d) The headteacher, staff and Governing Body should improve curriculum planning by:-
  - ensuring that learning objectives are identified in teachers' weekly or daily planning;
  - ensuring that there is more balance within the curriculum and that an adequate amount of time is allocated to all subjects. (*paragraphs 21, 26, 44, 81, 88, 89, 102, 115, 119, )*)
- e) The headteacher and staff should improve the ongoing assessment of pupils' progress across the whole curriculum by:-
  - ensuring that teachers are confident in the assessment of pupils' work against the National Curriculum levels;
  - identifying clear assessment opportunities in curriculum planning;
  - using learning objectives as a measure of pupils' progress in lessons;
  - recording ongoing assessments for individual pupils in English, mathematics, science, religious education and information technology;  
(*paragraphs 21, 44, 45, 52*)

### **Other minor issues which should be considered by the school:-**

- pupils do not have enough opportunities to set their own targets for development; (*paragraphs 12, 44*)
- there are not enough opportunities for pupils to use numeracy skills in their work in other subjects; (*paragraphs 4, 16, 86*)
- religious education is not taught on a sufficiently regular basis in Year 6 and this affects pupils' progress; (*paragraphs 17, 136, 139*)
- the quality of marking could be even better and could give pupils more insight into how they could improve their work further; (*paragraphs 24, 81, 115*)



## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	38
Number of discussions with staff, governors, other adults and pupils	21

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
	24	39	31	5		

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

### Information about the school's pupils

#### Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	N/A	211
Number of full-time pupils eligible for free school meals	N/A	6

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/A	7
Number of pupils on the school's special educational needs register	N/A	67

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	1

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	14
Pupils who left the school other than at the usual time of leaving	16

### Attendance

#### Authorised absence

	%
School data	4.4
National comparative data	5.9

#### Unauthorised absence

	%
School data	0.1
National comparative data	0.2

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

### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	13	12	25

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	12	12	12
	Girls	9	9	9
	Total	21	21	21
Percentage of pupils at NC level 2 or above	School	84 (84)	84 (81)	84 (78)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	12	12	12
	Girls	9	9	9
	Total	21	21	21
Percentage of pupils at NC level 2 or above	School	84 (84)	84 (85)	84 (88)
	National	82 (81)	86 (85)	87 (86)

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

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	18	14	32

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	11	14
	Girls	13	9	12
	Total	28	30	26
Percentage of pupils at NC level 4 or above	School	88 (72)	63 (61)	81 (81)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	12	14
	Girls	11	11	9
	Total	24	23	23
Percentage of pupils at NC level 4 or above	School	75 (86)	72 (75)	72 (75)
	National	68 (65)	69 (65)	75 (71)

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

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	1
Pakistani	0
Bangladeshi	0
Chinese	0
White	200
Any other minority ethnic group	0

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

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

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

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

### **Teachers and classes**

#### **Qualified teachers and classes: YR– Y6**

Total number of qualified teachers (FTE)	8
Number of pupils per qualified teacher	26
Average class size	30

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

Total number of education support staff	15
Total aggregate hours worked per week	161

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

Total number of qualified teachers (FTE)	N/A
Number of pupils per qualified teacher	N/A

Total number of education support staff	N/A
Total aggregate hours worked per week	N/A

Number of pupils per FTE adult	N/A
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*FTE means full-time equivalent.*

### **Financial information**

Financial year	1999/2000
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	£
Total income	378,517
Total expenditure	372,460
Expenditure per pupil	1,757
Balance brought forward from previous year	24,111
Balance carried forward to next year	30,168

## **Results of the survey of parents and carers**

### **Questionnaire return rate**

Number of questionnaires sent out	180
Number of questionnaires returned	72

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	54	42	4	0	0
My child is making good progress in school.	32	60	4	1	3
Behaviour in the school is good.	34	61	1	0	4
My child gets the right amount of work to do at home.	24	57	11	3	6
The teaching is good.	40	50	4	0	6
I am kept well informed about how my child is getting on.	17	47	29	6	1
I would feel comfortable about approaching the school with questions or a problem.	54	36	5	3	1
The school expects my child to work hard and achieve his or her best.	40	53	3	0	4
The school works closely with parents.	22	50	21	4	3
The school is well led and managed.	44	51	3	0	1
The school is helping my child become mature and responsible.	40	54	1	0	4
The school provides an interesting range of activities outside lessons.	28	50	18	0	4

## **PART D:**

### **THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES**

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

59. On the basis of the assessments carried out soon after children start school, the attainment of the under-fives is average overall. The children make satisfactory progress in their first year in school, and by the age of five most attain the desirable learning outcomes in the language and literacy, mathematical, creative, personal and social areas of learning, and in terms of their knowledge and understanding of the world in which they live. The children make good progress in developing physical skills, and in this area of learning they attain beyond the expected level for their age.
60. There are shortcomings in the curriculum for the under-fives, which at present is planned around the National Curriculum Key Stage 1 programmes of study and not the recommended key areas of learning. There are insufficient opportunities for the children to learn basic skills through structured play activities, and too much emphasis is placed on children carrying out formal recording tasks which are more appropriate for older children. During the inspection a small amount of unsatisfactory teaching was seen, but the teaching of the under-fives is satisfactory overall. Weaknesses in teaching are linked to the lack of a suitable curriculum which means that some of the tasks are not matched closely enough to the children's needs.
61. At the time of the inspection, three children were under the age of five.

#### **Personal and Social Development**

62. The children's personal and social development is satisfactory. Most of the children settle quickly into the class and school routines and are willing to ask for help when they need it. They mostly take turns well, and are aware of the needs of others. The children have a caring attitude towards each other and children who have special educational needs are well integrated. Most of the children are attentive, and when activities are stimulating and interesting, many of them sustain good levels of interest and concentration. The children are polite and friendly, and by the age of five have developed effective relationships with adults and other children. Most children effectively express their feelings through discussion, and are developing an understanding of the difference between right and wrong. In class, the children's behaviour is often good, although some children lack self-discipline, and do not respond readily to the teacher's requests and instructions.
63. Although the children's attainment is satisfactory in terms of their personal and social development, their progress in this area of learning could be even better. Because there are insufficient structured and free play activities, there are only limited opportunities for the children to demonstrate independence in their learning, and to make choices and decisions.

#### **Language and Literacy**

64. The under-fives make satisfactory progress in language and literacy, and most attain the expected level by the age of five. The children enjoy sharing books and are encouraged to handle books with care and to understand how they are organised.

They know that words and pictures carry meaning, and some are beginning to acquire early reading skills and are starting to recognise a small range of words on sight. A significant number of children associate sounds with letters, and recognise and write their own names. When writing, most children know that marks and shapes on paper have meaning, and most children willingly commit their own ideas to paper. Many of the children have good speaking skills and use a wide vocabulary, but some do not pay enough attention when listening to their teacher or to other children. Pupils enjoy listening to stories and the highest attainers have good recall of what they have heard.

65. The children's progress is hampered by the lack of opportunity for them to develop their skills through imaginative play. Although the children take part in role play activities, there is not enough input from the teacher or classroom assistants, and important opportunities to extend the children's vocabulary, or to raise their awareness of the conventions of conversation are sometimes missed.

### **Mathematics**

66. By the age of five, most children attain the expected level in mathematics. Effective use is made of sand and water play to reinforce the children's understanding of mathematical concepts such as weight and capacity. The children have an appreciation of comparative terms such as taller/shorter, heavier/lighter, fatter/thinner, more/less, and a secure understanding of number. Most count up to and beyond ten, both forwards and backwards, but although they record numbers with confidence, too many children do not know how to form the numbers correctly. Some children correctly name simple two dimensional shapes such as squares, circles and triangles, and the highest attainers sort them according to their properties. The children enjoy reciting number rhymes which help them to remember the sequence of numbers.
67. Although most children make satisfactory progress, it could be even better. There are too few opportunities for the children to use their mathematical knowledge and skills in role play situations. The teaching of skills, such as recording numbers, is not sufficiently rigorous, and this leads to some children learning bad habits which are difficult to remedy at a later date. The more able children are not always sufficiently challenged by the activities they are given, and this sometimes results in a lack of concentration.

### **Knowledge and Understanding of the World**

68. In the main the children have a satisfactory general knowledge when they enter the school and they make satisfactory progress in developing their knowledge and understanding of the world in which they live. Most show good levels of interest in their immediate environment, and are keen to talk about the features of growing and living things, as seen in their study of seeds and plants. They are keen observers, and identify and discuss the different texture, appearance and shape of a range of objects. Most children know where they live, and describe their route to school. They talk about simple man-made and natural features in their environment such as shops, houses, trees and roads, and have an awareness of the wider area through their visits to the local library and church, and to places further afield such as the museum and park in Warwick. Visits are followed by appropriate opportunities for the children to ask questions and to talk, draw, paint or model what they have seen. Pupils have a satisfactory understanding of the passage of time, and a sense of the past and the present in relation to their own lives.

## **Physical development**

69. By the age of five children attain levels above those expected in the physical area of learning. Children move well in any physical exercise and show increasing control and co-ordination in their movements, especially when running and jumping. They perform a range of dance movements which they perform readily to their classmates, and most are able to hop. They show an increasing awareness of space and use equipment safely and sensibly. They move from their classrooms to the hall in an appropriate manner and most dress and undress independently. Most children discuss the strengths and weaknesses of their own work and that of others.
70. Children of all abilities handle tools and materials well when engaged in creative activities. They are gaining control of pencils and brushes, and use scissors with reasonable skill. They show confidence in handling construction kits and malleable materials like plasticine and clay.
71. There is no designated outside play area for the under-fives and this limits the opportunities for them to develop their physical skills through riding bicycles, tractors and scooters.

## **Creative development**

72. By the age of five, children achieve the expected levels in the creative area of learning. Higher attaining children explain how they mix two colours to make a different colour, and paint pictures that are in a style similar to that of a famous artist. The children try hard to communicate their ideas through their artwork. For example, during the inspection, one child explained very clearly how she had used her paintbrush in a particular way to achieve the effect of shadows in her picture. Although the children regularly take part in art activities as part of art lessons, and learn an appropriate range of skills, there are not enough opportunities for them to use art materials such as paint, crayons, dough, paper and glue to make models and pictures of their own choosing.
73. The children join in music lessons and play musical instruments appropriately at the right time at a signal from their teacher. They name commonly used percussion instruments and know the different sounds they produce. They learn to sing a variety of songs and rhymes, and do so with enjoyment. Most of the musical activities provided for the under-fives are directed by the teacher and there are too few opportunities for the children to make music themselves, or to use instruments as part of role play activities.

## **ENGLISH**

74. The inspection findings indicate that standards in speaking are good throughout the school and satisfactory in listening. Reading standards at the end of both key stages are above average and writing in both key stages is satisfactory overall, although there are examples of good work in poetry and extended writing at the upper end of the school. Standards are similar to what they were at the time of the last inspection,

but the quality of teaching is better than it was. Pupils' progress is far more consistent than it was.

75. At the end of both key stages, pupils' speaking skills are good. By the end of Key Stage 1, most pupils answer questions clearly and take an active part in discussions. They enjoy talking about books they have read, and explaining their work. As they move through Key Stage 2, pupils continue to develop their speaking skills, and by the end of the key stage pupils articulate opinions and ideas with confidence and fluency to each other and to their teachers. Although Key Stage 2 pupils are skilful in presenting their views in discussions, they have few opportunities to prepare and make presentations to their classmates or to take part in planned speaking activities such as debates. Pupils throughout the school have good levels of confidence when speaking to large groups, and during the inspection there were several instances of pupils standing up in assembly to deliver notices. Pupils' attainment in listening is average at the end of both key stages. Most pupils in both key stages listen attentively and with interest to the views and suggestions of others, and carefully follow their teachers' instructions and explanations. However, a significant minority of pupils in most classes lack self-discipline and are so keen to express their own opinions that they do not pay enough attention to those of others.
76. Reading standards are above average at the end of both key stages. Many higher attaining pupils in Key Stage 1 use good levels of expression, and their reading is fluent and meaningful. This is particularly noticeable in literacy sessions when pupils share 'Big Books' with their teachers. Pupils have a good understanding of the text and are beginning to recognise the structure of stories. The most able pupils describe the books they have read in detail and are starting to predict what is going to happen next in a story. All Key Stage 1 pupils use a range of appropriate strategies to decipher new words and to help them to tackle more difficult words. Lower attainers are more hesitant in their reading and only recognise familiar words and phrases in a simple text. The attractive books used to support the literacy hour, especially 'Big Books', have enhanced the pupils' enjoyment of reading, and the shared reading activities give pupils who are having some difficulty the confidence to succeed. Most pupils show a good understanding of alphabetical order when using dictionaries to check spellings and finding books in the library using the index.
77. As they move through Key Stage 2, pupils continue to make good progress in developing their reading skills, and by the end of the key stage, the more able pupils discuss, analyse and evaluate the texts they read with clarity and understanding. They read expressively and fluently from a wide range of books. Many have favourite authors, belong to the local library and are keen to discuss their preferences for books. Most pupils are proficient in finding information from books for research in other subjects and are familiar with the library system. The minority of lower attaining pupils are more hesitant in their reading but have strategies to read unfamiliar words.
78. By the end of Key Stage 1 most pupils attain the expected standard in their written work, although there is room for further improvement in this aspect of their English work. The average and higher attaining pupils are independent writers and use capital letters and full stops appropriately, as seen in the work done in Year 2 on 'Moonsnoop'. These pupils show a satisfactory awareness of the structure and sequencing of events. Spellings and punctuation are usually accurate, and speech marks are beginning to be used, but not always correctly. The lower attaining pupils still need a lot of adult support to write a short sentence independently. There are appropriate opportunities during the literacy hour for pupils to practise phonic rules to

improve spellings and some pupils are confident in using these skills independently in their written work. Pupils are encouraged to use different forms of writing including letter writing and diaries of events at home and school. Good use is made of writing across the curriculum, but at present there are only limited opportunities for pupils to practise writing extended pieces.

79. By the end of Key Stage 2 the higher attaining pupils use good expressive language and show grammatical awareness in their work. They write in a variety of styles including letter writing, book reviews, poems, autobiographies and limericks. The work of most pupils is well structured and sequenced, and the higher attaining pupils show good levels of imagination. There are some good examples of interesting and well organised writing in Year 6, such as the work on 'Ghost Stories', 'The Ring' and 'The Boy on the Swing'. Pupils learn skills of planning, note-taking, drafting and editing, but have only limited opportunities to use and practise these skills in their writing across the curriculum.
80. Standards of handwriting are too variable within and between year groups. Pupils do not begin to write in a linked cursive style until well into Key Stage 2. In Key Stage 1, there are occasions when pupils do not form letters correctly, and this hinders their progress in handwriting. Although most pupils in the school concentrate on handwriting when completing English exercises, they sometimes forget to present their work neatly in other subjects.
81. The quality of teaching in English is good overall. In the lessons seen during the inspection, the teaching was never less than satisfactory, and was often good and sometimes very good, in both key stages. The National Literacy Strategy is implemented appropriately in all classes, although these sessions are sometimes too long and extend beyond the recommended one hour slot. Teachers throughout the school present literacy lessons in an interesting manner which enthuses the pupils and ensures that they are well motivated. Effective use is made in most classrooms of the classroom assistants who often work with groups of pupils who have special educational needs. Pupils' work is marked regularly but the marking is not consistent throughout the school and does not always show pupils how they can improve their work further. All teachers use questions very well in discussions to check the pupils' understanding, and have a good knowledge of the pupils they teach.

## **MATHEMATICS**

82. The inspection findings indicate that standards are in line with national expectations at the end of both key stages. Higher attaining pupils achieve good standards in their work, but the overall picture of attainment in the school is depressed by the higher than average percentage of pupils in each year group who have special educational needs. Standards are similar to what they were at the time of the last inspection four years ago, but there has been an improvement in the quality of teaching, and the progress of pupils of all ages and levels of attainment is far more consistent than it was.
83. Key Stage 1 pupils have a secure grasp of number and pattern. They count confidently in ones, twos, fives and tens to an appropriate level, both forwards and backwards, and pick out patterns such as even and odd numbers. They understand simple fractions such as halves and quarters, and this work is reinforced when they learn how to tell the time in terms of quarter to, quarter past and half past the hour.

Pupils regularly carry out a range of exercises which give them the opportunity to consolidate their knowledge and understanding of number, and most pupils are confident about solving simple problems and investigations. Key Stage 1 pupils do not currently have enough opportunities to use calculators to support their work with larger numbers, and this is an area for further development.

84. By the end of Key Stage 1, most pupils have a satisfactory grasp of aspects of shape, space and measure. They identify and name two dimensional shapes such as rectangles, squares, circles, triangles and hexagons, and some of the higher attaining pupils use appropriate mathematical vocabulary such as face, edge, angle, corner, to describe the properties of these shapes. Although pupils understand the need for standard units of measure, and accurately measure and record in centimetres, their knowledge and understanding of units of measure for weight and capacity are not very secure.
85. As pupils move through Key Stage 2, they make good progress in developing their mathematical skills. This progress is particularly evident in the lower part of Key Stage 2 where pupils have benefited from consistently good teaching over the past few years. In the upper part of the key stage, despite the best efforts of the current teaching staff, pupils have gaps in their knowledge resulting from the unsatisfactory teaching lower down the school that was described in the previous report. The practice of setting the Key Stage 2 pupils for mathematics on the basis of their ability has been successful in enhancing the progress of all ability groups, and the school intends to continue this organisation, with some minor modifications, in the near future.
86. By the end of Key Stage 2, most pupils have a good understanding of number. Their mental agility is often good, although some pupils do not have immediate recall of multiplication facts and this slows them down in their written work. Higher attaining pupils are particularly skilled in making sensible approximations which they use to check the reasonableness of their answers. Pupils are encouraged to use calculators for some of their work, and this enables them to make more complex calculations. Most pupils have a good understanding of place value and confidently convert decimals to fractions and percentages. Pupils are familiar with a wide range of mathematical vocabulary which they use effectively when discussing their work. Pupils use their knowledge of number well in other aspects of their mathematics work such as data handling, for example when finding out the mode, median and mean, but at present there are only limited opportunities for pupils to use their skills of numeracy regularly across the curriculum.
87. Key Stage 2 pupils have a satisfactory understanding of aspects of shape, space and measure. They understand angle as a measure of turn and name and identify obtuse, right, reflex and acute angles in two dimensional shapes. Pupils calculate the area and perimeter of a range of regular and irregular shapes and make use of mathematical theorems for calculating the perimeter and area of a circle. Older pupils understand line symmetry, although some have difficulty with the concept of rotational symmetry. Although younger Key Stage 2 pupils have only a limited knowledge and understanding of measure of weight and capacity, Year 6 pupils are confident, not only in measuring and calculating using metric measurements, but also in using common imperial metric equivalents such as pints.
88. The school has focused its attention on raising standards of numeracy over the past year, and the introduction of the National Numeracy Strategy has had a positive

impact on pupils' progress and attainment across all year groups. However, other elements of the mathematics National Curriculum programmes of study have not received as much attention as usual in some year groups, and the school is aware of the need to redress the balance now the first year of the National Numeracy Strategy has been successfully completed.

89. The teaching of mathematics is good throughout the school, and during the inspection some very good teaching was observed. Teachers have responded positively to the introduction of the National Numeracy Strategy, and have overcome most of the initial teething problems. Lessons are well planned and prepared, although in both key stages there is a tendency for lessons to extend beyond the recommended time. Introductory discussions are used well to establish what the pupils already know, and to check pupils' understanding of newly introduced concepts. Teachers in both key stages use questions very well to extend the highest attainers and to support the lower attaining pupils. Tasks are well matched to pupils' abilities, especially in Key Stage 2 where the setting arrangement makes it much easier for teachers to match work closely to pupils' individual needs. Teachers have a good subject knowledge and this enables them to present activities in an enthusiastic manner. Good opportunities are provided for pupils to solve simple mathematical problems, although there are not enough opportunities for pupils to engage in open-ended and extended investigations. One of the features of the very good teaching seen during the inspection was the way in which teachers shared the learning objectives with the pupils, and subsequently reflected on the extent to which they had been achieved.

## **SCIENCE**

90. The inspection evidence indicates that pupils' attainment at the end of both key stages is in line with the national expectation. There has been a significant improvement in standards at the end of Key Stage 1, which were below the expected level at the time of the last inspection four years ago. Standards in Key Stage 2 have been maintained. Teaching is much improved and this has led to better progress for the pupils.
91. Pupils at both key stages receive an appropriately broad and balanced curriculum and are given suitable opportunities to undertake relevant experimental work. However, there are fewer opportunities for pupils to carry out open-ended investigations, and this is an area the school has identified for further development.
92. Key Stage 1 pupils are encouraged to develop keen skills of observation, and teachers introduce key vocabulary at appropriate stages to help the pupils explain their ideas more precisely. They record their work in a variety of ways, using text, pictures and charts to show their ideas. By the end of the key stage, some pupils have an awareness of the need for carrying out fair tests, and make sensible predictions based on their previous learning. However, most pupils are not yet at this stage in their learning.
93. By the end of Key Stage 1, pupils have a good knowledge and understanding of life processes and living things. They understand some of the changes that take place as they themselves grow, and have considered the factors that might affect their health and growth. Pupils know the importance of medicines, and understand that because they are drugs that they must be taken carefully and under instruction. Studies of

different areas within the school grounds have helped pupils to learn that different plants and animals are found in different habitats. Most pupils recognise common animals and plants and make predictions as to where they might be found. By the end of the key stage pupils explain the life cycles of frogs and butterflies, and know that reproduction is one of the characteristics of living things.

94. By the end of Key Stage 1 pupils identify and name a range of common everyday materials such as wood, metal, glass and plastic. They describe the similarities and differences between these materials and sort them into groups based on specific properties, such as transparency, texture and flexibility. The highest attaining pupils understand why some materials are more suitable for specific purposes than others, and explain why for example, glass is used for window panes, and metal for containers that are heated. Most pupils know that materials can be changed if they are heated or cooled, but not all pupils are sure which changes are permanent and which can be reversed.
95. By the end of Year 2, most pupils know how to construct simple electrical circuits incorporating batteries, bulbs and a switch. They realise that a complete circuit is necessary for the bulb to light, and that it can be extinguished by reversing the switch. Pupils know that the circuits they make need batteries for power. Nearly all pupils name household equipment and appliances that are powered by electricity and know the danger posed by mains electricity. Pupils' knowledge of forces is relatively limited, and although most understand force in terms of pushes and pulls, they are not confident about describing the effect of force on objects. Work on living things has given pupils a good appreciation of the sun as a source of light and warmth.
96. As they move through Key Stage 1, pupils make satisfactory progress overall. They make particularly good progress in terms of developing their knowledge of life processes and living things because of the good range of practical opportunities that are provided to support this aspect of their science work.
97. Key Stage 2 pupils undertake practical work carefully and record their work accurately. They are capable of carrying out experiments set up by their teachers, collating experimental results and illustrating them graphically in different forms, using histograms and bar charts. However, pupils have only limited opportunities to carry out open-ended and extended investigations, and are less skilled and confident about setting up their own investigations and experiments. Teachers make good use of key vocabulary in their teaching, and this helps pupils in their understanding, and enables them to express their scientific ideas clearly.
98. By the end of Key Stage 2, pupils' knowledge and understanding of living things is good. They study a range of human systems, such as the circulatory system, and through practical activities recognise that the rate of heart beat varies with exercise. Studies of different foods are linked to healthy eating and overall pupils have a good understanding of the concept of a healthy lifestyle. Good use is made of the school environment to extend pupils' knowledge and understanding of living things. Recent studies of their home environment were effective in helping pupils to extend their knowledge of life processes and living things, and incorporated research skills, estimating, careful measurement, and the identification and classification of plants and animals. This was a very worthwhile exercise which raised pupils' awareness of their environment.

99. As they move through Key Stage 2, pupils extend their knowledge of different materials and their properties. As part of their studies of electricity they consider the properties of conductors and insulators. They know that materials can be classified into groups of solids, liquids and gases, and understand the difference between permanent and reversible change. By the end of the key stage, pupils describe methods of separating simple mixtures. They understand the notion of dissolving and recognise that liquids can become saturated.
100. By the end of Key Stage 2 pupils construct electrical circuits and use appropriate symbols to represent the various components in circuit diagrams. Pupils use the circuits they construct to test the conductivity of different materials. Most pupils know that light travels in straight lines, and use this information to explain the formation of shadows. Higher attaining pupils have a clear understanding of the relationship between the earth, the sun and the moon, and describe the passage of night and day. When discussing forces, pupils have a secure understanding of why the shape of an object might be changed by the application of force, for example dropping a piece of plasticine on the floor, or sucking liquid out of a cardboard carton. They have experience of using forcemeters to measure force, and have a reasonable knowledge and understanding of friction.
101. Key Stage 2 pupils make satisfactory progress as they move through the key stage, especially in terms of life processes and living things. Their progress has become steadier over the last few years as the teaching has improved. Their progress in developing investigative skills could be further improved by the introduction of more open-ended tasks which involve the pupils in setting up their own experiments and investigations, and the school has identified this as an area for future development.
102. The quality of teaching in science is good overall. Teachers are now working to a scheme of work which is ensuring that coverage of the necessary knowledge and skills is carried out in a systematic way, building on pupils' previous learning. There has been considerable improvement in the teaching since the last inspection when it was sometimes unsatisfactory and never better than satisfactory. Teachers are particularly skilful in the way in which they use questions to draw out pupils' ideas, and in the way in which they develop the pupils' scientific vocabulary. Practical sessions are well resourced, and this enables all pupils to take part. Teachers make very good use of resources to enhance both teaching and learning, and to stimulate the pupils' interest. Where the teaching is best, learning objectives for the lesson are shared with the pupils, enabling them to have a clear understanding of what is expected of them. Most teachers are successfully incorporating the use of information technology into their science teaching, and there is some good use of computers for producing diagrams and charts, and also to enable research using databases. Skills of numeracy and literacy are satisfactorily promoted, and there are some good opportunities in Key Stage 2 for pupils to read and interpret a variety of scales when making measurements. There are ample opportunities for pupils to carry out experiments under the guidance of their teachers, but fewer opportunities for them to develop investigative skills through setting up their own investigations. Without exception, teachers organise their classes well and make effective use of a range of teaching styles including whole-class and group work. Classroom assistants are used effectively to support those pupils who have special educational needs, and to help pupils with practical tasks.

## ART

103. Art is one of the school's strengths, and pupils' work is valued highly. As they move through the school, pupils of all ages and abilities make good progress, and acquire and develop a wide range of skills. The standard of work that pupils produce is good in Key Stage 1 and often very good in Key Stage 2. Pupils benefit from good teaching. They have many good opportunities to demonstrate their creativity, and to make choices about their work. The school provides a well balanced and broad art curriculum which has a positive impact on pupils' progress and attainment. Standards have been maintained in Key Stage 1 since the last inspection four years ago, and have improved in Key Stage 2.
104. Key Stage 1 pupils make keen observations and there is a great deal of detail in their art work. When making drawings of cross sections of fruit for example, they pay attention to the formation and arrangement of the seeds and pips, and notice the different colours and shades where the rind joins the flesh. They use colour imaginatively in their paintings, and study the work of famous artists as a stimulus for their own pictures. Pupils have opportunities to work with a range of media, and are confident about making models and collage pictures from card and paper. There are some good examples of computer generated pictures on display, and pupils are aware of how computers can be used to create designs and patterns.
105. Key Stage 2 pupils have an impressive knowledge of the work and style of a range of well-known artists, and are also familiar with the work of less well-known artists, for example, Alfred Wallis, a Cornish artist, and Hokusai. When studying the work of established artists, pupils pay close attention to detail, and pick out the distinctive characteristics that make the artist's style his/her own. In discussion they recall that Monet painted impressions of what he saw, and that he used gentle shades and tones of pink and lavender. They are aware that the work of well-known artists is sometimes not true to life, for example, during the inspection Year 4 pupils considered the work of Cézanne, and appreciated that the picture did not reflect the true perspective of the natural stimulus on which the watercolour was based.
106. Key Stage 2 pupils use a wide variety of media to express their ideas, including pastels, paint, pencil and collage materials, but have few opportunities to express their artistic ideas using fabric. Their sense of colour and texture is acute, and they try hard to show depth and perspective in the pictures they create. The work of individual pupils is often original, even though groups of pupils may be working from the same stimulus. Pupils use colour-washes well to build the strength of colour from light to dark, and mix colours effectively to achieve different tones and shades. The school has its own kiln and this is used regularly by pupils when they make clay pieces which they fire and glaze.
107. The teaching of art is good and during the inspection some very good teaching was observed in Key Stage 2. Teachers have a good subject knowledge and enthuse the pupils. They demand high standards of work, and encourage the pupils to take care and to pay attention to detail. Teachers attractively display pupils' work, and effective use is made of interactive labels which ask the observer questions about the work they see. Lessons and activities are well planned and prepared and there are some good links with other curriculum areas. In Key Stage 2, art is taught to groups of mixed age pupils. This is effective, but because the skills pupils are to learn are not identified clearly in whole-school curriculum planning, there are occasions when pupils in older age groups are covering skills they have already mastered. Sketch books are used well in Key Stage 2, but even more use could be made of them for

pupils to record their initial ideas, to collect preparatory materials and to practise newly acquired skills. Art is a popular subject amongst pupils of all ages, who are highly motivated, and proud of their achievements.

## **DESIGN AND TECHNOLOGY**

108. Pupils in both key stages make satisfactory progress overall, although their progress in terms of the designing element of the subject could be even better. At present, too much emphasis is placed on the making element of the subject, and pupils do not give enough thought to their initial plans and preparation. At the time of the last inspection the school was not meeting the National Curriculum requirements in respect of design and technology. Pupils now take part in an appropriately broad range of experiences, and although there is still some room for further development, progress has been made.
109. Pupils in Key Stage 1 use a satisfactory range of materials and tools to make their artefacts and models. Their projects are usually linked to class themes, as in history where they have constructed castles as part of their project work. Pupils select appropriate materials from a limited range, which they cut and shape as necessary. Most pupils know how to join materials together using glue and sticky tape, and distinguish between fixed and moveable joints. Pupils paint their finished models and try hard to make them look life-like. They evaluate their products through discussions, but rarely link their evaluations to their initial ideas to see what has been successful, or what they would like to change if the activity was repeated. Key Stage 1 pupils have opportunities to use commercial construction materials that link together to make large-scale models, and these experiences suitably develop their handling skills, and give them understanding of the need to make firm foundations if their structures are to be secure.
110. Pupils in Key Stage 2 use a wider range of materials in their work, but do not have much opportunity to use resistant materials such as plastic and wood. They use clay regularly to make models of Celtic or Greek pots, and are familiar with different techniques of shaping the clay into pots such as coiling, or using their thumbs to make a hollow. Pupils have also used clay to make models of Victorian buildings, and Viking boats. Making T-shirts showing different patterns, has enabled pupils to become more competent in the use of materials and dyes, but fabric is used infrequently for design and technology tasks. Older Key Stage 2 pupils have developed suitable techniques to make moving objects incorporating wheels and axles, as in their "Millennium buggies". They know how to strengthen their structures using cross pieces, and are aware that the wheels need to be parallel to each other. Pupils have had experience of incorporating electric motors into their models, and this has been successful in reinforcing their scientific knowledge. Pupils are familiar with the notion of evaluation, but they make insufficient links with their original plans, and are not sufficiently critical of their work.
111. During the inspection no design and technology lessons were seen. The scrutiny of pupils' work, and discussion with the pupils indicate that the subject is taught regularly, and that teaching is satisfactory overall. However, there are aspects of teaching that could be improved in both key stages. Although the school now follows a scheme of work, as yet, the skills that are to be taught as pupils move through the school have not been clearly identified, and insufficient attention is paid when planning lessons to ensuring that pupils' previous learning is built upon. Lesson planning for design and technology is at times a little thin, and does not contain

clearly stated learning objectives which can be shared with the pupils, and subsequently used as a measure of their achievement. Some of the topic links are very useful, such as the Key Stage 1 castle project which involved pupils in designing moveable drawbridges. However, there are times when the topic links are too tenuous and do not lend themselves well to design and technology projects. Appropriate emphasis is placed on teaching pupils the necessary skills of making, but the design elements are not given enough prominence.

## **GEOGRAPHY**

112. Pupils in Key Stage 1 make good progress in geography and much of the work they produce is of a high standard. In Key Stage 2, progress is satisfactory. Since the last inspection the school has adopted a scheme of work which is starting to have a positive impact in Key Stage 1. At the end of Key Stage 2, there are some gaps in pupils' knowledge and understanding stemming from the situation described in the previous inspection report where teaching was often unsatisfactory in the lower part of Key Stage 2 and the upper part of Key Stage 1. At the time of the last inspection geography was only taught for one term each year, and this adversely affected the rate of pupils' progress, especially those pupils who are now at the end of Key Stage 2.
113. In Key Stage 1, pupils' learning is enhanced by the many good quality opportunities for them to develop their geographical skills and knowledge through studying aspects of their local environment, including the school and the local area. Pupils draw accurate maps and plans, and Year 1 pupils have recently made a three dimensional plan of the village which they use effectively when describing their journey to school. They are aware of the perspective from a 'bird's eye view', and know the difference between manmade and natural geographical features. Many of the pupils have an appreciation of the significance of the car in the modern village and discuss shopping trips to the nearby towns of Banbury and Leamington Spa. Older pupils are beginning to draw comparisons between their own village and places further afield. The vast majority of pupils explain seasonal variations, and describe weather patterns and conditions.
114. In Key Stage 2, pupils continue their study of the local environment and have the opportunity for carrying out fieldwork, particularly through their connection with a primary school in Coventry. They undertake detailed studies of contrasting environments in the United Kingdom, and through the study of Chembakoli and other distant environments, pupils have developed an appreciation of cultural and geographical contrasts in the world. Pupils describe the differences and similarities between their own lives and those of children in Chembakoli, and appreciate how climate can dictate the pattern of peoples' lives. By the end of Key Stage 2 pupils have extended their mapmaking skills and use maps effectively as sources of information and evidence.
115. The teaching of geography is good throughout the school, and has a positive impact on standards and progress. Geography is taught regularly to all classes, and coverage of the National Curriculum programmes of study is good. Recent developments in the subject have had the most impact in Key Stage 1, and are slowly working their way through Key Stage 2. Teachers plan lessons carefully, but planning could be enhanced further by the clear identification of learning objectives which would form the basis of ongoing assessment of pupils' progress and achievement.

Work is marked regularly and there are some examples of good marking which show the pupils how they might improve their work further. There are some good opportunities in geography lessons for pupils to consider moral issues relating to the environment, and in a lesson seen during the inspection, pupils were encouraged, through role play, to present their views about a proposed tourist development from the perspective of developer, conservationist and resident. Teachers are very effective in promoting geographical skills through fieldwork and visits which really help to bring the subject alive for the pupils.

## **HISTORY**

116. Pupils in both key stages make good progress in history and much of the work they produce is of a high standard. Progress levels off towards the end of Key Stage 2 where some pupils lack the maturity and self-discipline to carry out the type of independent historical research, analysis and reasoning that would enhance their learning even further. Good teaching in both key stages, and effective use of educational visits have a positive impact on progress and attainment and help to enthuse and motivate the pupils.
117. In Key Stage 1 pupils are encouraged to develop historical enquiry skills through carrying out projects which involve them collecting first-hand evidence. They have recently made a study of castles and considered the reason for their existence. Following a visit to Kenilworth Castle pupils produced some good quality written pieces describing what they saw, and made models. Older pupils have developed a good sense of chronology and interpret simple time lines. They understand the difference between the past and present and describe some of the changes that have taken place.
118. Key Stage 2 pupils pursue a comprehensive study of history, and there is a good balance between the study of different historical periods, and events that have taken place during the course of history such as wars. They continue to develop fieldwork experience when visiting the town of Warwick, and make careful observations of what they see. Pupils study society in Roman times, invaders and the impact of invasion and settlement through case studies such as the Vikings. They describe life in Tudor times and Victorian society, noting the changes that have occurred. Good use is made of primary historical evidence such as artefacts and documents as a source of information, and pupils are aware of the intrinsic value of such evidence. Older pupils understand the difference between primary and secondary evidence. By the end of the Key Stage pupils express mature opinions concerning the impact of historical events on the human and physical environment and they have a good awareness of change over time. At present, older Key Stage 2 pupils do not have enough opportunities for carrying out independent historical research which would develop their skills even further.
119. The quality of teaching in history is good, and during the inspection some very good teaching was observed. Resources are used to good effect and are generally of good quality although there is some shortage of materials to support the newly introduced national scheme. In the best lessons, teachers' plans show clearly stated learning objectives which are shared with the pupils, but this practice is not common to all teachers. Lessons are always well planned and prepared, and teachers are enthusiastic, and secure in their knowledge of the subject. Curriculum coverage is good within and between the key stages, but the skills that are to be taught as pupils

move through the school are not always clearly identified in teachers' planning. The links between history and other areas of the curriculum are strong and effectively promoted in both key stages. Good use is made of interactive teaching, particularly in the use of drama to bring historical events to life. Teachers make particularly good use of opportunities for the display of pupils' work, much of which is a striking and prominent feature of the learning environment. The teaching of history makes a major contribution to the pupils' educational experience across the curriculum, and is especially effective in promoting aspects of their spiritual, moral, social and cultural development.

## **INFORMATION TECHNOLOGY**

120. Pupils' attainment is in line with national expectations at the end of both key stages, and is poised to improve further in the very near future. The school has recently created a computer suite, which is an excellent resource, and which is having a positive and immediate impact on the rate of pupils' progress. The suite is large enough to cater for a whole class of pupils, although in practice most teachers split their classes, enabling pupils to work independently on the computers. The machines are all the same, and up to date, and the suite provides a very pleasant and conducive learning environment for the pupils. At present, the computer suite is used mainly by Key Stage 2 pupils, but there is equally good provision for Key Stage 1 pupils at their end of the building.
121. By the end of Key Stage 1, the majority of pupils use computers confidently and competently. They have appropriate keyboard skills for their age and use the mouse accurately to open programmes and to move the cursor around the screen. Pupils know that computers store and hold information and that such information can be accessed by the user. Pupils use simple word processing skills ably to type simple text. Work on display shows that Year 2 pupils can enter and store, and retrieve and display information. There are some good opportunities for pupils to use computers to support their learning in other curriculum areas, for example, writing about visits to Kenilworth Castle, producing computer generated pictures and designs, and making plans of the classroom using 'Logo'.
122. By the end of Key Stage 2 most pupils demonstrate satisfactory keyboard skills and make some use of word-processing programmes to support their work across the curriculum. At the start of the year, Year 6 pupils used their word-processing skills to put together a booklet of pupils' 'Millennium Wishes' which is displayed in the entrance foyer. Pupils confidently retrieve stored information without assistance and purposefully search for information that they require. Having selected the information they need, they save it in their personal file. Good use is made of computers to support their work in history, mathematics, English and science. Pupils make effective use of computer databases to collect information, such as in history when they gather facts about the 'Mary Rose' as part of their project work. They use computers well to produce attractive graphs and charts. Pupils in Key Stage 2 have access to the 'Internet' which they use effectively to support their topic work. Pupils make little use of electronic mail yet, although most are aware of its impact on the modern world. There are weaknesses in pupils' knowledge and understanding of control technology and this is a proposed area of development within the school.
123. The quality of teaching is good and has a positive impact on standards and pupils' rate of progress. The subject is well co-ordinated and teachers enthuse about using

information technology, ensuring that the pupils are highly motivated about the work they do. As the teachers are developing their own skills and confidence, they are increasingly promoting the use of information technology across the curriculum. Teachers focus appropriately in lessons on fostering pupils' independent learning skills, and provide valuable opportunities for pupils to work together in pairs and small groups.

124. The school is now very well equipped with computers, both for Key Stage 1 and Key Stage 2. Appropriate software is being acquired and it is recognised that suitable equipment for control technology is required. The recent acquisition of two computer suites, and the use made of computers in classrooms and corridors, demonstrate the high status accorded to the subject by the school. This is reflected in pupils' enthusiasm for the subject and in the progress they have made over the last few months. All pupils have access to the computers and support staff have been included in training sessions and consequently they, like the teachers, are highly enthusiastic about the many learning opportunities that using information technology brings.

## **MUSIC**

125. Music is a strength of the school. Pupils in both key stages make good progress, and achieve good standards of work. The school provides a wide range of extra-curricular activities which do much to enhance the school's life and work and which involve a substantial number of pupils. The school is fortunate to have two music specialists on the staff and their input has a positive impact on standards and progress.
126. The quality of singing is good in both key stages, and reflects the high expectations of teachers. The singing is often very uplifting and joyous in assemblies when the whole school sings together, and teachers set an excellent example by the enthusiastic way in which they also take part. Pupils of all ages have a good sense of rhythm and pitch, and articulate the words of songs clearly. Pupils of all ages are encouraged to develop performance skills and to breathe correctly when singing. Regular practice helps raise the standard of singing in the school, and in the early part of the year, an all-day singing and rhythm workshop was held, with the help of a local Arts Group, which helped promote singing as a worthwhile and exciting activity. The choir, which is made up of pupils from Year 2 onwards, produces a very pleasant tone, and sings confidently and competently in two parts.
127. Music lessons are well prepared and appropriately include elements of listening, appraising, performing and composing. Pupils are encouraged to be creative in their music-making and from an early age learn how to combine sounds and rhythms to create pleasing effects. Key Stage 1 pupils work effectively with a range of tuned and untuned percussion instruments, and in a lesson seen during the inspection, made excellent use of a picture to guide the shape of their composition. As pupils move through the school they become aware of the value of notation to record their ideas on paper, and become increasingly proficient at using pictorial and graphical notation they have devised themselves.
128. Pupils in both key stages listen to a range of styles of music, and this is an area of the music curriculum that the school is currently trying to develop even further. Most pupils have good listening skills, although a small number in each class lack the

necessary self-discipline to sit and listen for an appropriate length of time. Recorded music is used well in assemblies to extend the range of pupils' appraising experience, and extracts are used effectively in class lessons. Pupils' recall of what they have heard is sometimes a little vague, especially in Key Stage 2, mainly because they have no written record of the music they have appraised.

129. The range of musical experience offered to pupils over and above the statutory curriculum is very good. One of the music specialists leads the Key Stage 2 orchestra which meets each week. The pupils are working at vastly different levels, but because of careful scoring by the teacher, they collectively produce a good sound. The choir also meets weekly, and involves about forty pupils. Pupils in both key stages have the opportunity to take part in recorder groups, and in Key Stage 2, some pupils have the marvellous opportunity of learning to play the steel pans. These opportunities help pupils in their social development, by making them aware of the need to honour their commitments, and to be tolerant of those less proficient than themselves.
130. The provision for pupils who have special educational needs is good. Having recognised that some of the pupils who have special educational needs do not, for various reasons, benefit from instrumental tuition, the school has recently employed a part-time music therapist to work with pupils who have statements. The aim of this programme is to raise the pupils' self-esteem and general enjoyment and skill in music.
131. The teaching of music is good, and pupils benefit from the input of the specialist teachers. In Key Stage 1, teachers exchange classes, and in Key Stage 2, pupils are taught as part of a carousel arrangement which operates across the lower and upper parts of the key stage. The only weakness in the current teaching arrangement is the fact that classteachers do not have the practice of teaching music to their own classes, and in the event that one of the specialist music teachers leaves, this would leave the school in a difficult position. Teachers place good emphasis on the practical element of music-making and other elements are appropriately linked. Activities are well considered and build on pupils' previous learning, although the school does not have as yet a mechanism for showing the planned development of pupils' skills as they move through the school. Teachers have an enthusiasm for the subject which is effectively communicated to the pupils, and high expectations of what they can achieve.

## **PHYSICAL EDUCATION**

132. Pupils in both key stages make satisfactory progress in physical education and achieve the expected standards for their age. Since the last inspection, when standards in physical education were below expectation at the end of Key Stage 2, there has been a significant improvement. One of the main weaknesses at the time of the last inspection was the inadequate coverage of the National Curriculum programmes of study. The school now provides a broad and well balanced physical education programme for pupils of all ages. The school has its own swimming pool, which is well used during the summer months by all classes, helping pupils to make good progress in this area of the curriculum.
133. Key Stage 1 pupils are well co-ordinated and show a good awareness of space. In the games lessons observed during the inspection, pupils used a variety of small equipment effectively, including balls, quoits and beanbags, to practise throwing and

catching, and demonstrated good hand to eye co-ordination. In movement, pupils respond appropriately to the mood of the music they hear, and try to vary their movements accordingly. Pupils show a satisfactory sense of balance in their work, and have a good sense of direction. The pupils mostly respond well to the teachers' instructions and this helps them to become more proficient and to make progress in their learning. Pupils learn about the importance of exercise to the body, understand the need to warm up before beginning exercise and learn to compete fairly with others, both in teams and individually.

134. Key Stage 2 pupils compete rigorously in athletics and seek to refine and improve their performance. For example, Year 4 pupils, in a lesson seen during the inspection, showed good techniques when running, throwing and catching, and were prepared to practise and respond to the teacher's suggestions for improvement. Most pupils listen well to their teachers and are given opportunities to respond with their own ideas and suggestions. The pupils develop a good range of skills in team games, and learn the importance of fair play. In dance sessions, pupils respond well to the music they hear, and link a series of movements together to form a short sequence. Pupils vary the direction and speed of their movements to add interest. Pupils have a good understanding of the importance of exercise in maintaining a healthy lifestyle, and understand how their hearts respond to increased activity. Most Key Stage 2 pupils work to the best of their ability, and are appropriately tired at the end of physical education lessons.
135. The quality of teaching is satisfactory overall, and some good examples of teaching were seen during the inspection. Most teachers have a good knowledge of the subject and plan appropriately. They promote warm and effective relationships, but are not always sufficiently firm with the small number of pupils who lack self-discipline, especially when working outside. Lessons are characterised by good pace, rigour and high expectations of behaviour. In some classes, teachers provide good opportunities for pupils to plan, perform and evaluate their work, but this practice is not consistent across the school. Resources are well used to enhance teaching and learning, and pupils benefit from spacious and well maintained outdoor facilities. In addition to the statutory curriculum, the school offers a good programme of extra-curricular activities which are well supported and popular.

## **RELIGIOUS EDUCATION**

136. Key Stage 1 pupils make good progress as they move through the key stage, and by the end of Key Stage 1, their attainment is above the expectations of the Locally Agreed Syllabus. In Key Stage 2, pupils make good progress in the lower part of the key stage, but in Year 6, where the subject is not taught sufficiently regularly, or in sufficient depth, pupils do not make enough progress. Pupils' attainment at the end of Key Stage 2 is in line with the expectations of the Locally Agreed Syllabus.
137. Key Stage 1 pupils have a good understanding of Christianity and an impressive knowledge of Buddhism. They talk about the life of Jesus and recall stories and events from the Bible. They have a good understanding of Christian festivals such as Easter and Christmas and ceremonies such as baptism. Through their exploration of Buddhism they have gained an awareness of the importance of festivals and ceremonies to other world faiths, and have learned that prayer is a common feature of all faiths. As part of their studies Key Stage 1 pupils have visited their local church and know that it is a building of special significance in the Christian religion. The

teaching in Key Stage 1 is particularly effective, and pupils have been stretched to reach their full potential. Difficult concepts such as death, devotion and meditation have been considered by the pupils as part of their studies of Christianity and Buddhism. Coverage of the Agreed Syllabus is especially good in Key Stage 1, and enhances pupils' progress and attainment.

138. As pupils move through Key Stage 2, their knowledge of Christianity increases and deepens. The pupils expand their knowledge of world faiths and study aspects of Islam, Judaism and Sikhism. Good use is made of visits to support and enhance pupils' learning, and in particular, the visit to a Sikh temple has a significant impact on the pupils, many of whom recall it some years later. Older pupils have a sophisticated understanding of the importance of symbols in the major religions and discuss philosophically significant issues such as the concept of deliverance in Christianity and Judaism. Good links are made between aspects of Christianity and other world faiths through the study of such themes as 'authority and rules', and 'lifestyle and caring'. Pupils draw comparison of similarities and differences, and discover the common features of the faiths they study. Pupils are sensitive to and respectful of the beliefs of others and treat artefacts with respect. Their positive attitudes to learning enhance their progress and attainment.
139. The quality of teaching is good in both key stages and teachers are secure in their knowledge of the subject. With the exception of the Year 6 class, where lessons do not occur on a sufficiently regular basis, religious education is taught for an appropriate amount of time throughout the school. The teaching of religious education is very effective in the reinforcement of general issues concerning spiritual, moral, social and cultural education, and some of the areas of study lend themselves well to supporting pupils' personal development. Teachers extend pupils' learning well and encourage them to confront and discuss difficult issues. Good use is made of a range of learning resources and artefacts, and particularly in the study of world faiths other than Christianity, these are most helpful in developing pupils' knowledge and understanding. In the best lessons seen during the inspection, pupils were actively involved, and highly motivated by the teachers' enthusiasm for the subject. All teachers are very effective in their use of questions to extend pupils' learning and to check their understanding. A weakness in the teaching of religious education is the lack of specifically designated exercise books in which pupils can make a record of the work they have covered. The lack of information poses some problems for Key Stage 2 pupils who have difficulty recalling their previous learning.