

INSPECTION REPORT

St Andrew's Benn CE Primary School

Rugby, Warwickshire

LEA area: Warwickshire

Unique reference number: 130877

Headteacher: Mrs Marian Owen

Reporting inspector: Eileen Scott
21639

Dates of inspection: 1 - 4 October 2001

Inspection number: 170507

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3-11
Gender of pupils:	Mixed
School address:	Chester Street Rugby Warwickshire
Postcode:	CV21 3NX
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Appropriate authority:	The governing body
Name of chair of governors:	Mr James Shera
Date of previous inspection:	21 - 24 April 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Eileen Scott 21639	Registered inspector	Mathematics Physical education The Foundation Stage	What kind of school is it? The school's results and achievements What should the school do to improve further?
Brian Jones 9542	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? How well is the school led and managed?
Carole Jarvis 27276	Team inspector	English Art and design Design and technology Music Equal opportunities	How good are the curricular and other opportunities offered to pupils?
Mike Wehrmeyer 15015	Team inspector	Science Information and communication technology Geography History Special educational needs English as an additional language	How well are the pupils taught?
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This school is larger than most primary schools with 296 full-time pupils and 40 children attending the nursery part-time. Most of the pupils live in the school's designated area, which consists of densely populated, owner-occupied, terraced housing. An increasing number of pupils are coming from further afield. The number of pupils in each year group varies between 40 and 47. As a consequence there are mixed age classes throughout the school. The proportion of pupils in receipt of free school meals is 23 per cent. This is a rise of 7 per cent since the previous inspection and just above the national average. The majority of pupils are white. There are 11 per cent from families where English is an additional language. Seven pupils have a Statement of Special Educational Need and there are 180 pupils on the special needs register. This is above the average when compared with schools of similar size and a significant increase since the previous inspection. A significant proportion of these pupils move into the school between the ages of 7 and 11 years. In some year groups 25 per cent of the pupils joined the school in this age range. The attainment of pupils on joining the school is variable but, overall, is below average.

HOW GOOD THE SCHOOL IS

This is an effective school. The recently appointed headteacher is instrumental in the school's effectiveness and is leading a good management team. As a result teaching has improved since the previous inspection and the quality of education is good. This has yet to be reflected in the standards in the core subjects, but has already made a positive impact on pupils' behaviour, attitudes and the achievements of pupils with special educational needs. The school contributes a great deal to the community by the access provided out of school hours. The school gives sound value for money.

What the school does well

- Good leadership and management fostering a strong commitment to improvement from all in the school community.
- Very good provision for pupils with special educational needs leading to good gains in learning.
- Good teaching and quality of education in the Foundation Stage.¹
- A good curriculum enriched with very good extra-curricular provision.
- Good provision for pupils with English as an additional language.
- Promotes pupils' enthusiasm for school.

What could be improved

- Standards in the core subjects of English, mathematics, science and information and communication technology.
- Teaching and learning for all groups of pupils.
- Attendance.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was inspected in April 1997 and has made good improvement since then. The recently appointed headteacher is making a significant contribution to these improvements. Good progress has been made in strengthening leadership and management. The governors, senior management team and subject leaders are now much more clear about their roles. The school's aims and values are well defined and communicated. As a result there is a shared sense of purpose and commitment in the school community. The weaknesses in the curriculum and teaching have been addressed and the school has made sound improvements in the quality of education provided. Standards are below national expectations in the core subjects of English, mathematics, science and information technology, but there have been gradual improvements in these standards in the last three years. This is a result of the improvements in teaching and learning. Many of the improvements have yet to bear fruit as they have only been put in place in the last two years.

¹ The Foundation Stage begins when children reach the age of three and ends at the end of the reception class. It is a distinct stage in preparing children for later schooling and is based on six areas of learning. These mainly refer to communication, language and literacy; mathematical development; and personal, social and emotional development, but also includes knowledge and understanding of the world; physical and creative development.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	E	D	D	C
Mathematics	D	E	D	C
Science	E	E	E	D

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

In English and mathematics, pupils' results are below the national average but in line with those of similar schools. Groups of pupils, such as pupils identified as having special educational needs, are achieving well. However, the low number of pupils achieving the expected standard or above reduces the overall standards. There has been a gradual improvement in standards over the last three years. The effective introduction of the National Literacy and Numeracy Strategies alongside intensive support and training has supported improvements in these subjects. Inspection evidence shows that standards in reading are now close to the national average. The higher attaining pupils' learning is sound in mathematics with an average proportion of pupils achieving the higher level compared with schools nationally. However, in English and science, attainment is below or well below the national average at the expected and higher level. In all subjects pupils are learning the skills and knowledge but there are weaknesses in their writing, speaking and listening and in their ability to apply their knowledge. For example, in selecting the correct mathematics to solve a problem or using their scientific knowledge to come to a conclusion during an investigation. The high number of pupils identified as having special educational needs and the high number of pupils who move into the school due to the inclusive admissions policy has changed the school context considerably. Therefore sustaining standards is a sound achievement.

Overall, children's attainment is below average on entering school. In the early years children make good gains in learning. There are particular strengths in their personal and social development and in their development in language and communication. By the time pupils reach the age of seven the proportion attaining the higher levels is close to the national average. There is a particularly strong performance in writing. It is the learning of the average pupils which is the weaker area. A less than average number of pupils perform at the higher grades within level 2. This reduces the school's overall standards but, taking into consideration the pupils' starting point, they are achieving well.

Standards do not meet national expectations in information and communication technology. Inspection evidence clearly indicates that this is rapidly being rectified by the improvement in resources and the implementation of a comprehensive staff training plan. There is very good achievement in music resulting in standards above national expectations. Standards are sound in all other subjects of the National Curriculum. Religious education was not included in this inspection and is reported separately.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils have a lively enthusiasm for school and enjoy being given responsibilities. They respond well to challenges.
Behaviour, in and out of classrooms	Behaviour is sound. Pupils show courtesy and care in many situations but behaviour is less good in some lessons and after lunch.
Personal development and relationships	Relationships are good and pupils work well together. Acceptance and tolerance are woven into all they do. They are able to take turns and enjoy giving to others.
Attendance	Unsatisfactory, but getting better as a result of the successful partnership between school and families.

Pupils demonstrate their achievements in their willingness to take on responsibilities and their good achievements in the performing arts, for example the steel band. They are very proud of their school.

TEACHING AND LEARNING

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

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

Teaching in English and mathematics is sound and there are examples of good practice throughout the school. Teaching of literacy and numeracy has improved due to the effective implementation of national guidance. Reading is taught competently but there is a weakness in the teaching of writing to the older pupils. Learning is good for pupils with special educational needs due to the well-targeted support. The learning of the middle and higher attainers is an area for improvement in writing, mathematics and science. There is good progress in the early years due to the consistently good teaching. Pupils with English as an additional language make good gains in their learning throughout the school.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good quality and range in the Foundation Stage. Throughout the school the curriculum is sound. Good use is made of national guidance to improve the curriculum. Planning lacks clarity about what the pupils need to learn.
Provision for pupils with special educational needs	This is a strength of the school and supports the high levels of inclusion. The good leadership and good systems for identifying and matching resources to pupils lead to very good progress.
Provision for pupils with English as an additional language	Good. There is a high quality provision that is targeted well. Pupils make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Cultural development is very good and the links with the community enrich the provision. All other aspects are well provided for and show good improvement since the previous inspection.
How well the school cares for its pupils	There are good systems in place for checking the progress pupils make. The use of this information to raise standards and teachers' expectations is weak. The new behaviour policy has been an appropriate priority and it is understood well by pupils and staff.

Partnership with parents is good. There is good information for parents and staff are approachable. The new homework policy is providing a wider than usual range of activities and there are good opportunities for parents to become involved in their children's learning. Parental involvement in the school is not as high as in other schools but is sound overall.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	This is good as demonstrated by the good improvements since the previous inspection. The new headteacher and senior management team have successfully fostered a shared commitment to improvement in the school community.
How well the governors fulfil their responsibilities	Governors have a good understanding of their role and are developing sound systems to help them fulfil their responsibilities.
The school's evaluation of its performance	This is improving due to the better monitoring of pupils' results in tests. The school needs to use this information and that from monitoring teaching to rigorously analyse how standards can be raised.
The strategic use of resources	Good use is made of resources to target the priorities identified in the school improvement plan.

The strengths in the new leadership are the attention given to training for all staff and clear communication of the direction the school needs to take. This has created a committed team. Monitoring needs to be more focused on raising the quality of teaching and raising standards. The staffing levels are good and training is well targeted to improve the skills of all staff. The contribution of the many non-teaching staff is significant and they feel valued by the new leadership. Accommodation is good and there are substantial improvements planned for the Foundation Stage. Resources are sound. Significant improvements are needed to raise standards in information and communication technology. The school spends money wisely ensuring that pupils' needs are met through the budget and by accessing special grants.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

Twelve parents attended the parents' meeting and 12 per cent of parents completed the questionnaire.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Staff are approachable and there is an open door policy • Problems are dealt with efficiently • The teaching is good • Their children like school 	<ul style="list-style-type: none"> • Homework • The range of out of school clubs available for children • More information about class organisation

The inspection team endorses the positive views of parents. The pupils' attitudes to school are a strength and staff are very approachable. There is good attention to the care of children and teaching is sound overall. Pupils' workbooks indicate that the new homework policy is being implemented and this is good. There is a good range of extra-curricular activities. Parents need more information on how classes are organised.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

Standards by the end of Year 6

1. Pupils are achieving soundly as they progress through the school. However, standards of work in lessons are below those found in other schools and they are lower than those found in the previous inspection. There has been a high level of mobility with over 25 per cent of pupils leaving or joining the school between the ages of 8 and 10 years. This has had a significant impact on the results of the Year 6 pupils in the unreported 2001 tests that do not maintain the previous upward trend. The current Year 6 is also now a very different group of pupils to that which sat the tests at the end of Year 2 in 1998. The targets for this group of pupils have yet to be determined. The school is intending to set aspiring yet realistic targets. The school has admitted a high number of pupils with special educational needs and this is skewing the results. Standards in this school are the same as those found in schools of similar circumstances. The exception is in science where standards are lower than those found in similar schools. Compared with all schools in the 2000 tests, the pupils' results were below average in English and mathematics and well below average in science. There is no difference between the attainment of boys and girls.

Standards by the end of Year 2

2. This is a better picture and the trend of improvement over the last three years has been sustained in the unreported results of 2001. Pupils make good progress and attain standards of work in lessons that are similar to those found in other schools. These are below those of the previous inspection but now children enter the school with a lower level of attainment than at the time of the previous inspection. There is a significant difference in the attainment of boys and girls over the previous three years. The performance of boys is below the national average whereas girls' performance is above the national average. Inspection findings did not identify any difference in the learning opportunities for girls and boys. All have equality of access and teaching styles make appropriate provision for the learning styles of boys in the Foundation Stage and Key Stage 1².
3. Children enter the nursery with a wide range of achievements but there are many that have below average attainment in communication, language and mathematical skills. For instance, children can recite their numbers to 3 or 4 but are unable to count accurately. They make good progress throughout the Foundation Stage as a result of the good teaching. Appropriate emphasis is put on developing their communication, language and literacy and personal, social and emotional skills. By the time children enter Year 1 they meet the early learning goals³ in personal, social and emotional, creative and physical development. The majority of children do not yet meet the goals in language, communication and literacy, mathematical development and knowledge and understanding of the world. This progress is maintained in the first two years of school resulting in the higher attaining pupils achieving well and other pupils attaining in the lowest ranges of Level 2, the expected standard for seven year olds.

² Key Stage 1 includes Years 1 and 2, Key Stage 2 includes Years 3 to 6.

³ Early learning goals – these are expectations for most children to reach by the end of the Foundation Stage. They mainly refer to achievements children make in connection with communication language and literacy; mathematical development; and personal, social and emotional development; knowledge and understanding of the world; physical and creative development. There are many goals for each area of learning, for example, in language and literacy pupils should be able to write their own name and other things such as labels and begin to write simple sentences.

4. Pupils continue to make sound progress throughout Key Stage 2. The school has introduced the National Literacy and Numeracy Strategies well and this has supported the improvement in teaching. It has also contributed to the substantial improvement in standards in 1999 and 2000, which was narrowing the gap between the school's standards and those found in other schools. This improvement in teaching is having a positive impact on pupils with special educational needs and those few higher attaining pupils. The school needs to address more closely the needs of the average pupils to ensure they reach the appropriate standards. Standards in speaking and listening are too low as pupils do not have enough opportunities to listen with accuracy and explain their thinking. There is good progress in reading throughout the school. In writing, progress slows by the end of Key Stage 2 due to the lack of opportunities for extended writing. In mathematics, the introduction of the National Numeracy Strategy has ensured that pupils are making sound progress in knowledge but their understanding is fragile. They find it difficult to use the most efficient strategy to solve problems. There is a tendency for learners to rely on other pupils to tell them what to do and this inhibits progress. Progress is similar for science. By the age of seven, pupils' attainment varies across the areas of science. There is good knowledge of animals and life processes but weak knowledge of properties of materials and features of the physical world. The good practice used by teachers in the Key Stage 1 classes of pupils raising their own scientific questions is not built on well enough in Key Stage 2. There have been improvements in the taught curriculum but time is not used well enough to allow middle and higher attaining pupils to use their scientific language and to draw conclusions using their knowledge.
5. Pupils who have English as an additional language have mostly developed to a stage where they speak English well. They take part in a continuing support programme that enables them to make good progress in their work. Pupils who arrive at the school with little or no English receive more intensive support, often at crucial points, which enables them to progress well.
6. The level of attainment of pupils who have special educational needs is well below national averages. The inspection findings support the school's view that these pupils make good progress. They are well supported during their work in the classrooms by teachers and support assistants. Progress has improved since the previous inspection. Writing is the area where these pupils do not progress as well as they could.

Inspection findings

Subject	At the end of Year 2	At the end of Year 6
English	in line with national expectations	below the standards found nationally
Mathematics	in line with national expectations	below the standards found nationally
Science	in line with national expectations	below the standards found nationally
Information and communication technology	below the standards found nationally	below the standards found nationally
Art	in line with national expectations	in line with national expectations
Design and technology	in line with national expectations	in line with national expectations
Geography	in line with national expectations	in line with national expectations
History	in line with national expectations	in line with national expectations
Music	above the standards found nationally	above the standards found nationally
Physical education	in line with national expectations	in line with national expectations

- Standards in information and communication technology are the result of the lack of resources and weaknesses in teachers' knowledge. These are both being addressed. The school is currently undertaking training and has a clear prioritised plan to improve the resources. Music standards are good due to the consistently good progress throughout the school. The opportunities to play the steel pans give a special dimension to the music making in the school.

Pupils' attitudes, values and personal development

- Pupils have good attitudes to the school and they like it. They are keen to complete their work and they persevere. Their attitudes were good or better in 53 per cent of lessons seen. They show satisfactory interest in activities. When the teaching is good and pupils get a challenging task, they respond well. They are proud of their school. For example, four pupils eagerly take turns to act as litter pickers each lunchtime. They value the way that they are helping to make the school a better place for everyone. Pupils act as good ambassadors when they go out of school for a visit or an event. On a trip to a historical site, adults said they were 'a credit to the school'.
- Most pupils who have special educational needs maintain a positive self-image as they are enabled to achieve success in their work. Their behaviour is often good. Support assistants encourage pupils to concentrate and tackle challenging tasks with determination. A minority finds particular tasks, such as writing, difficult and they give up too easily.
- Pupils' behaviour has improved to the point where it is satisfactory in lessons and at lunchtime. Pupils welcome visitors with enthusiasm and courtesy. The previous inspection identified poor behaviour by a significant minority of pupils, particularly the older boys. Two years ago, the school set a high priority on improving pupils' behaviour. The effects are coming through positively. Pupils know that good behaviour is as important as good work in winning praise and rewards at the fortnightly assembly. There was no outright poor behaviour during the inspection. It was unsatisfactory in only four lessons. There were two fixed period exclusions during the past school year. The school is free from oppressive behaviour and sexism. Bullying is rare. Up to 30 pupils each day take advantage of the 'Happy Hour' in the library. Here, a learning support assistant helps them choose an activity. They read, draw or play games such as draughts. Other pupils take part in the Photo Club in the computer suite. They modify and edit photographs they have taken themselves with a digital camera. The weakest part of the day is when pupils come back from the playground after lunch. In the week of the inspection there were disagreements, resulting in pupils being pushed or upset.
- Relationships are good. There is racial harmony. Boys and girls work together well in groups. For example, pupils co-operated smoothly in sharing one pot of glue between up to three pairs when creating a collage of an angel they had seen in Coventry Cathedral. Each lunchtime, three older pupils act as 'buddy monitors'. They befriend any younger pupil in the playground who is short of friends and things to do. Other pupils do this informally. For example, a Portuguese boy with virtually no English joined at the start of term. The school's Spanish pupils used their near common language to help him settle in. Pupils relate well to their teachers and to other adults in the school.
- Pupils show good initiative and responsibility. They take the increased opportunities that the school offers them. In addition to the litter pickers and buddy monitors, there are 10 other monitoring posts each lunchtime. Pupils consider these jobs important and do them well. The school has just established a school council. Pupils questioned representatives from another school about how their council worked. Each class from Year 1 upward elects two representatives. They take responsibility for putting forward their class' ideas and suggestions. Pupils react sympathetically when they hear of other children in need. They successfully raised funds last year for victims of the earthquakes

in India. A pupil taking part in a Jamboree in the United States last year ran her own stall at the summer fete. She successfully raised the deposit for her visit. Pupils enhance their self-esteem with activities in the performing arts. The school has a successful orchestra and a steel pan band.

13. Compared with the national average, attendance is unsatisfactory. The school's 90 per cent was well below the national 94.4 per cent in 1999/2000, the latest year for which the national primary average is available. However, attendance in 2000/01 rose to 93.2 per cent, a significant increase on the previous year. Families are responding to the school's campaign for better attendance. They now respect the fact that the school will not authorise more than 10 days' holiday leave. Pupils arrive punctually each morning. Most arrive eagerly, well before registration time.

HOW WELL ARE PUPILS TAUGHT?

14. The quality of teaching is sound and the quality of learning is sound. Through looking at teaching more closely the school has improved significantly since the previous inspection. The teaching in the Foundation Stage is consistently good. The teaching in Key Stages 1 and 2 is now much more consistent, and is sound overall. The level of unsatisfactory teaching has been reduced, with only 6 per cent unsatisfactory lessons, a similar amount in Key Stage 1 and Key Stage 2. The amount of good teaching has increased since the previous inspection. Two out of five lessons observed are good or very good, again with similar amounts in both Key Stages 1 and 2.
15. The school is sustaining the good teaching in the Foundation Stage identified in the previous inspection. This is based on very good relationships that enable the children to settle quickly into school and enjoy their learning experiences. The safe and harmonious environment created gives children confidence and is already promoting good social development. Management of the pupils is very skilled both by teachers and support staff. It is characterised by the respect and value consistently shown to each child. As a result, children are secure, willing to take risks with their learning and behaviour is good. The stimulating classrooms, rich in resources, encourage the children's creative development and promote their knowledge and understanding of the world around them. Some of the activities are particularly well planned, such as the group session where children studied their faces in a mirror and then created pictures of themselves using a bank of unusual materials. The results were photographed for later careful assessment. This lesson offered an example of the good support given by the learning assistants. Expectations of children as they transfer from the nursery to the reception are not always well enough informed by assessments to ensure that higher attaining children build well on their previous learning.
16. A consistent strength of the teaching throughout the school is the quality of the relationships between the staff and the pupils. Adults present a good model of calm and courteous behaviour in all circumstances. This fosters positive attitudes and a willingness to learn in the good lessons, and helps to establish satisfactory discipline in the sound lessons. The support staff team plays a very important role in maintaining the stable working atmosphere, while also giving good tuition. Teachers use them very effectively. This is seen, for instance, in the good teaching of pupils with English as an additional language. These pupils learn effectively because of the extra support given to them, focusing well on basic skills, extending vocabulary and explaining the precise meanings of words. The specialist teachers and support assistants, using large and small group tuition as well as one-to-one support, achieve a good balance of interaction. In some cases the programme does not contain sufficient opportunities for pupils to speak the language so well modelled for them. The teachers are alert to spotting key moments when support is crucial, such as the mathematics lesson where a Portuguese boy

received brief but necessary individual explanation about decimals, which enabled him to tackle his worksheet successfully and then move into a higher group.

17. In the best lessons the teachers use a variety of resources well to encourage pupils to play an active part in their own learning. This raises pupils' interest and develops their concentration. The Years 3 and 4 pupils studying symmetry, with furrowed brows, used mirrors as a necessary tool to think through the different patterns. They wanted to achieve a thorough understanding of the principle to their own satisfaction. They went further, to set themselves more and more difficult tasks and became quite independent of the teacher. This level of independence is not sufficiently developed in the older pupils and is therefore a weakness. Teachers plan well to include instruction in the basic skills of all of the subjects. Their planning structure tends to show more what pupils are to do than what they are to learn.
18. Many teachers are beginning to introduce lessons by explaining to the pupils what the objectives are, thus leading them to an understanding of the steps of their learning. Where the objectives are crisp and clear the activities linked to them are usually also precise, relevant and well adjusted to the abilities of the pupils. Pupils love to decide at the end of these lessons how well they have achieved them, either by telling the teachers what they have learned, or if time does not allow by thumbs up or down. However, more often, the objectives are not as clear, and this results in activities that are not fully suited to one or more of the ability groups. Sometimes this is because teachers have not used the information about pupils' ability obtained from the school's effective assessment systems to set appropriate starting points for lessons. Sometimes it is because of an under-estimate of what pupils can and should learn. The objectives then do not relate accurately to what is to be tested at the end of a lesson. In the best lessons teachers are good at checking what pupils are doing and encouraging pupils to concentrate and maintain their interest. Not all are equally good at taking account of the signals pupils give that they are not understanding and altering the course of the lesson to let them explain further, and getting to the root of the problem.
19. The teaching of pupils who have special educational needs is good overall, and is an improvement since the previous inspection. When the teaching of basic skills is by the specialist teacher or support assistants, using carefully selected material linked to the pupils' individual education plans, it is at times very good. This enables the weaker pupils to make particularly good progress as, for instance, in a Years 5/6 mathematics lesson where the support assistant explained the teacher's words to the pupils right from the start of the lesson. With constant encouragement she enabled them to master a difficult task of changing fractions to decimals. This systematic use of pupils' individual education plans is not consistent throughout the school. Therefore, on occasions, the work prepared for pupils is not suitably matched to their abilities, being too hard or too easy. The close teamwork between class teachers and support assistants enables them to transfer instructions and information about pupils' progress effectively.
20. Though teachers expect pupils to behave well in lessons, and often use sound management techniques to achieve this, they do not set out clear requirements of how much work the pupils are expected to complete in a lesson. Where this expectation is not clear, pupils are left to select their own quality and quantity of work and opt for lower limits. Teachers set homework regularly, with some interesting activities in a wider range of subjects than usually found in schools. In this, pupils often do put in sound effort and take care with presentation.

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

21. The school provides a broad range of learning experiences that meet the interests, needs and ages of all the pupils. The curriculum meets the requirements of the National Curriculum and the Early Learning Goals for children under five. Provision for special educational needs is very good. This is an important improvement since the previous inspection because it now leads to these pupils making good progress throughout the school. All the pupils' individual education plans are in place and of a consistently good quality. The pupils' targets are clearly defined, work programmes are shown in detail and their progress is reviewed at regular short periods as suggested in the criteria for successful achievement. Some pupils have their targets pasted on to their desks as a continuing reminder of where they need to improve.
22. Information and communication technology and physical education now have an adequate time allowance, a weakness identified in the last inspection. Although teachers interpret the time allowance for different subjects individually, overall each subject receives an appropriate allocation of time. However, the timetable does not ensure that time is always used efficiently. For example, in some timetables the first lesson starts half an hour after the beginning of the school day. The hall is not always ready after the lunch break for the start of a physical education lesson. Consequently, time is not used to set high expectations for a brisk, engaging pace of learning. Pupils take some time to become fully engaged in lessons.
23. There are now improved policies for all subjects. The school uses the nationally available guidance effectively to support teachers in their planning. A long-term plan and joint termly curriculum planning, effectively monitored by co-ordinators and senior management, ensure full coverage of all subjects. These are improvements since the last inspection. Although teachers use the same format for daily planning, they do not always identify clearly what pupils are to learn. Consequently, teachers are unable to assess what pupils can or cannot do accurately or help pupils recognise their achievements.
24. The successful implementation of the National Literacy and Numeracy Strategies contributes to improved teaching in English and mathematics and some improvements in standards over the last three years. Teachers make some effective links between subjects, such as linking art with religious education and English following a visit to Coventry Cathedral. Pupils use information and communication technology to word process their writing in English or to research information about instruments in music. However, these links are not strong and there are insufficient opportunities to use computers or to visit the library to develop research skills in other subjects.
25. The curriculum for children in the Foundation Stage provides rich experiences in the nursery and reception classes. Understanding is promoted well by the links the teacher makes between different areas of learning. For example, the children enjoyed the story of the 'Three Little Pigs' and then explored the materials of straw, wood and bricks by building their own houses. Throughout activities like these teachers promote the children's descriptive vocabulary and creative skills. This provides good opportunities for pupils to practise and apply basic skills in language as well as developing their knowledge and understanding of the world. The weakness identified in the previous inspection has been rectified and there is now good provision for challenging physical activities in the outdoor classroom. Planning for mathematical development in the nursery lacks specific emphasis.

26. The equal opportunities given to pupils in the school are good. All pupils have equal access to the curriculum and other learning opportunities. The work programme for pupils who have English as an additional language is well suited to their needs across the range of ability. The specialist English language teachers make a significant contribution to the provision for personal development by the organisation of a sequence of events and festivals, which celebrates the richness of the cultures surrounding the school. This is a boost to the self-esteem of their own pupils and a good source of inter-cultural experience for the whole school.
27. The school provides a very wide range of extra-curricular activities that contribute particularly well to pupils' social development. The science and computer clubs as well as the opportunities pupils have to take part in the orchestra contribute to the science, music and ICT curriculum. Older pupils produce a school newspaper 'Juice' and involve Key Stage 2 pupils in competitions and voting. Pupils have opportunities to participate in a range of sporting activities, such as football, netball, cricket or cross-country, and sports teams compete against other local schools. This is an improvement since the last inspection and makes an effective contribution to the curriculum for physical education. Visitors, such as poets, drama groups, artists and a musical ensemble, further enrich the curriculum and promote pupils' enthusiasm for learning. Numerous educational visits, including residential visits to Kingswood, Castleton and Cleobury Mortimer, contribute to their spiritual and social development and enhance pupils' learning by enabling them to broaden their experiences.
28. Links with community and with other schools are good. The school has close links with local churches. The Rector from St Andrew's Church visits the school on a regular basis to take collective worship. Pupils attend church to take part in the Christingle services where they play their steel band and present readings. The school also joins the local church in its celebration services. This broadens pupils' understanding of Christian fellowship and of the variety of churches in the community. Involvement in the intercultural festival and workshops, visits to the local garden centre and the Mayor's parlour help pupils to become aware of people, businesses and administration in their community. Pupils use the Internet link to send e-mails to America to enable them to contribute effectively to society following tragic global events. Pupils in Year 6 join pupils from the local secondary school for a residential visit to Cleobury Mortimer. This visit and sporting links with other primary and secondary schools ensure pupils have a smooth transition to secondary education.
29. Provision for pupils' personal, social and health education is good. Opportunities for pupils to discuss issues such as relationships and to learn about a healthy lifestyle help them to develop respect for the feelings and values of others and builds their own self-confidence. Pupils are made aware of the dangers of drug misuse and follow a carefully planned sex education programme both in science lessons and as part of personal, social and health education lessons. The school council provides opportunities for pupils to contribute to the school community. Older pupils develop responsibility and maturity when they have opportunities to act as monitors around the school.
30. The school's strong caring ethos provides a good framework for pupils' spiritual, moral, social and cultural education. This has improved since the time of the previous inspection.
31. The school bases its good provision for spiritual development on its Christian foundation. Themes in assembly that reflect the Christian tradition also link to wider values. For example, the headteacher told pupils the story of the sick man's friends who cut a hole in the roof of the house where Jesus was teaching. They were so desperate for him to have the chance to benefit from Jesus' healing. Pupils reflected on 'What can you do for your

friends today?’ Assemblies incorporate aspects of other faiths. The whole school listened attentively when a Hindu pupil spoke about what her faith meant to her. Pupils love singing and music plays an important part in the life of the school. Children in the reception class gasped when a flock of birds flew past their window. Pupils’ ideas on the prayer tree come straight from their hearts. In the week of the inspection, a prayer for the casualties in the American disaster said: ‘We pray that their families will be comforted, and that You will bring peace to the world.’ Beside it, a prayer in a neat, child’s handwriting said: ‘Dear God, Please look after Grandad’.

32. Moral development is good. For example, in circle time⁴ teachers give pupils the chance to discuss problems that may have occurred outside lessons. This encourages pupils to respect each other and to behave responsibly. Pupils are aware of the school’s new behaviour policy. They understand the school rules and the sanctions against breaking them. They are very aware of the rewards for good work and behaviour in ‘Golden Time’. Teachers explore moral issues well in personal and social education lessons. Pupils have a good understanding of right and wrong.
33. The school provides well for pupils’ social development. There are good personal relationships between pupils and between pupils and adults. Teachers and other adults are good role models. They listen to pupils, valuing their ideas and opinions. Pupils are confident working in pairs and groups. From the nursery onwards, pupils are good at sharing equipment and resources. Within each class there are opportunities for pupils to take on responsibilities. In addition to those mentioned elsewhere in this report, pupils look after books in the library and answer the telephone at lunchtimes. Pupils learn about citizenship with a visit to the Mayor’s Parlour. They show concern for others and are active in raising money for charities. Residential visits offer pupils the opportunity to develop their social maturity. The school plans three different visits within a year. The most remarkable is a three-day spiritual experience where Year 6 pupils from this school together with Year 7 pupils from the secondary school take part in ‘Project Bethlehem’. This provides an excellent opportunity for the pupils from both schools to learn together.
34. Provision for cultural development is very good. It has extended considerably since the last inspection. An artist came to school last spring. He helped create large, beautiful posters right across the age groups. Reception children painted lilies. Year 2 pupils did African art. Years 3 and 4 built up a huge illustration of the Victorians. Two poets really captured the pupils’ imagination. On their return visit a year later, a Year 3 pupil asked ‘Is that the poet? The funny one!’ Pupils took part in an intercultural festival at the Benn Centre in Rugby. They listened to music on the African drums and produced beautiful examples of Chinese calligraphy. They played playground games from all around the world. As part of the European Year of Languages celebration pupils in Years 1 and 2 greeted other pupils in nine different languages.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

35. The school has a strong caring ethos. It cares very well for its pupils in respect of welfare, child protection and health and safety. The premises committee checks for health and safety every term. They report their findings to each full governing body meeting. The caretaker checks for minor concerns and corrects them herself. She and her team of cleaners keep the school in very good condition. There are no health and safety concerns at present. There are very good arrangements for first aid. A member of staff has the full first aid certificate. The school notifies parents in the event of an injury. The headteacher is the designated teacher for child protection and has received full

⁴ During Circle Time pupils discuss personal and general issues. One pupil at a time speaks in turn, and no-one interrupts. Pupils feel confident that they can talk freely and openly, and that the teacher and other pupils will listen.

training. The school follows local procedures. Staff have received training and the school takes care to ensure that all are aware of current issues and requirements.

36. The school provides sound monitoring of pupils' academic and personal development. Educational and personal support and guidance for pupils are sound overall. The previous report found that assessment procedures were in the very early stages of development. The school has significantly improved its systems within the past two years. It has now reached the point where teachers can start to use these systems effectively.
37. The school brought in a good assessment system and a computer programme from a national provider. It analyses in detail the National Curriculum tests for pupils in Years 2 and 6. Pupils in Years 3, 4 and 5 take the national optional end of year tests. Teachers have started to maintain a detailed assessment book for every child in their class. The main focus is on English, mathematics and science. Teachers pass their detailed assessment information on to the next class teacher and discuss particular issues.
38. At present, teachers' use of assessment is unsatisfactory. It plays little part in medium-term planning and in planning individual lessons. Some teachers use it to help individual pupils make progress. However, this is not yet consistent across the school. Too few targets for improvement relate directly to pupils' standards or to the school's priority targets, for example, in mathematics. The senior management team and the assessment co-ordinator are working to enable and encourage the teachers to make more effective use of assessment information.
39. The assessment of pupils who have English as an additional language is good. They are part of the normal assessment procedures in the school, as well as being monitored through a rigorous tracking record by the staff. Specialist staff assess pupils who arrive at the school with limited English in order to ascertain the level of support required.
40. The assessment of pupils who have special educational needs is good. Teachers identify children who are likely to experience learning difficulties at the earliest opportunity, even in the nursery. The teachers in this class observe the children closely and, after a suitable settling in period, use the simple nursery tests to group children. Throughout the school, pupils are monitored regularly to see if they have made sufficient progress to come off the register or if they need further help. The staff are now tracking these pupils closely. The school draws on the expertise of specialist services for more detailed diagnostic testing. The school has very good relationships with many specialist agencies. The staff use their knowledge of these special pupils effectively to give guidance on behaviour and improvement in classwork. The school is able to meet the support terms written into the seven statements of special need. The staff give very sensitive one-to-one attention to the pupils with the most complex needs, which at times demands that the assistants cast off their inhibitions to participate in joyful bouncing down the school corridors.
41. The school has good procedures for monitoring pupils' personal development. It is strong at the informal level. Teachers know their pupils well. The learning support assistant who looks after the 'Happy Hour' at lunchtime keeps a written record of each activity that a pupil carries out as a voluntary monitor.
42. Good support for pupils' personal development includes a personal target in the annual reports to parents. Before the school established its school council, it invited pupils from other schools to answer questions about how their council works. This got the school council off to a good start. Each class elects two pupils as representatives. Pupils also build their teamwork in the school orchestra and the steel pan band and both perform at

school and local community events. Pupils take responsibility for raising money for their chosen charity. The school makes effective use of circle time. These sessions give pupils the chance to speak about things that concern them and to develop a closer understanding of one another.

43. **The good, clear policy for behaviour and discipline is called ‘Three Steps to Heaven’. It encourages positive behaviour. It also includes sanctions to deter inappropriate behaviour and firm procedures to deter bullying. Each Key Stage 2 classroom has a ‘Zone Board’. As a reward for entries in the gold zone, pupils choose their favourite activities during ‘golden time’. The school has engaged more midday supervisors to provide support at lunchtime. This was a concern in the previous report. The school has some innovative ideas to improve lunchtime behaviour. A learning support assistant runs ‘Happy Hour’ in the library, giving pupils the chance to read, draw, play draughts or simply sit quietly. The Photo Club is very popular each Tuesday and Friday. Pupils take photographs on a digital camera and edit them on a computer. Pupils who need support at lunchtime attend these clubs together with pupils who can act as role models.**
44. Procedures to promote attendance are good. Class teachers take registers promptly and correctly. At the pre-inspection meeting, parents commented that the school values good attendance and does all it can to encourage it. If parents do not explain an absence, the administrative assistant contacts them promptly. She makes effective use of the computerised system to establish whole-school and individual patterns. The school works hard to discourage family holidays in term time, and does not authorise longer than 10 days. It has improved its procedures to encourage punctuality by entering latecomers in a ‘late book’.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

45. Parents have a good opinion of the school. At the pre-inspection meeting parents said the headteacher is approachable and it is an open school. Parents answering the inspection questionnaire give positive responses to virtually all questions. More than nine out of ten parents agree that the teaching is good, the school has high expectations and their children make good progress. One hundred per cent say their children like school. Twenty one per cent of parents say their children do not get the right amount of homework but 75 per cent of parents are satisfied with the homework. The inspection finding is that the school’s homework policy and procedures are working well.
46. **The school’s open door approach makes for good and effective links with parents. Before children enter the nursery and reception classes teachers visit the family at home. Parents are also invited to an evening meeting at school to meet the teachers. In the autumn and spring terms, class teachers and parents meet to review the children’s progress. Parents have the opportunity to discuss their child’s annual report in the summer term. They say they find it easy to arrange a meeting with the teacher if they have a concern at any other time of year. Parents come to assemblies and to performances of music and drama. They take part in family services at the parish church. The home-school association raises money for extra facilities. It has funded equipment for lunchtime play. It ran a successful fete last summer. This gave pupils the chance to help with stalls and games.**
47. The school provides good information for parents. Class teachers send half-termly letters showing what children will be learning and how parents can help. The home-school association sends frequent newsletters about events. The prospectus and the governors’ annual report are clear and informative. Both documents cover the areas required by statute. There is one omission of detail in the prospectus. The school has undertaken to

rectify this omission in future. The pupils' annual reports to parents are clear and well presented. They deal individually with what the child knows, can do and has learnt. They cover English, mathematics and science in detail. Coverage of other subjects is shorter, but relates individually to the child. The reports end with three specific targets. The school keeps the parents of pupils with special educational needs fully informed. They have good opportunities to discuss targets and reviews with the school.

48. Parents make a good contribution to their children's learning. The previous report said the school did not welcome parents to help in the classroom. Parents have increased their involvement recently. A few parents now come in to hear reading and support learning in other subjects. A parent regularly accompanies pupils to swimming. Parents join teachers on trips to local sites of interest. The school has issued a written policy, making it clear it expects all pupils to do homework. In the younger classes, most parents read at home with their children. These children have reading diaries. Parents of older pupils say teachers set homework regularly, and they know when to expect it. Key Stage 2 pupils have homework diaries.

HOW WELL IS THE SCHOOL LED AND MANAGED?

49. The leadership and management of the school are good, with some very good features and recent improvements. The headteacher joined the school two years ago. She has achieved a radical change in management style. She has a clear insight as to the needs of staff and pupils, and what the school needs to do to improve further. The school opened as a newly amalgamated school five years ago, just two terms before the previous inspection. The previous report noted that the senior management team had not defined clear targets and priorities. Staff had not agreed the aims that should guide the development of a primary school. In the past two years, the headteacher has enabled her senior management staff to take greater responsibilities. She has got the staff of the two former schools working well together as a team. She makes pupils, staff, parents and governors feel they are part of the school's success. There is now a strong shared sense of purpose.
50. A key decision was to extend the role and experience of the deputy headteacher. Last year he worked 'hands on' as a class teacher in a reception class. At the other end of the age range he ran 'booster classes' for Year 6 pupils before the national tests. He has made a major contribution to the school's assessment system. The senior management team works closely together and has high expectations of staff and pupils. Office administration, classroom assistants, lunchtime staff and the caretaker give good support to the teaching staff. Together, they make an important contribution to the smooth running of the school and its caring ethos.
51. The management team for special educational needs is particularly strong. It has established effective and caring provision. The newly appointed specialist assistant has led the school forward in the area of assessing pupils and identifying different types of need and in the writing and use of individual education plans. The organisation of training is continually raising the expertise of the support staff to a high level. Careful timetabling ensures that this expertise is in the right place at the right time. One point for development is the gathering together of the information from the various assessment sources to enable the school to monitor and evaluate the impact of special needs support overall.
52. The school maintains an up-to-date register of pupils with English as an additional language. The effective team of three specialist teachers manage the provision and resources well. They are preparing a register of Afro-Caribbean pupils in readiness for extending the programme of additional support to them. The presence in the team of a

dual (or treble) language-speaker is a valuable resource in the assessment of and communication with pupils.

53. The school is effective and has made good improvements on the key issues identified at the last inspection. There was a weakness in teaching in Key Stage 2, particularly in Year 4. The school has addressed this successfully. It has significantly improved facilities and increased expertise in information and communication technology. Assessment systems have improved and teachers now have scope to use assessment effectively in their planning. At the time of the last inspection, the school had no development plan and no prospectus. It now has both. The school development plan clearly shows priorities, timings, costs, who is responsible for what and how to see whether it has been done.
54. Some key issues still need improvement. Standards in mathematics remain below the national averages, particularly in Key Stage 2. The school has bought extra mathematics resources and initiated 'booster classes' to address this weakness. Subject leaders now have increased responsibility for their subjects delegated to them. They still do not have sufficient opportunity to monitor teaching in their subjects. Teachers are not yet making effective use of assessment information. The school has rigorous self-review processes. It gained the Investors in People award within one term. It has good capacity to improve where necessary. It uses both conventional and innovative methods. For example, a survey of Year 6 pupils last year showed that many had lost interest in reading. The school set up a Breakfast Club. Teachers, assistants and governors came in to help. Pupils devoured books and breakfasts simultaneously. They regained their interest in the former. One pupil said: 'You got me back on to reading.'
55. There is a good system in place to monitor teaching. Currently the monitoring focuses on the implementation of school policy or national strategies. The school is aware of the need to use this system to support teachers in improving learning for all pupils. Procedures for the implementation of the new statutory requirements for performance management are properly in place. Teachers have their own portfolios with records of their training, evaluations of its effectiveness and future requirements. The newly qualified teacher has a mentor who works in the same year groups. She takes part in local authority induction programmes and has already undertaken training in the National Literacy Strategy and behaviour management this term. She also learns by seeing other teachers working with their classes. Last year, three trainee teachers worked at the school.
56. The governing body is effective and improving. It has recently recruited five new members, adding significantly to its expertise. Named governors take responsibility for curriculum areas such as literacy, numeracy and information and communication technology. There is a governor for pupils with special needs and another for links with the community. The governors have a clear understanding of the school's strengths and weaknesses and play an active role in shaping its direction. They have benefited from a variety of local authority training courses. The governing body fulfils its statutory responsibilities.
57. The school commits itself fully to equality of access for all. It takes positive steps to promote inclusion of all pupils and staff. For example, it makes good provision for pupils with special educational needs. Similarly, good teaching of pupils with English as an additional language enables these pupils to play their full part in the life and learning of the school. The school analyses data in terms of boys and girls and ensures it sets suitable targets and takes action where necessary.

58. Staffing is good overall. Teachers have an appropriate range of qualifications and experience. The school has increased the number of classroom assistants and invested wisely in their training. It has increased its provision of lunchtime support staff, but at present is having difficulty in recruiting the number it requires. However, it makes good use of support staff and teachers to extend the range of interesting activities for pupils at lunchtime.
59. **The school has good accommodation. The 1970s building provides adequately sized classrooms. There were substantial additions and refurbishment for the opening of the new school five years ago. Modifications at that time have reduced the noise levels of the 1970s style 'open plan'. Good features include a lovely library, a music room and a superb computer suite that really captures pupils' imagination. The hall is big enough to take the whole school for assembly and has plenty of space for lunchtime. The school has a very good, newly built nursery. There is a separate outside area for play and learning in the Foundation Stage. This is next to the nursery and accessible for the two reception classes. The school plans to improve access for the reception classes and install a canopy that will allow the children to use the outside area in rainy weather. The school has good, large separate playgrounds for Key Stage 1 and Key Stage 2 pupils. These have markings for games and activities. There is a small playing field for use when the grass is dry.**
60. Resourcing is sound. No subject has inadequate resources. The library has an attractive stock of fiction and non-fiction books. At present, the school has only one computer for 22 pupils - the national average is one per 11 pupils. However, this is because the school is in a late phase of National Grid for Learning funding. It will soon increase its computer stock very significantly. Years 5 and 6 classes will have laptops this year. Within two years the school plans to increase the computer ratio to one for every 8 pupils.
61. The school has good systems for financial planning. It has bought into the local authority system for monitoring and control. Office computers are directly on-line to the county network. The senior management team and the administrative assistant use their systems effectively and provide good information for the finance committee. Governors have a good basis on which to take informed decisions about spending. The school has spent prudently its additional funding for special needs and English as an additional language. It has invested wisely in the provision and training of support staff. The governors apply the principles of best value well and the school provides sound value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

62. The school has made good improvements in the curriculum provision, quality of teaching and leadership management. It needs to build on this and rapidly improve standards. The headteacher, staff and governing body should now:

- (1) raise standards in the core subjects of English, mathematics, science and information and communication technology by: -
 - ensuring that there are more planned opportunities for speaking and listening and extended writing for all pupils in literacy lessons;
 - ensuring that teachers provide planned opportunities for pupils to improve their skills in independently choosing the correct mathematics to solve a problem;
 - by organising the use of time in science lessons so that middle and higher attaining pupils complete the task to show what they have learned from their science investigations;
 - accelerating the actions outlined in the school improvement plan for improving teaching and learning in information and communication technology;
(paragraphs 4, 54, 70-72, 74, 76, 78, 86 and 110)
- (2) further improve teaching and learning throughout the school by: -
 - ensuring that teachers identify clearly in their planning what it is the pupils are to learn in each lesson;
 - ensuring that all teachers use ways to check that pupils *are* learning during the lesson;
 - developing a range of strategies for pupils and teachers to use to assess achievements at the end of lessons;
 - raising teachers' expectations of what pupils can achieve by using the good information from the assessment systems that the school already has in place;
(paragraphs 15-20, 23, 38, 73-75, 78, 80-82, 87, 100, 103 and 118)
- (3) sustain efforts to improve attendance.
(paragraphs 13 and 44)

A less important weakness that should be considered for inclusion in the action plan is: -

- make efficient use of time in the timetabled day (paragraph 22).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	53
Number of discussions with staff, governors, other adults and pupils	90

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	0	3	27	20	3	0	0
Percentage	0	6	51	37	6	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 [two, three, etc] percentage point[s].

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)	20	294
Number of full-time pupils known to be eligible for free school meals	0	69

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	1	7
Number of pupils on the school's special educational needs register	13	180

English as an additional language	No of pupils
Number of pupils with English as an additional language	32

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	19
Pupils who left the school other than at the usual time of leaving	35

Attendance

Authorised absence

	%
School data	10
National comparative data	5.6

Unauthorised absence

	%
School data	0
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	19	23	42

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	14	15	17
	Girls	22	21	22
	Total	36	36	39
Percentage of pupils at NC level 2 or above	School	86 (90)	86 (88)	93 (92)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	14	17	15
	Girls	22	23	20
	Total	36	40	35
Percentage of pupils at NC level 2 or above	School	86 (85)	95 (85)	83 (81)
	National	84 (82)	88 (86)	88 (87)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	12	11	23

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	9	9
	Girls	7	4	9
	Total	15	13	18
Percentage of pupils at NC level 4 or above	School	65 (59)	57 (55)	78 (73)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	8	9
	Girls	6	6	8
	Total	14	14	17
Percentage of pupils at NC level 4 or above	School	61 (55)	61 (64)	74 (68)
	National	70 (68)	72 (69)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	10
Black – African heritage	1
Black – other	2
Indian	13
Pakistani	7
Bangladeshi	0
Chinese	0
White	223
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	1	0
Other minority ethnic groups	1	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)	14.2
Number of pupils per qualified teacher	22.4
Average class size	20

Education support staff: YR – Y6

Total number of education support staff	11
Total aggregate hours worked per week	222

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	20
Total number of education support staff	1
Total aggregate hours worked per week	29
Number of pupils per FTE adult	10

FTE means full-time equivalent.

Financial information

Financial year	2000/01
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	£
Total income	623,994
Total expenditure	608,883
Expenditure per pupil	1,993
Balance brought forward from previous year	11,942
Balance carried forward to next year	27,053

Recruitment of teachers

Number of teachers who left the school during the last two years	6
Number of teachers appointed to the school during the last two years	10

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
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 12%

Number of questionnaires sent out	334
Number of questionnaires returned	40

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	65	35	0	0	0
My child is making good progress in school.	53	39	2	3	3
Behaviour in the school is good.	43	45	7	0	5
My child gets the right amount of work to do at home.	36	41	9	14	0
The teaching is good.	65	30	5	0	0
I am kept well informed about how my child is getting on.	38	48	8	3	3
I would feel comfortable about approaching the school with questions or a problem.	58	32	7	3	0
The school expects my child to work hard and achieve his or her best.	48	48	2	2	0
The school works closely with parents.	30	50	13	4	3
The school is well led and managed.	23	55	12	2	8
The school is helping my child become mature and responsible.	37	60	3	0	0
The school provides an interesting range of activities outside lessons.	33	30	9	0	28

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

Personal, social and emotional development

63. The children's attainment in personal, social and emotional development meets the goals expected by the end of the Foundation Stage. Teachers' expectations are high and supported effectively by regular and predictable routines. As a result, pupils are well motivated and not easily distracted or influenced by other children. This self-control and confidence is demonstrated well when children choose activities in the nursery and sustain concentration at their chosen activity in the reception classes. In the nursery, children play with the dough and share when other children join them. In reception, children explore the soapy water and deal well with the problems resulting from sucking instead of blowing. The children are able to give each other space when riding the wheeled toys and when jogging and running backwards, forwards and sideways in the hall. Teachers are sensitive and relentless in their praise of positive responses. This has a powerful impact due to the consistency in practice and approach by all the adults. Every opportunity is taken to model tolerance, good relationships and valuing one another. As a result pupils are confident and have the self-esteem to listen to the ideas of others and celebrate their successes. They work together in harmony. This was demonstrated well at snack time in the nursery. Children were not only able to wait their turn, despite their eagerness to have their fruit, but also willing to continue with their activities. In the reception, the teacher sensitively explained the feelings of a child who was upset in the afternoon. This promoted well children's developing awareness of others' feelings. Clear explanations and the provision of suitable resources enables children to work without adult support. Those children with more challenging behaviour are managed skilfully and are motivated by a strong desire to be part of the school community.

Communication, language and literacy

64. Children enter nursery with attainment below average and make rapid progress in their time in the nursery. Progress is at least sound in reception. Higher attaining children make good progress. However, the majority of children do not meet the goals expected by the time they leave reception. An appropriate emphasis is put on extending their vocabulary through stories and the exploration of the world around them. For instance, pupils identify and name objects beginning with 'B'. They compose letters or messages. In the reception, a higher attaining child used known words and phrases to make a label for the handbag she had made. In the nursery, children make marks on paper when answering the telephone and realise that communication can be recorded. Pupils with English as an additional language have well targeted support. The children's own language is used well to help them understand the mathematical language of shape. Teachers make good use of the literacy framework and supplementary advice to promote basic skills in reading and writing. The children greatly enjoyed exploring the selection of objects that were in the 'B' bag. Children rapidly extend their knowledge of letter sounds. By the end of nursery the children make recognisable attempts at writing their name. By the time they leave reception the higher attaining children use familiar words and their knowledge of letter sounds in a short piece of writing. The home reading diaries are very effective in providing parents with guidance on reading activities and their child's progress in reading. Teachers are clear about what they want the children to learn. They provide carefully graded books that challenge the more able children. Pupils are confident in reading simple text and can retell the story accurately. The provision of writing and reading areas enables the children to have a rich literacy environment and encourages children to see themselves as readers and writers. The majority of children who enter the reception class have attended the nursery. Record keeping in language is particularly impressive in the reception classes. However, more use could be made of assessments to provide a better match of work through adult-led activities for the children in the reception class as soon as they transfer.

Mathematical development

65. Children struggle to meet the goals for mathematical development at the end of the Foundation Stage. Teaching is thorough and effectively promotes and consolidates the children's counting skills and understanding of language, such as 'more than' or 'less than'. The children enter the nursery with very low attainment in this area and make good progress. There is particular good progress in the reception classes. In the nursery, children are absorbing mathematical language through the provision of appropriate activities. For example, the children were exploring rectangles

and triangles when selecting card shapes and three-dimensional shapes to make houses in the nursery. They try to make patterns with beads but find it difficult to identify and repeat a pattern. In the nursery they use numbers to identify the bike with its parking place. Children are able to say the numbers but are not able to count accurately. In reception, teachers take opportunities throughout the day to promote the children's knowledge of number. For example, counting the numbers of children present and identifying the number 19. Good use of resources is made to engage children's interest. The teacher uses a number line and a tape of 'Ten Green Bottles'. This successfully involves all the children in thinking and working out the answers. Children are further involved by using their fingers to show the answer. By the end of reception, the higher attaining children add two numbers in a dice rolling game and meet the expected goals by the time they leave reception. However, despite the good progress, the majority of children do not meet the goals. Although mathematical development is woven into the activities in the nursery, it is an area that needs a higher profile in the curriculum. Planning in the nursery does not provide enough specific opportunities for mathematical development.

Knowledge and understanding of the world

66. The curriculum is planned carefully to ensure the children receive a balance of experiences and this is reflected in the classroom environment. Children enter the school with limited experiences and their ability to express their ideas is hampered by their restricted vocabulary. Good progress is made throughout the Foundation Stage and many children are close to meeting the goals expected by the time they leave reception. A range of construction materials, sand, water and computer programs enable the children to design and make models. For instance, children are confident when handling the 'Splosh' program on the computer. There are opportunities to develop their knowledge of the environment. Children make binoculars and observe the difference a range of materials makes when used as lenses. Children enjoy exploring the soapy water and watch what happens when they blow through a tube. They find it difficult to explain the connection between their actions and what they observe. Children are encouraged to talk about and justify their observations. For example, when using mirrors to observe their faces, staff encourage the children to accurately name the different features of the face. They use their sense of touch to explore different types of materials. Teachers are thorough about developing an appropriate vocabulary to enable children to describe what they see, hear and touch more accurately. There is a good balance between child-chosen activities and adult-directed activities, which meets the needs of the children well. They explore a range of topics throughout the year and play is used effectively to make these experiences have relevance and meaning for the children.

Physical development

67. This is a well-developed area of learning and children meet the goals expected in physical development by the end of the Foundation Stage. The weakness highlighted in the previous inspection has been rectified and the outdoor classroom developed by the school is of a high quality. The good teaching enables children in the reception class to develop a competent awareness of space that they sustain throughout the lesson. Manipulative skills are well developed. The children use scissors competently and safely, use glue, and manage pens and pencils successfully. They can manipulate soft materials such as dough, and use pieces of jigsaws and play with construction kits and objects in domestic play activities. In the nursery, children begin to develop their skills in throwing and rolling balls. They run with energy as they follow the ball as it rolls down the incline. In reception, children change directions as they jog or run. The teacher inspired the children to work hard and concentrate by demonstrating the movements and making it fun. They were eager to challenge themselves and as a result achieved highly.

Creative development

68. Children are in line to meet the goals expected by the end of the Foundation Stage and there is particularly good achievement in art. There is a good range of activities that allows the children to express themselves creatively through imaginative play and music. There is a particular strength in the provision for art due to the range of materials that children experience. Natural materials are used well to help the children notice similarities and differences in colours and patterns. They make pictures with different materials and techniques and work is valued by the quality of display. For example, the children explored a range of colours and mounted a printed picture on their own painted background. The range of experiences in art reflects the good subject knowledge within the teaching and this results in good and very good progress. In the nursery, children have access to musical instruments in their outdoor classroom. In reception, children respond to music and control their body movements to simulate the movement of an elephant. The children joined in enthusiastically and used their bodies to represent the flat, deliberate movement of the elephants.

ENGLISH

69. By the end of Year 6, pupils attain standards of work that are below average nationally, but average compared to those found in similar schools. Progress is sound. This is below the standards found at the time of the last inspection. However, the quality of teaching is better overall due to the successful implementation of the National Literacy Strategy and use of its guidance. This has contributed to the significant rise in standards over the last three years. Even so, the results in the National Curriculum tests for 2000 remain below average and the school's results fall well below its targets. Boys and girls do not achieve equally well in the tests, although the school is addressing this issue and there is no specific difference in lessons. Standards achieved by pupils by the time they are seven are similar to those in other schools. However, a high percentage of pupils leave the school during Key Stage 2, especially higher attaining pupils, and the number of pupils with special educational needs rises. These factors contribute to the lower standards achieved at the end of Key Stage 2. Very good support for pupils with special educational needs enables them to make good progress. Those who speak English as an additional language make good progress because they receive well-targeted support.
70. Pupils make sound progress overall in speaking and listening. Pupils can listen carefully when teachers encourage them to explain their tasks, which focuses their listening. Too often, although the pupils are quiet, they do not listen attentively and this limits their understanding of what is being explained and what they have to do. Teachers explain new ideas clearly, but do not always question pupils to assess and reinforce their understanding. Their speaking develops well when teachers plan opportunities to extend these skills. For example, lower attaining Year 2 pupils gain confidence and speak more clearly as they record their version of the story 'Three Friends Together'. Year 6 pupils

present an assembly to the school, speaking with appropriate clarity and volume. Teachers plan paired discussions and these enable pupils to explore their ideas and extend their understanding. For example, Year 3 pupils explain that the language used in the poem 'The Ghoul' is 'to amuse and scare'. However, they speak very quietly and lack confidence in front of others. When teachers encourage pupils to use the correct terminology, they use it appropriately in their speech. For example, pupils in Year 4 use and explain an *ostinato* in a music lesson. At other times pupils struggle to express themselves through a lack of vocabulary. Pupils who speak English as an additional language make good gains when given opportunities to take part in small group discussions. However, teachers plan too few opportunities and, when they do, sometimes group them with one other pupil rather than two or more, which would enable them to listen to other pupils talking.

71. Pupils make good progress in reading overall. They learn a range of strategies to help them understand new and unfamiliar words and develop fluency and expression when reading aloud, through hearing good reading by their teachers. Pupils in Year 2 read accurately with developing expression. They talk about their books and explain the main points of the text by referring to the pictures. For example, one pupil explained that the boy in the story was dreaming by pointing out that he was wearing pyjamas and there was a thought bubble in the picture. Brighter pupils read with fluency and expression, although they are not always clear about the meaning of texts. Less able pupils read fluently but without accuracy. Pupils throughout the school enjoy listening to stories and develop knowledge of a range of different texts. Good quality books, frequent opportunities for reading and exciting class texts promote pupils' enthusiasm. However, pupils in Years 5 and 6 have too few opportunities to share texts as the teacher reads and this limits their progress. Pupils extend their comprehension skills soundly through experiencing a range of well-chosen texts. For example, Years 3 and 4 pupils compare and contrast the different language used in 'monster' poems. Years 5 and 6 deepen their understanding of characterisation through identifying the way 'Mr. Tom and Willie' interact in 'Goodnight Mr. Tom'. Pupils learn how to find information books in the library. Year 6 pupils confidently use the cataloguing system and find the appropriate information in the books. However, they have few opportunities to use these skills in English or in other subjects.
72. Pupils make good progress in writing in Key Stage 1 and in Years 3 and 4. However, progress slows at the end of Key Stage 2. Pupils in Key Stage 1 have opportunities to experiment with their ideas and develop their imaginations through writing letters to an imaginary character. They write descriptions and information in other subjects. Pupils extend their spelling and punctuation skills and develop neat handwriting. In Year 2, pupils write interesting sentences using capital letters and some full stops. For example, they write a letter as Little Penguin to Wally Whale with an imaginative use of 'time' words. Pupils in Key Stage 2 extend their range of types of writing soundly and some pupils develop correct punctuation and spelling. However, pupils, particularly in Years 5 and 6, have too few opportunities to write extensively. Pupils' tasks often relate to grammar exercises rather than opportunities to use their skills in extended writing. This remains a weakness from the last inspection. When teachers do set writing activities, they sometimes lack challenge for the average pupils so that their learning slows. Teachers have lower expectations for these pupils and, as they do not always have a sufficient range of resources to support their learning, they lose confidence and their attainment is below average. Brighter pupils have tasks set that enable them to achieve the higher levels. Pupils with special educational needs receive good support. These latter pupils generally make good progress. By the end of Year 6, pupils use imaginative language, such as 'The sky is a sheet of lost planets splattered across the sky'. However, punctuation is not always used properly and spelling of some common words, such as 'borrow' and 'clothes', is not always correct. Higher attaining pupils use exciting

vocabulary and expressive sentences. They paragraph their writing and spell correctly. Handwriting is of a variable standard throughout the school. Although many pupils develop neat, joined handwriting, there are no consistent approaches or expectations. There has been some improvement since the last inspection but pupils do not yet reach a consistently high standard.

73. The quality of teaching is sound overall and there is good and very good teaching across the school. This is an improvement since the last inspection when there was a considerable amount of poor teaching. Teachers introduce lessons effectively through exciting reading of well-chosen texts. This captivates pupils' attention, encourages careful listening and acts as a good role model for pupils' reading. Some effective questioning deepens pupils' understanding and focuses their learning whilst enabling the teacher to assess achievement. For example, 'Which poem do you like best and why?' encourages pupils to express their opinions. Good relationships and firm control strategies ensure most pupils behave well and concentrate effectively in lessons. Teachers use classroom assistants effectively to support pupils with special educational needs. They interpret the teachers' instructions and enable the pupils to make good progress. When teachers have high expectations of their pupils, such as in some Year 2, 3 and 4 lessons, interest and enthusiasm for learning increases and progress is good. However, in other classes teachers have low expectations of some groups in their classes and they set tasks that lack challenge. This results in pupils losing motivation and interest and slows learning.
74. Good support by support teachers and classroom assistants enables pupils with English as an additional language to have full access to lessons and to learn well. Teachers have improved their planning through the successful implementation of the National Literacy Strategy. They use the format of the strategy soundly to plan the different elements of lessons. However, they do not always clearly identify what pupils are to learn and therefore cannot fully assess their achievements. Planning relies more on the guidance from the strategy rather than on what pupils in the class can or cannot do with a resulting mismatch of tasks at times. Teachers also emphasise reading and writing in their planning rather than simultaneously planning in opportunities to develop the pupils' speaking and listening skills. When teachers plan oral activities systematically their pupils gain the confidence to talk and listen with assurance. Teachers give pupils clear information, but do not use sufficient strategies to enable pupils to think for themselves or improve their knowledge of their own learning. They do not provide enough opportunities for pupils to explain what they have to do or what they have learnt. The pace of lessons slows when there are no reminders of time or teachers' expectations. Pupils are unaware of any urgency and, consequently, work is often uncompleted or shorter than could be expected.
75. Assessment systems provide detailed information to enable teachers to track pupils' progress and make judgements of how well they are doing. However, teachers do not effectively use the information about what pupils can or cannot do to adapt their planning.
76. The recent appointment of an additional co-ordinator has strengthened the leadership and management of the subject. Monitoring of teaching and data is in the early stages and has not yet identified strengths and weaknesses in teaching and learning. However, the weaknesses in the development of speaking and listening skills is identified in the action plan for English and the co-ordinators are in the process of preparing guidelines for teachers.

MATHEMATICS

77. There has been a gradual improvement in pupils' standards by the age of seven in the last few years and pupils now achieve standards of work that are similar to those in other

schools. These are not as high as the standards in the previous inspection. Pupils enter the school with standards below the national expectation and make sound progress overall. By the age of 11, standards are below those expected nationally, but in line with those found in schools in similar circumstances. This is a similar picture to that identified in the previous inspection. Despite the marked improvement in last year's reported results, standards are still below those of other schools. Pupils with special educational needs are making sound progress. However, the progress of average and brighter pupils lacks sufficient consistency to achieve the required standards. Those pupils who speak English as an additional language do well when they receive well-targeted support. For example, the support given to one new arrival enabled the child to rapidly move to a higher attaining group. The current Year 6 also demonstrates standards that are below average. The high level of mobility in Year 6, both this year and last year, has a significant impact on standards and the test results. Over 25 per cent of pupils in these year groups left the school. School tracking data indicate that these leavers attained average or above average standards in the tests at the end of Year 2. The pupils admitted to school during Key Stage 2 had a high level of special educational needs. This is borne out by the significantly higher proportion of pupils identified as having special educational needs compared with the previous inspection. As a consequence, the improvement seen in the 2000 tests has not been sustained in the unreported results of 2001.

78. By the age of seven, pupils have a secure understanding of tens and units and apply this to round numbers to the nearest 10. They identify and classify two-dimensional shapes and are becoming familiar with the language of shape. They have rapid recall of the two times table and use this knowledge to work out division facts. They find it challenging to find the vocabulary to explain their thinking. For example, a pupil could identify a square but found it difficult to express her knowledge. She indicated that the shape was the same size. The teacher effectively modeled the appropriate language, that is, that the sides were the same length. This lack of ease in expressing their thinking using accurate vocabulary reduces pupils' capacity to make progress. In Year 4, pupils recognise an angle but are less secure when a shape is rotated. By the age of 11, pupils have an understanding of equivalent fractions. They recognise that $\frac{2}{8}$ is the same as $\frac{1}{4}$ and can convert these to decimal notation with support. They are not secure about the relationship between the size of the denominator and fraction. Work scrutiny indicates that percentages were a weakness in the spring term last year. Analysis of the Year 6 test results in the summer show that percentages were still a weakness. Assessments are not used rigorously enough to target the weak areas so that pupils can consolidate their learning. Pupils learn taught strategies but lack the security to use this knowledge when solving a problem.
79. Teaching and learning is sound overall. This is an improvement since the previous inspection where there was a high proportion of lessons in Key Stage 2 that were unsatisfactory. There is still unsatisfactory teaching, but this is found in both key stages. There is now a higher proportion of good lessons with half the lessons in Key Stage 2 judged as good. The school has received intensive support from the numeracy consultant supporting the teaching of the National Numeracy Strategy. This has contributed to the improvement in teachers' knowledge of what has to be taught and raised their expectations of standards. The good teaching is characterised by strategies that ensure pupils are all engaged and thinking during the whole class sessions. Expectations of behaviour are clearly communicated and pupils know that they have a set position on the carpet that helps them to focus and pay attention. In these lessons, the teachers clearly communicate their expectations of how pupils should learn as well as what they are to learn. Resources are used well to motivate the pupils and give them a visual image to help their understanding. For example, in a lesson where pupils were practising their recall of multiplication and division facts, the teacher supported the pupils

by using a chart with the answers removed. Pupils responded very well and those pupils whose recall was weaker could use the visual cues to help them work out the answer. The teacher monitored pupils to ensure that everyone was thinking and targeted pupils that needed support to answer. The good lessons are seamless and move from one activity to another ensuring a good pace of learning. Teaching them as a group extends the older and more able pupils within the class. The good management skills of the teacher foster good behaviour and attitudes. This has a strong impact on the learning of the average and lower attainers.

80. The wide range of abilities in the mixed age classes creates a significant challenge for teachers to provide work that matches the needs of all the pupils. In the weaker lessons the learning was less satisfactory due to the teachers' lack of skills in managing the pupils' behaviour. Learners became frustrated and found it difficult to sustain concentration. As a result behaviour deteriorated. Teachers do not probe pupils' misconceptions and therefore pupils lack clarity in their understanding. Pupils' attitudes and behaviour are unsatisfactory when they are not engaged in their learning and this is when they rely on other pupils to work out the answers. Closer monitoring of what is actually going on in groups is needed to ensure that pupils are thinking for themselves instead of allowing one member of the group who has the knowledge to do the thinking for all. Pupils become dependent on other learners and therefore they struggle when challenged to independently solve a problem by selecting the correct mathematics. In the good lessons behaviour and attitudes were sound. By the time pupils get to Years 5 and 6, the average pupils are weak in demonstrating a responsible attitude to their learning. However, pupils with special educational needs and the higher attaining pupils demonstrate responsible attitudes.
81. The school has made sound progress since the last inspection. Monitoring of teaching has resulted in the introduction of a new scheme that is effectively supporting teachers in their planning. However, the only resource indicated in some of the planning was the page in the published scheme. The co-ordinator has focused on developing teachers' knowledge in the mental and oral part of the lesson. This has been successful, especially when teachers use a range of methods such as the 'Follow Me Cards'. All pupils are engaged and motivated to think hard so that they match their answer on the card with the question. During the main part of the lesson there is a need for more interactive teaching. In the final part of the lesson, pupils need to be more involved in evaluating their learning. As yet information and communication technology is not used to enhance and support good mathematics teaching and help the pupils to achieve more effectively.
82. The school is well placed to continue to improve. There is good analysis of pupils' strengths and weaknesses. Tracking of pupils' progress is now in place. This information has yet to be used to help teachers refine their plans so that the needs of different groups of pupils are more closely matched. The co-ordinator has worked successfully in implementing the improvements in the teaching of mental and oral mathematics alongside the local authority adviser. More work needs to be done to monitor the success of improvement actions, gather data to inform decision making and to encourage the spread of good practice in the school.

SCIENCE

83. The pupils who were found to be working to average standards at the time of the previous inspection report, in fact went on to achieve well below average results in the standard tests that year. For several years the test results of pupils in Year 6 have been well below average when compared with national results, but the trend has been for a slight rise and in 2001 the results had moved to just below the average of similar schools. This is linked to the improvement in teaching since the previous inspection. The standard of work of the pupils currently in Year 6 is such that they also are likely to achieve below average results by the end of their time in school. While they have a broad general knowledge across all the areas of learning and a reasonable idea how science experiments work, none of this is at a sufficient depth.
84. Key Stage 1 presents a slightly stronger picture. The standards of the Year 2 pupils are in line with those expected for their age, and by the end of the year they are likely to achieve close to the national average range in the teacher assessments. However, this is lower than the standards indicated in the previous report. The reason lies in the heavier emphasis the teachers have given in recent years on the study of living things. As a result the pupils have a good knowledge of animals and life processes, but do not know enough about the properties of materials and features of the physical world.
85. Teaching overall is sound enabling pupils to make steady progress. The problem lies in some weaknesses in teaching from last year so that Year 6 pupils are not up to the level of skills needed to achieve the required levels in the time available. In Years 1 and 2, the teachers build up a high interest level using resources which fascinate the pupils. For instance, in the sense of smell experiment the pupils tried hard to identify the fragrances, including a lot of hilarity over one particular scent which can't be mentioned here. The fun element helped cement the learning about how to conduct an experiment fairly. Last year's books reveal an interesting approach whereby the older pupils in Key Stage 1 set themselves questions to answer by finding out information. The quality of this work was consistently good and the method put the pupils in charge of part of their own learning, which they clearly relished.
86. This questioning approach tends to fade away during Key Stage 2. Key Stage 2 teachers plan thoughtfully from the effective new scheme of work based on national guidelines, which introduces a comprehensive programme to be taught. The teachers select interesting activities and prepare suitable resources to teach from. They take good precautions for safety, for instance in the condensation experiment, where teachers ensured that the boiling water used did not present a hazard. During the demonstration to several groups in turn, the teachers could explore pupils' ideas by good questioning about what they had observed. The organisation of the follow-up work did not successfully allow the middle and higher ability pupils to reach the point where they could draw conclusions about what they had seen and link them to their wider scientific knowledge. This is partly because the pupils were not comfortable with discussing in groups using a scientific 'language'. It is also partly because the demands of the lower ability pupils took so much of the teachers' time and attention. The teachers do not yet provide a wide enough range of recording methods to support this group.
87. Teachers are receiving good information about pupils' attainment from the school's rigorous assessment procedures for science. This data does not always feed into the starting points planned for lessons. For instance, last year the oldest pupils tackled electricity and flowering plants at a level very little higher than the Year 2 pupils. Teachers are beginning to explain their lesson objectives to give pupils the context of the lessons. The objectives tend to be general, for example 'to explore an aspect', instead of spelling out exactly what the pupils must learn in the lesson.

88. The new co-ordinator is determined to raise standards by solving these problems. She has embarked on a detailed analysis of all available information to find areas that can be improved. She has engendered a new spirit of optimism for this subject which is already showing in her support for the teachers and in pupils' improved attitudes.

ART AND DESIGN

89. Pupils achieve average attainments by the ages of 7 and 11 years. From the two lessons observed and the scrutiny of pupils' work, teaching and learning are sound and boys and girls achieve similar standards. This is below the standards attained at the time of the last inspection. During that time the co-ordinator has left and a new co-ordinator appointed. Pupils attain high standards in two-dimensional art, such as pencil and ink drawings, pastels or paint. However, teachers are just beginning to provide opportunities for pupils to create three-dimensional work. Year 6 pupils therefore have had limited experience and standards are lower.
90. Observational drawing using a range of media is of a high standard throughout the school. Teachers develop pupils' observational skills very effectively. For example, Years 1 and 2 pupils carefully mirror the other half of pictures of faces. They show an acute awareness of detailed features. The provision and effective use of sketchbooks are an improvement since the last inspection. Teachers provide pupils with good opportunities to use their sketchbooks to experiment with pencil, ink and charcoal to produce different effects. They collect samples of parts of faces, for example, to help improve their own work. Pupils extend their use of shade, shape, texture and tone, which they include increasingly in their work. In Year 6, pupils draw and paint imaginatively. They use visual images as well as ideas from experiments with patterns. They create three-dimensional effects and different textures using cut and folded paper. Teachers encourage pupils to choose their own materials and produce their own ideas from a given starting point. Pupils develop skills well because teachers explain techniques clearly.
91. Pupils benefit from working with a visiting artist. They work in groups to produce large pastel or paint pictures based on real or imaginary characters. They add pattern and subtle shades of colour. The co-ordinator, a previous artist-in-residence, has developed the use of textiles in school. Pupils learn different weaving techniques and investigate patterns in weaving. Although teachers use some visual images as starting points for pupils' work, the school has few good quality prints of artists' work, especially contemporary artists. This limits pupils' opportunities to evaluate and appreciate the work of famous artists.
92. The new co-ordinator is enthusiastic and well qualified for her post. She has identified the strengths and weaknesses in teaching and learning but has not yet had time to influence art teaching throughout the school. However, she supports her colleagues well and has clear plans for future developments of art and design in the school.

DESIGN AND TECHNOLOGY

93. The school has maintained the standards found at the time of the last inspection and pupils' attainments are broadly as expected by the time they leave the school. Since then, new planning based on national guidelines has been introduced so teachers know clearly what pupils are to learn each year. Teachers have more confidence and ensure pupils develop designing and making skills soundly. The school has improved the resources of tools and materials. These are improvements since the last inspection and contribute to the sound quality of teaching and learning across the school.

94. Pupils develop making skills successfully. Teachers encourage pupils to collect information by investigating a range of products and structures. For example, Year 2 pupils experiment with a range of construction kits and a variety of materials to build bridges. Teachers extend their understanding of technical terms, such as bridge span and pillars, so pupils describe these parts of their bridges. Challenges such as 'Can you build a long, narrow bridge?' reinforce pupils' vocabulary and extend their learning. Pupils in Key Stage 2 carry out a sandwich survey before making their own. However, teachers miss opportunities to develop pupils' evaluation skills or use mathematics to present their findings. By Year 6, pupils make a satisfactory range of products. For example, they design, make and evaluate slippers, they design and make biscuits, and they investigate building and strengthening structures made from newspapers. They have average knowledge, skills and understanding of the range of tools, materials and techniques.
95. Teachers place less emphasis on developing pupils' planning and evaluative skills. Although pupils in Key Stage 2 draw and label diagrams and provide some instructions for making their designs, they do not make models of their ideas or draw annotated plans. Their evaluations show enthusiasm for design and technology, but not how they could improve their products. Although there have been improvements in this aspect of the curriculum, this remains a weakness from the last inspection.
96. The new co-ordinator has not yet had time to influence developments in design and technology. However, an action plan identifies strengths and weaknesses in the subject, including the remaining weakness of pupils' planning and evaluating skills. Monitoring teachers' planning and working alongside them in lessons enables the co-ordinator to support teaching and learning effectively.

GEOGRAPHY

97. Two lessons were observed, one each in Key Stages 1 and 2. From these, discussions with pupils and evidence from the work in last year's books, the judgement can be made that pupils are likely to achieve the expected standards for their age by the end of Years 2 and 6. Pupils generally make sound progress. Their knowledge of places, understanding of how people influence those places and skill with maps develop steadily through the years. Pupils in Year 2 can make simple maps of the school site locating the animals and insects they find there. They can point to the places in Europe where the famous people live whom they have studied in history. They enjoy answering questions, but do not ask enough questions themselves.
98. By the end of Year 6, most pupils have studied a small range of themes, mostly related to places and the effects of human activities on them. The work in pupils' books shows that the themes have not been covered in sufficient depth. Although the oldest pupils can deal with six figure co-ordinates, their ability to obtain and interpret information from atlases is restricted. During the period since the previous report the requirements for this subject were relaxed, narrowing the focus given to it. The school is aware of the weakening of skills and it is part of the co-ordinator's new policy to make geography a priority in the near future.
99. From the evidence available, teaching is sound. The new scheme of work is helpful to teachers to guide the planning of topics on a two-year cycle to take account of the needs of the mixed age classes. This ensures that elements are not repeated unnecessarily. The planning of work to match the ability of the pupils is evident in the preparation of the best lessons, which is of particular benefit to pupils who have special educational needs. They often make good progress with the help they get from support assistants. The tasks

given to the middle range of ability are at times below the pupils' capacity, both in the quality expected and in the range of writing styles used.

100. The lack of a secure system for measuring pupils' progress means that teachers cannot always be certain of the appropriate starting points for lessons. Teachers often explain the objective of the lesson at the outset, but do not check that it has been achieved at the end. Resources to support practical learning have improved since the previous inspection. Teachers use them effectively to build up an interest in a topic. For instance, the simple model of a river system helped Years 5 and 6 pupils to see the effects of erosion clearly. The Years 1 and 2 pupils enjoyed handling the new reference books about foreign countries and left the lesson with a very positive attitude, saying 'that was good'.
101. Literacy skills are not used to the full. Many pupils are not comfortable with the vocabulary of geography and do not get enough opportunities to use it in speech. This is particularly significant for pupils who have English as a second language and tends to inhibit their progress in the subject. However, numeracy and information and communication technology are beginning to make a contribution to pupils' learning in geography. For example, pupils use computers to record information from surveys and display it as graphs.

HISTORY

102. Two lessons were observed in Key Stage 2. From these, and from discussions with pupils and the evidence of work in last year's books, it is possible to make the judgement that pupils are likely to achieve the expected standards for their age by the end of Year 2 and Year 6. Pupils are making sound progress. To ensure a broad curriculum the school has kept history on the timetable during a period when requirements for this subject were relaxed. Thus the school has maintained its standards since the previous inspection. By the end of Year 2, pupils can represent the past in different ways in their books and have a sound knowledge of a range of famous historical figures. By the end of Year 6, pupils have a sound knowledge of an appropriate range of periods and can compare life in the past and present. In both Key Stage 1 and Key Stage 2 the pupils do not fully understand the passage of time, as in the order that events happened.
103. From the evidence available, teaching is sound. The co-ordinator has effectively raised the profile of history and the teaching observed in Key Stage 2 conveyed this enthusiasm to the pupils. The teaching is now more consistent, which is an improvement since the previous inspection. This is due to the new scheme of work based on national guidelines, which is stronger than the planning observed during the previous inspection. Teachers use the scheme well to ensure that a two-year cycle of topics does not repeat material for the mixed age classes. In one good lesson the work was thoughtfully matched to the ability of the pupils. The teacher explained how using their literacy skills well would help the pupils to express their feelings about evacuation in World War II. This was particularly valuable for pupils who have English as a second language. Her careful guidance on verbs and punctuation enabled a Year 6 boy to clearly express the reasons behind the German bombing of cities and helped a Year 5 boy to extend a vivid list of phrases to capture the misery felt by young evacuees. This quality of work matching is not always evident in last year's books. This is linked to use of assessment. The recording of pupils' attainment and the monitoring of pupils' progress through the attainment levels have not developed further since the previous inspection. As a result, some teachers do not have a sufficiently clear picture of how near pupils are to achieving appropriate levels in the mixed age classes.

104. The level of support given to pupils who have special educational needs ensures that they make good progress. For example, a computer program helped those pupils who find writing difficult to complete a task listing the essential articles an evacuee would need to pack in a suitcase. The pupils enjoyed the good learning opportunity provided in the discussion where they shared ideas about what was and was not essential because they could leave the spelling and recording of difficult words to the computer. Numeracy is not as prominent and pupils are not working as well with figures, for example lengths of time, such as reigns. Consequently, their sense of chronology and how long ago events occurred is not secure.
105. Visits to historical sites such as the Coventry Transport Museum and Cathedral, or to Warwick Castle, have increased since the previous inspection and have a positive impact on pupils' learning by making history come alive. Visitors to the school, such as the 'Victorian Man', also bring a greater insight into past times in a lively way. The resources needed to enable pupils to engage in practical study have improved since the previous inspection.

INFORMATION AND COMMUNICATION TECHNOLOGY

106. Pupils' standards in Year 2 and Year 6 are below average but rapidly improving. The school has remained in much the same position since the similar findings of the previous inspection report. Progress over this period has been unsatisfactory and this is due to the limited resources available to the school until now. Teachers and pupils now have access to the school's new computer suite which, although it still requires some development, is adequate for the purposes of whole class lessons.
107. The two lessons observed (one each in Key Stages 1 and 2), the work on display and in the pupils' folders and their answers to questions about their work all indicate that the school's planned improvements have started to take effect. When Year 2 pupils could only use the single classroom computer their progress was slow and the consistency of learning could not be ensured. Now in a single lesson all the pupils have time to practise the skill that is the objective of the session.
108. Year 6 pupils had built up over time a moderate skill in word processing and in fitting clip art pictures into their written text or putting labels around illustrations, for instance to display the life cycle of a flowering plant in science. They can access CD-ROM discs for information and are beginning to become familiar with the Internet. Year 6 pupils created a 'power point' presentation on their visit to Kingswood Activity Centre and presented it to parents. They do not have experience of, or skills in, controlling remote devices or manipulating data in detail. However, all these elements are included in the new quality scheme of work, which is an improvement on the planning found in the previous inspection. The school is undertaking a large-scale programme of staff training to keep pace with the new developments. This is beginning to have an impact. For example, Year 5 and 6 pupils are learning to use spreadsheets to support their work in mathematics. This would not have been possible a year ago.
109. The teaching observed in lessons is sound. It focuses well on basic skills, which is a necessary stage before pupils are given greater independence. A small bank of laptops is available for the older pupils and is used sensibly for some of the pupils' own ideas. Teachers are more aware of the wide ability range and are beginning to develop a simple system for tracking pupils' progress. In some lessons, giving pupils who had special learning needs a simpler but still relevant task on the computer worked effectively. The pupils could get on quicker and more confidently, without having to worry about the writing requirements. They had the same level of interest and concentration as their peers. The support assistants give good attention to the slower pupils on these occasions.

110. New requirements introduced in 2000 alter the approach to information and communication technology. A greater emphasis is now placed on pupils' knowledge about the context in which computers are used and making their own choices about how to use it. This involves more talking about their work. This is particularly important for pupils who have English as an additional language, so that they develop the specific vocabulary and become comfortable using it. The school's planning has not yet been adjusted to take this into account. There is a wider range of applications than at the time of the previous inspection, but not yet sufficient. Overall the school's computers are underused, with many classroom computers idle for part of the day. The co-ordinator has devised an effective action plan to rectify this once the pupils' level of skills has been extended.

MUSIC

111. Pupils achieve standards that are above average by the end of Year 2 and when they leave the school at 11 years. This is due to the good teaching by class teachers and the specialist teacher who works in school for one day a week. Improved subject knowledge, effective use of specialist teachers within the school and good use of the music room by the weekly specialist contribute to the high standards. These are improvements since the last inspection.
112. Pupils extend and use a range of musical terminology through teachers' clear explanations and appropriate emphasis. For example, Year 4 pupils explain and create 'ostinata' in their music. Pupils learn about the parts of instruments, such as the piano. They show a clear understanding by explaining their functions accurately. All pupils in Years 5 and 6 respond eagerly to the opportunity to play the steel pans. In other lessons pupils use tuned or untuned instruments, using a variety of musical notations in a leading role or to improvise rhythmic support. A small number of higher attaining pupils play the violin or cello. Good relationships and a brisk pace in most lessons ensure learning is good.
113. Pupils have opportunities to extend their singing skills in lessons and during the weekly singing practices. Teachers' good subject knowledge and their enthusiasm for music encourage pupils to sing tunefully and with vigour. Assemblies and the weekly singing practices enable the orchestra to accompany familiar songs. Pupils in Year 2 echo the teachers' singing, talking and whispering when learning about dynamics. They accompany their singing on tuned and untuned percussion instruments. Pupils in Key Stage 2 use layering of rhythm and pulse to create music to accompany their singing. By Years 5 and 6, pupils sing songs in two parts, showing good awareness of rhythm. Teachers effectively identify important factors to improve singing, such as good posture and correct breathing. Good use of praise builds pupils' self-esteem and leads to the high standards they achieve. However, teachers miss opportunities for pupils to demonstrate or to evaluate their own or other people's performances.
114. Leadership and management are good due the effective teamwork of the two co-ordinators, their expertise and their enthusiasm. They have improved the confidence amongst other teachers, which is an improvement since the last inspection. Monitoring of planning and paired teaching ensures monitoring of the subject is good.

PHYSICAL EDUCATION

115. Standards in physical education have improved since the last inspection with pupils attaining the expected standards by the ages of 7 and 11 in all aspects of the physical education curriculum. Pupils make at least sound gains in their learning throughout the school. Pupils who attend the good variety of sporting activities on offer make very good progress and this is reflected in the success they gain in local competitions. Provision for swimming has been sustained and this remains a strong feature of the curriculum. As a result pupils achieve well.
116. The shortcomings identified in teaching in the previous inspection have been rectified. A new policy and scheme of work has been put in place. The co-ordinator has taken advantage of opportunities provided by national strategies such as 'Top Play, Top Sport and Gymnastics'. This has enhanced teachers' subject knowledge and methods as well as providing additional resources. The school takes part each term in a multi-sports scheme for a 3-6 week period. Pupils and teachers work alongside coaches and this has promoted teachers' confidence and increased their range of skills and teaching strategies. Teachers have had opportunities to watch lessons led by the physical education adviser. In addition, a dance scheme has been purchased to guide teachers and support the progression in dance throughout the school. This attention to teachers' training needs has been thorough and has had a good impact on the improvement in teaching.
117. Pupils have good attitudes to all aspects of physical education and relish the opportunities to take part in physical activity. As a result behaviour is at least good. Pupils listen attentively and participate conscientiously. They ask good questions and teachers answer them clearly. However, at times the level of activity is not high enough to ensure enthusiastic and energetic activity. This is due to a lack of pace during lessons. Years 3 and 4 pupils understand the value of a warm up and talk knowledgeably about increasing their heart rate. They identify the muscles used within an activity. Their control is developing and they use different levels and dimensions when they exercise to music. Pupils are confident to demonstrate their balances and comment suitably on the performance of others. Higher attaining pupils use good control and imagination to demonstrate 'narrowness'. Pupils catch, pass and throw balls accurately. Pupils with special educational needs are well supported by the learning support assistants to ensure full participation.
118. Two lessons were observed during the week and teaching is sound. Teachers have sound knowledge of the scheme of work and plan their lessons accordingly. The strengths in teaching are good management techniques and relationships. Pupils understand what is expected of them because the teacher gives clear instructions. Planning shows that teachers have appropriate subject knowledge but it does not always clearly indicate what the pupils are to learn. There is insufficient support for extending pupils' skills through precise guidance. Planning does not clearly indicate the teaching points to support a good rate of learning.
119. The co-ordinator provides good leadership. She has tackled all the issues identified in the last inspection and is confident in her role. Her influence and support is well targeted and reflects a good knowledge of the strengths and weaknesses within the subject. She is particularly confident in selecting her priorities so that improvements can be sustained and further enhanced. For example, she has rightly focused on dance and the development of staff new to the school. She fosters a high level of attendance at extra-curricular activities due to the high quality of teaching and the way she models her enthusiasm and joy in the activities. The school enables her to work alongside the Years 5 and 6 teachers for part of the year and this strengthens her co-ordinating role. As a

result good practice can be spread and information gathered to help decision making about sustaining and developing all aspects of the physical education curriculum.