

INSPECTION REPORT

**ALL SAINTS' CHURCH OF ENGLAND JUNIOR
SCHOOL**

Warwick

LEA area: Warwickshire

Unique reference number: 125666

Headteacher: Mr A. Williams

Lead inspector: John Williams
Dates of inspection: 8th – 10th November 2004

Inspection number: 266295
Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Voluntary Controlled
Age range of pupils:	7 - 11
Gender of pupils:	Mixed
Number on roll;	198
School address:	Nelson Avenue Warwick Warwickshire
Postcode:	CV 34 5LY
Telephone number:	01926 492991
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Appropriate authority:	Governing body
Name of chair of governors:	Father John Fitzmaurice
Date of previous inspection:	11/01/99

CHARACTERISTICS OF THE SCHOOL

All Saints is a Church of England Voluntary Controlled Junior School, located in the mainly residential area of Emscote in Warwick, a community with a wide social mix. Currently, there are 198 pupils on roll, 100 boys and 98 girls. The school is smaller than most primary schools and numbers are gradually falling. (There were 237 pupils in the school when it was last inspected in 1999.) The school has eight pupils (4 per cent) for whom English is not their first language and who are at an early stage of acquiring English, which is broadly average. While the proportion of pupils entitled to free school meals (8 per cent) is below the national average, this does not accurately reflect the social and economic context of the school, which is broadly average. Some 31 per cent of pupils are identified as having special educational needs, which is well above the national average. These range from moderate learning difficulties, to speech, communication behaviour and physical difficulties. Eight pupils (4 per cent) have statements of special educational need, which is above the national average. The attainment of pupils on entry to the school has varied from year to year but at present is broadly average. The head teacher has been in post for just over one year.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
22516	John Williams	Lead inspector	Special educational needs, mathematics geography, history, physical education
12536	Sylvia Bullerwell	Lay inspector	
23196	Sue Chesters	Team inspector	English as an additional language, English, information and communication technology, art and design, design and technology, music
29263	Florence Clarke	Team inspector	Science, citizenship and religious education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This school provides a **sound** education. It gives **satisfactory** value for money.

The school's main strengths and weaknesses are:

- Currently, standards in Year 6 in English, science and information and communication technology (ICT) are average. This represents good achievement. Standards are below average in mathematics.
- The school is led by a recently appointed, most effective head teacher. In a short period, he has conducted a very thorough analysis of the school's strengths and weaknesses and involved the whole school community in devising an excellent plan to raise standards.
- Subject leaders are not sufficiently involved in managing improvement in their subjects.
- Teaching and learning are now good and enable pupils to achieve well. The fully inclusive philosophy of the school means that all staff include and value all pupils. As a result, they feel secure and learn well.
- Provision for the large number of pupils with special educational needs is very good.
- The work the children do covers a wide range of activities and provides them with many worthwhile experiences. However, the school has correctly identified the need to raise the status of the non-core subjects and further improve links between subjects. A wide range of extra-curricular opportunities very successfully enriches the curriculum.
- The school provides very well for pupils' spiritual, moral, social, cultural and personal development. As a result, pupils have very good attitudes to school and have great respect for other people's values and beliefs.
- Assessment is good in English and mathematics, and co-ordinators are ready to develop systems in other subjects. The school's marking policy is not fully and consistently implemented.

This is a rapidly improving school. Overall since its last inspection, improvement has been satisfactory. The issues raised at the last inspection have been met satisfactorily and there has been a significant recent improvement in the quality of education the school provides. The quality of teaching is now good. The head teacher has made checks on the quality of teaching and has advised teachers on how to improve their work. There is now a system for gathering and recording useful information about what individual pupils know, understand and can do. All National Curriculum subjects and religious education are taught and are now allocated a suitable amount of time.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	E	D	D	A
Mathematics	D	E	D	B
Science	D	C	C	A

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average
Similar schools are those whose pupils attained similarly at the end of Year 2.*

Achievement is **good**. In recent years, the attainment of pupils as they enter Year 3 has risen and is now broadly average. All groups of pupils achieve well, including the large number of pupils with special educational needs. Even so, because approximately one third of the school is identified as having special educational needs, this impacts negatively on standards. Standards, by the end of Year 6, are average in English and science. In mathematics, they are below average. The table

above shows that in the national tests in 2004, results were below average in English and mathematics and average in science. When these results are compared with those of similar schools, they are well above average in English, above average in mathematics and well above average in science. Inspection evidence shows that there is an upward trend in standards and achievement. Standards in English, science and information and communication technology are now broadly average. In mathematics, a number of pupils do not achieve sufficiently well and standards remain below average. Standards in religious education are in line with the expectations of the locally agreed syllabus.

Pupils' personal qualities are **very good**. Pupils behave very well in lessons and at play. They have very good attitudes. Relationships are very good. Attendance is **good**. Pupils' spiritual, moral, social and cultural development is **very good**.

QUALITY OF EDUCATION

The quality of education provided by the school is **good**.

The quality of teaching and learning is now **good**. Teachers have very good relationships with their pupils. All staff work well together and make a strong team. Recent improvements mean that teachers now offer work which challenges pupils of all abilities and helps them to achieve well. Teachers have good expectations that pupils will achieve well and consequently, pupils learn productively. Staff manage pupils' behaviour very successfully which enables all pupils to work hard in lessons. Overall, teachers assess pupils' work satisfactorily and are developing efficient systems to track and monitor pupils' achievements.

The curriculum contains a wide range of worthwhile experiences. Provision for personal, social and health education and citizenship is good. In recent years, there has been a high focus placed on literacy and numeracy and the school has correctly identified the need to improve the provision for, and the links between, non-core subjects.

LEADERSHIP AND MANAGEMENT

The quality of leadership and management overall is **good**. The leadership of the head teacher is **excellent**. Management is **good**. Governance is **satisfactory**.

The head teacher has an outstandingly clear vision for the future of the school. He has analysed the strengths and weaknesses of the school's provision and involved the whole school community in developing a plan for improvement. He has brought about a significant improvement in the quality of teaching. He has also analysed the progress that pupils make and set very clear targets for improvement. His vision is shared by staff and governors, all of whom support the head teacher effectively in managing the work of the school. The leaders of some subjects need to be more involved in managing improvement. All statutory requirements are met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The vast majority of parents are very pleased with the school and support it very well. The pupils say that they like their school very much and are very happy to be there.

IMPROVEMENTS NEEDED

The most important things the school should do to improve are:

- raise standards in mathematics;
- improve the role of subject leaders to enable them to manage improvement;
- raise the status of the non-core subjects and develop more links between subjects;
- review and consistently implement a policy for marking pupils' work.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in subjects

Overall standards are **average**. All groups of pupils achieve **well**.

Main strengths and weaknesses

- Standards in English and science are average by the end of Year 6.
- Standards in mathematics are below average but showing an upward trend.
- All groups of pupils achieve well.
- In Year 6, standards in information and communication technology (ICT) are average and in religious education (RE) they are in line with the expectations of the agreed syllabus.

Commentary

1. In recent years, the attainment levels of pupils joining Year 3 have improved. They are now broadly average. Approximately one third of the pupils in school are identified as having special educational needs. This has an adverse effect on standards. All groups of pupils achieve well which, for many with special educational needs, means that they reach average standards by the time that they leave the school in Year 6.

Standards in national tests at the end of Year 6 – average point scores in 2004

Standards in:	School results	National results
English	26.4 (25.5)	26.9 (26.8)
mathematics	25.8 (25.5)	27.0 (26.8)
science	28.6 (28.4)	28.6 (28.3)

*There were 50 pupils in the year group. Figures in brackets are for the previous year.
(These results are unratified at the time of publication.)*

2. By the end of Year 6, standards in English and science are average and have been maintained since the last inspection. Pupils' speaking and listening skills are good and this enables them to achieve well in lessons. The table above shows that in national tests in 2004, results in English were close to, but slightly below average, and in science they were average. When compared with similar schools, these results were well above average in English and science.
3. Standards in mathematics have dipped since the last inspection. By Year 6, they are below average. This has been a consistent pattern over the last three years. The table shows that in the 2004 tests, results were below average. However, in comparison with similar schools, these results overall, were above average. Mathematics has been the main focus of the school's work in the past year. The school has correctly identified groups of pupils who were insufficiently challenged. Improvements have been made and there is now an upward trend in standards.
4. All groups of pupils now achieve well. The school identifies pupils with special educational needs very efficiently. It also identifies those pupils with special gifts or talents. It tracks and monitors the achievements of all of these pupils very effectively so that teachers can plan suitable challenge for everyone and enable them to achieve equally well. In addition, the school now monitors closely the progress of pupils for whom English is an additional language. This is to ensure that they achieve as well as other pupils of similar ability.
5. Standards in ICT have remained average since the last inspection. This is commendable because the expectations for the subject have greatly increased over the past four years. Pupils achieve well because of the improved provision and good quality teaching and learning.

Standards in RE have been maintained and are in line with the expectations of the agreed syllabus. RE plays a very important role in the life of the school. It is closely linked to pupils' personal, spiritual, moral, social and cultural development and contributes very successfully to pupils' very good attitudes to school.

Pupils' attitudes, values and other personal qualities

Most elements of this aspect are better than reported at the last inspection. Pupils' attitudes, behaviour and relationships are **very good**. Their level of attendance is **above average**. There were no exclusions in the last year. Pupils' spiritual, moral, social and cultural development is **very good**.

Main strengths and weaknesses

- Pupils work alongside each other in a co-operative and supportive way.
- Pupils show a great interest in school life and are involved in all that it has to offer.
- Pupils' personal development, including their spiritual, moral, social and cultural development, is very good.
- Attendance is consistently above average and contributes to pupils' good achievement.

Commentary

6. The relationships forged between adults and pupils, and amongst pupils themselves are based on mutual liking and respect. As a result, pupils try hard to please their teachers and generally give their best efforts in lessons. They work happily together and show tolerance and respect. They are polite, friendly and move around school sensibly. Teachers' consistent implementation of the behaviour policy is effective in supporting the small number of pupils who have behavioural difficulties. Pupils understand the difference between right and wrong and in most instances respond very well to teachers' high expectations of behaviour.
7. Pupils clearly enjoy what the school provides for them. Many take the opportunity to learn a musical instrument. Extra curricular clubs are well attended. Their social and moral development is very well provided for, through involvement in devising rules and taking responsibility for others. For example, Year 6 pupils volunteer to be trained as peer mediators to help other pupils sort out their problems.
8. The school's provision for pupils' spiritual, moral, social and cultural development is very good. The inclusive ethos of the school makes it a place where all pupils are valued, and in turn they learn to value themselves and each other. Assemblies, acts of worship and opportunities to discuss concerns and feelings in class, provide good opportunities for pupils to think, to develop empathy and to share their thoughts about the world around them. Pupils learn about a wide range of world faiths in RE and develop understanding of and respect for others. Pupils pray regularly with a sense of reverence and are encouraged to make up their own prayers.
9. Social and moral education is promoted very well. Pupils understand the difference between right and wrong and develop a good sense of personal responsibility and learn about moral issues and choices. They are encouraged to work co-operatively and they get on well with each other and with adults. The mediator system helps pupils to think about the needs of others. Pupils with monitoring duties carry them out sensibly and reliably, providing good role models for their fellow pupils.
10. Pupils' cultural development is very good and race equality is promoted effectively. Through subjects such as RE and geography, pupils learn about life in the wider world and about cultural traditions in Britain and elsewhere. Pupils' aesthetic awareness and involvement is enhanced through participation in events such as the Inter-Cultural Festival for Warwick Schools and a visit from a local theatre company.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	5.1	School data :	0.1
National data:	5.4	National data:	0.4

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

11. Due to the continuing support of parents and the rigorous monitoring of absence, the school successfully maintains above average rates of attendance. This year it has increased further and is now 95.5 per cent.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is **good**.

The quality of teaching and of learning is **good** and results in pupils achieving well. The organisation of the curriculum is **satisfactory**, although there is a need for more effective links between subjects. Pupils are **very well** cared for and they feel valued and secure. Links with parents are **very good** and links with the community are **good**.

Teaching and learning

The quality of teaching and of learning is **good**. As a result, pupils' achievement is **good**. Assessment procedures are **satisfactory**.

Main strengths and weaknesses

- The quality of teaching and learning is good, enabling pupils to achieve well.
- Teachers manage pupils' behaviour very well.
- Teachers know their pupils very well and value and include all pupils equally.
- Assessment systems are improving and teachers use information gathered increasingly successfully to track pupils' achievements.
- The school's marking policy is neither implemented nor used consistently.

Commentary

Summary of teaching observed during the inspection in 18 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	4	11	2	0	0	0

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

12. The majority of lessons observed were literacy and numeracy as this was the focus of the inspection. The table above shows that teaching ranged from satisfactory to excellent. Overall the quality of teaching and of learning in lessons is good. This enables pupils to achieve well and is an improvement since the last inspection. Teaching has improved because:

- teachers are confident with the national strategies for literacy and numeracy;
- they use them as guidance when planning lessons;
- lessons have clear objectives which teachers share with pupils so that they know what they are expected to learn in each session;
- teachers differentiate work so that pupils are challenged according to their ability;
- the head teacher carefully monitors the impact that teaching has on pupils' learning.

13. An example of outstanding practice was seen during the inspection when all these strengths came together.

An excellent mathematics lesson with a low ability group of pupils in Year 6. The objective was to multiply a two-digit number by a single digit.

The lesson started very well with pupils recapping previous work done doubling numbers. The class teacher managed the group exceptionally well, his supportive and motivational style being exactly what the pupils needed. The planning for the lesson was immaculate which meant activities exactly matched pupils' learning needs and the pace of the session kept them active and interested throughout. The very strong and positive teamwork between the teacher and learning support assistant greatly enhanced pupils' learning and allowed them to learn very well. Although the pupils have very low level mathematical skills, by the end of the lesson, they made very good progress and successfully achieved the lesson's objectives. All pupils managed to multiply a two-digit number by a single digit using a grid method.

14. Staff manage pupils' behaviour very successfully. There is a very good behaviour policy which staff use consistently. As a result, pupils behave very well in lessons which enables them to listen very effectively and consequently understand what they have to do and why. All pupils understand the rewards and sanctions system and clearly do their best to gain house points for hard work. This adds to the purposeful and busy ethos that teachers promote in lessons, which helps pupils achieve well.
15. Pupils say that they enjoy their lessons and that staff are fair and treat them equally. They report that they feel valued and that staff listen to what they have to say. Teachers know their pupils very well and understand their needs. They value the contribution that every pupil makes to the school and fully include each individual in school life.
16. Overall, teachers assess pupils' achievements satisfactorily. The systems in place for assessing pupils' work in English and mathematics are good. They are less well developed in the non-core subjects. Information gathered from assessments in English and mathematics is used successfully to develop individual targets for pupils. Pupils and teachers work together to write these targets for improvement and pupils also share them with their parents through the home-school booklets. In the upper year groups, teachers encourage pupils to assess their own work and to try to identify when they have achieved their targets. This effectively helps pupils manage their own learning and keeps them aware of what they have to do to improve.
17. Teachers' marking of pupils' work is mostly positive. However, there is no consistent marking system in operation. Consequently, pupils do not receive the same messages about their work from year to year or from subject to subject. This means that they may not always be aware of what it is that they have to do next to improve their work on a day-to-day basis.

The curriculum

The curriculum is **satisfactory** and meets statutory requirements. The school provides a **very good** range of opportunities for enrichment. Accommodation and resources for learning are **good**.

Main strengths and weaknesses

- New planning has been introduced to improve the curriculum and to ensure a better balance across subjects.
- The status of the non-core subjects needs to be raised and there ought to be more links between subjects.
- Pupils' personal and social education is actively promoted and is good.
- The curriculum is enhanced through extra-curricular activities and through a wide range of visits and visitors.
- Provision for special educational needs is very good.

- Arrangements to transfer pupils into Year 7 are good.

Commentary

18. The curriculum enables pupils to achieve well in acquiring basic skills. Developing the curriculum is a prominent feature of the school's improvement plan and the school has identified the need to improve provision for science and the non-core subjects¹. At present, the potential of ICT, English and mathematics to support learning in other subjects is not fully exploited because links between subjects are not specifically planned. However, the school plans to introduce new initiatives in order to encourage more creative and innovative activities in teaching and in developing the school's curriculum.
19. The school places emphasis on developing pupils' personal qualities as they move up the school. A structured programme is taught well through specific lessons. It is also included in other lessons such as science and religious education. This programme, combined with the high expectations of adults in the school, enables pupils to develop well and underpins their very good attitudes and behaviour. Good attention is paid to education about relationships and pupils are taught about the dangers of drug misuse.
20. Pupils benefit from a very good range of opportunities, well organised by the staff, to enrich their learning outside the classroom. There is a very good variety of lunchtime and after-school clubs. These are of high quality and are well attended. Pupils are enthusiastic about the activities available, which include ICT, chess and drama as well as a wide range of sporting activities. They also have opportunities to learn to play musical instruments and sing in the school choir. Pupils' interest and enjoyment in learning are also stimulated through a range of visits such as those to Tamworth Castle and Ryton Organic Gardens. Pupils in Years 4 and 6 participate in residential visits to Bath and Cirencester and to an adventure activity centre in Shropshire. These visits support many areas of the curriculum and make a very good contribution to pupils' personal development. The school also makes effective use of the specialist skills, knowledge and expertise of visitors such as the Armonico Singers and a representative from the inter-cultural support service.
21. Provision for pupils with special educational needs and those for whom English is an additional language is very good. Early identification of need ensures an appropriate curriculum throughout the school. Very good support from talented classroom assistants ensures that individual education plans give pupils a full access to the whole curriculum
22. The school's accommodation is good with specialist areas to enhance the quality of educational provision, such as the computer suite and the area used for instrumental tuition. However, there are some short-comings. For example, the floor of the school hall is on two levels which affects provision for physical education. Facilities for pupils and adults with disabilities have improved since the previous inspection with the provision of ramps and stair lifts. The classrooms and corridors are kept immaculately clean by the hardworking cleaning staff. The school's grounds are attractive and well maintained. They are used well and make a good contribution to pupils' social physical and academic development.

Care, guidance and support

All aspects of pupils' care, welfare, health and safety are **very good**. The support and guidance available to pupils are **good** overall. The school involves pupils well in its work and development.

Main strengths and weaknesses

¹ Non-core subjects are art and design, design and technology, geography, history, information and communication technology, music, physical education and religious education. Core subjects are English, mathematics and science.

- Pupils are happy and safe in school.
- Support and guidance for pupils' personal development are very good.
- Behaviour support is very good.
- The school council is in the early stages of development but is proving to be very effective.

Commentary

23. Staff take very good care of pupils. There is effective management of child protection. The designated person has further training booked and staff are aware of their responsibilities. Procedures for accidents and emergencies are good, with some staff trained in first aid. Training for pupils' particular medical needs has been done. The head teacher, working closely with a governor, makes sure that the whole school community is safe from potential hazards. Written risk assessments have been completed for lessons, the building, visits and individual pupils, as necessary.
24. Staff know pupils very well. They provide a caring environment where pupils are valued as individuals and are encouraged to do their best. Attendance and punctuality are monitored each half term. Pupils' behaviour and attitudes are monitored daily through the rewards recorded in pupils' individual home-school diary. Pupils are continually striving to gain the next certificate for every twenty behaviour and attitude-points they receive.
25. Pupils who have emotional and behavioural difficulties are very well supported in school, enabling them to achieve as well as others. The behaviour co-ordinator liaises with outside agencies, teachers and support staff, organises 'circle of friends' groups, trains the peer mediators from Year 6, and counsels groups and individual pupils to bring about improvement for those pupils who have difficulties.
26. Pupils feel that they have always had their opinions valued by staff, but are now very pleased to have a school council to allow them to be more regularly involved in decision making within school. They say their successes so far include refurbished toilet areas, including mirrors at the correct height, and improved security around the school.

Partnership with parents, other schools and the community

The school has **very good** links with parents and **good** links with the local community and other schools.

Main strengths and weaknesses

- Most parents think highly of the school and its work.
- Parents receive very good quality information to support their partnership with school.
- The head teacher is keen to develop further links with the community and other schools even further.

Commentary

27. Parents are very happy with the aims and values the school promotes and the way in which the school meets the needs of their children. The school's systems for welcoming new pupils are good and pupils settle in quickly. Transition to secondary school is also good and pupils maintain progress. Parents are pleased to support the school through the Friends' Association events. These raise a large amount of money to benefit pupils, e.g. to provide resources such as extra laptop computers and subsidise the cost of visits. Parents enjoy sharing in pupils' achievements at sporting events and school productions. Some parents help in school, and on educational and residential visits.
28. At the last inspection, the quality of information to parents was variable. The prospectus, governors' annual report to parents and pupils' annual reports on progress did not meet

statutory requirements. Now, they fully meet requirements. The new head teacher has changed the format of pupils' reports. These now include all subjects, detailed attendance information, targets for improvement in core subjects and results in tests and musical tuition. He has also introduced fortnightly newsletters to keep parents very well informed about what is happening in school. The home/school diaries are very good and help parents to be involved in monitoring homework, to know what rewards pupils receive, update reading records, help with literacy and numeracy vocabulary and have regular communication with staff.

29. The school has good liaison with other schools. All Saints hosted a successful 'gifted and talented' day for a group of Warwick primary school children. Links with secondary school staff allow specialist teaching in school, such as in science and physical education. Regular church visits support the ethos and the values the school promotes. This benefits pupils, staff development, and curriculum continuity and progress.

LEADERSHIP AND MANAGEMENT

Leadership and management are **good** overall.

The school is led **outstandingly well**. Governance is **satisfactory**. Management is **good**.

Main strengths and weaknesses

- The head teacher provides the school with outstandingly good leadership. Leadership of the non-core subjects needs to be developed.
- The quality of governance is satisfactory and improving. Governors are becoming more involved in guiding the direction of the school.
- Provision for pupils with special educational needs is managed very well.
- The school has good systems of management.

Commentary

30. The head teacher, who has been in post for just over one year, provides the school with excellent leadership. His energy and perceptiveness provide a very good role model for his staff. He has high aspirations for each and every child within a highly inclusive community. A very thorough analysis of the school's performance has enabled him to determine its strengths and weaknesses. This has given him the opportunity to demonstrate his outstandingly clear vision of the direction the school should take. Aided by his very supportive deputy, he has involved all sections of the school community in formulating an excellent plan to raise performance and standards. This high quality leadership has had an immediate impact upon the quality of teaching. Each teacher has been observed and given constructive and helpful advice on how to improve. The head teacher has identified a group of teachers to form a leadership team. Under his guidance, they meet on a regular basis and it is their responsibility to improve the curriculum and drive up standards. Other staff with leadership responsibilities provide good leadership. Leadership of non-core subjects, however, needs to be improved.
31. Governors make a satisfactory contribution by offering support and advice. Although there have been recent changes in personnel, there are a number of experienced and active governors who are committed to the continuing success of the school. There is a new structure of committees. These meet regularly and training is available. The chair shares senior managers' ambitions for the future development of the school. Governors are involved in strategic planning and in formulating policies. The head teacher plans to further develop this involvement through a programme of consultation and visits. Governors are kept increasingly well informed, enabling them to begin to challenge and support senior managers. They fulfil their statutory duties and responsibilities in full. Governors fulfil their role of critical friend satisfactorily.
32. The management of special education needs provision is very good. The co-ordinator works very hard to ensure that the large number of pupils identified receive the quality of support

recommended by the Code of Practice. Individual Education Plans (IEPs) are of good quality and reviews of pupils' progress are carried out regularly.

33. Management systems are good. The head teacher ensures that key staff are fully involved in helping the school fulfil its vision and strategic objectives. They analyse available performance data to gain an insight into pupils' progress. Thus, managers seek to evaluate the school's performance and find areas for development.
34. Systems for judging the performance of teachers and other staff are very good. Managers set targets for improvement and this is seen as being highly important in generating whole school improvement. Training is linked to this process. New members of staff are provided with supportive induction arrangements. Senior managers are very conscious of the need to support and retain successful staff and are increasingly conscious of their workload. Consequently, much effort is made to ensure that staff members are deployed effectively and this has resulted in changes in deployment for this term. The school regards teaching assistants as being particularly vital in supporting the work of teachers and their deployment is managed very carefully.
35. Systems of financial and resource management are good, although the school now sees the need for a long-term strategic financial plan. Regular monitoring of the school's expenditure is carefully carried out by members of the school's staff and by governors. The principles of best value, therefore, are very important to the way the school manages and uses its resources. The school has good systems of day-to-day management which enable it to run smoothly. The secretary provides very good support to the head and teaching staff. There are no obvious barriers to the school improving its performance further.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	469,293	Balance from previous year	32,007
Total expenditure	482,572	Balance carried forward to the next	18,728
Expenditure per pupil	2462.10		

PART C: THE QUALITY OF EDUCATION IN SUBJECTS

SUBJECTS IN KEY STAGES 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Pupils' speaking and listening skills are good.
- Writing is weaker than reading.
- Teaching and learning are good, enabling pupils to achieve well.
- The subject is well led and managed.

Commentary

36. Standards by Year 6 are average overall. They are rising perceptibly because pupils achieve well. In the national tests in 2004, the school's results were slightly below the national average. A large number of pupils in each year group, often as high as one third, are identified as having special educational needs and this reduces the overall level of attainment in tests. However, in most year groups, about one quarter of the pupils are higher attainers and reach the higher level (level 5) in national tests. This means that, in comparison with similar schools, results are well above average.
37. Throughout the school, pupils' speaking and listening skills are good. Teachers expect pupils to listen in lessons. They give pupils many opportunities to express their ideas and discuss their work in pairs and small or class groups. This means pupils gain confidence to speak out because they know that staff will listen to what they have to say. Class discussions, therefore, are of good quality and pupils use a wide range of good and accurate vocabulary to express their thoughts. They talk easily to adults with a confidence beyond their years. This helps their learning and, as a consequence, they achieve well.
38. Although overall standards are average, writing is the weakest area of English. Pupils read better than they write, particularly the boys. The difference between boys' and girls' writing is not significant but the school's assessments of writing shows a slight disparity in achievement. This follows the national pattern. Writing is now the school's main focus for improvement in English. Extended writing sessions are provided in addition to the literacy hours. This helps pupils concentrate on getting their ideas down on paper without working under the time constraints that the literacy strategy demands. Pupils report that they 'quite enjoy' writing in different styles. One pupil said he enjoyed writing up his science experiments. Another said she thought that the work that her class had done on note taking and 'jotting down ideas not whole sentences' had greatly helped her own writing. The school's strategies introduced to improve writing standards, such as the extended writing sessions, are beginning to pay off. Pupils' achievement and standards are beginning to rise. Similarly, the handwriting sessions that classes follow are beginning to help pupils to present their work more neatly in all subjects.
39. Pupils read satisfactorily and many higher attainers read at well above average levels. The school promotes a love of books and encourages pupils to discuss which authors they like and which they do not. Pupils are eager to talk about what they are reading and explain very clearly what they like about the different characters in their books. They say why they choose particular books and report that the school encourages them to read for pleasure as well as for information. Most pupils heard to read during the inspection stated that they like choosing their own book from the colour band they are working in. They say that this allows them to choose books which they think that they will enjoy, and they 'don't bother with ones which don't look interesting'.

40. The quality of teaching and learning is consistently good. This is an improvement since the last inspection. Qualities that typify this good teaching are:
- work is planned very well, matching the recommendations of the National Literacy Strategy;
 - learning objectives are clearly identified and shared with pupils so that they know what they will learn;
 - teachers have good subject knowledge and are enthusiastic, and this rubs off on their pupils who work hard and achieve well;
 - teaching assistants make a valuable contribution to lessons, giving pupils, particularly those with special educational needs, appropriate work.
41. Since the last inspection, the subject co-ordinator has worked extremely hard to maintain standards. The school has rightly focussed on raising standards in writing. The co-ordinator has led the drive to improve standards most efficiently and managed the subject successfully. Hence, her role has become well established and, through careful monitoring, she has acquired a clear view of standards, and also what needs further improvement.

Language and literacy across the curriculum

42. There are satisfactory links across the curriculum, although the school has identified the need to make more links between literacy and other subjects. Pupils use their literacy skills well to write about rivers in geography. This was seen in a Year 6 class when pupils made an 'information wall' of geography facts about world rivers. They then used the same technique to turn information about the body into a non-chronological scientific report. Increasingly, teachers use the ICT suite for literacy lessons. For example, Year 5 worked on the computers to produce a newspaper column.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Standards are below average throughout the school. This is because some pupils still do not achieve well enough.
- The quality of teaching has recently improved and is now good. This means that all groups of pupils are now beginning to learn more effectively.
- The marking of pupils' work is inconsistent.
- The subject is managed very well. Very good systems are in place to monitor pupils' progress.

Commentary

43. Standards are below average overall by the end of Year 6. In the national tests for 2003, standards were well below average nationally, but average in comparison with similar schools. The unratified results for 2004 present an improved picture. The school has a large number of pupils with special educational needs in each year group. In the present Year 6, for instance, this amounts to one quarter of the pupils. These pupils achieve well in view of their prior attainment. Higher attaining pupils, approximately one quarter, attain the higher level (Level 5). However, of the remaining pupils, a significant number do not attain at the expected level (Level 4). Overall, therefore, pupils do not achieve as well as they should.
44. The quality of teaching has recently improved and is now good. Pupils are taught in two sets for mathematics. The school has identified that many of the pupils who do not achieve sufficiently well are in the second or lower set. Teachers have now been encouraged to target and challenge these pupils with work specific to their needs. This is already having a beneficial effect and these pupils now achieve well in all lessons seen. One lesson observed was very good and another was excellent. In both of these lessons the teachers knew precisely what the pupils were capable of achieving and would accept nothing less. The pupils were asked to

complete tasks that directly challenged them and were designed to move them on and develop their learning. The pupils responded very well and rose to the challenge. This meant that they achieved very well.

45. A review of pupils' completed work shows that the quality of teacher's marking is inconsistent. Whilst there is some good practice, there is much poor quality marking evident. This consists merely of a series of ticks or crosses. It does not encourage pupils to make greater efforts nor does it tell them how to improve their work.
46. The subject manager is new. In a short space of time she has developed very good systems for assessing pupils' progress. Great care is taken to analyse all available test data. This shows staff which pupils are underachieving and which areas of the curriculum need to be given extra emphasis. Teachers can then make adjustments to what and how they teach in order to make it more effective. Close targeting of pupils' progress can then be checked at regular intervals and adjustments made. This process has shown, for instance, that pupils need more work in problem solving. Teachers now place more emphasis on this aspect in their lessons. Extra teaching is given to specific groups of pupils, for instance, in Year 4 and Year 6, in order to further improve their progress. The subject leader monitors her colleagues' planning and also scrutinises pupils' completed work. She organises an after-school Maths Club. Improvements have been made in the variety of homework the school offers by providing a programme of structured games for pupils to take home. The impact of this very good leadership is that standards are beginning to rise.

Mathematics across the curriculum

47. Pupils use their numeracy skills satisfactorily in other subjects, such as science. However, wider use could be made of mathematics to support learning across the curriculum. This is particularly the case in ICT where there are currently too few links and opportunities are missed to use computers in lessons to enhance learning.

SCIENCE

Provision in science is **satisfactory**.

- There is a strong emphasis on investigative and experimental science.
- Pupils enjoy science.
- A detailed action plan is in place to improve the school's provision for science.
- Assessment is not used effectively to underpin the planning of work and future development of the subject.

Commentary

48. Inspection evidence indicates that standards in science are average for pupils by the end of Year 6. These results are similar to those reported in the previous inspection and also reflect the school's most recent test results. Teachers have high expectations of what pupils can do and boys and girls of all backgrounds and abilities are well supported and achieve well in relation to their prior attainment.
49. The limited number of lessons observed, together with an analysis of work throughout the school, show that in most classes teachers capture pupils' enthusiasm by planning many good opportunities for them to learn through practical activities. These enable the pupils to apply and consolidate learning. Pupils carry out their own investigations and experiments and are taught to record their findings, to analyse them and draw simple conclusions. In a small number of pupils' books, the marking is unsatisfactory and pupils are not given any information about the quality of their work.
50. The quality of teaching in the lessons observed was good. Work is made relevant to pupils' interest and activities are well planned according to pupils' prior learning and supported by well-

informed and lively teaching. Year 4 pupils knew that finding out whether the length of a person's jump was related to their foot size involved a planned investigation. Their discussions showed a sound understanding of fair testing. The ensuing investigation involved the pupils in a range of activities, which not only promoted their scientific skills and understanding very well but also allowed them to apply a good number of mathematical skills. In a very good lesson, Year 3 pupils successfully carried out and recorded their own experiments to test the effects of heating different materials. The teacher demonstrated a very good understanding of the pupils' developing knowledge and skills. With very clearly explained initial demonstrations, and appropriate emphasis on using correct scientific terminology, he took the pupils through all the processes involved in conducting an investigation.

51. The subject is led and managed satisfactorily. Assessment procedures have improved since the previous inspection and are satisfactory. However, the system used does not allow the school to track the achievement of individuals and cohorts. As a result, there is insufficient information available to set targets for groups and individuals. A comprehensive action plan includes the analysis of statutory tests to identify any areas of weakness, which in turn should influence the development of the science curriculum.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **satisfactory**.

Main strengths and weaknesses

- Pupils achieve well and reach average standards by Year 6.
- Teachers' subject knowledge and confidence has developed considerably since the last inspection.
- The subject is well led and managed.

Commentary

52. Many pupils start school with low-level computer skills. They achieve well throughout the school and, by Year 6, reach average standards. Standards have been maintained since the last inspection. This is due to good organisation and improved resources. The subject has undergone a number of changes in the past four years and the skills now required to achieve the expectations of the National Curriculum are higher than was previously the case. The school has made good progress in the subject to enable pupils to reach average standards. The ratio of pupils to computers is higher than the national average. The main bulk of these are situated in the very good ICT suite and a good number are shared equally around the school, outside classrooms in the corridors. This gives the school the ability to teach skills to all of the class at one time in the suite and also for pupils to practise those skills in the classroom at other times.
53. Insufficient direct teaching of information and communication technology skills was seen to make overall judgements about the quality of teaching and learning throughout the school. In the lesson observed, the teacher's very good subject knowledge allowed him to intervene at appropriate moments and move individual pupils' knowledge and understanding on at a good pace. Thus, pupils achieved well and said that they enjoyed the session because they felt that they had learned how to do something new. The time was well used in this lesson so that the pace of learning was good. Staff have identified that pupils' keyboard skills are under-developed. To improve these, pupils have a few minutes testing their keyboard skills at the beginning of sessions in the suite. This is having a positive impact on the way that they use the computers.
54. The school has identified the need to make more links between ICT and other subjects. The co-ordinator has worked hard to establish a good bank of software matched to all subjects. Teachers' planning indicates that their subject knowledge is improving. There is good potential

for further improvement. For example, there is still some way to go in assessment. Resources and accommodation are good and used with increasing effectiveness. The computer suite is a very good resource and staff are becoming more confident in using it for literacy lessons and teaching ICT skills to the whole class. Teachers in Years 5 and 6 make very good use of the 'Smartboards' in their classrooms. Pupils enjoy work presented to them in this way and respond very well in lessons.

Information and communication technology across the curriculum

55. This is a developing area. Teachers increasingly include opportunities to use information and communication technology in other subjects and this adds depth to pupils' learning. For example, in geography, pupils use the Internet to find out more about rivers. They use computers to practise their numeracy skills. For instance, Year 6 practised their multiplication and division skills, pitting their wits against the computer.

HUMANITIES

Geography and History

56. Insufficient work was seen to form overall judgements about provision in geography and history. However, by sampling pupils' work in books and around school, the indications are that pupils' achievement is at least satisfactory. Satisfactory schemes of work, based on national guidelines, but tailored to the school's needs, are in place. This ensures that pupils' knowledge, skills and understanding are built on steadily, as they move through the school. The co-ordinators are enthusiastic leaders and manage both subjects satisfactorily. They have identified areas for improvement, for example, assessment, and are keen to raise the status of both subjects. Visitors to school, such as historical drama groups, and educational visits, such as the one to Portsmouth linked to a topic about the Tudors, successfully enhance the curriculum. Some links are made between the two subjects and with other subjects such as English. However, these links and the use of ICT are under-developed.

Religious Education

Provision in religious education (RE) is **good**.

Main strengths and weaknesses

- Planning covers all elements of the subject and includes a good emphasis on world religions.
- The subject supports pupils' personal development well.
- There is good enrichment for learning through visits to places of worship.

Commentary

57. Pupils' attainment by the end of Year 6 is in line with what is expected by the locally agreed syllabus. This is a similar picture to the last inspection. Pupils develop a sound factual basis from the topics that they study. They respect their own beliefs and those of others. Overall pupils' achievement is good.

58. There is a strong emphasis on learning about world religions. The analysis of work showed some in-depth studies of Hinduism, Sikhism and Buddhism as well as aspects relating to Christianity. Pupils are developing a sound understanding of some of the beliefs, practices and customs of followers of the various faiths. Opportunities are provided to link what pupils learn to everyday life. For example, Year 6 pupils engage in Buddhist style meditations and record some of their thoughts.

59. Teaching and learning are good overall. Pupils engage in a variety of interesting activities, which promote knowledge and understanding. In one lesson, the teacher used music, candles

and incense sticks to evoke an appropriate atmosphere as pupils explored some of the simple rituals and traditions of Diwali. Pupils tried on traditional Hindu garments, made diyas and produced rangoli patterns.

60. Leadership and management are good. The subject manager ensures that the subject is closely linked to pupils' personal and social development. Resources are good and well used in learning. Displays of work are of a good standard and help to promote a high profile for the subject within the school. There is good enrichment for learning through visits to places of worship such as the local church and a nearby Hindu temple.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and Design and Design and Technology

61. Neither subject was a focus for the inspection. No lessons were observed, so it is not possible to make overall judgements about provision. However, from discussions with pupils and the scrutiny of completed work in books and display, it is clear that they enjoy both subjects. There are clear policy statements and schemes of work for each subject. Teachers use guidelines from published schemes to ensure a progression of skills as they get older. Both subjects are satisfactorily led and managed. The co-ordinators are knowledgeable and keen to raise the status of their subjects. Good quality displays showing skills learned in both subjects enhance the environment around school. Displays included:
- large three-dimensional models of dinosaurs set in a diorama portraying the landscape in which they would have lived;
 - oriental poppies in the style of Georgia O'Keefe;
 - observational drawings demonstrating shading techniques using sketching pencils.
- These displays successfully show how pupils' skills develop as they move through the school.

Music

62. No lessons were observed during the course of the inspection, so it is not possible to reach a judgement on provision, standards or teaching. However, it is evident from observing assemblies that pupils sing tunefully and with enthusiasm. They are encouraged to listen to music at the start of assemblies. Teachers tell them the history of the 'music of the week' and about the composer and his/her style. This makes a good contribution to pupils' spiritual, moral, social and cultural development. The subject is led and managed satisfactorily and the co-ordinator is very keen to further develop the subject and its status in the school curriculum. Teachers use a published scheme which meets all National Curriculum requirements. Visits are made to school by a variety of musicians, which enriches pupils' learning experiences. About fifty pupils learn to play an instrument with visiting music teachers. Pupils say they enjoy music and like to take part in concerts and singing activities.
63. Only one **physical education** lesson was observed during the week of the inspection so it is not possible to make judgements on provision or standards. However, it is evident from teachers' planning and from the number of after-school activities the school provides that the subject plays an important part in the life of the school. The subject leader has developed planning to ensure that National Curriculum requirements are met. The school provides a very good range of out of school activities, including many major sports. Swimming lessons are provided for pupils in all year groups and Year 6 pupils have the opportunity to take part in outdoor and adventurous activities at a residential centre.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Personal, social, health and citizenship education

Provision in personal, social, health and citizenship education (PSHCE) is **good**.

Main strengths and weaknesses

- Pupils' personal and social development is very good.
- The subject is taught regularly and all of the staff show commitment to the programme.

Commentary

64. The school is very keen to support this area of pupils' learning and development and there are regular timetabled lessons for the subject. The curriculum is well planned and organised. Themes taught in PHSCE are incorporated into other areas of the curriculum such as assemblies, RE and science, for example, investigating what constitutes a healthy meal.
65. The strong ethos of the school and the caring attitudes of adults are reflected in pupils' very good attitudes and behaviour and promote mutual respect effectively. Pupils are willing to participate co-operatively and productively in the school community. They show a developing sense of social and moral responsibility by taking an active part in fund raising for a number of charities. Educational trips to local places such as Bosworth Fields provide very good opportunities for pupils to develop a sense of their heritage. Residential trips enable pupils to develop self-confidence and social skills.
66. The school is in the early stages of developing pupils' sense of good citizenship. A School Council has recently been established, enabling pupils to learn about the principles and practice of representing others. There are satisfactory opportunities for pupils to take responsibility such as acting as monitors and looking after younger children. Acting as mediators helps Year 6 pupils to be aware of the needs of others and to find ways to help those who need it.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	4
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
Overall standards achieved	4
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities (ethos)	2
Attendance	3
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
The leadership and management of the school	3
The governance of the school	4
The leadership of the headteacher	1
The leadership of other key staff	3
The effectiveness of management	3

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).