

INSPECTION REPORT

**WALSGRAVE CHURCH OF ENGLAND
PRIMARY SCHOOL**

Coventry

LEA area: Coventry

Unique reference number: 103700

Headteacher: Mrs L Stock

Reporting inspector: Mr M H Cole
3369

Dates of inspection: 20th – 24th May 2002

Inspection number: 245768

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:	Voluntary controlled
Age range of pupils:	3 to 11 years
Gender of pupils:	Mixed
School address:	School House Lane Walsgrave Coventry West Midlands
Postcode:	CV2 2BA
Telephone number:	024 7661 2161
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Appropriate authority:	The governing body
Name of chair of governors:	Mr P Smith
Date of previous inspection:	16 th March 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
3369	M Cole	Registered inspector	Science Geography	What sort of school is it? 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?
9974	D Singh	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?
28170	I Chearman	Team inspector	Information and communication technology History Physical education Special educational needs	How good are the curricular and other opportunities offered to pupils?
24528	G Muton	Team inspector	Mathematics Art and design Design and technology	
25384	R Bonner	Team inspector	English Religious education The Foundation Stage Equal opportunities English as an additional language	

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	12
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	15
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	18
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	21
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	23
HOW WELL IS THE SCHOOL LED AND MANAGED?	23
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	26
PART C: SCHOOL DATA AND INDICATORS	28
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	32

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This infant and junior school is above average in size. It educates 306 boys and girls aged five to eleven. In addition, 48 younger children attend a nursery class part-time. As the school normally admits 45 pupils to each year group, all classes from Years 1 to 6 currently include pupils from two year groups. The residential area served by the school has a good level of employment and, as a result, the proportion of pupils eligible for free school meals is broadly average. However, national statistics of deprivation show the overall social and economic circumstances of the area to be well below the national average. Some parents from further afield choose to send their children to this church school. More pupils than usual join or leave the school other than at the usual ages. Pupils start at the school with an overall level of attainment which is below average, especially in using language and numbers, and in personal and social skills. One pupil in seven is of minority ethnic origin. One pupil in twelve uses English as an additional language, a high proportion by national standards. About one fifth of all pupils, a broadly typical proportion, are identified by the school as having special educational needs. Three of these pupils have statements of special educational needs, a small number for the size of the school. In January 2001, the school was awarded 'Beacon' status under a government scheme which provides funds to successful schools so that they can give advice to other schools.

HOW GOOD THE SCHOOL IS

This is a very good school which has many important strengths. Pupils make good overall progress in their work and very good progress in their writing. They develop well in maturity and responsibility and they behave very well. The teaching is of very good quality. The school's all-round effectiveness reflects the very good leadership of the headteacher and other senior staff. The school provides very good value for money.

What the school does well

- The oldest pupils' work is above the standard expected for their age in English, mathematics, information and communication technology (ICT), and religious education.
- Very effective encouragement and guidance for pupils lead to their very good attitudes, behaviour and relationships, and their good attendance.
- Very good teaching helps pupils of all abilities and needs to achieve well throughout the school.
- At the Foundation Stage¹ a good programme of learning activities is provided, especially for improving children's basic skills with words and numbers.
- Relationships with parents are good and parents think highly of the school and its headteacher.
- Very good leadership and management of the school shows determination and a strong commitment to school improvement; it promotes a high level of consistency throughout the work of the school.

What could be improved

The school has no significant weaknesses. Standards could be further raised if the school extended to all subjects the approaches already effective in English and mathematics for:

- checking the effectiveness of teaching and learning, and

¹ *Foundation Stage*: education before pupils enter Year 1, ie, in the nursery and reception classes.

- assessing pupils' progress.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

A good level of improvement has been achieved since the school's previous inspection in March 1998. The school's many existing strengths have been maintained. Good standards of work have been maintained and, in some cases, raised. Pupils' attitudes, which were judged good at the previous inspection, are now very good and the very good behaviour found before has been maintained. The overall quality of teaching, which was previously judged to be good, is now very good. The two issues requiring action at the previous inspection have been effectively resolved. The previous weakness in the provision for art and design and music has been energetically tackled and standards in these subjects are now satisfactory and improving. Within the management of the school there has been improvement in procedures for keeping a check on the teaching and curriculum. These are now particularly good in relation to English and mathematics and satisfactory overall. The school has recently focused its attempts at improvement on English, mathematics and ICT. Its success in all of these areas, and its strong leadership, suggest that there is a good capacity for further 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				<i>Key</i>
	all schools			similar schools ¹	
	1999	2000	2001	2001	
English	C	A	C	D	well above average A
mathematics	D	B	B	B	above average B
science	C	A	C	D	average C
					below average D
					well below average E

¹ *Similar schools are defined by the proportion of pupils eligible for free school meals; this measure has been found to be significantly related to the levels of attainment normally found in schools nationally.*

Variations in results from year to year reflect corresponding differences in the levels of pupils' abilities and needs. These variations are particularly marked in this school, partly because there is a considerable turnover of pupils in Years 3 to 6. This also has the effect of reducing the school's scores in the tests; there is clear evidence that more able pupils are more likely than others to leave the school before taking the tests at age eleven. Records also show that pupils who have received all of their education at the school achieve considerably better results than those who have joined only in the later years. The long-term trend of results is upward in line with the national trend. The school fell a little short of its official overall targets for English and mathematics results in 2001, but the pupil group changed between the setting of the targets and the tests; most individual pupils achieve the result the school targets for them. The work of present Year 6 pupils seen during the inspection was of above average standard in English and mathematics and was average in science; this suggests a rise in the quality of work in English since last year. Teaching of English and mathematics

has been continuing to improve as a result of the school's careful checks and full support for the teaching. Work seen in ICT was above the expected standard. In religious education, the work exceeded the levels expected by the locally agreed syllabus. In other subjects, work was in line with the standards expected nationally.

The results of pupils aged seven in the 2001 National Curriculum tests in reading, writing and mathematics were well above average in writing, above average in reading and average in mathematics. Writing results have been well above average in each of the last four years. Work seen during the inspection was above the national standard in all three subjects of English, mathematics and science. In other subjects, it was of the standard expected for pupils' ages. Children at The Foundation Stage achieve the national goals for early learning by the time they complete the reception year.

Throughout the school, pupils achieve well. When pupils' present attainment is compared with their attainment when they began at the school, they are seen to have made good progress. This is true for pupils of all levels of ability, for boys and for girls, for pupils of all backgrounds and for those with special educational needs. Those who use English as an additional language also progress well overall, but they make especially good progress in English.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils like coming to school and enjoy learning.
Behaviour, in and out of classrooms	Very good. Pupils comply with the school's rules, routines and expectations as a matter of course. This makes for a very calm and orderly atmosphere.
Personal development and relationships	Very good. Pupils show an increasing ability to take responsibility for themselves. They make very co-operative relationships with adults and with each other.
Attendance	Good. The rate of attendance is above the national average.

TEACHING AND LEARNING

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

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

All of the teaching is very well planned. This is especially so in English and mathematics, and lessons in these subjects are very well taught. In these lessons, and often when opportunities arise in other subjects, the teaching of basic skills in literacy and numeracy is thorough and systematic. Across the school and the curriculum, teachers always expect pupils to work hard and with care, and to behave well. Pupils respond by concentrating well on their tasks, getting through a lot of work, much of which is very neatly presented. Teachers' careful planning and the effective work of support staff mean that the teaching provides well for the full range of pupils' abilities and needs.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. Provision for The Foundation Stage, and for work in literacy and numeracy in all classes, are strengths. Though improving, the use of ICT across the curriculum is not fully developed.
Provision for pupils with special educational needs	Good. Their work is well planned, especially in literacy and numeracy, and they benefit from the very effective way support staff collaborate with teachers.
Provision for pupils with English as an additional language	Very good. Effective specialist teaching, combined with the good provision for all pupils' development of literacy skills, helps these pupils progress well.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Particular strengths are the excellent provision for pupils' development of ideas of right and wrong and the very effective guidance pupils receive in making harmonious relationships, regardless of social and ethnic differences.
How well the school cares for its pupils	Very good care is provided. An atmosphere of caring relationships and very good procedures for encouraging pupils' attendance, behaviour and welfare are particular strengths.

Care and support for pupils is well supported by the school's good partnership with parents.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher leads the school with determination and a clear vision, earning the respect of staff, pupils and parents. Senior staff lend full support. The strong teamwork of a committed and very hard-working staff results in a very effective consistency in the school's work.
How well the governors fulfil their responsibilities	Many governors are new to the role but, with strong leadership from their chairperson and support from other long-established members, governors fulfil their responsibilities well.
The school's evaluation of its performance	Satisfactory overall. Procedures for keeping a check on teaching and learning, especially in English and mathematics, are good. Other aspects of evaluation are satisfactory.
The strategic use of resources	Funds and resources of staff, equipment and accommodation are efficiently used. Financial decisions are taken carefully to ensure that the best possible returns are achieved from all

	expenditure.
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The school has good resources of staff and accommodation and satisfactory resources of books, equipment and materials.

PARENTS’ AND CARERS’ VIEWS OF THE SCHOOL

<p>Almost all parents say that their children:</p> <ul style="list-style-type: none"> • like school; • make good progress; • behave well at school; • become more mature and responsible; <p>and, that the school:</p> <ul style="list-style-type: none"> • is well led and managed; • provides good teaching, including arrangements for homework; • expects pupils to work hard; • works closely with parents, keeps them well informed and is approachable. 	<ul style="list-style-type: none"> • About one parent in five does not think that the school provides an interesting range of activities outside lessons, and some others say they don’t know.
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Inspectors’ findings support all of the positive views expressed by almost all parents. Inspectors judge the number, range and quality of activities outside lessons to be satisfactory.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

Attainment of pupils at age eleven as they leave the school

1. In the summer of 2001, pupils aged eleven took standard National Curriculum tests in English, mathematics and science. Compared with the national picture, their results were average in English and science but above average in mathematics. This was not as good a set of results as those in the previous year, 2000, when English and science results had been well above average. In this school, results vary from year to year more than in most schools, partly because of a quite high turnover of pupils in Years 3 to 6, where records show that it is the more able pupils who are most likely to leave the school. Records also show that pupils who have received all of their education at the school achieve considerably better results than those who have joined only in the later years. This is particularly evident in writing within English where pupils joining the school late in their primary education have not had the benefit of the very good teaching and progress in writing which is found in The Foundation Stage and in Years 1 and 2. These factors help to explain why the school's results in English and science in 2001 were below those of similar schools. They also mean that the test results do not do justice to the very good teaching found in the school and especially evident in Years 5 and 6.
2. The work of the present Year 6 pupils seen during the inspection is above the national average in English and mathematics. The quality of English work is better than suggested by the 2001 test result, a finding consistent with the continuing improvement the school has made in teaching the subject and the high quality of the teaching now evident, especially in Years 5 and 6. Within English, the particular strengths are the good standards of listening and the largely accurate and lively writing, while reading and speaking skills are closer to the national standard. Most pupils show good mathematical knowledge and skills of manipulating numbers, both mentally and in writing, to solve problems. Science work is in line with the national standard.
3. Work seen during the inspection in ICT was above the standard expected at their age. The great majority of pupils have good knowledge and understanding of the technology and confident and competent skills in using it. In religious education, pupils' work exceeded the expectations of the locally agreed syllabus for the subject. In art and design, design and technology, geography, history, music and physical education, pupils' work showed the levels of attainment expected nationally.

Attainment of pupils at age seven

4. When Year 2 pupils aged about seven took the 2001 standard National Curriculum tests, their results were well above average in writing, above average in reading and average in mathematics. Results have generally maintained an above-average standard since the previous inspection four years ago. In writing, they have been consistently well above average. This is especially commendable in a situation where pupils enter the school with below average skills in their use of language. This success is a reason for the

school's selection by the government to act as a Beacon School to support other schools in developing their practice.

5. The positive picture painted by test results is confirmed by the quality of work seen during the inspection which was above average in reading, writing and mathematics. Work in science was also found to be above average, confirming the school's own formal teacher assessments for the last two years. In all other subjects, the work seen met the standard expected nationally, or, in the case of religious education, met the standard set by the locally agreed syllabus.

Attainment of pupils at The Foundation Stage

6. Children start school with below-average attainment, especially in communication, language and literacy, in mathematical development and in their personal and social skills. Good teaching and the school's very positive atmosphere of calm, order and supportive relationships help pupils make substantial gains. As a result, most children reach all of the early learning goals for children at age five defined in national guidance for this age group.

Achievement throughout the school

7. At every age and across the curriculum pupils achieve well. In English, they achieve very well. When their work and results are compared with what they could do at earlier stages of their education, pupils generally are seen to have made greater than expected progress. By age seven, they are generally performing better than pupils in similar schools. When account is taken of the turnover of pupils in Years 3 to 6, pupils' standards are also better at age eleven than in similar schools. The substantial gains in knowledge, understanding and skills pupils make as they pass through the school are the results of many factors:
 - The very effective teaching.
 - The very effective provision for social and moral development which helps pupils to develop attitudes, behaviour and relationships conducive to their learning.
 - The good support given to pupils with special educational needs.
 - The consistent way the school expects pupils to work hard and behave well.

Comparing groups of pupils

8. Taking several years' test results and inspectors' observations into account, there are no clear and consistent differences in achievement between pupils from different social or ethnic backgrounds or between pupils of different ability levels. This reflects the school's conscientious concern and efforts to see that all pupils have equal opportunity to make progress whatever their abilities or needs. Differences in the attainments of boys and girls, which are mainly in English, are similar to those found nationally.
9. Pupils with special educational needs make good progress toward the individual targets set for them. They are keen to learn and take full advantage of the opportunities offered by the school.

10. The pupils for whom English is an additional language are well supported and make good progress, especially in English.

Pupils' attitudes, values and personal development

11. Pupils have very good attitudes to their work. Attitudes were judged to be good at the previous inspection and they are now even better. As they move through the school, they grow well in independence and responsibility. They enjoy school and are eager to take part in all activities. As at the previous inspection, behaviour is very good and this complements pupils' very good relationships with each other and adults. The very good relationships include happy and harmonious relationships between pupils of different genders, ethnic groups and social backgrounds. All of these very positive features of life within the school reflect the school's very effective provision for pupils' spiritual, moral, social and cultural development.
12. In most lessons across the school, inspectors found that pupils applied themselves as keen and motivated learners. Pupils were interested in the tasks they were set. Pupils of all abilities, those with special educational needs and those with English as an additional language all worked in a constructive and purposeful manner. Although concentration varied from pupil to pupil, most learners were observed sustaining appropriate levels of concentration. Pupils take the opportunity to work independently well and enjoy sharing ideas and information in pairs and small groups. The higher achievers cherish the opportunity to share their work with others. This was particularly evident in a Years 5/6 English lesson when pupils were asked to share their thoughts on how to persuade others to their point of view. Pupils presented their information in an articulate and confident manner. Pupils display their positive characteristics outside of the classroom. Pupils' attitudes to school, teaching and teachers are positive and they support each other in learning. During the inspection, there were few opportunities to observe pupils taking up extra-curricular activities, but many pupils spoke of their involvement and valued the hard work of teachers who supported pupils during and after school, for example by offering coaching in football and netball or recorder lessons.
13. Pupils' very good behaviour is evident in the classroom, in the playground and around the school. Pupils willingly and consistently observe the school rules. They are polite, courteous and friendly to teachers and, particularly, to visitors. Older pupils care for younger pupils and encourage them to play in a friendly and purposeful manner. Pupils throughout the school share equipment, resources and conversation. Only very occasionally are pupils unpleasant to each other and when this happens staff respond quickly and effectively.
14. There was one exclusion in the last academic year and this was due to the persistent poor behaviour of a past pupil. Such action is rarely necessary, however, because staff value and celebrate the achievements of their pupils, are fair and actively encourage the highest standards of behaviour. As a result, pupils continue to learn in a warm and friendly environment, which is appreciated by parents.
15. The very good relationship amongst pupils and with teachers is based on mutual respect and a clear understanding of pupils' concerns. Pupils and teachers cement their very positive relationships by thoroughly investigating issues and working constructively to

resolve disagreements. The newly appointed playground monitors play a very important role in creating a friendly environment and resolving disagreements between their peers. The school community understands and appreciates diversity and the constant need to promote and develop friendships, which are evident across the school. This was particularly clear during the inspection when pupils were observed interacting effectively with a physically disabled pupil. On other occasions, most pupils from minority ethnic backgrounds were observed enjoying friendly and warm relationships with their white peers. Pupils who speak English as an additional language have very positive attitudes to school. They work hard and behave very well in lessons. They are well integrated into the work and life of the school.

16. Most pupils respond very constructively to visitors' questions and reply positively and confidently. They show independence, confidence, self-esteem and maturity. Pupils immensely enjoy the responsibilities they are given to serve as class and school monitors, particularly in Years 5 and 6. They take their responsibilities very seriously and value the opportunity to serve the school and community.
17. Pupils' positive attitudes to school are reflected in their consistently good attendance. The level of unauthorised absence is below the national level.

HOW WELL ARE PUPILS TAUGHT?

18. Teaching in the school is of very good quality and is the major reason why pupils achieve well, often attaining at levels above those expected for their age. Teaching was judged to be good at the previous inspection and has improved since then. Teaching in art and design and music, where weakness was noted at the previous inspection, is now good and has begun to raise standards.
19. At The Foundation Stage, the very good teaching shows extremely detailed planning of the well-designed range of very appropriate activities offered to children in the nursery and reception classes. Close day-to-day assessment of individual children's progress is a further very positive feature. A very thoroughly structured approach in the teaching is especially successful where the children's needs are greatest, that is in developing their knowledge, understanding and skills with language and with numbers, and in promoting their personal, social and emotional development. In regard to the latter, the calm management of pupils' behaviour achieved by the nursery teacher, ably assisted by the nursery nurse, is especially effective, helping new pupils to fit confidently and constructively into classroom routines and to behave well. Good communication between the nursery and reception classes allows teachers of these classes to build effectively on children's first steps in learning, promoting further good progress through showing high expectations of what the children can achieve and creating an encouraging and supportive atmosphere.
20. In Years 1 and 2, four out of every ten lessons were of very good quality and a further four were of good quality. The remaining lessons were satisfactory, save for a single lesson where temporary arrangements for teaching the class were in operation.

21. In Years 3 to 6, four out of five lessons were of at least good quality and nearly half of these were very good; none was unsatisfactory. One lesson in seven was of excellent quality; all of these were in Years 5 and 6.
22. In addition to the evidence from individual lessons, inspectors' judgements of teaching in Years 3 to 6 took account of other evidence, for example from examination of pupils' exercise books and teachers' planning. This evidence showed:
 - The consistently good planning teachers undertake.
 - The high expectations teachers show and which result in pupils producing much neatly presented work of considerable substance.
 - The effectively managed arrangements for teaching English and mathematics to some pupils in 'sets' (groups defined by pupils' abilities) rather than classes.
 - Effective target-setting and marking of pupils' work, particularly in English and mathematics.
 - Good arrangements for homework.
23. When viewed in its entirety, the teaching provided by the school is seen to be very effective in the clear consistency of teachers' practices. All have the same expectations of how pupils should work and behave, and are consistent in their strategies for managing pupils and for teaching matters such as writing. Consequently, pupils know exactly what to do and how to please. This helps lessons to run very smoothly without any wastage of time on matters of procedure rather than learning.
24. The consistently very good planning reflects teachers' good knowledge of the subjects of the curriculum and the good checks on planning which subject co-ordinators carry out. Teachers set out with clear and precise intentions for pupils' learning which they often explain to pupils at the beginning of the lesson. They use corresponding ways to end lessons when they question pupils to check and reinforce their understanding, sometimes asking pupils themselves to say how successful they think they have been and where they feel they might need further help.
25. Planning is especially detailed and clear in relation to the teaching of basic skills in literacy and numeracy. A valuable feature here is that teaching across the curriculum is used well to support pupils' progress in these skills. Good opportunities are given in a number of subjects for pupils to practise their writing skills, teachers making sure that, whenever they write, pupils take care with the accuracy of their work. In planning for all lessons, teachers also take care to identify key vocabulary – particular words that they emphasise and encourage pupils to use so that pupils' vocabulary is extended.
26. Planning takes good account of the range of pupils' abilities and needs. The tasks provided are well adapted to individuals' needs, which teachers identify well through conscientious marking of pupils' work, especially in English and mathematics. Here, some very good marking focuses on how effectively pupils have learned the key points of a lesson and how to improve, and how to learn from mistakes. In these subjects, teachers have recently begun a very good practice of giving pupils, both in groups and individually, personal targets for improvement. These are pasted inside older pupils' exercise books in the form of ladders which teachers use to record progress toward targets. When questioned by inspectors, most pupils knew their targets by heart, a very

promising sign. The constructive quality of marking and the use of target setting represent valuable improvements since the previous inspection. Although all teachers mark work conscientiously, the quality of marking varies. The less effective marking does sometimes show encouraging comments such as 'well done' or 'well tried' but is less focused and so less helpful in identifying how pupils can improve.

27. In English and mathematics, the match of pupils' work to their individual abilities is well supported in Years 1 to 6 by the way the school organises much of the teaching in sets, defined by ability, rather than in classes. Within each set, the further identification of groups of differing abilities and the provision of suitably adapted work also contributes to the success with which the range of abilities and needs is addressed. The strategy of setting is used flexibly to meet the needs of particular year groups and pupils and it is very well managed. Every morning at given times, pupils move from classes into their sets in a quick and quiet manner that wastes no time. This smooth operation is a tribute to teachers' very good organisational skills and to the pupils' sensible attitudes and behaviour.
28. A further particular strength of the teaching is teachers' good skills of managing pupils. They are firm and clear about how pupils should behave and they are consistent in their expectations and their use of rewards to show pupils what is expected and to encourage the desired response. Success with these strategies means that pupils behave well and settle down quickly and quietly to work as a matter of course in a calm and orderly atmosphere. Pupils concentrate on their work, persevere until tasks are completed and take care when writing or drawing so that their results are accurate and neat.
29. The above qualities are to be found in almost all of the lessons and explain why the great majority are of at least good quality. The best lessons, which are of very good and sometimes excellent quality, have an extra dimension; they inspire marked enthusiasm and excitement in pupils' learning. When this happens, almost all pupils are eager to contribute to class discussion and there is a zest about their application to their work. Sometimes teachers achieve this by thoughtful and imaginative use of a variety of teaching methods and resources. For example, a Years 1/2 history lesson came to life when the teacher showed pupils a video recording of a re-enactment of life in a Victorian classroom and cast the pupils in the role of detectives searching for clues that what they were seeing was different from their own experience of school. In a Years 1/2 mathematics lesson, pupils' enjoyment and efforts to please were well promoted by the teacher's emphatic use of rewards, particularly through personal warmth and a sense of fun, as when she did a little dance to celebrate a pupil's particularly good answer. A sense of humour was also part of a range of very successful strategies used in a Year 6 English lesson, together with excellent use of examples from pupils' own previous writing, to illustrate what could be achieved and reward success, for example, 'you used *whereas* very effectively as a connective in a sentence you wrote yesterday, Emma...' A Year 5 English lesson generated enthusiasm when pupils were able to use their skills in ICT to present a striking visual demonstration of their ability to use persuasive language.
30. In contrast to these examples there were some lessons which, while satisfactory, did not promote an enthusiastic response. Pupils still worked and behaved well but with less endeavour and interest so that in class discussions, only a minority were keen to answer and many were passive.

31. Effective teaching for pupils with special educational needs is planned with the aid of these pupils' well-constructed individual education plans. Teachers work closely with the SENCO (Special Educational Needs Co-ordinator) in assembling these plans, giving a whole school commitment to teaching these pupils. This is very good practice. Pupils' progress is closely assessed and the findings used well to plan their future learning. There is good, close collaboration between teachers and assistants in the planning. Work is set by teachers to meet the specific learning targets set out for pupils in the core subjects, but it is less well targeted in the foundation subjects. The few pupils with a statement of special educational needs receive a high level of individual input supported frequently by a teaching assistant. Assistants provide very good support for pupils, working skilfully within groups of pupils to give the greatest benefit to all learners needing extra support, and integrating those with special educational needs well so that all are fully included in the important discussion elements of lessons. For instance, in Year 2, a pupil was supported with a small whiteboard to give extra input to consolidate learning. During whole class discussions, except for the very able pupils, teachers were usually seen to frame questions to challenge all levels of ability.
32. The teaching of pupils who speak English as an additional language (EAL) is good. A specialist EAL teacher is employed to support this work each morning and on one afternoon in the nursery. The EAL teacher, class teachers and classroom assistants work very well together in planning and supporting the learning of these pupils. The EAL teacher works effectively with individual pupils. She has a good understanding of their needs and is effective in engaging them in their learning and helping them to make good progress. In a lesson in the reception class for example, the EAL teacher talked quietly with an individual child, effectively developing her vocabulary and her English grammar. The child was confident and comfortable working with the teacher, reflecting the positive support that she was receiving. In lessons where the EAL teacher is not present, EAL pupils are provided with work that is appropriately challenging and are well supported by class teachers and classroom assistants. All staff show a great deal of care for their pupils and know them and their difficulties well. EAL pupils are positive in their response both to class work and to the work they undertake with the support assistants. They work hard and collaborate well with their classmates.
33. The school has very good, systematic arrangements for homework which please almost all parents. There is well-structured encouragement to practise basic skills in literacy and numeracy together with some more open-ended tasks encouraging pupils to learn independently.

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

34. The range and quality of learning opportunities provided by the school are satisfactory overall, but with some good features. A good improvement since the previous inspection has been made in the quality of the learning opportunities in music and art and design and these are now satisfactory. The quality of provision in mathematics and English is good. In science and other subjects, the provision meets the requirements of the National Curriculum. The new suite for ICT is making possible the provision of high quality opportunities for pupils, and the school is keeping up well as national expectations in

this subject rise. Curriculum opportunities for the pupils in the nursery and reception classes are of a good range and quality, and learning is firmly focused on the nationally defined goals for early learning at The Foundation Stage.

35. Planning of the curriculum focuses firmly on the National Curriculum content and on the locally agreed syllabus for religious education. It is very clear about what pupils are to learn. Planning is of high quality and teachers ensure that all pupils have full access to the National Curriculum. Girls and boys and all groups of pupils have equal opportunity to benefit from the curriculum. Because of the mixed-age classes, content for science and the foundation subjects is organised into a two-year cycle. This ensures that pupils cover all main areas of knowledge within the National Curriculum. However, planning does not always ensure that pupils progress through the proper sequence of skill development. For example, recent work in mapping skills in geography was the same for both Year 5 and Year 6 pupils in the class.
36. The school has implemented the National Literacy and Numeracy Strategies well. This is reflected in highly detailed planning for the teaching which challenges all pupils at an appropriate level and ensures that they make smooth progress through successive steps in learning literacy and numeracy skills.
37. The use of the new computer suite has raised standards across the school in ICT. Teachers incorporate pupils' skills very well in English and mathematics but not often in other subjects. There is some good practice, though, as when Years 5 and 6 pupils create computer-generated drawings of chess pieces to be manufactured on a production lathe in a factory.
38. The work provided for pupils with special educational needs is defined in these pupils' individual education plans which indicate clearly the nature of pupils' needs, the targets for their progress and the appropriate strategies for teachers to use. They are effective in promoting good levels of learning. The school's organisation and practice in meeting the needs of these pupils are good and they receive a broad and balanced curriculum. They are fully included in all opportunities for learning and have full access to what is offered by the school. Records and documents show reviews of individual education plans and statements fully meet legal requirements. The school is well on track to introduce the revised national Code of Practice for these pupils.
39. The school has recently established a policy for meeting the needs of gifted or talented pupils, established a register of such pupils and appointed a co-ordinator for the provision. This is a promising development which is leading to some good provisions for particular pupils, as seen in mathematics and art and design, but it is not yet fully established across the school or curriculum.
40. A range of learning opportunities beyond the classroom effectively enriches the curriculum. There are, for example, well structured visits such as the Years 3 and 4 outing to Kenilworth Castle supporting learning in history, and the older pupils' residential visit to the centre in Wales for adventurous activities. A variety of visitors, such as a sculptor, and musicians, or parents with specific experiences to share, widen pupils' opportunities to learn, and special events such as the arts week add to provision. There is a regular and structured provision for instrumental tuition for some pupils. The

school has satisfactory links with partner institutions such as the local secondary school, partner primary schools and a pre-school playgroup, and it has good business links, for example with Massey Ferguson which supports work in technology.

41. The provision for extra-curricular activities is satisfactory. A wide range of quality activities with a focus on sport enriches the pupils' educational experience. Sporting activities are well supported by skilled coaching from within, and outside, the school community. The school provides a good level of support for pupils with special educational needs, ensuring that as far as possible, they take a full part in all these activities. Opportunities for younger pupils are limited. There are no regular musical activities but, for a significant part of the year, many pupils stay after school to rehearse for performances.
42. Provision for sex education and drugs awareness is sound and pupils have very good opportunities for personal and social development within the curriculum. Until recently, the school did not have a specific, formal programme for the teaching of personal, social and health education, although the very good relationships found amongst pupils show the effectiveness of the other means used to promote personal and social development. The co-ordinator has introduced a structured programme in Years 1 and 2 and observations of lessons show that this is of good quality. The school's planning already caters for extension soon to Years 3 to 6 of provision in personal, social and citizenship education.
43. The very good provision for pupils' personal development reported at the time of the last inspection has been maintained and remains a significant strength of the school.
44. The provision for pupils' spiritual development is good overall with some very good and excellent features.¹ Pupils are valued as individuals and teaching styles are adopted to give them space for their own thoughts and ideas and to respect those of others. In assemblies, 'birthday children' are made to feel very special and everyone respects that this is their special time. Every class has end-of-school prayers and, whilst in some classrooms this is regarded as part of the routine and is not especially meaningful, in others it is an important opportunity for pupils to develop their spiritual awareness. Some of the older pupils talk thoughtfully about the prayers that they write and add to a prayer tree. In assemblies, there are times for reflection and sometimes this is very skilfully focused so that it becomes a very powerful spur to spiritual development. There is a climate within which pupils can grow and flourish and there is a calmness and peace within the school routines. There are opportunities planned to enrich pupils' learning such as the annual arts week and musical events in other schools and the cathedral. In everyday lessons, there are occasions when the work makes a good contribution to pupils' spiritual development as seen, for example, in some art and design, English and science lessons during the inspection. However, planning of lessons does not make a point of identifying openings for spiritual development that might arise.
45. The provision for pupils' moral development is excellent. There is a clear moral code underpinning everything that the school does. Pupils learn and play in a safe and secure environment where they are absolutely clear about the difference between right and

¹ Denominational aspects of spiritual development and collective worship are the subjects of a separate inspection and report.

wrong. Teachers maintain the very high standards through the consistent application of the behaviour policy and by setting examples of very positive relationships. Good behaviour is rewarded through a system of rewards and pupils are very clear about the consequences of inappropriate behaviour. Displays and posters throughout the school building reinforce the school's values and rules. Stories in assemblies are used very effectively to promote pupils' moral development. An excellent example of this was when the headteacher told a story about a child's dilemma when she had done something wrong in school. All the pupils were enthralled by the story and waited with baited breath to learn the outcome. There are debates about moral questions in classrooms and in assemblies. The pupils mirror the school's policy of equal opportunity when they work and play in groups of mixed gender and ethnicity. This delightful characteristic of the school was observed many times during the inspection in lessons when pupils could choose their partners or groups.

46. The provision for social development is very good which is an improvement on the good provision at the time of the last inspection. There is a strong sense of community within the school. This is reinforced through the shared experiences of assemblies, concerts and sporting events, as well as through fun activities, such as the annual talent show or when everyone, including the staff, dress up for Red Nose Day. Older pupils take on responsibilities, often on a voluntary basis, as school gardeners, lunchtime activity monitors or helping the younger children with their lunchtime routines. Every lunchtime, older pupils organise groups of younger children as they visit the toilet, collect their lunchbox and make their way to the dining hall. The school also encourages social responsibility by supporting a number of charities. The school community is very generous and pupils adopt this generosity as individuals when they spontaneously devise schemes for raising money, such as bringing in CDs to sell or producing a magazine. There are no formal democratic structures for electing members to a school council but the pupils' views are sought upon a range of issues, such as the choice of equipment for a new adventure trail, and their ideas are acted upon. A remarkable example of this is the new 'friendship area' in the playground where children who are unhappy may go so that others may try to help them.
47. The provision for cultural development is good. This is an improvement on the satisfactory provision at the time of the last inspection. The school reinforces its cultural values through displays and posters, such as a display showing the wedding ceremonies of a number of religions. There are a number of examples of adults sharing their cultural traditions: a Sikh member of staff talks to the pupils in assemblies; a Hindu parent accompanied some children when they visited a Hindu Temple; and, during the inspection, a class was encouraged to value the first language of some of their friends when they read letters from their families. The new initiative of an annual arts week is a valuable addition to the school's provision. There are, however, too few planned opportunities within the everyday life of the school to teach the values and traditions of other cultures within the rich cultural diversity of the school and community, or for individual pupils to share and celebrate their own cultural traditions.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

48. The school has very effective provision for pupils' care and to ensure their safety, welfare and wellbeing. There are very good levels of support and guidance for pupils.

The arrangements for child protection are good in almost all respects. One or two newer staff members, however, have not had recent training to update their knowledge and understanding of reporting procedures. However, the school community continues to work in a safe and very secure environment.

49. There are good policies and procedures in place to ensure the health and safety of the school community. All visitors are expected to comply with signing in and out procedures. Constructive and purposeful action is taken by the governors and staff to ensure that all safety equipment is regularly tested and this includes fire equipment such as fire extinguishers and the fire bell. Pupils are fully aware of the evacuation procedures and are regularly invited to participate in fire drills. The school encourages healthy eating and most pupils comply with the school's code on healthy living. However, during the inspection, there were several accidents caused by the slippery surface of the playground. All necessary action was taken to address pupils' injuries. The school is well aware of this hazard and resurfacing of the playground was due to take place shortly after the inspection.
50. The procedures for monitoring and supporting pupils' personal development are very effectively in place and consistently implemented to ensure the welfare and wellbeing of the school community. This enables pupils from all social, economic, cultural, ethnic and linguistic backgrounds to learn side by side in a tolerant and stimulating environment. Observations indicate that pupils are taught to care for themselves and others and this is evident from both teaching inside and outside of the classroom. During break and lunchtimes, pupils can be observed supporting and caring for their younger peers and this enables all pupils to enjoy and learn in a relaxed and stimulating environment. This very good level of care is further demonstrated by staff, particularly teachers, who work diligently to ensure that assemblies, registration time and group work is used constructively to promote pupils' confidence, raise their self-esteem and ensure they approach their learning in a constructive and organised manner. Staff continually acknowledge, celebrate and reward pupils' achievements, and this enables pupils to work in a happy and tolerant environment.
51. There are good procedures for monitoring and improving pupils' attendance. The school works diligently to ensure that all absences are monitored and action is taken to ensure that all pupils attend regularly and on time. However, a very small minority of parents take family holidays during the school term and this disrupts the learning of their children. This includes pupils with English as an additional language. The school is aware of this problem and continues to offer support and guidance to both parents and pupils and to discourage the taking of holidays during term time. Full and improved attendance levels are recognised and rewarded. Effective use is made of the education welfare officer who works closely with the school and parents to address concerns, which sometimes impede regular attendance. There are very good procedures for monitoring and promoting good, very good and exemplary behaviour, which was evident during the inspection. Most teachers monitor and record all pupils' achievements and use the information to offer consistent verbal praise. They recognise the importance of rewards and use good classroom management to encourage pupils' learning and to create a harmonious environment, which recognises and values the learning of all pupils. This enables pupils to value themselves, their peers and their

learning and to continue to behave in accordance with the high standards set and achieved by the school community.

52. The procedures for monitoring and reducing all types of anti-social and oppressive behaviour are firmly in place and help the school to achieve an environment which strongly supports all and is based on an ethos of mutual respect and the recognition that everyone is different and should be valued. There is a clear understanding amongst pupils that all types of aggressive behaviour are to be discouraged. Most staff are vigilant and ensure they investigate, take appropriate action, record and, if required, monitor all incidents of inappropriate behaviour, including incidents of racism, which are rare. Parents are invited to share the school's concerns and participate in finding solutions and ensuring that pupils work towards following the school's anti-bullying strategies. However, sometimes lunchtime staff do not consistently investigate and challenge inappropriate behaviour in the playground. Consequently, some younger pupils fail to understand the impact of their negative actions on others.
53. Considered overall, the school's arrangements for assessing pupils' academic attainment are good, including the initial baseline assessment made at The Foundation Stage. These are used well to set the statutory targets for improvement in the core subjects. The systems the assessment co-ordinator uses to identify the standards of attainment for English and mathematics in the school are good, and effective tracking procedures identify the rate of pupils' progress through the school. This is based on annual testing of pupils in each year group. Careful records are kept to show how pupils' standards compare with the average for their age. From these, judgements are made about future performance and targets are set for individuals and for levels of attainment in each year group, and at ages seven and eleven. Analysis of eleven-year-olds' performance in the national tests is used well to identify strengths and areas for improvement in mathematics. The assessment co-ordinator now plans to lead staff in building on this achievement in other subjects. Assessment information in English and mathematics is carefully used to define sets of pupils of similar ability so that teaching can target learning more precisely.
54. Although assessment of pupils' progress is good in English and mathematics, in most other subjects it is unsatisfactory. There is little identification of specific strengths and weaknesses in attainment to inform teaching and identify areas for subject improvement. In particular, there is little assessment of the skills pupils need to progress in their learning. For example, in ICT, pupils' keyboard and access skills, which are basic essentials to learning, are not systematically recorded, and in science investigative skills are not properly assessed.
55. The very positive integration of pupils with special educational needs into the school, and its activities, ensures that they share fully the good ethos and good relationships seen. The special educational needs co-ordinator ensures that pupils with special educational needs are identified at The Foundation Stage and that subsequently, annual screening of levels of reading and spelling are used to identify emerging needs. Clear targets for learning or, where necessary, behaviour, are set and monitored. Pupils have sound knowledge of their targets, and teachers or support staff log small steps in progress. These are used effectively at review meetings to redefine targets and monitor

progress and achievement. Contacts with external agencies working with the school are good.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

56. Parents' views of the school are very positive. Most parents enjoy a purposeful relationship with the school. They speak well of its work and of the headteacher and staff. They value the very positive ethos of the school and the very good standards of behaviour which are encouraged by staff and achieved by pupils. The school has maintained its good standing with parents noted at the previous inspection. Parents' suggestions and concerns are addressed and most parents appreciate the efforts of staff. The inspection team is in full agreement with parents' constructive views of the school and its work. During the inspection, inspectors investigated parents' concern about the provision of activities outside lessons and judged the provision to be satisfactory.
57. The school continues to provide good levels of information through parents' meetings, which are attended by most parents, and provide many opportunities for parents to discuss their children's progress and development. This complements the sound information provided through pupils' end of year reports, which is generally accessible and reliable. Most parents are pleased with the quality and content of this information. However, some reports are written in technical terms which some parents find difficult to understand, and some comments are too general. All parents receive the annual report from governors and the school prospectus; both are informative and comply with statutory requirements. Teachers show a strong willingness to meet with parents and are keen to address parental concerns, in formal situations. Display boards around the school provide good additional information about what is taught and very effectively celebrate pupils' achievements. School documents are not translated into community languages, but professionals with an understanding of languages spoken in the school are available. This helps to develop and improve communication between parents and staff.
58. Several parents regularly support learning in the classroom and others join the Parent Teacher Association, which works diligently to raise funds for learning and provides a number of opportunities for parents to visit the school and lend their support. Social functions are well attended, enhance the confidence and self-esteem of all pupils in the school community and promote effective relationships between teachers, parents, pupils and the wider community. Parents are encouraged to support their children's homework and the home-school agreement and most do so. Parents evidently encourage positive behaviour and this ensures the school sustains the very good levels of behaviour and relationships between pupils and staff consistently observed during the inspection.
59. Parents of pupils with special educational needs are well informed of their children's progress and of the provision the school makes. There are good relationships between school and home and parents have good opportunities to contribute to reviews and assessments. The special educational needs co-ordinator makes every effort to involve parents fully.
60. Since the last report, the school has worked diligently to improve its relationship with parents.

HOW WELL IS THE SCHOOL LED AND MANAGED?

61. The headteacher gives very good leadership to the school. She shows a very clear vision and much determination, setting high expectations for her colleagues and her pupils alike. She is well respected by staff, pupils and parents. Every parent completing the pre-inspection questionnaire thought the school to be well led and managed, over three-quarters agreeing strongly that this is the case. Other senior staff give strong support to the good management of the school in fulfilling their responsibilities, and all staff show full commitment and work very hard to ensure that the school is very effective. The deputy headteacher and phase leaders manage their areas of responsibility well. The school's planning for improvement has placed particular burdens on the shoulders of the subject co-ordinators for English, mathematics, ICT, art and design and music. All have tackled their challenges with energy, skill and to very good effect.
62. Strong leadership is evident in the high degree of consistency that marks the work of the school's strong team of staff. Amongst the many examples of the effectively uniform approach by staff are the insistence on hard work and good behaviour, the skilful management of pupils, the creation of caring relationships and the well-established routines governing teaching and learning in writing. Clear and detailed policies, consistently applied, make this a very smooth-running and purposeful organisation. Everyone knows what is expected and willingly complies; no time is wasted. The calm, orderly and pleasant atmosphere provides a very productive environment for pupils' learning and personal development.
63. The special educational needs co-ordinator manages this aspect of the school's work very well despite an allocation of time to the role that is barely adequate. She gives good leadership to the good teamwork between teachers, support staff and external agencies in organising a good level of provision. Teachers and classroom assistants work closely with the special educational needs co-ordinator to provide effective support for less able pupils and to ensure that targets for learning are appropriate. Governors have a good oversight and assess the provision regularly to ensure that funding is used well. New technology is used well in monitoring pupils' needs.
64. In response to recommendations following the previous inspection, processes for keeping a check on the teaching and curriculum have been improved. A range of techniques are used, including senior staff's observations of lessons in action, regular checks on teachers' planning by subject co-ordinators and occasional analyses of pupils' written work. In English and mathematics, close analysis of pupils' performance in tests has been used well to pinpoint strengths and weaknesses in pupils' attainment. In addition, effective implementation of the recent national developments in managing and rewarding teachers' performance has led to observations of all teachers' lessons. Checks on lessons have also been part of the school's effective arrangements for supporting a teacher new to the profession and to the school. All of these processes have been soundly used to plan and provide good guidance and support for staff, sometimes through additional training, and have helped to produce the high level of consistency in the teaching throughout the school.
65. Appropriately, checks on teaching and learning have been most rigorously applied in English and mathematics and it is here that they have most clearly proved their worth by raising standards. Observations of lessons and use of precise assessment of pupil progress are far less developed in other subjects and, in these, the school is not able,

therefore, to be precise about strengths and weaknesses and where improvements might be made. Co-ordinators in these subjects, some of whom are relatively new to the role and to teaching, are effective in supporting their colleagues with planning and provision of resources but less able to take responsibility for monitoring and evaluating work in the subject.

66. The school has a good record of bringing about improvement. Its response to the few areas identified for improvement at the previous inspection was very thorough, carefully considered and effective. In other respects, too, the school identifies appropriate priorities and plans and takes effective action to bring about successful improvement in the school. Means for evaluating the success of developments are often informal and lack precise measures of raised standards but they are helped by a willingness throughout the staff to reflect critically on practices and seek opportunities to improve.
67. In its endeavours to improve, the school states that it has found the advice and guidance of its local authority valuable. On the other hand, dealing with contractors provided by the local authority to carry out work on the buildings and grounds has led to wastage of time as senior staff deal with delays and work of unsatisfactory quality.
68. In its role as a Beacon School, the school feels that its work with partner schools has brought benefits to itself through opportunities to compare practices in different schools, thereby increasing professional understanding.
69. School governors give good support to the school's evaluation of its own performance and to its planning for future improvement. Many present governors are new to the role but they are well led by their committed chairman, who, along with other longer-established colleagues, is well informed about the school's performance and is effective in holding it to account for the standards it promotes. Governors also contribute well to good processes of financial planning which result in careful decisions that accurately reflect priorities and ensure that the school achieves the best value from all of its expenditure. Once expenditure has been made, the benefits that have been achieved, for example from new computer equipment, are then considered thoughtfully.
70. The school has good systems for the financial management of the school. The budget is set and monitored with support from local education authority personnel. The cost of this support is low in comparison to the benefits gained for the central computerised systems in day-to-day financial administration. The auditors' recommendations on good practice are followed. The computer back-up procedures are very good. The school office runs smoothly and gives helpful support to parents, colleagues and visitors. Purchases of materials and resources are carefully managed and monitored. The additional grants to the school for specific initiatives are used well and appropriately for the intended purposes. Fluctuating pupil numbers and long-term planning for major expenditure have resulted in some substantial financial surpluses in recent years, but these are reducing as the planned expenditure occurs. Pupils' needs have always been met by sufficient expenditure, and the long-term strategic view of finance is good.
71. The school has a sufficient number of teachers who are well qualified for their roles and well supported by advice and training to keep abreast of changing educational demands. The number of support staff to help generally in classrooms or to work with pupils with special educational needs is adequate. They have benefited from training opportunities and they are very effective in their work. Like all staff, those with support or administrative roles are hard-working and effective. The site manager contributes to the ethos of good relationships and responsibility by leading a team of volunteer pupil helpers.

72. There are at least satisfactory resources for all subjects of the National Curriculum, and good resources for some. Where shortages in resources were seen at the previous inspection, they have been successfully resolved. The pupils are given good quality work books and materials and this encourages them to take a pride in their work. The materials and resources for teaching the National Literacy and Numeracy Strategies are effectively in place. The school makes good use of ICT for management and for education.
73. The school accommodation is of good quality and has some very good features. The premises have been adapted to meet the needs of pupils with physical disability. There is at least one modified toilet, and some classrooms have been adapted to give easy access to wheelchair users. There are sufficient classrooms and some specialist areas, such as the newly built computer technology suite and a music room. During the inspection, thin walls resulted in some lessons in religious education experiencing noise distraction from neighbouring classrooms. There are two school halls, which are used very effectively for assemblies, physical education and indoor play at lunchtimes. The accommodation stimulates learning and enables pupils to play and move around in a very constructive and purposeful manner. It is complemented by the very effective displays around the school.
74. The outdoor accommodation is very spacious with large playing fields and gardens, as well as seating areas. There are two playgrounds and a quiet seating area. This accommodation provides pupils with very good opportunities to explore, play and fully utilise the garden area. However, there is currently no suitable area designated for teaching physical development to the reception classes, limiting opportunities for activities; plans are in hand to make suitable provision.
75. Both the exterior and interior are maintained to a very high standard and are kept exceptionally clean by the site manager and cleaners.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

76. To raise standards further, the school should extend the practices already effective in English and mathematics to all subjects by:

(1) Extending checks on the effectiveness of teaching and learning to all subjects in order to identify precisely both strengths and areas for improvement by:

- (a) continuing to check teachers' planning and to examine the work pupils produce;
- (b) carrying out more checks on teaching and learning in lessons;
- (c) giving subject co-ordinators the training, support and time to be more fully involved in these activities;
- (d) using findings systematically to plan appropriate action to improve teaching and learning;
- (e) measuring the impact of any changes made on the standards pupils attain.

(Paragraphs 66, 130, 138, 144, 150, 154, 162, 168, 172, 177)

(2) Extending systematic assessments of pupils' progress to identify where learning is most and least successful by:

- (a) making maximum use of those assessments, such as National Curriculum tests, which are already made;
- (b) analysing assessment information for evidence of the progress of different groups of pupils, including boys, girls, minority ethnic pupils, pupils for whom English is an additional language, gifted or talented pupils and pupils with special educational needs;
- (c) measuring pupils' development of skills, as well as gains in knowledge and understanding;
- (d) ensuring that assessments make economical use of teachers' time;
- (e) ensuring that assessments produce only useful information which teachers individually, or the school as a whole, use constructively to plan actions that improve teaching and learning, and raise standards;
- (f) measuring the impact of any changes made on the standards pupils attain.

(Paragraphs 55, 130, 138, 144, 150, 154, 162, 168, 172, 177)

OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL

- Continue with the planned programme for integrating work in ICT into subjects across the curriculum. *(Paragraph 37)*
- Ensure that where pupils are taught in mixed-age classes rather than sets, the teaching of skills is always sequential as pupils move from year to year. *(Paragraph 35)*
- Extend to more lessons the good practice found in some in promoting enthusiasm, independence and creativity in pupils' responses to the teaching. *(Paragraph 30)*
- Extend to all classes the good practices in the marking of pupils' work found in some. *(Paragraph 26)*
- Press ahead with the planned development in English of greater opportunity for pupils to practise speaking skills, for example through drama. *(Paragraph 112)*
- In science, geography, history and physical education, ensure that the most able pupils are always fully challenged by their tasks. *(Paragraphs 129, 149, 153, 171)*
- Through everyday planning, increase the number of opportunities for pupils' spiritual development and appreciation of cultural diversity to be reinforced during their ordinary day-to-day experiences in the classroom. *(Paragraphs 44, 47)*
- Build on the good start made in identifying and providing for gifted and talented pupils by extending provisions made. *(Paragraph 39)*
- Press ahead with plans to provide a suitable area for teaching physical development in the reception classes. *(Paragraphs 75, 94)*
- Ensure all staff are regularly reminded or updated on child protection procedures. *(Paragraph 48)*

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	69
Number of discussions with staff, governors, other adults and pupils	30

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	5	19	34	10	1	0	0
Percentage	7	28	49	15	1	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	24	306
Number of full-time pupils known to be eligible for free school meals	n/a	54

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	3
Number of pupils on the school's special educational needs register	4	74

English as an additional language	No of pupils
Number of pupils with English as an additional language	24

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	26
Pupils who left the school other than at the usual time of leaving	24

Attendance

Authorised absence

	%
School data	5.1
National comparative data	5.6

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
	2001	28	17	45

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	26	26	26
	Girls	16	16	17
	Total	42	42	43
Percentage of pupils at NC level 2 or above	School	93 (90)	93 (92)	96 (98)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	24	26	27
	Girls	16	16	16
	Total	40	42	43
Percentage of pupils at NC level 2 or above	School	89 (92)	93 (92)	96 (94)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	22	25	47

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	14	20
	Girls	21	19	22
	Total	33	33	42
Percentage of pupils at NC level 4 or above	School	70 (84)	70 (78)	89 (94)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	14	20
	Girls	22	20	23
	Total	38	34	43
Percentage of pupils at NC level 4 or above	School	81 (86)	72 (78)	91 (96)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	1
Black – other	1
Indian	16
Pakistani	3
Bangladeshi	0
Chinese	1
White	280
Any other minority ethnic group	3

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	1	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	15
Number of pupils per qualified teacher	22
Average class size	28

Education support staff: YR – Y6

Total number of education support staff	6
Total aggregate hours worked per week	182

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	24
Total number of education support staff	1
Total aggregate hours worked per week	35
Number of pupils per FTE adult	12

FTE means full-time equivalent.

Financial information

Financial year	2000/2001
	£
Total income	704,150
Total expenditure	713,613
Expenditure per pupil	2,075
Balance brought forward from previous year	57,574
Balance carried forward to next year	48,111

Recruitment of teachers

Number of teachers who left the school during the last two years	2
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)	1.5
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	354
Number of questionnaires returned	77

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	70	27	1	1	0
My child is making good progress in school.	71	27	1	0	0
Behaviour in the school is good.	70	27	1	0	1
My child gets the right amount of work to do at home.	48	45	6	0	0
The teaching is good.	74	25	1	0	0
I am kept well informed about how my child is getting on.	57	39	4	0	0
I would feel comfortable about approaching the school with questions or a problem.	75	22	3	0	0
The school expects my child to work hard and achieve his or her best.	83	17	0	0	0
The school works closely with parents.	64	31	4	1	0
The school is well led and managed.	77	23	0	0	0
The school is helping my child become mature and responsible.	71	29	0	0	0
The school provides an interesting range of activities outside lessons.	42	26	14	4	14

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

77. The attainment of children on entry to the nursery is below expectations for their age. This is seen particularly in personal and social development, communication, language and literacy and mathematical development. This is a similar picture to that at the time of the last inspection. The children make very good progress in these key areas because of the very good teaching in the nursery and the very good learning that occurs in most lessons. In the other areas of physical and creative development and knowledge and understanding of the world, children make good progress. By the time they enter the reception class at the age of five, the children are achieving standards that are in line with the Coventry average in all areas of learning, but they are still achieving standards that are slightly below those found in most schools. Time is carefully planned so that the children who attend the nursery in the morning or in the afternoon have equality of access to the curriculum.
78. Attainment continues to improve in the reception classes, particularly in relation to children's personal and social, communication, language and literacy and mathematical development. By the time they leave the reception classes, the vast majority of children have reached the nationally agreed learning goals in these areas of learning, with a significant minority achieving beyond them. In creative and physical development and knowledge and understanding of the world, most children make good progress and are achieving at the expected standard. The curriculum for children in the nursery and reception classes has been developed and implemented well. The class teachers, the nursery nurse and learning support assistants work very well together in planning progressive work and have a consistent approach to teaching and learning. They keep very good records of children's progress in the nursery and reception classes, which are shared with parents and the teachers of the classes to which the children progress. All children make a very positive start to their education within a challenging learning environment and are well prepared for the next stage of their education.

Personal, social and emotional development

79. Children settle well into the routines of the nursery. They enjoy coming to school and the calm, welcoming atmosphere helps them to feel confident and secure. The staff ensure that all children are fully included in the activities provided and form very good relationships with each other. Children who speak English as an additional language are successfully helped to interact with English-speaking children. The children have very caring attitudes towards each other, and those with special educational needs are very well integrated. The children gain the confidence to try out new activities, and when pretending to be visitors to 'the pet shop', they co-operate very well together. Children organise themselves independently, because materials are easily accessible. Everyday routines, such as 'snack time', encourage self-confidence and a sense of belonging. Children gain increasing self-control and begin to understand the difference between right and wrong. They learn to take turns and show consideration towards others. Adults insist children tidy away resources and this helps them to develop respect for their environment and the property of others.

80. In the reception class, the children are attentive during the introduction to lessons and participate well in the good range of practical activities that the teachers provide. They make independent choices about the activities they want to do, for example whether

they want to play in the sandpit or complete jigsaw puzzles. They show maturity when negotiating roles and responsibilities and join in willingly with the teacher's suggestions. They develop concentration and perseverance as they practise their writing and reading skills. The children build effective relationships with adults and with each other. The children are polite, friendly and well behaved and have a good understanding of what is right and wrong.

81. The quality of teaching and learning in this area of the curriculum is very good in the nursery and reception classes. Strengths of the teaching relate to the high expectations of the children's attitudes and behaviour and the good range of opportunities that the teachers in both the nursery and reception classes provide for the children to make choices and develop independence. The class teachers, nursery nurse and learning support assistants are consistently positive and this builds children's self-esteem and helps them to persevere with challenging tasks.

Communication, language and literacy

82. When children enter the nursery, a significant minority have delayed speech development whilst others have little understanding of English. The children in the nursery listen carefully and join in with stories and rhymes. In this way, they learn to recite nursery and number rhymes. These activities develop not only the children's speaking skills but also their capacity to memorise songs. Although most of the children speak clearly and with confidence, there is a significant minority who only speak in one-word answers or in very short phrases. Most describe their activities well and enjoy sharing their knowledge with the class teacher, the nursery nurse and each other. They participate well in role-play activities, for example buying pets and pet food at 'the pet shop'. The children enjoy 'reading' books such as 'The Blue Balloon', carefully turning the pages and recalling parts they especially enjoyed – 'it stretched and it stretched'. Higher attaining children write their own names, forming letters carefully and accurately and are beginning to use their knowledge of letter sounds to write other words. Children handle books appropriately and learn to turn pages correctly.
83. Children in the reception class listen attentively and respond well to instructions and directions. They enjoy reading books, handling them carefully, and willingly talk about their favourite story. The children know that the print conveys meaning, and understand stories read to them. They identify the author on a book cover and read with a good level of fluency using letter sounds and pictures to help them. Higher attaining pupils read fluently with good expression and talk readily about their favourite part of the book. Opportunities are provided for the children to write for different purposes, such as writing letters, shopping lists, stories and descriptions. They write about what they liked about the story of Cinderella or describe an animal picture with increasing attention to detail. Most write in simple sentences, using capital letters and full stops accurately. Children generally spell accurately and their writing is well formed.
84. The quality of teaching in this area of learning is very good in both the nursery and reception classes. Lessons are well planned and prepared with tasks that are well targeted to meet the needs of all children. Teachers plan practical activities that introduce and consolidate the key skills of language and literacy. Children learn to concentrate when listening to stories and sharing books with an adult. Staff are generally very effective in developing children's literacy skills because they insist on their full attention when they are talking and set high expectations of the children's effort and

concentration. In a very good lesson for example, the teacher successfully created a very good working atmosphere, with all the children working hard at their written tasks. In this lesson, the teacher provided the children with very good directions

for developing strategies for reading and spelling. In response, the children made very good progress in their written work. In one lesson, however, the children were unsettled after lunchtime play and the class teacher initially struggled to manage their challenging behaviour. When they moved to practical tasks, they settled quickly and made satisfactory progress in their learning. Teachers provide good opportunities for the children to talk about their work at the beginning and end of lessons. The children enjoy sharing their achievements, and the positive approach taken by the class teacher and learning support assistant enables the children to develop in confidence and self-esteem.

Mathematical development

85. The children in the nursery class count to ten and beyond and most recognise and order numbers to five. More able children count up to 50 and recognise and order numbers from zero to ten. Children gain confidence in counting as they join in number rhymes and songs. They learn to sort and order items, as they play with a range of carefully selected colourful apparatus. They develop an appropriate vocabulary to describe colour, size and shape. They gradually become familiar with numbers to ten, through practical activities with sorting and ordering objects. Higher and average attaining children learn to subtract one from numbers up to ten. As they play with water and sand, children develop their understanding of the concepts of 'full', 'empty', 'more' and 'less'. Children recognise and name simple geometric shapes, for example squares, circles and triangles, and learn about symmetry by painting patterns and folding the paper in half to create a mirror image.
86. In the reception classes, children count to ten forwards in ones and twos and most count to 20 and beyond. Children add and subtract single-digit numbers up to five, whilst higher attaining children add and subtract numbers up to 20. They know the names of three-dimensional geometric shapes, such as cube and sphere, and sequence coloured shapes into a repeating pattern. In one lesson, children used the terms 'heavier' and 'lighter' and 'bigger' and 'smaller' as they filled different sized containers with sand. In another lesson, pupils counted and sequenced numbers to 30, identifying the biggest or smallest in a series of four two-digit numbers.
87. The quality of teaching and learning in the nursery and in the reception classes is very good. In the nursery class, the teacher provides a good range of activities to promote the children's awareness and appreciation of shape and number. The emphasis is on understanding and using numbers in practical contexts, for example counting how many children are present. Lessons are often very well planned and work is matched well to children's prior learning. In a lesson in a reception class, a range of mathematical apparatus and resources was used to engage the children in their learning and to help them to understand. The teacher set high expectations and effectively questioned the children, promoting mathematical and literacy skills. As a result, the children concentrated hard and made very good progress in their learning.

Knowledge and understanding of the world

88. Children in the nursery find out about the natural world by visiting a farm or through a visit to the school by a local pet shop owner. By celebrating the festival of Diwali, the children develop insights into the cultures and religious practices of others. They learn to mix ingredients to make biscuits. Children control the cursor well as they move around

different programs. Children talk about the weather and select the correct weather picture for the day and are developing a good understanding of the passing of time as they think about what the weather was like yesterday and what it might be like tomorrow.

89. The children in the reception classes name and label parts of the human body. They identify push and pull forces that make objects move. In a lesson, children grouped objects that were dull and those that were shiny. They named some everyday objects and identified the material they were made from, for example wood, glass and cork. An examination of children's previous work shows that they predict what objects might float or sink and, following the experiment, record the findings on a chart. The children were involved in a mock wedding at the local church and so learnt that people sometimes wear special clothes at celebrations and ceremonies. Children gain an understanding of the passing of time as they study old and new toys. The children in the reception class know the names of different parts of the computer and create pictures and patterns using a paint program.
90. Teaching and learning are good in the nursery and in the reception class. Teachers in the nursery and reception classes provide a wide range of activities that are planned to extend early concepts in science, design and technology, history, geography and ICT. In a lesson in the nursery, the teacher effectively promoted and encouraged the development of children's language as she encouraged them to describe the texture of the dough. The children enjoyed this activity and all shouted 'yellow!', as the yolk poured out of the shell onto the mixture. In a lesson in a reception class, the teacher provided the children with a good range of activities to learn about the properties and uses of a range of materials.

Physical development

91. Children in the nursery use a range of equipment and materials in their work. Their skills develop well. Children display satisfactory control when using scissors, pencils and paintbrushes. They carefully roll out play dough and cut out shapes using a pastry cutter. Children in the nursery enjoy working with the outdoor equipment. They guide their tricycles around a track and climb confidently. A few children throw and catch quite competently.
92. In the reception class, children throw and catch balls, working with a partner. They work carefully as they practise skills of sending and receiving. Most children demonstrate a good awareness of space and others as they move around the school hall. In a lesson, most children displayed good levels of co-ordination as they used a pair of scissors to cut out a mirror shape. They showed similar care as they created wheeled vehicles made from pieces of a construction kit. All children handle tools, objects and construction materials safely and with increasing control. The majority of children are beginning to recognise the importance of keeping healthy and the things that contribute to a healthy lifestyle.
93. The quality of teaching in physical development is good in the nursery and reception classes. Lessons in both classes are well planned and managed and there is good attention paid to issues of health and safety. In a very good lesson in the nursery class, the nursery nurse set very high expectations of the children's attitudes and concentration. In response, the children behaved well, they sensibly waited their turn on the climbing frame and willingly shared the tricycles. In a good lesson in a reception class, the teacher planned the lesson well with challenges for children of all abilities. Her explanations were short and precise so that the children understood but no time was wasted. The

outside area is used well by children in the nursery and it contributes well to their physical development. The school has plans to provide the children in the reception classes with an outdoor play area, where they can further develop their skills.

Creative development

94. The children in the nursery have a good range of opportunities to develop their creative skills. Children make three-dimensional models from recycled materials and paint and decorate them with glitter and bottle tops. They paint a range of pictures using a mixture of colours to create paintings of farm animals. They create effective mirror paintings by using string and then folding the paper in half. In music lessons, they identify and name a musical instrument by the sound that it makes. The children particularly enjoy singing 'Twinkle, Twinkle Little Star'.
95. In the reception classes, children use plastic cubes to print a sky and then paint chicks in the foreground. They carefully produce observational drawings of the inside and outside of fruit, for example lemons, oranges and apples, paying careful attention to the detail. They use a painting program on a computer to create pictures of pets. In a lesson in a reception class, the children created interesting flower designs by adding water to felt tip colours drawn on blotting paper. As part of a topic on fairy tales, children make a 'topsy turvy Cinderella' from paper and decorate it with buttons. Some children were successful in a local newspaper competition for producing 'whacky Easter egg designs'.
96. The quality of teaching in the nursery and reception classes is good. The teachers provide a good range of opportunities for the children to develop creatively. There is constructive support for children, and techniques and skills are taught well. Keen intervention by adults keeps the children well on task. Displays around the rooms indicate that children are allowed to make their own interpretations with the materials that they are given.

ENGLISH

97. The national test results for eleven-year-olds in 2001 indicated that pupils' attainment was average when compared to all schools nationally and below average in comparison with similar schools. This was not as good a result as in 2000 when results were well above the national average. The change was mainly due to the high number of pupils with special educational needs and the high mobility that affected this group. The average of results over the last three years has exceeded the national average. The finding of the inspection is that the standards being achieved by pupils in the current Year 6 class are above average overall.
98. The national test results for seven-year-olds in 2001 showed that standards attained in reading were above average and were well above average in writing. Similarly, these results were above average in reading for similar schools and well above average in writing. These good results, particularly in writing, have been maintained for the past five years. The inspection supports this view, finding overall above average standards being achieved by seven-year-olds. They are above average in reading, writing and listening and they are average in speaking.
99. In response to disappointing results in Year 6 last year, the school has taken effective action which includes:

- Rigorous analysis of test papers to identify which aspects of English was causing pupils most difficulty.
- Careful checking of each pupil's progress.
- Challenging but achievable targets being set for each pupil.

100. These measures have already had a positive impact on the standards that pupils are achieving, particularly in the quality of written work. Pupils of all abilities achieve very well in relation to their prior attainment. There are no significant differences in attainment between boys and girls. Pupils with special educational needs and those who speak English as an additional language are very well supported in their learning throughout the school and make very good progress. The standards being achieved by pupils at ages seven and eleven are broadly similar to those recorded at the time of the last inspection.

Speaking and listening

101. By the age of seven, pupils have developed good listening skills. They are very attentive in lessons when listening to a story or when instructions are being given. Many pupils speak clearly, confidently and articulately, either in response to questioning, when venturing an opinion, or when reading aloud. This was evident, for example, in a Year 2 lesson in which pupils confidently identified features of non-fiction books and read fluently with the class teacher. A significant minority is often reluctant to speak and contribute to lessons, even with the prompting of the class teacher. When they do, they often speak in short phrases that are sometimes grammatically incorrect.

102. By the age of eleven, standards in speaking and listening are broadly average. The majority of pupils listen and speak confidently in a wide range of contexts, take an active part in discussions across the curriculum and report on their work to their teacher. Listening is well developed and harnessed to encourage pupils to respond and comment about the content of texts and presentations from peers at the end of lessons. In discussions in all subjects, pupils listen carefully to the contributions of others and ask questions for clarification. Pupils share ideas and collaborate effectively and are eager to present their contributions to the rest of the class. This was evident, for example in a Year 5 lesson in which pupils confidently presented arguments for and against using the school field for hospital car parking. Many pupils effectively accompanied their computer presentations with persuasive language and changes in voice intonation to make their arguments more effective. But, as in Years 1 and 2, oral contributions in this lesson indicated weaknesses in grammar.

Reading

103. By the age of seven, pupils have developed good and, in some cases, very good reading skills. Pupils enjoy reading and read a range of texts with fluency and accuracy with some higher attaining pupils reading with remarkably good expression. They tackle words using letter sounds and read for meaning on the basis of contextual clues. Pupils talk about their reading, for example about plot and characterisation, are familiar with the organisation of non-fiction books and use the contents and index pages to find information. The consistent focus in teaching on letter and sound patterns as well as the teaching of prediction skills has a positive and direct impact on reading standards.

104. By the age of eleven, pupils' reading skills are broadly average. They enjoy reading and most read fluently and accurately, skills they put to good use in undertaking work across the curriculum. Pupils recall in clear detail the range of books they have read and

cogently comment about their favourite book or author. They often show good insight into character and motive, but this is often in relation to books that they have studied in class. Pupils in Year 6 for example, explained well the merits of 'Goodnight Mr Tom' and 'Carries War', recalling details to support their point of view, but this level of insight is not always to be found in books they have read alone. They have some understanding of style and the stylistic effects that writers use. They are aware of similes and metaphors, can recognise them and many pupils use them successfully in their work. Pupils have well-developed library and study skills and use these well when researching projects. They read non-fiction materials of an appropriate standard with understanding, including information presented in an electronic form, such as CD- Roms or the Internet. Pupils successfully use thesauri and dictionaries to enhance the quality of their written work.

Writing

105. By the age of seven, the majority of pupils write in sentences, using full stops and capital letters. Higher attaining pupils write lively, well-organised, imaginative pieces with good standards of spelling. They show very good progression in their writing skills, producing well-structured stories of length with good detail. Some pieces show good levels of description, for example, 'Secretly the princess thought that frogs were nasty, slimy, horrible creatures', or 'The frog lay motionless on the floor'. In their work, pupils often use speech marks accurately and capital letters to create effect. Average and below average attaining pupils often write well-structured descriptions of 'how to make...' or 'how to do...'. Poetry is descriptive, with good use being made of the pupils' senses and rhyming to create effect. In a poem about firework night for example, pupils observed the 'fireworks twirling and whirling in the sky'. Most common words are spelt correctly and pupils' handwriting is well formed. Pupils become adept at writing for a range of purposes. There are good examples of non-narrative writing and use of diagrams and captions in science, geography and design and technology.
106. By the age of eleven, attainment in writing is above the national average. The majority of pupils write extensively and produce a good variety of narrative and non-narrative texts, accurately punctuated. Pupils know how to gain the reader's attention with unusual and interesting starts to their writing. They are taught to recognise the power of persuasive writing and use some of the techniques in their own work, for example to argue for the construction of a hospital car park. Pupils in Year 6 reported the death of King Malcolm using a journalistic style. The mixture of narrative and interviews produced by higher attaining pupils was particularly impressive. In one pupil's work, Lady Macbeth's suggestion that her husband would 'kindly help out and act as king in Malcolm's place' was particularly well written. Stories are often imaginative, showing a good grasp of paragraphing and structure. Higher attaining pupils effectively use similes and metaphors and carefully chosen vocabulary to create atmosphere, for example 'the air was fresh but cold, something just didn't feel right.' Average attaining pupils also create vivid images in their writing, for example, 'cats mewing mighty as the birds fly past' or 'a pelican catching fish – like money in a purse'. Lower attaining pupils write poems with good use of alliteration and onomatopoeia. In a poem called 'Trapped by the Tide', a pupil wrote of sparkling sand and waves 'crashing and clashing', seagulls 'screeching and screaming'. Through studying established story models, pupils of all abilities make very good progress in their learning.

107. The quality of teaching and learning is very good. Lessons are thoroughly planned with clear learning objectives that are often shared with the pupils so they understand what they are expected to achieve. The literacy strategy is often used very well to structure pupils' learning, and appropriate work is provided for pupils of all abilities to challenge and take their learning forward. Teachers have a very secure knowledge and understanding of the content of each lesson they teach. They pay good attention to the teaching of subject-specific vocabulary and their clear exposition and explanations enable pupils to understand quickly and make very good progress. In the very best lessons, the teachers engage the interest of the pupils at the beginning of the lesson through lively and stimulating presentations. In a very good lesson in Year 1, the teacher effectively used a glove puppet to gain the pupils' interest and engage them in their learning.
108. In an excellent lesson in a Year 6 class for example, the teacher used apt examples, laced with humour, to enliven the discussion of the novel 'Goodnight Mr Tom'. In this lesson, very effective questioning drew out many extended oral responses, with a significant number of pupils involved. The discussion about characters in the book, about motives and issues of basic human values, involved pupils in some deep thought and made a very good contribution to their spiritual and moral development. Some pupils used their initiative, referring back to earlier parts of the novel when making their contributions. The teacher shared the lesson objectives and expectations with the pupils, effectively referring to examples from pupils' writing to exemplify what was expected. During the lesson, the teacher was very demanding but also encouraging and supportive, helping the pupils to make excellent progress in their learning. In this and many other classes, teachers have very good relationships with the pupils. This was evident in another Year 6 lesson in which pupils were comparing texts and revising complex sentences. The teacher had set very challenging tasks for the pupils, which they found difficult at first but, with her effective help and support, managed to succeed. Throughout the lesson, the teacher effectively questioned and probed, challenging the pupils in their thinking and taking their learning forward. She helped the pupils draw upon their previous learning to help them overcome their difficulties.
109. Pupils who speak English as an additional language are very well supported in their learning and make very good progress in relation to their prior attainment. In a Year 2 lesson, for example, the class teacher and the English as an additional language teacher worked very well together, one leading the lesson while the other checked the understanding of the pupils. In other lessons, the English as an additional language teacher worked effectively with individuals, helping to develop pupils' spoken and written English. Teaching assistants are knowledgeable and well deployed to help the pupils with their learning. Their supportive approach builds pupils' self-esteem and confidence and contributes very well to the progress that pupils make.
110. The school uses the literacy framework effectively, and strategies for continuous development and improvement have led to changes in the way in which, for example, some aspects of writing are taught. Literacy skills are effectively used across the curriculum with good examples in geography and science. A very effective system for assessment, target setting and monitoring of pupils' performance in the short term is beginning to have a positive impact on raising standards. The quality of teachers'

marking is very good, clearly identifying what the pupils have done well and where they need to improve. Reading records are well maintained by teachers and support staff and are used as an effective means of communicating and working with parents.

111. The co-ordinator is very influential and has a very good overview of the development of the subject. She monitors planning, teaching and the standards pupils achieve in their work. Largely as a result of her work in developing writing, the school has achieved Beacon school status. Library facilities are satisfactory and include a range of fiction and non-fiction that is easily accessible and used well by pupils. This is an improvement since the last inspection. Planning for further development in the subject includes use of drama to increase opportunities for pupils to practise speaking skills. This is appropriate and desirable as pupils' speaking skills are not as good as those in listening and writing.

MATHEMATICS

112. The standards reported at the time of the last inspection have been maintained and pupils' attainment in all aspects of mathematics (including numeracy, shape, space, measures and datahandling) is above average at ages seven and eleven. Pupils' National Curriculum test results have been above average in most recent years at age seven and, for the last two years, at age eleven.
113. All pupils, including those with special educational needs, make good progress in Years 1 and 2 and, by time they are seven, the great majority can sequence numbers up to 100 and recognise when numbers are odd or even. They can solve simple money problems and they know when they have to add or subtract numbers to solve problems. They have increasing confidence in recalling multiplication facts for the two and ten times tables. They can recall addition and subtraction facts up to ten and use doubling and halving to help them with mental calculations. They recognise halves and quarters. They can estimate and measure lengths and measures including using a ruler and reading simple scales. They know the mathematical names for simple two-dimensional shapes and can interpret information presented in simple bar charts and pictograms. A significant minority of pupils exceed national expectations. These pupils are confident with larger numbers, begin to add and subtract two-digit numbers and solve problems using multiplication and division.
114. All pupils continue to make good progress in Years 3 to 6. About three-quarters of eleven-year-olds reach expected levels of attainment and many of these (about one third of the year group) exceed these expected levels. Most pupils use written methods of addition, subtraction, multiplication and division efficiently and can do many calculations mentally. They know how to multiply and divide whole numbers by ten and 100 and can recall multiplication and division facts. They understand the decimal system and use this understanding to solve problems involving money and measure. Pupils are familiar with the language of shape. They recognise symmetry and calculate area and perimeters. They can understand data when presented in a variety of charts and graphs. The more able pupils multiply and divide decimal numbers, sequence negative numbers and solve problems using ratio and proportion. These pupils calculate fractions of quantities including percentages, and check results by working backwards from their answers. They have increased knowledge of angles and are able to draw angles to the nearest degree.
115. As pupils' mathematical understanding and skills develop, they are given sound opportunities to apply them to some of the work in other subjects. In science, for example, they practise skills of measurement, handling data and constructing graphs. In geography, collecting weather measurements or survey data, using grid references and compass bearings on maps, and constructing graphs, all help to consolidate mathematical competence.
116. Significant strengths in the organisation and teaching of mathematics include:
- The quality of planning and assessment.
 - The use of homework with the older pupils to support learning in the school.

- The effective use of the National Numeracy Strategy for detailed planning of the teaching.
 - The leadership and management shown by the subject co-ordinator.
 - The match of work to pupils' abilities through the setting arrangements and the grouping of pupils within the sets.
117. The quality of teaching in Years 1 and 2 is very good overall. The teachers' knowledge and understanding of the subject are very good and they use many opportunities to teach and reinforce the pupils' mathematical vocabulary. Teachers manage pupils particularly well and are rewarded with very good behaviour. Whilst pupils are usually very attentive, their enthusiasm varies. Teachers usually maintain a very good pace of learning and challenge pupils to quick responses. They use good questioning skills and refer to pupils' individual targets. Most pupils are able to remember the targets for improving their work that teachers have given them. In lessons where teachers make learning fun and relevant, as when a teacher used an excellent shop display to teach problem-solving strategies with money, the pupils' interest and concentration are enhanced and their learning accelerated. There are a few occasions, though, when lessons are unexciting or teachers are unsure of their expectations and some pupils who are willing to learn become bored and fidgety.
118. During the inspection, there were some outstanding examples of the teaching of mathematics to older pupils and the quality of teaching overall in Years 3 to 6 is very good. Lessons start very promptly and pupils are usually challenged with quick-fire mental calculations. The pace of lessons is very good. In one lesson, when the teacher weaved together a variety of ideas from literacy and geography within the mathematics lesson, keeping the pupils on their toes all the time, the pace was breathtaking. Even when the pace is gentler, the relationships between pupils and teachers are good so that pupils' attention is focused and they make very good progress. There are other times, too, when excellent planning and teaching result in pupils combining many skills and working collaboratively to solve problems. An excellent example of this was when pupils used a whole range of information, including five clocks displayed in the classroom, to show the real time in different parts of the world, to solve problems relating to arrangements for getting world-cup teams to their destination.
119. Teachers' knowledge and understanding of the subject are very good and they usually use this well to match work to pupils' abilities. They are not always entirely successful in this and, on some occasions, the work set in the main part of the lesson is a little dull, so that some pupils' concentration flags. However, pupils are always very well behaved. Teachers have very high expectations for the presentation of work, including the application of writing skills learnt in their literacy lessons. Recent developments in the subject have included the pooling of teacher resources and the introduction of individual pupil targets. These are working well. A positive feature of the setting of targets for older pupils is the way groups of pupils collaborate with teachers in agreeing suitable targets. This is very helpful in encouraging the pupils to develop a sense of responsibility for their own learning.
120. Support staff are used effectively to support pupils with special educational needs and those who are learning English as an additional language. A good arrangement has been made to allow a gifted young pupil to tackle work normally presented to older pupils.

Some good examples of the use of ICT in the subject were observed during the inspection but this remains an underdeveloped aspect of the planning and teaching of mathematics. The school recognises this and has plans for further development. In Years 1 and 2, there is an over-reliance on commercial workbooks with all but the most able pupils, and in the school generally, a reluctance to allow pupils to be experimental and adventurous with their recording methods so that opportunities to enthral pupils with the creative possibilities in mathematics are missed. However, the effectiveness of teaching methods overall is very good.

121. The good quality planning of the work and the support it receives from thorough assessments of pupils' progress reflect very well on the energetic leadership of the work provided by the subject co-ordinator. Effective checks on planning, observations of teaching and learning in lessons, examinations of pupils' exercise books throughout the school and close analysis of performances in national tests have all been successfully used to improve teaching and learning and to promote the good standards pupils achieve.

SCIENCE

122. The oldest pupils' results in the 2001 National Curriculum tests were in line with the national average, as they have been in three of the last four years. Work seen during the inspection supports the view that the standards of the oldest pupils are average. As with the oldest pupils' standards generally, the overall picture reflects the turnover of pupils in Years 3 to 6 in recent years, with those pupils who have received all of their education at the school performing better than newcomers. When account is taken of this, pupils are seen to have performed at least as well as those in similar schools and to have made good progress since starting at the school. The standards reported at the previous inspection are also seen to have been maintained.
123. In Years 1 and 2, pupils get off to a good start in understanding science. By the end of Year 2, their work exceeds the standard expected for their age. Inspectors' observations and teachers' own formal assessments concur with this. Pupils learn that scientific processes can be understood through careful observation and investigation, as when they have tracked the growth of cress or beans. This helps them to develop some good understanding, for example about what makes plants grow. Past work in exercise books shows that pupils have observed well and recorded what they have seen or measured accurately in simple tables, diagrams or graphs. Pupils develop a good understanding of the importance of recognising important differences and using the correct terms and labels. In a very good lesson much enjoyed by Years 1 and 2 pupils, they developed good understanding of forces by measuring and recording very carefully the effects of ramps of different heights on the propulsion of toy lorries. Pupils had made thoughtful predictions about the effects of the different ramps and were able to deduce from their results whether their predictions had come true. They understood that the method of starting the toy rolling must be the same in all cases for the test to be fair.
124. The oldest pupils show a sound breadth and depth of scientific knowledge and understanding. For example, they understand the differences between solids, liquids and gases and what may cause a change from one of these states to another, such as through evaporation or condensation. They also show a sound understanding of forces, such as

those that apply when an object is able to float in water because of the balancing upthrust. During Years 3 to 6, pupils undertake many practical investigations which stimulate their interest and demonstrate practically and clearly the scientific processes they study. This work helps them to achieve a sound understanding of the importance of conducting fair tests, observing and measuring accurately and recording results systematically so that conclusions about cause and effect can be drawn.

125. Throughout the school, a positive feature of pupils' work is the quality and accuracy of the written work that they do. They write accounts of experiments in increasing detail, some older pupils producing well-constructed paragraphs of their own. This written work reinforces pupils' understanding when they have to explain scientific ideas in their own words and it also gives them good quality practice in using their literacy skills. There is also some useful practice with mathematical skills when pupils take and record measurements, and sometimes produce graphs. However, at present, little use is made of ICT to support work in science, for example by organising and presenting test data. The school recognises this and appropriate development is part of the school's planning for the future.
126. Four lessons in science were observed during the inspection. A very good lesson for Years 1 and 2 pupils was seen. Two very good lessons were also taught to Years 5 and 6 pupils, and a good lesson to Years 3 and 4 pupils. These, taken together with other evidence from planning documents and from pupils' exercise books, point to an overall good quality of teaching. Teachers have good knowledge of the subject which allows them to plan appropriate work, explain and demonstrate clearly and question pupils effectively so as to reinforce their understanding. Most of the work is suitably challenging and teachers are very supportive so that pupils of all abilities, and those with special educational needs, are able to progress equally well. Teachers expect pupils to work hard and behave well and use effective strategies of reward to manage pupils. Consequently, pupils concentrate well on their work and take considerable care, both in their practical work when they observe and measure carefully, and in their written work which is neatly and methodically presented.
127. One of the very good lessons seen in Years 5 and 6 was one of a series concerning sex education. This was taught with clarity and tact and was much helped by the teacher's very good relationships with pupils. Effective use of videotape resources, clear explanation and good opportunities for pupil involvement in discussion were strengths. The sensitive handling of the subject matter, supported with occasional and appropriate humour, created a very good atmosphere and very appropriate attitudes. Pupils clearly felt unembarrassed about sharing their thoughts and asking questions to which they received very helpful answers. Pupils were clearly thinking deeply about the purposes of life and about fundamental choices in life so that the lesson made a very strong contribution to their spiritual and moral development.
128. Teachers have responded to a weakness noted at the previous inspection by providing more opportunities for pupils to undertake practical investigation. A good number of well-designed investigations are now provided. They are effective in stimulating pupils' interest, as Years 1 and 2 pupils showed as they cheered when their predictions came true when tested. These investigations also promote some good understanding. However, some of the investigations for the most able pupils in Years 5 and 6 are not

sufficiently challenging to give pupils enough practice in reaching higher levels of understanding. There is too little opportunity here for pupils to design their own investigations and select equipment, or to analyse measurements and identify patterns in results from which they can deduce significant relationships or causation.

129. Work in the subject is soundly led by the subject co-ordinator who makes valuable checks on teachers' planning and occasional examinations of pupils' exercise books across the school. Awareness of areas of strength or needs for improvement is limited, though, by the lack of detailed analysis of pupils' performances in national tests or precise assessments of pupil progress. The school has recently begun to trial techniques for assessing progress in science. Science has not benefited from the amount or quality of monitoring and evaluation that has been so beneficial in the priority subjects of English and mathematics.

ART AND DESIGN

130. At the time of the last inspection, standards of attainment by both seven- and eleven-year-olds were judged to be below average. Since that time, the school has improved its planning procedures. Teacher confidence and competence in the subject has also improved. These developments have resulted in an improvement in standards, and pupils at the end of Years 2 and 6 are producing work which is broadly in line with national expectations.
131. In Years 1 and 2, pupils mix paint to make new colours, make string prints based on leaves, make collages using a variety of materials and practise their drawing skills by, for example, closely observing a leaf or by completing the features of a face. They weave materials such as paper and yarn and produce a class woven design on a hoop. They are given opportunities to talk about the work of others and sometimes write down their thoughts about the work they have done and how it could be improved.
132. The quality of teaching in Years 1 and 2 is good. There are some notable strengths in the teaching and a very good example of this was observed during the inspection. A parent had been invited into school to demonstrate the art of sculpting. This provided a great stimulus for pupils who then went on to study pictures of animals and to draw their own ideas for a sculpture. In the lesson observed, the pupils produced clay models of a good standard, some of which were above expectations for their age. Gifted and talented pupils had been given an extra challenge to make their animal sculptures reflect a particular action. This lesson contributed well to pupils' spiritual development in the uplifting joy at the pleasure of their learning which they showed when thrilled by the results of their clay sculpting. Other evidence of pupils' learning suggests that relatively few opportunities are provided for pupils to explore and investigate and to use their own creativity to represent their own ideas and feelings.
133. In Years 3 to 6, pupils learn about the various elements of art such as line, tone, pattern and texture, and produce work to illustrate these using a variety of materials including paint, pencil, charcoal, clay and textiles. They produce designs for wrapping paper and produce these using a string printing technique. They look at the styles of different artists and produce their own work after the style of Van Gogh and Picasso. They talk

about their work and suggest improvements, and teachers keep a collection of their work in files. Pupils do not build up a collection of ideas using a sketchbook or by collecting other images and design ideas.

134. The quality of teaching in Years 3 to 6 is good overall although teachers are reluctant to allow pupils freedom of expression and this inhibits pupils' creativity. In lessons focusing on the use of charcoal for example, teachers gave an appropriate emphasis on control but did not allow sufficient opportunity for pupils to explore the creative potential of the medium. There were examples of good and very good teaching during the inspection. In one lesson, pupils were preparing for a textile representation of the story of Lady Godiva. Examples of other artists' representations were discussed and the teacher shared her own collection of ideas for design. The pupils were then given choices of materials with which to try out their own ideas for representing a part of the story.
135. Teachers have worked hard to produce a scheme of work made up of lesson plans based on the co-ordinator's long-term plan. This improvement in the planning has resulted in all pupils, including those with special educational needs, making good progress as they move through the school. The scheme of work does not, however, include a defined progression in the skills and knowledge which pupils are expected to acquire as they progress through the school.

136. Recent developments have enhanced the prospects for further improvements in the subject. These include:
- The creation of a new post of arts co-ordinator to embrace art and design, music and drama.
 - An annual arts week.
 - The beginnings of a system of assessment.
 - A school art gallery, where good examples of work are displayed.
137. The co-ordinator is talented and committed to raising standards. She has no non-contact time to observe and monitor standards in teaching but she attends courses and disseminates information through staff meetings. She produces an action plan for school improvement but this tends to be based on resource needs and the provision of enrichment activities rather than focusing on an improvement in standards. The arts week is an exciting highlight of the school year. It allows pupils to participate in a variety of activities from different strands of the arts and gives them an insight into the arts of different cultures.

DESIGN AND TECHNOLOGY

138. Standards have been maintained since the time of the last inspection and pupils' attainment throughout the school is in line with national expectations.
139. It was not possible to observe any teaching of design and technology during the inspection. Judgements are based on an analysis of school and teacher planning, talking to teachers, including the subject leader, and examining pupils' work, including some of the things they have made.
140. In Years 1 and 2, pupils make a greeting card with moving parts, they design and make a house for the 'three little pigs' and make glove puppets using a variety of materials. The quality of teaching in these years is satisfactory overall, but it does have its strengths. An emerging strength is the inclusion of opportunities for pupils to plan their design and to think about the process afterwards. In the puppet project for example, the pupils draw their puppet with all its features to show what they think it will look like and make a list of the things they will need. Afterwards, they record aspects they find difficult and thoughts on how they could improve their puppet. Pupils combine different materials using different methods such as sticking and sewing, and teachers enhance the work by inviting parents to make puppets at home with their children using alternative designs. However, pupils' own creativity is not allowed to flourish so that the work the pupils produce tends to be too teacher directed and all the artefacts look very similar. Too few opportunities are planned for pupils to investigate and evaluate a range of familiar products and to learn how different mechanisms can be used.
141. A feature of the teaching in Years 3 to 6 is that design and technology is closely linked to other aspects of the curriculum. In Years 3 and 4 for example, Saxon artefacts from history lessons are used as a stimulus for designs, and in Years 5 and 6, pupils' knowledge of forces from their science lessons is applied in a bridge-designing project, and in another link with history, they design and make a Greek temple. Pupils plan their designs and make careful drawings. They label the drawing to show component parts

and indicate measurements. Before making the model bridges or temples, they try out various structures for relative strength and then proceed to make their models, taking care to measure, mark out and construct the various elements of their model accurately. Modifications are made during the construction process and, afterwards, pupils evaluate the process and identify improvements.

142. The quality of teaching in Years 3 to 6 is satisfactory overall. The cross-curricular aspect is a strength and this is very well illustrated in a particularly successful project where the pupils design a chess set for use in school. The class evaluates each child's design and the preferred version is taken to the design department of a local manufacturer. The pupils are helped by the designers to produce computer-generated versions of their design and then the pupils follow the making process at the factory. The finished product is very impressive and pupils' knowledge of the design process is greatly enhanced. There are, however, too few opportunities for pupils to consider the workings and use of a variety of familiar products, and the range of materials which pupils in Years 3 to 6 use is rather limited.
143. Teachers have worked hard to produce a scheme of work made up of lesson plans based on the subject co-ordinator's long-term plan. Some of these lessons are particularly well planned and this allows pupils to make satisfactory progress as they move through the school. There are, however, no formal systems in place to evaluate the strengths and weaknesses of the scheme of work and the scheme lacks a defined progression of skills and knowledge against which pupils' individual achievements can be assessed. The current curriculum contains one exceptional example of the use of ICT within the subject but insufficient use is made of opportunities made possible by computer technology. The co-ordinator produces an action plan for school improvement but this tends to be based on resource needs rather than focusing upon an improvement in standards. Resources are adequate but reflect the limited range of materials used by the pupils and do not include a collection of mechanisms or familiar appliances.

GEOGRAPHY

144. The quality of work found during the inspection is broadly in line with the level expected for pupils' ages throughout the school. Pupils achieve satisfactorily. The subject has not been a priority, nationally or within the school, for development in recent years and, accordingly, standards in this subject have not kept pace with the general trend of improvement found in others.
145. In Years 1 and 2, discussions with pupils and examination of their past work show that they learn to recognise key features of their local environment, including ways it is different from other places. They describe differences between the town and the countryside, contrasting the kinds of buildings and the uses of land to be found in each locality. They describe the features especially associated with the seaside, using proper terms like 'cliff' and 'beach'. More able pupils can give a good, simple description of the water cycle, referring to rain, rivers and sea. Pupils understand what maps are and why they are useful.
146. In Years 3 to 6, pupils develop some sound geographical understanding, for example about weather and landscape and their effects on agriculture, industry, occupations and people's lives. This is achieved through developing knowledge of contrasting places, including their own area, a rural English village and a Kenyan location. Pupils become more familiar with the use of maps to locate places, using grid references, keys and symbols, though progress in these and other geographical skills is slower than in other aspects of the work. The oldest pupils have an effective appreciation of processes such as erosion that shape the landscape. This is achieved through study of coastal features like bays, headlands, caves, arches and stacks. Pupils also grow in understanding of

human influences on the geographical environment. The oldest pupils understand well how different groups of people may have conflicting views about uses of the environment and that planning decisions have far-reaching consequences.

147. Three lessons in geography were observed during the inspection, all in Years 3 to 6. The evidence of these, and from examination of planning and of pupils' past work, is that the quality of teaching throughout the school is at least satisfactory. Planning is good in most respects, showing a clear focus on precise intentions for what pupils are to learn. Resources are used well to give impact to the work and include visits to contrasting locations as well as maps, photographs and books. On occasion, older pupils acquire information from the Internet to support their studies. Teachers make the work interesting and this, together with very effective skills of managing pupils, means that pupils usually concentrate well on their work. In a very good lesson in Years 5 and 6, these qualities were particularly evident. Here, pupils studying the conflicting views of builders, conservationists and holiday-makers on a seaside development, worked in groups to role-play the arguments each group would use to press their case for the kind of development desirable. These thoughtful teaching methods encouraged a good level of interest with good opportunities for pupils to research information for themselves and develop understanding.
148. A weakness in some planning of the work means that pupils in mixed-age classes do not make as much progress as they could in developing geographical skills, such as using maps. Coverage of separate areas of factual knowledge within the curriculum is soundly accomplished, but where pupils need to take successive steps in acquiring skills from year to year, the planning for mixed-age classes does not properly provide for this. For example, pupils in Years 5 and 6 have recently undertaken identical work in using maps which did not provide for sufficient progress by the older pupils.
149. In other respects, the provision for geography is soundly planned and organised. The co-ordinator, who is very new to the role, has led the improvement of resources for the subject but has not yet had the opportunity to monitor and evaluate teaching and learning sufficiently to identify precisely where future improvements can be made. The lack of efficient assessments of pupils' progress, especially in skills, also hinders the management of improvement.

HISTORY

150. Standards of attainment in history throughout the school are those expected nationally and pupils achieve satisfactorily. Standards have been maintained since the previous inspection. The resources for history are improved, especially those that allow pupils to compare past and present, for instance the collection of Roman artefacts. The challenge presented by the work to the most able pupils could still be improved.
151. Most pupils in Year 1 are able to understand a time-line of their own life span and extend it back to have an idea of long ago. In Year 2, they learn about famous people of the past such as Florence Nightingale and the times in which they lived. They begin to extend their idea of the past to dates with satisfactory understanding. They learn to compare the past and present, for example when they watch a re-enactment of a Victorian school lesson or when they interview a retired teacher about times past. In Years 3 to 6, they improve their learning of the past and are able to identify periods such as the Vikings, and know that the Saxons came to Britain before them. Teachers effectively use the scheme of work so that pupils build a logical picture of the past, of important figures and how people lived. By the age of eleven, most can talk about

historical periods and order them. They contrast the culture and beliefs of the Ancient Egyptians with the present day to see how life was different, or similar to their own. They know how to use sources of historical evidence, such as picture collections, to draw conclusions for themselves.

152. The teaching overall, including the provision for pupils with special educational needs, is satisfactory. The marking of pupils' work in Years 1 and 2 is satisfactory. It leads pupils to the next steps in learning and has high expectations of presentation and writing, such as full stops and spelling, and it encourages the more able to extend their writing. In Years 3 to 6, this is not as consistent and opportunities are lost to reinforce literacy and extend the higher attaining pupils. No unsatisfactory lessons were seen and the one lesson seen was of good quality. The scrutiny of pupils' work shows that teaching can be improved by sharing the best practice to provide consistent challenge for the more able pupils in all lessons, and to improve the marking to show pupils how they can improve their skills. Most pupils work hard and have good attitudes and this was reflected in discussions, and in the neatness of their work.
153. The current planning is based on a two-year cycle of work and areas of knowledge are thus taught systematically. However, there is no assessment of pupils' development of enquiry skills as a basis for planning that ensures that steps in learning are sequential in mixed-aged classes so that pupils can build on their previous learning as they move from year to year. The co-ordinators work well together and leadership is satisfactory. There are no opportunities for the co-ordinators to observe teaching and learning in lessons but they do assess the quality in pupils' books. Pupils' learning is well supported by visits such as that to Kenilworth Castle to learn about the Tudors. There is as yet little use of computers to support learning. The action plan devised by co-ordinators includes planned improvements in assessment to improve the quality of teaching and learning

INFORMATION AND COMMUNICATION TECHNOLOGY

154. Standards in ICT are at the levels expected nationally for pupils at the age of seven and are above average by the time they are age eleven. This is an improvement since the last inspection when standards were judged to be satisfactory at age eleven. The school has energetically sought improvement through the establishment of the computer suite with additional equipment resources and by undertaking substantial staff training.
155. By the time they are age seven, pupils have sound keyboard and mouse skills. They are able to create text using special keys such as backspace, shift or space bar, and manipulate it to their own satisfaction. In a good Year 2 lesson, the teacher recalled and extended the idea of simulation and modelling, using 'Granny's Garden' and developed further skills as they created 'Mike's Monster' using a paint program. Pupils also learn that devices in the home, such as washing machines, store instructions and that they must be programmed. They learn that such instructions can be repeated in the use at school of programmable toys. They are beginning to know that tool bars and icons on the computer screen activate routines or windows. The good knowledge and good planning of staff ensure that pupils explore a range ICT tools and that pictures, text and sounds give information if they have the ability to access it.

156. When they are age eleven, pupils create databases and spreadsheets to collect, order and present information such as in a graph or a table. They log in and out, using their own password to access their own saved work. They know their way about the desktop screen and are competent in wordprocessing and importing graphics and digital images into text. Because of the good skills and organisation of the staff who work as a team, pupils' skills and knowledge are improving rapidly. There are limited opportunities to use the Internet and e-mail, but the new systems will soon provide good access for pupils.

157. The teaching is of good quality in the computer suite and teachers have good knowledge and understanding in using the potential of the new hardware and software. Lessons begin with a brisk introduction, in which the teachers' skilful questioning reviews learning, and sets targets for the lesson. Pupils settle quickly to tasks and the teachers make good interactions that help pupils learn. Their attitude and behaviour are very good. Pupils were seen to use tape recorders and cameras effectively and safely in their learning. They achieve well and work hard and this is because teachers have high expectations of them.
158. Pupils of all abilities are challenged by the lessons in the suite. There are enough computers so that two pupils are able to share one machine. They follow instructions carefully and are very keen to learn. Good levels of achievement in the task are seen because the learning is carefully structured to build on previous attainments. There are good opportunities for the higher attaining pupils to extend their learning. For instance, Years 5 and 6 pupils create a presentation using PowerPoint to argue the pros and cons of building a car park on the school field. They import pictures from Clipart, entering text onto a slide and modifying the presentation with good skills. They use spell check and use menus and windows to move confidently about the screen. This is because the teachers provide challenging tasks for all abilities. Pupils with special educational needs are well supported by classroom assistants and teachers.
159. Little teaching outside of the computer suite was seen. In an excellent lesson in Year 6, the teacher had planned a mathematics program into the lesson on the classroom PC to support the lower attaining pupils. This directly mirrored the learning of all for rounding of decimal numbers. The teaching assistant was fully briefed and able to give valuable input to their learning. This kind of support in classrooms is rare. There are good opportunities for pupils to consolidate literacy and numeracy using ICT, and especially in Years 3 to 6. Sessions in the computer suite are assigned for just this purpose. This happens because the teachers plan very well together to create these good opportunities. Teamwork and mutual support are very strong factors in the good levels of teaching seen. For example, in a Year 4 literacy lesson, pupils were writing a letter of apology to the three bears for eating their porridge. After the lesson, pupils wordprocessed, reviewed and printed their letter demonstrating good skills in using the computer. In Year 6, pupils create spreadsheets using formulae that calculate the cost of various forms of travel for a school party.
160. There is still room for improvement in the use of software accessible from the new networked system that can be used for learning in classrooms, and for use by classroom assistants supporting learning for pupils with special educational needs. The new computer suite installed recently is of good quality, and good use is made of this resource in raising standards for all pupils. The school has allocated considerable resources to the subject. For instance, the part-time technician assists teachers in the new suite and is given time to network new software for classroom use. Classroom computers are networked to the suite but the software, such as CD-Roms, is not yet available. Consequently, there is inconsistent and insufficient support for subject learning from ICT, except in the suite itself. Thus, opportunities are lost to support pupils' learning in other subjects.
161. The leadership for the subject is good, and clear action plans are in place to raise standards further. A draft policy and a scheme of work have been adopted and are fully

in place. The computer suite and resources are well managed and priorities are clearly set for future development. The assessment of pupils' skills in ICT is just beginning and this will enable teachers to set appropriate learning targets for individual pupils. The co-ordinator has reviewed the training needs of staff to enhance their knowledge and expertise, and is organising training using the funding from a national initiative.

MUSIC

162. The provision for music throughout the school is much improved since the previous inspection when progress was found to be unsatisfactory and attainment was below the national standard. Standards are now rising and pupils are now achieving satisfactorily to reach the levels of attainment expected for their ages.
163. In a lesson for Years 1 and 2, pupils showed a sound appreciation of beat and rhythm. Almost all joined accurately in clapping patterns set for them by the teacher. They also were able to clap beats and rests from a printed score using simple symbols, recognising that they had to 'clap the rests in their heads'. They progressed well to playing percussion instruments, interpreting the score to play the right instruments at the right times with a satisfactory degree of control and accuracy.
164. Older pupils in a lesson in Years 3 and 4 showed further progress in musical understanding and skills as they applied their appreciation of beat, rhythm and tempo in performing vocal chants and making their own compositions which they represented by writing their own scores. They are beginning to understand conventional musical notation using terms like 'crotchet', 'quaver' and 'minim' for notes of different value. A class of the oldest pupils in Years 5 and 6 listened attentively to recorded music, showing a recognition of contrasting styles in music. Taking these ideas into compositions of their own, they showed a satisfactory awareness of the range of ways in which music can be varied in tempo, rhythm, volume and instrumentation.
165. Singing in assemblies is of satisfactory quality. Video recordings of past musical performances, such as the recent production of 'Alice in Wonderland', provide examples of some good singing by participants and some solo singing of very good quality.
166. Teaching in the three lessons observed during the inspection was of good quality. In all cases, appropriate work was well planned and good opportunities were provided for pupils to apply their growing understanding to compositions and performances of their own, using a well-organised provision of instruments. They were given good support to improve their work and good opportunities to evaluate their own and others' work, a situation to which pupils responded sensibly. The activities were made interesting and teachers managed pupils well so that they responded by concentrating well and trying to do their best.
167. The knowledgeable and enthusiastic co-ordinator for the subject appointed since the previous inspection has worked hard and effectively to raise the profile of music in the school and to improve planning. A good deal of time has been given to staff workshops to help them gain in the confidence to deliver effective lessons. Organisation of an arts week and annual performances by younger and older pupils have lent good support to the curriculum and engendered enthusiasm. Many pupils stay after school for the many weeks during which performances are being rehearsed. A small after-school recorder group, and instrumental lessons by visiting specialist teachers to a few pupils, also add to pupils' opportunities. The co-ordinator has a good awareness of the work undertaken in music but recognises that closer assessment of the progress pupils make could be the basis for promoting further improvement.

PHYSICAL EDUCATION

168. Pupils throughout the school were seen to achieve satisfactory standards in the work seen during the inspection. Standards have been maintained since the previous inspection. All classes were being taught games during this inspection and achievement evident here was satisfactory. It was not possible to judge the standards of gymnastics and dance in the curriculum. Dance has been identified by the co-ordinator as a priority area for improvement. Pupils achieve at a satisfactory level for physical skills such as balance or dodging in games of pursuit. Their work in evaluating each other's performance, and thus enhancing learning, is very good. This is because of a good improvement in provision of such opportunities since the last inspection. At the last inspection, there was no monitoring of pupils' physical education skills to inform teaching and learning and this has not changed.
169. Progress made by pupils is satisfactory, and this includes those with special educational needs. Boys and girls have equal opportunity to participate in all activities. In Year 2, they learn to catch, bounce and direct, with sound accuracy, large and small balls. In Year 4, they are able to investigate different strategies in throwing a ball and play games such as 'clock ball' and 'guard castle' to develop team work and skills in defending and attacking. Year 6 pupils have developed batting skills to the point where many can direct a shuttlecock with a racquet and many have mastered the technique of smashing downwards. Observations on playgrounds show that they develop the skills expected in skipping. They pass the baton in relays competently and hurdle and throw a junior javelin at the level expected at this age. They use space well in invasion games and ball games and show good agility. Good team work was observed in passing to others and in positioning in space to take advantage of pace and speed in evading the opposition. It was not possible to assess the swimming skills of the Year 6 pupils as they do not receive instruction. Records of achievement in swimming against the requirements of the National Curriculum are for pupils in Year 4.
170. The quality of teaching seen was good overall with none less than satisfactory. The strength is the whole school planning that structures the teaching for progression in the skills. However, there is no system of assessment whereby teachers evaluate the pupils' progress towards these skills. The level of challenge to promote good learning for different abilities is not consistent. In a good lesson, the teacher carefully monitored pupils' success levels and increased the level of difficulty where necessary for individual pupils. In a less successful lesson, boys who had achieved the learning target of batting and returning a ball began to lose interest when they were not provided with a fresh challenge. Ongoing assessment of pupils' efforts using praise to encourage them is a strength in all the teaching seen. Pupils' awareness of others' performance and relationships in group activities are very good and this is because the good teaching clearly sets high expectations for pupils. Pupils support each other and have very good attitudes and relationships. They value and acknowledge each other's accomplishments and their team spirit is consistently good. Pupils' effort and concentration is good and they are very responsible and trustworthy. Year 6 pupils, learning to throw a shuttlecock and return by racquet, assessed each other in groups. The quality of the encouraging feedback that promoted good learning and the respect and care pupils show for each other in their relationships are impressive.

171. Leadership of the subject is satisfactory. The co-ordinator has worked hard to support staff in developing their teaching and to create good teamwork that has improved pupils' learning. She has good knowledge of the subject and uses after-school sporting activities to further extend opportunities for pupils. The provision for outdoor and adventurous pursuits is satisfactory. It is not clear how many pupils at age eleven have achieved the National Curriculum targets in swimming competence and water safety skills as the only assessment takes place at the end of Year 4. The current action plan contains the intention to introduce assessment to improve pupils' own knowledge of their learning and to identify strengths and weaknesses in provision.

RELIGIOUS EDUCATION

172. Throughout the school, the attainment of pupils exceeds the expectations of the locally agreed syllabus. Pupils achieve very well. Pupils with special educational needs and those who speak English as an additional language make very good progress because of the good support they receive. These standards are similar to those recorded at the time of the last inspection. Through very effective encouragement for pupils to reflect on their personal views on fundamental questions in life, the work makes a strong contribution to pupils' spiritual development. In its thorough attention to a range of world religions, the work has a very valuable impact on pupils' cultural development.

173. By the age of seven, pupils have a good understanding of the importance of festivals, for example Christmas, Easter and Pentecost and Diwali. They know important stories from the Bible, for example the creation story in the Old Testament and the parable of the wedding feast in the New Testament. Pupils study the character of Jesus and know that he was kind and helpful. Through their study of Sikhism and Buddhism, they know that some books and places are special. A Sikh teacher in the school talked to the pupils about her way of life. They listened to Sikh music and the story of Sabjit. As a result of further study, pupils found out that there are five special things that Sikhs wear and why it is important for them to have long hair. Pupils understand that people of different faiths have their own places of worship and that Christians go to church. In a lesson in Year 2, pupils showed an understanding of why Sunday is important to Christians and the meaning of the word Hallelujah. Pupils consider themselves and those who care for them, concentrating on the idea of family and the importance of relationships.

174. By the age of eleven, pupils have a developing understanding of the beliefs and practices of some of the world religions, for example Christianity, Hinduism, Buddhism and Islam. A Year 4 pupil commented that 'I think it's great that Muslim people are so strict with themselves and their whole life is God-centred. I think we should try to follow their example and be more 'God-like' when we play at school'. Pupils know about the important festivals and that pilgrimages are important in many religions, as is fasting and feasting. Pupils contrast and compare practices in different religions. They note for example, that both Christians and Muslims pray and that Christians go to church and Muslims go to the mosque. Through studying the paintings of such artists as Joshua Reynolds and Giotto, pupils gain an insight into how, over the centuries, artists have recorded important events and characters from the Bible. In a lesson in a Years 5 and 6 class, pupils empathised with the feelings of Mary Magdalene when she went to the tomb of Jesus. Through this lesson, pupils gained important insights into how to solve

relationship problems, for example how to help children who are teased or how to deal with friends who ignore you.

175. The quality of teaching and learning observed was good, but careful examination of pupils' previous work indicates that they are very well supported and make very good progress in their learning. In the best lessons, the planning is very good with clear aims and objectives which are shared and understood by the pupils. The lessons are presented in a stimulating manner that engage the pupils' interest. Teachers question pupils effectively, challenging their thinking and developing their understanding. Pupils are well managed and they respond by working hard with very good levels of application. Where teaching is not as effective, the pupils are not settled well after a previous lesson and are not well organised. As a result, pupils are restless and inattentive and take a long time to apply themselves to their tasks.
176. The curriculum is very good and provides for the study of all of the major world religions with opportunities for pupils to reflect on their place in the world. It is based on the locally agreed syllabus but has additional units to ensure that pupils are continually challenged in their learning. There are good opportunities for pupils to use and extend their literacy skills as they present their work in a variety of forms, for example narrative, lists, key points to remember and storyboard. Assemblies are used well to celebrate important events in the Christian calendar, for example Pentecost. The school has close contacts with the local parish church and pupils participate in Harvest, Christingle and Christmas services there. Many pupils in Years 4, 5 and 6 performed their interpretation of Christ's Passion in the 'Mystery at the Cathedral' at Coventry Cathedral with other local primary schools. Other pupils made a banner that was displayed in the cathedral. Pupils' understanding of Hinduism was deepened by a visit from a Year 5 pupil's father who talked about his religion. The pupils learned a Hindu song and handled artefacts from a temple. The pupils also visited the Shree Krishna Hindu temple. There is currently no provision for formally assessing pupils' knowledge and understanding or monitoring their progress in this subject. Although the co-ordinator is new in post, she has a clear insight into the standards that are being achieved and how to develop the subject further.