

## **INSPECTION REPORT**

### **STOCKINGFORD COMMUNITY INFANT SCHOOL**

Nuneaton

LEA area: Warwickshire

Unique Reference Number: 125543

Inspection Number: 186600

Headteacher: Ms Pamela Gresty

Reporting inspector: Mrs Judith Hicks

Dates of inspection: 11<sup>th</sup> – 15<sup>th</sup> October 1999

Under OFSTED contract number: 707841

Inspection carried out under Section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school :	Infant
Type of control :	County
Age range of pupils :	4-7 years
Gender of pupils :	Mixed
School address :	Grove Road Stockingford Nuneaton Warwickshire CV10 8JY
Telephone number :	01203 382277
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Appropriate authority :	The governing body
Name of chair of governors :	Mr Andrew Hadley
Date of previous inspection :	January 1996

## INFORMATION ABOUT THE INSPECTION TEAM

<i>Team members</i>	<i>Subject responsibilities</i>	<i>Aspect responsibilities</i>
Mrs J P Hicks Registered Inspector	Areas of learning for the under-fives Science Music	Attainment and progress Teaching Leadership and management The efficiency of the school
Mr A Dobson Lay Inspector		Pupils' attitudes, behaviour and personal development Attendance Support, guidance and pupils' welfare Partnership with parents and the community
Mrs N Bee Team Inspector	English Geography History	Special educational needs Equal opportunities
Mr J Collier Team Inspector	Mathematics Religious education Physical education	Pupils' spiritual, moral, social and cultural development Staffing, accommodation and learning resources
Mrs J Joy Team Inspector	Information technology Art Design and technology	The curriculum and assessment

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The Registrar  
The Office for Standards in Education  
Alexandra House  
33 Kingsway  
London WC2B 6SE

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*Paragraphs*

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## MAIN FINDINGS

### What the school does well

The school is very well managed. Exceptional leadership is provided by the headteacher, with a strong and distinctive contribution made by the deputy head and other members of the senior management team. Governors are well informed, have a clear sense of direction and work hard on the school's behalf. Staff and governors are proud of the school and ambitious for the pupils and their families.

- A very positive ethos and commitment to high standards have a beneficial effect on the pupils' learning, and they make good progress as a result. From a below average starting point, the pupils achieve standards that are in line with national averages in English, mathematics and science. Some pupils make very good progress in speaking and listening.
- Teaching is consistently good in many classes, with some teaching of a very high standard. There is no unsatisfactory teaching. Staff work hard and plan what they teach thoroughly. There are very good arrangements for assessing and tracking the progress made by each pupil, and teachers make very good use of this information to plan the programme of work.
- There are exceptionally effective arrangements for ensuring good behaviour and courteous manners, with very good provision for the pupils' moral and social development. This strength helps to ensure that there is a happy and purposeful working atmosphere throughout the school.

Governors give very high priority to the appointment of good numbers of classroom support staff. This benefits all pupils, especially the considerable proportion with special educational needs.

- The provision for special educational needs is of very high quality. Pupils with a range of learning and other difficulties make consistently good headway, with some individuals making exceptional progress.
- The excellent quality of information to parents is a further strength. Parents are very well informed and fully involved in the life and work of the school.

### Where the school has weaknesses

The school has no weaknesses or significant shortcomings. Areas where there is some scope for improvement include the following:

Attendance levels are below average, although improving.

- Attention to handwriting and presentation of work is not consistent throughout the school.
- Outdoor facilities for the under-fives are less than satisfactory, limiting opportunities for play and physical development. The school already plans to address this issue.

**The school's many strengths far outweigh the minor shortcomings identified. Areas identified as requiring further development will form the basis of a post-inspection action plan to be drawn up by governors. This will be sent to all parents or guardians of pupils attending the school.**

## How the school has improved since the last inspection

The school has maintained a high standard of educational provision and has continued to improve in line with priorities and targets agreed by the governors despite a significant loss of staff at the time of reorganisation three years ago.

The school has sustained the good progress in English and mathematics described in the last inspection report. National literacy and numeracy strategies have been successfully implemented, and are helping to raise standards further, especially in mathematics. Staff have identified and are currently tackling the issue of boys' under-performance.

- Provision for information technology (IT) is developing steadily, and standards are rising. Good progress is now being made in this subject.
- Design technology is also now well provided for and pupils make good progress in this subject.

The programme of professional development for all staff is ensuring that recently appointed staff, including teaching assistants, make a strong contribution to the pupils' learning and progress.

- Governors have given priority to upgrading the accommodation to provide a pleasant learning environment for the pupils.

**Because of the strength of management, the school is very well placed to address any minor shortcomings and to develop further.**

## Standards in subjects

The table shows the standards achieved by 7-year olds in 1999 based on the national curriculum tests:

Performance in	Compared with all schools	Compared with similar schools	Key	
Reading	D	C	<i>well above average</i>	A
Writing	D	C	<i>above average</i>	B
Mathematics	B	A	<i>average</i>	C
			<i>below average</i>	D
			<i>well below average</i>	E

Attainment as measured by national tests in 1999 was below the national average in reading and slightly below in writing, but well in line with the average for schools in similar areas. In mathematics, overall attainment was above the national average and well above average for similar schools. Compared with the 1998 assessments, the school achieved an increase in the number of pupils gaining the expected level (level 2) in writing, with many more reaching the higher level (level 3) in mathematics. The year-group concerned had an unusually high proportion of pupils with significant special educational needs (SEN) including six with statements of SEN. Because of the school's focus on literacy and numeracy, there was a dip in attainment in science according to teacher assessments in 1999.

Inspection findings are that pupils in the present year 2 are well on course to match average national standards in reading, writing and mathematics by the end of the school year. They make good progress in numeracy and literacy, with very good progress in speaking and listening. Standards in science and religious education are also broadly average, with steady progress made. Good progress is made in IT and here attainment is well in line with national averages. Progress is also good in the foundation subjects of music, art, design technology and history, and it is satisfactory in physical education and

geography.



## Quality of teaching

Teaching in:	Under 5	5 - 7 years
English	Good	Good
Mathematics	Good	Good
Science	Included under 'other areas of learning' below	Mainly good
Information technology		Good
Religious education		Good
Other subjects and areas of learning	Good	Good

During the inspection almost three-quarters of the lessons seen were judged to be good or better throughout the school. Around one lesson in every five was very good. There has been a significant improvement in teaching quality since the last inspection.

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

## Other aspects of the school

Aspect	Comment
Behaviour	Very good throughout the school. Relationships are strong and the pupils are taught to behave with courtesy and consideration for others.
Attendance	Below the national average, but improving.
Ethos*	Very good, with a consistent concern to achieve high standards of behaviour and academic achievement.
Leadership and management	A strength of the school, enabling good progress to be made by the pupils.
Curriculum	Broad and balanced, but with a clear emphasis on English and mathematics, in line with governors' priorities and the perceived needs of the pupils.
Pupils with special educational needs	Very good provision in mainstream and in the Speech and Language Resource Base. These pupils make consistently good progress, with some individuals making very rapid progress.
Spiritual, moral, social and cultural development	Good overall. Provision for moral and social development is exceptionally good, with high priority given to personal and social education. Cultural development is good, with music making a strong contribution. Spiritual development is sound.
Staffing, resources and accommodation	The school employs an average number of teachers, all of whom are well qualified for working with the infant age-group. There is an unusually generous provision of classroom support staff (teachers' assistants). Resources are improving and are now broadly satisfactory. The accommodation is maintained to a very high standard.
Value for money	The school provides good value for money.

*\* Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

### The parents' views of the school

What most parents like about the school	What some parents are not happy about
<p>Parents are very pleased with the high standards of work and good behaviour promoted by the school.</p> <ul style="list-style-type: none"><li>• They feel actively involved and well informed about what is taught and the progress of their children.</li><li>• The children enjoy coming to school.</li><li>• Parents are highly supportive and pleased with their choice of school.</li></ul>	<p>No significant reservations are expressed by</p>

**Inspectors entirely agree with the positive opinions of parents.**

### KEY ISSUES FOR ACTION

There are no key issues for the school to address but, in the context of its many strengths, the following minor points for improvement should be considered as the basis for an action plan:

Attendance levels are below average, although improving.

Attention to handwriting and presentation of work is not consistent throughout the school.

Outdoor facilities for the under-fives are less than satisfactory, limiting opportunities for play and physical development. The school already plans to address this issue.

## **INTRODUCTION**

### **Characteristics of the school**

1 Stockingford Infant School serves a close-knit community on the western fringe of Nuneaton. With high levels of male unemployment in the area, the proportion of pupils entitled to receive free school meals is above the national average for infant schools. Few pupils are from minority ethnic groups, reflecting the make-up of the neighbourhood, and only one child speaks English as an additional language.

2 Stockingford Infant School was a first school catering for pupils up to the age of eight when it was last inspected, but changed to infant status as a result of reorganisation in September 1996. There was a substantial turnover of teaching staff and loss of support staff in the aftermath of this reorganisation. Stockingford is now a very large infant school with 370 four to seven-year olds on roll. Children are admitted at the start of the year in which they are five and most in the reception year-group were still under five at the time of the present inspection. Almost two-thirds attend nursery school before admission and these children are confident and independent when they start school. A significant minority of the children have little or no experience in a pre-school setting, however, and overall attainment on entry is below average, with a considerable proportion of very immature boys. Throughout the school there are more pupils with special educational needs (SEN) than are found in most schools, including four with statements of SEN on the current roll. Last year's leavers included six pupils with statements of SEN and four in the process of statementing. The school houses a resource base catering for up to ten pupils with speech and language difficulties.

3 The school's key aim is to develop a learning community in which pupils, parents, governors and staff see themselves as learners, 'pursuing excellence together' to quote the mission statement. Following the last inspection the school focused on the improvement of provision for information technology and design technology in order to raise standards in these subjects. Recent priorities have included the implementation of national strategies for literacy and numeracy, pupil tracking and target setting. Governors set overall targets for performance in national assessments at the end of Key Stage 1 and in addition they set specific learning targets for each year-group. Increasing the active involvement of parents is a further current priority.

## Key Indicators

### Attainment at Key Stage 1

Number of registered pupils in final year of Key Stage 1 for latest reporting year:

Year	Boys	Girls	Total
1999	71	58	129

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	55	59	62
	Girls	46	49	47
	Total	101	108	109
Percentage at NC Level 2 or above	School	78	84	84
	National	82	83	87

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	57	62	57
	Girls	47	48	43
	Total	104	110	100
Percentage at NC Level 2 or above	School	81	85	78
	National	82	86	87

### Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year

		%
Authorised Absence	School	7.45
	National comparative data	5.7
Unauthorised Absence	School	0.24
	National comparative data	0.5

### Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year:

	Number
Fixed period	0
Permanent	0

### Quality of teaching

Percentage of teaching observed which is:

	%
Very good or better	19
Satisfactory or better	100
Less than satisfactory	0

## **PART A: ASPECTS OF THE SCHOOL**

### **EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL**

#### **Attainment and progress**

4 In the 1999 national assessments at the end of Key Stage 1 the average grade achieved by pupils was below the national average in reading, and was slightly below in writing despite an increase in the proportion of pupils achieving the expected level (Level 2). In comparison with similar schools, reading and writing results were well in line with the average. The 1999 results showed a significant improvement in mathematics compared with the previous year, with more than one third of all pupils achieving the higher level (Level 3). Average 1999 grades in mathematics were above the national level and well above average for comparable schools. Inspection findings are broadly consistent with the 1999 results when the high incidence of significant special educational needs in last year's cohort is taken into account. Pupils in the present year 2 are well on course to match average national standards in reading, writing and mathematics by the end of the present school year. A marked difference in attainment between girls and boys has been a feature for a number of years. The school is doing what it can to narrow this gap, and the standards achieved by boys are now improving, most notably in mathematics.

5 Attainment on entry is below average in language and literacy and in the mathematical area of learning. Children under five in the reception classes make consistently good progress, but they cannot make up enough ground to match national targets for the age group by the age of five in language and mathematics. The attainment of the under-fives is broadly average and typical of the age group in knowledge and understanding of the world, physical and creative development. From this starting point, pupils continue to make good overall progress through Key Stage 1. Appropriate demands are made of the high attainers, and these pupils, like the rest, make progress which reflects their potential.

6 Standards in English are broadly average for the age group, and slightly above average in speaking and listening. Good progress is made in this subject, with very good progress in speaking and listening. The pupils listen carefully and answer questions eagerly and with understanding. They can summarise a familiar story, and engage readily in drama and role-play. When reading the pupils recall many words on sight and have a growing understanding of the relationship between sounds and letters, which they apply, with other strategies, when tackling new words. Older pupils read with increasing confidence and fluency and can predict what might happen next in a narrative. They are taught to use the library and reference works to find information. Writing covers a good range of poems, stories and factual writing. The pupils learn to write independently and fluently, but some work is not well enough presented and handwriting is sometimes untidy. Current inspection findings are similar to conclusions drawn at the time of the last inspection.

7 Standards in mathematics are also well in line with national averages, with some strengths in number. The pupils handle figures confidently in mental calculations and when working on paper. They have a sound grasp of shapes and measures, and can apply their mathematical knowledge to solve problems. With the national numeracy strategy well established, good progress is made throughout the school in mathematics. Apart from a dip in 1998, standards have been well sustained since the last inspection. The school is tackling under-attainment by boys particularly successfully in this subject.

8 Because of the high priority given to literacy and numeracy, there was a dip in attainment in science, as measured by the 1999 teacher assessments at the end of Key Stage 1. Attainment in the present year is average for the age-group and steady progress is being made. There are strengths in the pupils' knowledge of life processes and living things, and a recent health education project has contributed well to this understanding. Investigative aspects of science are not as secure, though.

Attainment in religious education is in line with expectations set out in the Warwickshire Agreed Syllabus by the end of year 2, with satisfactory progress made. The pupils have an understanding of the significance of Christmas and Easter, have visited the parish church and are familiar with a good number of significant narratives from the Bible. They are aware of faiths other than Christianity, and have learned about a range of festivals and celebrations. At the time of the last inspection, standards in information technology were found to be unsatisfactory. Good progress is now being made in this subject, and attainment is now average, with expectations for the age group met. The pupils use computers to support their work across the curriculum with growing confidence and independence.

9 Good progress is made in the foundation subjects of art, history and music, all of which are contributing well to the pupils' cultural development. Progress is also good in design and technology, a subject that was judged less than satisfactory at the time of the last inspection. Satisfactory progress is made in physical education and in geography.

10 Pupils with special educational needs receive appropriate work well matched to their different learning needs, and this enables them to make consistently good progress in all areas of the curriculum. The previous report stated that progress was variable in some areas of the curriculum, citing history as one example. This is no longer an issue. In the specialist groups pupils regularly make very good progress, which is effectively monitored through their individual education plans. Pupils with speech and language difficulties attached to the Speech and Language Resource Base make progress that is at least good and often very rapid, especially in the development of basic speaking, listening and literacy skills.

### **Attitudes, behaviour and personal development**

11 Children under five have widely varying social skills when they start school, but all make good progress in their personal and social development. At the time of the inspection, which took place close to the start of the school year, all had adapted well to new demands and expectations, with many already showing real confidence and personal independence. Active teaching of skills such as listening to others and asking questions helps the children to get off to a good start and to gain from the mix of structured play, creative activities and formal learning provided in the reception classes.

12 Throughout the school the pupils show a positive attitude to school life. Parents report overwhelmingly that their children enjoy going to school. Once there, pupils settle down quickly and are keen to learn. They generally listen attentively and follow instructions first time. They show good levels of concentration, for instance in mental mathematics sessions. There is a clear enthusiasm for participating in lessons and most respond well to challenging questions. In group or individual work pupils start quickly and keep working, without chatting or wandering around unnecessarily. They work productively and are proud to show what they have achieved. Pupils with special educational needs, including those with speech and language difficulties, all have a very positive approach to learning and try hard.

13 Behaviour throughout the school day is consistently very good, a judgement that confirms the parents' views. The pupils live up to the high standards expected by the school. The school's ten 'golden rules' are very well understood and followed. The atmosphere is calm and quiet, and movement around the school is very orderly. In assemblies pupils are respectful during prayers. Lunchtime is a civilised social occasion with good table manners much in evidence and reasonable noise levels. Playtimes (all of which are particularly well supervised) are active and friendly. Bullying is not seen as a problem by the pupils, who know who to turn to if they have any concerns. There have been no exclusions from the school.

14 Relationships are very good. The pupils get on well with each other and staff. They show

respect to adults. They are courteous and polite, and 'please', 'thank you' and 'excuse me' are often heard even from the youngest pupils. Social skills are progressively built up with most pupils working very well in pairs and small groups - sharing, taking turns and helping each other without the need to be reminded. They treat each other's views and ideas with respect, this being particularly noticeable during 'circle time'. Boys and girls mix together very well in the classroom and the playground, where, during the inspection, skipping was a popular communal activity.

15 Pupils make good use of the opportunities for personal development. They are happy to take on special responsibilities like monitorial duties in class. They often choose their own books and select materials for practical work. They do not abuse the trust placed in them, for instance going to the toilet speedily and with the minimum of disturbance. Most pupils take homework seriously. Pupils handle books and equipment carefully and show a respect for each other's property. They keep their classrooms tidy and there is virtually no litter in the playground. Pupils are enthusiastic about joining in school activities such as the choir and gardening club.

16 The pupils' enthusiastic attitude to school life combined with their very good behaviour is having a very positive impact on their learning.

### **Attendance**

17 Attendance at the school in 1998/9 was better than in the previous year and represents an improvement since the previous inspection. The incidence of unauthorised absences is lower than the national average. However, the overall attendance rate (92.3%) is still below the national average, with scope for improvement. A significant number of parents are taking their children on holiday in term time, and in many classes around a fifth of pupils are missing at least one week's school a year. This is inevitably having a detrimental effect on the learning of the individuals concerned, whilst the good attendance record of the majority of pupils is having a positive effect on their attainment. Punctuality is very good and registration is carried out promptly and efficiently at the start of each session.

## **QUALITY OF EDUCATION PROVIDED**

### **Teaching**

18 During the inspection, two thirds of the lessons seen were judged good or better, with almost one lesson in every five judged very good. No unsatisfactory teaching was observed during the inspection. Differences between year-groups were not a strong feature, but high standards of teaching were most consistently achieved in the reception year. Overall, this is a marked improvement since the last inspection.

19 Teaching of the under-fives is mainly good, with some sessions very well taught. Teachers and teaching assistants all have a good understanding of the needs of young children new to the school, and succeed in creating a calm, secure classroom environment. Relationships are relaxed, and the staff are able to establish basic classroom systems quickly and without fuss. Good behaviour and courteous manners are explicitly taught and reinforced in a positive manner from the first, whilst the children are effectively encouraged to develop important learning skills such as 'good listening' and 'good thinking'. Adults are skilled at modelling behaviour for the children, as when teaching assistants put their hand up to ask a question, or when a parent helper opens an envelope containing a 'party invitation' and reads it aloud. There are some highly effective adult inputs into structured play, especially role-play. Sessions are often exceptionally well planned and organised. There is sometimes a need to make learning objectives for aspects of structured play more specific.

20 Throughout the school and in each area of the curriculum teachers have satisfactory or good subject knowledge. Understanding of national literacy and numeracy strategies is very secure, reflecting the effort recently put into professional development and training. Knowledgeable and well informed teaching is often seen in a range of other subjects, including art, design technology and history, whilst teachers' understanding of information technology is improving fast. There is more variation in the work seen in physical education and music, with some teaching of a very high standard but other lessons, although satisfactory, show some insecurities. Pupils' written work in science indicates a need to strengthen the teaching of experimental and investigative aspects of the subject, especially in year 2. Science has already been identified as a priority area within next year's development plan.

21 One of the strengths of the teaching is the way in which every opportunity is taken to develop speaking and listening skills. This is achieved partly through the judicious use of role-play. In two of the history sessions observed, for example, the pupils re-enacted life in a Victorian school, struggling to write on slates and to use dip pens. Reception children became completely engrossed in a 'birthday party' in the home corner. The pupils are often encouraged to work in pairs or small groups, encouraging discussion and negotiation, as in year 2 science lessons when the pupils were asked to compare photographs of babies and older children. Literacy skills are effectively developed when the pupils are asked to record a 'brainstorm' or produce flow charts, notes or list of ideas, but could be more consistently promoted in some areas of the curriculum.

22 Most teachers have high expectations about what can be achieved and, especially in literacy and numeracy sessions, there are well-planned extension activities to challenge the highest attainers. This is reflected in the good standards achieved by many of these pupils. Setting is not introduced until later in the school year, and at the time of the inspection pupils in years 1 and 2 were taught in appropriate age and ability groupings within their classes for English and mathematics. The teachers concerned cater well for pupils in the mixed age classes in their weekly planning. The only area where expectations are not consistently high enough is in the presentation of the pupils' work.

23 Teaching of the lower attainers and pupils with special educational needs is a strength in many classes. Teachers are alert to individual needs and maintain files containing individual education plans for each child on the special needs register. The quality of these plans varies, but in the best cases there are specific targets that address the needs of each child. They are filled in accurately and progress is carefully documented. The quality of teaching for pupils with speech and language difficulties can be very good, with the teacher and specialist teaching assistant providing first-rate support. Pupils attached to the Speech and Language Resource Base are given tasks that are well matched to their differing abilities. Staff keep very good documentation on each pupil which shows their rate of progress. All staff who work with these pupils develop very good relationships and show great sensitivity to a wide range of needs.

24 Expectations of behaviour are very high, with highly consistent approaches and a positive ethos throughout the school. Classroom management, organisation and control are strong in almost all classes. Teaching and special needs assistants make a very positive contribution in this respect, and are quick to intervene discreetly at the first suggestion of a developing problem.

25 Teachers make good use of their time and the pace of most lessons is good, with some brisk oral mathematics sessions. In one of the most effective mathematics lessons observed a demanding pace was sustained and the pupils worked exceptionally hard throughout the session. Resources are also used well on some occasions: for example the use of a striking artefact - a historic christening gown - in one religious education lesson made a memorable impression on the pupils.

26 Classroom support staff have a firm understanding of the curriculum and are very effectively briefed. The most experienced support staff demonstrate well developed teaching skills in their own



right when they work with individuals and small groups. Voluntary helpers also make a very positive contribution in some classes, although there are occasions when recent recruits and students show inexperience. Good teamwork in classrooms is a strong feature of the school.

27 The weekly teaching programme and daily sessions are thoroughly planned by teachers and teaching assistants working together in each year-group, with regular evaluation and assessment used very effectively to inform the planning process. Day to day assessment in the form of marking is not as strong, although there is some thoughtful marking of English. In other subjects, for example science, teachers regularly annotate the pupils' work with comments that explain the context of the work and indicate what may have been learned in the course of each activity. Whilst this is helpful in the case of younger and less mature pupils, helping staff to gain an overview of achievement, older pupils could do this for themselves. They would benefit from more direct suggestions about how to improve their work. Pupils take their reading books home, and a range of other literacy and numeracy activities are taken home to complete with parents or carers. This all helps to consolidate progress.

28 Although there are minor areas which offer scope for further improvement, the consistent quality and professionalism of teaching is a strength, directly contributing to the good academic progress made by most pupils and to the positive attitudes of the pupils.

### **The curriculum and assessment**

29 Children under five are offered an appropriate curriculum for the reception age group, with a generally appropriate balance of formal learning in large or small groups, talk and structured play. Planning is on a mixed basis, with reference both to areas of learning for the under-fives and to subjects of the basic curriculum. Whilst the planning format would benefit from further rationalisation, current arrangements ensure that the curriculum is covered in full and that the children are working steadily towards nationally identified goals for five-year olds. The planning of structured play activities is developing and improving. There is a smooth transition to work within the early stages of the national curriculum as the reception year progresses.

30 Curricular provision for pupils aged from five to seven is good overall. With national strategies successfully introduced and well established, a very high proportion of time is given to literacy and numeracy. This is in line with the needs of the pupils and the priorities of the governors, who are closely involved in decision-making about the curriculum. Although time allocations are tight for some subjects, the curriculum has sufficient breadth and balance in each area. Subjects are taught to all pupils and there is access to the full range of experiences set out in the national curriculum and the Warwickshire Agreed Syllabus. Since the last inspection there has been a marked improvement in the provision for information technology and design and technology, enabling the pupils to make good progress in these subjects now. Further good features include provision for swimming in year 2.

31 Priority is given to the programme of health education, which includes sex and drugs education at a level appropriate for pupils in the infant age group. Pupils are currently involved in a healthy eating project which they talk about with real enthusiasm. Personal and social education takes place in the course of regularly timetabled 'circle times' and is also a high priority throughout the school. Religious education lessons often include a strong focus on personal and social development.

32 Written policies provide clear guidance about how each subject of the basic curriculum is to be taught and how equality of opportunity will be ensured. Schemes of work for each subject have been produced by subject managers in consultation with all staff. These schemes describe the teaching programme for each year clearly, outlining the objectives to be met and skills to be taught. Recently produced national schemes of work have been adopted on a trial basis for science, design and technology, geography, history and information technology, and are to be evaluated after twelve

months. This is a sensible and time-saving strategy. Staff should in particular review the impact on learning in the mixed-age classes, to ensure that no gaps or unintended repetitions arise in the teaching programme, especially in science. The school's newly written scheme of work for religious education is well planned in line with requirements set out in the locally agreed syllabus.

33 Teachers' long- and medium-term plans are of good quality. Short-term planning is carried out weekly by teachers meeting in year groups, with broad objectives translated into activities for pupils to carry out during the week. Teachers with split-aged classes plan with both relevant year groups, ensuring that all pupils receive teaching best suited to their stage of development. On this thoroughly secure basis, teachers plan further to ensure that work is matched to at least three different levels of attainment. This ensures close attention to the learning needs of different groups of pupils, including those in mixed age groups, as they move through the school. Some pupils have individual work planned for them. The needs of individuals are carefully monitored and high attainers are well challenged. There is a high degree of consistency between parallel classes, ensuring that pupils have similar opportunities. During inspection week, individual lesson plans were often very well written, sharply focusing on learning objectives and showing good awareness of the needs of pupils with different levels of attainment. Each classroom has on display, at children's eye level, the current weekly and daily planning, enabling both pupils and parents to see what is intended.

34 For logistical reasons the school provides no after-school clubs, but older pupils are able to attend the gardening club at lunchtime and there are regular special events, such as Sports Day. The school has a successful choir, and a considerable number of pupils have the opportunity to learn the violin.

35 Procedures for assessing pupils' progress are very good. Teachers review weekly the achievements of pupils, and this information is used to inform planning at the next weekly meeting. Evaluations are also considered in the light of the newly adopted schemes of work, in order to build up a picture of how the curriculum in each subject needs to progress. Each week a new assessment focus is selected in line with the priorities of the school, currently literacy, numeracy and information technology. Teachers' mark books contain the key objectives for each subject area, enabling assessment to be undertaken and recorded as units of work are completed. The results of testing in literacy and numeracy are also recorded here. Each pupil has a progress record which lists objectives and skills for the core subjects. These are completed by teachers and pupils together and are available to parents at all times. Arrangements for assessment, praised at the time of the last inspection, are still evolving and remain a strength.

36 Provision for pupils with special educational needs is very good. Pupils have unrestricted access to all areas of the curriculum and receive very effective extra help, either in the classroom or through withdrawal. The school has responded to the national Code of Practice, with a staged referral system in place, and procedures for the identification and assessment of pupils are good. Individual education plans mainly contain specific targets. Reviews are completed regularly, with parents invited and kept closely informed. Very good quality documentation is kept on all pupils with speech and language difficulties attached to the resource base. These pupils are given tailor-made programmes to suit their individual needs. Day to day assessment is carried out on each child, and is used effectively to inform future teaching and planning. Children from the resource base fully integrate with mainstream pupils, and are withdrawn to the base for a number of sessions each week.

### **Pupils' spiritual, moral, social and cultural development**

37 Provision for this area of pupils' development is good overall. Spiritual development is sound, cultural development is good and the provision for moral and social development is very good. This reflects the favourable outcomes of the last report and, by providing artefacts and books to support

multicultural education, improvement has been achieved.

38 Assemblies, which incorporate an act of collective worship on a daily basis, are of good quality and involve the whole school community. A variety of people take the lead including a local lay preacher. Assemblies offer time for quiet reflection during a very busy school day. Pupils are very well behaved on these occasions. They are respectful and quiet when times for reflection and prayer are offered to them. Themes for each week's assemblies are clearly laid out in a yearly plan. Although these tend to focus on moral themes such as 'honesty' and 'friendship', several weeks are allotted to aspects of the Christian faith including Christmas and Easter, with three weeks spent on the parables of Jesus. Other major world faiths are appropriately represented and major festivals such as Diwali are celebrated. Records of assemblies are not kept, so it is not possible to discover, for example, exactly which stories have been used to illustrate past themes. Plans for collective worship are not often linked to current topics in religious education and little explicit attention is given to spiritual development other than in assemblies. Despite this, there was a clear spiritual dimension during the inspection when a hundred year old christening robe was used in a religious education lesson and pupils reflected on the babies who might have worn it over the years. Teachers do not always make the most of opportunities for exploring spiritual matters in personal and social education periods or circle time. Moral themes are explored very well but pupils are not often given the chance to express their wonder at what happens to them and reflect on their role in the world.

39 The school's very good provision for moral development is evident through a code of behaviour that is clearly understood by all pupils and supported by a well-developed programme of personal education. A very clear understanding of right and wrong is encouraged through ten 'golden rules' that everyone knows and understands. There are high expectations that pupils will behave well, and all staff reinforce good behaviour and thoughtfulness with constant praise. Weekly certificates are awarded, for example when children are kind to others. These achievements are celebrated in an assembly every week, reinforcing the values promoted by the school. In addition, a cup is awarded to the 'class of the month' with a runner-up award. To earn this, each class submits evidence of how its pupils have tried to address an agreed focus of activity - either moral or social - during the month. Pupils are encouraged to think of those less fortunate than themselves by collecting for a charity every year. A speaker visits the school and gives background information to the pupils who then decide in their classes how they can best raise money. Parents strongly endorse the positive values and high moral standards represented by the school.

40 Social education is very good. All adults provide a model of courteous and considerate behaviour in their dealings with the pupils, who learn civilised standards from them. Relationships are very good. Personal and social education, which has a regular timetable allocation, is thoroughly planned and well integrated into the curriculum. For example, pupils are encouraged to think about how they should respond if they see a child being excluded from a group. In their lessons, they are often encouraged to work together. In mathematics they learn how to take turns when playing number games and help one another if there is a difficulty. Mealtimes are sociable occasions, with pleasant conversation. Playtimes are also trouble free, and pupils, particularly in the lunch-break, organise their own games with the equipment provided. Many of them have responsibilities in their classrooms and around the school. Two pupils, for example, organise the overhead projector in assembly and others set out and put away chairs for staff and visitors.

41 Provision for cultural education is good. There is an impressive list of visits that pupils experience to reinforce their work in the curriculum and to help them appreciate their local environment. Music is particularly strong in assisting cultural development. By listening to music in assemblies, pupils experience the work of well known composers and performers. In one of the lessons observed, year 2 pupils, who were learning songs from various parts of the British Isles, sang enthusiastically in Welsh following the strong lead of their teacher. The choir has an outstanding record

in gaining first prizes in the local Festival of the Arts, and an impressive number of pupils are learning the violin. Art also contributes to cultural development, with the work of famous artists such as Lowry and Picasso being studied. Several impressive initiatives during the past year have been designed to broaden the pupils' understanding of traditions, customs and ways of life in different countries. The LEA's Inter-Cultural Support Service ran a ten-day project that introduced pupils to life in India and the Caribbean, amongst other places, and led to further work on celebrations. In religious education, pupils learn about other world faiths, particularly Islam and Hinduism, and this helps them towards an understanding of the multicultural nature of society.

### **Support, guidance and pupils' welfare**

42 The school's provision for the pupils' support, welfare and guidance is very good. The school is a friendly community where pastoral care has a very high priority. There is a strong emphasis on boosting pupils' self esteem and providing them with the essential social skills that will stand them in good stead for the rest of their lives. This policy, exemplified in personal and social education lessons, permeates the whole school day. All staff - teachers, teaching assistants and midday supervisors - provide good role models. They treat the pupils with respect and know how to listen with consideration. Relationships are very good. The atmosphere is calm and voices are never raised. The pupils are well supervised at all times, but the level of supervision at lunchtime is particularly impressive. In the dining room, midday supervisors successfully encourage good table manners and the correct use of cutlery. In the playground they are fully involved in activities with the pupils. The wearing of high-visibility waistcoats is a simple and highly effective means of making it easy for young children to locate a supervisor quickly if the need arises.

43 Teachers know their pupils well. The individual pupil's progress book is a very effective way of monitoring each child's academic progress. Personal development is also closely monitored, initially informally, with concerns carefully followed up. The school supports pupils with poorly developed social skills in innovative ways: for example, some children follow a specially designed short programme on the social use of language.

44 The school's procedures for encouraging good behaviour are outstanding in their effectiveness. Behaviour is very good. The 'golden rules' are simple to understand, well publicised and applied consistently throughout the school. Very high standards are expected and achieved without the need for a strict regime. Discipline is unobtrusive and the atmosphere throughout the school is warm and friendly. Great emphasis is placed on recognising and praising good behaviour. Phrases from staff such as 'you behaved in a very grown-up way' and 'that was kind of you' continually and effectively reinforce the message that the school considers caring and responsible behaviour very important. Parents are informed at an early stage of any cases of inappropriate behaviour and this usually solves the problem. The school does not tolerate bullying or racism, neither of which are a problem.

45 The school has good procedures for monitoring attendance. Registers are well kept and meet statutory requirements and regulations. Procedures for recording and following up reasons for absence are very good. Relationships with the Educational Welfare Service are close and effective. The school's procedures for actively promoting good attendance are less successful. Although the prospectus mentions that the school strongly discourages holidays in term time, there is no evidence that this discouragement is effective, and holidays in term time account for a significant number of absences. At the time of the inspection the school had no target for improving the attendance rate.

46 Health and safety is taken seriously. A key issue in the previous report regarding the safety implications of storing certain equipment in the hall was successfully addressed some years ago. No issues emerged in the course of this inspection. The school has a very good action plan for health and safety, problems are satisfactorily followed up, fire drills are held regularly, correct safety checks are

periodically carried out and there are adequate numbers of trained first aiders. The school shows good practice in the field of child protection. The named person has been suitably trained, procedures are clear and all staff are regularly reminded of them.

47 The school successfully meets its aim of providing a happy, secure and stimulating environment. It shows a very strong commitment to the care and welfare of all its pupils, which in turn leads to the pupils making good progress. Parents' confidence in the school's values is very soundly based.

### **Partnership with parents and the community**

48 The school has built up an extremely successful partnership with parents which is having a very beneficial effect on the pupils' learning. This is an outstanding strength of the school.

49 The school is popular and well thought of in the local area. Parents were unanimous in reporting that they find the school approachable and approve of the standards their children achieve. Relationships between staff and parents are excellent. The headteacher takes a very high profile in encouraging and building this relationship. Parents are made to feel very welcome in the school. This is particularly evident in the morning before school officially starts when many parents take up the opportunity of a shared reading session with their child in the classroom.

50 The quality of the information parents receive is extremely high. Everything is predicated on raising standards. Written material is consistently very good - well written in a non-patronising style, informative and very useful. The most impressive documents are the prospectus - an extremely good example of a booklet that gives a clear unambiguous outline of what the school stands for; a series of nine pamphlets providing parents with guidelines on a range of subjects from 'how teachers teach' to tips on developing maths skills at home; and notes provided to parents unable to attend the September 'year group' meetings. At the day to day level, every classroom has a parents' notice board that includes the current week's lesson plans. Parents also have termly consultations with their child's teacher and there are regular sessions to inform parents about how subjects are taught. This outstanding level of information enables parents to be fully involved in their child's learning and contributes to the good progress made.

51 Pupils' annual reports are of consistently good quality with some very good features. They are useful documents for parents. Progress is clearly stated (a point of criticism in the previous report) and parents are informed each year of their child's current reading age and the level of their attainment in each subject. This gives parents the information they need to form their own view of progress. Targets for development are often included, but these are not always specific enough for parents to be able to help directly in their child's learning. The sections on personal and social education - the child's personal development over the year - are particularly well written and confirm the importance the school attaches to this aspect of school life.

52 The school is extremely successful at involving parents in school life and their child's learning. Parents' views are very effectively sounded out by means of questionnaires before any major change is implemented. Once whilst their child is at the school, every parent receives a detailed eleven page questionnaire, the responses to which are taken into consideration when planning future policy. There are many parent helpers in the school. This help is almost invariably well organised and makes a good contribution to the pupils' learning. Nearly all parents approve of the homework provided by the school, which is arranged so that parents can be fully involved. There is no parents' association, and fund-raising events are organised by staff and governors; however, many parents support school events loyally and spend as generously as they are able.

53 The pupils' learning is enriched by very good links with the local community. Pupils visit the parish church and the lay preacher regularly takes assembly. Elderly residents very effectively bring history to life by talking about bygone days in Nuneaton. Pupils gain a good understanding of the immediate area by studying the architecture and shopping facilities. An appreciation of vegetable growing is gained from a local gardener. There is a good range of visits with an educational purpose including a local farm and a zoo. Very good links exist (at both pastoral and curriculum levels) with the nursery and the junior school. These ensure a relatively seamless progression for the children as they get older. The school currently has no significant links with industry.

## **THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL**

### **Leadership and management**

54 This area is a major strength, and the school is very well managed overall. This is consistent with the many positive judgements set out in the previous inspection report.

55 The school receives exceptional leadership from the headteacher, who has a passionate commitment to raising aspirations in the school and the wider community, and a clear vision of how this can be achieved. Her single-minded energy and enthusiasm help to ensure that school policies designed to raise standards are well understood and carried through into practice consistently by all staff. There is a strong practical understanding of how partnership with families and carers can serve to raise educational standards, and an appreciation of the key importance of staff development in a successful institution. With her senior colleagues, the headteacher has been instrumental in promoting the philosophy of the 'learning school'. This has helped to establish a culture of improvement through thoughtful analysis of indicators, systematic evaluation and shared professional experience. When, for example, in 1998 the school's performance in national assessments dipped in mathematics, the headteacher visited a number of successful schools to see what lessons could be learned. Some changes were implemented as a result. This quality of leadership supports the school's thoroughly positive ethos, which combines high expectations of the pupils with a respect for each individual and concern for equality of opportunity.

56 Other staff also play an important part in the effective management of the school. The deputy headteacher has a well defined role which enables her to make a strong and distinctive contribution to school management, most notably by taking lead responsibility for monitoring progress, predicting performance and setting targets for individual pupils. The senior team has its own agreed aims and action plans, with each member setting personal objectives in line with the school's overall priorities. Year-groups are cohesively led, with good arrangements for supporting teaching on a week by week basis when teaching and support staff plan together.

57 The quality of subject leadership is good, with effective systems for subject managers to monitor colleagues' planning, introduce necessary changes and advise on teaching. The school has implemented national strategies for literacy and numeracy successfully and ahead of time. Arrangements for subject managers to monitor classroom practice are made whenever the subject in question has agreed priority within the school's strategic plan; appropriate priority has been given to literacy, numeracy and information technology in recent months. The headteacher monitors teaching and learning as part of her regular weekly programme, and the outcomes inform the school's programme of staff development and appraisal.

58 Internal school organisation, management arrangements and communication systems work well. A regular programme of senior team, staff and year-group meetings is scheduled, with a brief but perfectly adequate record of the main decisions maintained. Provision for regular professional development meetings, including separate provision for support staff, is a very positive feature. A well-written staff handbook supports the work of teachers and assistants and contributes to the smooth running of the school.

59 Governors have worked through many problems and crises, and are rightly proud of the school, seeking the best for the pupils, their families and the community. They work hard to further the school's interests at all levels. Key members of the board, especially the chair, visit regularly and understand the school very well. Some have taken on specific responsibilities for literacy, numeracy, special educational needs and target setting. Governors are kept fully informed by the headteacher, whose first-rate reporting and analysis of data enable governors to stay in close touch, developing the understanding they need to make balanced decisions. There is an appropriate committee structure, enabling governors to fulfil all statutory responsibilities, including their responsibility for the curriculum and health and safety, whilst distributing their workload efficiently. Governors and staff meet their statutory responsibilities in full, apart from one or two minor omissions from the school prospectus and the annual report of governors to parents.

60 The school has a well conceived strategic plan and medium term development plan, both of which are drawn up in the course of a carefully planned programme of meetings. Spending plans and the process of budget-setting are aligned with agreed priorities, targets and areas identified for development. Each year a process of evaluation, needs identification and establishment of priorities takes place, involving staff, the senior team, governors' committees and the full governing body respectively. Evaluation from time to time involves sampling the views of all staff, with direct questions inviting frank and revealing answers. Teachers with subject responsibilities draw up an action plan for their subject area. The result is a well focused strategic plan supplemented by subsidiary action plans, all of which are well designed to take the school forward and to help it to reach its targets.

61 The school has maintained a high standard of educational provision and continued to improve in line with priorities and targets agreed by the governors despite a significant loss of staff at the time of reorganisation three years ago. Achievements include the raising of standards and the quality of provision in information technology, together with improvements in design and technology; both subjects were identified as being unsatisfactory at the time of the last inspection. Because of the strengths of the school's management, it is very well placed to continue to develop and to implement necessary changes successfully in the future.

### **Staffing, accommodation and learning resources**

62 There are sufficient teachers with a spread of relevant qualifications and experience. All members of staff have clear job descriptions and these are regularly reviewed. There is a very good induction programme for teachers and other staff, including supply teachers, when they start work at

the school. Newly qualified teachers are very well supported, with opportunities, for example, to observe colleagues teaching. All staff have annual meetings with the headteacher when their individual needs for professional development are discussed. This in-school system of appraisal is operating very effectively while decisions are made about a national model. The professional development of staff is a high priority in the school and extensive opportunities for in-service training bear testimony to this. Professional development is based on priorities in the school development plan and the individual needs of staff as identified in reviews. The school's very good arrangements for professional development and training are having a positive effect in raising standards, most notably in mathematics and information technology.

63 The school is fortunate in having a large number of teaching assistants who are very well motivated and committed to the school. They are making a significant contribution to the progress made and the standards that are being achieved. All classes have at least one assistant and teachers work very closely with them, sharing their planning and liaising at all times about the successes and difficulties experienced by pupils. Special needs assistants contribute to the school's very good provision for pupils with a range of learning difficulties. A specialist teaching assistant, recently appointed, is beginning to make a good contribution to pupils' learning in information technology. Lunchtime supervisors ensure a trouble-free midday break. They are valued members of the school team and have a real concern for the pupils, encouraging the distribution of games equipment and overseeing playground activities. The school is kept very clean and tidy by a first-rate caretaking and cleaning team.

64 Considerable refurbishment of the building has taken place in recent years and the school does everything possible to make the accommodation attractive. High quality displays of pupils' work make the classrooms and other spaces bright and colourful. There are particularly good interactive displays, where a problem is posed for the pupils and the equipment is provided for them to solve it. The school has developed a well-resourced and stimulating learning environment for pupils with special educational needs to be withdrawn for individual or small group tuition. Pupils attached to the Speech and Language Resource Base are taught in an attractive, bright environment, which is enriched with a good selection of resources to develop language.

65 Despite the school's best efforts, the accommodation is only just adequate for delivery of the curriculum, and has a number of drawbacks. The hall is too small for the whole school to assemble comfortably. There is no storage space for large apparatus such as mats and benches, and these have to be housed around the sides of the hall. Classrooms in the main building have no doors and open directly onto the corridors, making it difficult to hold quiet discussions when adjoining classes are engaged in practical activities. As the current school development plan notes, there is no secure area outdoors for the reception children to play. The accommodation for some classes with reception children is cramped, making it difficult for teachers to provide role-play and practical activities, whilst other spaces are too large. Staff make the best use of the available space, however, and overcome difficulties well.

66 Outside there is a large hard-surfaced playground, which has been improved by recently installed benches and flower beds. Playground games are marked out and games equipment is available for the pupils at lunchtime. The school shares a large sports field with the adjoining junior school.

67 Apart from a lack of outdoor play equipment for the under-fives, the provision of resources is satisfactory overall and good for English, mathematics, design and technology and art. The school is about to set up a suite of computers to promote the use of information technology prior to joining the National Grid for Learning. Currently there are enough computers to enable the subject to be taught effectively. Books in the library are catalogued and, though they are housed in a corridor, they are readily accessible. The lack of resources for design and technology and religious education noted in the last report has been successfully addressed.



## **The efficiency of the school**

68 The school makes very good use of its funding and other available resources, and financial planning is a strength. Choices are made in the light of rational analysis of the school's financial position, projections of fixed costs such as salaries, and modelling of the impact of any proposed course of action. Budget-setting is seen as an intrinsic part of the process of strategic planning, thus ensuring that priority areas and developments are adequately funded. Spending decisions are often based on hard evidence of effectiveness, with the impact on standards always borne in mind. For example, unusually high priority is given to the employment and training of teaching assistants to support each class, whilst the ratio of teachers to pupils is only around the national average. In-house evaluation indicates that this formula is working and contributes to the good progress made by the pupils. The inspection team agrees.

69 Governors exercise very careful oversight of the budget through the finance sub-committee, with all significant decisions scrutinised and ratified by the full governing body. Good use is made of the bursar's services to support this committee with budgetary profiles and reports. Although the headteacher has greater delegated powers than is usual, important decisions are in practice discussed very fully with governors. The school is confident and independent in its thinking and actions on financial matters, with LEA and other contracts regularly reviewed. Governors pursue the school's financial interests vigorously, as when they successfully argued for a large rates rebate a few months ago. This contributed to an unexpectedly large carry-forward at the end of the last financial year. Appropriate plans are in hand to use these funds to support current projects, including upgrading the site and buildings and the acquisition of further computers.

70 The school uses the funding available for pupils with special educational needs appropriately and for the intended purpose. The well thought out deployment of special needs staff contributes to the very high standard of provision for these pupils and to the good progress made. Funds earmarked for training and other special purposes are also utilised very effectively to further the professional development of all staff and to help raise standards.

71 Teaching staff are effectively deployed, with some use of individuals' specialist skills in music lessons. Where subject managers are allocated non-contact time this is properly used for planning or monitoring in line with priorities set out in the development plan. This is an improvement since the last inspection. Teaching assistants are very effectively deployed, especially to support literacy and numeracy sessions. Teachers almost invariably make good use of their own time and that of their colleagues to maximise direct engagement with individuals and groups of pupils.

72 The school makes the best of its accommodation, with very effective use of corridors and entrance areas for creative activities and to house the library. The use of a spare room for design and technology has helped to raise the profile of the subject since the last inspection and progress has improved as a result. Plans to improve the site further are at an early stage of development. Resources are well organised, accessible and effectively used, with computers increasingly used to support learning across the curriculum.

73 Office procedures are highly efficient. The school's clerical staff have a thorough understanding of systems for ordering goods and handling various accounts, and there are good arrangements for separation of duties. Despite the lack of a computerised accounting system, paperwork is very well managed, running balances are up to date and account books are meticulously kept. Minor recommendations made at the time of the last internal audit have been addressed since then or are currently in hand.

74 The school is funded at a level similar to the national average for primary schools. Taking into

account the prudent management of resources by the headteacher and governors, the quality of provision and the good progress which the pupils make, the school is judged to provide good value for money.

## **PART B: CURRICULUM AREAS AND SUBJECTS**

### **AREAS OF LEARNING FOR CHILDREN UNDER FIVE**

75 Children are admitted to reception at the beginning of the school year in which they are five and at the time of the inspection most were still under five and some only a few weeks past their fourth birthday. The youngest children had been admitted on a full-time basis only a matter of days beforehand.

76 With a very large intake, under-fives are distributed between five classes, three of which cater exclusively for the reception age-group. Older children within the cohort, mainly those with autumn birthdays, are included in two mixed-age classes with younger year 1 pupils. The accommodation presents a number of challenges and as a result some under-fives are taught in small classrooms, whilst one class has an over-sized room. Nevertheless, a judicious use of space in corridors and entrance spaces enables all reception children to have opportunities for role play, play with construction and basic materials, 'small world' play and creative activities. Opportunities for physical activity and play with large-scale materials are more limited, largely because of the constraints presented by the site. Staff and governors are well aware that the school playground does not meet the needs of the under-fives age group: it is too large and presents a barren environment for learning, despite real efforts at improvement. The creation of an appropriate space for outdoor learning is a developing priority acknowledged in the school's strategic plan.

77 The reception curriculum is planned by all the teaching and non-teaching staff responsible for under-fives working closely together as a team. The curriculum covers all the required areas of learning and the children work towards nationally identified learning outcomes, with a smooth transition to work within the national curriculum as the reception year progresses and the children's progress dictates. Planning is on a mixed basis, with schemes of work and short-term planning based on the early stages of the national curriculum on a subject by subject basis, whilst current medium-term plans refer to the areas of learning for under-fives. Statements have been drawn up setting out the general purposes of play, including construction, sand and water and role-play. In weekly plans learning objectives for such play activities are identified but tend to remain rather general except where there is a planned adult input. When time permits, planning should be rationalised in the light of newly published national goals and on the basis of a whole-school policy about the place and function of play within the curriculum for the youngest children. A good start has already been made with the production of a draft document on the early years curriculum.

78 Reception classes are generously staffed, with a favourable child to adult ratio, and this supports the good progress made. Resources for learning are satisfactory, apart from a lack of large outdoor equipment and wheeled toys for vigorous physical play.

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

79 More than half the children have attended nursery school or a similar pre-school setting before admission to reception, and these children are well settled, cooperative and independent in their approach. Their level of personal and social development is above average for the age-group and they quickly establish friendly and constructive relationships with adults and with one another. These children make choices between activities, use resources and space confidently and become readily engrossed in a range of activities, sometimes showing very good concentration. They are well motivated and, in most cases, enthusiastic and ready for learning in an infant school environment. These children can already take turns and share equipment. Some of the remaining children are socially inexperienced, immature and slow to settle, however, and these are below average in their personal and social development at the point of entry.

80 Both groups have made good progress in the short time since they started in reception. With effective arrangements for induction, they have adapted very well to different routines, changed expectations and to the large size and numbers of pupils in their new school. Very few children are daunted by the size of the playground or by staying to lunch. The children show a growing sensitivity to their own feelings and those of others around them. In one session of personal and social education, for example, pictures were used as a starting point for a discussion about things that make them happy or sad. All listened attentively and the higher attainers were able to contribute ideas from their personal experience: one child felt sad when, at a birthday party, the card she had given was ripped.

81 This is an area of learning where teaching is highly skilled and consistent between classes. From the first the children are actively taught how to sit, listen, take turns in discussion and think about questions. Phrases such as 'good sitting' and 'good listening' are used consistently in each reception class. The children are taught polite expressions such as 'excuse me' when they move out to the front, with positive strategies to praise them for courteous behaviour. Simple rules and routines are very well established: for example, the children in one class explain that they cannot choose the home play area when the curtains are drawn. They are learning to take out and tidy away resources for themselves.

### **Language and literacy**

82 Most children's attainment on entry is below average in literacy and in speaking. Many listen attentively and with some understanding, but they find it hard to follow precise instructions, for example to 'touch the mat with one finger' in a physical education session. Few children are close to achieving national targets for five-year olds. The children are encouraged to contribute 'news' and other information in a large group context, but few can talk about their experiences at any length without considerable adult support. Informal conversational exchanges are typical of the age-group, however, and many of the children speak fluently when involved in role-play. All the children, including lower attainers, approach books positively and with anticipation. They know how to handle a book correctly and most understand the difference between text and pictures. They understand stories and can talk about the characters, whilst abler children can predict what might come next. Only the most mature children are starting to identify a few words and most can recall no more than a very few letters, perhaps those which start their names. Only one of those who shared books with an inspector was beginning to read independently. In literacy sessions the children are just starting to make connections between letters and sounds, but only with a great deal of adult help. The children have a developing understanding of the purposes of writing and some can suggest a sentence for an adult to write down. Very few can write their names with correct use of upper and lower case letters, though, and letter formation is usually non-standard when children are asked to copy an adult's writing. The children are not yet using words or letters to communicate independently.

83 Highly effective teaching is enabling the children to make good progress in this area of learning. Literacy sessions are very carefully planned and learning objectives match the differing levels of understanding of the children. The way in which adults actively demonstrate language skills such as asking questions, relating an anecdote or writing down a phrase is particularly effective, often involving well planned teamwork between teachers and teaching assistants. There is, however, a need to ensure closer attention to letter formation when children are asked to copy writing. Adults are skilfully deployed in role-play, lifting the level of the play and extending the variety of the spoken language used. Despite the limitations of the accommodation, each classroom has been well planned to include space for role-play and 'small world' activities, a writing/graphics area and an inviting book corner. A drawback in some rooms is that role-play is confined to a small 'home corner', screened off in such a way that unobtrusive monitoring and observational assessment is difficult.

### **Mathematics**

84 Attainment on entry is below average, and most children are not on course to achieve the 'desirable outcomes' in this area by five. Most children cannot count a set of objects reliably beyond five or six, and considerable numbers of lower attainers have limited understanding of number beyond two. Few children recognise written numerals, although they tend to recall what they have just been taught. Even higher attainers have little idea of numbers greater than ten and very limited awareness of number operations. Most children can, however, sort objects by colour or shape, name some basic two-dimensional shapes and understand terms such as 'side' and 'corner'. They use simple mathematical language to describe size and relative position, and know and enjoy number songs and rhymes.

85 In the short time since they started infant school, most children have already begun to make good progress in this area of learning. Teaching is good overall, with some very good numeracy sessions observed. In one session where the children were working on a number line, there was a very clear focus on the main teaching points such as the position of zero and the sequence of the first few numbers, made interesting by covering up part of the line to create 'missing numbers'. Relationships with the group were first-rate and the pace was lively, enabling the children to sustain close attention for a good length of time. Across the reception classes, there is a clear focus on mathematical vocabulary in many areas of the curriculum, for example when the children are working with clay and in physical education sessions in the hall. There is a very effective use of mathematical games to support learning. Group work is well organised and matched to the children's varying levels of maturity and understanding. Teaching assistants and other helpers make a good contribution to this area of learning.

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

86 Attainment on entry is broadly average in this area of learning taken as a whole, and steady progress is made. The children have good powers of observation and take a lively interest in the world around them. When provided with basic scientific equipment such as colour paddles, magnifiers and magnets, they explore the characteristics of a range of materials with interest and excitement. Most work confidently with paper or card, scissors and adhesives, with some adult support, whilst higher attainers work independently to make 'birthday cards' and other objects in line with their own ideas. Average levels of skill are shown when the children play with various construction sets. Those children who have attended nursery or had similar provision already have experience of working on computers and use them confidently; the others catch up fast. The children are less secure when talking about the neighbourhood and events from the past, where their limited experience and below average speaking skills tend to limit attainment.

87 This area of learning is well taught, with good opportunities for early scientific learning through exploration and use of the senses. Teaching assistants make a good contribution to the children's developing skills in planning and making, especially helping them to improve their skills in handling basic tools and joining materials.

### **Physical development**

88 The children handle tools such as paint brushes and paste spatulas with at least an average level of skill for the age group, and some show good fine manipulative skills when cutting out or using construction kits. Most children hold writing implements correctly, but letter formation is usually non-standard. The children control the computer mouse skilfully for their age, and many are learning how to click and drag. During breaks the children run about outside vigorously, with few accidents, with the expected level of skill and confidence for the age-group. In the one hall session observed, however, the children's lack of experience of formal physical education lessons was very evident and they found simple activities hard, for example when trying to walk about the floor space whilst avoiding the mats.

In this context, attainment was below the expected level despite an effectively structured lesson and patient teaching.

89 With plenty of opportunities to manipulate basic materials and to practise the use of important tools, the children make good progress in the development of fine motor skills with some effective support from adults. Progress in the development of other physical skills is far from unsatisfactory, but could be improved by regular access to stimulating large-scale play activities outdoors or in. The children do have access on the same basis as older pupils to a range of small equipment such as bats and balls during the lunch break, and they occasionally have opportunities to use soft play equipment in the hall. The school has rightly identified the need to develop space for challenging physical activities outdoors as a priority.

### **Creative development**

90 Children's creative development is well promoted by the school and progress is good. Attainment on entry is mainly below average, with a wide range of artistic skills. High attainers produce careful representational drawings and paintings, but their achievements have to be set against the significant minority of less mature pupils who are still at the stage of making exploratory marks on paper. All the children show positive attitudes and enjoyment when they use a range of media, including paint, collage and malleable materials including clay. Staff provide regular opportunities for the children to express their ideas through art, and there is often high quality adult input to improve technique. In one lesson, for example, the teacher captured the interest of the class by drawing a rudimentary human figure of the 'tadpole' type and asking for the children's help in improving what she had done. Although free painting is regularly available, some other art activities tend to be over-directed, with insufficient chance for children to make choices.

91 Musical skills are below average when the children start school. Those who have attended nursery or another form of pre-school provision do have a repertoire of traditional rhymes and songs, but others have very limited experience. Much class singing observed during the inspection, at an early stage in the first term, lacked confidence, with a high proportion of the children 'opting out'. When the children are skilfully taught and led by a competent pianist, however, as in their regular weekly singing session, those children who are willing to join in sing to a good standard for the age group. High attainers can name and know how to play simple unpitched instruments. Progress was good during the one singing session observed, with children quick to learn an unfamiliar song. Class teachers and other staff help the children to progress further by using odd moments at the beginning and start of sessions to teach nursery rhymes and action songs. This often arises very naturally in the course of other work.

92 The children's level of involvement in imaginative play is rather above average. With effective adult inputs, the children throw themselves into role-play, becoming deeply involved and showing good ability to sustain a role. In the home corner they re-enact incidents from their own daily lives, engaging well with others. Staff plan effectively to ensure that this play does not become repetitive by providing a clear focus such as the successful 'party' theme during the inspection, and the available 'props' change regularly.

## ENGLISH, MATHEMATICS, SCIENCE

### English

93 At the end of Key Stage 1, the results of the 1998 national assessments showed overall standards in reading in line with the national average and above average in comparison with similar schools. The number of pupils reaching the higher level (level 3) for reading was close to the national average. In the writing assessments, 1998 results were below the national average, but in line with similar schools. The 1999 results showed an improvement in the proportion of pupils reaching level 3 in reading, but overall results fell below the national average. There was a marked increase in the proportion of pupils achieving the expected level in writing (level 2) in 1999, with overall results just below the national average. When compared with similar schools, pupils' performance in both reading and writing in 1999 was broadly average. There was an unusually high proportion of pupils with significant special educational needs, including language and literacy problems, in the group assessed in summer 1999. There has been a significant gender gap in reading and writing results over the last three years. Girls have tended to perform well above the national average, whilst boys have been below. The school has identified and is attempting to address this issue; the 1999 results show that the percentage of boys reaching the expected level has increased.

94 Inspection evidence, which includes discussions with pupils, observations during lessons and a scrutiny of work shows that pupils are currently achieving standards similar to those reported at the time of the last inspection. The attainment of the present year 2 pupils is slightly above average in speaking and listening. Reading and writing are well on course to match national averages by the end of Key Stage 1.

95 Pupils make good progress in reading and writing with some pupils making very good progress in the development of speaking and listening skills. An example of pupils making very good progress was observed in a Year 2 lesson. In this session, the pupils read expressively and with a good regard for punctuation marks such as full stops. They identified instructions in a given text and later sequenced them correctly. Others programmed a floor turtle to follow instructions, and clearly and confidently stated what they had done. Like other groups of pupils, those with special educational needs make good progress overall. They sometimes make very good progress when teaching assistants work with small groups or act on specific recommendations from external specialists such as the speech therapist.

96 Preparation for the literacy hour, which the school introduced ahead of schedule, has been extensive and positive. In literacy sessions pupils begin to develop basic skills in exploring text to gain information and understanding. They learn how words are used, begin to extend their vocabulary and develop a sound understanding of how sentences are constructed. Assessment evidence is used to place pupils into ability groups, and support staff are deployed well to guide these groups. Plenary sessions are generally used effectively to assess pupils' understanding of skills taught. Resources for supporting literacy have been developed well and are used effectively. All pupils visit the school library and are taught how to find books and why it is important to put them away in the correct place. Literacy sessions are carefully evaluated and this information is used to inform future planning and teaching. Pupils have opportunities to use their developing literacy skills in subjects other than English, but these are not as consistently planned as they might be. The school has set appropriately ambitious targets to support continued improvement in standards of reading and writing.

97 Pupils make very good progress in developing their speaking and listening skills. By the end of Key Stage 1, pupils usually listen carefully and respond very well to instructions. Most answer questions eagerly and confidently, demonstrating good listening skills. When sharing texts such as *The Lost Key* the pupils are able to retell and summarise the story, identifying speech marks in the text. Pupils all have plenty of opportunities to speak in class and to develop their oral skills. All teachers

actively promote the development of speaking and listening skills in lessons across the curriculum, a positive feature that the school has maintained since the last inspection. Pupils enthusiastically and confidently develop drama skills as they engage in role-play in the classroom or help to act out stories in assemblies. Other pupils participate enthusiastically as the audience.

98 Pupils make good progress in reading. They talk about the books they read and most show an enjoyment of reading. Many attend early morning sessions where they read with an adult in their classrooms before school. Reading records show what books pupils have read and focus on skills to develop. Pupils are given sound guidance regarding the books they read. By the end of Key Stage 1 most pupils read with an understanding of the text and using some expression. They are taught the basic relationships between letters and sounds and recognise frequently used words by sight. Pupils use the context and their knowledge of sounds when attempting to read unfamiliar words. As they get older pupils continue to develop higher order skills such as predicting events, and they read with growing confidence and fluency. Many pupils talk about the difference between fiction and non-fiction books.

99 The pupils generally make good progress in writing and demonstrate the confidence to write independently by the end of the key stage. They write for a wide range of different purposes, and their work includes poems, imaginative and instructional writing, diaries and stories. This is an improvement since the previous inspection. Handwriting is taught systematically to all age groups, but pupils' writing too often shows inconsistencies in the size and spacing of letters. The presentation of some work is untidy, an issue also identified in the last inspection report. Limited progress is made in handwriting throughout the school because teachers do not always give enough guidance about letter formation and the presentation of written work. Marking does not consistently show the pupils what they need to do in order to improve. Words aimed to improve standards in spelling are consistently learnt each week. Pupils develop good dictionary skills and when given the opportunity use them with confidence.

100 Pupils have positive attitudes towards their work and respond to all tasks with enthusiasm and confidence. Most demonstrate very good listening skills. Pupils work well together and develop good relationships with each other and other adults. They generally work with good independence. Behaviour is good and pupils sustain concentration well.

101 The quality of teaching in the literacy hour and during other English lessons is good overall. All teachers have thoroughly secure subject knowledge. Teachers have worked hard to implement the national literacy strategy earlier than most schools, and now use the literacy hour guidance very effectively in their planning, with activities usually well matched to the pupils' needs. Most teachers manage their classes well and have high expectations of the pupils' behaviour; however expectations about the presentation of work are sometimes too low. Marking of work is variable. The best examples show the pupils what they need to do in order to improve, but this is not consistent throughout the school. Teachers' displays in classrooms celebrate the work of the pupils and often the literacy skills taught. Resources such as dictionaries are used well. Teachers keep good day to day assessments on individual pupils. Support staff are very effectively deployed.

102 The newly appointed subject manager is enthusiastic and knowledgeable. She regularly monitors her colleagues' planning, whilst the former subject manager has monitored some teaching. The subject is well resourced and all classrooms have their own reading corners. Positive attitudes to reading are successfully promoted by all adults. The library, which is housed in two sections outside the classrooms, is regularly used by all classes, and the pupils develop secure library skills. Standardised testing is completed for all year groups in reading and this information is used to establish ability groups. Information technology is beginning to be used to support the subject. Visitors such as the Intercultural Support Service enhance the teaching of English and promote pupils' cultural and multicultural development by introducing them to stories and poems from different parts of the world.



## Mathematics

103 The results of national tests in 1998 showed that attainment was just below the national average but was broadly average when compared with similar schools. The 1999 tests show a marked improvement, with over one third of the pupils gaining the higher level (level 3). Average grades are above national levels for 1999 and well above the average for similar schools. Of particular significance is the percentage of boys reaching a higher level. Over the three previous years, girls had reached significantly higher standards than boys, whilst in 1999, far more boys achieved level 3 than girls. The school analyses all test results very closely and attributes this to the different style of teaching adopted when the national numeracy strategy was introduced. This encourages a more competitive element, particularly in the mental maths part of the lesson. Boys have responded to this positively and are keen to show their skills. Inspectors concur with this explanation and with the school's rationale for the overall improvement in attainment. Firstly, the introduction of the numeracy hour ahead of most schools has led to better results, with teachers becoming more confident in the classroom after their training sessions. Secondly, setting the pupils by prior attainment is enabling teachers to target work more closely to individual needs. Finally, better tracking of pupils through the year, for example by regular tests in mental maths, helps teachers to plan work more precisely and tailor it to specific needs.

104 As a result of the inspection, attainment at the end of the key stage is judged to be average. There are real strengths in the pupils' grasp of number and they can manipulate figures competently both mentally and on paper. They have a satisfactory understanding of shapes and measures, and can apply their knowledge when solving problems. By the end of year 2, all pupils understand the operation of addition and subtraction, and most have a secure grasp of multiplication and division. When solving problems mentally, they can identify odd and even numbers and quickly calculate the missing number in an equation. They can clearly explain their strategies for solving problems. Most have a good grasp of multiplication tables involving 2, 5 and 10. They have a well-grounded understanding of place value and high attainers work with hundreds, tens and units and with decimal notation when handling money problems. Average pupils understand halves and doubles and can estimate the correct change from 50p. Lower attainers work securely with numbers to 20, sequencing them correctly and giving examples of calculations that will produce a particular answer. In year 1, pupils identify patterns in number, first through practical sessions, as when one stands up and two stay seated, and then on paper. In one of the lessons observed, the pupils were given the task of finding how many smaller triangles would fit into a larger one. By trial and error, one boy eventually solved the problem. Pupils at this age are adept at recalling addition and subtraction facts mentally and most can double a small number.

105 Progress in number work is good throughout the key stage for all groups including high attainers and those with special educational needs. In the majority of lessons, progress is good because work is planned for ability groups and teaching assistants are deployed effectively to support pupils in their learning. In most lessons, groups have opportunities to practise the work that has been introduced to the whole class and this is reinforced and extended when the class is brought together again at the end. Teachers are thus using the structure of the numeracy hour to good effect and to promote progress. They also reinforce learning through occasional homework tasks; parents are given clear instructions about how they can help their child.

106 Pupils recognise two- and three-dimensional shapes and many describe their properties accurately. They use standard measures to calculate length and capacity and many can tell the time using an analogue and digital clock. They compile a block graph to show their favourite activities and higher attainers produce a more complicated diagram to show how many children enjoy a particular food. Presentation of work in this area of mathematics in particular varies from class to class. Many of the graphs are poorly coloured with no clear labels or title and no obvious intervention from a teacher to encourage neater work. This variation in presentation is not so obvious with number work, but some exercises are not dated. Presentation is something that the school could look at as a way of improving standards.

107 Pupils enjoy mathematics and are confident. They respond positively to the challenges that are posed by their teachers and are keen to answer questions, particularly in the mental maths sessions. In their group work, they are particularly good at playing games sensibly together, taking it in turns with no arguing. The school has a particularly good selection of games, expertly made by a group of parents. They are colourful and relevant to the school and enable pupils to practise their skills in practical situations. Most persevere to overcome difficulties, for example, when trying to solve the problem of fitting small triangles into a large one. Overall, a satisfactory volume of work is completed as a result of good concentration throughout the lesson.

108 Teaching is mainly good with some very good features. Lessons are very carefully planned and learning intentions are clearly stated. Sessions start with brisk mental maths tasks that challenge all pupils to think. Pupils in year 2 display their answers using 'fans' and teachers can quickly assess those whose understanding is not secure. This enables them to plan subsequent group work to help these pupils. Whole-class sessions are well handled in the mixed-age classes where a range of questions enables all pupils to achieve success. Teachers have secure subject knowledge and a firm understanding of how children learn mathematics. They confidently introduce mathematical language such as 'multiples' and place a strong emphasis on practical work to reinforce understanding. Year 1 pupils, for example, pick a shape from a bag and, if they can name it and find it on a worksheet, they are allowed to colour it. Practical equipment and mathematical games are efficiently organised by teachers and they keep good control of their classes, ably assisted by very competent teaching assistants. A brisk pace is maintained in the better lessons and work is closely matched to pupils' needs. Most teachers have high expectations that pupils can cope with the challenges. High attainers in year 2, for example, are expected to use multiplication as well as addition and subtraction when making equations for a given number and to check their answers using numbers on a 100-square. In lessons that are satisfactory rather than good, teachers sometimes allow the pace of group work to slacken and do not always have extension work available for those who finish early. They do not routinely insist on high standards of work in books and occasionally have not accurately assessed the level of pupils' understanding. In one lesson, for example, the concept of doubling was difficult for many pupils and the teacher missed an opportunity to demonstrate it visually, preferring to explain it by using numbers.

109 Mathematics is very well led and effectively organised by the subject manager, who has a clear understanding of how mathematics is delivered in the school. She has been instrumental in the introduction of the numeracy hour ahead of national requirements and has initiated training for colleagues. She has assembled a good range of resources and encouraged teachers to use displays of work as a way of reinforcing mathematical understanding and improving problem-solving. An effective framework for planning and assessment has been established. A scheme of work that is tailored to the school's needs but based on the national numeracy strategy enables teachers in year-groups to plan their work thoroughly, taking into account the mixed-age classes. Setting pupils by prior attainment (which is about to happen again this year now that children have settled after the summer break) enables work to be carefully planned by individual teachers on a weekly basis. Regular assessments are made by means of mental tests and periodic assessment tests based on the work covered. These are analysed to determine progress and indicate areas that need further reinforcement. Teachers are using

this information very effectively to guide their subsequent planning.

## **Science**

110 Teacher assessments at the end of year 2 in 1998 indicated an above average proportion of pupils achieving the expected standard (level 2) and an average number achieving a higher level. With a strong whole-school focus on literacy and numeracy in the past eighteen months, performance in science declined slightly in the 1999 round of national assessments. Inspection findings indicate that by year 2 most pupils are working at about an average level for the age-group. Higher attaining pupils show strengths in certain specific areas of knowledge, especially in understanding of life processes and living things; however there is little above-average achievement or understanding in the area of experimental and investigative science.

111 A scrutiny of written work completed in the last school year (1998/99) shows that the pupils developed a secure all-round knowledge of life processes and living things, with a well developed understanding of what is needed to sustain a healthy life in terms of diet, exercise and rest. Discussions with pupils now at the start of year 2 show that this is an area where understanding is strong. Higher attainers demonstrate general knowledge of the circulatory system and other features of the human body that is above average for the age group. Average pupils can talk about a range of animals and plants, and can classify them into broad groups. All can sort collections of materials according to given or pupil-determined characteristics such as flexibility or hardness. The pupils have some recollection of how to create an electrical circuit, with a good awareness of electrical safety and hazards at school and in the home. In lessons, the present year 2 pupils were asked to compare photographs of babies, children, adults and old people. They were observant and brought common sense and personal experience to this task, identifying a good range of physical changes, motor development and acquired skills which characterise each stage of life.

112 The pupils' understanding of experimental and investigative science is not as secure, even though the written work completed in year 1 last year shows that these pupils (now in year 2) gained experience of a number of exploratory activities and investigations. In recording these activities the pupils showed sound powers of observation and description: cress grown in the dark was, for example, described as 'yellow and thin'. Older pupils have gained experience of predicting outcomes, making comparisons and observing what happens carefully. They understand how to use a number of simple formats for recording their predictions and findings, including line drawings, labelled diagrams, charts and grids. In some cases, however, they forget to include a title for their tables or to indicate the unit of measurement. In discussion they find it difficult to make their own suggestions, for example when asked how they might compare the strength of two magnets. They have come across the phrase 'fair test' but have as yet no real understanding of its meaning.

113 The pupils make steady progress in science. Younger pupils start with a sound general knowledge of the world about them and good powers of observation. They are provided with good opportunities to freely explore materials and equipment such as magnifiers, colour paddles and magnets in the reception classes and to a lesser extent further up the school. Pupils in year 1 are currently working on the senses, with a series of practical activities well designed to raise interesting questions, for example about the links between the senses of taste and smell. These pupils can name the five senses and understand broadly how various perceptions relate to the eye, ear, nose or tongue (however many associate the sense of touch exclusively with the hands). The best progress at this stage is made in lessons where there is structured adult input in practical group work. Few instances are seen where pupils have the opportunity to follow up their own suggestions or to pursue an idea by testing it.

114 The pupils express genuine enthusiasm for their work in science. They participate in practical activities with undoubted enjoyment and good concentration. When required they collaborate well with

one another, take turns and share resources amicably.

115 About half of the lessons observed were well taught and teaching is, on balance, judged good on the basis of performance during the inspection. However virtually identical lessons taught by different teachers in parallel classes varied considerably in their overall effectiveness, skill of delivery and successful organisation. Some teachers tended to be over-extended by an ambitious range of different activities running concurrently. Occasionally group activities did not provide enough challenge for high attainers, and no instances were observed in years 1 or 2 where pupils were given a significant element of choice or were asked to plan their own investigation. The somewhat uneven quality of teaching should be addressed as part of the development of the subject planned for next year.

116 The subject leader has a good understanding of the science, which is effectively managed. Units drawn up as part of a national project are currently being trialled in place of the former scheme of work and are to be evaluated at the end of the current academic year. This is a sound strategy in general terms, but the programme for pupils in the mixed age-groups needs further consideration to ensure full coverage. Work in lessons is well planned and matched to the stage of understanding of each age group. The programme of health education makes a very strong contribution to the pupils' understanding of their bodies and their knowledge about healthy life-styles, areas where knowledge is above average.

117 Various visits and visitors contribute very positively to the pupils' learning in science. The recent development of a vegetable garden is a particularly welcome development and signals an intention to develop the site further as a valuable learning resource.

## **OTHER SUBJECTS OR COURSES**

### **Art**

118 Lessons seen during the inspection were all in year 1, but finished work from pupils in year 2 indicates that progress made by pupils throughout the school is good.

119 Pupils work with good levels of accuracy and control as they gain experience in a wide range of artistic activities. They mix colours, use simple printing techniques and make models using various materials. Pupils make good progress when they create shape pictures of the human form connected with their current work in mathematics. They create collage representations of food for display linked to the school's healthy eating project. In three-dimensional work, pupils work collaboratively to produce a large model, whilst others manipulate plasticine to create human figures. There is evidence of good progress in portrait work throughout the school, now on view to all in the hall. Children with special educational needs are well supported and the progress they make is as good as that of the other pupils. There are good opportunities for the pupils to use information technology to explore colour and shape throughout the school.

120 Pupils' achievements are reflected in their ability to draw from direct observation. This strand is well developed throughout the school, for example when pupils observe and draw the school building. Creating visual images from the imagination is less well developed beyond the reception year, and is a point for improvement. Pupils use appropriate techniques and tools in painting, collage, pattern, printing and modelling work. They work in both two and three dimensions and gain experience with a satisfactory variety of materials. Pupils are given many opportunities to appreciate the work of other artists. They work in the style of a number of artists including Picasso, where pupils draw faces and paint the human form in the Cubist style. Year 2 pupils look at pattern, colour and line in the style of Piet Mondrian and explore the use of dots to create impressions of texture and colour in the style of Seurat. Using the work of Jackson Pollock as a starting point, they are able to see the effects of dripping paint with sticks to create abstract pictures.

121 Pupils have a positive attitude to their art, showing satisfaction and pride in their work. They select tools and materials appropriately, working with sustained concentration. They are interested in the subject and support each other well when working in groups. They also work very well together on larger pieces, for example valuing one another's contributions when creating a three-dimensional model of a human form. They reach agreement on the materials to use as they experiment to make moveable limbs.

122 Teaching in this subject is mostly good and always at least satisfactory. Teachers are clear in their instructions to pupils especially when exploring Cubism. Examples of the work of well-known artists are used effectively as a focus for discussion at the start of lessons. Teachers use appropriate vocabulary and have high expectations of what pupils can achieve. Pupils respond enthusiastically to this and are very productive during lessons, often completing work to a high standard. The input of teaching assistants has a positive impact on the standards achieved in this subject.

123 The newly appointed subject manager leads the subject well and has a clear understanding of how the subject should develop. She has recently reviewed the policy and scheme of work, and these documents provide useful information for teachers as they plan effectively within year groups. Joint planning ensures consistency and equality of access to art activities for all pupils. To take the subject forward, pupils are now being provided with an individual art book in order to record a range of trials, experiments and sketches. Examples of pupils' work are attractively displayed around the school providing a stimulating focus for the subject and contributing to pupils' cultural development.

### **Design and technology**

124 Progress in design and technology is good. There has been an improvement in standards in this subject since the last inspection.

125 The youngest pupils use construction kits to make models. In year 1 pupils develop their competence in cutting, gluing and sawing wood. During the inspection, pupils were designing and making model playground rides using reclaimed materials. Working on individual projects, they joined card and wood with paper clips to make swings and created slides by joining straws with tape to boxes. In year 2 pupils are developing their skills to make model vehicles with wheels that turn. They have cut dowelling to make axles and then secured wheels to them, discovering how to join a 'chassis' to the axles to make a vehicle that moves. Younger pupils tell the class what they have made and describe the materials they have used. The older pupils discuss what they have made as a class to evaluate their results. They test and improve their designs, for example by suggesting that axles might be made from wood. They make good progress in sawing the wood and securing the wheels to produce effective models that move more efficiently. Pupils with special educational needs are well supported and make as good progress as other girls and boys.

126 All pupils enjoy making their designs. They sustain concentration when working on individual projects such as making a seesaw by sawing wood and joining cut out egg box segments for the seats. They also work very well with one another, as when making a larger slide together. Pupils value each other's suggestions and build on these to complete the making activity. They handle tools such as scissors and saws carefully and select materials such as card and wood appropriately and with increasing independence.

127 Teaching in this subject is good. Staff have a clear understanding of the design process and support pupils appropriately at the design stage by helping them to list the materials they will need in order to carry out their plans. During making activities staff encourage pupils to think about the materials they should select and use. This has the positive effect of helping them to rethink their choices

and select appropriate materials and tools as the activity progresses. Teachers use appropriate language and have high expectations of what pupils can achieve. This results in the production of good quality models by the end of the session. Pupils are well supported by teaching assistants who have a positive impact on the improved standards now achieved in this subject.

128 The subject is well led by the design and technology manager who has a clear understanding of how the subject should be developed. The design and technology policy is effective and provides helpful guidance. A new national scheme of work has been adopted this year and will be evaluated at the end of twelve months. The arrangements for teachers to share planning within year groups ensures that all pupils have the same access to design and technology activities appropriate to their abilities. Resources for this subject are good, and include a wide range of appropriate tools and materials that are easily accessible to both teachers and pupils in the design and technology room, where teaching in the subject generally takes place.

## **Geography**

129 During the inspection only one geography lesson was observed, and there is insufficient evidence to make a judgement about teaching. Evidence is based on discussions with pupils and scrutiny of teachers' plans and pupils' work. All staff are following the new scheme of work, which has been introduced this term. The subject is satisfactorily resourced and the subject leader has completed a recent audit. Visits to a local farm and walks in the immediate area of the school enrich the geography curriculum. For example pupils visiting a local garden centre look at tropical plants and link this information to countries they learn about which have hot climates.

130 All pupils including those with special educational needs make satisfactory progress. They understand and recall different types of weather and know that some countries have hot climates and some have cold. From an early age they develop basic geographical skills such as the use of symbols to describe the weather. Pupils look at different types of clothing and talk about how the weather influences what we wear. Most pupils develop a sound knowledge of their immediate environment. All pupils walk in the local area and visit places of interest such as the local church. Pupils recall facts about towns and villages. Higher-attaining pupils name the countries that form part of the United Kingdom. Pupils are aware of the purpose of maps and plans. They know that we live in the world and that the world consists of many countries. Many pupils can name a few countries and towns.

131 Geographical displays in classrooms are not consistent throughout the school. The best examples show that teachers reinforce geographical skills in their classrooms by displaying informative maps at a level where pupils can look at them and learn. There is little evidence to show that information technology is yet being used to promote learning in the subject.

132 Pupils' response to the subject is satisfactory. Initially during discussions with pupils the majority were unable to identify what 'geography lessons' were about and what an atlas was. However when prompted they showed a keen interest in the subject and articulated enthusiastically what they have previously learnt. Observations during the one lesson seen show that those pupils in the reception and year 1 class work well together as a group. They show consideration towards each other and listen carefully to the teacher and to other pupils when they speak.

## **History**

133 The previous inspection found that the majority of pupils were working at the expected levels for their ages. Recent inspection evidence reflects these findings. All pupils are taught history, as part of a two year rolling programme, which is broad and balanced. During the inspection three lessons were observed. Evidence is based on lessons, discussions with pupils and scrutiny of teachers' plans and

pupils' work. From a below-average starting point in the reception classes, pupils make good progress overall.

134 Pupils grasp basic ideas about the past by considering life when their parents and grandparents were children. They learn about people from the past such as Guy Fawkes and Queen Boudicca and study past events such as the great fire of London and the Gunpowder Plot. They use pictures, artefacts and photographs to develop a better understanding. Pupils record information using pictures and writing or by making their own class books. They develop a simple idea of time by collecting photographs of themselves when they were babies and toddlers and looking at their own past life. Pupils with special educational needs make good progress when tasks are sensitively matched to their individual needs.

135 Pupils' response is good. They are interested in history and are keen to learn about different periods of time. Pupils of all ages confidently articulate facts they have learnt. They demonstrate good relationships with each other and work well in groups. When given the opportunity, pupils demonstrate good independent learning skills as they use appropriate historical vocabulary correctly from lists provided by the teacher.

136 The quality of teaching is good. This is an improvement since the last inspection. Teachers plan lessons thoroughly, addressing differing abilities, resources, and assessment opportunities. Pupils are encouraged to learn by looking closely at artefacts. Lessons identify clear learning objectives, which meet the needs of all pupils. Teachers manage and support the pupils well and use resources adequately. Adults invited into the classroom are used very well and give good quality support. The best history teaching promotes literacy skills well.

137 There is a comprehensive scheme of work, which has recently been introduced. Resources for history are sound and are in the process of development. Learning is enhanced by attractive displays in the classrooms such as models of old and new houses and a collection of Victorian household objects. The use of information technology to promote learning is in its early stages.

### **Information technology (IT)**

138 By the time pupils leave the school at the end of Key Stage 1 attainment is in line with national expectations and broadly matches national averages. This represents a significant improvement since the last inspection, when standards were judged to be unsatisfactory and IT was identified as a key issue. Now, in literacy sessions, pupils in year 1 can manipulate the mouse to select from a variety of words to complete a short rhyme. By year 2 pupils demonstrate their keyboarding skills to create number sentences to 20 in numeracy lessons. In class lessons year 2 pupils have the skills and understanding to move and turn a floor robot using precise instructions.

139 Progress throughout Key Stage 1 is good. For example, in literacy lessons year 1 pupils learn to control a mouse to move on-screen objects and map them to their initial letter. From this starting point they make good progress, selecting a brush and different colours to paint a picture using an art package. Some pupils make good progress in spelling by typing a short sentence containing three letter words into a word processor, using only a picture clue. They use upper as well as lower case letters, and understand use of the spacebar and backspace key to adjust and edit their work. With support they are able to save and print their work. During class lessons year 2 pupils make good progress when controlling a floor robot. They use single instructions to begin with to make the robot move and turn, and progress to producing a series of instructions for reaching a given destination before keying in the actual list. Pupils with special educational needs make good progress when using an art package to paint their faces, demonstrating an awareness of different shapes and appropriate colours. Both girls and boys make good progress when working with IT.

140 Pupils are highly motivated by computers and demonstrate increasing confidence and independence. They work reliably individually and help each other when working in pairs. The youngest pupils are learning to use a mouse confidently and enjoy using the programs designed for them to support learning, for example dressing teddy according to the weather. Older pupils are self-assured and need little adult help when using menu options to complete their work in art, literacy and numeracy.

141 The school ensures that IT skills are regularly taught through brief whole-class teaching inputs. The quality of teaching in these sessions and during activities designed for individuals and pairs is good. Staff use computers confidently and have a clear understanding of what the software can do. Teachers know their pupils well and work is pitched at the appropriate level, enabling pupils to make good progress. They themselves use, and expect the pupils to use, the correct terminology at all times. Pupils receive well-focused instructions that help them to make good progress by allowing them to try out ideas and demonstrate these to the rest of the class. During the inspection, one teacher of the youngest pupils made good use of the school's digital camera to record design and technology activities. Later on, pupils referred to these images to help them talk about their models.

142 The school's well trained subject managers have, in conjunction with colleagues, produced a good scheme of work. This is based on a recent national model, appropriately supplemented to meet the needs of all pupils, including higher attainers. The IT curriculum enables all pupils to develop skills, knowledge and understanding both within the subject and across other subjects, especially in the areas of literacy and numeracy. Arrangements for teachers to plan within year groups ensure that all pupils have equality of access to relevant activities. Opportunities for the subject managers to monitor teaching, in line with the school development plan, have supported the raising of standards in this subject.

143 Since the last inspection, IT has been a major whole school focus. With the support of the headteacher and a knowledgeable local support team, quality time for in-service training has been made available to all teachers and teaching assistants for the improvement of personal skills, knowledge and familiarity with computers. Staff confidence is now very evident in classrooms whenever staff work with pupils. This initiative, together with the acquisition of new multimedia computers for some classrooms, has had the positive effect of improving the standards attained by pupils. The appointment of a part time IT teaching assistant, whose responsibility it is to support pupils in classrooms and to maintain equipment, has also had a positive impact on standards. Pupils' IT skills are recorded in individual 'I can do' books, which have the positive effect of enabling pupils and teachers to recognise and quantify achievements in IT.

144 There are plans to develop a computer suite in the school's main building. Accordingly, as the school embarks upon its connection with the National Grid for Learning it is well positioned to move forward and improve IT standards still further, enriching other curriculum areas in the process.

## **Music**

145 Music is a well established and effectively managed subject, which has a secure place in the work of the school and contributes a great deal to the pupils' social and cultural development. The school has a strong singing tradition and the choir enjoys consistent success in local festivals and competitions. Higher attaining pupils have the opportunity to learn the violin in year 2, with more than thirty learning at the time of the inspection. Many more learn the recorder. Together, these opportunities enrich school life. One of the strengths of the musical provision is the way in which the school encourages inclusion and enjoyment for all.



146 The pupils develop very positive attitudes towards music and make good progress. The level of enthusiastic participation is high; for example in assembly singing every child in year 1 and year 2 joins in whole-heartedly. Pupils perform unselfconsciously and confidently, as when asked to improvise a rhythmic phrase on an unpitched percussion instrument. The pupils sing with a full tone and good ensemble, although - with inspection taking place at an early stage in the school year - intonation is occasionally unreliable. When effectively taught the pupils learn new material fast and have a rapidly expanding repertoire of songs. Listening is a strength, with the pupils alert and fully engaged when introduced to a new piece. They appreciate a wide range of music from different traditions, for example responding quietly to Byrd's Great Mass, played at the start of assembly.

147 Several members of staff are musically talented, with a number of highly competent vocalists, pianists and guitar-players. These staff members take fortnightly singing sessions for two classes together, whilst class lessons covering composition, listening and appraising are taught by class teachers. This division of labour is effective and makes good use of staff skills. On the basis of a limited sample of lessons, teaching is judged to be good on average, with no unsatisfactory teaching and some lessons of a very high standard. In one very good singing session, there was expert coverage of musical elements involving a brisk succession of vocal and rhythmic exercises, listening and performing. The teacher provided a strong and entertaining vocal lead when she taught the pupils a traditional song in Welsh. Teaching was at a very good pace, yet the atmosphere was relaxed and the whole session was enormous fun for pupils and adults alike. In the one class lesson seen, teaching was essentially competent but some insecurity in subject knowledge tended to slow the pupils' progress. Instrumental tuition in violin is of a high standard and the pupils make correspondingly good progress.

148 The newly appointed subject manager has all the necessary skills to provide good leadership in this subject. She has weighed up the present position well and has clear ideas about the need for further professional development and support to strengthen provision still further.

### **Physical education**

149 Provision for physical education has improved since the last report when some unsatisfactory progress was noted. This is no longer the case, and progress is now entirely satisfactory. Provision has improved in that year 2 pupils now experience a full term's swimming instruction, a facility that is valued by parents. Another notable feature is that selected pupils with special educational needs are helped to develop their skills on several occasions each week before school starts. The programme of work has been devised by a local physiotherapist and members of the school staff lead the sessions. Progress is good in these sessions. Pupils learn to follow instructions and work together to develop their skills. They all show obvious enjoyment.

150 The focus of lessons during the inspection was on gymnastics. This is in line with a useful long-term plan that sets out when each aspect - dance, gymnastics and games skills - will be addressed, thus ensuring full coverage of the curriculum. Pupils make satisfactory progress in acquiring gymnastic skills and they are fully aware of health and safety issues when they are working. They can, for example, explain why a warm-up and cool-down routine is necessary at the start and end of each lesson. One boy says he can hear his heart beating after his loosening-up activities. Pupils are taught to use the space in the hall sensibly and the older ones generally do so without having to be reminded. As they get older they develop skill in exploring different ways of moving, using the floor and then small apparatus. Year 1 pupils explore the different shapes that they can make with their body: wide star shapes and narrow pencil shapes, for example. They move around the hall and hold the shapes, still under the direction of the teacher. Older pupils explore different ways of moving such as walking, twisting and sliding. They then prepare the hall with mats, benches and other small apparatus and are taught the correct way to move the equipment. Using the apparatus, they develop their activities, trying different movements along a bench, for example, then jumping from it and landing safely. After

watching their classmates demonstrate good practice, they try to improve their own movement.

151 The pupils are enthusiastic about physical education and training, and in only in one lesson was there slightly silly behaviour by a very small number of pupils. Most are keen to try their best so that they might be chosen to display their skills to the rest of the class. Those who are chosen are unselfconscious in front of their classmates and perform well. All pupils move apparatus in a responsible way, carrying mats and benches correctly. They concentrate well when involved in activities and wait quietly as apparatus is arranged around the hall.

152 Teaching overall is sound but some very good teaching was observed. The best teaching stands out from the rest because of the high proportion of time spent on physical activity and the skill shown in presenting challenges which become steadily more difficult as the lesson progresses. By the end of one highly successful lesson, for example, pupils were being encouraged to jump high from a piece of apparatus, to change their body shape in flight and to land correctly. Apparatus was put out and collected in efficiently, using a teaching assistant to help. No time was wasted and the brisk pace of the lesson was maintained. Not all teachers are as good at managing their resources to maximise the amount of time available for physical activity. All teachers plan lessons thoroughly and are conscious of health and safety issues. They have secure control of their pupils and the ability to convey their enthusiasm. Relationships are good.

153 Resources are adequate and the hall is just large enough for the type of lessons seen in the course of the inspection. When large items of apparatus such as wall bars are in use, the space is significantly restricted, particularly as there are no storage facilities for mats and other equipment and these have to be stored around the hall. The subject manager has inherited a framework of planning that is thorough and effective, with a good policy and clear scheme of work. She has drawn up her own action plan and has purchased resources to enable teachers to conduct dance sessions with more confidence. Training in the use of the 'Top Play' initiative for schools has taken place so that teachers can develop their pupils' games skills more effectively. There are currently no formal systems for assessing individual skills, and the subject manager has identified assessment as a target within her action plan. This is an ambitious undertaking which should help to raise standards further.

### **Religious education (RE)**

154 A comparison with the last inspection report is not possible for RE because of the significantly different curriculum now being followed. A new scheme of work has recently been introduced, based on an agreed syllabus that has only been in schools for the last two years. The new scheme is a good one and incorporates a programme of work that is relevant to the needs of the pupils. It is clear and represents an improvement since the last inspection.

155 Attainment is satisfactory when measured against expectations for the end of Key Stage 1 listed in the Warwickshire Agreed Syllabus. Pupils have a secure background knowledge about Jesus, and most know that he is a 'special person' for Christians. They know that he was born in a stable, that he died and came to life again. Some of the parables of Jesus can be recalled, and high attainers can explain that stories such as the Good Samaritan have a meaning ('We should look after one another'). Pupils vividly remember visiting the local church, which they say is God's house. They talk about events such as christenings and weddings that take place in a church in simple terms and explore how the promises made on these occasions provide people with a framework for living. This is taken further when they look at the Ten Commandments as rules for guiding the way people live. They know how Christians worship and are aware of other ways of praying, for example before a shrine in the home. The pupils have learned about the Hindu god Krishna and can talk about the festival of Diwali. Some pupils recall Hindu narratives such as the story of Ramu and Sita. Although the pupils talk enthusiastically about what they have learned, they do not always use the correct vocabulary, and this

needs a greater focus.

156 Hinduism and Islam are the two world faiths that the school teaches along with Christianity, in accordance with the requirements of the agreed syllabus. Pupils were introduced to these major religions in the last school year, through a concentrated study of celebrations involving the whole school. Photographic records show an impressive range of practical and colourful work.

157 Taking into account that many children enter school with very little experience or knowledge of religious traditions or customs, the pupils are making satisfactory progress, particularly in learning about the life of Jesus and significant Bible narratives. Assemblies, as well as lessons, often include Bible stories and references to festivals such as Diwali. This supports progress. Since the beginning of the last summer term, lessons have been planned in accordance with the school's new scheme of work and this is beginning to ensure more systematic coverage of the curriculum.

158 Every class has one half-hour lesson of religious education each week and this is almost always oral. When given time to write as part of another lesson, good work is produced. For example, year 2 pupils have written detailed accounts of the Christmas story in their creative writing books and in this way, literacy skills are being practised while reinforcing knowledge of Christianity. In the lessons observed, pupils were interested in their work and very keen to explore the mysteries that discussions reveal. When discussing the church, for example, one pupil asked, 'When does God go back to his house?' Pupils want to explore spiritual matters and are capable of showing amazement, for example at the beauty of a hundred year-old christening robe. They behave well and sustain concentration throughout their lessons.

159 Teaching in the few lessons seen was satisfactory overall, with occasional teaching of high quality. Teachers prepare their lessons well and assemble resources that help pupils to answer questions. A colourful poster, for example, gave pupils clues about the people who help us such as police officers and fire fighters. In a successful lesson, a teaching assistant gave valuable support by telling pupils of the promises that she made during her wedding ceremony. This made the discussion about the rules for living relevant to pupils. A great deal of information was packed into this short lesson which moved at a brisk pace.

160 The subject manager has been in post for just over a year and has been responsible for writing the new scheme of work in consultation with colleagues. She has purchased artefacts to support the teaching of world faiths. Teachers have not yet had training in implementing the scheme or in using the artefacts but they have taken on the revised curriculum willingly. The manager monitors the delivery of the curriculum through scrutinising planning and talking to colleagues. They know that she is available if they need advice. The targets on her current action plan are almost all achieved. One remains - to increase awareness of the contribution which religious education can make to the pupils' spiritual development - and this does need attention. There are currently no formal systems for judging pupils' attainment or for planning the links between religious education, assembly themes and collective worship.

## **PART C: INSPECTION DATA**

### **SUMMARY OF INSPECTION EVIDENCE**

161 The inspection was carried out over a period of four days by a team of five inspectors, who between them worked for 17 inspector/days. Inspectors analysed documentation provided by the school before the start of the inspection. The registered inspector held a pre-inspection meeting, but this was attended by only three parents. A questionnaire was distributed to parents and the results, based on 147 returns, were analysed. During inspection week, 76 lessons were observed, some for an hour or more, including many literacy and numeracy sessions. In addition inspectors attended registration sessions, collective worship and other activities. A cross-section of the pupils was heard to read, and discussions were held with representative pupils about their work in a number of subjects. The total inspector time spent in direct observations plus discussions with pupils and scrutiny of work was in excess of 65 hours.

162 Discussions were held with all the teaching staff, with classroom support staff, administrative staff and the caretaker. Inspectors met various governors, including the chair and former chair of governors, chair of the curriculum committee, the governor responsible for special educational needs and a parent governor. The lay inspector talked to a further cross-section of parents and visited the neighbouring nursery and junior schools.

## DATA AND INDICATORS

### Pupil data

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y2	370	4	100	99

### Teachers and classes

#### Qualified teachers (YR – Y2)

Total number of qualified teachers (full-time equivalent)	15.10
Number of pupils per qualified teacher	24.5

#### Education support staff (YR – Y2)

Total number of education support staff	16
Total aggregate hours worked each week	299

Average class size:	31
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### Financial data

Financial year:	1998/99
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	£
Total Income	594,208
Total Expenditure	541,255
Expenditure per pupil	1,475
Balance brought forward from previous year	18,814
Balance carried forward to next year	71,767

**PARENTAL SURVEY**

Number of questionnaires sent out:	320
Number of questionnaires returned:	147

**Responses (percentage of answers in each category):**

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	58.5	41.5			
I would find it easy to approach the school with questions or problems to do with my child(ren)	70.1	28.6	1.4		
The school handles complaints from parents well	36.6	54.9	8.5		
The school gives me a clear understanding of what is taught	52.4	46.3	1.4		
The school keeps me well informed about my child(ren)'s progress	66.0	33.3			
The school enables my child(ren) to achieve a good standard of work	70.1	29.9			
The school encourages children to get involved in more than just their daily lessons	44.1	49.0	6.2	0.7	
I am satisfied with the work that my child(ren) is/are expected to do at home	54.1	41.8	1.4	2.7	
The school's values and attitudes have a positive effect on my child(ren)	65.1	32.2	2.7		
The school achieves high standards of good behaviour	63.7	33.6	2.7		
My child(ren) like(s) school	66.0	32.7	0.7	0.7	