

## **INSPECTION REPORT**

**Allesley Primary School**

Antrim Close

LEA area: Coventry

Unique reference number: 103662

Headteacher: Mrs June Rowe

Reporting inspector: Mrs Joy Richardson  
6676

Dates of inspection: 17-21 January 2000

Inspection number: 181822

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:	Antrim Close Allesley Coventry
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Appropriate authority:	Coventry
Name of chair of governors:	Mr Paul Thomason
Date of previous inspection:	8 July 1996

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Clifford Hayes	Lay inspector	Equal Opportunities	Attitudes
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		Music	
		Religious education	
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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

The school has 331 boys and girls on roll and numbers have risen steeply in the last few years. There is a nursery for 52 part-time children and 11 classes for 4-11 year olds, providing places for 45 children in each year, largely in mixed-age classes. The school serves the village of Allesley but almost half the pupils come from further afield. The range of attainment on entry to the nursery is wide, though most children start with well-developed language and social skills. There is a significant turnover of pupils and only half in the oldest year have been in school from the start. The school provides individual education plans for 44 pupils with special educational needs related to learning or physical difficulties, four of whom have statements. The percentage of pupils identified as having special educational needs is broadly in line with the national average. Pupils come from a variety of backgrounds but there are few from ethnic minority groups and none for whom English is an additional language. Seven per cent of pupils are known to be eligible for free school meals, which is below the national average.

### **HOW GOOD THE SCHOOL IS**

This is a very good school. It is led and managed very effectively and achieves high standards as a result of consistently good teaching. It gives very good value for money in providing a high quality education for all its pupils. The school has many strengths and these far outweigh the minor areas, already recognised by the school, where further improvement could be achieved.

#### **What the school does well**

- The school provides good quality teaching.
- Pupils achieve high standards in English, mathematics and science.
- The school's leadership and management are very effective.
- Extra-curricular activities enrich pupils' learning and personal development.
- Pupils with special educational needs are very well supported.
- The school achieves good standards of behaviour and very positive attitudes to learning.
- The staff are well trained and work very well together to help all pupils achieve their best.

#### **What could be improved**

- Setting goals for all pupils and extending the challenge in work for the most able.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school was last inspected in July 1996. Since then there has been significant improvement. Standards have risen and almost all the issues raised in the last inspection report have been successfully addressed. The overall quality of teaching is better than at the time of the last inspection. Teaching is monitored more closely to achieve consistency and the development of good practice. The assessment of pupils' attainment has improved and their progress is closely tracked throughout the school. The school has strengthened its partnership with parents. Specific improvement has been achieved in providing for pupils' special educational needs, in design and technology and, with the opening of a nursery, in the early years curriculum. The school now has good systems and strategies in place for monitoring achievement and securing continuing improvement.

## STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	A	C	A	C
Mathematics	C	A	B	D
Science	A	A	B	D

<b>Key</b>	
well above average	A
above average	B
average	C
below average	D
well below average	E

Taken together, the results in English, mathematics and science in 1999 were above the average for all schools and broadly comparable with those in similar schools. This year group included a large number of pupils with special educational needs and this accounts for results in mathematics and science which were weaker than in the previous year. These pupils nevertheless achieved well in English as a result of the school's efforts in teaching literacy.

Results in the National Curriculum tests for seven-year-olds in 1999 were well above the national average in reading, writing and mathematics. In comparison with similar schools, results were well above average in writing, and above average in mathematics and reading. In reading, almost half the pupils exceeded the level expected of seven-year-olds and reached Level 3.

Pupils' current work shows standards which are well above average at the end of Key Stage 2 in English, mathematics and science. At the end of Key Stage 1, standards are above average in mathematics and well above average in English, particularly in reading. In all other subjects, pupils are achieving at least the standards expected for their age. The older pupils achieve high standards in art and physical education. Many achieve well in music, benefiting from the strength of the school's extra-curricular provision.

Overall, standards have risen since the last inspection, despite an increasing number of pupils joining the school late, or with special educational needs. The literacy and numeracy strategies are being effectively implemented and this is having a positive impact, reflected in the school's upward revision of its targets for attainment in English and mathematics at the end of Key Stage 2.



## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils take pride in belonging to the school and are enthusiastic about their learning.
Behaviour, in and out of classrooms	Behaviour is good and improves as pupils move through the school. Pupils are polite and co-operative in lessons, and play together harmoniously.
Personal development and relationships	Relationships are very good and pupils are tolerant and accepting of each other. They learn to take responsibility, to compete fairly and to care for others.
Attendance	Attendance is very good and pupils are rarely late.

Very good relationships, high standards of behaviour and positive attitudes to learning support the achievement of good standards.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	good	good	good

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

Teaching was at least satisfactory in all lessons seen during the inspection, and good in 60 per cent. Teaching was very good or excellent in 22 per cent of lessons, including many in the oldest classes. Literacy and numeracy are well taught throughout the school. The teachers are knowledgeable and enthusiastic, and clear about what they intend pupils to learn. They explain and question pupils well and understand their individual needs. The school provides well-targeted support for lower attaining pupils and those with special needs, helping them to reach the standard expected for their age. Teachers also have high expectations of the more able, encouraging them to do well, though not always extending work enough to challenge their thinking.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a broad, balanced, interesting and stimulating curriculum which is much enriched by extra-curricular activities. Religious education is not clearly planned to ensure progress throughout the school.
Provision for pupils with special educational needs	The school's provision is very well organised and closely matched to individual needs. Pupils progress well as a result.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The wide range of curricular and extra-curricular opportunities contributes strongly to pupils' all-round development and particularly to their social and moral awareness.
How well the school cares for its pupils	Pupils' attainment is assessed effectively. Good teamwork by teaching and support staff results in a high quality of care for each pupil in and out of the classroom.

The school works very well in partnership with parents and this contributes significantly to the quality of pupils' learning.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school benefits from strong and effective leadership by the headteacher, ably supported by the senior management team. Phase and subject leaders contribute well to planning and implementation of the curriculum. Staff development and training are strengths of the school.
How well the governors fulfil their responsibilities	Governors support the school well and are effective in overseeing its work and helping it to achieve its educational objectives.
The school's evaluation of its performance	The school evaluates its performance by analysing results, tracking pupils' progress, monitoring the quality of teaching, consulting with parents and auditing areas for improvement. It identifies what could be done better and takes appropriate action.
The strategic use of resources	Resources are well used to achieve the school's aims and to implement its development plans. Spending decisions are taken carefully to ensure best value for money.

The school is well staffed. It has good supplies of books, materials and equipment to support learning and is in the process of expanding its resources for information technology. The building and grounds are spacious and well-maintained and provide a good environment for learning. However, provision for pupils in the reception year is restricted because two classes have to share one classroom.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"><li>• The progress pupils make</li><li>• The range of activities outside lessons</li><li>• The good quality of teaching</li><li>• Good behaviour and relationships</li><li>• The commitment and accessibility of the headteacher and staff</li><li>• The meeting of individual needs</li><li>• Children's enjoyment of school</li></ul>	A minority of parents are not happy with the work children are given to do at home, but opinions vary as to whether this is too much or too little.

Most of the parents who returned the pre-inspection questionnaire or attended the parents' meeting expressed a high level of satisfaction with the school and the education provided for their children. The inspection found their positive views to be well justified. The school has consulted parents over homework, as part of a home-school agreement, but some parents still have concerns. The inspection found that the school's policy is generally working well: homework is set on a regular basis and complements learning in school, but it is not compulsory.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and achievements**

1. Children start in the nursery with well-developed language and social skills. They make good progress and baseline assessment at the start of reception shows that a majority have above average skills for their age in language and literacy, mathematics and personal and social development. By the age of five in reception, they achieve the learning expected in all areas, and exceed this in their personal and social development, language and literacy, knowledge and understanding of the world and creative development.
2. By the time they leave the school, standards are well above average in English, mathematics and science. In National Curriculum tests in these subjects at the end of Key Stage 2, overall attainment was well above the national average in 1997 and 1998 and above the national average in 1999. The cohort taking the tests in 1999 included an unusually high number of pupils with special educational needs and many who had joined the school late. Nevertheless, overall results were broadly average by comparison with similar schools.
3. In 1999, results in mathematics and science were above the national average though just below the average in similar schools, because of the number of pupils with special needs. Despite the relatively weak cohort, the English results showed continuing improvement, reflecting effective implementation of the literacy strategy; they were well above the national average and average in comparison with similar schools.
4. The work of pupils currently in Year 6 shows very good standards being achieved in English, mathematics and science. Pupils read very well and write fluently, using and reinforcing these skills well in other subjects. The setting of pupils across Key Stage 2 and successful implementation of the numeracy strategy are both helping to raise standards in mathematics. Pupils are quick and accurate in mental calculations. In science, pupils are well skilled in carrying out investigations and they have a very good grasp of scientific vocabulary.
5. Results at the end of Key Stage 1 have fluctuated over the last three years, reflecting variations in the intake. In 1999, results were well above the national average in reading, writing and mathematics. By comparison with similar schools, these results were above average in reading and mathematics and well above average in writing. Notably, almost half the pupils reached Level 3 in reading, reflecting the school's strength in this area. The work of pupils currently in Year 2 shows well above average standards in English, particularly in reading. In mathematics, standards are above average and the numeracy strategy is having a positive impact.
6. The school is particularly successful in fostering the achievement of lower attaining pupils, through very good provision for special needs, the careful tracking of all pupils' progress and the well-targeted provision of teaching support, as evident in the 'booster classes' for literacy and numeracy. The school is also ambitious on behalf of the more able, helping them to reach a high level if they are capable of doing so: for example, several pupils have achieved Level 4 in tests at the end of Key Stage 1.
7. Achievement is sound in information technology at the ends of both key stages and the implementation of an action plan for the subject is beginning to raise standards further. In religious education, pupils meet the expectations of the locally agreed syllabus. In other subjects pupils achieve at least the standard expected for their age at the end of Key Stage 1

and Key Stage 2. Older pupils reach good standards in art and physical education, and in extra-curricular music.

8. Standards have improved since the last inspection, despite an increase in pupils joining late and a greater number with special educational needs. Over the last four years, overall standards have kept pace with the national rate of improvement. Targets for the 11-year-old age group, based on pupils' prior attainment, were set at 71 per cent reaching Level 4 in 2000 in English and mathematics. These targets have now been revised upwards to just over 80 per cent, reflecting rising standards in literacy and numeracy throughout the school.

### **Pupils' attitudes, values and personal development**

9. Pupils have very positive attitudes, demonstrated by their keenness to come to school and in their behaviour in lessons. Attendance levels are very high and pupils are rarely late. In lessons, pupils are attentive and well-behaved and remain on task. Attitudes and behaviour were good or better in four of every five lessons observed; in none were they unsatisfactory.
10. Pupils participate well in school life, for example developing their own code of conduct, joining in extra-curricular activities and showing interest and involvement in the School Council. They are friendly, very polite and courteous to adults and readily engage in sensible conversation. Pupils get along well with each other and with teaching and non-teaching staff; they respect differences and treat those who have any physical or learning disadvantages entirely as equals. Their respect for property and equipment is characterised by the fact that the school has won a 'litter-free' award for fifteen consecutive years.
11. Pupils' good behaviour is a response to, and a reflection of, the good ethos and relationships established by staff and the values promoted by teachers. There is almost no bullying and there have been no exclusions in the past year. Younger pupils have positive attitudes to learning and they behave well. The attitudes and behaviour of the oldest pupils are even better, reflecting the impact of the school's ethos and values.
12. Pupils' personal development is very good. They are beginning to evaluate their own learning. They show a good level of social awareness, for example in discussions in circle time and in their concern for children in need in other countries. Pupils show a degree of maturity in their overall demeanour. They demonstrate initiative in response to opportunities provided, showing a capacity for independent learning and self-organisation.
13. Virtually all parents feel that behaviour of pupils is good and inspectors strongly support this view. The behaviour and attitudes of pupils make a good contribution to their learning.

### **HOW WELL ARE PUPILS TAUGHT?**

14. The quality of teaching is good overall in each key stage. This enables pupils to achieve well and to reach high standards. In all the lessons observed during the inspection, teaching was at least satisfactory. In 60 per cent it was good and in 22 per cent it was very good or excellent. There is some evidence of good teaching in every class. Teaching is particularly strong in the nursery and towards the end of Key Stage 1 and Key Stage 2. Literacy and numeracy are well taught throughout the school.
15. Teachers are knowledgeable about the subjects they teach and inspire pupils by their enthusiasm. Subject expertise is reinforced and developed through training and teamwork, as seen for example in teachers' growing confidence in the use of information technology. Teachers have worked very hard to implement the literacy and numeracy strategies to maximum effect. The school's ethos encourages staff to share and to extend their own

expertise. This contributes to the high level of consistency achieved by the school in the provision of effective teaching.

16. Teachers plan thoroughly and joint planning within phases is effective. Most lessons have clear learning goals. This is notably the case in literacy and numeracy where pupils are given a clear understanding of what they are working towards, and also in science. New learning is carefully linked to earlier work and reinforced in plenary sessions at the ends of lessons. The purpose of pupils' learning is less well defined in subjects such as art, when used to illustrate topics, and in religious education. The school is working to ensure that learning intentions are clearly thought out in all lessons and related to assessment, recording and target-setting.
17. Class management is very good and routines are well established so that little time is wasted in lessons. Teachers set a good pace and ensure that pupils complete a reasonable amount of work. They explain and question pupils effectively, recognising when a point has not been fully understood and finding ways to rectify this. Learning is reinforced in a variety of ways, as seen in a Year 2 class where the teacher engaged pupils in a succession of quickfire activities to reinforce mental strategies for adding two-digit numbers. Teaching is well-organised, imaginative and interesting and pupils learn well as a result.
18. Teachers are skilled at adapting the level of work to the needs of different ages and abilities in mixed age classes, particularly in Years 5 and 6. However, higher attaining pupils are not challenged enough to pursue sustained independent enquiry. In the reception year and in the Year 3/4 classes, teaching is not sufficiently guided by assessment of what pupils can already do. Throughout the school, teachers mark work carefully but do not consistently ensure that pupils learn from this in order to improve.
19. Pupils with special educational needs make good progress in response to well-targeted teaching in all areas of the curriculum. Teachers are fully involved in writing individual education plans which give clear guidance as to what is to be done. They are skilled in briefing education assistants who contribute very effectively in and out of the classroom so that pupils receive seamless support in working towards clear targets.
20. The teachers have high expectations of pupils of all abilities. However, the school recognises that there is more to be done in identifying the needs of gifted and talented pupils and extending the challenge of work for higher attainers.
21. The quality of teaching has improved significantly since the last inspection, as seen in the higher proportion of good and very good teaching and the absence of unsatisfactory teaching. In particular, pupils are now given more opportunities for problem-solving and investigative work, and for speaking and writing for a variety of purposes, and this has had a positive impact on the quality of their learning.

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

22. The school provides a very good curriculum which is enriched by a wealth of extra-curricular opportunities.
23. In nursery and reception, the curriculum is well planned to include all the areas of learning expected in the early years and it prepares pupils well for Key Stage 1 of the National Curriculum. Across Key Stage 1 and Key Stage 2, the curriculum is broad and balanced, meeting statutory requirements in a lively way. Teachers are given clear guidance on what to teach and when, through policies and schemes of work for all subjects, though this is not

sufficiently developed in religious education. The National Literacy Strategy is being implemented effectively and the school makes very good provision for the teaching of literacy skills in many subjects across the curriculum. A good start has been made to the National Numeracy Strategy. The skills of data handling in geography and constructing charts in science are well developed, but the application and use of numeracy skills in other areas is underdeveloped. The curriculum makes good provision for pupils in Years 5 and 6 to learn French.

24. The school is inclusive in its determination to give all pupils equality of access and opportunity within all activities. It makes very good provision for pupils with special educational needs and is particularly successful in the way it adapts the curriculum to ensure that these pupils make optimum progress. Teachers write clear and precise individual educational plans, which give good guidance as to what is to be done. Good planning and resourcing ensure that full implementation of all Statements of Special Educational Need is achieved. The arrangements for the support of pupils with special needs is excellent. Occasionally, in both key stages, higher attaining pupils are not sufficiently challenged, for example in the experimental aspects of science. There is no specific provision for gifted and talented pupils, though the school encourages those who are capable of it to aim for a very high level in National Curriculum tests.
25. A two-year rolling programme of work within topics is well planned to ensure that pupils in mixed-age classes do not repeat or miss areas of study. The match of work to pupils' prior attainment is helped by the setting of pupils for mathematics across Key Stage 2, but is less strong in other subjects in the Year 3/4 classes.
26. The provision for extra-curricular activities is very good, enriching the curriculum and making a very significant contribution to pupils' social development. There is a wide range of activities for pupils of all ages and interests: clubs for many sports; a marvellous array of musical activities; 'booster classes' in numeracy and literacy; and clubs for science and mathematics. The clubs are well organised and are led by enthusiastic, knowledgeable teachers, parents and visitors. Pupils respond very well and large numbers participate. In addition, there are opportunities for pupils to take part in a very wide range of team games against other schools. Teams from the school have been successful in competitions, but the emphasis is on the development of skills and contributing to pupils' social development. In addition, there is a 'Wrap-around club', named 'Chatterbox' by the pupils, which meets before and after school for them to take part in a number of enjoyable, play activities. All of the above make a very significant contribution to pupils' social development and enrich the curriculum.
27. Provision for pupils' personal, social and health education is good. This ensures that pupils clearly understand what is right and wrong. Through their work in science pupils have a clear understanding of the benefits of a healthy lifestyle and thus they have the skills to make informed choices about their own lives. The school provides appropriately for sex education and education about the misuse of drugs.
28. The school takes excellent advantage of its links with the community. It provides a wide range of visits to enrich the curriculum. Skills in information technology and history are well developed through visits to local industry and 'Partnership Centres'. There are good links with other schools to ensure that pupils' learning is as continuous as possible and that they are well prepared for the next stage of their education.
29. Overall, the school fosters pupils' personal development very well. All adults who work in the school provide excellent role models for pupils. The school has a very positive atmosphere, with high levels of respect between staff and pupils. The school encourages

pupils and their families to support a wide range of good causes that help those less fortunate than themselves. Pupils' own ideas for helping others are actively encouraged. The School Council provides very good opportunities for pupils, through their elected representatives, to contribute to the community and develop their awareness of citizenship. For example, the council has improved the provision for playground games and the behaviour in extra-curricular activities. The school's ethos and its curricular and extra-curricular provision contribute very strongly to pupils' social and moral development.

30. Spiritual awareness is cultivated well through discussions which focus on the significance of human experiences. In some classes, displays of work which celebrate pupils' achievements contribute positively to this. Acts of collective worship give pupils opportunities to reflect, though class assemblies, held twice a week, vary in their purpose and impact. Religious education lessons give pupils a sound knowledge and understanding of the beliefs and values of different faiths. This is reinforced through visits to places of worship, including Coventry Cathedral. There are good opportunities for pupils to develop appreciation of their own culture, for example through visits in the local area. Appreciation of the richness and diversity of other cultures is less strongly developed.
31. There has been improvement since the last inspection in the organisation and delivery of the curriculum and in the cultivation of pupils' all-round development. An appropriate curriculum is now provided for the early years. A nursery has been opened since the last inspection. Nursery and reception now form the early years phase of the school, with shared planning under the guidance of the phase leader. The school has also improved its planning and provision for design and technology.



## **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

32. The school provides very effective care for all its pupils. Sound policies are carried forward into very good practices in the areas of safety, welfare and security. These practices are supported by good records and by the very good knowledge which staff have of children and their families. All staff show concern for pupils' welfare in their everyday activities and are well trained in matters of pupil care. There is health and safety expertise on the governing body and this is evident in the attention paid to this aspect of care. Child protection arrangements are good. The partnership with parents forms a positive and co-operative basis for the welfare of pupils. The high quality of care provided by the school is demonstrated in the Wrap-around Club, which caters very professionally for children before and after school in a delightful atmosphere.
33. Measures to promote good behaviour and attendance are very effective. Behaviour policies involve both parents and children and are supported by all parties. There is a very good reward and sanction system though, because of its effectiveness, serious sanctions seldom need to be used. The very few entries in the incident book are an indication of the effectiveness of the school's measures, its commitment to staff training, parental support and the dedication of staff.
34. The monitoring of behaviour, personal development and attendance is very effective. Very good support and guidance are provided for pupils with special needs, whether related to physical or to learning difficulties. The school has effective systems in place to assess and monitor their needs, in line with the national Code of Practice, and timely and appropriate help is given. All requirements, as outlined in Statements of Special Educational Need, are fully met.
35. There is effective assessment of all pupils' academic performance and the school is currently introducing a monitoring and assessment system to improve this further and to ensure consistency in all year groups. Information from assessment is well used to identify strengths and weaknesses in the school's provision, though it is not put to full use in ensuring progress by pupils from year to year. At present, the setting of targets for individuals or groups is at an early stage of development.
36. Overall, the school's high quality of care for all pupils has a very positive impact on their achievement and learning, and their readiness for the next stage of education.

## **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

37. Parents' views of the school are almost entirely positive. A high proportion of parents returned the pre-inspection questionnaire. In response to almost all the questions, well over 90 per cent of parents expressed satisfaction with the school's provision. At the parents' meeting, similarly positive views were expressed.
38. The school maintains very good links with parents, a number of whom help in various ways within the school or with visits and extra-curricular activities. There is strong parental support through the parent-teacher association and parent-governors are active. Parents are encouraged to talk with teachers or the headteacher at any time about their children's progress or about any concerns they may have. There are formal termly opportunities to discuss progress and examine children's work, and an annual report. The written reports explain what pupils have done but give only limited information about what needs to be improved or, except in Years 2 and 6, the level which pupils have reached.

39. Other information is very good and sometimes excellent. The school holds information evenings, newsletters are frequent and contain a wealth of information and there is an excellent prospectus. Parents of new children receive helpful information about the school, as do parent helpers about their roles.
40. Nearly all parents help their children with reading, investigating topics and other homework. The school encourages this and provides help in the form of reading records, advance notice of topics and guidelines for homework. The school has a clear homework policy, supported by a Home-School Link booklet which is generally well used. Parents attend assemblies and welcome the Wrap-around Club which caters particularly for working parents' needs. The school seeks parents' views on a regular basis through frequent contact, the work of parent-governors and the use of questionnaires. These are of particular value to parents who cannot easily visit the school.
41. In summary, the school works very well with parents, providing a good level of information and encouraging their full involvement. In turn, parents are strongly supportive of the school and contribute in many ways to the quality of pupils' learning. The school has maintained and strengthened its very effective partnership with parents since the time of the last inspection.

#### **HOW WELL IS THE SCHOOL LED AND MANAGED?**

42. The school is very well led and managed. The headteacher, strongly supported by governors and senior staff, has set the school on a course of continuing improvement. This is reflected in the high standards aimed for and achieved, in the maintenance and development of good quality teaching, in the extension of curricular and extra-curricular opportunities, and in the growing strength of the school's partnership with parents.
43. The headteacher provides clear and energetic leadership, based on a realistic evaluation of the school's strengths and areas for further improvement. In particular, pupils' individual progress is closely tracked from year to year and the quality of teaching is regularly monitored. The school's developing processes of self-evaluation are helping it to chart a course for further improvement.
44. The school has an effective senior management team, including the headteacher and deputy headteacher and leaders from each two-year phase. Phase leaders promote joint planning within each phase and this contributes to continuity and consistency across classes. They have yet to develop their roles fully with respect to monitoring the quality and impact of teaching, and the progress of pupils in each phase. Subject leaders are enthusiastic and well informed in guiding the development of subjects, as seen particularly in the effective implementation of the literacy and numeracy strategies. The provision for pupils with special educational needs is very well managed, with close liaison between the headteacher, special needs co-ordinators in each phase, class teachers and support staff. As a result, pupils with special needs achieve very well.
45. The governing body fulfils its statutory responsibilities very well and is highly supportive of the school. Guided by the headteacher and the long-standing chair of governors, it is effective in overseeing the school's work and planning expenditure in line with agreed educational priorities. The governing body is extending its role in monitoring and evaluating the school's provision, as seen in the work of designated governors for literacy, numeracy and special educational needs. It is well informed about the school's development plan and performance targets. It now plans an overall review of the way it evaluates the school's progress in implementing the school development plan, in order to do this more effectively.

46. The recent 'Investors in People' award recognised the school's commitment to training at all levels. Teachers, support staff and governors are keen to develop their skills and are well supported by the school in doing so. This has built a strong sense of teamwork and joint ownership of the school's aims and endeavours. As a result, new staff are inducted successfully and the school provides very effective mentoring for students in training.
47. The school makes careful and effective use of its resources, seeking best value in its spending decisions. Financial planning is careful and thorough. Specific grants and additional funding are used to very good effect, as seen, for example, in well-targeted 'booster classes' in literacy and numeracy. Day-to-day organisation and administration are very good. Staff are deployed very effectively and learning resources are well used. The building and grounds are spacious and well maintained and used well to maximise pupils' learning. However, provision is restricted for pupils in the reception year where two classes have to share one classroom. Also, as a result of expanding numbers, the staffroom is too small for the size of staff and this imposes constraints on staff meetings.
48. The school's leadership and management has improved significantly since the last inspection, when it was judged to be sound. The school now has a more effective senior management team which has been enlarged in line with the school's growing size to include phase leaders from each age group. The headteacher continues to carry a heavy share of responsibility for monitoring the quality of teaching and pupils' progress, but well-drawn job descriptions for phase and subject leaders are resulting in increased delegation. There has also been significant improvement in the management of early years and special needs provision.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

49. The school has no major weaknesses but to improve further the school should:

Set goals for all pupils and extend the challenge in work for the most able, by:

- using assessment to ensure that work builds on from what pupils can already do, particularly in reception and in the Year 3/4 classes (paragraphs 18, 35, 59, 73);
- extending the role of phase leaders in monitoring teaching and the progress pupils are making (paragraph 44);
- providing higher attaining pupils with more opportunities for open-ended investigation and independent learning (paragraphs 18, 24, 94);
- setting targets in pupils' work and making sure that they learn from the marking of their work (paragraphs 18, 35, 77, 94, 97);
- identifying more clearly in reports to parents what pupils should do to improve (paragraph 38).

Other issues which should be considered by the school are:

- Clarifying planning for religious education throughout the school (paragraphs 23, 138);
- Improving accommodation for children in the reception year (paragraphs 47, 50).

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed

73

Number of discussions with staff, governors, other adults and pupils

30

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3	19	38	40	0	0	0

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

### 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)	25	290
Number of full-time pupils eligible for free school meals		23

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR– Y6
Number of pupils with statements of special educational needs	0	4
Number of pupils on the school's special educational needs register	2	63

#### English as an additional language

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

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	22
Pupils who left the school other than at the usual time of leaving	4

### Attendance

#### Authorised absence

	%
School data	5.8
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.0
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*

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		1999	12	23

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	11	12
	Girls	22	22	23
	Total	33	33	35
Percentage of pupils at NC level 2 or above	School	94	94	100
	National	82	83	87

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	12	12	12
	Girls	22	23	23
	Total	34	35	35
Percentage of pupils at NC level 2 or above	School	97	100	100
	National	82	86	87

### *Attainment at the end of Key Stage 2*

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		1999	22	27

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	14	20
	Girls	24	21	24
	Total	40	35	44
Percentage of pupils at NC level 4 or above	School	82	71	90
	National	70	69	78

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	16	20
	Girls	21	22	26
	Total	37	38	46
Percentage of pupils at NC level 4 or above	School	76	78	94
	National	68	69	75

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	2
Pakistani	0
Bangladeshi	0
Chinese	0
White	274
Any other minority ethnic group	14

*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	0	0
Other minority ethnic groups	0	0

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

### ***Teachers and classes***

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	12
Number of pupils per qualified teacher	23.2
Average class size	22.8

#### **Education support staff: YR – Y6**

Total number of education support staff	9
Total aggregate hours worked per week	180

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	1

Total number of education support staff	25
Total aggregate hours worked per week	30

Number of pupils per FTE adult	12.5
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### ***Financial information***

Financial year	1998-99
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	£
Total income	510634
Total expenditure	503309
Expenditure per pupil	1792
Balance brought forward from previous year	43241
Balance carried forward to next year	50566

FTE means full-time equivalent.

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	315
Number of questionnaires returned	186

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	70	28	1	0	1
My child is making good progress in school.	67	30	3	0	0
Behaviour in the school is good.	65	34	1	0	1
My child gets the right amount of work to do at home.	41	41	12	2	4
The teaching is good.	72	27	1	0	1
I am kept well informed about how my child is getting on.	58	35	6	1	0
I would feel comfortable about approaching the school with questions or a problem.	69	26	4	0	2
The school expects my child to work hard and achieve his or her best.	74	25	0	0	1
The school works closely with parents.	58	39	3	0	0
The school is well led and managed.	67	30	2	0	2
The school is helping my child become mature and responsible.	67	29	2	0	2
The school provides an interesting range of activities outside lessons.	66	28	3	0	4



## **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**

50. The provision for children under five has improved significantly since the last inspection. A 52 place nursery has been opened and this, with reception, now constitutes the Early Years phase. The teachers, nursery nurses and educational assistant work well together to support children's learning. The planning and organisation of the curriculum is well co-ordinated by the phase leader and children are prepared effectively for work within Key Stage 1 of the National Curriculum. Almost all children move from the nursery to the reception classes, where there are currently 39 children in two classes sharing a single classroom. Though the teachers co-operate well to make this work, constraints on space limit the opportunities available to children in reception.
51. Children's social development and language skills are above average for their age on entry to the nursery. Baseline assessment at the start of reception shows that a majority have above average skills in personal and social development, language and literacy, and mathematics. By the age of five, children's achievement exceeds the learning expected in the areas of language and literacy, personal and social development, knowledge and understanding of the world and creative development. In mathematics and physical development they fully achieve the expectations for this age.
52. The teaching in Early Years is good overall, and often very good in the nursery. Children receive a flying start to their education in the nursery and their achievement in the Early Years phase as a whole lays strong foundations for their school career.
53. Children's attainment is carefully assessed. However, this information is not yet being used to full effect to ensure that children in reception build steadily on what they have achieved in the nursery.

#### **Personal and social development.**

54. The quality of teaching by all staff ensures children's all round personal and social development so that by five they attain well above what is expected of children of this age. Children respond positively to school rules and their behaviour is good. They are confident in their approach to learning tasks and when talking to other children or adults. Relationships are very good and children share equipment, co-operate in their play and show concern and respect for each other. Their curiosity and sense of wonder are fostered by the secure and stimulating environment which teachers create. Children take responsibility for a range of duties including taking the register back to the office, tidying up at the end of sessions and sharing out fruit at snack time. Children with special educational needs are identified early and are included in all activities. The quality of teaching in all three classes ensures a good start for these children. Their needs are understood and met and activities are well matched to their prior attainment.

## **Language and literacy**

55. Children enter the nursery with literacy skills typical for their age but with well-advanced speaking skills. By five, their attainment in all aspects of language and literacy is above average. This is because teachers place a strong emphasis on the early acquisition of basic skills.
56. Teachers and education assistants make their high expectations clear to children, who as a result listen carefully and begin to express their own views clearly. Children recite rhymes well and the majority speak confidently to the whole class. They talk and engage in role play confidently in small groups, for example visiting the vet with poorly animals.
57. Children's progress in reading is good, as a result of teachers' knowledge and expertise in teaching literacy. By five, children know how books work and understand that print conveys meaning. They make a good start in learning the sounds of letters. However, some higher attaining pupils mark time in reception 'Letterland' activities which are introduced too slowly. Most reception children make a good start to scheme reading, and regularly take books home to share with their family. Home/school reading records are well kept both by teachers and by parents. Computer programs are effectively used to enhance pupils' learning. Under- fives in the nursery are provided with a range of good quality, well organised books and thoroughly enjoy their many opportunities to read to adults and to each other. Accommodation in reception is limited and this has an adverse impact on reading opportunities.
58. Reception teachers use well-planned cross-curricular opportunities to develop writing skills. This approach is successful and children make good progress. Higher attainers are able to write legible sentences, for example about care of their teeth. Children are taught to recognise the difference between capital and lower case letters and they remember some of the reasons for using them. By five, almost all children are able to write their own names competently, using a mixture of upper and lower case letters, and can communicate their ideas in writing, using pictures and symbols, letters and some words. The literacy strategy has been successfully implemented in the reception classes and is already having a positive impact on progress.

## **Mathematics**

59. Teachers keep good records of pupils' progress and provide a well-planned approach to mathematical development. By five, children achieve the learning outcomes expected. They have a sound knowledge of number to ten and of basic shapes. Higher attaining children make good progress, many counting accurately beyond ten. In reception, the most able children are beginning to understand how to add numbers, but more could be expected of them in view of standards reached in the nursery.
60. Teachers develop children's mathematical understanding well through investigative work and solving problems practically. This is a strength of teaching and learning. All staff regularly pose mathematical questions to involve children in estimations or calculations. They encourage children to use the correct mathematical language in their construction games, artwork and outside play. Children use sand and water areas to count the number of spoonfuls or jugfuls it takes to fill a container. They sort shapes according to shape, size and colour. Early morning work and the taking of registers reinforce mental agility in counting forwards and backwards accurately.

61. In the reception classes specific times are set aside for numeracy sessions, and all children benefit from this structured pattern of learning. These sessions are well taught, with an emphasis on oral work which complements other areas of learning.

### **Knowledge and understanding of the world.**

62. Children make good progress in their knowledge and understanding of the world and by the age of five they exceed the expected learning outcomes. Teaching is generally good and teachers plan lively and interesting tasks, well matched to children's interests. They encourage children to talk about where they live and the people in their families. The good progress children make in understanding the world in which they live is directly related to the well-planned opportunities teachers create for children to put their ideas into words. Good attention is given to developing children's awareness of the pattern of the days of the week, months of the year and seasons. From their stories and from talking about events that have taken place, children develop an understanding of the past in relation to themselves and their families, and are beginning to distinguish between fact and fiction. Children in reception can sort and describe a range of materials. Children enjoy using computers. They control the mouse and work confidently, for example in making pictures, and are well supported in their learning by adults.

### **Physical development**

63. Children are generally well taught and make good progress in their physical development. By five, they attain the desirable learning outcomes for this area of learning. In the nursery class, they make good use of the secure outside play space and work hard to improve their climbing, balancing, running and jumping. Good whole-phase planning by teachers ensures that reception children also use the outdoor nursery equipment regularly. In their use of wheeled toys, children judge space and distance and ride, push, pull and balance with increasing skill.
64. Children change for physical education lessons independently and the majority take great care to fold clothes properly. They are confident in their use of space in the hall and display agility and dexterity. Children develop good skills in dance in response to very good teaching by a visiting expert.
65. Teachers plan and effectively provide a good range of activities to help children develop skills in handling simple tools, malleable materials and construction kits. Such activities support the children's well developed eye and hand co-ordination. Children follow simple safety rules and use equipment sensibly.

### **Creative development**

66. By five, children exceed the learning expected in their creative development. Good teaching and close co-operation between all teachers and the well-trained nursery and education assistants support the good progress children make. Children use paint boldly and have a very independent approach, following established routines for the care of resources. They explore colour and texture using a variety of materials and can explain how things look and feel. They join in confidently when singing in assemblies and perform number and nursery rhymes in the classroom. Teachers use a range of songs and rhymes very effectively to reinforce classroom routines. Children cut and paste adeptly and persevere until they are satisfied with their results. The provision for imaginative play is good and children co-operate amicably, for example in visiting the doctor's surgery in the nursery. Role-play areas are regularly adapted to topic themes. Children respond very positively to the interest and attention of adults in all three classes.

## ENGLISH

67. Pupils achieve high standards in English. Test results at the end of Key Stage 2 in 1999 were well above the national average and broadly in line with similar schools, despite an unusually large number of pupils in the year group with special educational needs. Pupils at the end of Key Stage 1 in 1999 attained results which were well above the national average in reading and writing. By comparison with similar schools results in reading were above average, and those in writing were well above average. Half the pupils reached Level 3 in reading and a quarter did so in writing.
68. Well above average standards are evident in the work of pupils currently at the end of Key Stage 1, and at the end of Key Stage 2. Achievement is very good in reading throughout the school, and good overall in writing. Pupils also achieve well in speaking and listening. Good teaching, effective implementation of the literacy strategy, careful attention to pupils with special educational needs and 'booster classes' for older pupils are all helping pupils to achieve their best. These factors are contributing to a continuing improvement in standards.
69. By the end of Key Stage 1, pupils display good speaking and listening skills. The large majority of pupils speak confidently both to their friends and to adults. By the end of Key Stage 2, pupils are very capable speakers and are able to articulate their ideas and opinions in group and class oral activities in a very confident manner.
70. Standards in reading at the end of Key Stage 1 are very good. Whilst a minority of pupils have special educational needs related to identified reading problems, most pupils read with fluency, clarity and interest. By the end of Key Stage 2 the majority of pupils demonstrate the ability to read a range of demanding texts, including poetry, plays, novels and factual materials. Pupils have good research and library skills, and are able to use them in an effective manner in gathering information for the regular topics and projects they are engaged in.
71. Standards in writing at the end of Key Stage 1 are good, with the majority of pupils writing fluently, relative to their age, about events in their own lives. They are also able to produce imaginative responses to the stories and poems read to them in class. Whilst handwriting and presentation are generally good a significant minority of pupils produce poorly presented work, and regularly practised handwriting skills are not always applied in their writing.
72. Writing standards at the end of Key Stage 2 are good. Pupils produce a range of good quality written work, though often in pencil rather than ink. They display a clear understanding of the audience for individual pieces of work, writing in a variety of challenging forms, including poetry, newspaper reports and book reviews, imaginative stories, and written responses to contemporary issues.
73. The quality of teaching in Key Stage 1 is good overall, with examples of very good and excellent teaching. The quality of teaching in Key Stage 2 is likewise good, with teaching in a significant number of lessons being very good. Teachers in both key stages use the daily literacy hour in a very effective manner to promote good learning and to ensure that pupils make good progress. Teachers display very good classroom management and organisational skills. They make clear the objectives for each lesson and this helps pupils' learning. Teachers recap and reflect on previous learning, and provide a sequenced framework in which pupils develop skills in reading, writing and speaking within a single lesson. Though teaching is well planned to build on earlier work, the level of challenge is not always

sufficiently adapted according to the prior attainment of pupils in the Year 3/4 mixed age classes.

74. Pupils in both key stages listen quietly to teachers' introductions to lessons and are eager to respond to their questions. Good opportunities for discussion and structured play in Key Stage 1 make a valuable contribution to the development of oral skills, whilst pupils in Key Stage 2 are regularly provided with the opportunity to engage in more structured and formal oral activities. As a result, pupils participate readily and make good progress in their speaking skills.
75. Reading is well taught in the school, with teachers using a good range of strategies, including phonics, linked to the schools' own colour-coded structured reading scheme. Shared reading sessions promote learning well by engaging pupils' interest and reinforcing their skills, though in a few classes the teacher reads the text without involving pupils sufficiently in reading it themselves. Pupils' good progress in reading is enhanced by teachers' planned use of guided reading activities and regular opportunities for pupils to engage in silent reading outside the literacy hour. Teachers listen to pupils read on a regular basis throughout both key stages and keep useful reading records. In response to teachers' enthusiasm, pupils are very positive about reading, and display good reading habits. Many pupils in both key stages are members of local public libraries, and regularly read to their parents at home. All this contributes to the good progress made by pupils in reading, and is confirmed by the twice yearly reading assessments carried out by the school.
76. Pupils with special educational needs in reading are identified at an early stage. They are set clear targets for improvement and receive very good support from teachers, educational assistants and visiting parents in achieving them. In addition, pupils who have been making slow progress are targeted for extra support and this helps them to catch up.
77. Pupils in both key stages make good progress in their writing skills. A significant factor in this is the teachers' provision of a good range of challenging writing activities which match the requirements and abilities of individual groups of pupils. Pupils approach their work in a positive manner, giving it their full attention and writing a good amount. In some classes in Key Stage 1, there is not enough focused teaching while pupils are writing to ensure that all pupils apply what they have learned. As a result, errors persist. Though pupils in Key Stage 2 are provided with the opportunity to engage in drafting activities, writing is often copied from a rough to best copy, with little change to content, style and structure. This means that opportunities are lost to extend thinking by pupils of all levels of attainment about how to make their work better. Whilst teachers regularly correct pupils' work, pupils rarely correct their own mistakes and are not sufficiently challenged to learn from the teacher's correction of their errors.
78. The good quality of teaching in both key stages is a very significant factor in the high standards achieved by pupils, and the good progress made in lessons. The very good teaching seen was characterised by a high level of enthusiasm and a rigorous approach which motivated pupils to succeed. One of the strengths of teachers' implementation of the literacy hour is very effective use of the plenary session at the end to reflect on what has been learned, to assess pupils' understanding, and to celebrate their achievement. Pupils' good behaviour, concentration and commitment to their work also contribute to their learning.
79. The subject is led by a well-informed and forward-looking co-ordinator who is clearly aware of areas for further development. There is an effective scheme of work with agreed medium-term plans for each phase. Visiting theatre groups, opportunities to visit

professional theatres, and a range of writing and poetry competitions make a valuable contribution to the curriculum.

80. Since the last inspection, there has been significant improvement in the range of opportunities provided for the development of communication skills in speaking and writing within the curriculum. This has contributed to rising standards.

## **MATHEMATICS**

81. Pupils achieve well in mathematics and standards are improving.
82. Results in the most recent national tests, in 1999, showed results overall close to the national average. When compared to similar schools, results were below average. Though 35 per cent of pupils achieved Level 5, 29 per cent did not reach Level 4, the level expected at the age of eleven. This was more than in 1998, reflecting the large number of pupils in the 1999 cohort with special needs. Over the last four years as a whole, pupils' performance has been above average, and pupils currently in Year 6 are achieving well above average standards in their work. Standards are improving as a result of effective implementation of the numeracy strategy. Also, the school has carefully analysed national and internal test results and used this information to introduce effective support programmes. A 'booster class' now supports pupils in Years 5 and 6, in aspects of work where there have been weaknesses.
83. By the end of Key Stage 2, pupils are particularly good at mental mathematics. They demonstrate exceptional mental agility when developing strategies for working out fractions and percentages involving four figure numbers. Data handling across the curriculum is a strength. For example, in geography pupils successfully interpreted data collected when investigating traffic flow in Allesley village. The school has correctly identified the need to develop further the use of information technology to support and challenge pupils' learning in mathematics.
84. Results in the 1999 national tests for seven-year-olds were well above average when compared to all schools and above the average for similar schools. All pupils achieved at least Level 2 and a quarter achieved Level 3. Over the last four years as a whole, performance has been close to the national average. The improvement in 1999 reflected a high attaining cohort of pupils, but the standard of work in the current Year 2 is also above average. By the end of Key Stage 1, pupils reach a good standard in numeracy and are confident when tackling mental problems. They thoroughly understand fractions such as halves and quarters. Higher attainers can add two digit numbers quickly and accurately in their heads.
85. The quality of teaching is good overall in each key stage. The teaching in lessons seen was never less than satisfactory, it was good or better in three quarters of the lessons and very good or excellent in a quarter. Good teaching has a significant impact on pupils' learning, as does the very effective teamwork between education assistants and teachers. The positive approach of all staff to the introduction of the numeracy strategy has enhanced pupils' attitudes to the subject. Pupils enjoy their learning, are confident and make good progress in both key stages. As one boy states: 'I like maths now but I didn't used to'. A key feature of this successful teaching is that teachers systematically develop number skills, especially mental skills, providing challenging work for all ability levels. Regular assessments enable teachers to plan each learning step, thus building both knowledge and confidence in pupils.
86. A particular strength of teaching in Key Stage 1 is the use of questioning in whole class teaching to provide challenge to pupils of all abilities, including those with special educational needs. Teachers plan co-operatively across the phase. However, there is a

noticeable difference in the amount of work expected by teachers, especially of Year 2 pupils in the single and mixed-age classes. This is reflected in the quality of pupils' learning. In Key Stage 2, the setting system enables teachers to adapt work successfully to build on what pupils can already do. Pupils are learning well as a result. Pupils with special educational needs make very good progress and higher attaining pupils are well challenged in their sets.

87. All teachers deliver the National Curriculum effectively, in the format outlined in the numeracy strategy. Teachers make pupils aware of what they have to do and how tasks fit into the week's plan. However, some lessons lack pace, especially during the mental starter, and pupils are not given enough guidance about how much work teachers expect in a given time. A strength of the teaching is the effective way teachers use the plenary session to recap on what has been achieved and to highlight any difficulties experienced by pupils. Strategies for dealing with problems are exceptionally well shared during these sessions. Planning does not sufficiently consider the use and reinforcement of mathematical skills in other subjects, as was evident, for example, when younger pupils encountered difficulties in using dates in history.
88. The subject co-ordinator is knowledgeable and enthusiastic. She leads the subject very well. Through training and her own expertise she has influenced the quality of teaching, and hence of pupils' learning, very positively. Very good use is made of all test data. Initiatives such as the booster class and 'Maths is fun' club re-direct results of the school's monitoring procedures.
89. In the school's previous inspection, standards at the end of Key Stage 2 were judged to be above average and in Key Stage 1 to be in line with the national average. There has been a significant improvement in mathematics in both key stages.

## SCIENCE

90. Standards in science are well above average in both key stages. Results in the 1999 national tests for eleven-year-olds were above the national average, though below the average for of similar schools. There has been a slight decline in performance, from a high base, over the last four years, relative to the improving national average. Even so, 90 per cent of pupils reached Level 4 in science in 1999, despite a large number in this cohort with special educational needs, and almost a third reached Level 5. Pupils currently in Year 6 are achieving well above average standards. Teachers' assessment of seven-year-olds in 1999 indicated very high attainment and this is reflected in the work of pupils currently in Year 2.
91. In Year 2, nearly all pupils have a good understanding of scientific vocabulary such as circuits, power and batteries. Many pupils show good understanding in giving reasons why bulbs will not light in electrical circuits. Pupils have a very good knowledge of materials and understand that they change when heated. Many are beginning to understand how to carry out a fair test, although some still need adult support to do this.
92. By Year 6, pupils' attainment is well above the national average. Nearly all pupils have a well-developed scientific vocabulary which is extended through lively discussions and experimental work. Pupils have a good understanding of the major organs of the human body and how the blood circulates. They have a very good knowledge of how sound waves are made when materials vibrate and that the vibrations travel through different materials. Pupils have very good experimental skills and confidently carry out their investigations. Throughout the school, pupils with special educational needs make equally good progress to that of their classmates.

93. Overall, the quality of teaching is good and no unsatisfactory teaching was observed. Teachers' knowledge and understanding is generally good. Teachers present the subject in a clear and logical way, helping pupils to learn effectively through a well-structured series of questions and tasks. In the best lessons, teachers have a particularly careful and thorough approach that is based on probing, scientific questions. They pitch work appropriately to extend pupils' present knowledge, and assess whether understanding is sufficiently well developed to move on. Tasks are matched closely to the needs of different groups with varying levels of attainment, helping all pupils to make good progress.
94. Where teaching is satisfactory rather than good, tasks are not as well structured to promote learning and there is little extension work to provide further challenge for higher attaining pupils. Throughout the school, teachers' marking acknowledges that pupils have completed tasks, but rarely indicates where pupils need to improve their scientific skills. All staff have good relationships with their pupils, encouraging them to achieve their best.
95. Teaching provides good coverage of the programmes of study in science, and topics are well planned in a two-year programme for pupils in mixed-age classes. Pupils make good progress in their literacy skills in science. The vast majority write in a clear scientific style, using appropriate vocabulary. Pupils also make good progress in their numeracy skills. They measure accurately and construct a range of charts. However, as they progress through the school they are not challenged enough to interpret patterns or trends in their data.
96. The effect of good teaching is seen in pupils' very positive attitudes to their learning. They are very eager to carry out their experiments and work harmoniously together in small groups. They treat equipment with care and make sure everybody has a turn. All this contributes significantly to pupils' learning as very little time is lost through correction or silliness. Pupils take a pride in presenting their work well and enjoy talking about their achievements. The vast majority of pupils work at a good pace and put a great deal of effort into tasks in science.
97. Pupils' progress is tracked and the school sets targets related to the levels pupils are expected to achieve. However, targets are not precise enough to share with pupils in order to help them to improve, or to provide information to parents. Resources in science are good and are well used by staff to promote effective learning.
98. The school has maintained high standards since the time of the last inspection.

## **ART**

99. Standards in art are sound at the end of Key Stage 1 and good at the end of Key Stage 2. Pupils throughout the school learn to draw, paint, print and work with collage. They also have some opportunities for working in three dimensions, as seen for example in the carving of blocks of soap by pupils in Years 3 and 4. Pupils observe carefully and apply this skill in their drawing, for example of faces or plants. They know about the work of a range of artists, and explore the techniques studied within their own work, to good effect.
100. The quality of pupils' achievement in art varies between classes. Pupils achieve well where skills and techniques are taught purposefully and the quality of work is carefully evaluated. This is notably the case in Years 5 and 6 where work is developed in depth and pupils apply their skills with increasing confidence and critical appreciation. For example, having studied the work of Clarice Cliff, pupils worked with a limited colour palette to produce stylised summer and winter scenes, moving on from working with paint to choosing their own materials for the task. Older pupils apply well-learned skills in expressing their own ideas.



At times in other years pupils are expected to follow a template to achieve an end product and this restricts creativity and the exercise of imagination.

101. Teaching was at least sound in all the lessons observed and very good in the oldest years where teachers challenge pupils to think about their work, to strive for the mastery of techniques and to make choices. In response to very good teaching in these lessons, pupils of all abilities, including those with special educational needs, become fully absorbed in their work and show maturity in talking about it. Although the school has an excellent scheme of work for progression through the years, this is not consistently used. As a result, art in some classes is planned to link with a topic but does not specifically extend learning in art. In these lessons, teaching, with the support of classroom assistants, focuses on completing a product rather than developing pupils' visual perception and individual expression.
102. Though there is currently no subject leader, the school values art and this is reflected in the high quality of the work on display and in the time provided for the subject within the curriculum. Standards have been maintained since the time of the last inspection, despite some inconsistency between classes. Pupils enjoy art and it makes a significant contribution to their cultural development.

## **DESIGN AND TECHNOLOGY**

103. Standards in design and technology are in line with those expected at the end of each key stage. Pupils, including those with special educational needs, make satisfactory progress across both key stages. Teaching is organised in a block of time each term for the whole school, where each class pursues a project over several days. The outcomes of this work were seen during the inspection, but no teaching was taking place.
104. There is a scheme of work securely in place which supports teachers well in what to teach, when and the skills pupils are to learn. Each term, pupils carry out a project which involves designing and making. In Years 1 and 2 pupils have successfully designed and made puppets. They talk in simple terms about what they have done well and how their work might be improved. A strength is the way pupils finish their work, with good levels of detail. Pupils carried through their work into the writing of playscripts and then gave performances using their puppets.
105. In Years 3 and 4, planning indicates a satisfactory breadth of coverage of the main elements of the curriculum for design and technology. In making their models of the Parthenon pupils have tried out different ideas, bearing in mind the range of materials available. They build steadily on the skills they have already acquired in order to use tools and equipment safely. Pupils in Years 5 and 6 have produced a good range of well made slippers, after working at a number of ideas. Designs are well thought out, with step-by-step instructions, but are not always labelled. Most pupils wrote a detailed account of their work, including evaluating which features were good, and this effectively contributed to their literacy skills. A good feature of the work is that pupils design and make products for a real purpose. This is evident in flower containers used around the school which pupils produced after consulting other people about what was needed.
106. Attainment at Key Stage 2 has improved since the last inspection when this was a key issue in the report. The school has largely been successful in addressing this issue, through providing opportunities, on a regular termly basis, for pupils to design and make in a range of materials and contexts.

## **GEOGRAPHY**

107. Whilst it was possible to observe geography lessons only in the Year 5/6 classes during the period of the inspection, scrutiny of teachers' planning and pupils' work indicates that pupils in both key stages make sound progress in the subject and achieve standards appropriate for their age.
108. In Key Stage 1, pupils develop an understanding of the school environment and the area they live in. They know about the seasons and the type of weather associated with them, plotting daily weather charts, and consider animals around the world.
109. Pupils' knowledge of places is extended in Years 3 and 4, through study of a village in India. Whilst teachers provide pupils with the opportunity to engage in a range of activities, much work is carried out on photocopied sheets. These often require only short responses and the colour coding of basic information, and do not fully challenge pupils to think through what they have learned.
110. Pupils achieve well in Years 5 and 6, engaging in a challenging range of activities which support the acquisition of knowledge and the application of skills very effectively. For example, pupils explore an imaginative topic on the closing of the main road in the village and its impact on traffic and the local environment. Pupils construct and use questionnaires

well, carry out a traffic survey, and accurately identify and map institutions and buildings in the local area. Pupils use their mathematical skills well as they represent their findings in a range of bar and pie charts. Pupils are keen and interested and behave very well. They engage responsibly in fieldwork, sharing ideas and collaborating well in groups.

- 111. Teaching in the lessons seen was good, and sometimes very good. Teachers have high expectations of pupils, are secure in their subject knowledge and are confident enough in their classroom management skills to allow pupils to work in groups and to take control of their own learning. They make effective use of the final part of lessons to take stock of what has been achieved. This has a positive impact on learning.
- 112. The subject is well planned. It makes a valuable contribution to pupils' social and cultural development. Sound standards have been maintained since the previous inspection.

## **HISTORY**

- 113. Pupils in both key stages, including those with special education needs, make sound progress in the subject, and achieve the standards expected for their age.
- 114. Pupils in Key Stage 1 demonstrate a satisfactory understanding of change and chronological order, and know about some important people and events in the past. Learning is well promoted by teachers' good planning, and the effective use of a good range of resources. Teachers lead discussions well and base the content of lessons on previous learning, effectively enabling pupils to develop their research skills within a well-structured sequence of work. This was evident in work in Years 1 and 2 about changes over time in a seaside holiday resort. Pupils were able to identify changes in activities, costume and architecture. Pupils successfully related this to change over three generations in their own families, for example in the transport used for going on holiday. Work is covered in a two-year rolling programme but not always adapted sufficiently to the needs of younger pupils. For example, work in chronology, including the use of dates, is not sequenced to provided small steps in learning, so pupils become confused.
- 115. Pupils in Years 3 and 4 are knowledgeable and enthusiastic about their study of the Tudor period and their learning has been richly enhanced by a visit to a 'Partnership Centre' where work included a study of Tudor building techniques. Pupils know about the succession of Tudor monarchs, and some of their dates. They can compare the life of rich and poor children of the period, and their education. Pupils use a sound range of research and reference skills in finding information from a range of books. Though pupils in Years 5 and 6 had no lessons in history during the inspection, their previous work on the Victorian period shows that they gain knowledge and understanding through a good range of learning activities, including empathetic writing. They make good use of secondary and primary sources, including a good collection of artefacts, and acquire a sound understanding of events and social issues within the period.
- 116. The teaching seen was at least sound and often good. Teachers are secure in their subject knowledge and have high expectations of pupils. They demonstrate good management and organisational skills, creating an active and rigorous atmosphere in lessons. Good teaching was demonstrated in effective use of the last part of the lesson to share what had been learned. Good open-ended questions extended pupils' knowledge, and provided the teacher with the opportunity to assess their understanding. Education assistants provide very good support to pupils with special educational needs.

117. Pupils' learning is enhanced by their very good behaviour and their ability to work in an independent and collaborative manner. They listen attentively to the teacher and show a high level of interest.
118. The school makes good use of locally sponsored Partnership Centres. These provide pupils with excellent opportunities to dress up in period costumes, engage in simple role-play activities, and to explore a range of activities linked to the period of study in a practical and imaginative way. The school also provides pupils with the opportunity to take part in a useful range of historical visits. History is effectively linked with other subjects such as art, and also reinforces skills in literacy. It makes a good contribution to pupils' cultural development. Since the last inspection, sound standards have been maintained.

## **INFORMATION TECHNOLOGY**

119. Standards are sound in information technology at the ends of Key Stage 1 and Key Stage 2. The school is successfully implementing an action plan for a four year period to 2002 designed to improve provision and raise standards further. The impact of this is becoming evident in the planning of specific teaching and the recording of progression in work throughout the school. This is beginning to raise standards by ensuring that pupils systematically acquire the skills needed for the application of information technology across the curriculum.
120. By the age of seven, pupils have the skills needed to carry out basic word-processing tasks and produce pictures on the computer. They process data effectively to make a bar chart, for example comparing the means of transport used by three generations when going on holiday. They know how to control a robot by programming simple commands. Pupils apply their skills to good purpose in other subjects, for example using a science program to practise making an electrical circuit. In Key Stage 2, pupils practise and extend their skills well. They make regular use of 'dreamwriters' for word-processing their work, and they find information competently using a CD ROM encyclopedia, for example in history. Information technology is not applied to full effect to extend work in mathematics and science.
121. The quality of teaching is generally good when it is clearly timetabled and planned to take learning forward. This was evident, for example, in Key Stage 1 when a program to be used by pairs of pupils in turn was carefully introduced to the class, and terms such as 'icon' and 'cursor' were explained. In another lesson, the teacher helped pupils to interpret a graph and to understand how it had been constructed, anticipating pitfalls they were likely to encounter when working on their own. In both key stages, pupils' skills are enriched and applied during visits to 'Partnership Centres' where, for example, pupils in Years 3 and 4 used computers to good effect in exploring Tudor building designs. Opportunities for the oldest pupils are extended by sessions taught at the local secondary school.
122. Many pupils have computers at home and have acquired basic skills on which learning in school can build. The pupils learn quickly, and show enthusiasm and concentration when using information technology. They work well independently or in pairs, and co-operate well when sharing equipment.
123. The subject is enthusiastically led and effectively managed, and there is now a co-ordinator for each key stage. Staff needs have been identified and the provision of training has increased teachers' knowledge and skill. Resources of hardware and software are being extended, and this includes the development of a computer network with online facilities to enlarge the scope of pupils' work. There has been improvement since the last inspection in

the school's provision for information technology, and in the confidence of staff in teaching the subject.

## **MUSIC**

124. The school achieves sound standards overall in music. Standards are good in performing and composing in Key Stage 2, as a result of the time, effort and money the school devotes to providing and supporting pupils' instrumental learning. Pupils have the chance to learn a wide range of instruments including guitar, clarinet, flute, violin and some brass instruments. About sixty pupils play an instrument and the school is able successfully to form an orchestra. Instrumentalists regularly rehearse, perform with others and gain confidence in front of an audience. All pupils learn to play recorders and graded extra-curricular activities support good progress. The standard of singing in the Year 5/6 choir is good. The range of opportunity provided in music is a strength of the school.
125. Teaching throughout the school is at least sound and frequently good. In Key Stage 1, pupils develop a sound sense of rhythm through lively and well-focused musical activities. Pupils understand the difference between high and low sounds as a result of good teaching methods. Progress and learning are sound overall in Key Stage 1. A good feature is the well-focused assessment system used at the end of the key stage.
126. Good use is made of specific teaching expertise in Key Stage 2 and this has a positive impact on pupils' learning. The music co-ordinator takes all six classes, successfully adapting pre-recorded programmes to themes of topic work. For example, pupils in Years 3 and 4 are working on Tudor music, well linked to a history topic. They follow notation in books successfully, clearly identifying the musical pattern of the song. Pupils in Years 5 and 6 further develop their understanding of musical composition, for example identifying percussion instruments used to create special effects, such the sound of doors slamming or creaking. Good teaching influences the attitudes of pupils to music. These are very good and have a significant impact on the progress made. For example, a Year 5/6 group were able to work independently with a range of percussion instruments to create a composition exemplifying doors opening and closing. They worked quickly and effectively, without close supervision. Pupils with special educational needs are fully integrated in all classes.
127. The school has maintained above average standards in the quality of pupils' instrumental learning and progress since the last inspection. The involvement of pupils in extra-curricular activities and visits has a very positive impact on their social and cultural development.

## **PHYSICAL EDUCATION**

128. Standards in physical education are in line with those expected at the end of Key Stage 1 and above expectation at the end of Key Stage 2. Pupils make satisfactory progress in Key Stage 1 and nearly all pupils make good progress in Key Stage 2. Progress in swimming is very good; almost all pupils meet the national expectation, swimming 25 metres and understanding appropriate elements of water safety by the time they are 11, and many pupils achieve beyond this.
129. In Key Stage 1, pupils move expressively to music and persevere to improve through practising. However, pupils are not always sure how to improve their dance because teachers do not consistently teach the skills involved of varying shape, direction and level. Few pupils develop sequences of movement. Throughout the key stage pupils are not given sufficient opportunities to comment on their own performance or that of classmates.

130. Pupils make good progress in their learning across Key Stage 2. They respond quickly to instruction and talk sensitively about the performance of classmates. They work safely, individually and in small groups, for example when practising a dance from 'Bugsy Malone'. They plan their routines, rehearse them and then refine their performance, knowing which skills they have to work on.
131. There is very good provision for pupils to extend their skills across all the elements of physical education in a good range of extra-curricular activities. Older pupils take part in a very wide variety of team sports against other schools. These include football, rugby and cross-country. Boys and girls take part on an equal basis.
132. Pupils are eager to take part in physical education lessons and extra-curricular activities. They are all appropriately dressed and respect each other's space in lessons. Pupils co-operate well and support classmates with physical disabilities, enabling them to take a full part in lessons. Behaviour is nearly always good.
133. Pupils' acquisition of skills and their pace of learning are closely linked to the quality of teaching. Teaching in Key Stage 1 is satisfactory. On occasions, time is lost because pupils are not given sufficient opportunities to practise their skills when they have to queue to use equipment. Teaching is good in Key Stage 2; there is a clear focus on the teaching of skills, and this enables pupils to become involved in their learning, discussing and evaluating what they are doing well and where they need to improve. All teachers have good relationships with their pupils, encouraging them to do their best.
134. The co-ordinator is recently appointed, but is knowledgeable and has a clear vision for the future development of the subject. Standards, including the strength of extra-curricular provision, have been maintained since the last inspection. Extra-curricular activities contribute very strongly to pupils' all-round development, teaching them to strive for achievement, to win or lose with grace and to work as a team.

## **RELIGIOUS EDUCATION**

135. Standards in religious education at the end of both key stages are broadly in line with the requirements of the Agreed Syllabus for Coventry.
136. In Key Stage 1, well-developed cross-curricular links promote learning effectively. For example, work on Diwali celebrations is linked to learning in art and related to the celebration of Christmas in the Christian religion. By the end of Key Stage 2, pupils know a wide range of facts about the Christian religion, its festivals and symbols. They understand the place of the church in the community. Pupils' knowledge and understanding of other faiths, including Islam and Judaism, is sound.
137. The quality of teaching in lessons seen was at least satisfactory and in a minority of cases good. Teaching systematically develops pupils' knowledge about the Christian religion and this helps pupils' understanding of the place of Christianity in their own culture, both at the present time and in past times. Very good relationships between teachers and pupils mean that even when lessons are mundane, pupils do their best and make some progress in their learning. When a teacher uses resources imaginatively, for example entering a lesson with a travel bag full of mystery items needed by a pilgrim to Mecca, pupils' learning improves markedly. Pupils share and gain knowledge through confident discussion, for example exploring aspects of human experience such as the 'specialness' of birthdays in Key Stage 1. Pupils with special educational needs are well supported. Teachers ensure that they take a full part in all lessons and, where appropriate, tasks are suitably adapted to support their learning.

138. Religious education is taught throughout the school in a short weekly lesson. However, partly because of the school's recent focus on literacy and numeracy initiatives, the full potential of the subject is underdeveloped, including the way in which religious education can support literacy objectives. The co-ordinator has correctly identified the need to review the schemes of work, to make clear which of the key elements of the agreed syllabus are to be covered in each unit of work. Teachers are conscientious in their planning but too often the learning objectives for lessons are unclear, and this restricts progress in learning. There is also some confusion in planning between religious education, personal and social education and class assembly time, in terms of the purposes of teaching.
139. Similar standards were observed at the time of the last inspection. The finding then that teachers were not fully familiar with the locally agreed syllabus is still applicable.