

INSPECTION REPORT

JOHN SHELTON COMMUNITY PRIMARY SCHOOL

Holbrooks, Coventry

LEA area: Coventry

Unique reference number: 103698

Headteacher: Mrs S. E. Parry

Reporting inspector: Mrs Natalie Moss

22685

Dates of inspection: 24th – 26th September 2001

Inspection number: 230607

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 3 to 11

Gender of pupils: Mixed

School address: Briscoe Road
Holbrooks
Coventry

Postcode: CV6 4JP

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Appropriate authority: The Governing Body

Name of chair of governors: Mr R. Channing

Date of previous inspection: 9th March 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
22685	N. G. Moss	Registered inspector	English Religious education Provision for pupils with English as an additional language	Information about the school The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further
9898	A. Audin	Lay inspector		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?
18709	N. Bee	Team inspector	Geography History Physical education Equality of opportunity	How good are the curricular and other opportunities offered to pupils?
27292	J. W. Calvert	Team inspector	Mathematics Information and communication technology Design and technology Provision for pupils with special educational needs	
8845	H. M. Sumner	Team inspector	Science Art and design Music Areas of learning for children in the foundation stage	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

John Shelton Community Primary School is of average size compared with other primary schools, catering for boys and girls from three to eleven years old. It is situated in the Holbrooks area of Coventry, in an area of significant social disadvantage which is scheduled for a programme of planned regeneration in the next two years. The school serves an area of housing estates, both council and owner-occupied. Since the last inspection, the school building has been demolished and rebuilt, at half its size and capacity, on part of the original site. The proportion of pupils with special educational needs is 33.5 per cent, above the national average, but only 0.4 per cent have statements of special educational needs, which is below the national average. There are 218 pupils on roll, compared with the national average of 243. The percentage of pupils known to be eligible for free school meals is 32.4, above the national average. The percentage of pupils from ethnic minority backgrounds is high, at 17.2 per cent. Most pupils are enrolled in the nursery, opened two years ago. The level of attainment on entry to the school is well below average.

HOW GOOD THE SCHOOL IS

John Shelton Primary School is a good school. Children make good progress in the Foundation Stage and in Key Stage 1 and satisfactory progress in Key Stage 2. Standards, though below national averages, are rising in both key stages, except in writing, so that pupils are now expected to reach the national average in all subjects by the age of seven and in science by the time they are eleven. Standards in all other subjects are average. These levels of attainment, beginning at a well below average base, are the result of good teaching and very good management. Overall, teaching is good in the Foundation Stage and in Key Stages 1 and 2. There are specific strengths in the teaching which help to raise standards, particularly teachers' expectations of their pupils, their planning and methods and their classroom management. The headteacher provides excellent leadership, and is supported by a very good deputy and senior management team and management of the school is very good overall. The school has made very good improvement since the previous inspection, especially in the light of the recent disruptions. Overall, the effectiveness of the school and the value for money it provides are good.

What the school does well

- Teaching throughout the school is good, so that pupils learn well.
- Provision for pupils with special educational needs is good and they make good progress.
- Pupils' attitudes and behaviour are very good and their personal development and relationships are good.
- The quality and range of the curriculum is good and the provision for pupils' personal development is good.
- The school cares well for its pupils.
- The leadership and management of the headteacher, key staff and governors are very good.

What could be improved

- Standards of attainment in writing.
- Standards of attainment in mathematics.
- Levels of pupils' attendance.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in 1998. All key issues identified then have been successfully addressed. These include the setting of clear targets for year on year improvement in the core subjects, the improvement of the quality of teaching in the Foundation Stage, as well as the addition of a nursery, developing assessment procedures to link National Curriculum Programmes of Study to schemes of work in all subjects and the monitoring of pupils' progress to guide subsequent planning. The school has put into place strategies to grade work according to ability and to cater for the needs of higher attaining pupils. Much has been done to provide opportunities for pupils to show initiative and to take responsibility for their own learning. Standards have been raised in English, mathematics and science, investigation skills in mathematics are being well promoted and the provision in science has been very successfully reviewed.

The quality of teaching has improved and is good. Provision for pupils with special educational needs has been extended and improved. Leadership and management are very good. Parents feel that they have better contact with the school and that their children are well prepared for secondary school. The school has made very good improvement and has the capacity to make further very good improvement.

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
	1998	1999	2000	2000
English	E*	E	E	E
mathematics	E	E	E	E
science	E	E	E	D

Key

well above average A

above average B

average C

below average D

well below average E

In the national tests for 7-year-olds in 2000, standards in reading and writing and mathematics and in teachers' assessments for science were well below average. However, the standards of all subjects rose from the previous year. In the provisional results for the 2001 tests, standards were similar to those in 2000, though a higher percentage achieved the higher than expected Level 3 in mathematics and standards in science rose. Inspection evidence indicates that standards in English, mathematics and science are all now falling in line with the national average and that pupils are making good progress. Results have shown an upward trend over the last three years in reading, writing, mathematics and science. In the national tests for eleven-year-olds in 2000, English, mathematics and science were all well below the national average. In the 2001 tests, however, provisional results show that, although English fell against the average, both mathematics and science rose. Over the last three years trends have risen in all three subjects, except for English in 2001, with more pupils reaching the higher Level 5. Inspection evidence indicates that standards at eleven are below the national average in English, particularly in writing, and in mathematics, but in line with the average in science and that pupils are making satisfactory progress overall.

Three factors have a strong bearing on the standards attained. First, the level of attainment on entry to the school, measured by baseline tests, is well below average. Second, the school has, since the last inspection, undergone the disruption of moving into a new building and halving in size. Finally, the school was able to add a nursery to its provision in the last two years. These facts, together with the introduction of literacy and numeracy strategies, explain the steady rise in standards and the faster rate of progress in Key Stage 1, which has suffered less from the disruption than Key Stage 2.

Children in the Foundation Stage achieve at below national expectations, but progress well from a low starting point. Standards in all other subjects are in line with national expectations at the ages of seven and eleven.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes are very good. They enjoy coming to the school and know they are valued. They work hard and show enthusiasm for all activities.
Behaviour, in and out of classrooms	Behaviour in lessons and around the school is very good. The school has used exclusions sensibly to maintain this level of behaviour.
Personal development and relationships	Pupils' personal development is good, and the relationships between pupils and staff are very good. Pupils are responsible and considerate.
Attendance	Satisfactory. The level of attendance is below the national average, but has recently improved and the school has put good procedures in place.

TEACHING AND LEARNING

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

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

Teaching is good throughout the school. As a result, pupils' learning is effective overall. The teaching of literacy is not effective across the curriculum largely because of the low level of language skills on entry to the school, but the teaching of numeracy is satisfactory in its effectiveness. Foundation stage teaching is good and children learn well and make good progress through teachers' high expectations, very good planning and good management of the children. In Key Stage 1 and Key Stage 2, teachers have good subject knowledge, teach basic skills successfully and plan well for pupils with varying needs. Expectations are high, teaching methods are effective and interesting, the management of pupils is very good and homework is used effectively. The school meets the needs of pupils with special educational needs well, but those for whom English is an additional language are less well catered for, since the schools' specialist teacher has too little time to assess pupils and plan and target work for individuals. The school has plans to address this situation. The school is beginning to provide extension work for higher-attaining pupils.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of the curriculum is very good in the Foundation Stage and good in Key Stages 1 and 2.
Provision for pupils with special educational needs	Good. Teachers' planning meets the needs of pupils well and this, together with the good quality of support staff, contributes to pupils making good progress.
Provision for pupils with English as an additional language	Good in the Foundation Stage, but unsatisfactory in the remainder of the school because there is too little opportunity for pupils' capabilities to be assessed and for subsequent targeting by specialist teachers.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' personal development, particularly their moral and social development, is very good. It is fostered throughout the school, through curriculum subjects and through the school's ethos.
How well the school cares for its pupils	Good overall. There are very good procedures for promoting good behaviour. Procedures to ensure the protection and welfare of pupils and those for assessing their attainment and progress are good.
How well does the school work in partnership with parents	The school has good relationships with parents and satisfactorily involves parents in their children's learning. The quality of information provided for parents is good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher provides excellent leadership and is very well supported by the deputy, the senior management team and subject co-ordinators. The school's new accommodation is satisfactory, although there is no library. There is a good match of teachers and support staff to meet the needs of the curriculum.
How well the governors fulfil their responsibilities	Very good. Governors have a clear understanding of the strengths and weaknesses of the school and play a very effective part in shaping its future.
The school's evaluation of its performance	Very good. The school evaluates its performance closely and takes effective action in all areas of weakness.
The strategic use of resources	Good use is made of resources to support and improve the standards attained by the pupils. The school is careful to act wisely when purchasing supplies or services. Learning resources are good, except for the provision of a library.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like coming to school. • The good progress their children make. • Behaviour is good. • Pupils receive the right amount of homework. • They are kept well informed about their children's progress. • They are comfortable about approaching the school with questions or problems. • The school's high expectations of their children. • The closeness with which the school works with parents. • The leadership and management of the school. • The help the school gives pupils to become mature and responsible. 	<ul style="list-style-type: none"> • The range of activities outside lessons. • The amount of homework their children receive.

Inspectors agree wholeheartedly with parents' positive views of the school. Some parents were undecided about the range of extra-curricular activities, but inspectors found it to be good.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Over the last four years, up to 2000, pupils' standards in the national tests for seven-year-olds have risen from being very low in reading and mathematics and well below the national average in writing to below in reading and writing and well below in mathematics. The assessments made by teachers of pupils' attainment in science have also shown standards to have risen from very low to well below the national average. Standards in 2000 were in line with those for similar schools in reading and writing and below them in mathematics. In the provisional test results for 2001 standards were in line with those for 2000 in reading and writing, a little lower in mathematics, though the number of pupils attaining the higher than expected level was higher, and standards in science had risen. Test results over four years show trends rising well. Generally, girls achieve generally less well than boys, particularly in reading and mathematics and the proportion of pupils reaching the higher than expected Level 3 is generally lower than the national average.

2. Test results are generally consistent with the overall findings of the inspection, that at the age of seven:

- pupils reach average standards in English, mathematics and science;
- there is little significant difference between the standards reached by boys and girls;
- attainment is improving, particularly over the last year two years.

3. In the national tests taken by eleven-year-olds in 2000, pupils reached standards that were well below the national average in English and mathematics and below in science. In English and mathematics, results were well below the average seen in similar schools and they were below in science. In the previous three years, the results follow a pattern where there has been some improvement in all three subjects, but particularly in science. This lower attainment is associated with a period of considerable staff and management change and refurbishment of the school. However, in the provisional test results for 2001, standards in English were similar to those of 2000 in English, but rose in mathematics and rose well in science. In most of the past few years, boys and girls have reached roughly equal standards, though there has been a tendency for girls to outperform boys in English and science. The 2001 results are consistent with the findings of the inspection, that at the age of eleven:

- attainment in science is average, but in English and mathematics it is below average;
- there is little difference between the attainment of boys and girls;
- there has been a slight raising of standards in all three subjects, particularly in the last two years.

4. It should be noted that the school, amalgamated from an infants' and a junior school in 1994, has, since the previous inspection, been demolished and rebuilt on part of the old site. As a result of this development, the school was halved in size, to become a one-form entry school. Two years ago, with the opening of the new school, a nursery was added. These factors, together with the subsequent rapid changes of staff caused by the reorganisation, explain why standards are rising well in Key Stage 1 and more slowly at Key Stage 2. Pupils in the current Year 1 are the first cohort to have come through the school's nursery. The

provision for them in the Foundation Stage is now much improved and that pupils in Key Stage 2 are those who have suffered much disruption from relocation and changes of teachers.

5. No special provision was seen for higher-attaining pupils by the age of seven, but by the age of eleven many are now making satisfactory progress through the introduction of new initiatives to help them to achieve their full potential. However, the number of pupils attaining the higher than expected Level 5 is still below the national average in English and mathematics, but in line in science.

6. The school sets targets for pupils' achievements in national tests that are demanding in the sense that they can be attained if all concerned work hard and they are realistic because they are based on pupils' prior achievements, particularly their well below average level of attainment on entry to the school. The school is on track to meet its targets in science for the next year, but not in English and mathematics.

7. When children start school in the nursery at the age of three, their overall attainment is well below average. Their skills in language and communication, mathematical development and their general awareness of the world around them are well below average. They are attaining just below national expectations by the time they enter Key Stage 1, especially in their language and mathematical skills. Attainment in all the six required areas of learning, including knowledge and understanding of the world, physical development and creative development, progresses satisfactorily through good teaching, and progress overall is good. Children are co-operative and friendly, both between themselves and with adults. They share equipment and are well behaved. They listen attentively, though their speaking skills are not well developed, and they become more ready to offer their own answers and ideas in discussions. They learn to count and to recognise numbers and some begin to write simple words. Children sing and play musical instruments, they use paints and crayons and learn to use computers as part of their creative learning. The good teaching which they are currently experiencing puts some pupils, though not the majority, on track to reach average standards by the end of the Foundation Stage.

8. At the end of Key Stage 1, attainment is in line with the average in English. Attainment in speaking and listening is below average because of the substantial number of pupils for whom English is an additional language and because of the pupils' well below average level of language and communication skills on entry to the school. Opportunities are made for pupils to listen carefully, and there is encouragement for them to respond. Standards in reading are average. Standards in writing are also average, but are improving as the school incorporates more writing practice into its teaching of the National Literacy Strategy. In mathematics, pupils are making satisfactory progress and achieving better in the national tests. This is because of the effect of the National Numeracy Strategy and a greater emphasis on mental mathematics. In science, pupils progress satisfactorily and reach close to national standards. In both mathematics and science, emphasis on practical and investigative skills is making a good contribution to pupils' achievement. In art and design, design and technology, geography, history, information and communication technology (ICT), music, physical education and religious education, pupils make satisfactory progress and reach the nationally expected standard. Overall, pupils make good progress in relation to their earlier levels of attainment.

9. By the end of Key Stage 2, attainment is below average in writing, though progress is satisfactory, mainly due to the effects in the last three years of the National Literacy Strategy and the intervention and booster classes the school has put in place. However, pupils do not write at sufficient length and too little work is completed in the allocated time. Attainment in

mathematics is below average, though it is improving, due to good teaching. Attainment in science is satisfactory and is steadily improving, with the use of clear schemes of work. Progress in art and design, design and technology, geography, history ICT, music, physical education and religious education is satisfactory and attainment is in line with national expectations, largely because of the efforts made to draw up and use coherent schemes of work in these subjects, which enable pupils to learn satisfactorily.

10. Overall pupils with special educational needs make good progress against their prior learning. Targets are outlined within individual education plans for mathematics and English, which are well matched to pupils' needs and are reviewed termly. Year 6 pupils identified as under-achievers in Year 5 tests are supported through programmes of teaching for English and mathematics. Where progress is unsatisfactory, pupils with special educational needs find the information and questions difficult to read or they have no picture clues to help them to recognise new words. In most subjects and particularly mathematics and English lessons, work is carefully chosen to suit these pupils' needs and enables them to make good progress.

11. Positive contributions to pupils' achievements are made by the effective ways in which literacy, ICT and personal development and citizenship are integrated into the work in other subjects.

12. Since the last inspection in 1997, standards have improved overall by the age of seven and are improving, albeit more slowly, by the age of eleven. However, in English and mathematics there is scope for further improvement and the school is well aware of this. With its stable staff and good leadership, the school is well placed to raise standards of attainment further.

Pupils' attitudes, values and personal development

13. Pupils have very positive attitudes to school and to lessons. They behave very well. Their personal development and relationships with adults is of a very high standard. Pupils feel valued and cared for. These are major strengths of the school.

14. Pupils enjoy coming to school, and are encouraged to do their best by their class teachers and other members of staff. They have positive attitudes to learning and are proud of their work. Pupils are enthusiastic and concentrate well in class. Magistrates visiting a Year 6 class were very impressed with the conduct and interest shown by the class. Pupils treat books and equipment in a respectful and sensible way. They take a pride in the outside areas of the school and volunteer to keep it clean and tidy with regular litter patrols.

15. Pupils' behaviour is very good both inside and outside the classroom. They are polite and respectful to each other and to staff both in lessons and around the school. This allows teachers to spend the great majority of their time teaching and ensuring pupils' progress. Parents are very pleased with the standards of behaviour. Pupils understand the school rules, which are displayed in classrooms. The school positively promotes good behaviour with a variety of reward systems which pupils know, understand and value. Pupils understand the systems of sanctions, which are fairly applied. There were no incidents of bullying or racial harassment seen during the inspection. The very few which do occur are quickly dealt with by staff and the senior management team. However, incidents of fixed term exclusion were higher than normal in the last school year. This was caused by a very few pupils for very

serious misconduct, and the use of exclusion was an entirely appropriate measure under the circumstances. The school uses exclusion sensibly and realistically.

16. Relationships within the school are very good. Pupils work well together in pairs or small groups to complete tasks. They listen and consider the views of others. At break and lunchtime, pupils from different ethnic backgrounds were seen playing happily together, and sharing balls and ropes. Older pupils act as 'Owls' and sort out minor problems for younger pupils at lunchtime, and pupils are confident to seek advice and guidance from them. Pupils have a good relationship with all staff in the school and are shown care, consideration and respect, which enables good learning to take place.

17. Pupils are given good opportunities for personal development throughout the school by acting as monitors and helpers in the classroom. Pupils are keen to make formal applications for jobs around the school such as helping in the office, showing visitors around the school and collecting litter. Key Stage 2 pupils can apply to become 'Owls' at lunchtime or members of the school council where they put forward suggestions for improvements on behalf of other pupils. They are selected by pupils, and have to write a manifesto and make a presentation in assembly. They are also given the opportunity to attend an outdoor pursuits course. Pupils are also encouraged to set their own learning and behaviour targets, which are shared with parents. Key Stage 2 pupils work independently. They use their allotted computer time sensibly in relation to the independent learning scheme for mathematics and English.

18. The school actively promotes multicultural activities through the curriculum, such as religious education, where the main faiths are studied and also in assemblies. Pupils have visited synagogues, mosques and churches. They are taught about values and feelings through personal and social education, on which the school places high priority.

19. The attendance for the majority of pupils in the school is satisfactory and unauthorised absence is low. However the school rate of attendance is below the national average. In 1999/2000 the school had poor attendance, which was caused by a few families in difficult circumstances. During 2000/2001, attendance improved significantly. The main reason for absence is sickness. Punctuality is satisfactory for the majority of pupils, but lateness is a problem for a small minority. The school has a computerised system for registration. Registration is carried out efficiently at the start of the morning and afternoon sessions and lessons start promptly. The school continues to work hard to improve attendance.

HOW WELL ARE PUPILS TAUGHT?

20. Teaching throughout the school is good. The quality of teaching is good in the Foundation Stage, in Key Stage 1 and in Key Stage 2. There were no unsatisfactory lessons observed. Eighty per cent of lessons were good or better, twenty per cent were very good and two per cent were excellent. The quality of teaching in the school significantly improved since the last inspection, when it was sound throughout the school, particularly in the Foundation Stage, to become one of its greatest strengths. The quality of teaching allows pupils in the Foundation Stage and in Key Stage 1 to make good progress overall and pupils in Key Stage 2 to make satisfactory progress, although standards are still below national averages.

21. Teaching is characterised by the very impressive teamwork between members of staff. Teachers plan together carefully, they constantly address the question of pupils' progress through the years in all subjects and they share good practice with readiness and enthusiasm. This co-operative attitude is not reserved only for teachers, but spreads from teachers to

support staff, so that the whole school works as together effectively. In this way, no new teacher is ever without a high level of support and advice.

22. The teaching of children in the Foundation Stage is good and children learn well as a result. Lessons are planned very well for each of the areas of learning. They are very well organised, with good resources used very effectively to encourage children's learning. Relationships between staff and children are very positive and lessons proceed at a challenging pace which the children enjoy and respond to well. Teachers create many opportunities to reinforce basic skills in speaking, listening and counting. There is always a happy and productive buzz of activity in the nursery and reception, made by children immersed and absorbed in what they are doing.

23. In English, teaching is good overall in both key stages. All teachers have a secure understanding of the National Literacy Strategy and use lesson time appropriately to ensure that the different elements defined in the strategy are covered well, especially reading, which is given extra emphasis. They are secure enough in the use of the strategy to be able to adapt it sensibly and effectively to the needs of their particular pupils. They do not, however, ensure that pupils are challenged enough in the sections of the literacy lessons set aside for writing. As a result, pupils have too little practice in writing, particularly in Key Stage 2. Teachers demonstrate good subject knowledge and methods, which inspire pupils to learn successfully. Pupils are motivated well by the interesting tasks prepared for them, regardless of their gender or their varying abilities. The best lessons proceed at a very good pace. Work is generally well matched to pupils' abilities, so that all make at least good progress. Planning has clear objectives and teachers' good management ensures that pupils are never idle or distracted during lessons.

24. In mathematics, teaching is never less than satisfactory and is often very good, throughout the school. Lessons are carefully planned, using the National Numeracy Strategy. Teachers identify activities well for different ability groups. Teachers' subject knowledge is good and expectations are high. Teachers manage their pupils and time well. Support staff make a valuable contribution to the quality of teaching and learning, through the help and support they offer to individuals and to groups. The pace of lessons is often impressive, especially in the initial mental mathematics sessions. All teachers have good relationships with their classes and manage their pupils well. Sufficient challenge is not always provided for higher-attaining pupils, but work is accessible and interesting for the lower attaining pupils.

25. In science, teaching at both key stages is generally good, though teachers do not always ensure that pupils know how to use scientific enquiry processes well. Not enough importance is attached to the development of experimental work and for pupils to challenge themselves to think and to solve problems. Teachers ensure that pupils enjoy the science lessons.

26. Teaching in art and design is good overall and often very good in Key Stage 1. Teachers interest and enthuse pupils with their knowledge and use of colour, pattern and design and learning is good. Teachers' planning is very effective and a very good variety of resources are used well by pupils. All these factors promote good learning. Teachers' good subject knowledge and enthusiasm and interest in the subject are clearly evident in pupils' work and in the many displays around the school.

27. It was not possible during the inspection week to observe any lessons in design and technology. However, a considerable array of work produced by pupils was available for scrutiny. Planning is clearly good, with every opportunity taken to incorporate skills and knowledge from other areas of the curriculum.

28. The teaching of geography and history is satisfactory overall and some good lessons were observed. Teachers provide a good range of practical activities and resources to support their planning. In history, in particular, teachers use their knowledge and interest in the subject to involve pupils by asking skilful questions and they use resources well to encourage pupils' interest. Pupils enjoy the practical and investigative activities in both subjects and make satisfactory progress.

29. The ICT lessons observed were generally good. Teachers are clearly acquiring enough expertise and understanding of the subject to enable pupils to learn well. Teachers harness pupils' interest well and plan systematically in order to develop their skills.

30. The quality of teaching of music is always satisfactory and often good throughout the school. Lessons are planned with care and pupils are encouraged to develop their skills and talents in all areas, either when singing, undertaking instrumental work, when composing or simply when they appreciate music. Most teachers have an interest and an enthusiasm for the subject and this motivates the pupils and ensures their musical development.

31. In physical education, the teaching is good. The planning of lessons ensures that pupils progress systematically through a range of skills and are exposed to a range of activities in which all can enjoy participating at some level. Teachers manage pupils safely and with good humour, so that pupils are happy to try new activities and work with interest and concentration.

32. Throughout the school, the quality of teaching in religious education is good. Teachers are secure in their subject knowledge and convey it to pupils in an interesting and meaningful manner. In most lessons, they create a reflective atmosphere where good learning takes place.

33. Teaching for pupils with special educational needs is good. Daily independent learning sessions are well organised and structured. The quality of support, which takes place in class, is good overall. The learning support assistants make an integral contribution to pupils learning. Pupils are fully integrated into activities in the classrooms. The organisation, groupings, general provision and support have a positive impact upon learning. Provision for special needs is good. Teaching is satisfactory for pupils for whom English is an additional language. Class teachers do much to provide them with appropriate work and to offer them support and guidance, but the school has too little specialist time available to ensure that their needs are fully met as they progress through the school.

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

34. The school teaches all subjects of the National Curriculum and provides well for all of its children. All statutory requirements are met and appropriate provision is made for religious education. Teaching time in Key Stage 2 is slightly lower than the recommended time for this age group of children, but the school is rectifying this situation. Since the

previous inspection, the school has continued to work hard to include all children, of all abilities, gender and ethnic background, in the curriculum that it offers. Planning is consistent across the school and this is an improvement since the previous inspection. There is a brief overview of what is to be taught each year, which is broken down into subjects. For literacy and numeracy, teachers plan lessons using the national strategies. Although the literacy hour has been successfully implemented, teachers do not effectively promote speaking and writing skills in all lessons across the curriculum. The teaching of the numeracy strategy is satisfactory. The new national guidelines, sometimes linked with their existing schemes of work are used for the other subjects and ensure that skills, knowledge and understanding are taught progressively.

35. The school makes very good provision for young children in the Foundation Stage. There has been a significant improvement in the quality of children's education since the time of the previous inspection, when there was no nursery and children's progress during the reception year was judged to be unsatisfactory. Since then, the curriculum has been completely revised to match the new national guidelines, which provide for continuity in the learning of young children.

36. Very good provision is made for personal, social and health education, including sex education and drug misuse. This has been maintained since the previous inspection. It is planned through different areas of the curriculum such as in science and during the personal and social education lessons, which take part in all classes each week. Thinking skills are developed well as relevant personal and social issues are discussed. For example in Year 4, pupil's thought about and discussed issues relating to shoplifting and the importance of being honest. The teaching of citizenship is developed throughout the school and during the inspection a Magistrate was invited to school to talk to the pupils in Year 6. This interesting session developed their understanding of citizenship. Other visitors such as the school nurse and the local police are invited into school to talk to the children about different topics, for example how to keep themselves safe. These visitors greatly enhance the learning in this area.

37. The special educational needs policy makes positive statements and clear definitions about provision and procedures within the framework of the National Curriculum. Pupils have full access to the curriculum and their learning is carefully planned and structured. Overall planning for special educational needs is good.

38. The parents agree with the inspection team that the school provides a good range of extra-curricular activities that are open to children of all abilities. They include sporting activities such as football, basketball and dance and many pupils have signed up to take part in these activities. Pupils have the opportunity to develop their skills at a computer club, which is a popular activity and runs during the lunch hour, and after school. Musical activities are offered such as playing the recorder and singing in the choir. In Year 2 there is a homework club and pupils in Year 5 and 6 are invited to join a 'maths club'. No activities, other than the computer club, were observed during the week of the inspection. All children have the opportunity to participate in a good selection of educational visits, which enrich many curriculum areas. Children in all year groups have the opportunity to participate in these visits. English is well promoted for example Year 3 and 4 went to a local theatre to see 'Fantastic Mr Fox'. At the beginning of the year all children had the opportunity to see a pantomime about Red Riding Hood. The local area is used well to enhance history and geography. Pupils visit places of interest such as Coombe Park to develop their understanding

of the local environment generally. Pupils are invited to visit Warwick University to use their facilities and work with the students, which helps them to develop their skills, particularly in science. Older pupils have the opportunity to visit Wales and take part in adventurous activities such as orienteering and abseiling. This residential trip promotes the physical education programme and the pupils' social and moral development very well.

39. Links with local schools are satisfactory. Teachers from receiving secondary schools are invited to talk to the children in Year 6. This prepares them for their next stage of education. The school links with another primary school as they share their Christmas productions.

40. There are very good links with the community in particular when people come in and talk to pupils in assembly and at other times during the school day. These visitors support the curriculum well. For example photographs show that Mr Rotavator came in and talked to the pupils about gardening and growing plants. During this visit all pupils were given bulbs to grow at home and they had an enjoyable session as they learned about gardening and reinforced skills previously taught in science and geography. People from the past such as 'A Roman Gladiator' and 'Lady Godiva' come in and bring history to life as they talk to the pupils. Pupils in Year 5 had the opportunity to perform in 'A Midsummer Night's Dream' workshop when the Young Shakespeare Company came into school. Music is enhanced as pupils listen to musical groups who are invited to play, for example a jazz group and the woodwind group. There are good links with local Partnership Centres such as Cheylesmore where pupils take part in adventurous, historical and computer based activities. The local area is used well when the children study their local environment or when the choir visit Coventry Cathedral to sing at Christmas and sing to local senior citizens.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

41. The school has good procedures in place for ensuring pupils' welfare. There are good relationships between all members of the school community. Teachers know the pupils well and are sensitive in responding to their needs. Lunchtimes are orderly and well managed by education assistants and lunchtime supervisors, who take part in games with pupils, and treat them with kindness and respect.

42. There are good policies and procedures in place to promote pupils' health and safety for which the head has overall responsibility. Risk assessments are carried out each term and issues are quickly dealt with. Regular fire drills take place and the school premises are kept secure and very clean. There are good first aid procedures in place, and the school ensures that pupils are safely released at the end of the school day. Pupils are taught about health and safety topics through science and personal social and health education. Good support is offered to pupils on health matters from outside medical specialists particularly the school nurse and the dental nurse. Outside speakers from the police who discuss drugs, the bodycare roadshow and the litter lady have all improved pupils' knowledge. Additionally, the school was given an award by the Council for its clean environment.

43. The school has a clear policy for child protection and the named person has received appropriate training and records are kept secure. Staff have received training and they understand the procedures. Pupil's awareness is increased through personal social and health

education lessons, and also from outside speakers such as the school nurse, police and child welfare charities.

44. Pupils with special educational needs are well supported by the special educational needs co-ordinator, staff in school and, where necessary, external agencies. They have detailed individual education plans, which are carefully monitored, and this enables them to make good progress and achieve good standards in line with their abilities throughout the school.

45. Staff know the pupils well and successfully monitor their personal development on a daily basis, and by good assessment procedures. Pupils are encouraged to set their own targets, and good support from staff enables pupils to achieve them successfully.

46. There are good policies and procedures in place to monitor behaviour that are understood by parents and pupils. The very positive ethos of the school and the very good role models presented by staff encourage pupils to behave well. Pupils are proud to receive stickers and certificates for good behaviour.

47. There are good procedures in place to promote attendance and punctuality, which are known to parents and pupils. Attendance is monitored by the head teacher. The educational welfare officer is regularly in school and makes home visits to pupils whose attendance gives cause for concern. Parents are also invited into school to talk to the head and educational welfare officer about poor attendance. Letters are regularly sent out to parents about attendance procedures, and parents are notified about lateness. The educational welfare officer has spoken in assemblies and to parents at the school gate to encourage better attendance and punctuality. The school has a series of awards for good attendance, and attendance boards are kept outside each class. The school is aware that there are problems with a few families and does all it can to improve attendance.

48. Procedures for assessing pupils' attainment and progress and the use of assessment information to guide planning are now good. Much work has been done to ensure considerable improvement since the last inspection. The new pupils' profiles are carefully tailored to record individual progress in key areas of learning and to highlight areas for development. Individual learning targets are set in reading, writing and mathematics. Whole school target setting is of a good standard and the analysis of data to inform future planning is now full and informative, and is used well by the school.

49. The class teacher is responsible for ensuring work is set at the appropriate level to enable pupils to meet their targets. Individual education plans are written by the class teacher although the role of the special needs co-ordinator is important in the process. Assessment procedures are good. The school maintains detailed records which track a pupil's progress throughout the school. There is an established identification procedure in which class teachers and the special needs co-ordinator are involved. The school policy and practice recognise the need to identify gifted and able pupils.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

50. The school is highly committed to working with parents and has established good links with parents. It works very hard to involve parents in their children's education. Parents think very highly of the school and are pleased with the levels of achievement and the good progress made by their children. They value the support given by teachers and are able to raise any concerns with them.

51. Parents are pleased with the quality of information they receive from the school, which includes regular newsletters about events and procedures. There is a clear and detailed prospectus, and the annual governors' report to parents gives good information to parents. In response to a questionnaire from the school parents requested a return to handwritten annual reports, and these give good information about attainment and progress, and future targets are set in the core subjects. There are three parents evenings held throughout the school year, which are attended by the majority of parents, although a significant minority do not attend. Parents are able to discuss how their child is settling in, their progress and view their work. Occasionally open afternoons are held for parents to view work but these are less well attended.

52. There are good induction procedures in the foundation stage to ensure that pupils make a smooth transition and feel secure in the school. Nursery staff makes home visits, and parents can stay with pupils until they feel secure. Reception staff also meet parents when pupils start school. Parents are given information about topics to be covered. Curriculum meetings have been well attended.

53. The school has used a variety of strategies to try and involve parents in pupils learning. Currently they are running a short course for parents to enable them to have a basic knowledge of computer skills. Only a very small number of parents have been involved. In the past the school has run literacy and numeracy workshops that have been attended by a few parents. Recently parents have been invited into school by the senior management team to be involved with their child in setting targets for improvement. They have then signed the 'Home School Agreement' and have a better understanding of their role in helping their child. A few parents help with school visits, swimming and in the foundation and Key Stage 1 areas of the school. The annual service for pupils leaving the school and an annual production are well attended by parents.

54. The school works hard to ensure that parents of pupils with special educational needs are kept well informed about their progress. Parents are invited formally to termly meetings to discuss their child's progress and review targets on their individual education plans. The school is constantly seeking to further parents' involvement to support their child's learning.

55. Parents expressed concern about homework, and activities outside lessons. The school has a clear homework policy and regularly sends home reading books, English and mathematics homework, and also sometimes research work. The school has some extra curricular activities in sport, music and computer activities. Pupils also go on a wide variety of visits to places connected to curriculum areas such as museums, theatres and farms.

HOW WELL IS THE SCHOOL LED AND MANAGED?

56. The leadership and management of the school is characterised by a range of significant strengths, which make it very good overall.

57. The headteacher is highly skilled and committed. She provides excellent, strong and effective leadership and management. Above all, she shows drive and initiative, which has enabled the school to improve significantly since the last inspection. She has steered the school carefully towards its goal of higher attainment by all pupils since the previous inspection. Working well with the governing body and the very supportive deputy and senior

management team, she has implemented a wide range of improvements that have had a most beneficial effect on the quality of education provided by the school, despite having the school demolished, rebuilt and downsized in that time. Together, the headteacher and senior staff form a very good team, which puts the needs of the pupils first.

58. The monitoring, evaluation and development of teaching are well advanced and very good. Subject co-ordinators influence the quality of teaching and learning in their subjects very successfully. They are very clear about what needs to be done and they have taken aboard new initiatives, such as the National Literacy Strategy and the National Numeracy Strategy, very well. The school's decision to plan some non-core subject in blocks of teaching is providing them with the opportunity to teach well-planned and focused units of work systematically.

59. The subject co-ordinators are very aware of the strengths and weaknesses of the teaching in their subjects and realise the importance that high quality subject leadership plays in further raising standards. In all subjects, the highest quality teaching is being identified and shared and teaching is being rigorously monitored, so that good practice is now the norm throughout the school. The school's good planning and co-ordination has ensured that new strategies are being used to best effect, that teaching and planning is monitored effectively and that staff receive appropriate guidance and support to continue to raise standards.

60. The provision for pupils with special educational needs is very well managed. There is very good liaison between the special educational needs co-ordinator, teachers, classroom assistants and the various outside specialists who visit the school. The co-ordinator is experienced and knowledgeable and this ensures clear direction for other staff. Identification, monitoring, review procedures and the in-class support for pupils are organised most effectively. These are significant factors in the very good progress made by pupils with special educational needs. The needs of the very few pupils for whom English is an additional language are catered for less well, since the school's co-ordinator's time has recently been cut to one day per week. In this time the co-ordinator is to identify, support and review the needs of these pupils.

61. The school is using all available data very well to evaluate its own performance and is clear about its educational and other priorities. The very good use of data collected and analysed has contributed to recent improvements in standards in all subjects, as well as the implementation of measures such as the setting of groups in numeracy, additional literacy classes and extension work for the more able pupils.

62. The chairman and the governing body are hardworking and dedicated. They have an unusually good understanding of the school's strengths and weaknesses and bring a great deal of professional expertise to bear on solving the school's problems and improving its efficiency. They carefully monitor the school's progress and initiate or support appropriate action. They are very effective partners in decision-making and are highly supportive and appreciative of the headteacher and the rest of the staff of the school.

63. The school's educational priorities are very well supported through careful financial planning. The headteacher and administrative staff have a good understanding of school finance, helped greatly by the expertise of the governing body. They work well together to being their complementary skills to bear on the financial planning and management aspects of

the school's work. The school makes very good use of ICT in its work and general administration. The management plan is strong, driven by clear priorities and contains criteria by which to judge the success of spending decisions. All budget decisions are analysed to ensure that they are designed to provide pupils with the means of raising standards further and the budget is driven by the management plan.

64. All funds received for specific purposes, such as those to support pupils with special educational needs, are well and appropriately managed and used. Ongoing expenditure is carefully monitored and spending patterns explored. The school is impressive in its demonstration of the ways in which it ensures the best possible value and effectiveness in all spending decisions, whether for equipment, supplies or services.

65. There are enough teachers to teach the curriculum well and all have had appropriate training for this phase of education. Very good use is made of teaching and support staff to help pupils make appropriate progress and to meet the needs of pupils with special educational needs. The school's accommodation is satisfactory. However, it has no. An ICT suite has been created in a corridor of the school. Generally, resources for learning are good. All these factors ensure that, most of the time, pupils are working in an environment that motivates them and contributes to their achievements.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

66. In order to build on the many positive aspects of the school and further improve the standards of work and quality of education provided, the governors, headteacher and staff should:

- (1) raise pupils' standards in writing by the time they leave the school, particularly in Years 3, 4, 5 and 6 by:-
 - raising teachers' expectations of what pupils can achieve in writing through sharing the best practice across the school;
 - improving the quality of pupils' writing as well as the amount and range of work pupils are expected to produce;
 - improving writing across the curriculum;
 - rigorously monitoring pupils' written work.(Paragraphs: 1, 3, 5, 9, 12, 23, 82, 83, 84, 85, 88, 89, 90, 91)

- (2) raise teachers' expectations and level of challenge in mathematics by:
 - ensuring that all pupils are encouraged to think and find their own answers to questions;
 - ensuring that teachers identify those pupils who are not working to their potential and address their needs appropriately.(Paragraphs: 1, 3, 5, 9, 12, 24, 93, 94, 95, 98, 102)

- (3) improve attendance by rigorously monitoring authorised absence.
(Paragraph: 19)

In addition to the issues above, the following should be considered for inclusion in the action plan:

- seeking to provide a school library to extend and encourage literacy and research skills. (Paragraphs: 65, 92)
- ensure that provision is adequate for the assessment, review and support of pupils for whom English is an additional language. (Paragraphs: 33, 60)
- ensure that skills in investigative and experimental aspects in science are given full emphasis. (Paragraphs: 25, 103, 104)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	52
Number of discussions with staff, governors, other adults and pupils	24

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	10	29	11	0	0	0
Percentage	2	19	56	22	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. [When the total number is substantially less than 100, add] Care should be taken when interpreting these percentages as each lesson represents more than one [two, three, etc] percentage point[s]. [Where the total is close to or greater than 100, use only the first sentence.]

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)	13	205
Number of full-time pupils known to be eligible for free school meals	0	63

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	5	78

English as an additional language	No of pupils
Number of pupils with English as an additional language	36

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	16
Pupils who left the school other than at the usual time of leaving	15

Attendance

Authorised absence	%
School data	7.1
National comparative data	5.2

Unauthorised absence	%
School data	0.1
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
	2000	17	11	28

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	12	14	15
	Girls	10	11	11
	Total	22	25	26
Percentage of pupils at NC level 2 or above	School	79 (79)	89 (83)	93 (90)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	13	14	13
	Girls	11	11	9
	Total	24	25	22
Percentage of pupils at NC level 2 or above	School	85 (83)	89 (90)	79 (86)
	National	84 (82)	88 (87)	88 (87)

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
	2000	24	18	42

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	15	16
	Girls	10	8	15
	Total	24	23	31
Percentage of pupils at NC level 4 or above	School	57 (50)	55 (52)	74 (64)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	15	16
	Girls	11	10	12
	Total	26	25	28
Percentage of pupils at NC level 4 or above	School	62 (50)	60 (52)	67 (64)
	National	70 (70)	72 (69)	79 (78)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	3
Black – African heritage	0
Black – other	4
Indian	24
Pakistani	5
Bangladeshi	0
Chinese	0
White	165
Any other minority ethnic group	4

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)	10.8
Number of pupils per qualified teacher	18.9
Average class size	29.3

Education support staff: YR – Y6

Total number of education support staff	8
Total aggregate hours worked per week	175

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	13
Total number of education support staff	1
Total aggregate hours worked per week	65
Number of pupils per FTE adult	12.5

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	2
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	3	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	22	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	2000/2001
	£
Total income	536 098
Total expenditure	525 700
Expenditure per pupil	2 237
Balance brought forward from previous year	66 580
Balance carried forward to next year	15 703

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	218
Number of questionnaires returned	41

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	61	37	2	0	0
My child is making good progress in school.	66	29	5	0	0
Behaviour in the school is good.	44	49	5	0	2
My child gets the right amount of work to do at home.	46	39	15	0	0
The teaching is good.	68	27	5	0	0
I am kept well informed about how my child is getting on.	68	32	0	0	0
I would feel comfortable about approaching the school with questions or a problem.	66	32	2	0	0
The school expects my child to work hard and achieve his or her best.	73	24	0	0	2
The school works closely with parents.	41	54	5	0	0
The school is well led and managed.	54	41	5	0	0
The school is helping my child become mature and responsible.	59	41	0	0	0
The school provides an interesting range of activities outside lessons.	39	37	5	2	17

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

67. The school makes very good provision for young children entering the Foundation Stage which prefaces their entry into the main school. The great majority of children make good progress, though only a few manage to achieve the nationally expected levels of competence across the range of early learning goals before they move on to tackle learning in Key Stage 1. However, there has been a significant improvement in the quality of children's education since the time of the previous inspection, when there was no nursery and children's progress during the reception year was judged to be unsatisfactory. Since then, new staff have been appointed and the curriculum has been completely revised to match the new national guidelines which provide for continuity in the learning of young children. Facilities, including the range of appropriate learning resources, have been completely overhauled, leaving only one major aspect still requiring improvement, the provision of a suitably situated and resourced play area for reception children. Planning for this is under way.

68. Nursery children start on a half-time basis in the September following their third birthday. They move on to full-time attendance in reception in the following September. There is careful management of the children's transition from nursery to reception and as they move on into the main school. For instance, staff work effectively to develop close relationships with parents, inviting them into the school to experience a range of early learning activities for themselves and providing them with helpful information. Homes are visited and early year profiles are drawn up in consultation with children's parents or carers. While a minority of children have had playgroup experience, local statistics indicate that most in the area are likely to have experienced significant levels of deprivation of one sort or another, making them immature and significantly less ready to take advantage of education than the majority of children of the same age. Inspectors' informal observations support this conclusion, which is clearly recognised and taken into account by the school. There is early recognition and support for children with special educational needs. In one classroom, the teacher wears a listening aid to assist a child with a hearing impairment. Children for whom English is an additional language benefit from good quality specialist teaching. Both these groups of children receive individual attention as they learn through play activities.

69. The quality of teaching in the Foundation Stage is at least good and often very good. There is excellent teamwork between all adults. The positive relationships between adults and children enhance attitudes to learning. Teachers have a good understanding of how young children learn and of the background experiences of children entering the nursery. Teachers are imaginative in their provision of learning experiences which suit the particular needs of the children. The new management of the early years provision is very good. It has clearly transformed the quality of the learning experiences available. Curriculum planning is thorough and provides a well-integrated approach to the early learning goals. The impact of the improved education now in place at this stage is beginning to have a significant effect on the capacity of pupils, providing a firmer foundation for their attainment as they move up through the school. Staff are aware of the importance of the quality of education they provide and are deeply committed to helping the children lead happy, successful lives.

70. The assessment of children's progress is very good. It is systematically monitored across the six areas of learning which make up the Foundation Stage curriculum. Starting after the first half-term, each child's initial profile is brought up to date on a termly basis. These records provide an invaluable picture of their progress towards the specified learning targets. The process is thoroughly backed up by weekly assessments which indicate that almost all children are responding well to the good teaching provided. The monitoring process is backed up by further records, focusing on matters such as the learning of initial letter sounds and creative experiences. The more formalised assessments which take place once children have settled into reception indicate that their overall progress during the nursery year is good.

Personal, social and emotional development

71. Children's progress in this area of learning is good. By the end of the Foundation Stage the great majority have reached, and some exceeded, the levels of personal development and social skills typical of the age group. Most are very quiet on entry to the nursery. Initially, the children give the impression of quiet enjoyment in having stumbled on a world of wonders beyond their imaginations. They are unusually biddable and often rather slow to speak to staff and other children. Eventually they begin to respond to the calm and friendly atmosphere, showing an emerging confidence and an increasing interest in the attractive learning facilities provided. Most are attentive during the 'family sessions' which start each day, picking up teachers' guidance on the social skills required of them as members of a group. They respond positively to the well-resourced learning activities provided in the adult-led groups, taking turns, sharing equipment and generally responding to questions, if only with one word answers. Self confidence begins to develop as they take up opportunities to make choices about learning through play activities. They play happily alongside each other, a few sharing their responses with others. Most follow up suggestions made by teachers and helpers whose child management skills are excellent. The children learn to show consideration for others, to take on small responsibilities as they help with clearing up and are gently encouraged to develop self-reliance, for example, when putting on coats and shoes. Currently, opportunities for reception children to develop independence are somewhat limited by the lack of an accessible outside play area where they can be supervised at a distance. These older children benefit from 'circle times', when they are helped to think about issues such as feeling angry. Day to day progress in self confidence and social skills is very evident and children are generally pleased to join in the more boisterous 'learning is fun' approach which reception staff use to very good effect as a motivating device. Children's confidence as learners and as members of a social group is clearly demonstrated as they respond with laughter and enthusiasm to teachers' use of deliberate mistakes, for example. Throughout the Foundation Stage, all staff present excellent role models, showing care for all involved and a persuasive commitment to children's progress in their learning.

Communication, language and literacy

72. While most children make good progress in these areas of learning, relatively few achieve the required standards in speaking, reading and writing before they move into the main school. On entry, listening skills are more or less satisfactory, but progress towards other language and literacy skills is much more limited. At first, very few take the initiative in talking to adults, though they gradually develop the confidence and skills to talk with teachers and each other as they share their responses to learning experiences. Most nursery children

respond well to simple instructions. They also learn to join in the repetition of nursery rhymes. Gradually, children's speaking skills improve. For instance, once child was heard negotiating with another about when to swap activities and a few others were able to give brief descriptions of what they were doing. By the reception year, children begin to offer comments as well as answering questions and most are not afraid to ask if they need help. Children learning English as an additional language respond well to the special support they receive, whether as individuals or in very small groups. They increase their vocabulary as they participate in adult-led activities, such as experimenting with the sounds made by percussion instruments or exploring simple computer programs. Progress is good, with substantial development in speaking skills by the end of the reception year.

73. Most of the children develop a real enjoyment of books, pointing out details in illustrations and answering questions about what is happening in stories. Through seeing teachers read, they learn to handle books and begin to realise that text carries meaning. Progress in reading is enhanced by the use of listening tapes and ongoing opportunities to browse in the book corner. The very good teaching of letter sounds is based on motivating strategies and teachers' persistent use of every opportunity, such as games, jigsaws and computer programs to help the children to make the appropriate connections. Though their vocabulary is limited, a significant minority have begun to read familiar words and to use their knowledge of letter sounds to build up new ones. Writing skills are effectively developed, initially through such activities as using fingers to make patterns in sand or foam, followed by meaningful mark-making using a range of tools, including pencils and crayons. Some nursery children enjoy trying to write their names. The value of these early writing experiences is well demonstrated at the reception stage by the better quality of writing of those children who have attended the nursery. The majority hold pencils correctly and make increasingly recognisable letters.

Mathematical development

74. Children's prior attainment in mathematics is well below average on entry to the nursery. Though they make good progress during the Foundation Stage, relatively few achieve the range of early learning goals. The children have a positive attitude towards their learning about numbers, the characteristics of shapes and the comparison of sizes and quantities. Much of their progress in the nursery derives from their day to day play experiences with sand and water, where they begin to compare differing capacities of various containers. Teachers and their assistants make good use of these opportunities to introduce relevant mathematical vocabulary, such as more, less, big, small, same and different. Counting songs, playing with number dominoes and making patterns with alternating colours are among other opportunities provided. Several effective number lessons were based on the exploration of hands and feet. Fingers and toes were counted, leading to early experiences of addition and taking away and constant reinforcement of counting on in the correct number order and the matching of one number to each object. Most children counted to five and many to ten. A few made progress in simple addition and subtraction. Children's interest is well maintained through the introduction of relevant art work.

75. All staff are attentive listeners, analysing and guiding children's responses in order to ensure understanding. A wealth of construction activities provide the children with practical experiences of shape and size, which are reinforced at the reception stage by appropriately structured numeracy lessons. One lesson focused well on the key features of the main

geometrical shapes. Lesson planning and class organisation on such occasions are especially good in securing effective learning. A guessing game approach supported the identification and exploration of the features of various shapes during the initial whole-class introduction of relevant vocabulary. Group work consisted of the rotation of groups of children around related play activities, cutting and sticking patterns of geometrical shapes, bubble painting experience to explore circles and computer opportunities. Each child has three different experiences based on the same theme, at least one of which is led by an adult. Not a minute is wasted, the children's interest is maintained throughout and the final plenary sessions show that most of the children can recognise and describe the shapes, making reference to their corners and sides. The very good contribution of the teacher's assistant was typical of the support provided in both Foundation Stage classes.

Knowledge and understanding of the world

76. By the end of the Foundation Stage children's achievements in this area are broadly in line with the early learning goals for their age group. They enter the nursery with very limited knowledge of life beyond their everyday family experiences. The school provides a very broad range of interesting activities, visits and contributions by visitors which widen the children's horizons, making a very significant contribution to their knowledge and understanding of the world. Experiences are linked to a series of themes of interest to the children. They cover health, safety and personal development, the natural environment, aspects of transport, work in the locality an introduction to beliefs and customs. Most children make very effective progress towards the relevant early learning goals, a minority exceeding them.

77. Teachers are imaginative in their planning, providing integrated experiences which reinforce learning towards the other early learning goals, including frequent opportunities for the children to practise their language, mathematical and computer skills. The two classrooms are organised to provide specialist corners in which children can explore and elaborate on their experiences. Examples of opportunities include the visit of a baby and self portraits using mirrors which contribute to their knowledge of themselves and how they have grown. Body parts jigsaws, introduction to food and cooking, the visits of a nurse and the school cook, together with participation in healthy schools' day support their understanding of how to live a healthy life. Park visits, nature trails, a trip to a butterfly farm, experiments in growing cress, hatching duck eggs and handling ducklings are among the strategies used to introduce them to study of the natural world. Through play they investigate the characteristics of materials such as water, sand and clay, what will float and what will sink. They explore natural forces as they play with toy vehicles and use building blocks of various kinds, practising design and making skills in a range of contexts. Celebrations of Christmas and Harvest Festival, artwork arising from an introduction to Divali all contribute to an elementary realisation that there is variety in people's beliefs and customs. Maps, holiday brochures, flags and participation playing at travel agents alert the children to the existence of a wider world. In all these activities there is a good balance between activities initiated by pupils and adult support. These examples are only part of the varied range of learning experiences which enrich the children's lives and provide a firm foundation for their further development as they work their way through the main school.

Physical development

78. By the end of the Foundation Stage, the majority of children achieve the early learning goals in this area. Daily opportunities are provided for children to refine their fine motor skills through the manipulation of small equipment and tools for making marks in writing, drawing and painting. Activities in support of the overall curriculum invariably involve cutting and sticking skills as children put together shapes and pictures relevant to the topic in hand. For instance, through the chief focus of the learning was vocabulary development, incidental opportunities for the use of glue spatulas arose as children for whom English is an additional language made attractive felt mittens by combining prepared pieces to make faces. Cooking experiences, such as making fruit salad, sandwiches and pancakes provide for peeling, cutting and mixing skills as children combine ingredients. Artwork opportunities such as making Divali lamps in clay support the refinement of manipulation skills as children seek to achieve their desired results. Sand and water play provides yet other occasions for the development of physical skills.

79. Children have daily access to supervised, outside play. The area is well provided with climbing opportunities, imaginative playground markings, although the location of the playground makes access a problem for the reception children. The children move with freedom and pleasure as they run, climb and jump about. They develop awareness of the position of other children and learn to change speed and direction to avoid bumping into one another. They have access to wheeled toys on which they can practise their balancing skills. They learn to balance themselves as they climb, to be aware of the need for their own safety and that of other children and to co-operate in imaginative chasing games. They are encouraged to engage in nature walks and to run around in large spaces such as parks and to play small-scale netball. Children also participate in the school sports day. Creative movement sessions in the school hall provide for the development of flexibility and co-ordination as children mimic the movements of different animals. Overall, children make good progress in these skills and learn to move with control and co-ordination in a range of situations.

Creative development

80. Children have plenty of opportunities for creative experiences which lead to their good progress in this area of learning. Achievements approach those expected of the age group by the end of the Foundation Stage. Musical activities in the nursery include frequent, unaccompanied singing of favourite songs which often have relevance for other areas of learning, such as counting songs for the development of number awareness. Children also have access to a range of percussion instruments which they explore on an individual basis or use to support their singing. Music and movement at reception stage help children's ability to pick up rhythms and to express different emotions.

81. Artistic skill development is based on experiences with a variety of media which provides for children's development in construction skills, sensitivity to pattern and appreciation of colour. While often provided for their own sake, including experimentation by the children, they sometimes serve a secondary purpose, such as enhancing appreciation of shapes linked to mathematical knowledge. Three dimensional collages using cylinders resulted in attractive pictures, as well as reinforcing mathematics. Dressing-up activities extend children's imaginations in artistic, as well as other ways. Painting of self-portraits and colourful subjects such as fireworks stimulate the children's interest in artistic expression, as do the class collages to which the children contribute as records of their various learning

experiences. Japanese Children's Day resulted in the creation of kites, windmills and hot air balloons, as well as widening awareness of a different culture. A seaside topic resulted in artwork featuring sea creatures.

ENGLISH

82. The results of the 2000 national tests show that the standards at the age of seven were below the national average in both reading and writing. When compared with similar schools in the 2000 national tests, pupils' performance was average in reading and in writing. More pupils achieved the higher than expected Level 3 in reading than in writing. The trend over three years shows reading rising from a very low base against the average to below and writing rising from well below to below it for this age group. At the age of eleven, pupils' results in the 2000 tests were well below the national average and well below average when compared with similar schools. The trend over time indicates that the results for 11-year-olds has risen slightly between 1998 and 2000. The overall improvement in English since the last inspection is higher than that in mathematics, but not as high as science. Girls have consistently achieved better than boys in writing at Key Stage 1 and in English at Key Stage 2, but not significantly so.

83. In the provisional results for the 2001 tests, reading and writing remained at a similar level to that in 2000 in Key Stage 1, but fell a little in Key Stage 2, though more pupils attained the higher than expected Level 5.

84. The standards of pupils' work seen during the inspection were similar to recent test results. Pupils' progress is good overall at the age of seven, because of the good teaching they receive, and they achieve standards that are broadly in line with national averages in reading and writing. At the age of 11, the standards of attainment are well below the national average, particularly in speaking and in writing. Writing skills are unsatisfactory at this age because of the below average level of literacy on entry to the school and because Key Stage 2 pupils have not had the full opportunity to benefit from the National Literacy Strategy. The low level of literacy skills on entry also means that it is more difficult for pupils to improve standards in English than in mathematics and science. In addition, present Key Stage 2 pupils have progressed through the school during the significant period of disruption caused by the rebuilding of the school and did not have the benefit of attending the school's nursery, opened two years ago.

85. Standards in speaking and listening are below the expected levels for both seven and eleven-year-olds, though most pupils' listening skills are better developed than their speaking skills. From a very low starting point, pupils' standards overall are evidence of good achievement over time in Key Stage 1 and satisfactory achievement in Key Stage 2. When pupils enter the school, they lack confidence in speaking and their listening skills are generally weak. Many pupils have speech and language difficulties. Pupils' reading skills are not well developed and very few have the required pencil control to enable them to write clearly. These limitations are addressed by consistently good teaching over time, with teachers working particularly hard in literacy lessons on improving pupils' oral skills, and this enables pupils to learn well. Pupils with special educational needs make good progress over their time in school because of well-organised and focused support. Higher attaining pupils are beginning to make satisfactory progress, because of the recent initiatives put in place to

extend them to their full potential, but their writing at Key Stage 2 is still unsatisfactory. Inspectors found no significant difference in the attainment of boys and girls.

86. Bearing in mind pupils' limited level of achievement on entry, their progress in speaking and listening is often good. For younger Key Stage 1 pupils, small-group work provides opportunities for adults to act as good language models and to encourage pupils to express themselves clearly. Focusing on specific language structures is a key feature of this work. In later years, the level of language use develops further and pupils become confident and willing to contribute responses to teachers' questioning and to discussions. However, a restricted vocabulary means that many six and seven-year-olds are imprecise or hesitant in expressing their answers, which keeps the overall level of attainment below average. In Key Stage 2, pupils' vocabulary is extended further and some begin to use complex and grammatically accurate sentences. Pupils' own reading, and the teachers' use of good subject-related vocabulary in class discussions, play an important part in this development. Pupils listen well to the teachers' advice and some demonstrate growing confidence in interacting and making active contributions to class discussions and expressing their opinions. However, most pupils find it difficult to speak audibly and sufficiently clearly to engage the interest of the audience, particularly in a formal situation. Pupils are not fully aware that the style in which people speak changes to match the appropriate situation. There are insufficient planned opportunities, such as drama and debate, to enable pupils to speak at length and to use a variety of expression and vocabulary.

87. Pupils overall attain satisfactory standards in reading. There is a strong emphasis on the teaching and learning of letter sounds and blends. In Key Stage 1, average and below average pupils have a good grasp of letter sounds to help them tackle unfamiliar words. Most pupils make good progress but there is insufficient effective combination of direct teaching of phonics and other support aimed at developing pupils' sight vocabulary and fluency and to develop their spelling. For example, in a good Year 2 lesson, pupils read simple instructions, concentrating on letter groups and blends, but this happens in too few lessons. Pupils with special educational needs are identified early and embark on well-structured literacy programmes, with realistic short-term targets. The range of reading material is extended as pupils move through the school, and more able readers in Key Stage 2 can choose books freely. Pupils read with increasing fluency and accuracy. Many pupils talk with enthusiasm about favourite authors, but their critical appreciation of a range of books is limited. While lower attaining pupils still interpret their reading literally, a few average and higher attaining pupils show a growing understanding of figurative language. Most pupils find it difficult to identify more than superficial meaning and to appreciate the subtleties of humour in good quality children's fiction. Pupils learn to use dictionaries and thesauri in most classes, while pupils in Years 5 and 6 are developing the skills of skimming and scanning and making meaningful notes, as seen in a good Year 5 class reading 'The Water Tower'. Most pupils understand how books are arranged in libraries and how 'contents' and 'index' can point the way to specific information. Many pupils are able to use non-fiction books to locate and retrieve information within the classroom. Most pupils make satisfactory use of their reading skills in subjects such as history, geography and religious education. The guided reading sessions, where these are skilfully structured, enhance pupils' progress in reading. Most pupils learn that reading offers both enjoyment and information and they are beginning to appreciate the qualities of different texts.

88. The combination of a tightly structured literacy hour and the good teaching have had a beneficial effect on pupils' writing in Key Stage 1, which is now average. Pupils are taught the skills of letter formation well and most are beginning to write in joined script with increasing control and accuracy. Throughout Key Stage 1, letter combinations and common spelling patterns are stressed. Pupils are encouraged to think about the overall structure of their writing, such as the setting, characters and plot when writing stories. The majority of pupils, however, lack fluency in their writing and are unaware of grammatical and spelling mistakes in their work. Pupils often complete their written work on teacher produced work sheets, which limits their independent use of imagination and their independence and initiative in written work and too little written work is accomplished in the allocated time in literacy lessons.

89. In Key Stage 2, the scope of writing is extended well. Pupils write for a range of purposes, including narrative, description, letters, instructions, and other forms of writing. They grow in competence in spelling and punctuation. By the age of 11, pupils are introduced to the main features of specific genres, for example writing magazine reviews, but this work is limited and not extended sufficiently to include reports, newsletters and autobiographies. Although a minority of pupils still find it hard to express themselves clearly in writing, most pupils, and the higher attainers in particular, are able to interpret and comment sensibly on texts that they read. However, there are not enough examples of sustained story writing with good attention to developing characters and plot, and written work is often brief. Pupils' spelling strategies, proof-reading skills and vocabulary choice in writing are insufficiently developed. The amount and quality of written work in subjects such as science, history, geography and religious education is often thin, so that it does not support literacy skills as well as it might. The use of information and communication technology to word process, re-draft and edit is good. Standards of handwriting are satisfactory.

90. The teaching of English is good overall and this promotes consistently good learning over time. This good teaching is now showing beneficial results in the teaching of writing in Key Stage 1. In Key Stage 2, teachers are firmly focused on the need to improve writing skills, but are only just beginning to stress the importance of the quantity of work produced and the breadth needed to improve standards. Eighty-three per cent of lessons observed were good or better and there was no unsatisfactory teaching. Teachers across the school have good understanding of how to teach reading and writing. They ensure that pupils know what they are expected to learn and how this links with what they have learnt previously. Lessons are well planned and organised, with a good mixture of whole-class, group and individual work. In a very good Year 6 lesson, the teacher demonstrated good knowledge and understanding of the subject and used very good questioning techniques and clear explanations. She actively involved pupils in identifying language features, focusing on the use of imagery in the text. Most teachers in both key stages use suitable methods and strategies to develop good listening and improve pupils' concentration and the pace of work in most sessions. They capitalise on pupils' interest in the subject, and this makes a good contribution to learning. Most pupils are attentive, eager to answer questions and keen to join in class discussion. The management of pupils' behaviour is good. Teachers have good relationships with pupils and encourage good manners and social skills. In general pupils behave very well and concentrate on their work. In both key stages, teachers set appropriate standards for the majority and maintain a good level of support for pupils with special educational needs. However, they do not always challenge the higher attaining pupils sufficiently to work towards higher levels in speaking, reading and, especially, writing. The marking of pupils' work is very helpful as

most teachers make constructive comments and give suitable guidance to pupils on how to improve their work.

91. The National Literacy Strategy has been productively introduced into English lessons. Teachers understand the basic structures and use the recommended pattern, so that it is well established throughout the school, though too little time is devoted to extended and sustained writing. Teachers build steadily on pupils' learning, extending it well through the use of computers; activities such as designing eye-catching adverts. Opportunities are also provided for pupils to research on the Internet, for work in history, geography and science, and when pupils are reading and talking about events of the past in history and explaining and recording conclusions of scientific experiments. Lower attaining pupils and those with special educational needs, receive intensive support in well-organised 'intervention' groups where specific language skills are practised and reinforced by the designated staff. This good quality support boosts their self-esteem as well as enhancing their skills.

92. The management of the subject is satisfactory. There is a systematic programme of monitoring teaching and learning. The literacy co-ordinator is aware of the strengths and weaknesses in the subject. However, there has been insufficient emphasis on structured planning to address the weaknesses in the subject, particularly in writing at Key Stage 2, through effective forward planning. The procedures for assessing pupils' progress are good, and the results of all tests are effectively analysed in order to set individual targets. Useful additions have been made to resources in classes, so that there are sufficient books of good quality, both fiction and non-fiction, though there is no library in which to keep them. Overall, the subject has made satisfactory improvement since the previous inspection, especially in the light of the decline in standards on entry.

MATHEMATICS

93. To raise the standards in mathematics was a key issue for action during the previous inspection. Standards then were very low compared with the national average in Year 2 and were well below the national average in Year 6. Within the last three years the school has set clear targets for year on year improvement in attainment in mathematics. The impact of the accumulative improvement has resulted in steadily rising standards throughout the school. Standards of work seen are broadly in line in the by the age of seven and below the national average by the age of eleven.

94. In the 2000 national tests for eleven year olds, the school's results remained well below the national average. The proportion of pupils reaching the level expected by their age was low compared with the national average, with the proportion of pupils reaching the higher level being below national average. Results were well below average compared with similar schools. An examination of results since the last inspection reveals a trend of improvement where attainment has risen, at very similar rates to those found nationally, other than in 1999, where there was a marked rise. There is no significant difference between the performance of boys and girls. Compared with 2000, the proportion of pupils reaching the expected level rose but the proportion reaching the higher level fell very slightly.

95. In the 2000 national tests for seven year olds standards were below the national average and below average compared with similar schools. In these tests the proportion of pupils reaching the higher level was very low compared to national average. However, the

proportion of pupils reaching the expected level was close to the national average. Results over the last three years have shown annual variations, particularly where there was a dramatic improvement in 1999. There is no significant difference between the performance of boys and girls. The provisional results of the most recent tests taken in 2001, show a much higher proportion of pupils reaching the higher level than in 2000.

96. The school's committed approach to raising standards is reflected currently in lessons observed, where pupils are generally working at levels that match their ability. They achieve well overall and the good progress made by pupils throughout the school represents a big improvement since the last inspection. Pupils with special educational needs also make good progress because of the support they receive from the teachers and classroom assistants. More able pupils within Key Stage 2 are identified following assessments and are taught by the co-ordinator, in addition to their class mathematics lessons.

97. Progress in Years 1 and 2 is currently good as the younger pupils build well on previous experiences. Seven-year-old pupils learn that tessellation is the fitting together of shapes to make a pattern. They are able to double numbers and do simple calculations mentally. Most know double seven is fourteen. They have sound knowledge of coins up to a pound. Pupils use previous learning to find the quickest way to add three single digit amounts of money. Some pupils can explain why they choose to start with the biggest number. Younger pupils understand the terms 'more than' and 'less than' and begin to add two numbers together confidently, knowing addition can be done in any order. Seven-year-olds who are more able confidently find totals to make 20p and make their own number story. They show how they can add 3 and 19 by first adding 20 and taking away 1. Pupils also have a very good understanding of near doubles and can subtract consistently well. Pupils know the difference between odd and even numbers.

98. Progress overall is good in Years 3, 4, 5 and 6. By the age of eleven pupils begin to use pencil and paper methods to show a good understanding of the grid method of multiplication, which provides a solid basis for further development towards a short method. They know $264 = 200 + 60 + 4$ and can work out 4×264 by adding the three individual answers 800, 240 and 16, to equal 1056. All pupils recognise the importance of estimation as a means of checking, for example to the nearest 100 or 1000 before beginning a calculation. Pupils who are more able can multiply 4893 by 4 and 10321 by 3 and then explain their method of calculation to find an accurate answer. Lower ability and pupils with special educational needs in Year 6, who are taught in a separate small group work towards achieving appropriately challenging targets. Although they begin to suggest their own methods for multiplication such as 45×5 , they cannot consistently understand strategies to work out calculations and most are unable to avoid lengthy step-by-step recording.

99. In both key stages, pupils have some opportunities to apply their mathematical skills to other subjects, but they are as yet not extensive. An appropriate and balanced range of mathematics topics is covered within the framework of the National Numeracy Strategy, although currently there is limited evidence of information communication technology being used extensively in mathematics. However, all pupils follow their own individual learning studies programme. The school has recently timetabled a one half hour weekly session for each class to use the information and communication technology area to support teaching and learning in mathematics. Computer clubs are available at lunchtime and after school during the week for pupils to apply and improve their mathematics skills in a range of activities.

Each class enjoys a brisk and focused start to every numeracy lesson, in which all pupils are actively involved in a variety of well-chosen activities in order to promote mental skills and strategies. Since the last inspection, the school has increased opportunities for investigation in mathematics. Year 1 pupils are seen to enjoy a range of mathematics games, which serve to improve pupils' understanding of the operation of addition. In a well-resourced and well-planned lesson in which support was very good, each group was provided with appropriate challenges to extend their thinking and eagerly discussed what they had learned from their game. There is evidence that teachers overall provide their pupils with increasing opportunities to discuss their ideas. They examine and explore various methods they use to develop a deeper understanding of how to apply known facts and prior learning when they confidently undertake new tasks. Throughout the school pupils are seen to have a good attitude towards the subject. Provision for pupils with special educational needs is good overall. Pupils of all ages work well in groups and many are seen to support each other's learning. This is particularly the case when they work with a partner and often require a minimum of supervision. Behaviour is good because pupils are highly motivated and fully occupied. Mathematics homework is planned at least once a week.

100. The quality of teaching seen was good overall, a judgement similar to that made in the previous inspection. Because of good teaching, learning is good. Planning remains strong. It is consistent throughout the school as teachers use a weekly and daily format to set out clearly what pupils will learn during the lesson. This is shared with the class. Activities are well identified for different ability groups. Most lessons move along at a good pace, holding pupils' interest and motivating them well. Overall teachers' subject knowledge is good, which enhances learning. Expectations are high. Where marking is very good it is informative and guides pupils to the next stage of learning. Pupils are mostly taught in their class groups, where classroom support is generally good, but there remains a wide range of ability within a whole class. Some groups are taught by the co-ordinator or by the part time teacher. This further extends the provision to challenge all pupils. There is a particular focus upon those who are identified as 'under-achieving' or 'gifted' in the juniors. In such a situation, where teaching is very good pupils make very good progress. The more able pupils learn well how to approach problems and not just to find the answers. Management of pupils in the range of lessons observed was very good overall.

101. The school uses tests well to assess what pupils know and analyses this information to guide future planning. There is a thorough assessment, recording and reporting policy in place, which is fully implemented in the school. Extensive monitoring has taken place, records are full and effective action has been taken to improve all aspects of the subject's performance. There was, however, little evidence of parents contributing towards their child's learning.

102. The subject is well managed by the experienced co-ordinator, who has shown influential and strong leadership during the last three years of noticeable improvement and raising of standards. She has a clear view of strengths and areas for further development. The carefully thought out mathematics' action plan identifies specific priorities for improvement. She works closely with all staff and outside agencies. The subject is well resourced and because each class has its own range of materials and equipment, resources are used well by teachers and pupils. The co-ordinator is arranging provision for additional support for pupils with identified needs in the juniors, which will begin this term for Year 3 and 4 pupils and

later in the year for Year 5 and 6 pupils. The school is well placed to build upon recent achievements and raise standards further.

SCIENCE

103. Pupils' attainment in science generally matches national expectations for the age groups concerned at the ends of both key stages. This represents good progress, given the relatively low levels of pupils' prior achievements. However, while significant minorities of pupils exceed these expectations, especially eleven year olds at the end of Key Stage 2, a minority of pupils in both age groups fail to reach the required standards. As a consequence, the school's results do not yet meet the national average, nor the standards achieved by similar schools, though official records show a striking improvement in pupils' attainment in recent years. Inspection evidence indicates that these standards are being maintained, but that weaknesses in experimental and investigative aspects of the subject are holding back further achievement. Nevertheless, standards are well above those reached at the time of the previous inspection, when attainment in science was listed as a key issue. The school responded with a complete overhaul of provision for the subject and has made creditable progress since, though below average attainment in literacy and numeracy is having an adverse impact on pupils' ability to record and recall previous learning in science. The school has introduced an unusual and reasonably successful strategy for dealing with this situation.

104. All the science covered in Year 6 revisits topics already tackled in Key Stage 2 or even earlier. Pupils bring improved basic skills to the subject and timetabling includes four shorter than normal science lessons a week. For instance, a Year 6 class was observed making electrical circuits, including switches and buzzers. Pupils showed sound, sometimes good, understanding of the basic principles and most were able to record their investigations, using the appropriate symbols. Achievement was enhanced by the good subject knowledge and class management strategies employed by the teacher, who gave special support to below average pupils and those with special educational needs. A useful plenary session reinforced the pupils' knowledge and understanding. A sequence of further lessons on the topic has been planned to extend pupils' awareness of the behaviour and use of electricity. Scrutiny of pupils' work across Years 3, 4 and 5 showed growing knowledge of other forces, such as air resistance, the features of sound and the effects of gravity. Pupils generally make good progress in their understanding of life processes and living things, occasionally carrying out investigations centred on plants. A Year 3 class responded well and made good progress in their investigations about the structure and functions of teeth. Key Stage 2 pupils also extend their knowledge of the properties of materials, developing skills in separation techniques and understanding the differences between chemical and physical changes. Overall, pupils' progress is good, but there is a lack of real development in the skills of experimental work, including a secure understanding of the concept of fair testing.

105. During Key Stage 1, most pupils make good progress in their knowledge and understanding of the basic features and diversity of living things. A significant minority of pupils reach an above average standard in the accuracy and detail of their work. While Year 2 pupils generally produce clearly labelled diagrams and sound, if brief, descriptions of their findings following investigations, a minority of pupils are given simpler recording tasks and receive extra support from the teacher. This enhanced the quality of learning, encouraging pupils' involvement and stimulating good levels of achievement. Occasionally, investigations carry an experimental dimension, as when broad bean plants were grown in different types of

media. Pupils' work shows no evidence of the need to control other variables, however and the opportunity to sow the seeds of understanding appears to have been missed, leaving pupils less well-prepared for effective learning during Key Stage 2. Additionally, pupils are making insufficient progress in their knowledge of the properties of materials. Pupils use their time well during lessons and their overall progress is good.

106. Teaching at both key stages is generally good, though the curriculum needs adjustment to ensure that all the required areas of learning receive sufficient attention. Investigative approaches are employed frequently, but teachers' knowledge of how to exploit these in ways which give pupils understanding of the scientific enquiry process requires strengthening. Lesson planning indicates that teachers do not yet fully appreciate the fundamental importance of the comparative and experimental aspects to the development of pupils' understanding and their retention of learning. The inclusion in pupils' booklets of a standard format for the reporting of experimental work is a useful move in the right direction. Teachers show good subject knowledge, good management skills and plan lessons with clear objectives. Adjustment of levels of challenge according to the prior attainment of the pupils is insufficiently developed, leading to under-achievement by higher attainers in Key Stage 1. Plans are being drawn up to include more use of ICT in the teaching of science.

107. Pupils' progress is monitored effectively at all levels. The significant improvements in pupils' attainment stems from very good management of the subject, combined with the determination and efforts of class teachers. The positive results of their hard work are clearly evident.

ART AND DESIGN

108. The attainment of both seven and eleven-year-old pupils, including those with special educational needs, generally matches national expectations for their ages. A minority of pupils exceed these expectations, showing a keen eye for detail in drawing and painting. For example, one of the older pupils demonstrated considerable sensitivity to line in simple sketches which captured typical movements in dancing and football. A few younger pupils responded especially well to examples of Lowry's work by painting silhouettes of towering building set against skies with a menacing mix of dark colours. Year 1 pupils created depth in their self-portraits through the effective use of shading of various types.

109. Pupils make sound, often good progress in art and design as they move through the school. The quality of teaching has been significantly enhanced since the time of the last inspection through a range of in-service education opportunities. It is now generally good and in Key Stage 1 it is sometimes very good. Teachers' enhanced understanding of the importance of the key artistic elements of colour, pattern, texture and line, for example, has given them the skill and confidence to provide well focused lessons which introduce the pupils to a wide range of artistic opportunities. For instance, study of sculptural forms was stimulated by pupils' photographs of frost on plants. This more imaginative approach has been particularly effective in its impact on the quality of pupils' work in Key Stage 2, which was below the expected level at the time of the previous inspection. Lessons are always well planned and managed. Simple, but effective arrangements are in place for assessing the progress of individual pupils and plans are developing to fine tune teachers' assessment skills.

110. All pupils now have a sketch book which provides opportunities for them to explore drawing techniques, using a range of pencils and charcoal. They engage in detailed observation of texture and symmetry in nature, extend their colour mixing skills and create patterns stimulated by those seen on buildings. Teachers also make good use of the work of famous artists. Detailed study of effects achieved by Van Gogh, Gaudi, Munch, Henry Moore, William Morris, art nouveau and African artists inspire pupils to appreciate the scope of the possibilities. Resources for learning are good. Pupils have access to a wide range of media, including clay, fabric, pastels, paints and natural materials. Pupils respond well. Their finished work includes collages and prints of various kinds, self portraits, landscapes, highly decorated masks and weaving experiments. Work using ICT is under-represented and the school is aware of this weakness.

111. Developments in the subject are well managed by the new co-ordinator, who has updated the school's art and design policy and scheme of work. Good provides support for colleagues. Teachers' planning and pupils' attainment are systematically monitored. Out of class opportunities for the pupils, such as participation in Coventry's Lady Godiva parade, are organised. A successful art and design club is to be extended to include younger pupils and another Arts Week is being planned to enhance the profile of the subject in the school and the locality, in which practising artists will be involved.

DESIGN AND TECHNOLOGY

112. Due to the timing of the inspection and the school's timetabling arrangements, no lessons were observed during the inspection. Therefore no overall judgement has been made concerning the quality of teaching. Evaluation of standards is therefore based upon the evidence of a scrutiny of previous work, examination of documentation and discussions with the subject co-ordinator and pupils. Most pupils attain standards in line with national expectations. They achieve well in relation to their prior attainments. The standards attained at the time of the previous inspection have been maintained. The quality of learning is good and most pupils, including those with special educational needs and those for whom English is an additional language, make good progress and develop the skills to design and make products.

113. During the summer term of 2001 the school introduced a design and technology week, in which all pupils study the subject. This new approach proved successful in raising awareness of the subject's value within the curriculum. There was a concentrated and sustained opportunity for all pupils, including those with lower academic ability, to recognise their own successes. Pupils develop design and technology skills, knowledge and understanding as well as the opportunities to evaluate their own work in order to help them further improve their designing and making skills.

114. Photographic evidence and samples of pupils' work in each year group show the design and making process, the appropriate working environment created by teachers, the range of suitable materials used by pupils, the finished products of the making element and pupils' evaluation of their work. In Year 1 pupils chose which foods to use, knew which utensils to use safely, were able to plan independently and believed the fruit salad they had made was well presented. They enjoyed their design and technology project. Year 6 pupils decided to 'Present to you Choco Cubes!' as they undertook biscuit making. Effective use of the computer improved their work. In order to make a product, pupils recognise the

importance of working within the design and technology framework. This includes all relevant aspects of the whole process, in order to produce thoughtful, original work. Current Year 6 pupils thoroughly enjoy the subject because it gives them the opportunity to use a range of tools and develop specialist skills, for example, sewing and cooking. They respond well to teachers' challenges and expectations and assume new responsibilities whilst working sensibly and purposefully as members of a team. All pupils make informed choices and decisions.

115. The subject co-ordinator provides good leadership, which continues to raise the profile of the subject in school. She is well equipped to promote staff confidence further in teaching design and technology with a good knowledge of the subject and an understanding of the needs and capabilities of pupils. The school is well placed to extend monitoring and develop the co-ordinator's role. Overall the subject is quite well resourced and equipment and materials used well. The co-ordinator intends to develop the design and technology portfolio of pupils' work to include three-dimensional examples.

GEOGRAPHY

116. By the end of Key Stage 1, pupils achieve standards, which are in line with those expected for their ages and by the age of eleven standards are also in line with those expected nationally. This reflects the position at the time of the previous inspection. Although teachers work hard, in particular by planning lessons with clear learning objectives, enhancing the subject with good displays in the classroom and taking pupils out of school on educational visits, many pupils have difficulty remembering the main aspects of what they have been taught. A few articulate pupils answer questions correctly and show satisfactory understanding of basic geographical skills and topics, which they have been taught. Many others recall information, showing retention of basic facts. Most Year 6 pupils correctly name England as the country in which they live but some have great difficulty finding the United Kingdom on a world map. Many Year 6 pupils are muddled between continents and countries but showed obvious enjoyment when looking at an atlas. Few knew what the 'capital' of a country really meant. Lower ability pupils have difficulty recalling basic facts, for example, about rivers, which they studied last year. All pupils, including those with special educational needs and English as an additional language, make satisfactory progress overall, but low communication and language skills make it difficult for them to articulate their knowledge with coherence.

117. By the end of Key Stage 1, pupils have a satisfactory knowledge of the local area through the identification of street furniture as they look at their journey to school. They look at weather symbols and learn the different symbols for different types of weather. By the end of Year 2, pupils begin to gain an awareness of different features of the places they study, such as life on the Island of Struay. They begin to develop an understanding of the wider world by drawing contrasts between hot and cold countries, as they look at the different clothes people wear in hot and cold weather. Pupils begin to realise that the United Kingdom is made up of different countries. In Year 3, pupils build on their knowledge of their local area as they learn about Coventry, which is their nearest city. Pupils develop their idea of the wider world when in Year 4 they look at villages and settlements and study Chembakolli, which is a village in India. In Year 5, pupils study the water cycle and learn about rivers and the names of the rivers in the United Kingdom. This work is extended in Year 6 as they look at the features of a mountain environment. By the end of Key Stage 2, although in all year

groups geographical skills are taught, pupils show a limited ability to use maps and atlases with confidence and have difficulty recalling information and facts about topics they have studied. For example pupils in Year 6 spoke in a very muddled way as they attempted to define basic vocabulary taught when learning about rivers such as 'source', 'tributary' or estuary'.

118. A residential visit for Year 5 and 6 pupils to Wales provides stimulus for geographical work and promotes pupils' social development. Further visits to local places of interest such as Coombe Park enables pupils to develop orienteering skills. Pupils throughout both key stages listen intently in geography lessons and take part enthusiastically.

119. Teaching is satisfactory overall. In a good lesson the teacher demonstrated effective questioning as she recapped on last week's work where they looked outside to see what things spoil the area around their school. The best feature in the teaching was the excellent use of resources which consisted of photographic evidence of the local recycling centre and items for pupils to sort as a class, to emphasis and develop an understanding of the words 'reuse', 'recycle' and 'reduce'. The teacher worked hard to develop a basic understanding of what can be done to improve the environment and this resulted in good learning. However many pupils did not readily answer the questions and observations during the lesson clearly showed that few pupils had previously had any idea that a recycling centre existed. Teachers' subject knowledge is good and planning shows that geographical skills are taught as pupils move through the school. Assessment procedures are in the process of development. Displays in all classrooms are used well to promote learning. For example, the teacher's diagram of a river in Year 5 was used well by pupils as they completed their work. Sometimes the pace of the lesson slows down when too long is spent on the carpet and this results in some pupils having difficulty sustaining concentration. When this happens pupils generally sit quietly but do not participate in answering the teacher's questions. Occasionally work is not accurately matched to the pupils' abilities, in particular for the less able pupils.

120. There is good leadership of the subject. The co-ordinator has a clear view of what is needed to develop this subject further. For example, the teachers are at present developing assessment procedures. On going assessment is used generally to determine the next step of learning but in both key stages, this is not rigorous enough to meet individual needs. The subject is enhanced by educational visits and visitors invited into school. For example, Mr Rotavator came in and talked to the pupils about gardening and how as individuals they could improve their local area. On the residential visit, pupils use the mapping skills they have learnt in the classroom. Resources are good and support all of the topics which are taught.

HISTORY

121. Standards in history are in line with those expected nationally by the age of seven, which is the same picture as the previous inspection. By the age of eleven, pupils also reach standards which are in line those expected for their age, as they did at the time of the previous inspection. Although teachers have worked hard, in particular at the beginning of each lesson, to reinforce historical skills, knowledge and understanding some pupils, especially in Key Stage 2, have difficulty remembering much of what they have been taught. This is very noticeable when talking to pupils about their previous work. Some articulate pupils answer questions correctly and show satisfactory understanding of topics, which they have covered, while others merely recall information, showing limited retention of basic facts. However, most pupils because of low language and communication skills find it difficult to express their ideas. All pupils, including those with special educational needs and English is an additional language, make satisfactory progress overall.

122. During this inspection, due to timetabling arrangements, it was possible to see only two lessons taught in history. Previous pupils' work and discussions with pupils and teachers contributed to the inspection judgements.

123. Overall, teaching in history is satisfactory. The good features in teaching show that teachers ask questions skilfully. This was observed in the Year 6 lesson when pupils were discussing changes in leisure since 1948. Learning in this lesson was good and the pupils worked collaboratively in groups as they researched different decades. In the Year 2 lesson, the pupils were questioned well about previous work which they had completed. A few were able to recall how they might find out information about past events but the majority of the class needed many prompts. Resources and artefacts were used very well as pupils developed a satisfactory awareness of how people did their washing in Victorian times. Pupils worked well together as a class as the teacher showed them a collection of 'wash day' artefacts and dressed some pupils up in Victorian costume. However, the pace slowed because too long was spent on the carpet and many pupils had difficulty sustaining their concentration. Teachers' knowledge of the subject is good and the concept of the passing of time and the chronology of events is developing satisfactorily for pupils throughout both key stages. Planning is thorough and activities are exciting, but there are insufficient opportunities for topics to be revisited to enable pupils to develop a better understanding of the basic concepts taught. Assessment procedures are in the process of development and should improve this area of teaching.

124. History contributes soundly to the teaching of literacy. Pupils in Year 2 use their developing literacy skills as they write about famous people from the past such as Florence Nightingale. They use literacy skills to develop labelled diagrams, for example, as they learn about the Vikings in Year 3. Pupils in Year 4 show satisfactory research skills as they learn about the Aztec Society. In Year 5 pupils write letters pretending that they are evacuees in the Second World War. Satisfactory use is made of time lines throughout school, promoting links with numeracy. ICT skills are beginning to be used well to promote learning in the subject. For example, in Year 4 pupils used a CD effectively to enhance their idea of life in Tudor times.

125. Informative displays in all classrooms demonstrate clearly the topics which the pupils are following and enhance pupils' learning. Very good examples were seen in Key Stage 1. In

Year 1 the teacher has created a 'Toy Museum' to show how toys have changed over the last hundred years. The Year 2 classroom has a good selection of Victorian artefacts on display. In Key Stage 2, books and posters clearly show the major themes which the pupils are following. In Year 3 pupils study the Romans and those in Year 4 study the Tudors. Pupils in Year 5 build on their knowledge of the Tudors as they learn about Benin, an African Kingdom that was at its height during The Tudor times. In Year 6 pupils study Britain since 1948.

126. There is good leadership and the co-ordinator has a clear overview of the subject. Monitoring of pupils' progress by class teachers has begun to take place, but this is still an area for further development. In both key stages, teachers do not yet assess pupils' progress as regularly or rigorously as they might. Resources are good and help to illustrate all topics covered. Educational visits and visitors invited into school greatly enrich this area of the curriculum. For example, Year 2 visit the Transport and Journeys Museum and Year 5 experience what life was like in Victorian Times when they visit Cheyesmore Partnership Centre. Visitors come into school and bring history to life, such as 'Lady Godiva' and 'The Roman Soldier'.

INFORMATION AND COMMUNICATION TECHNOLOGY

127. Standards are in line with expectations for the oldest pupils in both key stages. At the time of the previous inspection there was judged to be a lack of progress in the juniors. In the two lessons observed during this inspection junior age pupils were seen to make good progress. Judgements are also based upon scrutiny of both previous and current work, examination of planning and other subject documentation and discussion with the co-ordinator and pupils. Overall by the time older pupils leave the school, standards have been maintained since the last inspection. The school has achieved much since the move to the new premises. A commitment to ICT has resulted in marked improvement in the provision for the subject, such as the designated area and range of resources. Staff and pupils have a positive attitude towards the subject and teaching and learning are well supported by an enthusiastic and knowledgeable technician. All staff now look forward to undertaking New Opportunities Fund training. The process of upgrading has provided additional computers to enable all pupils to work independently through their individual learning studies (ILS) activities. The new facilities serve to promote further opportunities on a more regular basis to extend pupils' skills in ICT. There is potential within school to further raise standards.

128. Although no teaching of infant classes was observed, younger children in the reception class were seen to use the computers confidently and competently to effectively support their learning to develop writing, mathematics and creative skills. The scheme of work demonstrates detailed planning. For example, in Year 1 ICT is used by pupils to create pictograms in mathematics and they use the information to answer simple questions. They gather information from a range of sources and share ideas by presenting their findings in a variety of ways. There is evidence of pupils' work to show how Year 1 pupils use ICT to develop data handling skills as they gather and interpret information for example, about favourite television programmes. They also create patterns by repeating shapes. Year 2 pupils use the Creative Writer program to write using different fonts, can change the size of the font and are able to select colours freely. They experience control technology as they use the Roamer programmable toy.

129. The quality of teaching seen in the juniors is good and teachers use these lessons effectively to develop the pupils' skills. Pupils appear confident overall and there are some displays of good quality. Year 4 pupils use the Zig Zag Tudors CD to support their understanding of Tudor Life in history. Pupils are well prepared, guided and supported by the teacher who encourages pupils to share their study with their computer partner. Pupils respond well and work sensibly together to develop both reading and ICT skills as they research information for a purpose. Most pupils are competent on the computer and enjoy using it. They learn well because the teacher has organised and managed the lesson well and pupils display a good attitude towards their studies. Older pupils have a similar positive approach to their learning and listen well, respond to advice, instructions and open-ended questions as they use previous knowledge and understanding to develop ICT skills. All pupils know how to use the Publisher program as they show increasing confidence to recreate an image similar to 'The Snail' by Henri Matisse. Word processing is a strength of pupils' work in the juniors. All pupils including those with special educational needs benefit from good support and make good progress.

130. Year 6 pupils can explore the Internet and know how to send e-mails. They often use the Internet to research information in other subjects such as in religious education when they study Sikhism. Pupils enjoy ICT.

131. All classes have a timetabled lesson each week. In addition this term a one half session has been introduced for teachers to use ICT to support teaching and learning in mathematics. The quality of pupils' learning overall is good and by the age of eleven pupils make good progress. ICT clubs are available to pupils at lunch times and after school three times a week, which are generally well supported. There is a lunch time club for parents as part of the Community Education Basic Introduction to Using Computers programme, which helps parents support their child's' learning. Lessons and clubs are well resourced and pupils and adults receive quality support. All pupils in school use a computer daily to work through their ILS programme of study.

132. The subject is very well led by the knowledgeable co-ordinator who has identified appropriate areas for further development. Resources are very good and while they are well used, a consistent impact upon teaching and learning in all subjects has yet to be developed. The school has constructed a web site, which the co-ordinator intends to modify and improve. E-mail addresses are planned for pupils.

133. The co-ordinator works hard, supported by the technician to ensure that hardware is reliable, that staff are confident in the capability of the equipment and that pupils have increasing opportunities to use a range of technology to best effect. Monitoring of teachers' planning and pupils' work takes place and all staff have been observed to ascertain the level of confidence in teaching ICT, followed by specific support if required. The link governor's overview of teaching and learning in school recognises the schools' aim to equip youngsters with skills for life. The co-ordinator continues to ensure that the school keeps up with future developments.

MUSIC

134. Attainment in music is broadly in line with national expectations for eleven year olds by the end of Key Stage 2. This is an improvement on attainment at the time of the last

inspection, when standards were unsatisfactory. Though Key Stage 1 attainment was above the expected level at that time, there was insufficient evidence on this occasion to support a clear judgement of Key Stage 1 pupils by the time they are seven. Year 2 pupils listened with concentration and the majority showed sensitivity to the beat in a relatively complicated country dance lesson. A short recording of several of their compositions showed ability to combine the sounds of untuned percussion instruments with whistle effects to produce eerie atmospheric results. Overall, pupils' achievement across Key Stage 2 is satisfactory, with a minority of individual pupils making good progress, some performing in the school choir and others learning to play instruments, including the recorder and the guitar.

135. Singing is an important part of the musical experience of all pupils in the school. They sing tunefully and with confidence in morning assemblies, enhancing their skills as they move through the school. By the time they reach Year 6, pupils understand the importance of supplementary elements of singing, such as breathing and posture. Thorough teaching enables them to appreciate the value of analysing lyrics to guide expression in their singing. Both boys and girls contribute well in part singing and persevere to improve their performance, paying special attention to pitch, rhythm and dynamics. Following the teachers' high expectations and real effort by the pupils, their part singing of 'Where have all the flowers gone?' carried real emotional impact.

136. Pupils' progress is supported by teaching which is never unsatisfactory and generally good. Teachers have benefited from in-service training since the previous inspection and their lesson planning is now based on the specific targets set out in the revised National Curriculum. Appropriate attention is paid to the development of pupils' appreciation of the ways in which musical elements such as pitch, tempo, timbre and texture can be mixed to provide a variety of musical effects. For instance, a Year 3 class linked their studies of the rainforest to the making of a musical collage of jungle sounds. In a typically well-structured lesson, the teacher led pupils from focused listening to a tape of bird sound, to the composition of a very effective round, based on clapping and chanting to the accompaniment of tambourines. When the pupils heard the recording of their composition, they were amazed and delighted that their hard work had produced such an effective result, which was to be elaborated in their next lesson.

137. Assemblies are among the occasions used effectively to develop pupils' familiarity with the music of famous composers. Examples are changed weekly and listening skills are encouraged through the use of a 'music board' carrying information and questions. Pupils have an annual opportunity to listen to World Music Group performances, such as one focusing on African drum rhythms. Visits from jazz and brass groups have also taken place recently, all prompting pupils to ask questions about opportunities for learning to play instruments.

138. The subject is well led by an enthusiastic co-ordinator who has supplied all class teachers with resource tapes for their lessons. Other tapes are used for recording pupils' responses, enabling the co-ordinator to monitor pupils' progress and the effectiveness of the newly revised curriculum. Appropriate targets for continued improvement have been drawn up. These include the expansion of the range of instrumental tuition and a review of the potential of ICT to contribute to the quality of music in the school. Resources for music are good.

PHYSICAL EDUCATION

139. Standards in physical education are typical of those found nationally by the time pupils leave the school at the age of eleven, as they were at the time of the previous inspection. By the age of seven, they are also in line with national expectations, though they were above them previously. A satisfactory physical education programme is planned for, including swimming for pupils in Key Stage 2. The majority of pupils reached the expected level before they leave the school. The school offers good opportunities for the pupils to experience outdoor activities during the residential visit to Wales.

140. The standards reached by seven-year-olds are typical of those found nationally at this age. Pupils in Year 1 are able to move their bodies in a series of controlled movements as shown in 'a weather game warm up'. Pupils create different shapes at different levels and know how to 'stop and freeze'. They are able to link a series of movements into a simple dance sequence as they pretend to be Polar Bears. Year 2 pupils move sensitivity to the beat of the music, but many find sequencing of dance movements difficult. They reproduce and explore simple actions with satisfactory control and co-ordination.

141. In Key Stage 2 pupils work well together as they put together a sequence of movements to make a class dance. They talk enthusiastically and with enjoyment because the well-planned lesson links with their geography topic on rainforests. Pupils show satisfactory control as they move using their hands and feet and link movements appropriately as they imagine they are animals and plants. In a Year 5 lesson after firstly recognising the importance of a warm-up at the beginning of the lesson, pupils improved their basketball skills and develop a satisfactory idea of attacking and defending.

142. The level of teaching and the progress made by pupils in both key stages is overall good however one lesson seen in Year 1 was judged to be very good. There has been a significant improvement in teaching since the previous inspection when some lessons were judged to be unsatisfactory. Where teaching is very good the progress of pupils is enhanced by the effective use of warm up sessions to develop the theme of the lesson. The teacher demonstration which showed the pupils exactly what was expected of them was of good quality, and resulted in the pupils exaggerating body movements well using their hands and feet and showing good facial expression. Generally teachers have good subject knowledge and manage their classes well. They use pupil demonstrations well and this develops their ability to appreciate the skills of others and celebrate their own achievements. Teachers have high expectations regarding listening carefully to instructions and the pupils' response to this is good. There is no inspection evidence to suggest that pupils with special educational needs or those with English as a second language make any less progress than that of their peers.

143. The subject co-ordinator has a clear vision of what needs to be done to build on the good development of the subject that has taken place since the last inspection. For example the school is currently developing assessment procedures for the subject. The school has a satisfactory range of small and large equipment that is stored well for easy access. There is a good range of sporting activities for pupils in Years 3 to 6 to take part in after school. Older pupils have the opportunity to be involved in a residential visit to Wales where they have the opportunity to develop skills in outdoor, adventurous activities. Pupils also visit a local park to learn how to use orienteering skills. The local leisure centre is used for athletics and Years 5 and 6 take part in an athletics competition. The subject promotes pupils' social skills well as they work together developing skills, knowledge and understanding in many activities inside and outside the school.

RELIGIOUS EDUCATION

144. Pupils at the end of both key stages reach standards that are at least in line with, and generally above, the requirements and demands of the agreed syllabus used by the school. As at the time of the previous inspection, standards are in line with national expectations at the age of seven and they are now in line with them at the age of eleven, whereas previously they were below. Whilst it was only possible to observe a limited number of religious education

lessons, a scrutiny of pupils' work and discussions with teachers show that pupils, including those with special educational needs, make good progress in the subject at by the ages of both seven and eleven, through good teaching and careful planning.

145. Pupils in Years 1 and 2 display a good knowledge of the concept of the importance of festivals in the community, with a specific focus on the family. They also become accustomed to exploring their feelings and those of others. They begin to acquire some understanding of respect for Christianity and other faiths, as observed in a scrutiny of pupils' work on accounts of the Easter story and stories from the Old Testament and from Judaism. Pupils had understood the implications to modern life of some Christian parables. By the end of Year 2, pupils have a sound knowledge of basic religious stories and religious festivals.

146. The idea of community is explored in greater depth in Years 3 and 4, where pupils study specific religious communities, particularly Hinduism, Judaism, Sikhism, Buddhism and Islam, as well as Christianity. Pupils are provided with the opportunity to consider and discuss the ways in which these religious communities pray and celebrate their festivals. Pupils in this key stage also explore the importance of artefacts in religious practice, as well as learning about different places of worship, such as churches and temples.

147. Some links are made between religious education and assemblies, with the one reinforcing the other. A good example of this occurred during the week of the inspection, with an assembly in which the theme of 'Saying sorry' was explored through a story, complementing the celebration that week of Yom Kippur. Assemblies always include an act of collective worship and an opportunity for pupils to reflect. One particularly impressive class assembly cast a spell upon children as they reflected with sensitivity and interest on the importance of forgiveness.

148. The quality of teaching throughout the school is generally good. Teachers are secure in their subject knowledge, well supported by the scheme of work in their planning and have sound behaviour management skills, so that they are able to convey concepts to pupils in a meaningful manner. They create and promote a reflective atmosphere where good learning can take place. Good planning by teachers enables pupils to make good progress. Teachers use religious education lessons to promote literacy skills, by encouraging pupils to produce good quality written work.

149. Examinations of teachers' plans and pupils' work indicates that over time pupils are provided with the opportunity to explore and extend their knowledge and understanding of Christianity and other world faiths, including Judaism and Hinduism. Pupils learn about the gods, religious writings, festivals and stories of each of these faiths, and come to an understanding of shared beliefs and how they come to impact upon and influence our daily lives. The co-ordinator provides effective management for the subject, and has reviewed the schemes of work and adapted some interesting new units of work. She is aware that there is too little opportunity at present for pupils to strengthen their understanding of other faiths through visits to places of worship, though the school does invite visitors of different faiths to come to the school.

150. With its focus on different religions and cultures and the opportunity to discuss a range of spiritual and factual issues, the subject makes a good contribution to pupils' spiritual,

moral and cultural development. The subject is monitored against the requirements of the locally agreed syllabus.