

INSPECTION REPORT

PRIORS FIELD PRIMARY SCHOOL

Kenilworth

LEA area: Warwickshire

Unique reference number: 125609

Headteacher: Mr Richard Green

Reporting inspector: Mr J J Peacock
25344

Dates of inspection: 8 - 12 May 2000

Inspection number: 190583

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 - 11 years
Gender of pupils:	Mixed
School address:	Clinton Lane Kenilworth Warwickshire
Postcode:	CV8 1BA
Telephone number:	01926 853015
Fax number:	N/A
Appropriate authority:	Governing Body
Name of chair of governors:	Mrs Ann Blacklock
Date of previous inspection:	11 November 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Joe Peacock	Registered inspector	Mathematics	What sort of school is it?
		Information technology	How high are standards? a) The school's results and achievements
		Geography	How well are pupils taught?
		Physical education	How well is the school led and managed?
Gillian Smith	Lay inspector	Equal opportunities	How high are standards? b) Pupils' attitudes, values and personal development
			How well does the school care for its pupils?
			How well does the school work in partnership with parents?
Morag Thorpe	Team inspector	Under fives	Assessment
		Science	
		Music	
		Religious education	
Carol Slade	Team inspector	Special educational needs and English as an additional language	How good are the curricular and other opportunities offered to pupils?
		English	
		Art	
		Design and technology	
		History	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Priors Field Primary School caters for pupil from 4 - 11 years of age. It is about the same size as other primary schools (217 pupils compared with the average size nationally of 226 pupils). There are 123 boys and 94 girls. Numbers are similar to those found at the time of the previous inspection in November 1996. The school moved to the present site in 1976. Pupils come from a variety of backgrounds in Kenilworth, but the school also takes pupils from the village of Baginton near Coventry. The attainment of most four year olds when they start in the reception class in September, following their fourth birthday, is above average. A small number of pupils (1.8 %) are from homes where English is their additional spoken language. This is a bit higher than in most schools. At present, 2 per cent of pupils are eligible for free school meals which is below average but virtually the same as four years ago. The percentage of pupils identified as having special educational needs, including statements, (18.9%) is broadly in line with the national average. The percentage of pupils with statements of special educational needs (2.1%) is above the national average. These figures are also similar to those found at the time of the previous inspection. The mobility of pupils is fairly significant. Last year, for example, 12 pupils were admitted and 15 left during term time, which is 12 per cent of the total.

HOW GOOD THE SCHOOL IS

This is a most effective school where pupils of all ages and abilities achieve high standards. This is largely because the leadership provided by the headteacher is very good and the management provided by the governors and other key staff is of a very high quality. Other key factors are the quality of teaching which is very good throughout the school and pupils' positive attitudes to their work. All teachers and support staff are fully committed to raising standards and as a result, pupils are achieving very well in most subjects. Standards are exceptionally good in art. Even though the school receives above average funding, it provides very good value for money.

What the school does well

- Standards in the core subjects of English, mathematics and science are well above average. Pupils also do very well in religious education.
- Art is a strength of the school and the standards achieved by pupils are excellent.
- The quality of provision for children under five is very good.
- The quality of teaching is very good throughout the school.
- The school promotes pupils' attitudes, values and their personal development very effectively.
- The provision for pupils' spiritual, moral social and cultural development is very good.
- The school takes very good care of its pupils.
- The headteacher and governors provide very good leadership and management.

What could be improved

- Standards in music.
- The use of information technology in all subjects of the curriculum.

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

It should be noted that the school has already identified these two areas for improvement in its development planning for the current year. It is evident from the information above that the strengths of the school greatly outweigh its weaknesses.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made a very good response to the two key issues identified for improvement in the previous report, the assessment of pupils' progress and the neatness of pupils' work. There are now very effective systems for assessing attainment and tracking pupils' progress. Teachers use the results of assessment effectively to plan future learning for their pupils. Inspectors were impressed with the neatness of pupils' exercise books and the standard of handwriting throughout the school. A new headteacher has recently been appointed and there has been a number of staff changes. However, the school is sustaining high levels of attainment.

Many other improvements have been made since the previous inspection. The quality of teaching has improved a great deal and the school has successfully implemented the National Literacy and Numeracy Strategies. Standards in art have improved dramatically and the provision for the under fives is a strength

with planning and assessment being excellent features. There has however, been a fall in the standards pupils achieve in music in most classes. Improvement since the previous inspection is very good all round.

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1997	1998	1999	1999	
English	B	A	A	B	well above average A above average B average C below average D well below average E
Mathematics	C	B	B	D	
Science	B	A	A	B	

Nearly all pupils are working at or near to their capacity and achieving well in terms of their prior attainment. This includes pupils with special educational needs, those few pupils for whom English is an additional language and those pupils identified who are particularly gifted or talented. The very good quality of teaching is largely responsible for pupils' good progress.

The table above shows the results for pupils aged 11. It shows, for example, that standards of attainment are well above average in English and science. An analysis of the results in mathematics by the school found that, in the relatively small year group, three pupils failed by a few marks to reach their expected level. This was sufficient to affect the overall performance adversely, making the school's results appear unfavourable when compared to similar schools. The grades show that the school has consistently maintained high standards over the past 3 years. The work of pupils in Year 6 indicates that standards will remain well above average and that pupils are likely to achieve the targets the school has set. Targets sets for next year in English and mathematics are realistic and aimed at maintaining the school's high standards. Inspectors found no discernable difference in the performance of boys and girls.

In information technology, standards by the end of both key stages are above those expected, partly because of the work pupils do at home on their computers. In religious education, standards are well above the requirements of the locally Agreed Syllabus throughout both key stages. In art, the standard of work throughout the school is excellent but in music, standards are below those normally seen at both key stages.

The results of the 1999 national tests for seven year olds show that there is much 'added value' from when pupils start at the school with pupils achieving generally above average levels of attainment. By the time they are five, children exceed the standard expected of them in the Desirable Learning Outcomes for children of this age. Their skills in speaking and listening are particularly good.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. All pupils enjoy coming to school and buzz with ideas and enthusiasm. Most are highly motivated and concentrate well in lessons.
Behaviour, in and out of classrooms	Very good. Pupils behave exceptionally well showing consideration for others. This makes the school a calm and pleasant place to be.
Personal development and relationships	Very good. Pupils are bubbly, confident and socially adept. There is an air of close co-operation and relationships are built on mutual trust and respect.
Attendance	There have been no unauthorised absences this year. The rate of attendance is similar to that found in other schools. Pupils arrive in good time and lessons start punctually.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Very good	Very good	Very good

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

The quality of teaching is very good. The teaching of basic skills and teachers' expectations of their pupils along with effective planning and assessment of progress are the key features which make teaching so good. During the inspection 54 lessons or parts of lessons were observed. No unsatisfactory teaching was seen and of the lessons graded, teaching was good or better in 96 per cent of them. Overall, in 71 per cent of lessons, teaching was very good or excellent. Excellent teaching was seen in 30 per cent of all lessons which represents an outstanding performance by the teachers at the school. High standards of teaching were seen in all classes throughout both key stages. Teaching of the highest quality was seen most consistently in the reception class with children under five, in Year 3 where every lesson seen was judged to be excellent, in the split Year 1 and 2 class and in Years 5 and 6. Examples of very good teaching were also seen in Years 2 and 4, showing strength in depth. The sessions taught by the specialist music teachers from the Advisory Music Service were also of a very high standard.

The teaching of basic skills in literacy and numeracy is very good throughout both key stages and skills learned during the literacy and numeracy sessions are used well in other areas of the curriculum. Pupils with special educational needs are given appropriate work to help them meet the targets set for them in their individual education plans and all make very good progress. Pupils of higher attainment are suitably challenged. Although no unsatisfactory lessons were seen and the overall quality of teaching in music is satisfactory, inspectors recognise that this is wholly due to the efforts of visiting specialist teachers of music. Many teachers in school lack confidence and expertise in this subject. They rely too heavily on the teachers from the Advisory Music Service to deliver the programmes of study of the National Curriculum for them. In information technology, some teachers do not provide adequate opportunities for pupils to use computers to support their learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum provides a good range of stimulating learning opportunities for pupils. Much emphasis is successfully placed on the acquisition of literacy and numeracy skills and science is a curriculum strength. The provision for art is excellent. Although all areas of the curriculum fully meet statutory requirements, the provision for music is weak. The curriculum for children under five is very good. There is a good range of extra-curricular activities available to pupils.
Provision for pupils with special educational needs	Very good. Specific targets in pupils' individual learning programmes are used purposefully in lessons. Gifted or talented pupils are identified and work of a sufficiently challenging nature is provided for them.
Provision for pupils for whom English is an additional language	Very good. Pupils are supported sensitively by teachers and classroom support assistants. All have equality of access to the curriculum.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Overall, the provision for pupils' personal development is very good. Provision for pupils' spiritual development is good. Pupils' moral development is very good as teachers and other adults act as excellent role models and promote moral values strongly. Pupils' social development and their cultural development are also very good.
How well the school cares for its pupils	The school takes very good care of its pupils with comprehensive procedures in place for child protection and for ensuring pupils' welfare. Very good procedures are in place for monitoring and promoting good behaviour and to monitor pupils' academic performance and personal development. Procedures for assessing attainment and progress are also very good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good leadership and management are key features in the school's success. The headteacher is an outstanding leader who provides clear educational direction for the work of the school. All staff with management responsibilities work in close harmony with other teachers towards the common goal of maintaining the very high standards.
How well the governors fulfil their responsibilities	The governors are extremely conscientious and deeply committed to the school. They make a substantial contribution to its effectiveness. Spending is strictly controlled and all governors are aware of the principles of best value. Financial planning and budgetary control are very good.
The school's evaluation of its performance	The work of the school is very well monitored and evaluated. The school's strategy for performance management is at an embryonic stage at present. However, the commitment to improve and capacity to succeed are good.
The strategic use of resources	Teachers and learning support staff are deployed to good effect. Resources are good and used well to promote pupils' learning. Art resources are used to excellent effect and some of the work pupils produce is stunningly. However, the provision of computer programs and resources to help and guide teachers with the music curriculum, are limited.

The accommodation is very good and this enables all subjects to be taught effectively. Funds to improve the resources for information technology will soon be available.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like school. • Behaviour is good. • Children make good progress. • Teaching is good. • They feel comfortable about approaching the school with questions or a problem. • Pupils are expected to work hard. • The school is well led and managed. • The school is helping children to become mature and responsible. 	<ul style="list-style-type: none"> • Some parents would like to be better informed about how their child is getting on. • Some would like to see the school work more closely with parents. • About a quarter of those who replied would like more activities outside lessons. • Some are unhappy about the amount of homework.

Inspectors' judgements wholeheartedly support parents' positive views. The level of negative responses by some parents on the aspects above are, in the view of the inspection team, totally unjustified. Coincidentally, the same four areas appeared as parental concerns at the time of the previous inspection. The inspection team feel that some parents are being unrealistic in their demands on the school and its staff. Inspectors found the quality of information provided for parents, particularly about pupils' progress, to be very good. Pupils' annual reports are of a high quality. Additionally, parents have the opportunity to have three meetings each year to discuss their children's progress instead of two which is the more usual pattern nationally. The inspection team judged links with parents and the contribution of parents to their children's learning to be good. The quality, quantity and use made of homework are better than that normally seen and should not be a concern for parents at this school. Similarly, the provision of an interesting range of activities outside the normal school day is good, particularly for older pupils.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Children enter the reception class with levels of attainment which are generally above those expected nationally. They make very good progress and most have attained the Desirable Learning Outcomes for children under five well before they are five. The very good rate of progress is mainly due to the exceptionally good provision, inspired by the class teacher, children's willingness to work and the very good support they receive from non-teaching assistants and other voluntary helpers.
2. The well above average standards that pupils attain at the end of Key Stage 1 are a reflection of how well they are taught, their very good behaviour and positive attitudes towards their learning. Many parents returned the questionnaire and 89 per cent of them believe that their children are making good progress. Almost all (96%) agree that the school expects children to work hard and achieve their best.
3. By the end of Key Stage 1, pupils' attainment overall, taking into account test results and pupils' work, is well above the national expectation. This is an improvement since the previous inspection in November 1996, which judged pupils to be achieving standards which were better than the national average. Since the previous inspection, the school has consistently maintained above average standards in reading, writing and mathematics in the national tests for seven year olds. Results in the 1999 tests for seven year olds show that in comparison with all schools, standards in reading, writing and mathematics are well above average. In comparison to schools with pupils from similar backgrounds, pupils' attainment in reading is well above average and in writing and mathematics it is above average. Parents should not be too concerned over the comparison with other schools as the year group taking the tests was relatively small. One or two pupils failing to reach expected levels makes quite a big percentage difference with such low numbers. The results for science, based on teacher assessments are particularly good with 96 per cent achieving Level 2 and over half (52%) achieving the higher Level 3. The results of the last three years also show that both boys and girls attained equally well in all areas.
4. The performance targets that the school set for pupils at the end of Key Stage 1 in the 1999 national curriculum assessments were realistic and were achieved. Targets set for achievement in the year 2000 are slightly lower following a detailed analysis of all pupils in the year group. Work seen during the inspection indicates that, by the end of Key Stage 1, the standards pupils attain are well above the national expectations in speaking and listening, reading, writing, mathematics and science. Pupils achieve standards which are above those normally seen in design and technology, geography, history, information technology and physical education. In religious education, attainment is above the requirements of the locally Agreed Syllabus. Pupils' achievements in art are excellent and standards are truly exceptional throughout the key stage. However, in music, attainment is below that expected nationally for seven year olds. Standards have deteriorated because the school's provision for music is currently unsatisfactory. There is a general feeling of insecurity among full-time teaching staff and in the absence of a co-ordinator, there is insufficient curricular guidance for the non-specialist teacher. In most classes, insufficient time is being devoted to the subject and this is having a detrimental effect on standards. Teachers rely heavily on visiting specialist music teachers to deliver the music curriculum.
5. Pupils continue to make good progress in the four Key Stage 2 classes. Inspection findings indicate that by the time they are ready to leave the school at the end of Year 6, attainment in English, mathematics and science is well above the level expected for pupils of this age. The results of National Curriculum tests for 11 year olds in 1999 showed that the performance of pupils was well above the national average in English and science and above average in mathematics. When these results are compared with those of pupils from similar backgrounds, they are above average in English and science but below average in mathematics. A detailed analysis by the school following the publication of these results found that 3 pupils narrowly failed to reach expected levels. As the number in the year was relatively small, it reduced the schools performance by 3 per cent for each pupil and resulted in the unfavourable comparison. The trend for the past three years has been one of improvement with more pupils achieving the higher Level 5 each year. In English and science for example, almost half of all pupils achieved Level 5 last year with figures of 47 and 44 per cent respectively. In other subjects at Key Stage 2, standards of attainment are mainly above those normally seen. This applies to design and technology, geography, history, information technology

and physical education. In religious education their attainment is above the expectations of the locally Agreed Syllabus. In art and music, the picture is similar to that reported for Key Stage 1 with exceptionally high standards of work in art but much lower levels of attainment in music.

6. The quality of teaching is an important factor in the good progress most pupils make in English and mathematics throughout Key Stage 2. The successful implementation of the National Literacy and Numeracy Strategies has undoubtedly helped to raise standards. Effective daily mental mathematics sessions make a strong contribution to pupils' ability with numbers and calculations. Well-chosen texts and the teachers' skill in drawing pupils attention to important differences in style, structure and content improve pupils' reading skills, inform their writing and widen their vocabulary. The partnership between home and school in reading is strong and this also contributes effectively to the good progress of pupils. Lower attaining pupils benefit from the additional support they receive in the classroom from their teacher or parent helpers. Parental concerns, expressed at the meeting prior to the inspection about the amount of reading undertaken since the literacy hour was implemented are largely unfounded. Inspection evidence shows that pupils have good opportunities to develop their reading skills. Teachers provide many opportunities for pupils to put into practice the writing skills acquired in the literacy hour in other subjects of the curriculum. This effectively develops pupils' skills in planning, drafting and editing their writing. In Key Stages 1 and 2, much emphasis is placed on the development of handwriting skills and work in pupils' books is invariably neat and tidy. This was an issue for the school in the previous inspection and evidence shows that it has been corrected.
7. Standards of attainment in science are well above national expectations by the end of Key Stages 1 and 2. The subject was recognised as a strength of the school in the previous inspection and since then, standards have remained consistently at well above average. Opportunities for pupils to investigate and conduct experiments are good. Boys and girls both enjoy this practical approach and work hard in lessons to complete their work. As a result, there is no difference in the performance of girls and boys.
8. Attainment in information technology is above the national expectation by the end of both key stages. Standards have improved measurably since the previous inspection, when they were 'average'. Many pupils have computers at home and this helps with the development of basic skills. Teachers' knowledge is generally secure and some provide good opportunities for pupils to use computers in all areas of the curriculum. However, there is a shortage of suitable programs for pupils to use and many of the school computers are becoming dated. Consequently, in some classes, teachers do not provide sufficient opportunities for pupils to use computers to support their learning effectively.
9. In the school as a whole, the achievement of pupils is generally good. High expectations of teachers, very good discipline and control in lessons and careful planning result in very good learning in a large proportion of lessons. Pupils' learning is further enhanced by their positive attitudes and very good behaviour. This creates a very good atmosphere in which to learn for all pupils. As a result, standards in most subjects, with the exception of music, have improved since the previous inspection. Pupils with special educational needs benefit greatly in this climate for learning. Most reach the levels expected for all pupils by the end of Key Stage 1 in reading, mathematics and science. Gifted and talented pupils are identified and the school makes very good provision for them. Often they work alongside older pupils and the work they are given to do is suitably demanding. The very good quality of teaching ensures that all pupils are given every chance to reach their full potential.

Pupils' attitudes, values and personal development

10. The previous inspection found that pupils were well behaved and that they had positive attitudes to each other and to learning. Over the intervening years, the school has improved on these standards further and pupils of all ages and abilities now have very good attitudes and are very well behaved. They enjoy coming to school and buzz with ideas and enthusiasm. Although pupils lack confidence when singing, they are usually highly motivated and, supported by a very high standard of teaching, approach their work with a genuine commitment and desire to learn. This is a significant factor in the good progress that they make. On the whole, pupils' work is neater than it was at the time of the previous inspection and their work is now very well presented. During lessons and assemblies, pupils listen very well and a forest of hands often shoots up when their teacher asks a question. For example, during a mathematics lesson, younger pupils were using an Abacus to learn about one, two and three digit numbers. They were riveted by the unrelenting and progressive challenges set

by the teacher and this resulted in very effective collaborative working and an extremely high level of creative thinking. Pupils do not, however, allow their zeal to get the better of them and they very rarely shout out an answer. Pupils wait their turn and respect each other's views. They are very keen to help during the school day and relish opportunities for responsibility such as acting as receptionists at lunchtimes in the main office or returning the class registers to the office.

11. Pupils behave very well in and around the school and there have been no recent exclusions. The school has recently introduced a set of 'Golden Rules' and these form a basic code of conduct. Pupils respond positively and are bubbly, confident and socially adept. They are very interested in what is going on around them. There is an air of close co-operation and relationships between pupils and between pupils and adults are very good. They are built on a foundation of mutual trust and respect and pupils can nominate each other for an award if they have achieved something particularly impressive. Pupils go out of their way to make sure that newcomers feel included and this consideration for others helps to make the school a calm and pleasant place to be. Time is used very well, and some teachers display a list of handy hints and tips suggesting ways in which pupils can use their time constructively if they have to wait for attention. When required to do so, pupils work well together in pairs or in groups. Boys and girls approach their work equally conscientiously and offer each other help when it is needed. At times, however, boys can become somewhat precocious, but this behaviour is controlled very well by all teachers who take care not to affect pupils' self-esteem, but at the same time ensure lessons are not disrupted. Pupils socialise well at lunchtimes and approach the staff with confidence. Pupils are polite and friendly to visitors and there is no evidence of racist attitudes towards the small number of pupils from ethnic minority homes.
12. Pupils' personal development is very good. Older pupils undertake residential visits to France and Whitby and these visits encourage pupils to use their initiative and become more independent. Pupils of all ages play a full part in deciding their personal targets and in assessing the extent to which past targets have been met. Pupils participate in a wide variety of community events such as the music performance 'Ocean Commotion' and inter-school and county sporting competitions. These opportunities help pupils to develop an appreciation of the needs of others and to develop an awareness of the wider world.
13. Attendance is satisfactory and is similar to the level found at other schools. There have been no unauthorised absences and pupils arrive in good time for the start of the first lesson. Registration takes place quickly and time keeping during the school day is good. This helps pupils to make the most of their time at school and underpins their very positive attitudes and the high standard of work they are subsequently able to achieve

HOW WELL ARE PUPILS TAUGHT?

14. In the previous inspection, the quality of teaching was described as a strength of the school even though three per cent was unsatisfactory and only 23 per cent was very good or better. The quality of teaching in the school has strengthened further and is judged to be very good because there is a very high proportion of good and very good teaching. The teaching of basic skills and teachers' high expectations of pupils along with effective planning and the assessment of pupils' progress are the key features which make teaching so good at this school.
15. During the inspection, teaching was satisfactory or better in every lesson seen and it was very good or excellent in 71 per cent of lessons. This is a remarkable performance. Examples of good or better teaching were seen in 96 per cent of all the lessons seen, which confirms that the quality of teaching remains a strength of the school. High standards of teaching were seen in all classes throughout both key stages showing strength in depth. Teaching of the highest quality was seen most consistently in the reception class with children under five, in Year 3 where every lesson seen was judged to be excellent, in the split Year 1 and 2 class and in Years 5 and 6. Examples of very good teaching were also seen in Years 2 and 4. The sessions taught by the specialist music teachers from the Advisory Music Service, were also of a very high standard. This was a remarkable achievement all round as two teachers are on long term sick leave, the Year 6 class being taught by a temporary teacher and one teacher had just returned following her maternity leave.
16. The quality of teaching in the literacy hours and during numeracy sessions was of a high standard throughout both key stages. Teachers use the skills pupils have learnt in other lessons well. The

quality of pupils' handwriting and the presentation of their work are very good, showing that the previous key issue has been fully addressed.

17. All teachers work hard to establish a good working atmosphere and promote effective learning. Excellent expectations of what pupils can achieve are a feature of most lessons. The pace of learning in almost all lessons is very good, with little time wasted once pupils have finished the tasks set for them. All teachers had additional activities for those who finished their work early and these extended pupils appropriately, particularly those of higher attainment. All teachers have effective strategies for maintaining good behaviour and ensuring that pupils keep working. As a result, noise levels are generally low and pupils of all ages concentrate very well on the tasks set for them. Pupils generally behave very well and have a very good attitude towards their learning. This results in very good work atmosphere in most classes with all pupils making good progress. There is good use of ongoing assessment to guide teachers in planning work that gives adequate challenge to pupils of all abilities. Pupils identified as gifted or talented are allowed to work with older pupils and given appropriately challenging work. Planning is a strength in all lessons as all teachers clearly set learning objectives for lessons. In the reception class the quality of planning for children under five is excellent. It ensures a smooth transfer from the Desirable Learning Outcomes to the programmes of study of the National Curriculum for all pupils. Lessons in all classes invariably build effectively on pupils' previous knowledge. Teachers are well prepared for their lessons with resources readily available for pupils. In some lessons, such as art, the wealth of resources give pupils the opportunity to use their initiative and choose suitable materials to produce work of the highest standard.
18. The quality of teaching is very good in English, mathematics, science, religious education, art, geography, history and physical education and pupils make good progress. They respond positively to their lessons in these subjects, showing interest, behaving well and sustaining concentration. As a direct result, effective learning occurs.
19. Teaching is also very good in the reception class for children who are under five, mainly because of the teacher's very good knowledge and expertise, excellent planning and quality of support from the non-teaching assistant and parents. The high quality of support, provided by the classroom assistant is a significant factor, enabling children to do well in all areas of the curriculum. The quality and use of assessment are excellent and ensure children are given work which is closely matched to their capabilities and builds effectively on previous learning. Class control is firm but unobtrusive and expectations are very high. Children are happy and confident as a result and all are keen to learn.
20. Teaching is good in information technology and design and technology and most pupils achieve standards above those normally expected. However, the quality of teaching is only satisfactory in music because of the efforts of the visiting teachers from the Music Advisory Service. Generally, most class teachers' knowledge and understanding are unsatisfactory in the subject and as a result, pupils' attainment is below the standard normally seen for pupils of all ages.
21. The teaching of English is very effective. In the literacy hour, teachers use whole class or group teaching sessions well to develop pupils' skills in reading, writing and spelling. Most use large print books effectively and all pupils read the text well. Teachers' expectations of pupils are high in literacy sessions. During individual work on letter sounds, spellings and the use of words in sentences, pupils are set tight time targets to complete work. They have to concentrate and work hard to complete them successfully. Most teachers provide worksheets for pupils to complete and pupils write neatly on these. The teaching of basic literacy skills through other subjects of the curriculum is very good. Pupils often record the results of investigations in science for example and write down the similarities and differences they find between two contrasting places in geography. Pupils' technical knowledge, their use of full stops and other punctuation is generally accurate. Overall, work in other subjects of the curriculum contributes effectively to the development and application of literacy skills.
22. The teaching of numeracy and mathematics is very good. Oral mental mathematics sessions at the beginning of the daily numeracy hour give pupils more confidence with numbers. These sessions are conducted at a good pace and this helps to focus pupils' attention. They enjoy the challenge and most pupils try hard to be the first to answer. Pupils' positive attitudes, and work which is well matched to individual pupils' capabilities ensure most make good progress in developing their numeracy skills.

23. The quality of teaching for pupils with special educational needs is very good. Teachers take care to prepare work which addresses the targets set for pupils in their individual education plans. Learning support assistants and parent helpers provide valuable and effective additional support. As a result, pupils are well activated, concentrate and behave well. This ensures all make very good progress and many achieve the levels expected in the core subjects of English, mathematics and science. For the past two years in science, for example, virtually every pupil achieved Level 2 by the end of Key Stage 1. Pupils who are gifted or talented in a particular area are identified and their special needs are met effectively by teachers.
24. Parents at the pre-inspection meeting were generally happy with the amount of homework their children were expected to do. However, a significant proportion of those returning their questionnaire disagreed. Inspection findings support parents views expressed at the meeting and not in the questionnaire. The quality, amount and use made of homework is good. The school has a clear home-school partnership policy and details about homework are included. Pupils are regularly given homework and overall it makes a valuable contribution to pupils' learning, particularly in reading and in information technology.

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

25. The curriculum for the under fives is very strong. It fully meets required standards in its provision for the Desirable Learning Outcomes. However because children's attainment on entry is generally above average the teacher is already planning their learning effectively to cover the programmes of study of the National Curriculum for pupils in Key Stage 1.
26. The breadth, balance and relevance of the curriculum in Key Stages 1 and 2 is satisfactory. It is mostly well planned using clear subject guidelines and meets statutory requirements for all subjects. In addition, pupils are taught a modern foreign language. Regular French lessons are provided by a part-time teacher. These effectively prepare pupils for some independent conversation during their residential visit to Normandy in the summer term each year. Unfortunately, the French teacher is on long term sick leave because of illness and the quality of this provision could not be evaluated. The curriculum is further compromised in other respects. There is inconsistent use of the music scheme of work by teachers and a shortage of guidance for them on how to deliver the National Curriculum for music effectively. There are also variations in the use of information and communication technology to support work in all subjects of the curriculum. Whilst provision for physical education is very good, the subject lacks a coherent set of guidelines to ensure pupils build progressively on previous skills. A collection of commercial schemes is used well for guidance by all teachers.
27. The school meets fully the requirements of the locally Agreed Syllabus for religious education. A policy for personal, health and social education is in place as is a specific, well worded policy for sex education. During a lesson on this aspect of the curriculum in the reception class, a mother brought her small baby into the class and the children asked pertinent questions about the baby's development. Drugs education is being addressed by the school wisely as a community issue and all the schools in Kenilworth, including the feeder secondary school are currently preparing a joint policy.
28. Curricular provision for pupils with special educational needs and for higher attaining pupils is very good. The same is true for gifted and very high attaining pupils. Pupils with special educational needs are usually identified early and appropriate steps taken to meet their needs. If these cannot be met within school, very good use is made of outside support agencies in gathering specialised advice.
29. The high quality of teaching throughout the school has ensured that of the National Strategies for Literacy and Numeracy have been fully implemented. This is having a major impact on the standards pupils achieve in these areas. Teachers take every opportunity to make links between different subjects. For example mathematics is used very effectively in science to explain experimental results and art is used as a stimulus for creating poems.
30. Provision for extra-curricular activities is good. An art club is a regular feature of the school diary as are seasonal sports clubs. The school competes in local competitive sporting events. During the inspection pupils from Key Stage 2 were preparing for an inter-schools athletics meeting. Year 5 pupils regularly visit Whitby in Yorkshire for a residential stay where the curriculum includes

comparative geography. Year 6 pupils study the Norman invasion of 1066 and the history of Britain since 1930 before their residential visit to France in June.

31. All pupils have equal access to the curriculum. Pupils with special educational needs receive very good additional help from a committed team of learning support assistants. They work closely with teachers to provide carefully tailored activities to meet pupils' particular needs. Work is usually closely matched to pupils' capabilities. Where classes have a high ratio of boys to girls, teachers are particularly aware of the equal opportunities implications for the girls and take care to ensure boys do not dominate in discussions or practical activities. Pupils withdrawn from lessons for instrumental music tuition usually receive very good learning support from class teachers and class support assistants on their return to the classrooms, ensuring that they have missed nothing of importance in the lesson.
32. The school has very good community links. Money raised from local businesses enables the school regularly to fund artists in residence. This has resulted in excellent standards of art being attained. The school is also regularly active in the "Kenilworth in Bloom" festival. Theatre and music groups often visit the school as do local church leaders. Pupils visit museums and art galleries in Birmingham and Oxford and these activities provide enrichment to the curriculum.
33. The school has good relationships with its partnership schools. Pupils participate with other schools in the town in joint choral events, country dancing and sports. The headteachers of all the schools meet termly to discuss issues of mutual concern and interest. At present they are preparing a common policy on drugs education.
34. The school's provision for pupils' spiritual development is good with some very good features. The aims of the school express a strongly caring philosophy. The daily acts of worship meet statutory requirements but are of variable quality in their promotion of spirituality. At their best, they create a special, collegiate atmosphere by using music and artefacts which mark the occasion. In these assemblies there are calm, well judged times for reflection as well as lively opportunities for the celebration of achievement. The contribution to pupils' spirituality from the curriculum is very good. Pupils' work is beautifully displayed and this raises self-esteem as well creating a stimulating working environment around the school. English, history, art and science lessons all make significant contributions to pupils' spiritual understanding and development. The effective use of circle time gives pupils regular opportunities to calmly explore their feelings and ideas.
35. Pupils have a clear understanding of right and wrong and the provision for moral education in the school is very good. Rather than have a set of prescriptive rules, there are policies in place for school behaviour which pupils helped to prepare. These include procedures to eliminate bullying. Clear guidelines in these ensure that pupils know precisely how they are expected to behave. The message is also strongly stated in the school brochure to ensure that parents are fully aware of it. Teachers constantly reinforce their high expectations of good behaviour. The religious education curriculum also makes a very good contribution to moral development as pupils explore the rules and customs which mark the distinctive nature of world faiths.
36. The provision for social development is very good. Teachers are outstanding role models for good humoured caring relationships. Pupils and adults work well together and with each other. In lessons mutual respect is engendered through high standards of speaking and listening. Plenary sessions are a focal point where learning is celebrated daily within the class. Pupils have many opportunities to work co-operatively and the cross-fertilization of ideas is usually an important part of pupils' learning experiences. They often act as critical friends in sensitively evaluating each other's work and by so doing come to a greater awareness of the quality of their own. Pupils of all ages take responsibility for a variety of tasks in their classrooms. Older pupils take many responsibilities on behalf of the school. These include managing the bus register and supervising the office during the lunch hour as well as organising the library. Pupils regularly raise money for charities on their own initiative, as well as through planned school fund raising.
37. Cultural provision is very good. The immediate local area is rich in historical connections through Kenilworth Castle and the school makes very good use of its educational potential. Pupils visit churches regularly and the school celebrated Harvest Festival in the local church last year. Theatre and music groups regularly visit the school. Pupils go to many places of cultural interest such as museums and art galleries as part of their curriculum studies. Poetry is an important ongoing aspect of literacy studies. Multi-cultural provision is very good too. A recent World Book Day focused pupils' interest on stories from other cultures. The school welcomed Japanese students on a visit

earlier this year. Pupils have attended a multi-cultural festival in Warwick and Key Stage 1 pupils produce exciting artwork based on aboriginal forms.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

38. The previous inspection found that this school provided good quality support and guidance for its pupils. Over the intervening four years, this has improved further. All members of staff at this school work very well together and everyone does their best to ensure that the pupils are very well cared for during the school day. The high quality educational and personal support provided by this school helps pupils to make good progress in all areas of the curriculum and to achieve a high standard of work.
39. Since the appointment of the headteacher last year, the school has taken significant and highly appropriate steps in addressing the weaknesses in assessment which were identified during the previous Ofsted inspection. There is now very good practice in monitoring children's progress in the reception class using the Local Education Authority's Baseline Assessment procedure and the co-ordinators' extremely detailed and relevant assessments which comply with the school's requirements. These very good arrangements for assessing pupils' attainment and progress in English, mathematics and science are continued through Key Stages 1 and 2 and are consistently and meticulously applied in all classes.
40. The school's very good arrangements for assessing pupils' attainment include a sensitive and accurate balance between teachers' ongoing assessments which give a detailed weekly overview combined with an appropriate yet manageable range of standardised tests. The assessment co-ordinator and subject co-ordinators work closely and effectively with class teachers to produce consistent records which are effectively used to guide planning and to identify pupils who may need additional support because they have special educational needs or are gifted in a particular area. The systems in place for monitoring and assessing standards of work in other subjects are also very effective and help teachers to assess pupils' progress accurately.
41. Pupils' personal and social development is also monitored frequently and rigorously. The development and use of these procedures for assessment have impacted significantly on raising pupils' attainment and progress. The effective yet sensitive and regular involvement of pupils in assessing how effectively they have achieved their own targets in both academic work and personal and social development is an added strength.
42. Parents are fully involved and have a very good partnership role as they are informed of their children's success in achieving their targets. The annual reports are very informative as they outline the work which the class has covered over the year and give a detailed account of each pupil's attainment in all subjects. These reports also include many aspects of personal and social development and identify further targets for improvement.
43. The results of the statutory and non-statutory tests and teacher assessments are very well used for monitoring the performance of either the whole class or groups of pupils within it. Good and detailed records are kept in English, mathematics and science and the results of termly assessments are used to monitor pupils' progress. The outcomes of assessments are taken into account very effectively when planning the next stage of pupils' learning. The analysis of test results and teachers' ongoing assessments is used when grouping pupils within classes and when planning lessons.
44. Pupils' work is marked up-to-date and in each class there is a good range of written comments which help pupils to improve their work further. Reading records are up-to-date and are appropriately detailed particularly in the reception and Key Stage 1 classes.
45. All pupils, including those with special educational needs and those for whom English as an additional language, are very well supported within the classes. Individual education plans have clear and manageable targets for improvement and these are regularly reviewed. Pupils with statements of educational needs receive appropriate support commensurate with their specified provision. Pupils who are either gifted or talented have equally detailed records. Arrangements for children joining the reception class are excellent and children and parents have opportunities to visit before formal entry to the school.

46. The school has very effective procedures in place for identifying, assessing and supporting pupils with special educational needs. There are good links with outside agencies and the school adheres to all relevant aspects of the Code of Practice. There are also very good procedures in place for supporting pupils for whom English is an additional language. These pupils receive much support and they consequently make very good progress in all areas of learning.
47. Procedures for monitoring pupils' personal development are very good and occur formally through the provision of individual targets which are reviewed each term. Each pupil plays a full part in assessing the extent to which they feel they have managed to meet their past targets and they also help to identify targets for the future. On an informal level, class teachers know their pupils very well and relationships are very good. Any worries the pupils may have are dealt with sensitively and this helps to ensure that any such issues can be identified at an early stage. Personal, social and health education is taught well through circle time discussions, science and religious education. Pupils are appropriately warned of the dangers of drug misuse.
48. A strong emphasis is placed on good behaviour and the procedures used to ensure that standards remain high are very effective. All members of staff lead by example and provide consistently good examples of how to behave. The standard of teaching is quite exceptional and, by providing lessons that are very interesting, teachers motivate pupils to learn and lay the foundation for a calm and orderly environment. Teachers talk to pupils with respect and pupils absorb such consideration, becoming very good at considering the impact that their actions may have on others. Formal systems have recently been reviewed and pupils played their part in drawing up the school's new Golden Rules. Good work or achievement of individual targets is rewarded by an Achievement Certificate and pupils proudly collect these during the weekly achievement assembly.
49. Procedures for monitoring attendance are good. Registers are thoroughly reviewed each week and, by using a computerised system, the school is able to keep a close eye on individual attendance and pick out any emerging trends at an early stage. Parents reinforce the work of the school and ensure that their children attend regularly. Great care is taken when authorising absence and all absences are scrupulously followed up.
50. Child protection procedures are securely in place. Routine health and safety procedures are very good and statutory requirements are met.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

51. This school places great emphasis on working closely with parents and does everything it reasonably can to ensure that they are kept closely informed about day-to-day events and the progress made by their child. The majority of parents respond positively to these overtures and hold the school in high regard. For example, virtually all the parents who returned the pre-inspection questionnaire agree that their children enjoy coming to school and feel that they would be able to approach the school in the event of a problem.
52. The school provides parents with very good information about the progress made by their children. Annual reports include detailed comments about pupils' academic progress and the extent to which they have achieved their various targets. In addition, parents receive detailed information sheets each term that list forthcoming themes, subject by subject. As well as this written information and various evening meetings that deal with specific issues, such as the introduction of literacy and numeracy hours, there is a more formal opportunity each term when parents can discuss their child's progress with the class teacher. In addition, members of staff are always willing to meet parents should they need further clarification or verbal reassurance about the progress made by their child. A small but vocal minority, however, feel that such a dialogue does not meet their needs and they remain dissatisfied with the level of information provided. The inspection does not support these concerns and finds that the level of information provided compares very favourably with schools elsewhere.
53. Parents are keen to contribute to school life and they offer valuable support in a number of ways. For example, they regularly hear their children read at home and most avoid booking a holiday during the term. In addition, numerous parents regularly provide voluntary help during the school day and offer well informed support to the pupils. The impact of parents' involvement on the work of the school is very positive and is reflected in the high standards of work achieved. Although some

parents expressed misgivings about the level of extra-curricular activities provided, the range was considered to be good for a school of this size.

54. Parents provide excellent support for the Parent Teacher Association and significant sums of money are raised each year. Amongst other things, funds have recently been used to carpet classrooms and to build partition walls. These improvements have resulted in a much quieter and settled learning environment and this helps pupils to concentrate and to make good progress.

HOW WELL IS THE SCHOOL LED AND MANAGED?

55. The leadership and management of the headteacher and key staff are very good. In the previous inspection report, leadership and management were described as strong features. Since then, a new headteacher has been appointed. Unfortunately, the deputy headteacher was absent for the inspection as she is on long term sick leave. The outstanding leadership provided by the very capable new headteacher has ensured that, during this period of change, standards have continued to improve. Much has been accomplished in the year since his appointment. The governors feel that the leadership of the school has been strengthened even further as the new headteacher has an excellent grasp of current educational initiatives and they value his professional judgement. The strong leadership qualities and relentless determination to raise standards ensure a clear educational direction for the work of the school. The two newly appointed teachers on the senior management team, chosen for their future management potential, are providing good support in the school's efforts to bring about improvements. Both are fully involved in identifying the school's strengths and areas for improvement. Targets in national tests for example have been revised in view of the number of pupils with special education needs in the current Year 6 class. Detailed action plans are in place to develop further the role of subject co-ordinators, raise resource levels in information technology, and update all subject policies to include the latest National Curriculum guidelines. However, it is too early to see any impact of some of these changes at present. Subject co-ordinators for example, have been working hard to develop new curriculum guidelines for all subjects but most of these are still in the early stages of their development.
56. The delegation and contribution of staff with management responsibilities is good. However, the role of the senior management team, which has only recently been formed is underdeveloped at present. The responsibility for monitoring and evaluating teaching in the core subjects of English, mathematics and science is delegated to subject co-ordinators and is carried out effectively. However, in most other subjects of the National Curriculum the role of subject co-ordinators in this area is limited unless their subject is the focus for review in the school management plan. All co-ordinators carefully monitor colleagues' termly lesson planning each term.
57. The governors are interested in the work of the school and are very supportive of it. Some have loyally served the school for many years. The governing body fully meets its statutory obligations and produces a detailed report for parents each year. Most governors frequently visit school to work with pupils in class and in this way they are fully aware of the school's strengths and weaknesses. There is a very strong commitment to improve and with the present knowledgeable governors, an equally strong capacity to succeed. The governors responsible for literacy and numeracy, for example, regular visits classrooms to oversee the successful implementation of the National Literacy and Numeracy Strategies. All governors are allocated a specific curriculum area of responsibility and regularly meet with subject co-ordinators. This ensures that they have an up-to-date information and can be relied upon to express their views or give their opinion based on secure knowledge.
58. The school has clear aims as expressed in the prospectus but these have not been reviewed by governors since the appointment of the headteacher. Generally they are strongly focused on what should be done to raise standards and improve the quality of education for all.
59. The school has established a firm commitment to improvement and this is clearly defined in the school development planning. The link between the budget and priorities for development is good. Specific grants from local charities or the Education Authority are used for their designated purpose. Teachers have attended training sessions for literacy and numeracy for example. Additional funds allocated to increase provision for pupils with special educational needs have also been used appropriately. Through the diligent work of the school secretary and chair of the finance committee, the school applies the principles of best value in its use of finances. Senior staff and all governors carefully compare their own performance in a wide range of areas, including pupils' attainment, with other schools. They also compare the costs of teaching and the provision of non-teaching staff.

Every effort is made to ensure that goods and services are purchased at competitive rates. The budget is monitored and controlled effectively by the headteacher and conscientious school secretary. Good use is made of new technology to administer the various school accounts and attendance is monitored closely using a computer program. However, at present, the school does not have the facility to send and receive electronic mail. A surplus in the school's budget had been built up and was rising to a level above that normally expected. This surplus has virtually disappeared because of a reduction in the standard spending assessment for the year 2000 and the long term illness of two members of the teaching staff. The governors and headteacher have a secure long term strategy to maintain an acceptable contingency amount. An audit of the school's finances and procedures carried out just after the previous inspection found very few faults. All the recommendations in the audit report were quickly and efficiently put into place.

60. The school is well staffed with teachers and support staff to meet the demands of the curriculum and all are deployed appropriately. All teachers co-ordinate a subject area or other aspect of the curriculum such as special educational needs. Most are appropriately qualified in their subject area and carry out their duties effectively. The exceptionally good provision for special educational needs and for the under fives for example, is mainly due to the commitment and devotion to duty of the respective co-ordinators. Job descriptions are in place and these clearly outline specific roles and responsibilities. Non-teaching staff are well qualified and all are extremely conscientious, giving pupils and teachers invaluable support in class. The special educational needs co-ordinator is experienced and knowledgeable. Very good support is given to all teachers, particularly when formulating individual educational plans for pupils. The quality of these is very good. All have clear targets for improvement, making it easy to measure individual pupils' progress. An up-to-date register of all pupils with special educational needs is maintained and gifted or talented pupils are identified. The governor responsible for special needs effectively helps to ensure the requirements of the Code of Practice in all other respects are fully met.
61. The school's strategy for appraisal and performance management is satisfactory, overall. New formal appraisal procedures for staff have been introduced and the headteacher visits all classrooms informally on a daily basis. This ensures that he is fully aware of the quality of teaching in all classes. Weaknesses in the teaching of music and information technology for example have already been identified as priorities for improvement. Under the guidance of the headteacher, all staff are working towards developing the culture for performance management. Procedures for self-appraisal and the appraisal of teaching by colleagues are embryonic at present. There are very good systems in place to support newly qualified teachers and the inspection teams judgement is that the school has a very good potential for the initial training of teachers.
62. The accommodation for the number of pupils on roll is very good. The building is extremely well maintained by the caretaker and cleaning staff. Indoor facilities such as the large hall and corridor areas are used effectively to support pupils' learning. Classrooms are reasonably spacious and attractive displays of pupils' work enhance the learning environment. The school has spacious grounds that are more than adequate for teaching physical education. The playground is large and pupils who wish to be quiet have a designated seating area at break times. The provision for outdoor play for children under five is to be improved shortly to give children free access to a secure play area. The school has successfully developing an environmental area using pupils' ideas and designs. This will further enhance the school's already impressive learning environment for pupils.
63. Resources for most areas of the curriculum are good and this enables teachers to hold pupils' interest in lessons by giving them a wide range of equipment or materials to use by themselves. In mathematics, design and technology and physical education resources are very good. In art, the range is excellent. This has a direct impact on the rate of progress all pupils make in art, which is excellent. In information technology and music resources are satisfactory. The school only has a limited range of subject related programs for pupils to use on their class computers. The quality and quantity of fiction and non-fiction books in the library is sufficient to cater for the range of pupils' interests. Taking all factors into account, the school is providing good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

64. The governors, headteacher and staff should include the following key issues in the post-inspection action plan:-
- raise standards in all aspects of music throughout the school by;
 - i. increasing the level of staff expertise
 - ii. developing a more detailed range of teacher guidance.
(Paragraphs 4, 20, 26, 63, 136-142)
 - provide more opportunities for information technology in all areas of the curriculum by;
 - i. improving the level of resources and subject related programs
 - ii. raise the level of staff expertise
 - iii. include opportunities for information technology in lesson planning.
(Paragraphs 8, 26, 63, 97, 98, 101, 121, 127, 128-134)
 - Information technology and music have been identified by the school as priorities in the current school development plan.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	54
Number of discussions with staff, governors, other adults and pupils	35

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
30	41	26	3	0	0	0

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)		217
Number of full-time pupils eligible for free school meals		4

FTE means full-time equivalent.

Special educational needs	Nursery	YR - T6
Number of pupils with statements of special educational needs		3
Number of pupils on the school's special educational needs register		33

English as an additional language	No of pupils
Number of pupils with English as an additional language	4

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	12
Pupils who left the school other than at the usual time of leaving	15

Attendance

Authorised absence

	%
School data	5.4
National comparative data	5.4

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	11	16	27

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	10	10	11
	Girls	15	15	15
	Total	25	25	26
Percentage of pupils at NC level 2 or above	School	93 (92)	93 (97)	96 (63)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	11	11
	Girls	15	15	15
	Total	26	26	26
Percentage of pupils at NC level 2 or above	School	96 (94)	96 (88)	96 (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	21	15	36

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	16	19
	Girls	13	10	14
	Total	30	26	33
Percentage of pupils at NC level 4 or above	School	83 (89)	72 (77)	92 (92)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	16	19
	Girls	12	11	12
	Total	29	27	31
Percentage of pupils at NC level 4 or above	School	81 (89)	75 (80)	86 (93)
	National	68 (65)	69 (65)	75 (72)

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	4
Pakistani	0
Bangladeshi	0
Chinese	0
White	213
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)	9.2
Number of pupils per qualified teacher	23.7
Average class size	27.3

Education support staff: YR – Y6

Total number of education support staff	6
Total aggregate hours worked per week	91

FTE means full-time equivalent.

Financial information

Financial year	1998 - 1999
	£
Total income	386835
Total expenditure	383305
Expenditure per pupil	1645
Balance brought forward from previous year	19648
Balance carried forward to next year	23178

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	219
Number of questionnaires returned	149

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	52	46	1	1	0
My child is making good progress in school.	44	45	8	1	3
Behaviour in the school is good.	37	55	5	1	2
My child gets the right amount of work to do at home.	25	55	17	2	1
The teaching is good.	44	48	5	0	3
I am kept well informed about how my child is getting on.	28	53	15	1	3
I would feel comfortable about approaching the school with questions or a problem.	62	32	5	1	0
The school expects my child to work hard and achieve his or her best.	48	48	3	0	1
The school works closely with parents.	32	48	17	1	3
The school is well led and managed.	41	48	3	0	7
The school is helping my child become mature and responsible.	45	51	2	0	2
The school provides an interesting range of activities outside lessons.	14	35	23	6	21

Other issues raised by parents

Split classes: The debate over the split Year 1/2 class was studied during the inspection week as it was raised by parents at the meeting prior to the inspection. Inspection findings show that the quality of teaching observed in this class was never less than good, with one third of lessons being very good and one third excellent. Pupils' attitudes were found to be as enthusiastic as pupils in other classes and all were given appropriate work to do. In our judgement, the quality of learning in this class is just as good as elsewhere in the school. Whatever the school decides to do over the issue of the split class, parents can be reassured over the quality of provision with this experienced and conscientious teacher.

The level of staff absence; the school has had an unsettled period. However, high standards have been maintained as test results show. The systems for supporting, monitoring and advising all teachers are very good. Newly appointed or temporary teachers benefit greatly from these procedures which are firmly embedded in the management structure of the school.

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

65. At the time of the previous inspection, standards of attainment for children in the reception class were above the national average. Children's ability to speak clearly, listen attentively, participate in stories and rhymes, and observe carefully were noted as particular strengths. Good progress and sometimes very good progress was made in this reception class mainly as a result of the quality of teaching, effective deployment of support staff and children's attitudes and behaviour. The overall provision was good and considered to be a strength of the school.
66. Provision for children under five is organised in the reception class with children who become five years of age during the academic year being admitted in September. The majority of children have spent one year at the adjacent private Nursery and others have had a variety of educational and care provision. At the time of the inspection, there were nine children under five years of age and 21 children who are five.
67. On admission to the reception class, almost all children are of above average attainment. The high standard of provision for children under five reported at the previous inspection has improved significantly. By the time they are five, nearly all children attain levels which are well above those expected nationally in all areas of learning.
68. Inspection evidence shows that all aspects of provision for children in the reception class are very good with some excellent features. The excellent features are the quality and use of ongoing assessment, co-ordinator's planning, high expectations of children in class and the teaching of basic skills. The rigorous planning, caring environment and excellent relationships with children, parents, support staff are additional features which have a strong impact on the happiness of children and their rate of progress. Children make very good progress in all areas of learning and this is achieved by matching activities closely to their abilities. This is particularly effective for children with special educational needs, those needing support to learn English as their additional language and the small number of gifted and talented children.
69. Excellent admission arrangements are in place for children to attend the school for half days at the beginning of the autumn term in order to ensure a smooth and confident transition into the school. The close proximity of the Nursery to the reception class, together with the admission arrangements, has an extremely positive impact, helping children to settle into classroom routines quickly and enabling them to enjoy each school day. All children respond extremely well to the friendly, caring and well-structured learning environment.
70. The curriculum is broad and balanced and is firmly based on the Desirable Learning Outcomes for children under five. However, at the time of the inspection, the curriculum provided was based on the programmes of study of National Curriculum as all children had achieved the Desirable Learning Outcomes. The classroom support assistant is very well deployed and helps to provide an excellent range of activities which enhance children's learning. Examples include number songs and rhymes, skittle games to enhance addition of number and very good use of information technology in literacy and numeracy. The teacher, teaching assistant and very well informed parent helpers form an excellent team. Relationships with pupils are very good and all adults provide excellent role models for the children in their care. Expectations of the children's work and behaviour are very high. The quality of resources and ongoing evaluative comments are also highly relevant and these have a positive impact on the children's rate of learning and clear personal understanding of their achievements. Children with special educational needs are very well supported in class, and are given work which is closely matched to their ability. This is an improvement on the good provision observed during the previous Ofsted inspection. Higher attaining and the few gifted and talented children have an equivalent level of very high provision and this results in all of them making very good progress.

Personal and Social Development

71. The teaching of personal and social development is very good in terms of specific lessons planned to enhance this area of learning. All children benefit from the well-established routines of the class. Their behaviour is very good and, on many occasions, excellent because of the high expectations of the teacher, support staff and parents. Children develop a very high level of awareness of

acceptable behaviour, both in the playground and the classroom, and they invariably work and play alongside each other in a friendly and co-operative manner. They also maintain high levels of concentrations for long periods. Children are polite and respectful to adults and to each other, have positive attitudes to their learning and develop a very good sense of responsibility. They are given a wide range of responsibilities and the excellent manner in which they are involved in personal target-setting with the teacher explaining their achievements, further extends their personal and social development.

72. In physical education, children dress and undress independently and are aware of personal hygiene. When they choose activities in physical education there are times when they select and use activities and resources independently. One outstanding activity shared with the class during the inspection week involved a 'Christening' where children were actively involved in the ceremony, ritual and celebrations. They took the roles of parents, godparents and congregation with the teacher taking the role of the priest. As well as being an excellent contributory factor to children's knowledge of the Christian faith and an important ritual within it, this also enhanced their understanding of the fact that many religious ceremonies also have a celebratory element. This 'Christening' represents an excellent aspect of curriculum planning in terms of multi-faith celebrations. Next week children will learn about the Muslim 'Whispering Ceremony'. Children actively participate in school assemblies and this effectively contributes to their personal, social and spiritual development. By the age of five, nearly all children reach standards well above those expected in all aspects of their personal and social development.

Language and Literacy

73. By the age of five and for the majority of children who have not yet reached five, standards attained are well above the requirements of the Desirable Learning Outcomes. The teacher has excellent knowledge and understanding and lessons are very well planned following the National Literacy Strategy guidelines. All children know the letters of the alphabet and higher attaining children write fluently in sentences using capital letters and full stops. Spelling is usually either accurate or recognisable. The majority of children write legibly and can spell a wide range of words. All children in the class write stories with a beginning, middle and end. They have a very good vocabulary and use accurate terminology in many other areas of learning. A good example of this is their knowledge of the parts of plants such as root, stem, leaf and flower. Their responses in question and answer sessions in all lessons observed represent very high levels of achievement in speaking and listening.
74. All children enjoy books and handle them carefully. They listen with very high levels of concentration to stories, understand the sequence in stories and recognise humour. All could relate the story of Goldilocks for example and in a science lesson they experienced a non-fiction book and were able to identify the differences between the two. All read well and most achieve standards which are well above those expected for their age. They read sentences confidently and do not have to rely on picture clues as their reading skills are so advanced.

Mathematical Development

75. By the age of five, almost all children reach standards well above those expected for their age. Most confidently count to 20. They count back from 10 to zero and the higher attaining children can recollect some addition facts to 10. Higher attaining children order numbers and develop their understanding of writing numbers with correct formation. They name common two-dimensional shapes and some three-dimensional shapes, for example cube, cuboid and cylinder. They understand and describe quantities using terms such as 'more than' 'less than' 'fewer' and relative positions and sizes of objects. Their development of mathematical vocabulary is very good. They can repeat a pattern of colours, shapes or numbers and know a wide range of number and counting rhymes and songs. The teacher and classroom assistant constantly provide a very wide range of opportunities for the children to use number and mathematical vocabulary in many activities during the day.

Knowledge and Understanding of the World

76. The teaching of knowledge and understanding of the world is very good, and consequently the children achieve very high levels and make very good progress in this area of learning. By the age of five, all have exceeded the Desirable Learning Outcomes. Children are given an extremely enriching range of experiences which enables them to learn about and appreciate the world in which they live. The scientific aspect of this area is excellent. Children's knowledge of life and living things

is developed in an inspirational way through an excellent investigational approach to learning about themselves, other aspects of animal life, the environment and the study of plants. During the inspection an excellent lesson on the conditions needed for growth in plants resulted in excellent progress in their knowledge of the external parts of a plant and how they would care for them. Children used magnifying glasses to observe carefully and accurately. All enjoyed the level of challenge and concentrated well. Recording their findings made a valuable contribution to their literacy skills.

77. Children have very good opportunities for using information technology and this is very well used to support their learning in many areas, especially numeracy and literacy. They use the computer with confidence and enjoyment and use the computer mouse carefully when controlling and selecting options.

Physical Development

78. The quality of teaching and provision is very good. Children have a wide range of opportunities to enhance the development of all aspects of physical skills and by the age of five, almost all have exceeded the requirements of the Desirable Learning Outcomes. In the physical education lesson observed, children used space well and apparatus with confidence and creativity. They handle construction toys and crayons and pencils with high levels of dexterity and accuracy. Children make very good progress in the physical aspects of writing letters, words and numbers. When using small equipment, such as scissors, they show increasing control and appropriate attention to safety. Children have been exceedingly well involved in designing their secure outdoor play area. Their designs show a very high level of inventiveness, good proportion and the understanding that the design aspect is the initial important element contributing to a good final product. The school ensured that the high level of personal responsibility given to other pupils was also extended to the reception age children in terms of selecting the best by discussing each entry carefully. The winning entry is now with the architect. Although there are very good indoor and outdoor facilities for physical education, the children in the reception class do not have a separate play area. However, the teacher and classroom support ensure a very high level of care throughout the outdoor sessions when children use the large playground.

Creative Development

79. By the age of five, children's attainment is very good. They listen carefully to and respond very enthusiastically to music, developing good listening skills. During the Christening ceremony children enthusiastically expressed their ideas and communicated their feelings, both as parents, godparents and the congregation. They are given a wide range of opportunities to learn a variety of techniques and skills in painting and printing and one good example was the very high quality drawing of plants.
80. During the literacy lesson, children enthusiastically expressed their ideas and communicated their feelings about the Three Bears and the possible fear of Goldilocks. Their ability to empathise is at a very high level of development. Throughout the year, the children's creative development has been extended to an advanced level with the result that they apply their previously acquired skills to aspects of learning, showing a level of maturity beyond their age. However, the detailed planning indicates that the teacher realises the need for variation in the level of challenges and often repeats the elements which give children confidence.
81. The positive views expressed by the vast majority of parents about their children's achievement, progress and happiness in the reception class are fully endorsed by the inspection team. The provision for the under fives is still a strength of the school.

ENGLISH

82. Pupils' attainment in English by the end of Key Stages 1 and 2 is well above the national average in speaking and listening, reading and writing. Standards have improved since the previous inspection when they were judged to be above the national average.
83. In the 1999 national end of Key Stage 1 tests, the percentage of pupils reaching the benchmark of Level 2 or above in reading was well above the national average and was above the national average for writing. Results in reading were well above the average when compared to schools of similar social context. In writing they were above the average when similar comparisons were made.

84. The results of the national tests for pupils at the end of Key Stage 2 show the percentage of pupils reaching the bench mark of Level 4 was above the national average, whilst the percentage reaching Level 5 was well above the national average. A comparison of pupils' performances show that their achievement in English was above average when compared with that of pupils in schools with a similar social context. Inspection findings confirm that standards have improved on levels identified in national tests last year at both key stages.
85. In all classes, pupils have highly developed speaking and listening skills for their age. They are invariably thoughtful and attentive listeners in most situations. They experience many opportunities to express their ideas and feelings and do so with increasing confidence and fluency, to a consistently high standard, as they progress through the school. Pupils generally enter school with well developed vocabulary skills which are constantly being extended in all subjects with very good teaching and a rich curriculum.
86. Pupils are exposed to a wide range of reading opportunities throughout the school. Most are well motivated readers who enjoy books and are capable of reading for a range of purposes. By the end of Key Stage 1 pupils decode text competently using a variety of well taught skills including phonics. They can interpret meanings from their reading and make thought connections with other reading and experiences. They have a wide range of good quality books at every level to choose from and to sustain and extend their interest. Pupils at Key Stage 1 regularly borrow books from the school library. Parents of younger pupils make a significant contribution to the high standards of reading achieved as they regularly support their children with reading at home. The effective implementation of the National Literacy Strategy gives pupils daily exposure to a variety of reading experiences from information, poetry and story books. It too makes a major contribution to the high interest and attainment in reading sustained across the school. High ability in reading also makes a major contribution to the high standards attained in all subjects of the curriculum. Regular access to a stimulating well-stocked library with good quality information books comprehensively covering the National Curriculum is also a boost to reading standards. By the end of Key Stage 2 pupils read tabloid and broad sheet newspapers critically to discriminate factual evidence from hearsay.
87. The development of writing skills follows a similar pattern to those of reading across both key stages though just slightly behind in overall standards. By the end of Key Stage 1, many pupils are writing well structured imaginative stories. They use full stops and capital letters regularly to demarcate sentences and choose interesting vocabulary with a growing understanding of the grammar and impact of words. Regular words are usually spelt with a high degree of accuracy. By the end of Key Stage 2, most pupils are writing skilfully to a timed brief. They are able to adapt writing techniques to meet a variety of purposes and audiences from expressive poetry to scientific descriptions. Techniques for speed note taking and well argued analysis are well developed as are extended story writing skills. There has been a distinct improvement in handwriting and presentation since both were criticised in the previous inspection report. Writing now is generally well formed and neat using a joined style and work is tidily and attractively presented.
88. Pupils with special educational needs, those for whom English is an additional language and higher attaining pupils all make good progress within their individual abilities. All have individual education plans to meet their needs even where there is no statutory requirement to do so. All these pupils are making good progress within their respective abilities. Pupils with special educational needs receive expert help from learning support assistants who have a very good understanding of their problems. Learning programmes for pupils who are gifted or talented in English are sensitively developed and evaluated.
89. The quality of teaching in English lessons is very good overall with a third of the lessons observed being very good and a similar number being excellent. In the outstanding lessons teachers have excellent subject knowledge and a pace and humour which significantly raises pupils' pleasure, motivation and levels of learning. In these lessons pupils are expected to concentrate hard and to achieve well and most pupils want to be a part of this ethos. Detailed planning helps teachers to control the direction of the lesson to ensure that objectives are fully achieved. These have usually been shared with pupils at the start of the lesson so that they too have a clear picture of what will be expected of them. Effective plenary times towards the completion of lessons reinforce learning and provide a shared class celebration of work, with feedback soon after tasks have been completed. All lessons observed in English contain many of these successful teaching elements, though some to a lesser degree. Teachers work very hard to create interesting, language rich environments in their classrooms and to provide stimulating resources for lessons.

90. Teachers have a very good understanding of their pupils' learning. As a result, pupils throughout the school show very good attitudes to their work. Many enjoy participating in whole class reading activities during the introductory sessions of the literacy hour. However, occasionally there are instances in Key Stage 1 where pupils have difficulty in concentrating for the recommended duration of the lesson. Most pupils are aware of the improvement targets set for them and try hard to achieve them. When working in the role of critical friend, pupils are knowingly able to follow the criteria set by teachers for the marking of written work and are sensitive to the feelings and learning needs of peers whilst evaluating each other's work. Pupils generally take pride in the neatness of their finished work. Most of the assessment marking of pupils' English work by teachers is painstaking and of an outstanding quality. This gives pupils a clear picture of the improvements they can make. Extensive and regular assessment provides evidence for the progress of each year group in Key Stage 2. It also enables teachers to set informed targets against which future progress can be monitored.
91. The leadership and management of English is very good and statutory requirements are fully met in all aspects of the subject. The co-ordinator is a fine exemplar for the teaching of English and brings an informed overview to the role. The successful implementation of the National Literacy Strategy is leading to an overall rise in standards. Highly effective assessment strategies and equally effective evaluation of results is providing detailed information about how pupils' learning and performance in national tests can be improved even further. The effective setting of pupils' targets is giving pupils greater control and responsibility for their own learning. English resources are very good and are mostly well used during lessons. Class fiction book resources for the teaching of reading are very good at both key stages. However, the use of computers in English lessons is underdeveloped in some classes.
92. The school's well stocked library supports the very good resource provision for English and makes a significant contribution to reading standards in the school. A majority of the books are information texts which adequately cover the full curriculum requirements at both key stages. The library is generously housed in an attractive room, brightly decorated with pupils' artwork which is of high quality. There is adequate seating for whole class teaching and the room also doubles for use as the video room. Non-fiction books are coded for easy access and this enables pupils in Key Stage 2 to be efficient in their book search skills.

MATHEMATICS

93. The results of the National Curriculum tests for 11 year olds in 1999 show that the performance of pupils was above the average for all schools but below the average for schools with pupils from similar backgrounds. The percentage of pupils attaining the level expected for 11 year olds (Level 4) was close to the national average but the proportion of those achieving the higher Level 5 was above the average for all schools nationally. The relatively small number of pupils taking the tests in this year group and the number of pupils with special educational needs accounts for this performance. The school's analysis of its results showed that three pupils failed by a few marks to reach Level 4 and this amounted to 9 per cent of the total. This adversely affected the school's performance when compared to all schools and to similar schools.
94. Standards at the time of the previous inspection were found to be better than the national average throughout the school. The results in mathematics for 1999 and the previous three years at Key Stage 2 show that the school has steadily improved standards and for the past two years they have been above the national average. The findings of this inspection, based on the evidence of pupils' completed work and the lessons observed, found that standards are well above average at the end of the key stage. This is largely due to the very good quality of teaching and the recent implementation of the National Numeracy Strategy. The school has recognised the potential of its pupils and set realistic and achievable targets for mathematics. The school sets individual targets and these are communicated to older pupils. This is an effective feature giving pupils an excellent self-knowledge of their learning. It successfully encourages all to work to their capacity and try to do well in their lessons. It is having a positive impact on further raising standards.
95. The results of the 1999 tests for seven year olds show that 96% of pupils achieve the national target of Level 2 in mathematics. This was well above the national average. The percentage achieving the higher Level 3 (33%), was also well above the national average. When the results are compared to schools with pupils from similar backgrounds they are above average. Taking the four years 1996-

1999 together, the figures show that the performance of girls and boys at the end of Key Stage 1 in mathematics was similar at close to the national average. This is mainly due to the below average performance in 1998. Approximately one third of this particular year group were lower attaining pupils and a high proportion of these were on the school's register for pupils with special educational needs. Standards are improving steadily. The findings of this inspection confirm that overall, they are well above average by the end of Key Stage 1.

96. The performance of boys and girls in the tests and in work seen during the inspection is virtually the same at both key stages. Figures for the past four years show little difference in performance. However, in the 1999 tests, boys did rather better than girls at Key Stage 2.
97. Standards in numeracy at both key stages are well above average. Pupils of all ages show confidence with numbers. They regularly practise solving number problems mentally. Teachers contribute greatly to pupils' understanding by asking them how they arrived at an answer and discussing ways of working problems out. They encourage pupils to try different methods themselves. This particularly applies in the mental arithmetic part of the new style numeracy lessons. Year 6 pupils can recite tables, double numbers and work out all the factors for a given number. Most confidently use four and five figure numbers and know the value of each digit. They are becoming increasingly confident in using mathematical language associated with numbers. Some pupils of higher attainment can calculate fractional parts of quantities and use decimals or negative numbers when solving problems. In a Year 2 class, pupils are encouraged to say how they arrived at an answer when adding or subtracting. Opportunities for numeracy are regularly exploited in subjects beyond mathematics. For example, pupils record temperatures using positive or negative numbers in geography and analyse data about weather conditions. However, some teachers rarely include opportunities to use class computers in their lesson planning. As a result, computers are not used at all in some lessons as a means of promoting or consolidating pupils' skills in numeracy. This limits their rate of progress, particularly those pupils with special educational needs who would benefit from additional practice.
98. Achievement throughout the school is very good and pupils' performance in mathematics reflects this. Throughout both key stages progress is good. The neatest work and best rate of progress occurs in Years 3, 5 and 6 mainly because of the high quality of teaching there. Year 2 pupils understand simple addition and subtraction and show confidence with numbers up to 100. In the mixed Year 1 and 2 class, pupils enjoy spotting the teacher's deliberate mistakes and this element of fun makes sure they effectively learn the value of each digit in two or three digit numbers. Year 5 pupils fully understand the relationship between addition and multiplication and can multiply accurately using more than one method. Throughout the key stage, pupils become more confident in handling numbers. By the time they are in Year 6, almost all pupils carry out mental calculations in the four processes quickly and accurately, explaining their methods confidently. Most find the perimeter and area of regular shapes such as a triangle accurately and solve problems involving fractions and decimals. There is little difference between the attainment and progress of higher attaining pupils and average attaining pupils. All are given the opportunity to work independently and their tasks are usually challenging. All make good progress as they invariably behave well in lessons and show a strong determination to work hard to complete the tasks set for them. It was also noted during the previous inspection that pupils were productive workers. Pupils with special educational needs are supported well by class teachers and classroom support assistants. Most make very good progress. They are usually given appropriate work to do and this often relates to the targets set for them in their individual education plans. The level of support for the few pupils for whom English is an additional language is very good. In a Year 2 class for example, individual support enabled a pupil to take part fully in the whole class session before being withdrawn for more specialist help. In some classes, computers are rarely used for data handling. Pupils tend to represent information gathered about the number of letters in pupils' names or words on pages in their reading books by drawing graphs by hand rather than using a computer. This means that pupils waste valuable time drawing and colouring graphs by hand.
99. Mathematics was found to be well taught with some very good features in the previous inspection. The quality of teaching has improved is now very good. All lessons observed in this inspection were either good, very good or excellent. In the Year 1 and 2 mixed class and in Year 3 for example, the quality of teaching was excellent. Pupils were constantly challenged and responded exceptionally well to the enthusiastic and expressive teaching style in these classes. Throughout the school, pupils' attainment is closely linked to the quality of teaching that takes place. Most pupils enjoy their lessons and are keen to be the first to answer questions. Pupils of all abilities are well motivated and concentrate on the interesting work provided for them. All work at a good pace and most

complete the tasks set for them during lessons. This positive attitude and willingness to work hard were also noted in the previous inspection report. Pupils with special educational needs and those for whom English is an additional language are well supported and make very good progress as a result. Most achieve the levels expected of them by the time they are ready to leave the school.

100. All teachers plan their lessons well, ensuring that work is closely matched to pupils' capabilities. Good account is taken of the results of assessment when planning lessons, answering a criticism in the previous report. As a result, pupils now build effectively on previous learning. Teachers generally have a very good secure knowledge of the subject, partly because of the care and attention given to the implementation of the National Numeracy Strategy. As a result, the teaching of the basic skills in all classes is excellent. Pupils of all ages are given the opportunity to work independently, consolidating mathematical skills doing practical activities. In Year 2 for example, pupils try to find out who has the most letters in their name or their friends' favourite television programme. In Year 6 pupils estimate distances or weights before accurately measuring them. Overall, teachers' expectations of what pupils can do is excellent and their discipline and control during lessons is very good. Teachers use of day-to-day assessment to inform their future planning is very good. All use assessment effectively at the end of each term to monitor progress and to plan future lessons. The quality of marking is consistently very good from class to class. Pupils are given a clear indication of how to further improve their work. Teachers are ably assisted by staff who take responsibility for pupils with special educational needs. The provision for them is therefore very good. The contribution of homework which is set regularly, has a good impact on standards. Pupils are regularly asked to complete class work or to learn tables. This helps pupils to confidently take part in the mental mathematics sessions at the beginning of most numeracy lessons and quickly respond to teachers' questions.
101. Management and coordination of the subject are very good. The co-ordinator has successfully introduced the Numeracy Strategy and conducted training for staff. There are clear procedures for monitoring the quality or effectiveness of teaching and on occasions governors have also been involved in the process. Assessment procedures, criticised previously, are now consistent across all classes and the results reliably inform teachers about the particular needs of pupils. The level of resources is very good. The effectiveness of the use of new technology in the subject is satisfactory overall. However, many of the computers are becoming dated and some teachers rarely make use of the computer in their class during mathematics lessons. Overall, the subject meets statutory requirements. Standards and the quality of teaching and learning have continued to improve since the previous inspection and mathematics remains as a strength of the school. The introduction of the numeracy hour is helping to raise standards significantly in this area of mathematics.

SCIENCE

102. In the previous inspection, science was considered to be a strength of the school. The very high standards have been maintained. The results of the 1999 teacher assessments in science show that standards were well above the national average by the end of Key Stage 1. Pupils' performance was broadly in line with similar schools at Level 2 but the proportion attaining the higher Level 3 was well above average when compared to the results of similar schools. Inspection evidence shows that pupils currently in Year 2 are on course to achieve similarly high standards. Throughout the key stage, there is a very strong and consistent emphasis on investigations with many opportunities provided for pupils to use equipment with confidence, test, observe and discuss their results. By the end of the key stage, pupils have covered a wide range of topics in science. They understand that sounds travel and the relationship between the loudness of the sound heard and the distance from the object. Nearly all pupils can connect circuits in series and understand the function of conductors and insulators. They classify a wide range of materials by their properties and can also explain the effect of heat on materials. A particular strength observed both in the lessons and in the analysis of work is their understanding of living things. This is exemplified in their ability to classify living things such as plants, insects and amphibians according to physical characteristics. Pupils understand how humans change and grow and name the external parts of the human body, they also explain how the digestive and circulatory systems work and locate the heart, lungs and other internal organs of the body. They describe in detail the protective purpose of the ribs. Their understanding of the constituent parts of a healthy lifestyle is also very good and they have detailed knowledge of a wide range of health issues including diet, exercise and care for the environment. In previous work on materials, magnetism and sound, pupils show an excellent awareness of how to conduct scientific investigations. By the end of Key Stage 1, they predict outcomes, observe carefully and record their findings appropriately and with very high standards of

presentation. The level of attainment at the end of the key stage is consistently very high across all classes, including the mixed year group.

103. In the 1999 national tests at the end of Key Stage 2, the percentage of pupils achieving Level 4 or above was above the national average and the percentage achieving Level 5 was well above the national average. This represents an improvement since 1996 and the level of attainment found in the previous inspection. In comparison with similar schools, levels of attainment are commensurate with similar schools which are achieving Level 4 and above average for pupils achieving Level 5. Inspection evidence confirms that the present Year 6 pupils will achieve higher results at Level 4 but fewer will achieve the higher Level 5. This reflects closely the results of the 1999 teacher assessments for this group of pupils. During the 1999 tests, boys achieved higher results than girls and higher than any year since 1996, although the attainment of girls was similar to the national picture. This difference in attainment between boys and girls in the current Year 6 was not found during the inspection.
104. By the end of Key Stage 2, pupils achieve levels of attainment well above the national average in all aspects of science, including the investigative aspect which is a particular strength. These high standards are exemplified in pupils' knowledge of the scientific names of the major organs of the human body, their detailed knowledge about the structure of the heart and how it acts like a pump. They know that humans and other animals have skeletons for support and muscles for movement. They know that most food chains start with a green plant and that food chains indicate feeding links in an ecosystem. During the inspection, pupils also explained the adverse effects of damaging one element in the food chain or web. They describe differences between the properties of various materials in terms of their insulating or heat conducting properties. They use their knowledge of materials when separating a complex mixture by processes such as dissolving the salt or using a magnet to remove magnetic metals. Pupils explain the apparent motion of the sun, know that day and night are caused by the earth spinning on its axis and explain the formation of shadows in accurate detail.
105. Progress is very good throughout the school and especially in Years 3, 5 and 6 at Key Stage 2. Progress is equally very good for pupils of all abilities, including higher attaining pupils, those with special educational needs and the few pupils for whom English is an additional language. This very good progress covers all the programmes of study in science. Throughout Key Stage 2, there is very good development of learning from pupils' abilities to observe and record results to planning their own investigations. All know how to conduct a fair test for example by keeping one aspect constant and varying others systematically. Older pupils understand the need to repeat investigations to check for accuracy. Throughout both key stages, pupils' use of accurate scientific terminology and the use of language and numeracy skills is very good. Parents appreciate the progress pupils make and rightly regard science as a strength of the school. The main contributory factors responsible for this success are pupils' attitudes towards their work in class, their very good behaviour, the high quality of teaching and very good assessment procedures and the excellent leadership and management provided by the co-ordinator. Pupils listen attentively, work conscientiously and support one another well in investigations. They show initiative and conduct practical investigations confidently.
106. Pupils' positive response to science is directly linked to the quality of teaching which is very good with some excellent features. The excellent features are teachers' knowledge and understanding, their planning for each ability group and their high expectations. These qualities ensure that the basic skills are taught effectively. In the best lessons, teachers encourage pupils to work at a very brisk pace, consistently remind them about accuracy and neat presentation. Teachers organise a wide range of appropriate resources to increase the effectiveness of their teaching. Care is taken in all lessons to make sure that pupils fully understand newly acquired scientific skills. Practical sessions are nearly always well organised so little time is wasted in lessons. All teachers mark work thoroughly and include comments to help pupils to improve their work further. Teachers assess pupils' progress carefully and use the results very effectively when planning the next stage of learning. The range, amount and quality of homework set are good.
107. The leadership and management of science are excellent. The co-ordinator's role is exceedingly well developed throughout the school in terms of monitoring pupils' work, together with the assessment co-ordinator and rigorous monitoring of planning. The school's system of target-setting is applied very effectively to science and pupils are made aware of the individual targets set for them. The breadth and balance of the curriculum are excellent and fully meet statutory requirements. The provision for health and sex education is incorporated well into the science

curriculum. There are also good opportunities for pupils to practise skills learnt in literacy and numeracy sessions as pupils make accurate measurements or record their findings following investigations or experiments. Science makes a very good contribution towards pupils' spiritual, moral, social and cultural development and pupils are provided with good opportunities for independent research, often using their computers at home.

ART

108. No lessons were observed in Key Stage 1 and only one at Key Stage 2. Contributions to judgements were made from a review of the policy and detailed scheme of work. Discussion with the subject co-ordinator was important evidence as was pupils' work on display around the school and photographic evidence. It was difficult not to be impressed with the quality of work seen in art. Parents reported that art was a strength of the school at the meeting for parents prior to the inspection as did the previous inspection report.
109. On the basis of this evidence it is clear that pupils' attainment at the end of Key Stage 1 is excellent. In the only lesson observed in Year 6, it is apparent that pupils attainment in art is also excellent by the end of Key Stage 2. These findings show that there has been an improvement in standards at both key stages since the previous inspection.
110. The school's highly successful solution to recent time pressures on timetables caused by the implementation of the National Literacy and Numeracy Strategies has been to allocate art a block of time each week. The expertise of local artists has also been provided for special art weeks. This has been achieved with entrepreneurial skill, raising money from local businesses to cover expenses.
111. The success of the strategy can be judged in the one lesson observed. By the end of Key Stage 2, a large majority of pupils are developing excellent observational skills. From these they gain a very strong sense of shape, form and space as they thoughtfully reinterpret personal photographs or magazine illustrations through graphite drawing and pastel colouring. Pupils' large pictures generally show a confident understanding of line and tone, light and shade and creativity, as they successfully explore the lesson brief. Throughout the school pupils enjoy experimenting with a wide range of artistic media in producing exciting work in two and three dimensions. They successfully use a variety of cultural and multi-cultural images as stimuli for their creative work from church artifacts to aboriginal designs. Pupils have a strong appreciation of the potential for artistic ideas from using a wide variety of sources as a result of their experiences of working with professional artists. As a result of these initiatives, pupils with special educational needs, those for whom English is an additional language and higher attaining, gifted pupils benefit greatly from the school's provision for art. All make good progress within their individual capabilities.
112. The quality of teaching in the only lesson observed was very good. The teacher used an interesting and meaningful stimulus as a focus for pupils' thinking. During the lesson introduction, pupils made perceptive interpretations of the characters portrayed in photographs. They are given adequate time and access to high quality resources from which to make independent choices as they interpret their ideas on paper. From the standards of work analysed during the inspection, it is apparent that this quality of teaching from both professional artists and teachers is typical of that which is regularly experienced by pupils. As a result, pupils' attitudes towards their art lesson are very positive. In Year 6 for example, they are clearly excited when the picture stimuli are handed out and confidently and quickly select the illustration they want to use. When drawing begins they efficiently organise their resources and embark upon their chosen task with enthusiasm and determination. Most continue to sustain high levels of concentration throughout the practical phase of the lesson.
113. The subject co-ordinator is highly knowledgeable, committed to raising standards and enthusiastic about the provision for art. As a direct consequence of this, art has a high profile in the school and parents appreciate the quality of their children's work. Through a fellowship with a local university the co-ordinator was able to conduct research into the role of subject co-ordinators. The added level of expertise and money received for the research programme was instrumental in raising standards even further. The resources for art are extensive and facilitate the high quality of pupils' work in such media as clay and batik. The school's artwork is regularly borrowed for display in local authority and other public buildings. Work from the school was recently short-listed for exhibition at the New Tate Gallery and a pupil was subsequently awarded a prize in a national competition for a piece of work. Links with other subjects and art are very strong. Advanced observation skills make

a significant contribution to standards achieved in science. A sculptor in residence is being commissioned for this year so that a millennium sculpture can be designed and produced by pupils as part of their work in design and technology. A business link with a local art gallery has added another level of expertise and money received from the Warwickshire Educational Business Partnership programme has been instrumental in raising standards further. All associated with the school are justifiably proud of pupils' achievements in art.

DESIGN AND TECHNOLOGY

114. As only two design and technology lessons were observed in Key Stage 2 and none were seen in Key Stage 1, judgements are also based on a discussion with the subject co-ordinator, an examination of the scheme of work, displays around the school and resources.
115. Standards in design and technology at both key stages are above those normally seen. In the lessons observed, the quality of learning varied from excellent to satisfactory in direct relationship to the quality of teaching pupils received.
116. In Key Stage 1, pupils have imaginatively explored the design of musical instruments. They have observed the varied way in which sound is produced by a range of instruments. Using boxes and card and a variety of simple tools and joining techniques, they have cut and stuck together card and boxes. On occasions they have used string to create their own detailed and interestingly shaped instruments. These are well displayed in the Key Stage 1 area. In Key Stage 2, pupils choose a favourite poem. They then sensitively imagine the environment in which the poet worked. By closely examining beautiful miniature models for stage sets they begin to design their chosen poets room to be made inside a shoe box. Pupils also take turns in using a room design program on the computer. Most understand the conventions for design drawings as they carefully prepare their own for the production of vehicles with axles. In the Key Stage 2 display areas there are excitingly designed, well-constructed bridges, Grecian pots and Tudor hats. Pupils have honed their making skills by learning to neatly cut and join hard and soft materials in varied ways. To do so they are learning to use a variety of technological tools and skills safely and are mindful of the need for good quality in their finished products.
117. From the evidence of designing and making around the school, the overall quality of teaching is good. In the two lessons observed it was excellent and satisfactory. Where teaching was at its best, the teacher showed great enthusiasm for the task. She had acquired superb resources which stimulated pupils' interest and a well paced introduction ensured that pupils were certain of what was expected of them. Good links were made with other subjects, such as art and English, as pupils recorded the steps they followed and tools they would use. Lower expectations of noise levels and a lack of concentration by some pupils reduced the impact of teaching and learning in the satisfactory lesson. Overall, pupils' attitudes to their design and technology work are very good. Most enjoy the creative process of deciding how they want their design to look and function. Pupils usually sustain good concentration over the duration of the lesson. Photographs show the pride with which finished products are viewed.
118. The subject co-ordinator provides satisfactory leadership and management for design and technology. A school policy and scheme of work to guide teachers in their planning is well established. The school is very well resourced with a wide variety of tools for shaping and joining hard and soft materials. These are very well organized and stored for easy access.

GEOGRAPHY

119. At the time of the previous inspection standards were reported to be above the national average at the end of both key stages. This judgement was based on the quality of pupils' work as a limited number of lessons were seen during the inspection. The recent relaxing of National Curriculum requirements for some subjects to allow for the implementation of the national literacy and numeracy hours has meant that there has been a low emphasis in most schools on the teaching of geography over the past two years. However, it was possible to see some lessons at each key stage and to undertake a detailed scrutiny of pupils' books and work on display. On the basis of this evidence, standards overall are above those expected for pupils at the end of both key stages.

120. Throughout the school, pupils acquire a satisfactory knowledge and understanding of a range of places. They can compare their own environment with contrasting localities in the United Kingdom and the wider world. For example, in their study of rain forests, Year 6 pupils compare the temperature and rainfall of those areas with England. Year 1 pupils make comparisons with the weather, clothes and lifestyles in Kenya and Kenilworth and Year 2 pupils find out what life is like in the village of Laximpur in Bangladesh, looking for similarities and differences with their own locality. Using maps, street plans and atlases in their lessons helps pupils to make good progress in understanding map symbols, different scales and compass directions. In Year 2, pupils successfully draw their route to school, adding features which they pass on the way. Older pupils use maps and an atlas confidently to locate places they are studying. However, little use is currently made of CD ROM programs or the class computer in some classes to assist them in their work.
121. The quality of teaching overall is good. As a result, pupils have positive attitudes to learning geography. Most work with sustained interest and concentrate well on the tasks set for them. This ensures that all, including those with special educational needs, achieve standards appropriate to their level of ability. In the lessons seen during the inspection all of the teaching was at least good with one very good lesson seen in a Year 2 class and an excellent one with Year 5 pupils. In these lessons, teachers use their secure subject knowledge to give pupils accurate information and clear instructions. The worksheets prepared for the lesson were of a good quality and different work was provided for pupils of higher or lower attainment. The links with other areas of the curriculum such as information technology, music, English and mathematics ensured a valuable and rich learning experience for pupils. In Year 5 for example, pupils carefully entered information collected on the recent residential visit to Whitby into a database on the computer. In Year 1, pupils listened to folk stories from Kenya and listened to Kenyan music when comparing Kenya to England in terms of climate and culture. Teachers' expectations of pupils are generally excellent. Their comments on marked work show that high standards are expected. As a result, pupils work conscientiously to complete their tasks neatly. This shows that criticisms over the presentation of work in the previous inspection have been properly addressed. In Year 2 for example, all had to write a list of the differences and similarities between life in a village in Bangladesh and Kenilworth. All pupils including those with special educational needs worked slowly but carefully to complete their list before the lesson ended. Resources such as atlases, maps and globes are usually well prepared for lessons and used effectively to help pupils learn. However, the use of class computers and suitable programs or CD ROMs are not always included in teachers' planning so pupils in some classes have few opportunities to use computers in lessons. All teachers manage pupils very well and conduct lessons at a good pace. This ensures most pupils maintain interest in the lesson and complete the work set for them. Pupils with special educational needs and those for whom English is an additional language are well supported in class and nearly always manage to finish their work.
122. Management and co-ordination of the subject are satisfactory overall. The subject co-ordinator is on sick leave but the headteacher has temporarily assumed responsibility for the subject. The scheme of work of geography, which effectively sets out what needs to be taught from one year to the next, was written some years ago and now needs reviewing to include the latest Curriculum 2000 guidelines. There are no formal procedures in place to monitor teaching or standards in geography but teachers' planning is thoroughly evaluated by the headteacher. Class teachers assess pupils' progress carefully on a termly basis and use this information well to plan future lessons. Detailed annual reports inform parents about pupils' progress. Resources are satisfactory, overall. However, the number and range of computer programs are limited and this restricts the opportunities for pupils to use a computer to support their learning. Residential visits to places of interest such as Whitby and northern France each year greatly enhance pupils' learning in geography.

HISTORY

123. During the inspection, no history lessons were observed in Key Stage 1 and only one was observed in Key Stage 2. Judgements are made from an accumulation of evidence taken from a variety of sources which include pupils' recorded work, the school's policy and long term curriculum plans, wall displays and a list of educational visits and residential trips made recently. On the basis of this evidence, attainment in history is above average at the end of Key Stages 1 and 2. This represents an improvement on the previous inspection when standards were judged to be in line with the national average at Key Stage 1 and above average at Key Stage 2.
124. Pupils make good learning progress in their knowledge of historical periods and themes, in their understanding of fundamental features of history such as chronology. In Key Stage 1, pupils begin

to explore a range of historical evidence to gain an understanding of a particular theme. They look at drawings and old photographs of bicycles and place them in chronological order, going back in time. Some pupils write mature comparisons between Victorian and modern school life. Pupils regularly experience powerful first hand historical evidence by making frequent visits to museums, the local castle and other places of historical interest. In the only lesson observed, pupils in Year 6 purposefully revise the historical background to the Battle of Hastings. They are receiving effective preparation for a residential visit to Normandy next month where they will see the Bayeux tapestry. Very good links are forged with a variety of other subjects. In English, for example, pupils take notes quickly and efficiently by focusing on key historical information. They analyse the work of noted Tudor artists to discover what historical information can be realistically deduced from their pictures and develop feelings of empathy by writing the thoughts and concerns of the artist as he paints an important Tudor figure. In design and technology Tudor paintings are again used to gather design ideas and authentic looking Tudor hats are then made. To celebrate the transition to the 21st century every pupil has designed and produced an exciting clay tile with decoration based on an historical theme. Collectively these will form a lasting reminder as they are to be fixed permanently in an enclosed external wall as part of the school's millennium celebration.

125. It is evident from all sources, including the lesson observed, that pupils enjoy their history work because teachers plan interesting lessons for them. In the Year 6 lesson, pupils listen with interest and attention to the circumstances which led to Harold's defeat and death at the Battle of Hastings. An analysis of pupils' history folders shows that work is often well researched and presentation is usually of a good standard.
126. The quality of teaching overall is very good. In the lesson observed, the teacher had a clear analytical approach which particularly suited the needs of her mature, able class. There were clear expectations of what pupils were expected to learn and how well they were expected to behave. The good pace kept pupils' interest level high and meticulous planning pre-empted any possible difficulties in understanding. A scrutiny of work from all classes shows that this high quality of teaching is typical for the subject.
127. The headteacher is very interested in history and has assumed the role of subject co-ordinator. The school now effectively uses the latest curriculum 2000 guidelines to assist teachers in their lesson planning. Additional funding to develop greater literacy links with history has recently been granted by the Local Education Authority with the aim of raising standards in both subjects. A wide range of quality resources are readily available to promote learning and sustain pupils' interest in lessons. However, there are relatively few CD ROMs or appropriate computer programs to support pupils' learning in history. Museum visits and trips to historical places of interest make a significant contribution to pupils' learning.

INFORMATION TECHNOLOGY

128. Standards in information technology are above national expectations by the end of Key Stage 1 and Key Stage 2. This represents a significant improvement from the previous inspection when little direct teaching was observed and pupils in the school were achieving 'average standards in specific areas'. Information technology was not considered as a strength of the school or firmly established in some curriculum areas such as science. However, pupils' wealth of experience from home was recognised and it is still an important factor accounting for most pupils' advanced skills in the subject. Over the intervening years, expectations of what pupils should be able to do have grown in line with the advances in computer technology. The school has recently begun to install more modern computers but the number available for pupils to use is still below the provision in similar schools. Pupils' access to modern computers is therefore restricted and as a result their progress in the subject is adversely affected. The school has already identified the subject as a priority for development and a large grant has been secured to improve information technology resources. The quality and range of learning are generally satisfactory at present.
129. Throughout Key Stage 1, pupils achieve standards which are above the expectations for pupils of their age. In the reception class for example, pupils use an old BBC computer to help them to learn addition facts and to recognise three-dimensional shapes. All use tape recorders with confidence to listen to stories. Year 1 pupils can use the mouse control well to dress Teddy for the hot climate in Kenya when using an older computer during a geography lesson. Year 2 pupils show a developing confidence in keyboard skills and most successfully load, save and print out their work.

130. By the end of Key Stage 2, pupils' achievements are above those expected for pupils of this age. Most are able to load programs, save and retrieve work unaided. The pupils with most confidence are those who have computers at home. All pupils are confident when using the computer for word processing. They can change print size and the font style. In Year 3, for example, pupils compose poems and print them out unaided. Standards are high in this year group mainly because of the interesting activities provided by the extremely talented class teacher who makes excellent links with other subjects such as English, art and design and technology. Pupils design a room for a poet, for example, or create a stage set in miniature as a setting for a humorous poem. They produce graphs from frequency tables following a local housing survey for history and analyse the data in mathematics. In Year 5, pupils work carefully in small groups, helping and supporting one another to enter information gathered from a survey in Whitby on a recent residential visit onto a database. All use a CD ROM confidently to retrieve information about areas of rainforest around the world. Pupils in Year 4 have had some experience in using spreadsheets to enter and store data about the weather in geography or toys in history. Most are able to produce graphs using the information they have found. Evidence was found of pupils using computer equipment for controlling, monitoring and modelling. In a Year 2 class for example, pupils use a first logo program capably. The variety of experiences in most classes helps to hold pupils' interest in the subject. When pupils are working on computers, they show interest and application. They help each other and persevere to achieve success. Their response to direct teaching is enthusiastic. Pupils in Year 3 for example, took great pride in their ability to print out their writing.
131. Pupils' achievement throughout Key Stage 2 is generally above expectations. However, in some classes, pupils are not provided with sufficient opportunity to use a computer. In many lessons during the inspection, few computers were being used. The incompatibility and age of computers in the school and shortage of subject related programs tend to restrict the progress of all pupils. Pupils with special needs achieve satisfactory standards and their progress is also generally good as a result of the support they receive from teachers and other adult helpers.
132. Computers are used reasonably well to consolidate writing skills in most classes. The opportunity for pupils to use computers to assist and extend their learning most subjects however, is not usually included in teachers' lesson planning. This results in computers being under-used in some lessons. However, there are good examples of work produced in history, art, geography, science and English. In Year 6 for example, pupils used an art program effectively to design posters and create an attractive display outside their classroom. They also use a CD ROM well to research information about holiday destinations in geography like Sydney harbour.
133. Overall, teaching is good in information technology. No whole class lessons were observed during the inspection. In the few lessons where direct teaching for pupils working at computers was observed, teachers' knowledge was secure. Teachers are clear about their aims and most have adequate technical knowledge to give them confidence. For example, a teacher in Year 5 effectively taught pupils to use a database so that they could analyse the results of their survey in depth. The effectiveness of teachers' planning is satisfactory mainly because opportunities to use computers in all subjects of the curriculum are not identified. A systematic approach to assessing pupils' progress is regularly undertaken and the results used well to plan future learning.
134. The co-ordination and management of the subject are undertaken by a part-time class teacher and are satisfactory overall. The co-ordinator is enthusiastic and knowledgeable but few opportunities are provided to monitor, evaluate or develop teaching in the subject. This limits her effectiveness, particularly as she is not in school for much of the week. It means that those teachers who are not as confident as others in the subject are unable to get help when they need it. The adequacy of resources to meet the demands of the curriculum is currently unsatisfactory. The previous inspection report referred to a realistic programme for updating and adding to resource levels. The school has recently acquired some new computers but generally the rate of improvement has not been sufficient to keep pace with current requirements. There are still not enough modern computers for pupils to use and the range of subject related programs is below acceptable levels. As a result, some teachers do not make good use of computers in all subjects and this adversely affects pupils' progress in information technology. The fact that many pupils have computers at home is helping to maintain standards. The scheme of work is to be reviewed shortly to incorporate the latest guidelines from the government. Statutory requirements in respect of the National Curriculum are being fully met.

MODERN FOREIGN LANGUAGES

135. French is taught to pupils in Year 6 by a part-time teacher employed by the school. However, because of the long term illness of the teacher, no lessons were observed during the inspection. In French lessons pupils learn how to respond to questions, count and sing French folk songs. The Year 6 temporary teacher conducted an impromptu lesson during the inspection week helping to prepare pupils for their annual residential visit to northern France. As it was not on the timetable no inspector was present. However, pupils obviously enjoy learning a modern foreign language, as they were keen to describe to the inspection team over lunch what they had been doing.

MUSIC

136. The standard of work seen in music throughout both key stages is unsatisfactory and pupils make unsatisfactory progress in performing, composing and in their basic knowledge and understanding. This is a deterioration since the previous inspection and reflects parental concerns expressed at the meeting for parents prior to the inspection.
137. Standards have deteriorated because the school's provision for music has been reduced for the following reasons:-
- the lack of a music co-ordinator giving ongoing support to teachers
 - the insecurity and lack of confidence shown by the majority of teachers
 - insufficient curricular guidance for the non-specialist and, in most classes,
 - insufficient time being devoted to the subject on teachers' weekly timetables.
138. During the inspection week, excellent lessons were provided by one of the specialist teachers from the local Music Advisory Service. During the half-hour lessons, pupils of all ages experienced an exceedingly rich and relevant range of musical experiences and acquired skills at a very good pace throughout. Their aural discrimination was enhanced as they accurately repeated short melodic phrases sung by the teacher. They also memorised some of the songs from the previous week. Pupils in all classes, apart from Year 6, sang with accurate pitch, good feel for rhythm and after appropriate reminders, improved vocal projection and articulation. Unfortunately, however, these skills were neither developed nor extended by most class teachers. Most teachers rely far too heavily on the visiting specialist teachers to deliver the music curriculum to their pupils. The teaching of music is satisfactory overall but this is wholly due to the quality of lessons taught by visiting specialists.
139. There was little evidence of progress in pupils' knowledge of music from year to year in the small amount of work available for inspection. Inspectors found no evidence of pupils' taped compositions and the quality of singing in assembly was poor. Unsatisfactory features included inaccurate pitch, poor vocal projection and general reluctance to sing, especially by pupils in Year 6. However, there was a substantial difference in attitudes when pupils were taught by the teacher from the Music Advisory Service. Pupils entered the hall enthusiastically and with high expectations of the lesson, especially in terms of challenge and enjoyment. They listened carefully and remembered detail about songs from previous weeks with the result that they made very good progress, especially in singing, during these lessons.
140. At present, music has a low profile in the school. The majority of pupils who have instrumental tuition do not practise sufficiently and often leave their instruments in school, sometimes for many days. This shows a general lack of interest and commitment. Although there is an attractive, spacious, well set out music room and sufficient resources, there is insufficient curricular guidance in terms of a progressive and detailed scheme for the non-specialist teacher which gives detailed, stage-by-stage progression. The level of resources available for enriching pupils' knowledge of the music of other cultures in a progressive manner, especially African and Asian music is unsatisfactory.
141. Priors Field School, at present, is not making the most cost-effective use of the extremely talented Advisory Music Teacher as she is teaching two year groups simultaneously and does not have the opportunities to support class teachers or ensure progress apart from her own weekly lessons. The Warwickshire Choral Initiative, set up to enhance the choral experiences of pupils in addition to their normal lessons is not succeeding as the specialist teacher is actually providing the music teaching rather than being able to enhance the school's provision.

142. The governors, headteacher and staff have identified music as an area for development and significant improvement. They recognise the need for a well-qualified co-ordinator who will give strong leadership and management in addition to the necessary support and monitoring of class teachers. At present pupils' experiences in music do not progress in the same way as in other areas of the curriculum. In spite of the present situation, the appointment of a very well qualified musician on a temporary contract in the school has begun to raise the status of music. Statutory requirements for music are being met, but the quality of the provision in most classes is weak and this is adversely affecting standards. Pupils are given regular reminders about practising their instrument. Currently, over 40 pupils are learning to play string, brass and woodwind instruments but there are few opportunities provided for them to perform. This understandably affects their level of interest and motivation to improve. One notable event was pupils' involvement in the musical 'Ocean Commotion' together with pupils from other schools in the area. Pupils spoke enthusiastically about their involvement in this event. In a small number of classes, pupils are having additional and enriching musical experiences. In a religious education lesson for example, instrumental music was used to produce an appropriate atmosphere. However, knowledge and understanding and the collaborative and investigative elements of music, especially ensemble playing, are unsatisfactorily developed throughout the school.

PHYSICAL EDUCATION

143. Standards at the end of both key stages are above national expectations. This was also found to be the case in the previous inspection in November 1996. Standards have improved for children under five from 'average' to above those expected for children of this age. Pupils in Year 5 attain high standards in gymnastics. They practise, refine and repeat a series of actions on the floor and on apparatus, showing a good awareness of body tension and control. All work well with a partner to mirror one another's movements and demonstrate good balance. Most know the effects of exercise on their body and most sustain energetic activity well. They show confidence when demonstrating for the whole class and sensibly evaluate the performance of others. Pupils throughout the key stage display similarly high standards in their athletics activities. When practising sprinting outdoors, for example, all show a good competitive spirit. The school reports that every year, all pupils achieve the expected standards in swimming by the end of the key stage.
144. Younger pupils show equal determination to do well in physical education lessons. In a Year 3 dance lesson for example, pupils respond appropriately to music by Ladysmith Black Mambasa and emphasise shapes and patterns with their bodies which are inspired by the music. Individual performances were enhanced when the class teacher provided flowing armbands for pupils to swirl in time to the music. Year 2 pupils work hard to practise and refine their dribbling and hitting skills. They are developing good hand eye co-ordination and improving their accuracy in these skills which will eventually be used in games sessions. Children in the reception class are keen to take part in physical education sessions and are establishing good routines at this early age. All listen carefully to a BBC dance tape and respond well to signals for attention from their teacher. Pupils of all ages realise the importance of warming up before strenuous activity and how to relax their bodies at the end of sessions.
145. The quality of teaching is very good throughout the school. Teachers plan their lessons well. Before and during lessons they give clear instructions to pupils which means that all know exactly what is expected of them. Tasks are sufficiently demanding in their content and their pace to keep all pupils sufficiently challenged and interested. Demonstration was used effectively to illustrate skills and encourage pupils to improve their own performance. As a result, the quality of learning in all the lessons seen was good or very good. Pupils' attitudes to dance, gymnastics or athletics sessions are very good. They change quickly and quietly and listen well to instructions. All sensibly obey rules to safeguard their own and others' safety. Behaviour is very good, which means that little time is lost during lessons waiting for pupils' attention. Pupils of all ages and abilities are motivated, hardworking and keen to be involved. There was no shortage of volunteers to demonstrate in the Year 5 gymnastics lesson and children in the reception class were eager to share their ideas about actions appropriate to the music. Even the youngest moved with confidence and enjoyment. Pupils with special educational needs and those of higher attainment compete equally in lessons. All show a good sense of responsibility and fair play. All pupils wait patiently for their turn without queue jumping and work well together in lessons.
146. The breadth and balance of the curriculum provide a good range of activities for pupils. However, the scheme of work to guide teachers' planning from year to year needs reviewing to incorporate the

latest Curriculum 2000 guidelines. It was written 3 years ago and provides little guidance to help teachers to plan work which builds progressively on pupils' previous learning. The curriculum is enhanced by a wide range of extra-curricular sporting activities which are well attended. All pupils have the opportunity to play football, netball, rugby and rounders on a regular basis. Girls and boys have the opportunity to join in with team games and frequent football, netball or cross-country events are arranged against other schools. This helps to give pupils a sense of fair play and sharpens up their spirit of competitiveness in sport.

147. The management of the subject is satisfactory overall. The subject last featured as a priority in the school development plan in 1997 and is due for inclusion again. Few opportunities are currently provided for the co-ordinator to monitor or evaluate standards or the quality of teaching but teachers' planning is regularly and carefully checked by the co-ordinator. Accommodation, both inside and outside, is very good. Pupils benefit from lessons in a spacious hall and large hard play areas outdoors. Plans are well advanced to provide an enclosed play area for children under five. The school is set in extremely spacious grounds but poor drainage means that the playing field cannot be used for much of the year. This limits pupils' opportunities to take part in or practise team games. The level of resources is good for all aspects of the curriculum. The school is successfully maintaining its high standards in this subject area.

RELIGIOUS EDUCATION

148. The standards of work seen in religious education at both key stages are very good. Attainment at the end of both key stages exceeds the expectations of the locally Agreed Syllabus. This is a significant improvement when compared with the previous inspection. The main features which contribute to pupils' very high standards and progress are the very high quality of leadership and management of the subject and teachers' planning and subject knowledge. Additional factors are pupils' very good attitudes to their work and their mature response during lessons. They are invariably very well behaved and highly motivated. Teachers ensure that pupils understand how well they are achieving and how they can improve. They make very good progress over time.
149. By the end of Key Stage 1, pupils understand the nature of celebrations, rituals and special days through a wide range of well-considered religious experiences. They know that Christmas is Jesus' birthday, explain some miracles and parables of Jesus and the events leading up to Easter. Pupils in Year 2 study the features which make good leaders focusing on the headteacher as the leader of the school and the minister as a leader of the local church. Pupils understand the special features of a church such as its design, ceremonies and the worship which takes place there. The majority describe the special features of Christmas, Easter and Harvest in religious terms and in the activities taking place both at school and at home. They know some of the miracles and parables of Jesus and describe certain features of Jesus' life from birth to his crucifixion. Pupils have a very clear understanding about moral values such as kindness and distinguish between right and wrong. Analysis of their work showed a high level of creativity when they imagined what God would be like. Pupils in Year 2 also celebrated Succot which is a reminder of the Jews wandering in the wilderness after the Exodus. They also know about Hanukkah, the Jewish Festival of Light. The quality of work in Year 2 represents very good progress from Year 1 where pupils know the importance of water as a symbol in Christianity and compare this with the necessity for water in our lives.
150. By the end of Key Stage 2, pupils have a very mature understanding of the role of religious beliefs because of the well planned curriculum and exceptional quality of teaching major religions such as Christianity, Judaism, Islam and Buddhism. Examples of this mature level of understanding include the knowledge that Christians, Jews and Muslims believe in one God, while other religious groups such as Hindus worship many. They know the names of the holy books, buildings and important features of these major world faiths. They also understand that people have different ways of worshipping and books and artefacts that are precious to them. Their study of Buddhism has included its origin, the story of Siddharta Gautama and meditation. Most pupils also have a detailed knowledge of the Eight-fold Path and the Praying Hand, together with the Four Noble Truths. Most pupils understand the essential elements which make religious beliefs, ritual and celebrations different from other forms of knowledge. They are also aware that many people do not practise any specific religion but still have views which should be taken into consideration, especially on important aspects of life. During the inspection week for example, pupils considered the issue "if there were no rules, there would be no freedom". The academic manner in which the teacher approached this aspect lifted the whole ethos of the lesson from the mere deciding on suitable rules of society to considering "The Lord of the Flies" and suggesting this book as recommended reading for some.

The lesson then developed to an even higher level where pupils, having decided on the necessary rules for society, considered the affect if these rules were carried out. Pupils in Year 6 have an appropriately detailed knowledge of Christianity, the Old and New Testaments, the parables and miracles of Jesus and important festivals.

151. Pupils' progress at both key stages is very good with some excellent features, especially their knowledge of world faiths as living faiths rather than as historical facts. As pupils progress through the school, they develop a deeper and wider understanding of religious festivals, traditions and symbols, and relate many religious stories and situations to their own experiences, and to the origins of the religions. An outstanding example was in Year 3 where all pupils understood the importance of the Exodus of the Israelites from Egypt and the mixture of emotions of happiness and sadness which Jews celebrate today during Pesach or the Feast of the Passover. The pupils in this class explained the reasons for the lamb shank and the bitter herbs on the Seder Plate and explained about the sacrifice of the lamb and the angel passing over the homes of the Israelites. Religious vocabulary is extremely well developed and pupils show an increasing grasp of religious concepts and discuss their feelings and opinions. Pupils with special educational needs and those for whom English is an additional language make very good progress in religious education lessons.
152. The quality of teaching is very good. Teachers create a classroom atmosphere that is highly appropriate for religious education, have very good knowledge and understanding of the subject, including all of the world religions being studied and the spiritual, personal and social elements. They are sensitive to pupils' feelings and encourage them to discuss and state their views clearly in order that the adult views and ideas do not dominate the discussion. The curriculum is broad and balanced and fully meets the requirements of the locally Agreed Syllabus. The features that make it very good are its tight structure and clear development of understanding and new knowledge. There is a detailed policy and the scheme gives teachers security in understanding the requirements of the Agreed Syllabus. The co-ordinator is very enthusiastic and provides highly effective leadership and management of the subject. There is a very good range of resources, including those associated with major world faiths and they are used well to support lessons. As a result, pupils of all ages achieve well in religious education and this subject is a strength of the school.