

INSPECTION REPORT

KINETON C of E PRIMARY SCHOOL

Kineton

LEA area: Warwickshire

Unique reference number: 125692

Headteacher: Mrs C Edmonds

Reporting inspector: Mrs M Fitzpatrick
24326

Dates of inspection: 27 – 30 May 2002

Inspection number: 195531

Full 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: | Voluntary Aided |
| Age range of pupils: | 4 - 11 years |
| Gender of pupils: | Mixed |
| School address: | King John's Road Kineton Warwick |
| Postcode: | CV35 0HS |
| Telephone number: | 01926 640397 |
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| Appropriate authority: | The Governing Body |
| Name of chair of governors: | Mrs J Price |
| Date of previous inspection: | 20 May 1997 |

INFORMATION ABOUT THE INSPECTION TEAM

| Team members | | | Subject responsibilities | Aspect responsibilities |
|--------------|--------------------|----------------------|--|--|
| 24326 | Moira Fitzpatrick | Registered inspector | English as an additional language English History | What sort of school is it? How high are standards? a) The school's results and achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further? |
| 9189 | John Horwood | Lay inspector | | 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? |
| 29188 | Giana Ulyatt | Team inspector | Foundation Stage Art and design Physical education | |
| 28320 | Robert Willey | Team inspector | Equal opportunities Special educational needs Mathematics Design and technology | How good are the curriculum and other opportunities offered to pupils? |
| 18116 | Christopher Taylor | | Science Information and communication technology Geography | |

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REPORT CONTENTS

| | Page |
|---|-----------|
| PART A: SUMMARY OF THE REPORT | 7 |
| Information about the school | |
| How good the school is | |
| What the school does well | |
| What could be improved | |
| How the school has improved since its last inspection | |
| Standards | |
| Pupils' attitudes and values | |
| Teaching and learning | |
| Other aspects of the school | |
| How well the school is led and managed | |
| Parents' and carers' views of the school | |
| | |
| PART B: COMMENTARY | |
| | |
| HOW HIGH ARE STANDARDS? | 11 |
| The school's results and pupils' achievements | |
| Pupils' attitudes, values and personal development | |
| | |
| HOW WELL ARE PUPILS TAUGHT? | 14 |
| | |
| HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS? | 16 |
| | |
| HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS? | 18 |
| | |
| HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS? | 19 |
| | |
| HOW WELL IS THE SCHOOL LED AND MANAGED? | 20 |
| | |
| WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER? | 22 |
| | |
| PART C: SCHOOL DATA AND INDICATORS | 24 |
| | |
| PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES | 28 |

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Kineton VA Primary School is about the same size as most schools of this type, with 250 pupils and an approximate balance of boys and girls. There is no nursery and children join the reception class in the school year in which they are five. The school has an almost entirely white European population and there are no children with English as an additional language. The percentage of pupils eligible for free school meals (3.2) is below the national average but there is a wide variation in socio-economic circumstances. The percentage of pupils on the school's register of special educational need is above the national average, while the percentage of pupils with statements of special educational need is broadly average. Most special educational needs are related to general learning and emotional and behavioural difficulties. While overall the attainment of pupils on entry to the school is average there is a wide variation in the attainment of pupils on entry, with a high proportion of both higher and lower attaining pupils in each year. In recent times, and particularly during the inspection, the school has had to face additional challenges because of teacher mobility.

HOW GOOD THE SCHOOL IS

Kineton Primary School provides a sound education for its pupils. Standards achieved in the national tests by pupils in Year 6 are above the national average. Teaching is good and pupils' achievement is satisfactory. Leadership provides clear direction for the pastoral development of the school and there are satisfactory systems in place to ensure that teaching and learning lead to progression. The school provides a caring and happy environment for pupils and gives satisfactory value for money.

What the school does well

- Promotes good standards in speaking and listening.
- Standards in mathematics and science are good at the end of Year 6, as a result of good teaching.
- The headteacher has clear vision for the development of the school and provides strong leadership for the development of pastoral systems, which lead to good care for pupils and very good personal development.
- Pupils have very good attitudes to school. The good inclusion practices ensure that all pupils are fully involved in the life of the school.
- Provision for pupils with special educational needs is very good. They make good progress as a result.
- Teaching and the contribution of support staff to pupils' learning.
- Provision for pupils' spiritual, moral, social and cultural development is very good, giving pupils a very good base for becoming caring and tolerant citizens.
- Written communication to parents is very good.

What could be improved

- Standards in reading and writing.
- The opportunities for a greater degree of challenge for higher attaining pupils.
- Reduce the current workload of the headteacher and deputy headteacher.
- The role of subject co-ordinators.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made satisfactory improvement overall since it was last inspected in May 1997. Provision for information and communication technology has improved and the standards achieved in the subject have risen. There have been improvements in the learning of the oldest pupils in Year 2 in the current school year. While there has been some improvement in the provision for higher attaining pupils, this has not been enough and this remains an area for further improvement in the school. Assessment procedures and teachers' planning are now both good. The school development plan now has an extended time scale of four years. In the time since the last inspection, the school, like many schools nationally, has had a high level of teacher mobility. This teacher mobility and the resulting need to

support inexperienced teachers has led to an difficult situation with regard to subject co-ordination, with the headteacher and deputy having to assume more roles than they would normally do in a school of this size. However, staffing for the next school year is stable and when all teachers assume a subject responsibility, the school will be in a much stronger position to improve than it has been in the recent past. The school set and met appropriate targets for the national tests in 2001 and has set similar targets for the 2002 tests.

STANDARDS

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

| Performance in: | compared with | | | |
|-----------------|---------------|------|------|-----------------|
| | all schools | | | similar schools |
| | 1999 | 2000 | 2001 | 2001 |
| English | A* | C | B | C |
| Mathematics | A* | D | B | C |
| Science | B | D | B | C |

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

The school's results in national tests have kept pace with the national trend in improvement since the last inspection. In the tests in 2001, the performance of pupils at the higher level was above that of similar schools, and pupils in Year 6 made satisfactory progress in English, mathematics and science. Pupils currently in Year 6 are achieving similar standards to those reported above. In all other subjects they achieve the expected standard for their age, except in music where very good teaching leads to better than expected standards. Pupils' achievement by the end of Year 6 is satisfactory because more than half of the teaching is good and they bring very good attitudes to their learning. However, there is room for better progress for some higher attaining pupils across the school. In the national tests for pupils at the end of Year 2 in 2001 their performance in reading was below the national average and their performance in writing was well below the national average. The percentage of pupils reaching the higher level in reading and mathematics was above average. In the mathematics tests pupils achieved the national average but were below the average of pupils in similar schools. Teachers' assessment in science placed pupils well below the average for their age. The pupils now in Year 2 are achieving better standards in science and English as a result of good teaching this year. In all other subjects they reach the expected standard for their age except in art, where they exceed the expected level. This is because of the teacher's very sharp focus on teaching skills and ensuring that pupils have plenty of opportunity to practise and develop them. Children in the reception class make satisfactory progress in their communication, language and literacy, mathematical knowledge and physical development and they achieve the early learning goals by the time they enter Year 1. In personal, social and emotional development, knowledge and understanding of the world and creative development their learning is good and they exceed the early learning goals by the time they join Year 1.

PUPILS' ATTITUDES AND VALUES

| Aspect | Comment |
|-------------------------------------|---|
| Attitudes to the school | Very good. Pupils are keen to learn and respond well to effective teaching. They willingly accept responsibility and are fully involved in school activities. |
| Behaviour, in and out of classrooms | Good. Behaviour is good through out the school, with only small numbers in each year group presenting challenging behaviour. |

| | |
|--|--|
| Personal development and relationships | Very good. Pupils are friendly, confident and polite. Very good relationships exist throughout the school and all pupils are included in activities. |
| Attendance | Very good. Attendance is well above the national average and unauthorised absence is below. |

TEACHING AND LEARNING

| Teaching of pupils in: | Reception | Years 1 – 2 | Years 3 – 6 |
|------------------------|-----------|-------------|-------------|
| Quality of teaching | Good | Good | Good |

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

Some very good and excellent lessons were seen. Two lessons were unsatisfactory. In English, teaching is satisfactory overall. Teachers make appropriate use of the National Literacy Strategy to structure their lessons and they plan appropriate tasks for pupils. The result is that pupils make sound progress in the infants and juniors in their literacy skills, though they could have better developed reading and writing skills through more detailed planning for progression. Teaching in mathematics and numeracy is good and pupils generally reach higher standards in mathematics as a result. They enjoy the brisk and demanding questions that challenge their mental agility at the start of lessons. The mathematics co-ordinator has been influential in maintaining good standards since the last inspection. Science is well taught and because pupils have plenty of opportunity for investigations they learn well and have good recall of scientific facts. In all other subjects teaching is at least satisfactory. In the juniors music teaching is good and the teaching of art is very good in Year 2 and physical education teaching in the infants is good. Pupils who have special educational needs have their needs well met through the setting of appropriate targets and the good quality support they receive from learning support assistants to help them reach these targets. Teaching in reception is good overall. Teachers plan well to meet the needs of young children and give them opportunities to develop independence. Teachers in reception make good provision for the personal social and emotional development of young children.

OTHER ASPECTS OF THE SCHOOL

| Aspect | Comment |
|---|---|
| The quality and range of the curriculum | All subjects are taught to a satisfactory standard and there is a good range of learning opportunities for pupils in the reception classes. Provision for extra-curricular activities is very good. |
| Provision for pupils with special educational needs | Pupils have good provision for learning through the appropriate targets set for them in their individual education plans. Teachers and learning support assistants work closely to ensure that pupils reach these targets. |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | Very good provision for each area. Pupils' personal development is very strong as a result of the many opportunities they have to exercise responsibility and learn tolerance and understanding. They are given good guidance that helps them distinguish right from wrong. |
| How well the school cares for its pupils | The school provides good care for its pupils, with effective systems for monitoring and developing good behaviour. Pupils are well known to their teachers. Procedures for assessing pupils' learning are good. |

There is good welfare provision and good supervision for all activities. Procedures for supporting pupil care are good, as are procedures for eliminating oppressive behaviour. The school has satisfactory links with parents, though a minority feel excluded from the school's activities.

HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect | Comment |
|--|--|
| Leadership and management by the headteacher and other key staff | Strong leadership from the headteacher during difficult times for the school. The headteacher and deputy headteacher have had to work very hard since they joined the school to maintain standards against a background of very high staff turnover. They currently carry out many more duties than is usual for the leadership team in a school of this size. |
| How well the governors fulfil their responsibilities | Good. Governors have a thorough knowledge of the school through their involvement with specific classes and their discussions about the headteacher's reports. They ensure that all statutory requirements are met. |
| The school's evaluation of its performance | There are good systems for monitoring teaching and learning. The headteacher and deputy headteacher have a clear picture of the school's strengths and weaknesses in teaching. Support has been effective in improving teachers' performance with the result that it is now good throughout the school. |
| The strategic use of resources | Spending is well targeted at raising standards and providing a good level of support for pupils who have special educational needs. The governors have been very careful in their decisions about staffing to ensure that pupils' needs are met. |

The school has enough teachers and support staff to teach the curriculum. Accommodation and learning resources are satisfactory, except in the infants where a lack of space hampers opportunities for independent learning. The school makes satisfactory use of the principles of best value.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

| What pleases parents most | What parents would like to see improved |
|---|--|
| <ul style="list-style-type: none"> • The teaching is good. • Their children like school. • The progress made by their children. • That teachers have high expectations of children. | <ul style="list-style-type: none"> • The information they receive about their children's progress. • How closely the school works with them. |

The vast majority of parents are supportive of the school, but a number of parents had some concerns. The inspection team agrees with the parents' positive views overall, though some variations exist. Evidence collected by the team during the inspection indicates that information supplied to parents is very good and the school has in place systems to work closely with parents. The variation in parents' views indicates that the school needs to devise methods to ensure that all parents feel valued.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Attainment on entry to the school is average for children of this age. By the time they enter Year 1 the majority have made steady progress. By the end of the reception year, the majority have reached the early learning goals in communication, language and literacy, mathematics and physical development. They have exceeded the goals in personal, social and emotional development, knowledge and understanding of the world and creative development.
2. In the national tests for pupils at the end of Year 2 in 2001, girls' performance in the tests was above that of boys'. The trend in results has fallen since the last inspection. Girls' performance was better than boys in the writing tests as a result of their better reading skills and closer attention to punctuation. The trend in results is the same as for reading in that pupils' attainment at in Year 2 has fallen steeply since the last inspection. The main reason for the low attainment of Year 2 pupils is the very high teacher turnover that has occurred in the infants since the last inspection together with the high level of pupil mobility in this particular cohort. Another factor has been the appointment of newly qualified teachers, some of whom have needed considerable support to help them achieve a satisfactory standard of teaching. Standards in Year 2 now are slightly better and are below the national average overall in English. Pupils' speaking and listening skills are good and are well promoted. Most pupils read with some understanding and they are very well supported by the reading that they do at home. Writing is clear and pupils write simple stories and accounts with a sense of structure. Their spelling is weak, mainly because they have a poor knowledge of letter sounds.
3. In the national test for pupils at the end of Year 6 in 2001, pupils' performance in English was above the national average and about the same as the performance of most pupils in similar schools. Girls' performance was better than boys' and was well above the national average. The reasons appear to be that girls read more regularly than most boys and are improving their understanding of different styles of writing by this means. The trend in improvement since the last inspection has been in line with the national trend for pupils at the end of Year 6. The majority of pupils made satisfactory progress from the time they left the infants. Pupils currently in Year 6 are attaining at about the national average, with a higher proportion than usual reaching the expected standard. Pupils achieve above the expected standard in speaking and listening because they have frequent opportunities in most lessons to develop these skills. In reading, the majority attain at the expected level and have a sound understanding and recall of what they read. There are gaps in the skills of many, however, and this reflects the weak teaching of letter sounds earlier in the school. This weakness, in turn, affects pupils' writing, which is often marred by weak spelling. Otherwise, pupils in Year 6 write with an appropriate style and often choose interesting and vivid vocabulary to enhance what they write.
4. In the national tests for Year 2 pupils in mathematics, girls' performance in the test was better than boys' because there were more higher attainers among the girls. Since the last inspection, results in mathematics have kept pace with the national trend. The majority of pupils who are now in Year 2 are achieving at the expected level for their age. Pupils benefit from a good balance of worksheet and independent work, which allows them to improve their presentational skills in mathematics. They have a good knowledge of number and higher attaining pupils know clock times and have a good knowledge of two- and three -dimensional shapes.
5. In the national tests for Year 6 pupils in mathematics, the boys' performance was better than the girls' and was well above the national average. The trend of improvement since the last inspection has been in line with the national trend. This is due to the successful implementation of the National Numeracy Strategy and the effective leadership of the co-ordinator for mathematics. Pupils currently in Year 6 are attaining standards above the national expectation. They have a secure grasp of fractions, decimals and percentages and understand the interrelationship of

these. They have a good knowledge of shape and symmetry. Lower attaining pupils use coordinates accurately and can multiply three- by two-digit numbers correctly. All pupils have a good mathematical vocabulary, which they use with understanding and confidence.

6. The proportion of Year 2 pupils reaching the expected standard in teacher assessments in science in 2001 was well below the national average. Pupils presently in Year 2 have benefited from good teaching throughout this year and nearly all are reaching the expected level and overall standards are above expectation, which represents good progress since the start of the year. The pupils understand what plants need to grow and can conduct experiments to discover what happens if you change growing conditions. They write simple accounts of what they learn from their investigations.
7. In the national tests for Year 6 pupils in science in 2001 there was no difference in the performance of boys and girls. The trend of improvement since the last inspection has been in line with the national trend. Pupils who are now in Year 6 are achieving standards above the national average. They have a good understanding of the effects of diet upon health. They investigate the effects of exercise upon the body and record data using information and communication technology. They are able to produce a spreadsheet of their data and analyse what it tells them about the effects of exercise. Most pupils have a good knowledge of scientific terms, which they use well when writing about their work.
8. Pupils in the in all years reach the expected standard in information and communication technology. They are beginning to make use of their skills in other subjects, such as English, mathematics and history. They do not have opportunities to control experiments in science or to use computer models in science. Pupils of all ages use computers to research information and, by Year 6, they are able to combine text and pictures with sound to present information about Ancient Greece.
9. Achievement is satisfactory in Years 1 and 2 and pupils reach the expected standard for their age in all subjects except art, where they exceed the expectation because of the very good teaching they receive. Pupils in the infants make satisfactory progress because lessons are well planned and they are supported by skilled classroom assistants as well as their teachers.
10. In Years 3 to 6, achievement is satisfactory overall. Pupils reach the expected standard in all subjects, except music, where they exceed the expected standard because of very good teaching in the subject. There is evidence of gaps in learning amongst some pupils throughout the juniors, which is result of weak teaching in the past. Many of these pupils are now on the special needs register to help them catch up with what they missed.
11. The majority of pupils on the special needs register achieve below average scores in national tests at the end of Year 2 and Year 6. Pupils between Year 3 and Year 6 appear to make good progress, but this is based upon limited statistical evidence. The school tracks the progress of pupils with special educational needs in order to monitor the effectiveness of provision. All pupils from the school action stage onwards have individual educational plans (IEPs). Their quality is good and they provide an effective framework within which pupils are well supported. Most targets are specific, realistic and often challenging. The majority are orientated towards language and mathematics, but not exclusively. Behaviour targets are sometimes included as well as some challenges to raise pupils' self-esteem. As yet, there is no regular evaluation of the effectiveness of IEPs and the school is considering screening them termly in order to evaluate their impact.
12. The use of literacy skills across the curriculum is variable. In most classes, there is good promotion of speaking and listening in all subjects, with the result that standards are good in these aspects of literacy. In the Years 3 to 6 pupils are expected to research topics by reading independently and teachers supply a good range of books for this purpose, usually from the school's library service. However, the use of writing to record learning and to consolidate what is learned in literacy lessons is much less developed than is usually found in schools of this type. Pupils generally have too few opportunities to write at length in other subjects, so they do not see the skills learned in English lessons applied in their own work in history, geography and science.

13. Numeracy skills are not effectively developed in subjects other than mathematics. One reason for this is the impact of frequent changes of subject co-ordinators in the last five years. Opportunities are missed. Work in geography could be effectively linked to pupils' understanding of coordinates and more work in science could be mathematically related. Data handling has little impact on pupils' work.
14. Standards in the school are satisfactory and, with current staffing, pupils in Year 2 are making good progress. The moves to raise standards have been impaired by the frequent changes of staff since the last inspection. Currently, the staffing in the school is promoting satisfactory learning and pupils make sound progress. There is a continuing need to support pupils who have lost ground due to weaker teaching in the past. The headteacher and the deputy headteacher have both worked hard to ensure that long- and medium-term planning give good support to teachers' planning for lessons and, in this, they have been successful. The school set and met appropriate targets for the national tests in 2001 and has set similar targets for the 2002 tests.

Pupils' attitudes, values and personal development

15. The majority of pupils have positive attitudes to the school and to learning. They arrive at school either by bus or accompanied by parents; they arrive in a very orderly manner and are clearly keen to come to school. Pupils are polite and well mannered, showing courtesy to staff, to visitors and to each other when moving around the school and this results in a very disciplined community. Their attitudes throughout the school are very good and pupils concentrate well and work hard in most lessons. In a small minority of lessons, such as in a Year 5 science lesson, some pupils lost interest and concentration and their disruptive behaviour had a negative effect on the work of the rest of the class. The school is aware that it needs to consider carefully ways of managing the behaviour of this large group when they enter Year 6 and has already begun to discuss possible additional support to ensure that learning for the majority is not reduced. Pupils are very aware of the school ethos and they are encouraged not only to produce their own class rules, but to think about why rules are necessary. Their attitudes to learning with a visiting design technology teacher were very good, apart from a very few pupils who found concentration difficult.
16. Children in the reception class enjoy coming to school. They all have a good attitude to their work, playing sensibly with each other, sharing equipment and resources. They learn to listen to each other and to respect each other's ideas.
17. The behaviour of the pupils is good in most lessons and, sometimes, very good, as in some well taught mathematics and English lessons in Years 1 and 2. Some similar lessons for the same age group pupils were less effective, due to the pupils being excitable, with much chattering. In each age group there are a few challenging pupils, but, in most cases, these are very well managed. In a very good junior assembly, the behaviour of the pupils was excellent. Around the school, including break and lunchtimes, the behaviour is good with no evidence of any bullying or other type of oppressive behaviour.
18. The school places strong emphasis on good behaviour. Pupils are expected to respond positively in any situation. They are actively encouraged to support each other in the classroom, during physical education and during informal times, such as lunchtime and playtime. This results in pupils working well together and developing very good relationships with their peers. For those pupils who do have difficulties with appropriate behaviour in classrooms, or within their relationships, the school has strategies in place to give them help to modify their behaviour. Behaviour amongst pupils with special educational needs is usually good.
19. Relationships throughout the school are very good, often excellent, and are fundamental to the ethos of the school. There is a friendly and family atmosphere within the school based upon mutual respect and trust. Staff and pupils communicate very well and relationships between them are very good, allowing pupils to talk to teachers about individual problems. Pupils show very good personal development and are mature and sensible, as well as being confident, polite and trustworthy. They are keen to take on responsibilities, such as membership of the school council

or, in the classroom, carrying out duties such as taking registers to the office, ringing the bell and feeding the school pets. A strength of the school is that responsibilities are very inclusive – for example, pupils have a limited term on the school council to ensure others have a turn. There is also a clear policy that the discussions of school council meetings are reported back to the whole class, demonstrating that pupils have an effective input into decisions.

20. Attendance levels are well above the national average, with unauthorised absence below. There has been one exclusion of a pupil this term. Punctuality of the majority of pupils is very good.
21. All areas of attitudes, behaviour and attendance have improved since the last inspection.

HOW WELL ARE PUPILS TAUGHT?

22. Teaching was satisfactory or better in all but two lessons. Overall, the quality of teaching in the school is good. The quality of teaching is much better than at the last inspection, with far fewer unsatisfactory lessons and a slightly higher proportion of very good teaching seen. The improvement in teaching is due to the emphasis that the school has placed on thorough assessment procedures, so that teachers now provide a better match of work to the needs of the pupils.
23. The quality of teaching in the reception classes ranges from satisfactory to excellent and is good overall. Teachers have made a concerted effort to plan the curriculum through the early learning goals. Plans show clear learning objectives. Consequently, children are acquiring new skills and are developing understanding. Staff working with the two classes of reception-aged children plan together in the long- and medium-term, but do not plan together in the short term. This is a missed opportunity to regularly share ideas in a supportive way. Staff observe children frequently and make good use of their knowledge about individuals to plan the next stage of development for all children. Within classes activities are well planned and offer children a good range of learning opportunities. Teachers set high expectations for good behaviour and this has a positive impact on pupils throughout the reception classes. They encourage children to share books at home with their parents. In this way, the learning that takes place in school is well reinforced at home. The development of the outdoor curriculum is well underway and staff plan a range of activities for children to enjoy outside.
24. The quality of teaching in Years 1 and 2 is good overall. One unsatisfactory lesson seen was not representative of the work of the teacher. In ten out of fifteen lessons seen, teaching was good or very good. Both teachers plan well to meet the needs of all pupils in their classes. They use thorough methods to assess pupils' progress and know what their pupils need to learn next. Both teachers plan opportunities for pupils to gain independence and make decisions, as for example, when Year 2 pupils visit the ICT suite to write stories. They are expected to follow instructions on screen to use the program. Teachers ensure that pupils have opportunities to consolidate learning through repetitive activity in English and mathematics, except in their teaching of letter sounds, where pupils would benefit from more regular practice.
25. The quality of teaching in Years 3 to 6 is good overall, with some very good and excellent teaching seen. Teachers have good expectations of pupils' efforts and these are reflected in the good concentration that pupils bring to their work. The majority of teachers know their pupils well and know how to set work that will motivate them. In a Year 4 history lesson, the teacher made very good use of eye-witness accounts, blended with stirring music, to stimulate pupils to write about the Battle of Edgehill. As a result, the pupils were enthralled by the scene that the teacher had set and produced some very good writing in role as a soldier in the battle.
26. The learning assistants give good support to teaching and learning. They have had good training in support strategies and work closely with teachers in planning and monitoring the work of the pupils. They form very good relationships with pupils, who respond positively to their support and work hard to meet the targets set for them. In all lessons, the work of learning assistants increased the pace of learning for pupils and helped them make good progress. This is especially

true of the support they give in ICT. In many lessons, the learning support assistant demonstrates and explains the use of programs and, in a Year 5 / 6 history lesson, the learning assistant gave very good support to pupils preparing a multi-media presentation. As a result of her support, pupils made very good progress in their understanding of the program and completed a simple presentation in the time allowed.

27. Teaching in literacy is satisfactory overall, with some good teaching seen in Year 2 and in Year 6. In a Year 3 / 4 class, an excellent lesson on letter writing was seen. Teachers have a good understanding of the literacy strategy and plan work to challenge the majority of pupils. Occasionally, when the higher attaining pupils are not fully challenged, as in a Year 6 lesson on writing a play, then they make only satisfactory instead of good progress in their learning and the quality of their work is not much different from that of average pupils. Teachers make good use of learning assistants in their literacy lessons. The assistants have been well trained in literacy strategies and give good support to pupils. In the Year 1 and 2 classes, the teachers are careful to use the learning assistants with pupils of all abilities, so that all pupils benefit from additional input. In one lesson, a group of pupils made good progress in their learning about suffixes because the assistant explained the task very well and then urged them to work independently to complete it. The teaching of basic skills is satisfactory, though there is a need for stronger emphasis on the teaching of letter sounds and their use to support spelling. All teachers make good provision for developing good speaking and listening skills.
28. The teaching of numeracy is good overall and there is no unsatisfactory teaching. Teachers have good subject knowledge and the tasks they set for pupils are realistic, but challenging. They plan well and set a good pace to their lessons. In response, pupils are enthusiastic and well motivated and rise to the challenges of the rapid questioning which challenges their mental agility at the start of most lessons. In an excellent lesson in the reception / Year 1 class, the teacher succeeded in providing very high, but different, challenges to the pupils in each age group, because of her thorough understanding of their needs. Teachers use high quality questions to promote pupils' mathematical thinking and they make very good use of subject vocabulary, so that pupils learn to use new terms correctly. While the teaching of number is good, more opportunities for pupils, in other classes than Years 5 and 6, to address investigational mathematics would improve pupils' learning overall.
29. Teachers make good use of assessment to discover what pupils need to learn next. Teachers use regular assessment of pupils' work in writing to set targets for pupils to improve the quality of their work. In mathematics, regular assessments allow teachers to know when work has been fully understood and they can move pupils forward in their learning. Learning assistants play an important role in monitoring pupils' progress and they work closely with teachers to share their assessment of pupils' progress within lessons. In reading, the use of specific assessment to discover where pupils may have gaps or weaknesses in their learning is not so well developed and this is one of the contributory factors to weaknesses in spelling found throughout the school.
30. In science and all other subjects, the quality of teaching is at least satisfactory and is often good. Teachers display a number of strengths which contribute to the good achievement of pupils. For example, in a very good Year 2 art lesson, the teacher was careful to suggest techniques that pupils could use to improve their work. Through her monitoring of their work and that of the learning assistants, she ensured that pupils produced work of a very high standard. Teachers are careful to plan interesting and varied resources for use in their lessons. In a well-planned history lesson about the Greek system of justice, Year 5 pupils were intrigued by the way they voted at the end of their mock trial and watched with great anticipation to see if the count of discs would find the accused guilty or innocent. In Years 1 and 2, teachers make good use of the neighbourhood for pupils to discover for themselves what are the key features of the village. In a walk around the village, pupils were eager to use their maps to find landmarks and find their own way. Teachers show pupils how much they can learn for themselves by using these methods and pupils' confidence and self-esteem rise as a result of such learning.
31. Teachers' management of pupils is good. Relationships are very good and pupils are keen to please their teachers by working hard. Occasionally, a few older pupils display challenging

behaviour, but they are effectively managed by teachers, using the school's agreed strategies. In one lesson, a pupil was very successfully brought to reflect on his behaviour and accept that he must do as the teacher asked, through the teacher's calm insistence that he follow the agreed code.

32. Pupils with special educational needs make good progress because activities and tasks are well planned to meet their needs, particularly in literacy and numeracy lessons. Teachers know their pupils well, are very involved in target setting for them and support pupils very well in order to ensure that targets are met. They work closely with learning assistants to ensure that pupils are making progress in lessons and, over time, against the targets set for them in their individual education plans.
33. Pupils are expected to consolidate their learning at home. All are encouraged to read and learn tables at home. Parents offer good support through the home-school diary, in making comments about how their children manage the homework that is set. By Year 6, pupils are set regular homework in a number of subjects and are appropriately prepared for the demands of the secondary school. Overall, provision for homework is judged to be satisfactory.

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

34. The previous report stated that the school's curriculum was broad, meeting the requirements of the National Curriculum and the locally agreed syllabus for religious education. This provision has been maintained. All pupils have full access to the curriculum, reflecting one of the school's main documented aims. The policy for equality of opportunity is currently in draft form and due for discussion with governors. An issue raised at the last inspection, relating to attainment and provision for information and communication technology, has been well addressed. Provision has been improved with an expanded computer suite and standards overall are improving. Similarly, concerns relating to the planning of the curriculum have been addressed through the use of the latest national guidance in most subjects, so subjects such as design and technology are now being fully, and appropriately, covered. The school has developed a curriculum overview that is helping to ensure full coverage of National Curriculum requirements.
35. The school has implemented the National Literacy and Numeracy Strategies. These have been effective, except for the lack of a clear strategy for the development of reading skills throughout the school. As a result of this gap, pupils have limited phonic, word building and inferential reading skills. This is a weakness. Subject co-ordination and development have been inhibited by the recent high rate of teacher turnover. Consequently, a number of subjects have temporary co-ordinators and some members of staff have responsibility for several subjects and areas of school life. The roles of the head and deputy headteacher have been particularly onerous in this respect. The headteacher, in addition to her normal responsibilities, is acting co-ordinator for science, music and special educational needs. The headteacher is very aware of the need to stabilise the situation in order that subject co-ordination can return to previous levels of provision. The headteacher is also aware that, currently, there are too few links between subjects, although there are some instances of good practice. In a Year 4 English lesson, for example, there was a good link with other cultures and moral issues through the use of the story "The Emperor and the Nightingale", but, generally, there are insufficient opportunities created to link subjects in this way. If these were better developed, they would create more time to be used to develop areas of the curriculum currently under pressure.
36. The curriculum is being enriched by the acquisition of more computers for the suite. The class-based computers are being increasingly well-used and information and communication technology has been well developed since the last inspection. Computer web sites are now used well to support research in other subjects. During the inspection, Year 5 and 6 pupils were making very good use of computers to research information related to their topic on Ancient Greece.

37. Curriculum provision for the Foundation Stage is good. Teachers have planned the curriculum through the early learning goals. Plans show clear learning objectives. Consequently, children are acquiring new skills and are developing understanding. Activities are well planned and offer children a good range of learning opportunities.
38. Good provision for pupils with special educational needs was made at the time of the last inspection. This has been well maintained, even though the register for pupils with special educational needs has grown significantly. The headteacher is the acting special educational needs co-ordinator. She gives good leadership and is well supported by the governors who have oversight of this aspect of the curriculum. She has maintained clear procedures for registering concern about individual pupils, for assessment and for setting up individual learning programmes. These are prepared in conjunction with class teachers and learning assistants, who have also received training in target setting. As a result, targets are clear and concise, setting achievable goals. Teaching assistants generally support pupils in class. Sometimes pupils are withdrawn from the classroom to work on basic skills. The school has made a smooth transition to implementation of the new Code of Practice.
39. The scheme of work for personal, health and social education (PSHE) is in place and the school is involved in the Healthy Schools scheme. Provision for PSHE is satisfactory. A good focus on citizenship is well supported in practice through a very active school council. Pupils also have an opportunity to follow an accredited first aid course and a Cycle Awareness programme. Behavioural support teachers work with small groups of targeted pupils to improve social skills through discussion groups and role-play activities. Teachers of Year 5 and Year 6 pupils, appropriately supported by outside agencies and the school nurse, teach sex education. A policy for drugs education is currently being discussed. Elements are already in place within the science programme for pupils in Years 5 and 6.
40. A very good range of extra-curricular activities is provided for all pupils above the age of seven. As well as sports activities, there are clubs for recorders, art, environment, computers and chess. These make a very good contribution to the development of personal and social skills and parents are very appreciative of them. Music and craft-based clubs contribute to the spiritual and cultural aspects of school life. The curriculum is enriched by many visits to places of interest, covering all aspects of the curriculum and involving all age groups. Years 1 and 2 visit the Dolls' Museum in Warwick for history, Years 3 and 4 visit Stratford for the Sculpture Trail in art and Years 5 and 6 visit Coventry Cathedral for religious education and history. In addition, there is a residential visit to North Wales for pupils in Year 6 that makes a very good contribution to pupils' personal development. The school has good links with the community. There are links with local motor companies, visitors from the group promoting the village action plan and visits from a local vet and clergy. Puppeteers, as well as parents and grandparents, have visited the school during the current year. There are workshops for design technology, history and mathematics.
41. The school has established very good links with the local secondary schools and colleges which send a number of students for work experience and teaching practice. The school is developing very good links with a North London primary school and exchange visits have already taken place. There are good transfer arrangements in place with the two main secondary schools. These are well rehearsed and run effectively, ensuring a smooth transfer for pupils from one sector to the next.
42. Provision for spiritual development is good. Caring for and valuing others is a key feature of the school's corporate life. Pupils know the school ethos through the words that some have put to music, '*...love, give, care and live... respect, be honest....*'. The class and school assemblies are the key focus for good spiritual development. Pupils are asked to comment during assembly and their views are listened to. Pupils are given good opportunities to sit silently and think about the theme, while music enhances their reflection. They are given good chances to consider topical events, such as the Queen's Jubilee, and discuss the relevance and impact of major events during the past 50 years. Assemblies are held in a reverent atmosphere with lighted candles and time for prayer; pupils have a sense of belonging to a community. Spiritual opportunities are planned in subjects such as religious education, where pupils study different faiths and learn to

respect the similarities and differences between them. Teachers show pupils how much they value the effort of each pupil by displaying their work to full advantage. In science lessons, teachers provide opportunities for pupils to marvel at the wonders of nature. In a design technology session, pupils were amazed to see a huge pyramid constructed with thin pieces of timber. However, discussions with older pupils indicate that teacher expectation of some pupils is too low and this reflects on the individual's self-image and self-worth.

43. Provision for moral development is good. The school has clear guidelines for pupils' behaviour and has high expectations about the way they should respond to each other. Pupils discuss class rules at the beginning of the academic year and these are displayed in classrooms. Consequently, pupils feel more responsible about their behaviour and are clear about right and wrong. A system of rewards, highlighted on the 'Well Done' notice board shows the high status the school places upon performance and effort. In conversation, pupils confirm that the school is an honest and fair place.
44. The provision for social development is very good. Relationships are firmly based upon mutual respect. Teachers provide good role models. Pupils care for one another and look after younger pupils and those who are in distress. A school council, made up of elected representatives from all year groups, enables pupils to exercise their initiative in caring for others and making the school a better place. They have successfully requested a school pet (tortoise), an assault course for the outdoor play area and new tables for the dining room. Pupils are very aware of those in need and regularly organise fund raising events to buy equipment for a school in Gambia. There are many lunchtime and after-school clubs, which ensure pupils from different classes and year groups share common interests, such as country dancing. The school takes pupils away on adventure and educational visits. This helps pupils to mature socially because, for some, this is the first time they have been away from home. They are expected to be quite independent and take care of themselves.
45. The provision for cultural development is very good. The school makes good use of local culture and residential visits to Marle Hall and Kingswood. Pupils visit museums and art galleries and, last year, they were chosen to dance at the Royal Albert Hall. The school has made good contact with the local village community and has invited local members of the art club to visit school during art week. Older pupils recently visited Gateway School in London, where they met pupils from different cultural and religious backgrounds. They visited a mosque with the Gateway pupils and new friendships were developed. This worthwhile experience has had a deep and positive effect on the pupils and has helped develop their awareness of the multi-cultural society in which we live. In lessons, teachers take good advantage of different eras and countries to support pupils as they develop their ideas. They use aboriginal art, Ancient Greek art and African paintings, music and instruments to encourage an awareness of different styles of creativity. This influences pupils' own work.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

46. The school provides good care for its pupils and has good procedures in place for child protection. The headteacher is the child protection officer; she is well trained and is named in procedures. All staff within the school receive good training in child protection issues and are well aware of what to do if issues arise. The deputy headteacher has received training in case of absence of the headteacher. The procedures are very comprehensive and identify how to prevent incidents as well as how to support both the child and the family. The school has a sound approach to health and safety, but procedures require updating to incorporate recommendations and actions introduced since the recent health and safety audit, particularly in relation to risk assessment. This is included in the current school development plan and staff and governors have been recently trained in risk assessment procedures. The site and activities throughout the day are adequately supervised. The school carries out fire drills and alarm tests on a regular basis and good records are kept. The school has satisfactory provision of medical facilities, including qualified first aid staff. External medical specialist staff visit as required. Accident reports are completed and external agencies are involved as required. Routine health and safety inspections

are carried out on a regular basis. Governors pay particular attention to the safety of pupils as they arrive at the school, which has several access points.

47. The welfare of the pupils is underpinned by the close relationships within school, ensuring that pupils are well known to staff and that the pupils know whom to contact about any problems. There is good personal development of the pupils as they move through the school, with many opportunities provided for them to develop independence and take the initiative. Monitoring of this is not formalised. It is mainly provided by the personal, health and social education programme, supported by the teachers during the registration periods. The school keeps a file known as the 'keep an eye on' file, which is updated as new information is received and contains any known problems that may be affecting a child and which may lead to extra support or sensitivity being required. This data will be shared with the appropriate staff.
48. Pupils with special educational needs are well integrated into the caring environment of the school. The school has procedures in place to identify pupils who may have a learning or physical disability. When a concern is first raised, either by the parent or class teacher, the pupil is monitored. If necessary, the pupil is placed on the appropriate stage of the school's special needs register. Pupils requiring specialist help with speech therapy, physiotherapy or with a specific learning difficulty, have the necessary support and guidance provided. The school supports this specialist help well and, between reviews, classroom assistants, when and where available, support pupils in line with the specialist guidance.
49. The attendance figures are well above average, demonstrating that the procedures are effective. The school receives good support from the education welfare officer if issues do arise. Procedures for monitoring attendance and lateness are secure. However, the school should consider whether it could introduce first day contact with parents over absence to further improve its pupil care.
50. The behaviour policy contains appropriate rewards and sanctions which staff and pupils understand. Each class produces its own code of conduct and has class rules. There are clear guidelines for staff as to when extra school support, as well as the use of external agencies, would be appropriate. The policy addresses the issues associated with bullying well. Exclusions are unusual within the school and the only one to occur this year was appropriate and came as a result of behaviour problems. Pupil care was good at the time of the last inspection and this has been maintained.
51. Overall, assessment across the school is good. At the time of the last inspection, there were significant weaknesses in assessment. These weaknesses have been addressed and there has since been a substantial improvement in both the quality and use of assessment. There are now policies in place for assessing pupils' work and for marking. On the whole, teachers mark pupils' work well, adding praise and appropriate comments where needed. In the best practice, comments are carefully added to pupils' work, both of praise and constructive criticism, with suggestions for future development. The teachers also give positive oral feedback on pupils' work, to enhance the pupils' self-esteem. Teachers assess pupils appropriately and use this assessment to inform future planning. There is a common assessment scheme under development for all subjects. Record keeping is thorough and detailed information about pupils' progress is kept. The current system of recording is under review in order to prevent excessive workload on teachers. There is an assessment file for each pupil, which contains assessments and reports for each year they have been in the school. Each pupil also compiles a Record of Achievement, consisting of samples of their best work and records of other achievements, such as merits for good work or behaviour.
52. Statutory assessments are undertaken, with the Year 2 and Year 6 pupils taking National Curriculum tests. Reception children are assessed in their first term in the school, using the local authority system. Pupils in other years have regular assessments and pupils in the juniors have optional National Curriculum test papers. Teachers also undertake their own day-to-day assessments of pupils' work and use this to inform their planning. Pupils' progress is tracked across the school in English and mathematics so that reinforcement work or extension activities can be provided.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

53. There is a sound partnership between parents and the school. A home-school agreement is in place and the class teacher communicates to parents through notebooks and homework diaries. Parents' views of the school, expressed through the questionnaires and the parents' meeting are, in most areas, supportive, but a few raise concerns in several areas. Approximately one quarter of parents returned the questionnaires and attendance at the parents' meeting was average for this type of school.
54. The most pleasing aspects for parents are the good teaching, that their children like school and the good progress made by their children. The areas in which parents would like to see improvements are the information about progress and the closeness with which the school works with parents. The pleasing aspects were confirmed during the inspection and areas of concern were investigated. Information about progress and the way the school works with parents are discussed later in this section. Individual comments from parents were all considered. There were many supportive comments as well as those expressing concerns. Many parents commented on the commitment of staff and this is clearly evident by the large amount of their own time that staff are prepared to spend caring for and supporting the pupils. Many of the concerns raised are already being addressed by the school, or are dealt with elsewhere in the report. A large proportion of the comments centred around the large turnover of staff and the split year group classes which the school reviews each year. There are clearly some parents who find that the existing communications are not effective. While the inspection team judged written communication with parents to be very good, the school should review procedures to ensure that all parents feel equally valued and included.
55. The information provided for parents is very good. The school produces regular newsletters, as well as a pupil-produced newspaper. In addition, there are letters and leaflets on specific matters of interest to groups of parents, as well as an informative school brochure. The reporting system to parents on the progress of their children is very good and comprises parents' meetings and an annual report which provides personalised comments about the child and progress. The governors' annual report to parents contains good information for parents and meets requirements. Governors make significant efforts to involve parents through regular governors' newsletters, questionnaires and feedback, a notice board for parents and a parent governor in school each week for parents to talk to. The governor responsible for pupils with special education needs ensures good support for parents through the network contact which, at the present time, has replaced the parent support group.
56. There is a friends association at the school, which provides very good support by organising events and fund-raising. Members have developed an excellent web site to support the activities of and to promote the school within the community. The contribution that parents make impacts very well on their children's learning and the work of the school. Many parents are involved with the school through the good community links and the school has an open door policy to ensure good parental access. Parents support their children's education by encouraging homework and by attending parents' meetings. Some parents provide direct support to the school by being governors or by supporting pupils in lessons. Several help on a regular basis in each class and many provide occasional support.
57. The school has effective relationships with parents of pupils with special educational needs. Parents know who the special educational needs co-ordinator is, and teachers make regular contact with the parents of pupils who have individual education plans to review the targets that have been set. Parents are aware that the school's provision for these children is good.
58. The school-parent partnership has been maintained since the last inspection, although some areas of co-operation have improved and some have declined as a result of parental concerns stemming from the high turnover of staff and its effects on the school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

59. The headteacher has provided clear leadership for the development of the school since the previous inspection. This has been particularly effective in developing the pastoral ethos of the school and has resulted in very good standards of personal development for pupils. Appropriate systems have been developed to monitor the work of the school and good use has been made of these to ensure that the quality of teaching has been monitored and improved. All issues raised at the previous inspection have been tackled. The procedures for assessing pupils' standards and progress are good; there is better planning for teaching and the provision for higher attaining pupils has been improved with the development of extension mathematics classes in Years 5 and 6. Provision for higher attaining pupils could be further improved so that it extends to all pupils in all subjects. Improvement since the last inspection has been satisfactory overall and it is clear that the rates of development and improvement have been affected by the high turnover of teachers in the last five years, as is demonstrated by the many initiatives started by the school which have progressed at a slower than expected rate because of its impact. Both the headteacher and the deputy headteacher have worked extremely hard, taking on the oversight of subjects and areas of responsibility as teachers have left the school and been replaced by new staff.
60. During this period of staff turbulence it has been difficult for the headteacher to resolve the delegation of responsibilities to teachers and, in the last two years in particular, the leadership of subjects has fallen to a small number of staff, with the result that links between subjects are less well developed than is usually seen. This situation is unsatisfactory. It affects standards in all subjects because of the lack of dedicated and purposeful subject leadership. The current position is being strengthened and all staff currently in the school will carry a responsibility for subject leadership from the start of the new school year. This should provide a much needed opportunity for the headteacher and the deputy headteacher to evaluate developments and review the school's priorities, as well as releasing them from the many disparate tasks they currently perform. However, the influx of so many staff to new roles and responsibilities carries with it a considerable management task for the headteacher and deputy headteacher, if younger staff are to be properly supported to succeed with their additional responsibilities.
61. Those staff who currently hold a subject co-ordinator's role discharge their responsibilities well. Both the English and mathematics co-ordinators have a good idea of standards in the school from their monitoring of pupils' work and the tracking of pupils' progress through regular assessments. Other co-ordinators check planning to monitor coverage of the curriculum, especially in the mixed-age classes, to ensure that pupils do not repeat work. However, at the time of inspection too many subjects were being co-ordinated by the headteacher and deputy headteacher because of staff turnover and the number of newly qualified teachers in the school.
62. The special educational needs co-ordinator left the school at Easter. The class teacher of Years 3/4 has been designated to take up the role in September 2002. In the meantime, the headteacher is overseeing special educational needs. The school uses money allocated to special educational needs well. The specific budget for spending on learning resources for these pupils is used both to support statemented pupils and to provide more general learning support. It meets about 60 per cent of the expenditure on special educational needs. The balance is met from the school's basic budget. This reflects the school's strong commitment to supporting pupils with special educational needs.
63. The school meets its aims to provide a caring environment in which the individual can flourish. The responsibility given to pupils for their learning is good. As a result, they are confident and eager learners. The school is very successful at integrating pupils into a tolerant and supportive community in which everyone's strengths are recognised. The high level of respect between all adults and pupils reflects the school's aims for a caring community.
64. The governors have a good knowledge of the school's strengths and areas for development. They are well involved in the life of the school and each one has a link with a specific class. As a result, many have regular contact with the school through visits to the classrooms. The governors

have been particularly active since the last inspection in developing the school site to provide an interesting outdoor learning environment for pupils. They have involved parents in tree planting on a large scale and the outdoor areas are undoubtedly one of the school's best assets. Through their involvement in the school and from the headteacher's reports, governors have a clear idea of how the school arrives at its priorities for development. They ensure that all statutory requirements are met.

65. The school has sufficient teachers with enough expertise to teach the curriculum. The two newly qualified teachers have benefited from good induction and professional development from their mentors, who have supervised their planning and monitored their teaching in order to help them improve. For three of the past five years at least one newly qualified teacher has been located in the infants. This has placed a considerable burden on the deputy headteacher, who has had a mentoring role each year, both for newly qualified teachers and for the trainee teachers the school accepts. Given the scale of teacher turnover in recent years, the school should consider reducing the additional burden it places on staff by accepting fewer trainee teachers while it consolidates the skills of its younger members of staff.
66. The school's accommodation is satisfactory overall. The extensive, very well developed grounds and the outdoor swimming pool are strong features which make a very positive contribution to pupils' learning. The classrooms in the juniors are large and support the curriculum well in providing good space for different activities. However, the space available in the infants and the Foundation Stage is very limited, resulting in some very cramped teaching spaces, which make provision for independent learning difficult. The school has plans in hand to develop these areas.
67. Learning resources are adequate in all subjects and are well used to promote learning. In the juniors, good use is made of computers and books for independent research. The library is a much under-developed resource though there are plans for its development in the current school development plan. The range and quality of books in the library are limited and below what are usually seen in schools of this size. Teachers overcome these shortfalls by making good use of the schools' library service.
68. Financial planning is satisfactory. The school has had to make some drastic cuts in spending in the current financial year to avoid a deficit budget and governors need to look closely at sustainable spending patterns for the future. The last audit report showed the school's financial procedures to be satisfactory. The school is careful to seek best value in what it does and in what it buys. Standards in the school are satisfactory, teaching seen during inspection was good overall and there is very good provision for pupils' spiritual, moral, social and cultural development. The school gives satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

To raise standards further, the headteacher, staff and governors of Kineton School should:

(1) Continue to raise standards in reading and writing by: *

- placing appropriate emphasis on teaching the full range of reading strategies throughout the school.
- producing a scheme of work for reading from which teachers can plan for pupils' learning.
- placing greater emphasis on the use of writing in all subjects through planned opportunities in the schemes of work for each subject.

(paragraphs – 12, 27, 35, 86, 87)

(2) Develop strategies to more fully challenge higher attainers in all subjects, so that they achieve higher standards in all subjects. *

(paragraphs 27, 87, 103)

- (3) Review and reduce the current range of responsibilities carried by the headteacher and deputy headteacher to allow them to take an overview of the school's strengths and weaknesses and set priorities for improvement.

(paragraphs 60, 61, 62, 66, 91, 107)

- (4) In order to retain and develop the professional expertise of staff:

- give all teachers responsibility for the management of a subject or an area of provision and make clear that they are accountable for standards in that subject.
- develop the role of co-ordinators so that they are able to exercise autonomy and manage improvement in their subject by providing effective professional development.

(paragraphs 61, 91, 107, 123, 134, 137)

In addition, the governors could consider the following less urgent weaknesses for inclusion in their action plan:

(5) Revise health and safety procedures to incorporate the findings of the latest health and safety audit. *

(paragraph 46)

(6) Devise strategies to ensure that all parents feel equally valued and are included in the work of the school.

(paragraph 54)

* These issues are already included in the school's current improvement 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 |
|------------|-----------|-----------|------|--------------|----------------|------|-----------|
| Number | 2 | 7 | 24 | 19 | 2 | - | - |
| Percentage | 4 | 13 | 45 | 34 | 4 | - | - |

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

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) | | 242 |
| Number of full-time pupils known to be eligible for free school meals | | 7 |

FTE means full-time equivalent.

| Special educational needs | Nursery | YR – Y7 |
|---|---------|---------|
| Number of pupils with statements of special educational needs | | 4 |
| Number of pupils on the school's special educational needs register | | 68 |

| English as an additional language | No of pupils |
|---|--------------|
| Number of pupils with English as an additional language | 0 |

| Pupil mobility in the last school year | No of pupils |
|--|--------------|
| Pupils who joined the school other than at the usual time of first admission | 10 |
| Pupils who left the school other than at the usual time of leaving | 16 |

Attendance

Authorised absence

| | % |
|-------------|-----|
| School data | 4.6 |

Unauthorised absence

| | % |
|-------------|-----|
| School data | 0.1 |

| | |
|---------------------------|-----|
| National comparative data | 5.6 |
|---------------------------|-----|

| | |
|---------------------------|-----|
| National comparative data | 0.5 |
|---------------------------|-----|

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

Attainment at the end of Key Stage 1 (Year 2)

| Number of registered pupils in final year of Key Stage 1 for the latest reporting year | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
| | 2001 | 20 | 17 | 37 |

| National Curriculum Test/Task Results | | Reading | Writing | Mathematics |
|---|----------|---------|---------|-------------|
| Numbers of pupils at NC level 2 and above | Boys | 15 | 10 | 18 |
| | Girls | 15 | 14 | 15 |
| | Total | 30 | 24 | 33 |
| Percentage of pupils at NC level 2 or above | School | 81 (89) | 65 (71) | 89 (91) |
| | National | 84 (83) | 86 (84) | 91 (90) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 2 and above | Boys | 14 | 16 | 16 |
| | Girls | 14 | 14 | 14 |
| | Total | 28 | 30 | 30 |
| Percentage of pupils at NC level 2 or above | School | 76 (71) | 81 (69) | 81 (74) |
| | National | 85 (84) | 89 (88) | 89 (88) |

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

Attainment at the end of Key Stage 2 (Year 6)

| Number of registered pupils in final year of Key Stage 2 for the latest reporting year | Year | Boys | Girls | Total |
|--|------|------|-------|-------|
| | 2001 | 18 | 18 | 36 |

| National Curriculum Test/Task Results | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above | Boys | 14 | 16 | 17 |
| | Girls | 17 | 13 | 16 |
| | Total | 31 | 29 | 33 |
| Percentage of pupils at NC level 4 or above | School | 86 (79) | 81 (73) | 92 (88) |
| | National | 75 (75) | 71 (72) | 87 (85) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above | Boys | 15 | 15 | 18 |
| | Girls | 17 | 15 | 16 |
| | Total | 32 | 30 | 34 |
| Percentage of pupils at NC level 4 or above | School | 89 (70) | 83 (67) | 94 (81) |
| | National | 72 (70) | 74 (72) | 82 (79) |

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

Ethnic background of pupils

| | No of pupils |
|---------------------------------|--------------|
| Black – Caribbean heritage | 0 |
| Black – African heritage | 0 |
| Black – other | 0 |
| Indian | 0 |
| Pakistani | 0 |
| Bangladeshi | 0 |
| Chinese | 0 |
| White | 242 |
| Any other minority ethnic group | 0 |

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

| | |
|--|-------|
| Total number of qualified teachers (FTE) | 11.08 |
| Number of pupils per qualified teacher | 22.1 |
| Average class size | 27 |

Education support staff: YR – Y6

| | |
|---|-------|
| Total number of education support staff | 10 |
| Total aggregate hours worked per week | 148.5 |

FTE means full-time equivalent.

Recruitment of teachers

| | |
|--|-----|
| Number of teachers who left the school during the last two years | 5 |
| Number of teachers appointed to the school during the last two years | 5.5 |
| | |
| Total number of vacant teaching posts (FTE) | 1 |
| Number of vacancies filled by teachers on temporary contract of a term or more (FTE) | 1.5 |
| Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE) | 0 |

FTE means full-time equivalent.

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.

Financial information

| | |
|--|-----------|
| Financial year | 2001-2002 |
| | |
| | £ |
| Total income | 455184 |
| Total expenditure | 464755 |
| Expenditure per pupil | 1859 |
| Balance brought forward from previous year | 9391 |
| Balance carried forward to next year | -180 |

Results of the survey of parents and carers

Questionnaire return rate

| | |
|-----------------------------------|-----|
| Number of questionnaires sent out | 247 |
| Number of questionnaires returned | 60 |

Percentage of responses in each category

| | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school. | 65 | 28 | 2 | 5 | 0 |
| My child is making good progress in school. | 52 | 40 | 5 | 2 | 2 |
| Behaviour in the school is good. | 30 | 58 | 8 | 0 | 3 |
| My child gets the right amount of work to do at home. | 37 | 53 | 5 | 2 | 3 |
| The teaching is good. | 53 | 43 | 2 | 0 | 2 |
| I am kept well informed about how my child is getting on. | 42 | 43 | 8 | 7 | 0 |
| I would feel comfortable about approaching the school with questions or a problem. | 58 | 30 | 5 | 7 | 0 |
| The school expects my child to work hard and achieve his or her best. | 50 | 42 | 8 | 0 | 0 |
| The school works closely with parents. | 55 | 27 | 8 | 7 | 3 |
| The school is well led and managed. | 43 | 32 | 5 | 13 | 7 |
| The school is helping my child become mature and responsible. | 45 | 42 | 8 | 0 | 5 |
| The school provides an interesting range of activities outside lessons. | 48 | 38 | 7 | 3 | 3 |

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

69. The school admits children to full-time places in the year in which they will be five. The school has mixed-age classes. The youngest children in the Foundation Stage are in the reception class and the oldest children in the Foundation Stage are in a class with the youngest Year 1 pupils. The school takes good account of individual needs and adopts a flexible approach to school entry. In September, children are gradually admitted to school. They come for half a day at first, gradually staying for lunch and then attending for a full day. Parents value the flexible approach. At the time of the inspection there were 25 children in the reception class and 13 with Year 1 pupils.
70. Children begin school with standards of attainment that are typical for their age in all six areas of learning. The majority benefit from attending the local playgroup. Children's speaking and listening skills are particularly well developed and most can communicate well with their friends and with adults. Children's progress ranges from steady to good throughout the Foundation Stage and this reflects the quality of teaching with reception-aged children. A strong feature of teaching in the Foundation Stage is the good relationships staff have with children. Staff display children's work well, showing how much they value their achievements. There are strong links with the village playgroup and this helps the smooth transition from playgroup to school. Team work is very good and all staff, including those working with children with special educational needs, work and plan together, making sure that children are well supported through close and regular interaction.

Personal, Social and Emotional Development

71. When children enter the school, their attainment is typical of that expected of this age group. Teaching in this area of learning is good and contributes to the good progress children make. By the time they reach Year 1, the majority exceed the early learning goals.
72. A particularly good feature of this area of learning, is that personal, social and emotional development is promoted in everything children do. Teachers encourage children to become confident. They praise them often, so children are proud of their achievements and confidently show their work to adults. For example, some children were proud of their art work completed in African style and others were keen to show the helicopter and garage made with construction equipment. Children freely talk about significant events, such as birthdays, and they develop a strong sense of belonging to the school community. Good relationships exist at all levels and staff are always close at hand to support and help pupils to develop friendships as they play games together. Planning for independent learning through play is less well developed with reception-aged children. This is partly due to the timetable not being flexible enough and partly due to resources and storage not being sufficiently organised. This means that some independent learning opportunities are missed and children do not take enough responsibility for putting things away.
73. Staff adopt very clear, consistent strategies for good behaviour and have high expectations of children. Consequently, children clearly understand right and wrong and can explain the reasons why. Children are familiar with school routines, lining up sensibly before moving out of the area. Staff are good role models for children. They adopt a gentle approach and value each child as an individual. They teach children to take turns and share adult attention. Children have good opportunities to respond to religious and cultural events throughout the year by attending school and class assemblies. Here they confidently sing with older children. They learn about our multi-cultural society through art, music and food. They learn to care for living things, such as the plants, in the classrooms. Teachers actively encourage personal independence; children are encouraged towards personal hygiene and learn to wash hands before handling food; they learn to dress and undress for physical activity.

Communication, Language and Literacy

74. When children enter the school, their attainment is typical of that expected of this age group. Teaching and learning in communication, language and literacy is sound overall. Children make steady progress and, by the time they reach Year 1, the majority are likely to achieve the early learning goals.
75. Staff place very strong emphasis on vocabulary, such as the names of exotic fruit, when reading the story of 'Handa's Surprise'. Children are positively encouraged to express their ideas. Consequently, most used a wide range of vocabulary, as well as a sequence of sentences, to elaborate their ideas. Most children exceed the early learning goals in speaking skills. Teachers plan role-play well by using puppets, so children can retell a story. In this way, children learn to use many different words as they play. Children have good access to a selection of books. Teachers make sure that children learn how language works. They teach them many songs and rhymes by heart; children enjoy singing and recite poems, easily predicting the rhyming parts. Staff share stories with children and children talk about the main characters. For example, they discuss whether Red Riding Hood was right to stray from the footpath when walking through the forest. These well-planned sessions help children to use language to express their opinions and explain their ideas. Children enjoy stories and many were seen choosing books to share with a friend. They know the title page tells you what the story is about. Children take books home to share and read with parents. They have reading diaries in which parents and teachers document children's progress. This is a very effective means of communication between adults caring for the children and helps children develop a love of books. Children of above average ability read fluently and know many words by sight. The majority of children are beginning to read common words and are learning to identify letter sounds and letter blends. However, too little emphasis is given to blending letters together to help children attempt to read new words. Most children look at pictures to help them guess new words, but very few use the strategy of sounding out words they do not know. This has an effect on children's early writing and spelling. Children are learning to write letters and their name from memory. There is clear print on wall displays and this supports their learning well. Teachers plan a good range of activities to develop eye-to-hand co-ordination. Children use many one-handed tools, such as scissors, and access resources such as beads and thread. These activities effectively promote early writing skills. The classes have well-resourced writing areas and children are encouraged to write as they play. They write cards and letters and happily read what they have written to adults. Children also learn to express their ideas through painting and most willingly talk about their work.

Mathematics

76. In mathematics, teaching is sound. Children enter school with standards typical for their age group. By the end of reception, the majority of children make steady progress and are likely to reach the early learning goals.
77. Teachers make mathematics part of everyday life by counting those present during registration in reception classes. They encourage children to work out the difference between five and seven children. This makes calculating a real life experience for children. Most recognise numerals to ten and those of higher ability up to 20. Teaching makes good use of rhymes and songs to help children become aware of numbers increasing and decreasing. Good links are made with stories they have read to teach children ordinal numbers. For example, children are supported to recall which was the first fruit taken from Handa's basket, then the second fruit and so on. A good range of activities is planned to secure their learning. Children play outdoors and find animals in the sand tray, recording the order of the find; small cards with written ordinal numbers help with recording. Staff plan a good range of games and activities to help children understand number. Children independently match a given number of objects to the correct number. Through careful guidance by staff, more able children understand the language associated with addition and manage to record simple sums. However, practical activities, which involve combining two sets of objects together, have too little emphasis. Well-planned role-play activities focus around buying items and support learning about money. Older children know how many points and edges two -

and three-dimensional shapes have. This is achieved through good teaching and well planned practical activities, involving building with various shapes. Children learn to compare sizes when making a frieze based on the story they are reading. They cut the yellow grass the right size for the frieze paper. Children make symmetrical patterns and staff plan good practical activities using dough or paint to make sure that their learning is secure.

Knowledge and Understanding of the World

78. In their knowledge and understanding of the world, children's attainment is typical for their age when they enter school. The good progress they make is due to the good teaching in this area of learning. By the end of reception, most are likely to exceed the early learning goals.
79. Children become aware of changes in plant and animal life as they observe the school pets and as they become involved in nurturing seeds, plants and seedlings. Teachers plan interesting experiments with cress seeds, for example, and children discover what plants need to thrive. They find out that plants are yellow and unhealthy without sunshine and that seeds will not germinate without water. A good feature of teaching is the way staff encourage children to discuss what they see and explain what they have discovered. Teachers provide good resources for children to look closely and record their observations; they paint or draw what they think cress needs to grow well. Most record sunshine and rain. This gives good opportunities for individual discussion. Children see growing beans planted in transparent containers and have the chance to observe roots; teachers actively encourage children to use magnifiers to see closer. Children play with water and sand outdoors and staff support their learning well. Teachers give children the chance to understand why we need plants; this occurs through direct experiences when they make sandwiches, using the cress they have grown. Children experiment with cars on ramps; they push cars on different surfaces, including sand and grass, and use straws to measure the different distances travelled. This gives children good chances to question why things happen and how things work. The good use of resources ensures that children make good progress in their technology skills. Children construct for a variety of purposes and equipment is easily accessible to them. Progress in information and communication technology is good. This is because staff use programs related to other areas of learning and carefully teach children the skills they need. Children become aware of the environment in which they live. They have been involved in making a house with boxes and learning about different rooms in the home. Teachers take them to the school hall for assemblies and physical development. They play outdoors each day and go on walks within the school grounds. All children are encouraged to talk about their family and they sequence pictures of people by age. Teachers discuss past events and good use is made of the displayed photographs to encourage children to talk with their friends. Children in reception classes are invited to the playgroup to see the Christmas performance. In this way, they can look back at activities they were involved in twelve months ago. Through well-planned lessons, children learn about important festivals from various faiths as they occur during the year.

Physical Development

80. When children enter the school, their attainment is typical of that expected of this age group. In physical development, the teaching is sound and children make steady progress. By the end of reception classes, the majority are likely to achieve the early learning goals.
81. Good access to the school hall and its equipment, the area outdoors and the swimming pool benefits all children. In reception classes, children learn to move spontaneously in the large area and develop an awareness of their space and the space of others. They learn to move in a variety of ways and music is used effectively to encourage them to control speed. A good feature of the teaching is the way staff provide several activities during the lesson to promote many aspects of physical development. Children, therefore, learn many new skills and maintain interest and enthusiasm throughout. Teachers in reception classes challenge children well and encourage them to use balls and bats with skill and confidence. Outdoors, staff provide a good variety of equipment, including ropes, beanbags and balls. Children follow the teacher's instructions well, but have plenty of freedom to experiment when learning to jump over objects and land safely. They

learn to run vigorously, always being mindful of others. Teachers encourage skill development by demonstrating well for children and praising their efforts. This helps children improve their performance. The assault course in the play area teaches children to balance and climb. Staff make sure that children use the extensive range of resources and tools to help them develop fine finger skills. Children have regular access to commercial construction equipment and they learn to push and pull to join two pieces together. Teachers plan interesting activities which encourage pupils to manipulate dough and use cutters. Children handle paintbrushes, thread beads, use scissors and pencils. These well-planned activities help children with their co-ordination and this supports their early handwriting and painting skills well. Teachers make sure children become aware of the importance of healthy food, they drink milk each day and know why it is good for them. Staff ensure all children have regular, daily exercise and learn how to care for themselves in terms of toileting and hand washing.

Creative Development

82. Children enter the school with standards that are typical for their age. The quality of teaching is good and pupils make good progress. By the end of the reception class, the majority are likely to exceed the early learning goals.
83. A good feature of teaching is that staff provide a varied range of materials and encourage children to create in an artistic way. Each child's work is unique. Staff value it and display it very well, making the classrooms visually attractive. Teachers plan to provide a limited range of colour, so children are encouraged to explore and mix paint and pastels for themselves. They use their hands, fingers and brushes to produce their work. They work in two and three dimensions and often draw from direct observations. Their work is mature and detailed. Children have good opportunities to explore sound. They have music lessons each week and use percussion instruments. They also use a range of instruments from different cultures, such as African drums. Teachers encourage spontaneity at all times and, while some children play the drums, others dance to the music they make. Children learn songs and rhymes from memory and their enjoyment is evident during assemblies and class sessions. Staff plan a good variety of role-play activities to encourage imaginative play; these include the home area and various scenarios throughout the year. Teachers use puppets well and children enjoy making up their own stories and copying stories that have been read to them. Staff offer good support to children as they take on different parts and this encourages the expression of ideas and feelings. Planned activities, such as making cress sandwiches, tasting raw and cooked apple, playing with dough and using various materials, help children develop an awareness of their senses as they smell, taste and touch.

ENGLISH

84. In the national test in 2001, the performance of pupils in Year 2 was below the national average in reading and well below the national average in writing. Standards have improved this year to below the national average overall. The performance of pupils in Year 6 in the national tests in 2001, was above the national average. In the current Year 6, the proportion of pupils achieving the expected level is higher than the national average. Standards for most pupils are in line with the expectation for their age, with about a quarter of pupils reaching the higher level..
85. Standards at the end of Year 2 have declined since the last inspection, mainly due to the high turnover in teachers. However, in the current year, there is evidence of improvement. Standards in speaking are above the national expectation for pupils in Year 2. Pupils are encouraged to speak clearly and are given many opportunities to answer teachers' questions and explain their ideas. As a result, Year 2 pupils talk with confidence about the similarities and differences in two versions of the 'Billy Goats Gruff', adding to the ideas of others and selecting examples to show what they mean. Pupils' listening is above the expectation for their age. They have good concentration and show they have been following closely when they are eager to answer the questions put by their teachers. They listen well to each other, are able to add to ideas and to

comment on what another pupil might do to improve their writing when they share learning at the end of lessons. Standards in reading are below the expectation for seven year olds. Many have difficulty in sounding out letters and rely too much on recognising whole words to develop their reading vocabulary at an appropriate speed. Higher attaining pupils are not developing enough reading strategies to allow them to see beyond the obvious in what they read. These weaknesses persist into the juniors and have an effect on the development of reading skills there. The writing of pupils in Year 2 shows good improvement in the last year. They have responded well to good teaching and have a good understanding of punctuation and simple story structure. In a good lesson, Year 2 pupils moved quickly in their understanding of suffixes and all were able to work independently to add suffixes to a number of common words. Higher attaining pupils were challenged to find a spelling pattern when adding suffixes and were delighted when they did.

86. By the end of Year 6, nearly all pupils are reaching the expected standards in their reading and writing. In speaking and listening, they achieve above the expected standards. They are fluent speakers who enjoy following class discussion and making contributions. They extend the use of these skills well beyond English lessons and, in history and science lessons, make good use of talk to explore and develop ideas. Their good listening skills mean that they have good recall of previous learning and this adds to their rate of progress. The majority of pupils read with the expected level of understanding for their age, though they do not have well-developed library skills. Despite achieving the expected standard in reading, many pupils show gaps in their skills and strategies, which hamper their acquisition of higher reading skills, such as the ability to understand beyond the obvious. Many are unable to deduce meaning from clues in a text or to quickly assimilate a writer's intentions. This is because reading skills are not systematically taught throughout the juniors and the acquisition of skills relies too heavily on the pupils reading regularly as a way of improving. Pupils have good opportunities to develop writing skills in English lessons. They write for different purposes and to different audiences, using correct punctuation and appropriate vocabulary. In an excellent Year 4 lesson, pupils used the correct tone and layout when they wrote letters to an author, thanking him for the animal stories he has written. Higher attaining pupils include reference to favourite passages in his stories and say why they liked them so much. In Year 5, pupils prepared to write information texts by writing a glossary of technical words they would use to extend their vocabulary and to ensure that these words were correctly used in their own writing. In a good Year 6 lesson, pupils wrote an effective synopsis of the Greek myth about Daedalus and Icarus, because they understood fully what to include and how to present their information to catch the reader's attention. The majority of pupils reach the expected standard in writing. Pupils currently in Year 6 have made satisfactory progress overall since they left the infants.
87. Pupils who have special educational needs have had their needs well identified. They are well supported, both by the individual education plans that are prepared for them and by the quality of support they receive from the learning assistants who work with them. Because of this good support, pupils are helped to make good progress and to do similar work to other pupils in the infants. In the juniors, many of the individual education plans reflect gaps in teaching in the past, so that many pupils are working to catch up on what has been missed, while continuing to keep up with the new learning of the rest of the class. They work very hard and are well supported by the learning assistants, who are well trained in catch-up strategies.
88. In the lessons seen, pupils' learning is satisfactory overall. Teaching is satisfactory overall with some good and one excellent lesson seen. Teachers plan appropriate tasks for pupils and prepare pupils thoroughly to do them. Pupils make good progress in some lessons because teachers have high expectations. For instance, in a Year 6 lesson, pupils were expected to work independently to write a book blurb. They were able to do so because the teacher had prepared them well in previous lessons, so that they could use their new knowledge and apply it affectively in their writing. Teachers' management of pupils is good. This helps lessons move at a steady pace in a calm atmosphere and pupils are able to work through the tasks set in the time allowed. In Year 2, pupils make better than expected progress because the teacher makes sure they have plenty of support for their writing in clear displays of key words on the board, which reminds them how to spell different suffixes correctly. Relationships between teachers and pupils are very good and these add to the positive learning environment. In the majority of lessons seen, pupils work

hard to please their teachers and complete tasks on time. Occasionally, the tasks set for pupils are not demanding enough and, in this case, despite satisfactory teaching at the start of the lesson, pupils do not have enough to do to allow them to make satisfactory progress. Teachers make good use of assessment in writing to help pupils improve. The half termly writing assessments are used as a basis for setting writing targets and evidence in writing books shows that this is effective in raising standards. All teachers make effective use of ICT in their English lessons to allow pupils to explore different ways of presenting their work. However, there is insufficient emphasis on using ICT as a means of improving writing through re-drafting.

89. Curriculum planning for writing, which is based on the National Literacy Strategy, is sound and ensures that pupils make steady gains in knowledge and skills. Planning for reading is less rigorous, with the result that pupils do not have a good range of strategies for reading by the time they leave the infants. Many have difficulty in sounding their letters and need much more regular practice to consolidate learning in this area. In the juniors, the lack of systematic teaching of skills, such as skimming and scanning, means that pupils' ability to research quickly and affectively from text is less well developed than it could be.
90. Leadership in the subject is good. The lack of improvement in standards is mainly due to the high teacher turnover in the last five years, particularly in Years 1 and 2. Since she took up post four years ago, the co-ordinator has had too much of her time taken up with inducting newly qualified teachers or supporting weak teachers to manage pupils' learning. She has worked hard to set up systems for monitoring the work of pupils and teachers to ensure that planning covers what pupils should learn and that assessment procedures give teachers a firm basis to plan the next stage of learning. These systems have been successful in maintaining satisfactory progress in the juniors, though the impact of weak teaching has had a more significant effect in the infants. She has successfully implemented the National Literacy Strategy and provided regular training for teachers and learning support assistants. Overall, improvement since the last inspection has been satisfactory.

MATHEMATICS

91. The performance of pupils in the 2001 national tests in mathematics showed attainment of pupils at the end of Year 2 to be in line with national expectations and that of Year 6 pupils to be better than national expectations. This was also the case at the time of the last inspection. The attainment of girls is better than that of the boys in the juniors. Both age groups reflect the same degree of improvement as that shown in the national trend. The progress pupils make is satisfactory to Year 4 and good from then until Year 6. Teachers produce work that is appropriate for pupils of different abilities in sufficient quantity to match national average attainment and setting is used for pupils from Year 3. The National Numeracy Strategy was adopted a year early and this has been beneficial, particularly for the older pupils. Throughout the school, the presentation of work is at least satisfactory, being good in Years 5 and 6.
92. Pupils entering school have a good level of mathematical skills, including good number recognition and a sound mathematical vocabulary. By Year 2, pupils generally show satisfactory progress and reach the standard expected for their age. However, analysis of test results shows that the development of number skills is not as good as it should be. This has promoted a greater concentration on number skills and is reflected in the volume of work that pupils now do in this area of mathematics. There is now good coverage of the mathematics programmes of study for number, shape, space and measures. There is a good balance between worksheet and freer work, which aids the development of literacy and presentational skills. This is a good feature. Higher attaining pupils can halve and double numbers to 12; know multiples of 2, 5, and 10; know clock times for quarter hours in analogue and digital forms; have a good knowledge of two- and three-dimensional shapes and are developing an understanding of symmetry. Lower attaining pupils can sequence numbers to 100, order numbers and have a basic understanding of place value to 100. They can add coins to a value of 10p and understand the concept of halves.

93. By Year 6, most pupils have a sound grasp of tables to 10, multiply four-figure digits by any two-digit numbers, add and subtract decimals up to two decimal places and understand the processes of long division and multiplication of four-figure digits by two-digit numbers. They have an understanding of lines of symmetry, rotational and reflective symmetry, area, volume, ratio and proportion. They have a secure grasp of fractions, decimals, percentages and the inter-relation of all three. Lower attaining pupils are able to round to two decimal places, use coordinates appropriately and multiply three-digit numbers by two-digit numbers. There is a very good focus on mathematical vocabulary and pupils use terms such as “inverse operation” and “negative axis” with confidence. Opportunities for pupils to apply mathematical skills and pursue investigations are good, especially for pupils in Years 5 and 6. On three occasions each week, higher attaining pupils in Year 6 are withdrawn for twenty minutes of extension time with the headteacher. Here pupils are continuously challenged by the nature of the tasks set and by the quality of the teacher’s questions. Consequently, pupils’ mathematical thinking and reasoning is of a very high order. This is a very good feature.
94. Pupils’ progress, including that of those pupils with special educational needs, is satisfactory overall. Pupils with special educational needs often make good progress, when comparisons are made against prior attainment. Progress is enhanced by the constant reinforcement of number facts and mathematical vocabulary, whenever the opportunity arises, and is a very strong feature in the introductory mental work during lessons. Information and communication technology is beginning to have a positive effect upon standards in data handling.
95. Pupils have a very positive attitude towards the subject. They are keen to answer questions. Pupils enjoy explaining the strategies they have used to solve mental tasks posed by their teacher. They concentrate well and sustain interest. Pupils work collaboratively, often in pairs, and support and help each other well. They work hard and demonstrate an enthusiasm for the subject. Year 6 pupils responded very enthusiastically to the challenge to use a Greek myth as the basis for a number problem. Behaviour is at least satisfactory in most lessons.
96. Teaching throughout the school is good overall and never less than satisfactory. Unlike the previous inspection, there is no unsatisfactory teaching. This represents an improvement in the quality of teaching since the last inspection. In an excellent lesson with a class of reception and Year 1 pupils, the teacher addressed the needs of pupils by providing appropriate and challenging tasks that promoted excellent progress for reception children in terms of their mathematical development, whilst structuring excellent tasks for Year 1 pupils in relation to the National Numeracy Strategy. Lessons are consistently well planned, resourced and delivered at a brisk pace. The high quality of questioning promoted enthusiastic responses from pupils and good learning. Teachers have good subject knowledge and tasks set for pupils are realistic, but challenging. More opportunities for pupils to address investigational mathematics would improve pupils’ learning overall.
97. Teachers often share the lesson objectives with pupils and sometimes return to them at the end of the session to discuss what has been learned. Some teachers have high, but realistic, expectations of pupils’ attainment and behaviour and these are reflected in the pupils’ motivation and sustained concentration whilst working. They have a good knowledge of the subject and of the National Numeracy Strategy and this is reflected in the high quality of questioning and very good use of relevant vocabulary. They challenge pupils’ thinking and require explanations about the strategies pupils use. They expect quick, accurate responses and a high level of productivity. This promotes focused thinking amongst pupils. In a lesson with Year 5, when discussing words about two- and three-dimensional shapes, pupils were able to determine the meaning of the suffixes ‘dron’ and ‘gon’. Homework is set regularly, often weekly. Work is marked consistently and comments are positive. Comments designed to improve presentation or challenge pupils’ thinking are effectively used in the books of older pupils. The individual educational plans for pupils with special educational needs are used effectively by teachers to structure pupils’ work to meet their specific mathematical targets. In a lesson with Year 5 and 6 pupils, the teacher linked the topic work in history on Ancient Greece to the work in mathematics. As a whole, there are insufficient opportunities to link other areas of learning with mathematics and this is a weakness of which the co-ordinator is already aware.

98. The subject has a well-organised, well-qualified and effective co-ordinator who has held the post for five years. She monitors planning and assessment folders and sees samples of pupils' work on a termly basis, giving written feedback to class teachers. She needs more opportunities to observe and monitor classroom practice. Since 1999, she has worked with the governor with responsibility for numeracy to analyse test results. As a result, individual targets are now being set for pupils in Years 3 to 6. The governor is also aware of the difference in attainment between younger and older pupils. Having conducted an audit that showed resources to be good, the co-ordinator re-organised their storage, making access easier so that they are now better used.
99. Standards have been maintained since the last inspection and are satisfactory, except for the poor computational skills in Year 2, which are now being addressed. Teaching has improved overall.

SCIENCE

100. Standards in Year 2 are improving and are now above the expectation for their age. At the end of Year 6, they are above the national average. Since the last inspection, there has been good improvement in the subject. The curriculum has been broadened to address the weaknesses found then. Results in the last year's National Curriculum tests were above average and the trend is improving. Standards observed suggest that this year's results will also be above average.
101. Pupils in Year 2 investigate plants and seeds. They know that seeds grow into plants, that flowers produce seeds and that plants need light, water and air to grow. They have drawn pictures of the fruits they have studied and know where they can be found. Another class looked at different kinds of seeds and had planted some, placing them in different environments to see where they would grow best.
102. Achievement for pupils in Year 6 is satisfactory. The children in Year 6 have looked at the effects of diet upon health. They know about the elements of foods, such as vitamins, protein, carbohydrates and minerals. However, the activity they were given to do in one class (designing a menu for the English Football Team) could have been more challenging for the higher attaining pupils. In Year 5, pupils have looked at the effect of exercise on the body. They measured the changes in pulse rate and fed the data into a computer spreadsheet to analyse it. One group decided it was necessary to repeat the experiment several times to ensure that the results were accurate. This demonstrates clearly their ability with scientific method and content. In Year 4, the pupils had undertaken an investigation into the effects of melting and freezing. They had looked at the effect of insulation and had drawn graphs of the results. Mathematics, English and ICT are used effectively in science, although the quality of writing, particularly handwriting and spelling is inconsistent. Standards in investigational work have greatly improved since the last inspection, are now consistent across the school and positively contribute to pupils' learning. However, there were few opportunities for pupils, especially higher attainers, to develop and undertake their own investigations.
103. Learning is sound for pupils in Years 1 and 2. They have learned about the life cycle of birds, the names of the main parts of the body what they do. For pupils aged up to eleven, learning was satisfactory or better in the lessons seen and good overall. They had learned about a variety of materials and their properties, including evaporation, solids, liquids and gases. Pupils in Year 5 had learned about the effect of exercise on muscles, making predictions and drawing graphs from the data. Pupils with special educational needs are generally well supported in classes and make similar progress to the others. They have work specially prepared for them where necessary. There was good evidence of use being made of information and communication technology to develop pupils' research skills, to look at microscope images and to draw graphs. The library was appropriately used to support the subject and undertake research.
104. Teaching for pupils in Years 1 and 2 was satisfactory in one lesson and good in the other. For pupils in Years 3 to 6, the majority of the teaching was good overall, with one very good lesson.

Where the teaching was good or very good, the lesson had a brisk pace and the pupils were able to maintain interest. Where the teaching was less good, the pace was slow and the teacher talked for too long. The teacher was also less sure of the aspects being taught. The teachers know the pupils well and have good relationships and communication skills. They plan their work appropriately, assess their pupils' work well and give good feedback, in terms of both spoken comments and marking.

105. Pupils enjoy the subject and sustain concentration. They respond well to their teachers, are keen to answer questions and discuss scientific issues. They generally listen well to each other and co-operate on tasks. Boys and girls work together well and behaviour is generally good. However, a small proportion of older pupils had some attitude problems to working in school. This was partly due to a lack of challenge in the activities set for them. The presentation of work is generally good. Most pupils enjoyed the opportunity to undertake first-hand observations and investigations.
106. The management of the subject is satisfactory. The current, temporary co-ordinator has an enthusiasm for science and suitable subject knowledge. There is a recent scheme of work and policy for the subject. The National Curriculum requirements are fully covered and the curriculum delivered goes beyond the norm in terms of effective use of investigative learning. The co-ordinator has had few opportunities to monitor teaching in the subject, or to give feedback to teachers. Pupils' work and planning in the subject are both monitored. Some use is made of the grounds and local environment and the school wishes to develop this further. Resources for science are satisfactory. The subject has an appropriate budget which is controlled by the co-ordinator. Pupils' work is assessed well, both by National Curriculum tests and by tests at the end of units of work. Information gathered is used to target teaching and plan future work.

ART AND DESIGN

107. The school has improved standards in art and design in the infants since the previous inspection. They are now above what is typical for pupils in Year 2 and they achieve well. In the Year 6 standards have been maintained and are in line with what is expected of pupils of this age; achievement is satisfactory.
108. The school has reviewed and improved its provision for art and design during the last two years and the results of this are beginning to show. The curriculum is broad and balanced, so pupils receive a suitable range of experiences, which give them a rounded education in art and design. There is a new scheme of work, which is broadly based on national guidelines. Teachers follow these consistently in their lesson plans. As a result, pupils study the work of well-known artists and have good opportunities to work in both two and three dimensions. Pupils enjoy and copy artistic styles from different eras and cultures. For example, they are influenced by aboriginal art, African art and examine styles of art from ancient Greece. The quality of pupils' work on display around the school shows how the profile of the subject has been raised, particularly with infant pupils and with pupils in Years 3 and 4.
109. A good feature of teaching is the way art is used to support and enrich pupils' learning in other subjects. Pupils in Years 5 and 6 make plates in the style of the Greek artists, using books and artefacts as a good inspiration. Very good teaching was seen in the Year 2 class, where pupils work on an extended project. The teacher encourages pupils and demonstrates well for them. Imaginative resources are used to challenge pupils. For example, pupils create a decorative piece of sewing, using quilted work, having designed and painted their ideas, using natural materials as inspiration. Pupils in Years 1 and 2 learn to mix colours and confidently use pastels to create shading and tones. In Year 1, the pupils copy from a piece of African work, mixing colours well with pastels; African music is played for them as they work. This inspires them and helps to create the right mood. Very good use is made of sketch-books, particularly in Years 2 and 3, where pupils create detailed drawings and sketches showing good skill in the use of line and shading. In Years 3 and 4, pupils visit Stratford Park and are well influenced to create attractive sculptured work, mainly based on animals. They design and make exotic chairs as part of a

project. Their work shows many different styles and techniques, using pattern and texture. They evaluate their work carefully and consider changes they might make when next designing. There was no evidence of teachers using ICT for art during the inspection, though photographic evidence showed that pupils do use computers in their art and design work..

110. The quality of teaching ranges from satisfactory in Years 5 and 6 to very good in Years 1 and 2 the infants. Where teaching is very good, pupils enjoy art and are sufficiently confident to experiment and express their feelings and ideas. Teachers ensure that pupils learn new skills and produce good, imaginative pieces of work. Teachers display pupils' work to full advantage, acknowledging that each piece is individual, but of equal value. This supports pupils' self-esteem and many show pride in their achievements and freely discuss with adults the techniques used in their work. Where teaching is satisfactory, teachers are less secure in their knowledge and do not explain what they are intended to achieve. This means that some pupils are unsure and have too little confidence in what they are doing.
111. The subject is managed well, with co-ordinators in both key stages being art specialists. Assessments are used well by teachers to plan what pupils need to learn next. Portfolios of pupils' work are now in place. The co-ordinators are using these good examples of work to improve teachers' skills in moderating pieces of art work. The governor with particular responsibility for art is well involved in supporting the school in all aspects of art work, such as the initiative to invite local artists to take part in 'art week'. This initiative offers pupils a good chance to come into contact with professional adults, as well as local amateurs who enjoy art as a hobby.

DESIGN AND TECHNOLOGY

112. At the previous inspection, pupil attainment in Year 2 and Year 6 matched national expectations. This is still true and the volume of work matches that in schools nationally. There was no discernible difference in achievement between boys and girls. No lessons were seen during the inspection, so judgements are based upon discussions with the co-ordinator and pupils, the scrutiny of work and teachers' planning, which is good.
113. By Year 2 pupils are developing their ability to use simple tools to cut and shape materials, such as fabric, paper and card. In a Year 2 class, pupils had made glove puppets and Easter bonnets, as well as designing and constructing a moving vehicle. As in Year 1, where they had also made Easter bonnets and a fruit salad, the pupils showed a good understanding of the three stages of production – design, construction and evaluation.
114. There was evidence of these processes underpinning the projects carried out in Years 3 to 6, so that by Year 6, pupils are producing very detailed evaluations of their work. National Curriculum requirements are fully met. The range of activities represents a good balance within the subject curriculum, covering both food technology and constructional work. In Year 3, for example, pupils had both made a sandwich and designed and constructed packaging for it. Although no work involving computers was seen during inspection, there was evidence of pupils having used computers at other times in the year.
115. Throughout the school, tasks are appropriate for the age groups for which they are set. They are challenging and extend pupils of all abilities. Design briefs are often neatly drawn, annotated and informative. Models are well executed. It is clear that pupils take much pride in their work.
116. A visiting architect taught the only lesson observed. He visits annually and makes a very good contribution to the subject. His visit introduces work on structures for Year 6 pupils in the second half of the summer term. Pupils responded enthusiastically to the work they were asked to do, enjoying the challenge presented by the activity. They worked very well in pairs and groups. Their interest in the subject was reflected in the knowledgeable way they talked of previous work, in particular, highlighting bread making and making a purse. Scrutiny of pupils' work suggests that teaching is at least satisfactory overall.

117. Since her appointment twelve months ago, the subject co-ordinator has overseen the introduction of a new scheme of work based on national guidelines. She has also developed a good portfolio of pupils' work, which she recognises now needs to be assessed against national criteria. She has not yet had time to develop a system of formal assessment for the subject. She monitors work throughout the school and observes some teaching. She advocates the deployment of learning assistants in design and technology lessons and recognises the need to develop their skills. She has included this in the Action Plan for 2002 – 2003. Resources remain at the same satisfactory level as they were at the time of the last inspection. The co-ordinator has worked very hard since her appointment and has been instrumental in raising standards in the subject throughout the school.

118. Improvement in the subject has been good since the time of the last inspection. The deficiencies in the subject identified then, such as no scheme of work, lack of planning and inconsistencies in the time devoted to the subject, have all been rectified, with the exception of establishing a formal system of assessment. Although standards are average given the above and more stable staffing they are likely to rise in the coming year.

GEOGRAPHY

119. At the time of the last inspection, standards were in line with national expectations and the school has made satisfactory progress in the subject. Standards of attainment in geography across the school are close to national expectations, with some aspects, such as understanding of maps, above this level. Pupils' achievement is satisfactory. Only two geography lessons were seen during the inspection, so scrutiny of work and displays and a review of teachers' planning were used to assess standards. On the basis of this evidence, by Year 2, pupils were familiar with maps. They had followed the adventures of a bear as he travelled around the world. In another class, they had drawn a map to go with a story the teacher had read to them. The pupils in Years 5 and 6 had made very good travel guides of the area around Kineton School to send to a school with which they are twinned. Pupils with special educational needs were learning well in the lessons and making appropriate progress.
120. Teaching was good in the two lessons seen. Both lessons involved outings to investigate aspects of the local environment. The teachers had planned their lessons well and had a good knowledge of their pupils. In one lesson, the pupils were collecting data about traffic use in a main road close to the school. The pupils responded very well to this and were learning about the problems of vehicle use. In the other lesson, they were following a map around the village and recording all the shops available. This was also a positive learning opportunity, but the route was too long for the time available, restricting opportunities for discussion. No teaching was seen in the junior stage, so no judgement was made of standards in teaching because there was little written evidence on which to base a judgement. In the juniors, much of the teaching is in half term blocks, and this reduces the time allocated to the subject and breaks up learning for the pupils.
121. Pupils' attitudes to the subject in the lessons seen were good throughout. They participated well in discussions and could talk confidently about the subject. They obviously enjoyed the lessons and concentration was sustained when they had activities to do. They were happy to express what they had learned during the lessons in writing.
122. The management of the subject is shared by two co-ordinators. They are enthusiastic and have had appropriate training. However, one is overloaded with two other curricular roles, as well as other duties, and the other works part-time. There has been some monitoring of teachers' planning, but pupils' work has not yet been analysed. There are plans to use information and communication technology to enhance learning about the subject, but this was not in evidence at the time of the inspection. There is a range of geographical books in the library which is used effectively to support learning. The school makes good use of visits and local exhibitions in the teaching of geography, for example, pupils were taken to a sea life centre. There had also been an international week in the school, with work about countries from around the world.

HISTORY

123. By the end of Year 2, pupils' knowledge and understanding in history are in line with the expectation for their age and their achievement is satisfactory. They recognise some differences in themselves from when they were babies to the present and are beginning to explain why things have changed. In Year 2, pupils learn about toys from different times in the past and compare the materials and actions of toys to see how they have changed. Pupils learn the language of change and use 'long ago', 'in the past' and 'before' correctly when talking about events or articles from the past. They also know about famous people from the past. Pupils in Year 2 know why

Florence Nightingale went to the Crimea and why she is famous. Pupils mainly record their learning on worksheets and this restricts their opportunities to practise and consolidate their writing skills.

124. Pupils in Year 6 have a sound knowledge of the different eras of history. They reach standards that are typical for their age and their achievement is satisfactory. Throughout the juniors, pupils explore the past through a range of resources, including videos, CD Rom, the Internet, as well as books, teachers' explanations and visits. In Years 3 and 4, pupils learn about invaders and settlers and about local history. Because the school is located near Edgehill, the focus for this study is the English Civil War. Pupils develop a clear understanding of the reasons for the war and visit the site of the battle, where they imagine how it would be for soldiers attempting to defeat their rivals in the local terrain. This focus leads to some effective writing in the Year 4 class when pupils write accounts in role as one of the soldiers in the battle. In Years 5 and 6, pupils make good use of a visit to Coventry Cathedral to gain insights into what life was like on the Home Front during World War 2, as well as seeing for themselves the scale of damage caused by the bombing. In their work on the Ancient Greeks, older pupils learn how much modern society owes to Greek innovations, such as the jury system. All pupils in Year 5 and 6 classes enjoyed the opportunity to take part in a mock trial and to decide whether the defendant was innocent or guilty. By the end Year 6, pupils know the different ways of finding out about the past. Some higher attaining pupils know that the reliability of evidence of the past is variable.
125. Teaching in history is satisfactory overall, with good teaching seen in some classes. Very good preparation for writing about the Battle of Edgehill in Year 4 meant that pupils wrote with sympathy and understanding of the soldiers' plight. In this lesson, the teacher had read from a number of original diary accounts and had played music to help set the mood for writing. In other lessons, teachers make effective use of role play to help pupils gain a better understanding of the past. Teachers make good use of historical evidence in the area to make history more meaningful to pupils and visits are carefully planned to a range of places throughout Years 3 to 6. Teachers' subject knowledge is at least satisfactory and some teachers show a real enthusiasm for the subject. In one lesson, the teacher provided a good role model when he said, "In finding out more about the Greeks for this lesson on the Internet, I discovered...". Teachers give an adequate range of activities for pupils to record their learning in the subject and they make good use of computers for research. However, there is a need for more planned opportunities for writing in different styles if the subject is to be fully effective in helping to develop pupils' literacy skills.
126. The subject co-ordinator gives sound leadership for the subject. She monitors pupils' work and gives advice to colleagues on planning and resources. She recognises the need to develop the use of literacy skills in the subject and this forms part of the subject's current action plan. The subject makes a good contribution to pupils' spiritual, moral, social and cultural development. There has been satisfactory improvement since the last inspection and standards have been maintained.

INFORMATION AND COMMUNICATION TECHNOLOGY

127. Standards in information and communication technology are broadly in line with national expectations across the school. By the end of Year 2, pupils can write and correct short passages using a word processor and use a computer to create pictures. They can mix pictures and text on the computer. By Year 6, they can word process effectively, choosing the style of appearance of their text by selecting fonts, alignment, and other features. They can use desk-top publishing to create work, using text and pictures. They can find information from the Internet and create a design for presentation. Information and communication technology is used with pupils up to Year 6 to control electrical models and there is some use of programming with pupils up to Year 2 control a simple robot. However, there are some inconsistencies between individual pupils in what they have learned across the school. Standards of attainment have improved since the last inspection in both the infants and the juniors and the school has made good progress in this area.

128. However, there are still areas of information and communication technology where opportunities are not fully exploited. There were no opportunities to interact with computer models in the work or lessons seen, and the use of the technology to control scientific experiments, although planned, had not taken place. The computer suite has only recently been introduced and considerable progress has been made in this time to improve standards. The computer suite well is used by teachers to support learning in other subjects, and by pupils, out of class time, for their own enjoyment and to develop their personal skills.
129. The teaching of information and communication technology was good or very good in all of the lessons seen and was good overall. The teachers know their children well and have good relationships with them. Their planning is good and the work fits the needs of the pupils. Learning assistants are frequently used to take small groups to work with the computers and they support the pupils well. The teachers are generally confident with using a range of applications on the computers, but some are in need of further training to increase the range of programs they can use. When children are working on the computers, the teachers monitor and support them. The teachers use the computers well to enhance and support other subjects in the curriculum, particularly English, mathematics, science and history.
130. Across the school, the children's learning in information and communication technology is good or very good and they achieve well. In Years 1 and 2, children were seen using a word processor program to create their own text. In Year 6, they learn how to create an historical presentation for a specific audience, to add sounds and special effects. One group prepare and publish a school newspaper, which is interesting and well presented. Pupils with special educational needs learn at the same rate as the other pupils.
131. Pupils' attitudes to the use of information and communication technology are good or very good across the school. Their behaviour is good or better in all the lessons seen. They sustain concentration, listen to their teachers and then get on with their work. They obviously enjoy opportunities to use the technology and get benefit from it, but not all pupils have had the same experiences with ICT applications. The computer suite is well used by pupils in break times and after school. There is also a computer club, but this does not function in the summer term.
132. The subject is being managed by a team of staff on a temporary basis. A newly qualified teacher has been appointed to co-ordinate information and communication technology and she is going to receive further training in the subject. She is well supported by the headteacher who is determined to develop the subject. Training has also been available for other teachers in the school. There is a recent subject policy and a scheme of work in place. However, the school has not yet learned to use all aspects of the subject, or to link it with some areas of the curriculum. There is some evidence of its use for handling data and creating graphs in mathematics and science, but not all children had done this. Likewise, there had been no opportunities for the children to use the technology to measure changes in experiments, although this aspect is planned. Although there is an assessment system in place, there is no complete picture available yet as to how the children develop skills with the technology.

MUSIC

133. No music lessons were seen with pupils up to Year 2, so no judgements of standards or teaching were made. However, pupils were heard singing in assemblies and this was of a very good standard. For pupils up Year 6, only two class lessons were seen. In these lessons, standards were good overall.. By Year 6, pupils know about musical elements such as pitch, volume and speed. They can compose pieces of music to a particular theme with clear structure and meaning. They can play in rhythm. Instrumental tuition is offered to pupils, from Year 2 upwards, on recorders, guitar, keyboards, steel drums and brass instruments. In one class, the pupils were listening to a work they had previously composed and compared it with a composition by Karl Jenkins, They showed a great deal of enthusiasm and intensity when listening. They then used ideas from this to add a multi-layered vocal track to their own instrumental recording. Standards

for pupils up to Year 6 have been maintained since the last inspection, and are in line with the expectation for their age overall.

134. The teaching of music was very good in the lessons seen for pupils up to Year 6. The teachers have very good relationships with their pupils, plan appropriate activities and manage the activities well. The teachers' subject knowledge is good. They know how to enthuse their pupils and ensure that they participate in the music sessions effectively.
135. Pupils' attitudes to music are very good. They enjoy listening to music and making it when given the opportunity. In the lessons seen, they behaved very well, sustained interest and put a great deal of effort into creating musical compositions. In instrumental lessons, they concentrate well and put great effort into learning new aspects of their instruments. Pupils' learning of music is good. They have knowledge of musical concepts and terms. They know a range of songs, most pupils can sing in tune and, by the end of the juniors, can sing in several parts. They talk confidently about what they like or don't like from a range of different pieces of music and what moods are evoked. They are particularly good at commenting on their compositions, both in terms of praise and criticism.
136. At the time of the inspection, there was a temporary co-ordinator for the subject, who was overloaded in that she had three subjects to co-ordinate, as well as other responsibilities. She is enthusiastic and makes good arrangements to ensure provision for the subject, despite a lack of suitably experienced teachers in the school. There was no subject policy at the time of the inspection, but there were schemes of work for each key stage. At present, there are opportunities for children to perform in a choir and to undertake performances. Pupils with instrumental skills had opportunities to play their instruments in assembly and this aspect of the subject deserves further development. Good use is made of music in the school for listening and for cultural development, with a range of musical styles being played in classes, assemblies and in concerts. Although the school has some computer software to develop musical skills, this was not seen in use and there were no examples of the library being used to develop the subject.

PHYSICAL EDUCATION

137. Standards in physical education have been maintained since the previous inspection in Years 1 and 2 are typical of those expected. Standards in Year 6 are also typical of those expected and pupils' achievement is satisfactory. Good emphasis is given to swimming, because the school has an outdoor pool, which is used in summer months. The majority of pupils can swim at least 25 metres by the time they leave the school and many exceed this distance. This means that most pupils reach the nationally expected standard before they leave the school. Older pupils in Year 6 swim at the pool in the local high school. Pupils gain many of the skills necessary to be successful at sports and games. The school benefits from extensive playing fields and parkland and is used by local schools in county competitions and tournaments. In dance, pupils are expressive and learn to move in a co-ordinated and balanced way. Pupils with special educational needs take part and make progress in physical activity with support and at an appropriate level.
138. As a result of training in some aspects of teaching physical education, teachers' knowledge has increased and so teaching is now good overall. In games and athletics, teachers ensure that pupils know the rules and understand the importance of working as a team. This was evident in a Year 6 lesson, where pupils were learning to pass the baton accurately to other members of the team. Through the regular opportunities they have in lessons, playtime, after-school and lunchtime sports clubs, pupils in Years 3 to 6, develop considerable control and accuracy when running, dodging and changing direction in games such as football, netball, athletics and cricket. Good coaching in athletics by the Year 6 teacher helps junior pupils to gain a sense of competitive spirit and learn to work together as a team and support each other.
139. The quality of teaching seen in Years 1 and 2 was good overall. This was because teachers make good use of music to provide a stimulus for dance lessons. They demonstrate well and are good role models by taking part in dancing. They have good knowledge and help children to

capture the mood well. This was evident when pretending to be butterflies or when dancing to traditional country music. Teachers make sure children apply themselves well and they finish the lesson tired. There is some good teaching in country dancing in class lessons and during the after-school club, where all pupils have the opportunity learn traditional and country dancing. Pupils show a very good sense of rhythm; they keep time with the music and thoroughly enjoy the sessions.

140. A good feature of teaching with older pupils is the way they are taught to stretch muscles to warm up before engaging in vigorous exercise. This ensures that they learn to take care of their bodies. Teachers throughout the school encourage pupils to demonstrate good performance. Their achievements are analysed by the teacher and pupils use the ideas to influence their future skill development. Teachers in junior classes explain the strategies needed when using athletic equipment, such as the javelin. Pupils are offered plenty of chances to practise and improve their style of throwing. Teachers support individuals well, encouraging them and praising their efforts.
141. The subject is managed well by the co-ordinator, who checks teachers' planning and has had time allocated to monitor teaching in the subject and to develop an action plan. As a result, some teachers have attended in-house and LEA training to improve their subject knowledge so that standards in athletics can be raised. The co-ordinator has reviewed resources and re-organised storage. Good links have been well maintained with local national football and cricket clubs, where pupils sometimes benefit from coaching by players. The school has produced a system of assessment and record keeping so that teachers can use the information to plan for their pupils' future lessons. No use of ICT was seen during inspection, nor was any referred to in teachers' planning.