

INSPECTION REPORT

Tysoe CE Primary School

Tysoe

LEA area: Warwickshire

Unique Reference Number: 125649

Inspection Number: 187576

Headteacher: David Taylor

Reporting inspector: Brian McCutcheon

Inspector number: 2420

Dates of inspection: 8 – 11 November 1999

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
Type of control:	Voluntary Controlled
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Tysoe Warwick CV35 0SH
Telephone number:	01295 680244
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs Eve Whaley
Date of previous inspection:	March 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Brian McCutcheon, RgI	Mathematics Information Technology Geography History	Attainment and progress Teaching Leadership and management Staffing, accommodation and learning resources The efficiency of the school
Jill Head	English Religious Education Physical education Areas of learning for children under five	Attitudes, behaviour and personal development Special educational needs
David Westall	Science Art Design and technology Music	Curriculum and assessment Pupils' spiritual, moral, social and cultural development
Elizabeth Forster, Lay Inspector	Equal opportunities	Attendance Support, guidance and pupils' welfare Partnership with parents and the community

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REPORT CONTENTS

Paragraph

MAIN FINDINGS

What the school does well
Where the school has weaknesses
How the school has improved since the last inspection
Standards in subjects
Quality of teaching
Other aspects of the school
The parents' views of the school

KEY ISSUES FOR ACTION

INTRODUCTION

Characteristics of the school	1 - 2
Key indicators	3

PART A: ASPECTS OF THE SCHOOL

Educational standards achieved by pupils at the school

Attainment and progress	4 - 15
Attitudes, behaviour and personal development	16 - 19
Attendance	20

Quality of education provided

Teaching	21 - 28
The curriculum and assessment	29 - 34
Pupils' spiritual, moral, social and cultural development	35 - 38
Support, guidance and pupils' welfare	39 - 45
Partnership with parents and the community	46 - 53

The management and efficiency of the school

Leadership and management	54 - 59
Staffing, accommodation and learning resources	60 - 65
The efficiency of the school	66 - 68

PART B: CURRICULUM AREAS AND SUBJECTS

Areas of learning for children under five	69 - 77
English, mathematics and science	78 - 107
Other subjects or courses	108 - 152

PART C: INSPECTION DATA

Summary of inspection evidence	153
Data and indicators	154

MAIN FINDINGS

What the school does well

- The teaching is good in a third of all lessons, and is rarely unsatisfactory.
- At the end of both key stages, pupils achieve standards in English which are above average.
- Mathematics is taught well in Years 3 and 4.
- Children under five benefit from good opportunities to develop their early language and personal and social skills within a secure and happy learning environment.
- The headteacher provides strong leadership and has established a good team spirit amongst staff.
- The school is good at promoting pupils' spiritual, moral, social and cultural development.
- There is a strong partnership with parents, and this benefits pupils' learning.
- The school is a caring community, and pupils get on well together.
- Pupils' behaviour is very good.

Where the school has weaknesses

- I. Pupils make unsatisfactory progress in information technology, and their standards are below average at the end of both key stages.
- II. More able pupils are insufficiently challenged in reading, in both key stages; and mark time in some lessons in Years 5 and 6.
- III. Provision for the physical development of children under five is unsatisfactory as they have no secure outside play area.
- IV. The school development plan does not provide a longer term overview of priorities and lacks an easy to follow chart of initiatives.
- V. Following the appointment of new staff, the role of subject managers is not yet fully established.
- VI. In upper Key Stage 2, pupils make mainly unsatisfactory progress in design and technology, and standards in this subject are lower than in most schools.

The weaknesses are outweighed by what the school does well, but they will form the basis of the governors' action plan which will be sent to all parents or guardians at the school. The final weakness is less important, but should be considered by the school for inclusion in the action plan.

How the school has improved since the last inspection

The school has made satisfactory progress in addressing the weaknesses identified in the last inspection. A sound policy for assessment and recording has been formulated and statutory requirements are fully met. Satisfactory provision is now made for pupils with special educational needs and they make mainly sound, and sometimes good, progress. The school recognises the importance of equal opportunities and all pupils have full access to the curriculum. Cultural development is promoted successfully, including pupils' multi-cultural awareness. Following the appointment of a significant number of new teachers, the school has established clear and appropriate job descriptions for subject managers, but recognises that their impact on the quality of teaching and pupils' attainment will need to be further developed. Overall, the school has made satisfactory progress in developing a sound framework for curriculum planning, but weaknesses remain in planning the systematic development of

pupils' key skills in a few subjects. The school is in a sound position to make further improvements.

• **Standards in subjects**

This table shows the standards achieved by 11 year olds in 1999 based on the National Curriculum tests:

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

Inspection findings show that standards in English are above average at the end of both key stages. Pupils attain above average standards in speaking and listening across the school. By the end of Key Stage 2, most pupils can read fluently, and their writing is varied, interesting and purposeful. However, there are some weaknesses in handwriting in both key stages and in spelling in Years 4 and 5. In mathematics, current standards are better than those indicated in the 1999 National Curriculum test results, and show that most Year 6 pupils achieve standards which are in line with the national average, and that a significant minority do better. In science, inspection findings show that, at the end of Key Stage 2, most pupils demonstrate average attainment and a relatively small proportion exceed this standard. In information technology, across the school, and in design and technology in upper Key Stage 2, standards are below average. Standards in the remaining subjects of the National Curriculum, and in religious education, are satisfactory.

• **Quality of teaching**

Teaching in	Under 5	5 – 7 years	7 – 11 years
English	Good	Satisfactory	Satisfactory
Mathematics	Good	Satisfactory	Good in Years 3 / 4 Satisfactory in Years 5 / 6
Science	Satisfactory	Satisfactory	Satisfactory
Information technology	Satisfactory	Insufficient evidence to make a judgement.	Insufficient evidence to make a judgement.
Religious education	Satisfactory	Insufficient evidence to make a judgement.	Insufficient evidence to make a judgement.
Other subjects	Satisfactory	Satisfactory in PE and art. Not enough evidence to judge teaching in other subjects.	PE mainly satisfactory but some good / very good teaching. Satisfactory in art. Not enough evidence to judge teaching in other subjects.

The quality of teaching was satisfactory, or better, in 98 % of all lessons; and good, and occasionally very good, teaching was demonstrated in about a third of all lessons. Most of the good teaching was observed in the reception class and lower Key Stage 2. In the reception class, effective teaching results in children making significant gains in their language skills. Pupils in Years 3 and 4 benefit from good teaching in mathematics which includes a brisk introduction, the sharing of objectives with pupils and effective use of questioning. The school has made a sound start in introducing, and implementing, both the National Literacy Strategy and the National Numeracy Strategy. While little teaching was seen in information technology and design and technology, evidence suggests that teachers would benefit from in-service training in information technology across the school and, in design and technology, in Key Stage 2. Insufficient lessons were observed to make a secure judgement about the overall quality of teaching in some subjects. However, in religious education, history, geography and music, the lessons observed demonstrated satisfactory or better teaching. Teachers plan lessons conscientiously and the quality of their planning is mainly sound and often good. However, some recently adopted schemes of work from the Qualifications and Curriculum Authority, have yet to have a significant impact on provision particularly in information technology and design and technology. The QCA scheme for science has not been implemented in the older classes, where it is required to improve continuity in pupils' learning, particularly for the more able.

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, across the school
Attendance	Good
Ethos*	Pupils have consistently positive attitudes to their work. They have a mature and sensible approach to working independently; and show initiative and demonstrate confidence in planning and organising their own work. Relationships are good, across the school.
Leadership and management	The leadership of the headteacher is a strength of the school. He is conscientious, develops good relationships with pupils and parents and successfully promotes a good team spirit amongst staff. The school benefits from a committed governing body which provides sound support for the management of the school. Governors recognise the need to plan a more structured programme of focused monitoring visits. Most subject managers are newly appointed and need to continue to develop their overview of subjects, including checking examples of pupils' work. The school development plan is mainly sound, but requires a longer term overview and an easy to follow chart outlining the main initiatives.
Curriculum	Children who are under five receive a sound range of learning experiences, but need more opportunities to develop their physical skills. The curriculum in both key stages is broad and balanced and meets statutory requirements. Sufficient time is allocated for literacy and numeracy. However, planning for information technology across the school, and design and technology in Key Stage 2, does not ensure that key skills are taught systematically.
Pupils with special educational needs	Pupils with special educational needs are well supported, and the work set for them is matched to their needs.
Spiritual, moral, social & cultural development	Good
Staffing, resources and accommodation	Teachers are conscientious and are generally well informed about the subjects they teach; and support staff make a valuable contribution to

	<p>pupils' learning. However, some teachers would benefit from in-service training in information technology and design and technology. The buildings provide sufficient space, overall, and are in good condition. The school grounds are spacious and include an adventure playground, open air swimming pool and adequate playground space. However, there is no secure outside area for children under five. Learning resources are good for music and otherwise mainly satisfactory. However, those for geography and physical education are only just adequate.</p>
Value for money	Sound

**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
<ul style="list-style-type: none">●.The headteacher and staff are easy to talk to and are dedicated and caring.●.The good behaviour achieved in the school, and good standards of work.●.Parents are welcomed into the school and encouraged to play an active part.●.The very good support and guidance provided by the school.●.The positive ethos and the promotion of good social skills and teamwork.	<ul style="list-style-type: none">●.A very small number of parents have concerns about how the school handles complaints and the information provided on their child's progress.

Inspection judgements fully support the parents' positive views about the school. There is no evidence to suggest that complaints or suggestions are not carefully considered by the school; or that there are weaknesses in the information provided on pupils' progress.

KEY ISSUES FOR ACTION

In order to raise standards and to improve the leadership and management of the school, the headteacher, staff and governors should:

- raise standards in information technology by:
 - a) providing more opportunities for pupils to develop skills and use information technology across the curriculum;
 - b) improving teachers' confidence and expertise through well focused in-service training; and
 - c) providing clear guidance to enable teachers to plan the progressive development of pupils' skills effectively.

(See paragraphs 108 - 113)

- ensure that more able pupils make better progress by:
 - (a) giving more emphasis to promoting good literature and encouraging pupils to read a range of more challenging texts; and
 - (b) raising expectations of the progress and attainment of more able pupils in mathematics in Year 6 and in science in Years 5 and 6.

(See paragraphs 82, 92 and 100)

- improve provision for the physical development of children under five by providing a secure outside play area.

(See paragraphs 70 and 76)

- consolidate the role of subject managers so that they make a significant contribution to the strategic management of the school.

(See paragraph 56)

- improve school development planning by:

- (a) creating a longer term strategic overview of future priorities, for example over three years, so that initiatives can be planned for well in advance of their implementation; and
- (b) providing teachers and governors with an easy to follow chart outlining the main initiatives for the present year, but also including plans for future development.

(See paragraph 57)

In addition to the key issues above, the following less important weakness should be considered for inclusion in the action plan:

- raise standards in design and technology in upper Key Stage 2 by:

- (a) ensuring that key skills are systematically taught; and
- (b) improving teachers' knowledge through well focused in-service training.

(See paragraphs 125 - 130)

INTRODUCTION

(b) Characteristics of the school

1. The school has 185 pupils on roll, taught in seven classes. Pupils are admitted to the reception class at the beginning of the year in which they become five. The percentage of pupils known to be eligible for free school meals is well below the national average, and no pupils speak English as an additional language. The percentage of pupils identified as having special needs is above the national average, and one pupil has a statement. Most children attend pre-school education before starting school. On entry into reception, the attainment of most pupils is broadly average.
2. Current priorities identified by the school include:
 - raising standards in mathematics and science in Key Stage 2;
 - the successful implementation of the National Numeracy Strategy;
 - establishing effective key stage teams; and developing the role of subject managers, following the appointment of new staff.

3. Key indicators

Attainment at Key Stage 1¹

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

Year	Boys	Girls	Total
1999	17	16	33

3. National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	15	14	15
	Girls	15	15	16
	Total	30	29	31
Percentage at NC Level 2 or above	School	91 (93)	88 (93)	94 (100)
	National	82 (80)	83 (81)	87 (84)

3. Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	16	15	17
	Girls	16	16	16
	Total	32	31	33
Percentage at NC Level 2 or above	School	97 (93)	94 (100)	100 (100)
	National	82 (81)	86 (85)	87 (86)

Attainment at Key Stage 2¹

Number of registered pupils in final year of Key Stage 2
for latest reporting year:

Year	Boys	Girls	Total
1999	7	12	19

3. National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	6	5	5
	Girls	10	7	10
	Total	16	12	15
Percentage at NC Level 4 or above	School	84 (89)	63 (50)	79 (67)
	National	70 (65)	69 (59)	78 (69)

3. Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	5	6	6
	Girls	8	8	10
	Total	13	14	16
Percentage at NC Level 4 or above	School	68 (67)	74 (56)	84 (72)
	National	68 (65)	69 (65)	75 (72)

.....

¹Percentages in parentheses refer to the year before the latest reporting year

3. **Attendance**

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

		%
Authorised Absence	School	4.4
	National comparative data	5.7
Unauthorised Absence	School	0.02
	National comparative data	0.5

3.

3. **Exclusions**

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

	Number
Fixed period	1
Permanent	0

3. **Quality of teaching**

Percentage of teaching observed which is:

	%
Very good or better	2
Satisfactory or better	98
Less than satisfactory	2

3. **PART A: ASPECTS OF THE SCHOOL**

3. **EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL**

3. **Attainment and progress**

4.Children who are under five make mainly sound, and sometimes good, progress in all aspects of their learning apart from physical development. Overall, progress in this area is unsatisfactory due to insufficient opportunities for children to play outside and use large equipment. On entry to Key Stage 1, the attainment of most pupils is broadly average except in language and literacy. Most pupils at age 5 demonstrate above average speaking and listening skills, and a significant minority demonstrate standards in early literacy which are a little above those expected.

5.In Key Stage 1, the results of the 1999 statutory tests (SATs) were above the national average in reading, and matched the results achieved by schools with a similar proportion of pupils eligible for free school meals. The 1999 results for writing were in line with the national average but below those achieved by similar schools. In mathematics, the results of the 1999 tests, in Key Stage 1, were above the national average and in line with those achieved by similar schools. The results of the 1999 teacher assessments in science were well above the national average and the results achieved by similar schools.

6.In Key Stage 2, the results of the 1999 SATs indicate that the proportion of pupils attaining, or exceeding, the national expectation in English was well above average; and in line with the results achieved by schools with a similar proportion of pupils eligible for free school meals. In mathematics, the percentage of pupils achieving the standard expected was below the national average; although about a third of the pupils exceeded this level. These results demonstrate an improvement on those achieved by pupils in 1998. Overall, the results remained well below those achieved by similar schools. In science, the overall results of the 1999 statutory tests were broadly in line with the national average although the percentage of pupils that exceeded the expected standard was lower than in most schools. The 1999 results in science are a little more favourable than the 1998 Key Stage 2 results. However, the results were well below those achieved by schools with pupils from similar backgrounds.

7.Inspection findings are broadly similar to the SATs results in English and science, but are a little more favourable for maths in Key Stage 2. In English, overall attainment is above average at the end of both key stages. Across the school, all pupils, including those with special educational needs make mainly good progress in speaking and listening. Progress in most aspects of reading is good, although, pupils' knowledge of literature is not well developed; and more able pupils do not always read widely enough or from sufficiently challenging texts. Across the school, pupils make sound progress in developing their writing skills and their understanding of writing for different purposes. By the end of Key Stage 2, the writing of most pupils is varied and interesting; and the form and style of their writing is crafted to match the purpose. However, there are weaknesses in handwriting, in both key stages, which adversely affects both fluency and confidence; and standards of spelling are lower than would be expected in Years 4 and 5.

8.In mathematics, inspection findings show that all pupils, including those with special educational needs, make mainly sound, and sometimes good, progress in Key Stage 1, including in numeracy. Their progress is satisfactory in Years 5 and 6, and is good in Years 3 and 4. However, more able pupils in Year 6 sometimes make slower, and just adequate progress. At the end of both key stages, the majority of pupils achieve the nationally expected standard, and a

significant minority do better.

9. In science, all pupils make mainly sound, and sometimes good, progress in Key Stage 1. At the end of the key stage, most pupils demonstrate average standards, and a significant minority do better. In Key Stage 2, most pupils make sound progress. However, more able pupils sometimes mark time in Years 5 and 6 where their progress is barely adequate, overall. At the end of the key stage, most pupils demonstrate average attainment but a relatively small proportion exceed this standard.

10. In information technology, pupils make uneven and mainly unsatisfactory progress across the school. Many pupils have sound keyboard and mouse skills. However, they make slow progress, overall, in using information technology to communicate and handle information and to support their problem solving, recording and expressive work. As a consequence, the attainment of most pupils is below average at the end of both key stages.

11. In religious education, pupils make sound progress across the school and attain the standards set out in the locally agreed syllabus, at the end of both key stages. In art, history and geography, pupils make mainly sound progress and achieve standards which are satisfactory for their ages. Good work is sometimes achieved in art and history. In physical education, pupils make satisfactory progress in Key Stage 1 and mainly sound, but sometimes good, progress in Key Stage 2. The standards they achieve are mainly satisfactory in both key stages, but are occasionally good in Key Stage 2.

12. Due to timetabling arrangements, it is not possible to make an overall judgement about pupils' progress and standards in music. However, it is clear that pupils make good progress in singing; and their standards are above average. In the lessons observed, in both key stages, pupils demonstrated satisfactory skills in recognising and repeating increasingly complex rhythms. In Year 3, pupils make good progress in composing and in developing their listening and appraising skills.

13. In design and technology, pupils make sound progress in Key Stage 1, and achieve standards which are satisfactory for their ages. In Key Stage 2, pupils' progress is more spasmodic and is broadly satisfactory in Years 3 and 4 but unsatisfactory in Years 5 and 6. In the younger half of Key Stage 2, pupils achieve satisfactory standards, while the designing and making skills of older pupils are not sufficiently developed.

14. Throughout the school, pupils with special educational needs make mainly sound, and sometimes good, progress towards the targets in their individual education plans and attain standards which reflect their capabilities. Overall, more able pupils make satisfactory progress. However, in English they do not read widely enough, or from sufficiently challenging texts; and in maths in Year 6, and science in Years 5 and 6, they sometimes mark time.

15. There is no significant difference, over time, in the performance of boys and girls.

15. Attitudes, behaviour and personal development

16. Children who are under five years old make good progress in their personal and social development and behave well. In both key stages, pupils demonstrate consistently positive attitudes to their work. They take a keen interest in their lessons and are eager to join in

discussions and to answer questions. They respond enthusiastically to challenges and enjoy talking about their achievements. Most pupils listen attentively to their teachers, to classroom assistants and to each other. Pupils have mature and sensible attitudes to working independently. They show initiative and demonstrate confidence in planning and organising their own work.

17. Across the school, pupils' behaviour is very good. They move around the school in a calm and orderly manner and take care of property and resources. Pupils know the difference between right and wrong; and respond well to the school's rules. The very few pupils with particular behavioural needs are well supported and work hard to meet their targets. There has been one exclusion in the last year.

18. Relationships are good throughout the school. Pupils share resources fairly and willingly give advice and help to others, for example, when using computers. In lessons and around the school, they show respect for one another and for all the adults who work or help in the school. They are helpful and polite and welcoming to visitors. When playing team games, pupils have a good sense of fair play and demonstrate good sporting behaviour. They collaborate successfully on joint ventures and work and play well together.

19. Throughout the school, pupils willingly carry out a wide range of responsibilities, which they do effectively and very conscientiously. They take pride in being helpful to their teachers and to others and in doing their jobs well. Throughout their time in the school, pupils develop a strong sense of social responsibility. They raise funds for a large number of charities and occasionally small groups of pupils initiate their own fund raising for a particular concern they have. They have a strong commitment to, and pride in their school community, which is evident in their wholehearted involvement during assemblies.

19. Attendance

20. Attendance at the school is good, with very low levels of unauthorised absence. Registers are completed correctly and school sessions start promptly. Most pupils come to school in good time but the school buses sometimes arrive late causing pupils to arrive after registration.

20. QUALITY OF EDUCATION PROVIDED

20. Teaching

21. Across the school, the quality of teaching was sound, or better, in 98 % of all lessons; and good, and occasionally very good, teaching was demonstrated in about a third of all lessons. Most of the good teaching was observed in reception and lower Key Stage 2. This represents an improvement since the last OFSTED inspection, in 1996, when teaching was judged to be sound with some good features; but some weaknesses, in important areas, were identified in a minority of lessons.

22. The teaching of children under five is mainly sound but sometimes good. The reception classroom is well organised and good use is made of the space available. Resources are carefully prepared and are appropriate for this age group. Planning is based on the nationally agreed areas of learning for children under five and elements of the National Curriculum are included where appropriate. Good use is made of baseline assessments in order to plan work for the youngest children, and to identify pupils with special educational needs. Effective teaching in English results in pupils making good progress in the subject and a significant increase in their language skills. There are well established classroom routines and the management of the children is unobtrusive and effective. All adults who work in the reception class are well briefed and appropriately deployed by the teacher, and the good support they give to the children successfully promotes their confidence.

23. In English, the National Literacy Strategy is being soundly implemented and the teaching is satisfactory, overall, with some good teaching in lower Key Stage 2. Teachers in Key Stage 1 give their pupils a secure grounding in initial literacy; and, in Key Stage 2, they ensure that pupils extend their knowledge and use of language. Common strengths include careful planning, high expectations and the effective use of praise. However, across the school, there is scope for more emphasis on promoting good literature; and teachers need to ensure that pupils, and in particular the more able, read texts which are both linguistically and intellectually challenging.

24. In mathematics, the school is making sound use of the National Numeracy Framework. In Key Stage 1, the quality of teaching is mainly satisfactory with some good features, and is sound in Years 5 and 6. In Years 3 and 4, pupils benefit from good teaching which includes a brisk introduction, the sharing of objectives with pupils and effective use of questioning. In science, the quality of teaching is sound, overall, in both key stages. However, the work is sometimes too easy for more able pupils in mathematics and science in Year 6 and in science in Year 5.

25. In information technology, insufficient teaching took place during the inspection for a secure judgement to be made about the quality of teaching. However, in both key stages, not enough opportunities are currently provided for pupils to develop skills or to use information technology in a range of subjects. Evidence suggests that staff would benefit from a programme of well-focused in-service training.

26. In physical education, teaching is mainly satisfactory and is occasionally good, or very good in Key Stage 2; and in art the quality of teaching is sound, overall, across the school. Insufficient lessons were observed to make a judgement about the overall quality of teaching in other subjects. However, in religious education, history, geography and music, the lessons observed demonstrated sound or better teaching. In design and technology, evidence suggests that teachers in Key Stage 1 have sound subject knowledge, but those in Key Stage 2 would benefit from in-service training to

ensure that skills are systematically taught. In information technology, design and technology and geography, helpful guidance, produced by the Qualifications and Curriculum Authority, has recently been introduced but has yet to have a significant effect on all teaching in these subjects.

27. The quality of teaching for pupils with special educational needs is mainly satisfactory but is sometimes good. Teachers draw up individual education plans for pupils which are sound, overall, although there is some variation in the precision with which both targets and provision are described. Pupils benefit from good teaching when they are withdrawn for intensive individual or group support for English in Key Stage 2. Learning support assistants are generally well briefed by teachers, are alert and responsive to pupils' learning needs and provide sensitive support in class lessons. In the best practice, they keep pertinent notes on pupils' progress and liaise closely with teachers.

28. Across the school, the teaching is characterised by positive relationships between teachers and pupils. Teachers explain tasks clearly, create a purposeful atmosphere in lessons and motivate pupils effectively. Lessons are soundly planned and are well organised. The learning intentions of lessons are usually clearly defined in teachers' planning and, in the best practice, these are shared with pupils. Staff generally demonstrate an awareness of equal opportunities by treating all pupils equally regardless of gender, race or ability. In the most effective teaching, skilful use is made of questioning to probe pupils' understanding and to assess their future needs; and teachers demonstrate good subject knowledge. Sound use is made of homework to reinforce and extend what is learned in school.

28. The curriculum and assessment

29. The curriculum has satisfactory breadth for children who are under five years old. They receive a sound range of learning experiences, and their personal development is successfully promoted through a variety of play activities. The balance of the curriculum is satisfactory overall, although the children have insufficient opportunities to play outside, with large toys and equipment, to develop their physical skills. The quality of planning for the under-fives is mainly good, and takes appropriate account of the Qualifications and Curriculum Authority's 'Desirable Outcomes for Children's Learning'. The curriculum for under fives provides a secure foundation for the statutory curriculum.

30. The curriculum is broad and is reasonably balanced in Key Stages 1 and 2. Statutory requirements are met, and the school allocates sufficient time for the development of pupils' literacy and numeracy skills. However, pupils require more opportunities to develop their skills in information technology, across the school, and in design and technology in Key Stage 2. Good provision is made for pupils' spiritual, moral, social and cultural development. Health and drugs education are given sufficient attention, and the school successfully implements its good policy for sex education. Pupils benefit from a sound range of extra-curricular activities, and from regular educational visits which enrich their learning.

31. Sound policies have been formulated for all subjects, but the physical education policy is still in draft form and has yet to be discussed by the staff. There is a good policy for the education of children who are under five, and this has a beneficial effect on their learning. The school is making sound use of the literacy and numeracy frameworks, and there are schemes of work for all subjects, except art and physical education. In science, teachers in Key Stage 1 and Years 3 and 4 are making sound use of the good scheme of work provided by the Qualifications and Curriculum

Authority (QCA). However, the scheme has yet to be implemented in the older classes, where it is required to improve continuity in pupils' learning, particularly for the more able. Schemes provided by QCA have recently been adopted to support planning in information technology, design and technology and geography. However, these have yet to have a significant effect on provision, particularly in information technology and design and technology where important weaknesses in planning for the progressive development of key skills contribute to underachievement by pupils. Overall, however, the school has made satisfactory progress in developing a sound framework for curriculum planning, since the last inspection in 1996.

32. There is a sound policy for assessment and recording, and this is successfully implemented. Good use is made of baseline assessments in order to plan work for the youngest children, and to identify pupils with special educational needs. Across the school, teachers include strategies for assessment in their planning, and use mainly sound, but sometimes good, questioning skills to probe pupils' understanding and to identify pupils' needs during lessons. Teachers complete useful evaluations of their lessons, and make pertinent notes about the significant achievements or needs of individual pupils. These assessments have a satisfactory impact on future planning. Sound use is made of a range of standardised tests, including the statutory and non-statutory SATs, to assess pupils' progress and standards. However, there is scope for more rigorous analysis of science results in order to identify and address weaknesses in the performance of more able pupils at the end of Key Stage 2. The school appropriately recognises the need to arrange more opportunities for teachers to work together to agree levels of pupil attainment, against National Curriculum criteria, and to create updated portfolios with examples of assessed work in order to promote reliability and consistency in teachers' judgements. The quality of teachers' marking is sound, and procedures for record keeping are satisfactory. Overall, the school has made satisfactory progress in establishing procedures for assessment and recording, since these were judged to be at an early stage of development in the last OFSTED inspection.

33. Pupils with special educational needs, including pupils with statements, have full access to the curriculum. Support is mainly provided in lessons, but pupils are sometimes withdrawn for additional help with English. The recently published additional support for the literacy hour is being used well to support pupils' progress in English. Teachers are aware of the requirements in the Code of Practice and use the recommended staged approach when identifying the needs of pupils and making provision for them. The assessment and monitoring of pupils with special educational needs are satisfactory. Pupils' specific needs are appropriately identified by class teachers, the special educational needs co-ordinator (SENCO) and where appropriate, with the support of outside agencies. For each pupil on the school's SEN register at Stage 2 and above, there are half-termly reviews carried out by the SENCO, the class teacher and the learning support assistants, and parents are appropriately involved in these reviews. Pupils are also given opportunities to review their own progress.

34. All pupils have equal access to the curriculum and financial support is available to ensure that no pupil is unable to go on visits. The school has fully addressed the need to ensure that multi-cultural elements are included in the curriculum and there are many opportunities to learn about non-western cultures and religions. Pupils of both genders are encouraged to participate in the full range of after school clubs.

34. Pupils' spiritual, moral, social and cultural development

35.The personal development of children who are under five years old is fostered successfully in the reception class, and the school makes good provision for pupils' spiritual, moral, social and cultural development, in both key stages.

36.Pupils' spiritual development is successfully promoted through well planned acts of collective worship which fully comply with statutory requirements. During the inspection, assemblies were led by the headteacher and the local vicar with conviction and vitality, and encouraged pupils to recognise the relevance of religion in their daily lives. Lessons in religious education also promote pupils' spiritual development, and include opportunities for them to learn about the beliefs and customs of different religions. For example, during the inspection visiting teachers taught pupils about the significance of Divali, and encouraged pupils to learn dances and about the food associated with the festival. Lessons in science, art and music help pupils to appreciate the wonder of the world, and make a sound contribution to pupils' spiritual development.

37.The school has a strong moral and social ethos. Honesty and fairness are strongly promoted, and pupils are taught the difference between right and wrong. The staff set a good example by valuing pupils' ideas, and fostering caring attitudes. Pupils are encouraged to work together co-operatively and are taught to share resources amicably. Relationships are good between pupils and between pupils and staff; and the quality of daily life in the school is good. The importance of good behaviour is clearly communicated to pupils and successfully reinforced by all staff, so that pupils respond well to high expectations. Pupils are encouraged to think of those less fortunate than themselves, for example, through raising funds for charities. Their insights into the lives of others are deepened through their involvement in fundraising for a child in a Goodwill Village in India. Pupils are able to take responsibility for a range of routine school duties, and older pupils are successfully encouraged to care for younger ones. Year 5 pupils have benefited from their involvement in the 'Warwickshire Earth Pledge' project, and have designed leaflets about recycling which have been distributed locally.

38.Pupils' cultural development is promoted successfully through a sound range of extra-curricular activities which include good opportunities for pupils to develop their skills in music and sport. Lessons in English, religious education, geography, history, art and music make a valuable contribution to pupils' cultural development, and pupils benefit from a good range of educational visits which enrich their awareness of life outside the local area. The last OFSTED inspection identified the need to develop pupils' multi-cultural awareness, and the school has responded well. As a consequence, the school successfully encourages pupils to recognise and celebrate the richness and diversity of different cultures, and pupils benefit from effective teaching by members of the Warwickshire County Inter-Cultural Support Service, who are regular visitors to the school.

38. Support, guidance and pupils' welfare

39.Tysoe School is a caring community which provides very good support for all its pupils. All adults know the pupils well and always act with sensitivity, in the best interests of the children. Relationships are built on mutual respect, care and encouragement and there are high expectations of pupils' behaviour, trust and attitudes to learning.

40.The school has extensive procedures to ensure that pupils' needs are met. The headteacher and staff promote good communication with parents so that pupils' pastoral needs are shared. Staff

are expected to maintain on-going records of pupils' academic and personal development and these are regularly reviewed. All pupils are encouraged to assess their own strengths and weaknesses and set targets for improvement each year. Following an opportunity to visit the school before starting, detailed notes are made on how new pupils are settling in to school. This good practice helps teachers and support staff to be sensitive to particular needs. A pupil tracking system is also used to good effect to monitor aspects such as attendance and changes in personal circumstances or behaviour. From this, concerns can be addressed sensitively and speedily and problems pre-empted. Support staff and lunchtime supervisors are well trained in order to maintain this watching brief over concerns about behaviour or other problems outside the classrooms. This integrated approach ensures that any significant changes in pupils' academic performance or behaviour are quickly identified and appropriate support is given to maintain their progress.

41.The staff give sensitive support to pupils with special educational needs. They are encouraged to play a full part in the life of the school. Pupils with special educational needs are occasionally withdrawn from classes for extra help and clearly benefit from the opportunity this provides for working individually or in small groups. Appropriate use is made of outside specialists to support particular medical, pastoral or behavioural needs.

42.The school is very successful in promoting pupils' good behaviour, high self esteem and a strong sense of personal responsibility. As a consequence, they approach all aspects of school life with confidence. The school creates a variety of opportunities for pupils to undertake activities without close supervision and their high expectations of trust and sensible behaviour are fully met. The school's ethos of care and respect is consistently promoted and all the staff provide good role models for pupils which leads to positive attitudes to learning. Older pupils enjoy the opportunities to help younger ones at playtimes or by being 'bus buddies'. Incidents of bullying or poor behaviour are rare and are dealt with promptly.

43.All staff are aware of the importance of being alert to child protection concerns and the need to follow agreed procedures. Care is taken to vet adult helpers in school and to ensure that pupils are reminded regularly about issues of personal safety. The school invariably follows up any unexpected absences on the first day and parents are urged to ensure that their children arrive at school punctually.

44.There is a well planned programme of personal and social education which includes the promotion of healthy eating. Speakers and visits are used to raise pupils' awareness of issues affecting their personal safety and there are opportunities from time-to-time for pupils to learn about road safety. Appropriate sex education is provided.

45.The school has well established procedures for medicines, accidents and emergencies and maintains appropriate documentation. All staff have training in first aid and resuscitation techniques. The school has a satisfactory policy for health and safety and pupils are reminded of the need for safe practice in lessons involving apparatus or equipment. The premises and grounds, which are very clean and well maintained, are regularly inspected. Security arrangements have been introduced and are effectively put into practice by staff and pupils, thereby providing a safe and secure environment.

45. Partnership with parents and the community

46.Tysoe School has successfully built up a strong partnership with parents by keeping them

well informed, valuing their views and encouraging them to participate in all aspects of school life. Parents are strongly supportive of the school and particularly praise its openness and the approachability of the headteacher and staff. This has a positive effect on pupils' attitudes to school and learning.

47. The prospectus provides clear, friendly and comprehensive information about the school, and regular newsletters keep parents informed about school activities. Summaries about what is to be taught each term are distributed by each class teacher and occasional workshops are held to keep parents up to date with new initiatives such as the literacy strategy and drugs education.

48. New parents receive a useful starter pack about the school and booklets on how to support learning at home. The importance of the parents' contribution to the education of their children and the encouragement of good liaison with the school is stressed in all documentation. The school has made good use of the consultation with parents about the home/school agreement to seek their opinions on other aspects of the school, resulting in a detailed policy and helpful guidance about homework.

49. Parents value the opportunities to discuss their children's progress each term and annual reports give clear indications of strengths and weaknesses as well as perceptive comments on pupils' personal development. Parents of children with special educational needs are kept well informed of their children's progress, during parents' evenings, when they are invited to meet with the SENCO, as well as the class teacher. They are also informed of any significant changes by letter and are encouraged to play a full part in helping their child. The school is open and willing to discuss any concerns and fully involves parents in decisions about the planned provision for their child.

50. Parents feel welcome in school and many give generously of their time to help regularly in classes, with swimming, or with after school clubs. Sound use is made of a register of skills, compiled by the Parent Teacher Association, to enable parents to use their expertise to enrich the curriculum, particularly in art and technology. This flourishing, and well supported Parent Teacher Association, also raises substantial funds to improve resources and the environment of the school, and acts as a focus for maintaining strong links with the community.

51. The school is an integral part of the village and pupils are encouraged to participate fully in village life. Good use is made of the local environment and other nearby sites of interest, such as the Edgehill battleground, to make aspects of the curriculum come alive. Pupils also benefit from an extensive range of visits and visitors which broadens their horizons and makes a significant contribution to their awareness of the multi-cultural diversity of society.

52. There are strong links with the local churches, as well as opportunities for pupils to learn about other faiths from visiting speakers. Pupils mix with others through regular sporting or musical activities and the school choir and orchestra are supported by local musicians for concerts. The school provides accommodation for a daily 'before and after school club' for the pupils as well as for a pre-school playgroup for younger children and a weekly mother and toddler group. This establishes an early link with potential new parents and a familiarity with the school to help new pupils settle in quickly.

53. Pupils are encouraged to think about the wider community through charity fundraising and the continuing support of a child in India. They have recently participated in the 'Warwickshire

Earth Pledge' by planning and distributing a booklet about the importance of recycling waste, to houses in the local community. The school makes good use of opportunities offered through the Education Business Partnership scheme to visit companies, such as Rolls Royce, when studying topics in science and design and technology. This rich variety of community activities makes a strong contribution to the development of pupils as caring and well informed citizens.

53. THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

Leadership and management

54. The school benefits from a committed governing body which makes a positive contribution to the management of the school. Attendance at governors' meetings is good, agendas are well planned and meetings are efficiently minuted. Appropriate committees are established and all provide sound support for the management of the school. The chair of governors is also the governor with responsibility for monitoring the provision for pupils with special educational needs. She visits the school regularly, liaises effectively with the headteacher, and provides good support for staff. The governors with responsibility for monitoring literacy and numeracy have observed lessons and are taking a keen interest in these initiatives. A number of governors gain valuable insights and demonstrate their strong commitment, by visiting the school to observe it in operation or to help in classrooms. As a consequence, they have a good knowledge and understanding of the day-to-day workings of the school. However, the governors recognise the need to formulate a structured programme of focused monitoring visits, so that they are better informed about the implementation of agreed policies and plans. Statutory requirements are met; and sound plans have been devised and implemented to address the weaknesses identified in the last OFSTED report.

55. The school is well led by the headteacher. He is hardworking, is a regular visitor to classrooms and often teaches classes. The headteacher knows individual pupils and their families well and promotes very good relationships with parents, governors and the local community. He effectively fosters a calm and very positive ethos in the school; and his good listening skills reflect the caring approach which is characteristic of his leadership and management. Although most of the teachers have been recently appointed, a good team spirit has already been established. The headteacher analyses the performance of the school through the scrutiny of test results, teacher assessments and planning. He has also observed the teaching of literacy and numeracy in all classes and provided pertinent feedback to staff. Overall, his leadership is a strength of the school.

56. The last OFSTED report (1996) indicated the need to develop the role of subject managers. The school has appointed subject managers for all areas of the curriculum and clear and appropriate job descriptions have been formulated to guide their work. As a consequence of staff turnover, most have only recently assumed responsibility for their subjects. All subject managers scrutinise teachers' planning and in a number of areas of the curriculum they have benefited from observing teaching. At the same time, two key stage leaders have been appointed as part of the senior management team and, through this effective arrangement, the school is beginning to establish work sampling as a means of judging pupils' attainment and progress. The school should carefully monitor these developments in order to ensure that the role of subject managers is fully established.

57. The school development plan is appropriately formulated in consultation with all staff, parents and governors. The current plan includes a range of relevant priorities identified in action plans which include success criteria, monitoring and resource implications. However, these are not drawn from a coherent framework which allocates planned initiatives across a nine term period. This is a weakness which requires attention so that governors and staff can maintain a clear overview of school priorities, across a three year time-scale; and can judge how many tasks can viably be included in a year's work. The formulation of an easy to follow chart, outlining the main initiatives, would also help all concerned with monitoring school priorities to see at a glance if progress is being made.

58.The governing body is meeting the statutory requirements relating to the Code of Practice for pupils with special educational needs. The general oversight of provision for these pupils is conscientiously carried out by the headteacher, who is also the special educational needs co-ordinator (SENCO). Effective procedures for the co-ordination of provision and for monitoring the progress of pupils are well established. There is a sound policy, which has recently been reviewed. A register of pupils and their needs is kept up-to-date and the SENCO ensures individual education plans are regularly reviewed, as pupils' needs change. When the school was last inspected, some aspects of the provision for pupils with special educational needs were found to be unsatisfactory. This is no longer the case. The provision the school makes is satisfactory and is well managed to ensure that extra teaching support is given where it is most needed. The governor with responsibility for overseeing special educational needs takes a keen interest; and in their annual report to parents, governors provide a good review of progress across the year.

59.The school's aims are appropriately included in the prospectus. They emphasise the importance of pupils' personal development as well as academic achievement, and are clearly reflected in the work of the school. The sound policy on equal opportunities is effectively implemented, and the day-to-day management of the school is good. Routines are well organised and help to promote an orderly atmosphere in the school

59. Staffing, accommodation and learning resources

Staffing

60.The school has sufficient staff and they are appropriately qualified. Overall, the staff have the experience and expertise to cover the age and ability range of the pupils. Their subject knowledge is generally secure and all have a good understanding of the requirements of the literacy and numeracy hours. However, evidence suggests that some teachers would benefit from in-service training to increase their knowledge and understanding about information technology and, in Key Stage 2, design and technology. A senior management team has been established this term and each key stage leader works closely and effectively with the headteacher in the management of the school. There are subject managers for all subjects and detailed and appropriate job descriptions have been formulated to guide their work. As a consequence of recent changes in staffing, most have only recently assumed responsibility for their subjects. The school is aware of the need to continue to develop the role of subject manager and, still further, to implement rigorous monitoring procedures for all subjects.

61.The provision of support staff is satisfactory and they are well deployed and effectively briefed. They have undergone appropriate training, and one is a qualified teacher. All support staff develop positive relationships with pupils and make a valuable contribution to their learning. The headteacher, acting as the school's SENCO, provides good support to all staff involved in working with pupils with special educational needs, including those with statements.

62.Procedures for the recruitment and selection of staff are good, and the governors are appropriately involved in making appointments, using job and person specifications. Good arrangements have been made for the induction of a newly qualified teacher; and a well planned programme has been formulated to familiarise all staff new to the school with policies, procedures and school routines. The school has addressed the need to improve in-service training identified in the last OFSTED inspection. A sound professional development policy has been formulated and is

being implemented by the school. A timetable for teacher appraisal has appropriately been prepared for the Spring Term 2000 pending the introduction of revised national arrangements. However, although the headteacher has been involved in the appraisal of other headteacher colleagues, he has not been appraised since he took up his post in 1993.

Accommodation

63. The school occupies an attractive Victorian building which is very close to the parish church. In addition, there are three mobile classrooms which are located on the edge of school field. One of these is occupied by a pre-school playgroup and the others house pupils in Years 3 and 4. The buildings are in good condition, externally and internally, and are kept in very clean condition by the conscientious caretaker. The school has a spacious hall and a well positioned library area. Within the main school building, sensible use is made of the space available to provide additional teaching areas, for example, for music and small group work. There is sufficient accommodation, overall, although the space available to Year 3 and 4 pupils is rather cramped. Teachers take care to create interesting displays of pupils' work and the school environment enhances pupils' learning. Children in the reception class have access to a small veranda. However, there is no secure outside area in which they can use climbing apparatus and large toys in order to develop their physical skills. There are no pupils currently attending the school who have physical disabilities. Some adaptations would be necessary to allow access to all areas of the school by wheel-chair users.

64. The school benefits from spacious grounds which include an adventure playground and open air swimming pool. The playing field is a good size and a natural area has been established to support pupils' investigative work. Overall, playground space is just adequate for the number of pupils on roll. Within this, however, good use is made of the space available through the use of a range of appropriate games at lunch-times. There are plans to enhance the school grounds by establishing a butterfly garden, dipping platform and more bird boxes; and to upgrade the natural area.

Learning Resources

65. In English, resources to support the literacy hour are satisfactory. Resources for special educational needs are sufficient to provide pupils with a firm foundation in basic literacy skills and good use is being made of the recently published additional support for the literacy hour. In mathematics, resources are broadly satisfactory but the school is aware that they require improvement to fully meet the requirements of the National Numeracy Strategy. Learning resources are good for music and are satisfactory in science, information technology, history, art and design and technology. However, in geography and physical education they are only just adequate. Since the last OFSTED inspection, the school has improved the range of resources which reflect the multi-cultural nature of society and these are now satisfactory. The school makes good use of the local authority library service to supplement both fiction and non-fiction stock. The use made of the locality as a learning resource is mainly good, although there is scope for it to be used more effectively to support work in geography in Key Stage 2.

65.

65. The efficiency of the school

66. The day-to-day administration of the budget is carried out efficiently by the headteacher who is given very good support by the school's Senior Administrative Assistant. Spending

is also carefully monitored by the finance committee of the governors. The most recent audit report (September 1998) found the school's financial and administrative controls to be satisfactory. A small number of recommendations for improvement were made and these have been implemented.

67. There are regular meetings of the finance committee, which provides sound support for the management of the school. Financial planning is appropriately linked to the strategic planning identified in the school development plan, although this does not address many priorities beyond the current year. Following an increase in the number of classes, the school's reserves have been reduced in the current financial year; and the governors recognise that prudent financial planning will be required to ensure that the school manages within its financial resources in the future. The finance committee has analysed the current budget with particular care. All available data is collected to predict future rolls and their likely effect on the budget, and on levels of staffing in particular. Care is taken to obtain value for money when purchasing materials and equipment; and funds to support pupils with special educational needs are allocated appropriately.

68. Overall, the school makes sound use of its budget, and the use of staffing is satisfactory. The last OFSTED report identified weaknesses in the deployment of staff who work with pupils with special educational needs, and this is no longer a weakness. The staff make mainly good use of accommodation, and take care to create interesting learning environments in their classrooms. The school makes effective provision for pupils' personal development, and pupils' behaviour is very good. The quality of teaching is rarely less than satisfactory and is often better. Pupils make mainly sound progress in all subjects except in information technology, and in design and technology in upper Key Stage 2, where their progress is unsatisfactory. Overall, the school provides sound value for money.

68. PART B: CURRICULUM AREAS AND SUBJECTS

AREAS OF LEARNING FOR CHILDREN UNDER FIVE

69. At the beginning of the autumn term, the school admits children whose fifth birthday falls during the forthcoming school year. At the time of the inspection, there were twenty-four children in the reception class, nineteen of whom were age four.

70. The classroom for children under five is of average size. The children also have access to a small covered area for practical activities, and to the school hall. However, there is no secure outside area and, as a consequence, children have limited opportunities to play with large toys and equipment in order to develop their physical skills. The teacher and classroom assistant work closely and effectively together, basing the work for the children on the nationally agreed areas of learning and desirable learning outcomes. The curriculum for the under five's, provides a secure foundation for the statutory curriculum.

70. Children's personal and social development

71. Most children enter the school having had some pre-school experience. Provision for their personal and social development is good and they make good progress in this area of learning. They settle well in school and are happy and secure in a well established reception class routine. Their personal and social skills are successfully fostered by staff and their behaviour is good. They follow instructions carefully and concentrate well during whole class sessions. They are eager to ask and answer questions and are enthusiastic about their learning. Children show a good level of independence and confidence when choosing activities; and they take good care of their environment and equipment. They work and play sociably and use and share resources amicably. Their understanding of right and wrong is appropriate for their age. For example, they understand when it is important to say sorry and talk about incidents in their lives when people they know have apologised.

71. Language and literacy

72. On entry, the speaking and listening and reading and writing skills of most children are broadly average, and a significant minority demonstrate above average skills. In the reception class, they benefit from good opportunities to develop their early language skills. Children listen keenly to their teacher, and other adults, and often respond in full sentences. They confidently present their ideas to the class and listen well while other children are talking. As they enter Key Stage 1, their speaking and listening skills are mainly above the standard expected for their age. The children enjoy books and handle them appropriately. The vast majority know that print carries meaning and the more able children already have a good sight vocabulary and are well launched as readers. The majority of the children can recognise some words and name letters and sometimes the sound they make. Most children can recognise and write their names and are making good progress in their handwriting skills. When engaged in role-play, at the 'doctor's surgery', the children enjoy writing down appointments and being the receptionist is more popular than being the doctor.

72. Mathematics

73. Children in the reception class make mainly sound, but sometimes good, progress in

developing their mathematical knowledge, skills and understanding. By the time they enter Key Stage 1 their attainment is satisfactory and is commensurate with their ages. Most recognise simple 2D shapes and they are beginning to understand the need for measures through their play activities. For example, in the 'doctors surgery' they discuss how heavy or how tall the patients are and make sound progress in using appropriate mathematical language. They also make satisfactory progress in understanding numbers through sorting, matching, ordering, sequencing and counting using either everyday objects or mathematical games and resources. Most children can use number names confidently and count to ten. They effectively consolidate this knowledge through learning number rhymes and songs and when playing counting games. An appropriate range of practical activities is provided to promote children's mathematical development and, in the sessions observed, the quality of teaching was good.

73. Knowledge and understanding of the World

74. In this area of learning, children make mainly sound, and sometimes good, progress and at the age of five, most attain the expected standards. They make satisfactory progress in developing an understanding of the wider world in which they live through visits made around the school and its grounds. For example they look at, and discuss, photographs taken of classrooms and features of the immediate environment; and then, during a carefully supervised walk around the school's grounds, use simple positional language to describe locations. On their return to the classroom, they are able to extend their geographical vocabulary when expressing views about how to improve their environment. Other observations they are encouraged to make also enable them to develop an understanding of change, for example, in the weather and the seasons. Early mapping skills are appropriately acquired through the use of 'town' play-mats and wall displays of simple routes linked to stories the children are familiar with such as 'Rosie's Walk.'

75. Children in the reception class also make sound progress when using their senses to help them to describe the basic characteristics of materials, and can name the main external parts of the human body. They achieve satisfactory standards when using construction kits to make simple models, and make sound progress when learning to cut and stick paper. Children use computers with increasing confidence and make mainly sound, and sometimes good, progress in developing information technology skills. They learn to control a computer mouse by using a range of appropriate programs; and a significant number of pupils choose to work on computers when given a choice of activities. Most will work happily in pairs, helping one another.

Physical development

76. Children handle pencils, scissors, paintbrushes and small objects with increasing control and their manipulative skills meet the desirable outcomes by the time they are five. When using the school hall, the children demonstrate a growing awareness of space and most are quick to notice when they are too close to others. They move confidently and imaginatively when asked to imitate animals. However, some physical education lessons do not provide the children with sufficient opportunities to use their own ideas or extend their physical skills. The children do not have regular access to a secure outside area in which they can climb, balance, run freely and control large wheeled toys; and explore and extend their own physical skills safely. As a consequence, the development of children's gross motor skills, overall, is unsatisfactory.

76. Creative development

77.Children make sound progress when role playing, and achieve satisfactory standards when creating rubbings and when using 'playdough' to create simple 3D models. They make sound gains when painting pictures of their friends, and learn a range of songs by heart. Their singing is confident and enthusiastic.

ENGLISH, MATHEMATICS AND SCIENCE

English

78. Almost all pupils entering Key Stage 1 demonstrate standards which are above average for their age in speaking and listening; and a significant minority demonstrate standards in early literacy which are a little above those expected.

79. In the 1999 SATs at the end of Key Stage 1, the school's results for reading were above the national average and in line with those for schools with pupils from a similar background. Results for writing were in line with the national average though below the average for similar schools. The proportion of pupils who exceeded the standard expected nationally in reading and writing was above average. The results of the 1999 Key Stage 2 SATs indicate that the proportion of pupils attaining, or exceeding, the national standard in English was well above average. These Key Stage 2 results are in line with those achieved by similar schools.

80. Inspection findings confirm that Key Stage 1 pupils make sound progress and acquire a secure foundation in all aspects of initial literacy. Pupils demonstrate above average standards in speaking and listening across the school. In reading, pupils achieve standards which are a little above average at the end of Key Stage 1, although, these are not as high as those attained by the 1998 cohort. Most pupils attain broadly average standards in writing, and a significant minority of pupils exceeds these standards, reflecting the results of the 1999 tests. Pupils in Key Stage 2, make good progress in English in Year 3 and sound progress in Years 4, 5 and 6. They make advances in their knowledge and use of language, in an increasingly complex range of contexts. Pupils with special educational needs make sound progress across the school and attain standards commensurate with their capabilities. However, more able pupils in both key stages are not developing their reading skills as well as they should.

81. Throughout the school, pupils listen attentively when their teachers are explaining specific teaching points or giving instructions for tasks. When discussing in small groups, pupils listen to each other and the older pupils often move discussions on, using contributions made by others. When presenting their ideas to an audience, or reading aloud, pupils speak clearly and confidently, using Standard English. They become increasingly fluent and articulate and most pupils confidently experiment with newly acquired vocabulary. They appropriately adapt their style of speaking to suit different occasions.

82. Pupils in Key Stage 1 make good progress in developing a sound grasp of the mechanics of reading and, by Year 2, most pupils are beginning to employ a range of strategies to decode unfamiliar words. The more able pupils observe punctuation and read with expression. By the end of Key Stage 1, most pupils can read a simple text with reasonable fluency and accuracy and are able to recall the main points of a story. In Key Stage 2, most pupils can discuss the plot and characters of stories and more able pupils are beginning to grasp meanings underlying the literal text. By Year 6, most pupils can read fluently and the majority of pupils are pursuing their own reading interests independently. However, across the school, pupils demonstrate only limited strategies for making informed choices about their reading materials, and their knowledge of literature is less well developed than expected, given their competencies in reading. More able pupils do

not always read widely enough or from sufficiently challenging texts in their independent reading.

83. Pupils in Key Stage 1 make sound progress, overall, in developing the skills they need to write. Most pupils demarcate sentences accurately and can write a few short sentences, at the end of the key stage. Progress in spelling is good. Most pupils can spell simple commonly used words correctly and can use their knowledge of letter and blend sounds to help them spell unknown words. However, a significant minority of pupils in Year 2 is not yet able to form all letters correctly. Many pupils are still printing and the lettering and layout of the work of some pupils is uneven. This affects their general fluency and confidence in writing. Pupils in Key Stage 2 make broadly satisfactory progress in writing, although there are weaknesses in handwriting in Year 4; and the standards of spelling are lower than would be expected in Years 4 and 5. However, these improve in Year 6, where pupils' handwriting and the presentation of work also improves.
84. Across the school, pupils make sound progress in developing their understanding of writing for different purposes. Pupils in Year 2 learn about the conventions of writing instructions; in Year 3 they learn how to write direct speech and their good vocabulary helps them think of synonyms. Pupils in Year 4 can identify the underlying structure of a poem; and Year 6 pupils extend their understanding of how our vocabulary develops through exploring words that have been added to our language in recent years. By the end of Key Stage 2, the writing of most pupils is varied and interesting. Simple and complex sentences are organised into paragraphs, and the form and style of their writing is crafted to match the purpose.
85. Pupils have positive attitudes to their work and their behaviour in lessons is good. They are interested in language and are responding well to the literacy strategy. Most enjoy reading and they undertake tasks with enthusiasm and commitment. They willingly help others and apply themselves well to those tasks they are required to undertake independently.
86. The quality of teaching is mainly sound, but good teaching was demonstrated in Year 3. Most teachers have a good understanding of the requirements of the literacy hour and, overall, this national strategy is being soundly implemented. Lesson plans make very clear what pupils are intended to learn and teachers match tasks and texts appropriately to pupils' capabilities. Resources are well prepared and the management of pupils is effective. All teachers have high expectations of pupils in terms of behaviour and concentration, and their relationships with pupils are good. Teachers usually use praise effectively, being careful to qualify it, so that the pupils know why they have done well. The quality of teachers' marking is variable, but is generally sound and sometimes good. However, more rigorous marking of handwriting in Year 2 is needed if pupils are to be helped to identify and rectify their mistakes. Overall, the teaching of pupils with special educational needs is sound and learning support assistants have good relationships with pupils and make a valuable contribution to their learning. Good use is made of the recently published additional materials to support these pupils during the literacy hour. The school recognises that some lower attaining pupils in Key Stage 2, especially the boys, need more appropriate books to read, and is improving the range available to them.
87. Across the school, there is scope for more emphasis on promoting good literature. In some classrooms, for example Year 4, books are well displayed, but in others, opportunities are

missed to promote books by providing attractive book areas. Teachers also need to exert more influence on the independent reading of pupils, especially the more able pupils, to ensure that they experience a range of reading materials which is both linguistically and intellectually challenging. In Year 6, insufficient use is made of the book reviews pupils are required to write, to disseminate their responses, likes and dislikes; and guided reading sessions in Year 5 and 6 might be used to promote the reading of good quality fiction more explicitly. For example, having read an extract from 'Carrie's War', pupils might be encouraged to read the whole book in order to extend their knowledge of plot, characterisation, inference and prediction. More attention should also be given to extending pupils' library skills in Years 5 and 6. Homework is generally used effectively to help pupils consolidate and extend their learning.

88. The subject manager joined the staff at the beginning of the term. She has experience of the role and has made a good start in the school. She has scrutinised teachers' planning, observed two lessons and has established the new 'Additional Literacy Support Materials' for use with lower attaining pupils. She has also identified the need to extend the use of the library, to provide opportunities for extended writing in Key Stage 2, and has plans to develop her overview of the subject further. The subject manager is aware of the need for the school to acquire more appropriate reading materials for reluctant older readers. The head teacher has monitored the teaching of literacy in each class and has provided pertinent feedback to teachers. A useful analysis is undertaken of the statutory and non-statutory tests, and of the tests administered by the school for reading and spelling, and appropriate targets have been set.
89. Overall, resources for English are satisfactory, and the school makes good use of the local authority library service to supplement its own range of fiction and topic reference books. However, there are some dated reading materials and worn dictionaries which should be replaced. Tape recorders are used well in Key Stage 1 to promote listening and literature. Some use is made of computers to support work in English. However, there is scope to make more effective use of information technology to support and enhance work in English, across the school.

Mathematics

90. On entry to Key Stage 1, the attainment of most pupils in mathematics is broadly average. The results of the 1999 Key Stage 1 SATs indicate that the vast majority of pupils reached the standard expected and that a significant proportion of pupils exceeded this level. Overall, these results were above the national average and in line with those achieved by similar schools.
91. Inspection findings indicate that all Key Stage 1 pupils, including those with special educational needs make mainly sound, and sometimes good, progress in the key learning objectives for this age group. They have a secure understanding of numbers and calculations and satisfactorily apply this knowledge to solve problems. Pupils also make sound progress, across the key stage, in developing their understanding of measures, shape and space. At the end of Key Stage 1, the majority of pupils reach the nationally expected standard in mathematics and a significant minority achieve higher standards.

92. In the 1999 Key Stage 2 SATs, the percentage of pupils achieving the standard expected was below the national average; although about a third of the pupils exceeded this level. Overall, these results were well below those achieved by similar schools. Inspection findings indicate an improvement on the 1999 results. At the end of the key stage, the majority of pupils achieve the nationally expected standard and a significant minority demonstrate higher attainment. They make mainly satisfactory, and sometimes good, progress in the key learning objectives for Key Stage 2. Good progress is more evident in Years 3 and 4. More able pupils in Year 6 sometimes make slower, and just adequate, progress. At the end of the key stage, most pupils have a sound understanding of the number system and of measures, shape and space and can handle and interpret data. They make broadly satisfactory progress in learning to apply these mathematical skills to solve problems.
93. Throughout the school, pupils show an interest in the subject and behaviour in mathematics lessons is good. Pupils respond particularly well to practical activities, for example, in Year 3 when playing a mathematical game designed to improve their recall of multiplication facts. Many pupils are developing good work habits as they move through the school and, older pupils in particular, demonstrate a mature approach to their learning. However, in some lessons in Key Stage 2, there are limited opportunities for pupils to demonstrate initiative or to take responsibility for organising their work.
94. In Key Stage 1, the quality of teaching is mainly satisfactory with some good features. In Key Stage 2, teaching is good in Years 3 and 4 and sound in Years 5 and 6. Throughout the school, teachers plan conscientiously using common formats based on the requirements of the National Numeracy Strategy. Learning objectives are clearly defined and, in the best practice, these are shared with pupils at the beginning of lessons. Teachers make effective use of assessment to inform their planning and tasks are usually well matched to pupils' capabilities. Resources are well prepared and appropriate and instructions and teaching points are clearly explained. Satisfactory use is made of homework to support pupils' learning in school.
95. All teachers have implemented the recommended three stage numeracy lesson which includes an introduction consisting of a variety of short oral and mental activities. In the more effective lessons, in Years 3 and 4, this is well paced and teachers use skilful, differentiated, questioning to probe pupils understanding and to extend their thinking. All lessons include a plenary session, although, there is some variation in the effective use of this time to summarise key ideas and vocabulary. In a minority of lessons, insufficient opportunities are provided for pupils to make decisions, to demonstrate or to explain their thinking. Time is not always used efficiently in these lessons and more able pupils, in particular, are insufficiently challenged and mark time.
96. The subject manager has only recently assumed responsibility for the subject. She has attended training for the introduction of the National Numeracy Strategy accompanied by the headteacher, Year 6 teacher, and the governor with responsibility for numeracy. The subject manager maintains an effective overview of mathematics through monitoring teachers' planning and observations of lessons in both key stages. She receives good support from the headteacher who observes teaching in all classes and provides valuable feedback for teachers. Test results are scrutinised, although, there is a need for a more rigorous approach to identifying weaknesses in pupils' learning and for findings to be more

fully discussed by all staff. The school plans to introduce regular work sampling in both key stages, and this should provide important information about the progress which pupils are making across the school.

97. The school is aware that the current policy for mathematics requires review following the introduction of the National Numeracy Strategy, and that planning for progression will need to be carefully monitored and reviewed during the current school year. Staff have attended a cluster training meeting focused on the introduction of the Numeracy Strategy and a half-day school based training session has recently taken place. The subject manager is aware of the need to organise opportunities for teachers to observe good practice and a timetable is to be drawn up in the near future. She has also undertaken an audit of the subject and has formulated a sound action plan for the subject.
98. Resources for mathematics are satisfactory but need to be improved to meet the demands of the Numeracy Strategy. An audit of equipment has been carried out and additional funding has appropriately been allocated to purchase new resources.

Science

99. On entry to Key Stage 1, the scientific attainment of most pupils is broadly average. The results of the 1999 statutory teacher assessments, at the end of Key Stage 1, were well above the national average and the results achieved by similar schools. In Key Stage 2, the overall results of the 1999 statutory tests were broadly in line with the national average, although the percentage of pupils that exceeded the expected standard was lower than in most schools. These Key Stage 2 results were well below those achieved by schools with pupils from similar backgrounds. The 1999 results are similar to those achieved in 1998 in Key Stage 1, but are a little more favourable than the 1998 Key Stage 2 results.
100. Inspection findings show that all pupils, including those with special educational needs, make mainly sound, and sometimes good, progress in Key Stage 1. At the end of the key stage, most pupils demonstrate average standards, and a significant minority do better. In Key Stage 2, most pupils, including those with special educational needs, make sound progress in Key Stage 2. However, more able pupils sometimes mark time in Years 5 and 6, where their progress is barely adequate, overall. At the end of the key stage, most pupils demonstrate average attainment but a relatively small proportion exceed this standard.
101. In Year 1, all pupils make sound progress when using their senses to explore and recognise similarities and differences between common materials. They can identify the main external parts of the body, and make good progress when identifying the differences between things that are living and things that have never lived. In Year 2, pupils demonstrate satisfactory standards when describing ways in which some materials are changed by heating or cooling, or processes such as bending or stretching.
102. In Year 3, pupils understand the importance of healthy eating and dental care; and make sound progress when learning about materials and their properties. Year 4 pupils have a satisfactory grasp of the principle of fair-testing, and make sound progress when carrying out simple experiments to learn about the effects of friction. Most pupils make sensible predictions about the results of their experiments, and record their results

clearly. Year 4 pupils make good progress when learning about the human skeleton, and most can identify the position of major bones. In Year 5, pupils make sound progress when learning about the phases of the moon; and know that the position of the sun appears to change during the day, and how shadows change as this happens. They understand that light travels in straight lines and create simple periscopes to demonstrate this principle. However, most pupils, especially the more able, make limited gains when noting the range of sounds they hear on a walk around the school environment, and need more challenging work to develop their understanding about sound. In Year 6, pupils make satisfactory progress when learning about the function of the heart. However, they make slow progress when repeating learning which has already been mastered. For example, they make unsatisfactory gains when sorting pictures to classify living and non-living things, and when completing very simple workcards about the human body.

103. Across the school, pupils have positive attitudes towards science. They listen attentively to their teachers, concentrate and persevere well. Most are keen to answer questions, and behaviour is very good in science lessons. Pupils have constructive relationships with their peers, and work together co-operatively.
104. The quality of teaching is sound, overall, in both key stages. Tasks are generally matched to pupils' needs, but work is sometimes too easy for the older Key Stage 2 pupils, particularly the more able ones in Year 6. All teachers explain tasks clearly, motivate pupils well, and create an orderly and purposeful atmosphere in science lessons. In the most effective lessons, teachers use good questioning skills to probe pupils' understanding, and demonstrate good subject knowledge. In Key Stage 1 and in Years 3 and 4, teachers are making sound use of the good scheme of work provided by the Qualifications and Curriculum Authority. However, the scheme has yet to be implemented in the older classes, where it is required to promote improved continuity in pupils' learning, and to improve the match of some tasks to pupils' learning needs.
105. There is a sound policy for science, and procedures for assessment and recording are sound. Teachers regularly make pertinent notes about the significant achievements and needs of individuals. However, there is scope for the more rigorous analysis of SATs results in order to identify and address weaknesses in the performance of more able pupils at the end of Key Stage 2. There is no school portfolio of recent work which has been assessed against National Curriculum criteria, and this is required to help teachers to make consistent judgements about pupils' attainment, across the school.
106. The science co-ordinator, who has recently taken on the role, receives teachers' planning, has studied some examples of pupils' work across the school and has observed a science lesson in Key Stage 2. She is conscientious and recognises the need to develop an informed, critical over-view of the subject as she establishes herself in her new role.
107. Resources for science are satisfactory.

OTHER SUBJECTS OR COURSES

Information technology

108. Across the school, pupils make uneven progress in information technology. A significant proportion of pupils have access to computers at home and demonstrate sound keyboard and mouse skills. However, they make slow progress, overall, in using information technology to communicate and handle information and to support their problem solving, recording and expressive work. At the end of each key stage, the attainment of the majority of pupils is below average.
109. When given the opportunity, pupils make mainly sound progress in their work with texts but have limited experience of entering and organising data and of developing their understanding of design or control technology. The youngest pupils make satisfactory progress when learning techniques such as 'click and drag' and can work independently to access programs and complete tasks, for example, based on a reading scheme CD ROM. As part of their class topic, they write short descriptions of their favourite clothing using different coloured fonts and these are collated to produce an attractive class book. Year 2 pupils achieve average standards when writing a sentence each for a class poster about the Great Fire of London. They make satisfactory progress in learning how to make more effective use of the computer keyboard. Pupils in Year 2 also make sound progress when making their first attempts at drawing using 'line and fill' techniques.
110. In Key Stage 2, some use is made of information technology in the literacy hour, for example, to consolidate pupils' understanding of speech marks in Year 3. In Year 4, pupils achieve satisfactory standards when using CD ROMs to support their work in other subjects. In history, for example, pupils appropriately search for information on Ancient Egypt and, in science, on the human skeleton. In Year 5, pupils achieve sound standards when writing narrative or factual accounts. They benefit from more regular opportunities to improve their word processing skills across a number of different subjects. Year 6 pupils last year achieved sound standards when using the computer suite of the local secondary school and working with their teacher to produce a school magazine. However, there are few examples of information technology being used currently to support and enhance their work across the curriculum.
111. When given the opportunity, pupils enjoy using computers and other information technology equipment. They show an enthusiasm for the subject, concentrate well and their behaviour is good.
112. Insufficient teaching of information technology took place during the inspection to make a secure judgement about the quality of teaching. All teachers have established well organised computer areas in their classrooms and make listening centres available for pupils. A half-day in-service training session has recently taken place to improve confidence and competence across the school. However, in both key stages, insufficient opportunities are currently provided for pupils to develop skills or to use information technology in a range of subjects. Evidence suggests that staff would benefit from a programme of well-focused training.
113. The co-ordinator has attended appropriate training and is enthusiastic about the

development of the subject. She scrutinises teachers' planning but strategies for monitoring pupils' progress are not well established. Helpful guidance, published by the Qualifications and Curriculum Authority, has recently been introduced as a framework for planning but has yet to make a significant impact on teaching. The school is aware that the policy for the subject requires updating to reflect the introduction of this new scheme of work.

114. Overall, resources for information technology are satisfactory. New computers have been purchased in the last eighteen months and, as part of the 'National Grid for Learning' initiative, these are soon to be centralised in three 'banks'. This is to facilitate more regular use and provide pupils with access to the Internet. The Parent Teacher Association has provided good support through the purchase of computer tables and printers. Resources for control technology are unsatisfactory.

114. **Religious education**

115. As a result of time tabling arrangements, little teaching of religious education was observed in either key stage. Judgements are made on the lessons seen, recorded evidence in pupils' books, teachers' planning and discussions with Year 6 pupils. Pupils across the school make sound progress and their attainment meets the requirements of the locally agreed syllabus by the end of each key stage.

116. Pupils in Year 2, are able to discuss the dilemma faced by the disciples when Jesus asked them to leave their homes and go with him; they relate this to how they would feel if asked to make the same decision. Year 3 pupils have learned about the importance of the Five Ks in the Sikh religion and have visited a Sikh temple. In Years 4 and 6, pupils make good progress when teachers from the local authority Inter-cultural Support Service provide them with lively and memorable experiences. Pupils learn the steps of a Sikh harvest celebration dance. They are introduced to the drum used, the significance of drumming phrases, and to the clothes worn by dancers. They watch a demonstration of cooking and eat the food which Hindu and Sikh children traditionally have for breakfast. Pupils in Year 6 speak quite knowledgeably about Sikhism; and can also name the major world faiths and describe what they have learned of these. Throughout the school, pupils are given a firm foundation in learning about the Christian religion. The local church is located alongside the school grounds and close links are established between the school and the church. These are enhanced through the weekly visits, made by the vicar, to lead acts of collective worship.

117. From the small sample of lessons seen, there is evidence that pupils take a keen interest in religious education. They reflect on the underlying principles in the stories and information presented to them and, when given the opportunity, are eager to ask and answer questions. They show thoughtfulness and sensitivity about the beliefs and customs of others and value the spiritual aspects of religion. It is not possible to make a secure judgement about the quality of teaching in either key stage. Evidence from planning suggests that lessons draw appropriately from the programmes of study in the agreed syllabus, and the lesson plans seen make clear what pupils are to learn.

118. The co-ordinator for religious education has made a significant impact in the short

time she has been in the school. She has written a good policy, and has effectively used previous medium term planning to formulate a scheme of work, which fully meets the requirements of the agreed syllabus. This was introduced in September and has had a beneficial effect on teachers' planning, and also enables her to monitor coverage of the subject. The thoughtful way in which the school interprets and presents the agreed syllabus ensures that religious education makes a good contribution to pupils' spiritual, cultural, moral and social development. The co-ordinator recognises that, while teachers are confident in teaching Christianity, their knowledge of other world faiths is less secure. The school makes good use of the Inter-cultural Support Service, which often provides pupils with first hand experience of other religions while helping to increase teachers' subject knowledge.

119. The school is building up a sound range of resources to meet the requirements of the syllabus, and augments these by borrowing resources from the Inter-cultural Support Service. Pupils' learning and understanding is further enhanced by visiting speakers and by visits to churches, temples and other sites of religious significance.

Art

120. Overall, pupils make sound progress in art, across the school, and they generally attain standards which are satisfactory for their ages. Good work is sometimes achieved; for example, Year 1 pupils achieve well when creating bold portraits of autumn trees after looking at trees in the school grounds. On rare occasions, progress slows because teachers' expectations of pupils' potential attainment are too low; for example, when Year 6 pupils create simple leaf prints.
121. In Year 1, pupils make sound progress when creating expressive self-portraits and when making well executed prints of leaves, using autumn colours. In Year 2, pupils demonstrate sound colour mixing skills when painting pictures of The Great Fire of London, after studying the colours used in an artists' painting of the event. In Year 3, pupils demonstrate satisfactory standards in drawing and painting, and make sound progress when making collage pictures of trees, using a variety of natural materials. Year 4 pupils make good progress when creating pastel drawings of fruits. These are carefully observed, and some show good colour blending skills. In Year 5, pupils make satisfactory gains when learning about the work of Andy Warhol, and create their own interpretations of his prints. Year 6 pupils demonstrate satisfactory painting skills when copying portraits of people in Tudor England, and make sound progress when drawing African artefacts from direct observation.
122. From discussions with pupils, and the lessons observed, it is clear that pupils have positive attitudes to the subject, and enjoy art lessons. Pupils' behaviour is good, and they share resources amicably and persevere with their tasks.
123. The quality of teaching is sound, overall, across the school. All teachers plan conscientiously and the quality of their lesson planning is broadly satisfactory. However, insufficient attention is given to planning for the progressive development of pupils' key skills in the subject, as pupils move through the school. There is a satisfactory policy, but no scheme of work to promote continuity in pupils' development of skills and knowledge

in art. Teachers prepare resources carefully and organise their lessons efficiently. In the most effective lessons, teachers provide pertinent instruction as well as encouragement. Less successful lessons require more informed guidance from the teacher to develop specific pupil skills. Teachers develop pupils' awareness about the work of famous artists. However, pupils are often required to copy artists' pictures, and this is considerably less beneficial than informed teaching and discussion about the work, enabling pupils to develop their understanding and to make links with their own art.

124. Resources for art are satisfactory.

Design and technology

125. Pupils make sound progress in Key Stage 1, and achieve standards which are satisfactory for their ages. In Key Stage 2, pupils' progress is more spasmodic and is broadly satisfactory in Years 3 and 4 but unsatisfactory in Years 5 and 6. In the younger half of Key Stage 2, pupils achieve satisfactory standards, while the designing and making skills of older pupils are not sufficiently developed.
126. In Year 1, pupils make sound progress when using construction kits and learning about food technology. They achieve sound standards when making a life-sized washing machine, using recycled materials; and demonstrate satisfactory cutting, sticking and joining skills. In Year 2, pupils make satisfactory gains when using construction kits to make simple models. They also make satisfactory progress when investigating how a glove puppet has been made, creating their own simple design for a puppet and discussing the best methods to use for fastening materials together.
127. In Year 3, pupils make satisfactory progress when designing and making boxes, making accurate measurements and learning to score and fold card carefully. In Year 4, pupils create copies of Egyptian jewellery from recycled materials. Overall, these demonstrate satisfactory cutting and joining skills, although some are rather crudely made. Year 4 pupils make sound progress when making model Egyptian mummies and their cases, using papier-mâché, and some achieve good standards when creating models of Tutankhamun's mask.
128. In Year 5, pupils have made periscopes, using card and mirrors. These function well, but pupils' cutting, joining and finishing skills lack finesse. In Year 6, pupils' model of the Globe Theatre is based on a simplistic design, and demonstrates making skills which are typical of the work of younger pupils. The designing skills of Year 6 pupils are underdeveloped, and few recognise the essential difference between a design and a picture of the completed model.
129. From discussions with pupils, it is clear that pupils enjoy design and technology lessons, and have positive attitudes to the subject. In the single lesson which was observed, in Year 1, pupils' behaviour was very good and pupils worked together confidently and constructively.
130. Insufficient lessons were observed to make a secure judgement about the quality of teaching in either key stage. However, evidence suggests that Key Stage 1 pupils receive

a satisfactory range of opportunities to develop basic skills in the subject, and that teachers have sound subject knowledge. In Key Stage 2, teachers' expectations for pupils' potential attainment are broadly satisfactory in Years 3 and 4, but need to be raised for older pupils. Teachers would benefit from in-service training to increase their knowledge about the subject in this key stage. The school appropriately recognises the need to ensure that key skills in designing and making are more progressively developed as pupils move through Key Stage 2. The good scheme of work, produced by the Qualifications and Curriculum Authority, has recently been introduced, which is a sensible strategy. However, the scheme has yet to have a significant effect on teaching in Key Stage 2.

Geography

131. As a result of timetabling arrangements, only three geography lessons were observed during the inspection, all in Key Stage 2. Judgements are made on the evidence of the lessons which were seen and a scrutiny of pupils' work and teachers' planning. Overall, pupils make sound progress in geography and their attainment is satisfactory for their ages.
132. In Key Stage 1, pupils make sound progress and achieve satisfactory standards through their studies of the surrounding area. They draw simple maps of their routes to school, can identify some of the physical and human features of the locality and are beginning to use relevant geographical vocabulary. Pupils also benefit from fieldwork undertaken around the school and in the village. Year 2 pupils satisfactorily consolidate and extend the mapping skills acquired in Year 1. They make sound progress in developing a secure understanding of the main compass directions and draw detailed pictorial maps based on a story. Pupils satisfactorily develop their knowledge and understanding of directional vocabulary and demonstrate sound standards when writing sets of directions. Across the key stage, pupils also make sound progress when learning about the weather and seasonal change.
133. In Key Stage 2, Year 3 pupils achieve broadly satisfactory standards when investigating aerial photographs and engaging in more detailed map work as part of a study of Tysoe. However, they have insufficient opportunities to undertake fieldwork in the school's locality in order to extend their geographical skills. In Year 4, pupils build on their understanding of their own locality to make effective comparisons with the contrasting locality of Chembakolli in India. They demonstrate satisfactory attainment when comparing their own lives with those of people living in a distant country, overseas. Year 5 pupils satisfactorily extend their knowledge of the importance of water for survival; and their understanding of the features and location of the desert regions of the world. Year 6 pupils, working in pairs, make presentations to the class about local, national and world wide issues in order to develop a critical and growing awareness of important issues. Older pupils also benefit from an annual residential visit which provides good opportunities for them to compare their own locality with another, in a contrasting area of the British Isles. The standards which they achieve are commensurate with their age.
134. Evidence from the limited number of lessons observed, and from discussions with pupils, indicates that pupils are interested in the subject and that they enjoy geography lessons. Pupils respond well to carefully organised fieldwork and opportunities to use good

resources when studying more distant localities.

135. Due to timetabling arrangements, it was not possible to observe sufficient geography lessons to make a secure judgement about the quality of teaching in the subject. Overall, teachers' planning is satisfactory and is beginning to benefit from a team approach. However, the school has only recently based its scheme of work on the guidance published by the Qualifications and Curriculum Authority and, as a consequence, this has yet to significantly influence teaching across the school. The use of this guidance has also highlighted the need to improve resources for the subject. Satisfactory use is made of fieldwork in Key Stage 1. However, there is scope to extend activities which promote pupils' geographical skills of enquiry in Key Stage 2.

History

136. As a result of timetabling arrangements, only one history lesson was observed in Key Stage 1, and two in Key Stage 2. Evidence was gathered from teachers' planning, from a scrutiny of pupils' work and from discussions with teachers and pupils.
137. In Key Stage 1, pupils make mainly sound, and sometimes good, progress when exploring simple differences between the past and the present. Through their class topics, they develop a satisfactory understanding of how things have changed, can use words relating to the passage of time and are beginning to develop a sense of chronology. In Year 1, for example, pupils achieve sound standards when comparing modern clothing with that worn earlier this century and when investigating the differences in methods of washing clothes. In Year 2, they satisfactorily extend their knowledge and understanding of important historical events, for example, the Great Fire of London in 1666 and of monarchs and famous people of that time such as Charles II and Samuel Pepys.
138. In Key Stage 2, pupils continue to make mainly sound, and sometimes good, progress through their studies of various periods of history. Year 3 pupils make good gains when posing and answering questions based on their observations of photographs of life in Victorian times. In Year 4, pupils achieve sound standards through a study of Ancient Egypt. Their class exhibition includes interesting models, for example, of houses and pyramids as well as copies of artefacts carefully made by pupils for a class museum. As they progress across the key stage, pupils are increasing their knowledge of the similarities and differences in various periods of history; and their understanding of people and of change. They achieve satisfactory standards when studying Ancient Greece in Year 5 and also in the Year 6 focus on the Tudors. During the annual residential visit, undertaken by older pupils, they make good gains when making visits to historical sites or when gaining information from first hand accounts of life and work in the past.
139. Evidence from the limited number of lessons observed, and from discussions with pupils, indicates that they have positive attitudes to the subject and that they enjoy history lessons.
140. Insufficient teaching was observed to make a secure judgement about the quality teaching in history. Teachers plan conscientiously and evidence suggests that they have secure, and sometimes good, subject knowledge. Visits are appropriately arranged to places of historical interest; and local residents visit the school to share their memories with pupils.

Teachers also make effective use of books borrowed from the local authority loan service and of artefacts loaned by parents or other members of the community. In the lessons observed, resources were carefully prepared and the most effective teaching was characterised by good questioning which challenged pupils' thinking. Some use is made of information technology to enable pupils to access information or to record their findings, but this is not consistent throughout the school.

Music

- 141. Due to timetabling arrangements, only three music lessons were observed during the inspection. Pupils' singing was also assessed during assemblies. As a consequence, it is not possible to make an overall judgement about pupils' progress and standards in the subject. However, it is clear that pupils make good progress in singing; and their standards are above average. In both key stages, pupils sing with clear diction and secure pitch, and know when to sing louder or softer. Year 3 pupils achieve well when singing in rounds. In the lessons observed, in both key stages, pupils demonstrated satisfactory skills in recognising and repeating increasingly complex rhythms. In Year 3, pupils make good progress in composing and in developing their listening and appraising skills.
- 142. Pupils' attitudes to the subject are good. They enjoy music lessons, and a significant proportion of pupils attend sessions when specialist music tuition is provided during the school day. In the lessons observed, pupils' behaviour was very good, and they worked together co-operatively, sustaining their concentration.
- 143. Insufficient lessons were observed to make a secure judgement about the overall quality of teaching in the subject. However, the lessons observed demonstrated sound or better teaching. The quality of teachers' planning is mainly sound and is sometimes good; and teachers make satisfactory use of the Warwickshire scheme of work to promote continuity in pupils' learning.

143. Physical Education

- 144. During the inspection dance, gymnastics and games were observed. Pupils make satisfactory progress in Key Stage 1 and mainly sound, but sometimes good, progress in Key Stage 2. The standards they achieve are mainly satisfactory in both key stages, but are occasionally good in Key Stage 2.
- 145. Year 1 pupils' demonstrate satisfactory gymnastic skills; they are aware of using different parts of their body for balancing and can create, and hold, a variety of imaginative balancing shapes. Through exploring different ways to jump, pupils in Year 2, are beginning to understand the features of good jumping. Consequently they can make simple judgements about their own jumping skills and those of others. In Year 3, pupils make good progress and achieve good standards when they design and test their own games, working together in small groups. As they play these, they refine their original ideas to make improvements or increase the complexity of their games. Pupils in Year 4 have only recently been introduced to dance, and are making sound progress, considering the little

experience they have had. They are still a little self-conscious and some have not yet made the distinction between dramatic action and dance. When, for example, they dance to interpret the battle in the story of Rama and Sita, their movement is enthusiastic and full of action, but lacks refinement and grace. Pupils in Years 5 and 6 make sound progress in developing their sending and receiving skills for netball and good progress, from a low starting point, in developing these skills for football. They are able to sustain energetic activity throughout the lesson and understand the effects of exercise on the body.

146. Throughout the school, pupils enjoy physical education and behave well in lessons. They have sound awareness of safety and understand the links between exercise and their health. Pupils listen carefully to instructions and teaching points and generally work hard to improve their performance. When playing games and sports, pupils demonstrate good sporting behaviour and an understanding of fair play.
147. Across the school, the quality of teaching is never less than satisfactory and is sometimes good, or very good, in Key Stage 2. Overall, teachers have secure subject knowledge. Lessons are carefully planned and generally move at a good pace. Instructions are clear, expectations of behaviour are high and teachers are generally aware of safety. Demonstration is used effectively by teachers to illustrate teaching points. However there is scope in some lessons, for teachers to have higher expectations of pupils' performance and to provide greater opportunities for pupils to evaluate and refine their own performance, as the Year 3 pupils did so well in their games lesson. Teachers and parents help to run a good range of after-school sporting clubs, which are popular with pupils and well attended; and pupils take part in a good variety of local sporting fixtures.
148. The subject manager is new to the school and he has written a draft policy. He recognises the need for a scheme of work, which will ensure that teachers can plan for greater continuity and progression of skills across the strands of physical education.
149. Overall, resources for physical education are just satisfactory. Pupils benefit from a swimming pool on site and the school has a spacious hall. There is a good field which is used well for games, sport and athletics; and a hard surface playground is marked for netball and also used effectively for outdoor games. However, there is no appropriate climbing equipment for Key Stage 1 pupils and the gymnastic mats are worn and need repairing. Some of the games equipment is also worn, and storage arrangements need attention.

Swimming

The inspection of this school included a focused view of swimming, which is reported below:

150. The school makes very good provision for the teaching of swimming. At the end of Key Stage 2, all pupils attain the standards expected for eleven-year-olds, including the principles and skills of water safety and survival, and many pupils exceed these standards.
151. An open-air swimming pool was built some years ago through funds raised by parents. This is used in the summer term for swimming lessons for all the pupils in the school. Pupils in Key Stage 2, who are identified as needing more support, are provided with extra lessons; and the school also offers an after school swimming club for pupils from Year 2 upwards.
152. All teachers and volunteer parents have been trained in first aid and resuscitation. The new teachers who joined the school in September will have undergone this training by the summer term. The school also employs a professional swimming instructor to teach swimming to all classes. She keeps records of each pupil's progress, and certificates are given to pupils who are learning to swim, and to proficient swimmers, as they refine and improve their skills.

152.
INSPECTION DATA

PART C:

152. SUMMARY OF INSPECTION EVIDENCE

153. The inspection was carried out over four days by a team of four inspectors, including one lay inspector. Fifty three lessons, or parts of lessons, were observed during the inspection. For the majority of the time in school, inspectors visited classes, talked with individuals and groups of pupils and evaluated work. A sample of pupils from each year group, and across the attainment range, was heard to read: and pupils were questioned about their knowledge and understanding of books. A range of pupils' work, from each year group, was scrutinised by inspectors. In addition, the team studied documentation, including the school development plan and the figures for the budget. They also inspected registers, the records kept on the pupils and the teachers' planning documents. Inspectors met with a group of governors, and with the headteacher and all teachers. Discussions were also held with classroom assistants, the school's Senior Administrative Assistant and with parents who visited the school during the inspection. A meeting for parents was held onth5 October 1999 and responses from parents to the preinspection questionnaire were analysed.

153.

154. DATA AND INDICATORS

154. 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 – Y6	185	1	37	6

154. Teachers and classes

154. Qualified teachers (YR – Y6)

Total number of qualified teachers (full-time equivalent):

8

Number of pupils per qualified teacher:

23

154. Education support staff (YR – Y6)

Total number of education support staff:

4

Total aggregate hours worked each week:

68.25

154. Financial data

Financial year:

1998

	£
Total Income	285,586
Total Expenditure	271583
Expenditure per pupil	1,476
Balance brought forward from previous year	8,484
Balance carried forward to next year	22,487

154. PARENTAL SURVEY

Number of questionnaires sent out:	122
Number of questionnaires returned:	60

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	44	51	3	2	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	54	42	2	2	0
The school handles complaints from parents well	25	50	15	8	2
The school gives me a clear understanding of what is taught	11	73	7	9	0
The school keeps me well informed about my child(ren)'s progress	20	68	7	5	0
The school enables my child(ren) to achieve a good standard of work	18	76	6	0	0
The school encourages children to get involved in more than just their daily lessons	37	56	7	0	0
I am satisfied with the work that my child(ren) is/are expected to do at home	18	72	5	5	0
The school's values and attitudes have a positive effect on my child(ren)	40	54	6	0	0
The school achieves high standards of good behaviour	40	55	5	0	0
My child(ren) like(s) school	46	51	1	2	0