

# INSPECTION REPORT

## **Burton Green C of E (VC) School**

Burton Green, Kenilworth

LEA area: Warwickshire

Unique Reference Number: 125659

Headteacher: Mr John Owen

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Reporting inspector: Mrs Stephanie Lacey

Dates of inspection: 18 – 21 October 1999

Under OFSTED contract number: 707885

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
Type of control:	Voluntary controlled
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Hob Lane Burton Green Kenilworth Warwickshire CV8 1QB
Telephone and fax number:	01203 464130
Appropriate authority:	Governing Body
Name of chair of governors:	Mr Adrian Hickenbottom
Date of previous inspection:	29 April – 3 May 1996

## INFORMATION ABOUT THE INSPECTION TEAM

<b>Team members</b>	<b>Subject responsibilities</b>	<b>Aspect responsibilities</b>
Stephanie Lacey, Rgl	Areas of learning for children under five English Information Technology Art Music Religious education	Attainment and progress Teaching Spiritual, moral, social and cultural development Leadership and management
Derek Bowers, Lay Inspector		Attitudes, behaviour and personal development Attendance Support, welfare and guidance Partnership with parents and the community Efficiency
Ken Parry, Team Inspector	Mathematics Science Design and technology Geography History Physical education Equal opportunities Special educational needs	Curriculum and assessment Staffing, accommodation and learning resources

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## **MAIN FINDINGS**

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

- Good teaching in English, mathematics and science has contributed to high standards.
- There is a caring ethos within a family atmosphere.
- Pupils are happy at school and work hard.
- The school is very well led.
- The staff team are very committed and hard working.
- The curriculum is interesting and well planned.
- There is a very strong partnership with parents and the local community

### **Where the school has weaknesses**

- I. Learning in Information technology is not as well developed as other subjects.

**The many strengths of the school far outweigh its weakness, but this will form the basis of the governor's action plan, which will be sent to all parents and guardians of pupils at the school.**

### **How the school has improved since the last inspection**

The school has improved since the last inspection and has built on its many strengths. It has successfully tackled the issues identified for improvement. These were: maintain the positive ethos and good quality of the teaching; develop assessment procedures and schemes of work in all subjects; improve pupils skills in art, design and technology and music; review the teaching of joined handwriting; and monitor the workload of the headteacher. The school has also moved forward in other ways. The quality of the teaching has improved, there have been significant improvements made to the building and grounds, and the school is run even more efficiently. Under the sensitive leadership

of the headteacher, with the full support of staff and governors, the school is well set to move forward further. It is clearly committed to raising standards further and has set realistic academic targets for the current year.

· **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
			<i>very high</i>	A*
			<i>well above average</i>	A
			<i>above average</i>	B
English	A*	A	<i>average</i>	C
Mathematics	A*	A	<i>below average</i>	D
Science	A*	A	<i>well below average</i>	E

The information in the table shows that standards in English, mathematics and science at the end of Key Stage 2 were in the top five per cent of all schools in 1999. Standards at Burton Green were much higher than those in schools with pupils from similar backgrounds. The nature of each year group varies year on year and, although the current Year 6 have made good progress, standards are not currently so high. Their attainment in English and religious education is above average. It is well above average in mathematics and science. Standards are not as high in information technology. Pupils' attainment is only broadly average in this subject, although have made satisfactory progress.

Children under five make good progress in all areas of learning and are above average by their fifth birthdays. Pupils make good progress in Key Stage 1. In Year 2, this year, standards are above average in English and religious education and well above average in mathematics and science. Standards are only average in information technology, although progress is satisfactory.

In most other subjects pupils make satisfactory, and sometimes good progress, throughout the school. They do particularly well in physical education.

· **Quality of teaching**

Teaching in	Under 5	5 – 7 years	7 – 11 years
English	Good	Good	Good
Mathematics	Good	Good	Good
Science		Good	Good
Information technology		Satisfactory	Satisfactory
Religious education		Good	Good
Other subjects	Good	Good	Good

*(Children under five follow an early years curriculum and are not taught science, information technology and religious education as separate subjects.)*

The good quality of the teaching is a strength of the school. Three-quarters of the teaching seen was good or better and nearly three tenths was very good or excellent. The remaining quarter was satisfactory and only one unsatisfactory lesson was seen. The proportion of good and very good teaching has increased since the last inspection.

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

## Other aspects of the school

<b>Aspect</b>	<b>Comment</b>
Behaviour	Very good; pupils behave very well in lessons and at playtimes.
Attendance	Excellent; well above average.
Ethos*	There is a very positive ethos. Pupils are keen to learn and work hard. There are very good relationships between all members of the school community. The school is committed to raising standards.
Leadership and management	Very good; the headteacher leads and manages the school very well. The governors are involved and committed to the present and future development of the school. Strategic planning is satisfactory.
Curriculum	Good; an interesting, rich and relevant curriculum. Information technology is not so well developed as other subjects.
Pupils with special educational needs	Good; pupils make good progress; very well managed; good support for pupils within the classroom.
Spiritual, moral, social & cultural development	Very good; this is fostered well by the caring Christian ethos and very good relationships between pupils and staff.
Staffing, resources and accommodation	Good overall; a very committed and hard working staff team; adequate resources; adequate accommodation enhanced by new extension.
Value for money	Good.

*\*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**

- II. Their children are happy at school and attain good standards.
- III. The school encourages parents to play an active part in the life of the school.
- IV. The family atmosphere.
- V. The commitment of the staff.

### **What some parents are not happy about**

- VI. There were no concerns raised about complaints. Three parents felt that complaints were

Inspectors' judgements support parents' positive views. The inspection found that staff are always willing to listen to parents' concerns and that the school takes any complaints seriously.

## · **KEY ISSUES FOR ACTION**

In order to build on the many strengths of the school, the headteacher, staff and governors need to:

Improve the teaching and learning in information technology by:

- Implementing the new scheme of work;
- Increasing staff confidence through further training;
- Using information technology across the curriculum;
- Planning for the improvement of resources.

*(Reference paragraphs: 12, 31, 71, 109 – 113)*

Other minor issues the headteacher, governors and staff may wish to address:

Improve long term strategic planning for the development of the school;

*(Reference paragraph: 66)*

Develop a more consistent approach to homework through the school;

*(Reference paragraph: 34)*

Involve pupils more in self-assessment and target setting;

*(Reference paragraph: 42)*

Identify targets for improvement on pupils' annual reports;

*(Reference paragraph: 57)*

Develop curriculum co-ordinator roles to include the monitoring of teaching and learning;

*(Reference paragraph: 63)*

Replace some of the older furniture;

*(Reference paragraph: 70)*

Improve the library.

*(Reference paragraph: 70)*

**Characteristics of the school**

1 Burton Green C of E (VC) Primary School is situated in a small village on the outskirts of Kenilworth. The school has just celebrated its 125th anniversary. There are 91 boys and girls on the school roll. About half of the pupils come from Burton Green. The others travel from Kenilworth, Coventry, Solihull and villages nearby. The pupils come from families that represent a broad social mix, although many are from management or self-employed backgrounds. Most pupils have cultural roots in the British Isles and four per cent of pupils are from a minority ethnic background. All the pupils have English as their first language. No pupil is entitled to free school meals and this is well below average. Children join Class 1 in the September term after their fourth birthday; and work alongside pupils in Year 1. At the time of the inspection 11 children were still four. The 12 reception year children began school with wide ranging skills and experiences. Baseline assessment indicates that when they started school this year, their skills and understanding were wide ranging but above average overall. This has been the pattern for the last few years. Twenty-one per cent of the pupils are on the school's register of special educational need and this is broadly average. One pupil has a statement of special educational need. The characteristics of the school have not changed significantly since the last inspection, although there are now four classes instead of three.

2 The school aims to provide a caring Christian environment where all children are respected and encouraged to achieve their full potential.

3 Particular targets for the current year include the implementation of the numeracy strategy. The school has also set realistic targets for the percentage of pupils' set to attain the national standard in Key Stage 2 statutory tests in English, mathematics and science in 2000.

**Key indicators**

**Attainment at Key Stage 1<sup>1</sup>**

Number of registered pupils in final year of Key Stage 1 for latest reporting year:	Year	Boys	Girls	Total
	1999	15	4	19

<b>National Curriculum Test/Task Results</b>		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	14	14	13
	Girls	4	4	4
	Total	18	18	17
Percentage at NC Level 2 or above	School	95 (100)	95 (100)	89 (100)
	National	82 (80)	83 (81)	87 (84)

<b>Teacher Assessments</b>		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	14	13	14
	Girls	4	4	4
	Total	14	17	18
Percentage at NC Level 2 or above	School	95 (100)	89 (100)	95 (100)
	National	82 (81)	86 (85)	87 (86)

.....  
1

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

## Attainment at Key Stage 2<sup>2</sup>

Number of registered pupils in final year of Key Stage 2 for latest reporting year:	Year	Total
	1999	12

<b>National Curriculum Test Results</b>		English	Mathematics	Science
Number of pupils at Level 4 or above	Total	13	12	12
Percentage at NC Level 4 or above	School	100 (69)	92 (77)	92 (62)
	National	70 (65)	69 (59)	78 (69)

  

<b>Teacher Assessments</b>		English	Mathematics	Science
Number of pupils at Level 4 or above	Total	12	12	12
Percentage at NC Level 4 or above	School	92 (85)	92 (85)	92 (92)
	National	68 (65)	69 (65)	75 (72)

### Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year:		%
	Authorised	School 2.7%
	Absence	National comparative data 5.7%
	Unauthorised	School 0%
	Absence	National comparative data 0.5%

### Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year:		Number
	Fixed period	0
	Permanent	0

### Quality of teaching

Percentage of teaching observed which is:		%
	Very good or better	29
	Satisfactory or better	97
	Less than satisfactory	3

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

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

- **Attainment and progress**

4 Children start school in the September term after their fourth birthday. Baseline assessment shows that children's skills, understanding and knowledge on entry are wide ranging, but overall are above average. This is a similar picture from year to year, although the balance between the higher and lower attainers varies because of the small numbers in each year group. Children make good progress in the reception year. Most reach the desirable learning outcomes in language and literacy, mathematics, knowledge and understanding of the world, physical, creative and personal and social development well before their fifth birthdays.

5 In the 1999 national tests and assessments, the attainment of seven-year-olds was above average in reading, writing and science and well above average in mathematics. When compared with schools similar to Burton Green in the percentage of pupils entitled to free school meals, pupils' attainment was above average in mathematics, average in reading and below average in writing. This apparent weakness in writing is because no pupils achieved higher levels, although more than average reached the expected level 2.

6 Inspection findings confirm a picture of high standards at the end of Key Stage 1. The current Year 2 pupils are above average in all areas of English and well above average in mathematics and science. This marks an improvement from the last inspection of the school when standards were reported to be above average in reading, writing and science, and average in mathematics.

7 The results of national tests for eleven-year-olds in 1999 were very high in English, mathematics and science. When compared with schools similar to Burton Green, pupils' attainment was above average in English, mathematics and science.

8 In the current Year 6, pupils' attainment is not quite so high as last year. Pupils are above average in English and well above average in mathematics and science. This is an improvement from the last inspection of the school when standards were reported to be above average in English and science and average in mathematics. The good teaching and high expectations of the teachers and support staff foster the good progress that pupils make throughout the school. The school has set realistic targets for the statutory tests and assessments in 2000.

9 All pupils make good progress in all aspects of English. Standards were high before the introduction of the literacy strategy. Since its introduction pupils have developed a deeper understanding of language structure. They develop well as confident speakers in a range of situations. They make good progress in reading because of the good quality literature that they read and study and the appropriate emphasis which teachers place on teaching reading skills. They write in a lively way and make good progress because of the wide opportunities that they are given to write for a real purpose. The key issue from the last inspection relating to the slow development of joined handwriting skills has been addressed. Pupils' writing is neat and legible throughout the school.

10 In mathematics, pupils make good overall progress throughout the school, both in relation to their number skills and in other areas of mathematics, such as using and applying mathematics. The reasons for this good progress are careful and thorough planning by teachers, and a whole school emphasis on raising standards of attainment. The introduction of the numeracy strategy is also having a positive impact on progress, especially in the area of mental arithmetic.

11 In science, pupils make good progress throughout the school. This is because teachers make certain that investigation skills develop hand-in-hand with a deeper knowledge and understanding in all areas. Good planning ensures that pupils' skills, knowledge and understanding are built on well year by year.

12 Learning in information technology is not as well developed as in other subjects. Pupils' attainment at the end of both key stages is in line with the levels expected for their age in some areas of the subject, such as word processing, but at the end of Key Stage 2, below levels expected for their age in controlling and modelling. Overall pupils make satisfactory progress. This progress is fostered by class lessons to introduce new ideas and reinforce understanding and also by the opportunities that many pupils have to develop computer skills at home. Generally, pupils do not have sufficient time each week to work on the computer and this limits their progress.

13 Pupils make good progress in religious education and they exceed the requirements of the local agreed syllabus at the end of both key stages. This is because the subject is well taught and pupils are interested. Pupils are also encouraged to think for themselves and this helps them to develop a mature awareness of relevant issues and ideas.

14 The school has successfully addressed a key issue from the last inspection to ensure that pupils' skills continue to be developed in design and technology, art and music. In all three subjects, pupils use and build on skills well to produce work of good quality. They make good progress in art and music in all classes. Pupils make satisfactory progress in design and technology; this is because less time is given to this subject than other foundation subjects.

15 Pupils in all classes make sound progress in geography. They make sound, and sometimes good, progress in history and physical education. Physical education remains a particularly strong area. These findings largely reflect those of the previous inspection.

16 At the time of the last inspection, pupils with special educational needs were judged to be making satisfactory progress. They now make good progress towards the targets which have been set for them because of better provision. In the daily literacy and numeracy lessons, for example, most lower attaining pupils make good progress because good support is provided by teachers and classroom assistants.

17 Statistics do not indicate any significant differences in the attainment of boys and girls over the last few years.

· **Attitudes, behaviour and personal development**

18 Pupils are positive about school and are happy to be there. They behave very well and

relationships between all members of the school community are very good. This is an improvement from the last inspection, when behaviour and relationships were reported as good.

19 Children settle quickly into school because of the good support given to them by the staff in Class 1. They enjoy school and are keen to take part in all school activities. They contribute confidently to class discussions and settle quickly to work set. They concentrate well and work sensibly. They play happily with their friends at play times and lunch times and clearly know the difference between right and wrong. They develop some independence. For example, they change for physical education with very little help from staff.

20 Pupils build on the positive attitudes to work, established when they start school, as they become older. Pupils are frequently enthusiastic and keen to finish their work. They use the time constructively to tackle extension activities. Very occasionally, pupils in Year 6, particularly some of the girls, are less well motivated. However, most of the time the pupils respond well to the good opportunities provided by the teachers for them to organise their own work. In assemblies, pupils listen with interest, respond well in discussions and sing with enthusiasm.

21 The behaviour of pupils is generally very good in lessons. They come to order quickly when asked by adults. They can be trusted to get on with their individual exercises without constant supervision. They behave responsibly at playtimes and lunchtimes, and there is a warm, friendly 'family' atmosphere. There was no evidence of bullying or other anti-social behaviour during the inspection. The pupils look after the buildings and grounds very well. For example, they use the litter-bins without hesitation and take their turns in litter patrols to ensure that the grounds are always tidy. They behave very well on trips and outings away from school. For example, during the inspection, pupils were very sensible on the coach trip to the swimming pool and sports centre. They acted very responsibly in the changing rooms and in the pool and gymnasium. The youngest children were also very well behaved when they went on a tour of the village to look at different styles of architecture.

22 Pupils generally get on very well with each other in their classes and, in the mixed year groups, older pupils take an interest in the welfare of the younger ones. Boys and girls work and play together well. Pupils' relationships with teachers and support staff are very good. Staff all have a warm, friendly and polite approach and this is appreciated by pupils. Pupils approach teachers confidently to ask them questions, to tell them about things they have achieved at home or to offer information they feel might be of interest. Pupils work well in pairs or larger groups. For example, when they are using the computers, they develop their ideas together well and happily share the use of the keyboard and mouse. In assemblies and lessons, pupils listen with genuine interest to the ideas and information offered by others.

23 Pupils make good progress in their personal development. They respond well to the trust placed in them by teachers to continue with their tasks without constant reminders or supervision. This helps to ensure that the teachers and support staff can focus well on helping individuals progress without interruptions. In all lessons, pupils help to prepare books and materials and clear away effectively afterwards and this helps to ensure that good use is made of the time. Older pupils make good contributions to the smooth running of the school by taking responsibility for a range of tasks. For example, they manage the

layout of desks and chairs very effectively and without supervision in the classroom, which is used for assemblies and lunches for the whole school.

## · **Attendance**

24 The school has maintained the excellent levels of attendance that were reported by the previous inspection. Attendance is very high compared with the national average for primary schools and there are no unauthorised absences. Pupils are very punctual and consequently registration periods and lessons invariably start on time. Attendance and punctuality make important contributions to the attainment and progress of the pupils.

## **QUALITY OF EDUCATION PROVIDED**

### **Teaching**

25 The quality of the teaching is good overall and remains a strength of the school. Three-quarters of the lessons seen were good or better, with three tenths of lessons very good or excellent. The remaining quarter was satisfactory and only one unsatisfactory lesson was seen. The good and very good teaching is spread throughout the school, with the strongest teaching in Year 6. The proportion of good and very good teaching has improved further since the last inspection.

26 The quality of the teaching for children under five is good overall and this helps them to make good progress when they start school. Classroom organisation is good. Children work in small groups with focused support from the classroom assistant or teacher. The teacher plans tasks which are appropriate for the children's levels of understanding and skills. Staff also take care to involve children in conversation and discussion so that they can assess the children's understanding and extend it.

27 Common strengths underpin the teaching. Teachers manage the mixed-aged classes well and plan challenging tasks for younger and older pupils. In the better lessons, pupils are told the objectives for the work and are involved in an evaluation of their progress at the end. The tasks are interesting and consequently pupils are involved in what they are doing and make good progress. All teachers use class discussion well to assess pupils' understanding, to challenge their thinking and to develop their vocabulary. Very good relationships between pupils and staff underpin the teaching and learning, forming a firm basis for pupils' good progress.

28 Teachers have worked hard and successfully implemented the literacy and numeracy strategies. They have responded well to the planning for mixed-aged classes and successfully challenge all pupils. The staff are experienced and have adapted parts of the strategies to include methods which they know work well. There is a good pace to most lessons and so much is achieved. Teaching in English and mathematics is good overall and often very good in Year 6. This very good teaching at the top of the school, together with the small Year 6 class, has helped these pupils to make particularly good progress this term. One unsatisfactory lesson was seen in mathematics in Key Stage 2, but pupils' attainment and progress indicates that this is unusual.

29 The teaching of science is also good overall. Teachers have a good understanding of the subject and plan interesting and appropriate tasks for pupils. This helps them to make good progress.

30 All staff teach physical education very well and this ensures that pupils make good progress in this area and do well. Planning is detailed, there is good attention to the development of skills and lessons move at a brisk pace.

31 Teaching in information technology is satisfactory, but not as strong as in other subjects. This is partly because the organisation makes it difficult to teach the subject more effectively. There is a short class session each week and for the rest of the time

pupils work in pairs on the computers. Usually there is not sufficient time for all pupils to have a weekly session and the teacher is only able to give occasional support. Most staff are confident in using computers, but one or two need further training. Teaching in design and technology is also satisfactory. This subject has been squeezed a little by the demands of other curriculum areas, so teachers do not have sufficient time to develop skills consistently. Teaching in all other subjects is good overall in both key stages.

32 Pupils with special educational needs are well supported both by the class teachers and classroom assistants. Planning is appropriate and pupils work on tasks which are matched well to their levels of attainment. In most cases, these pupils receive extra support in English and mathematics within the classroom.

33 Classroom assistants provide good support and work sensitively with pupils, responding well to their individual needs. In some sessions, assistants are under-used during the class introduction. For example, they are not involved in assessment activities at these times. Teachers know individual pupils very well and monitor their progress informally. Teachers' evaluation of lessons has improved since the last inspection and these include notes on individual pupils' progress.

34 Homework is generally well used to support work in school. Most pupils take home books to share with parents and carers, and an increasing amount of English and mathematics work as they move through the school. There is a homework policy, but no clear guidance to all parents of what work is expected in different classes. This is sometimes confusing.

#### **The curriculum and assessment**

35 The school provides a broad, balanced and relevant curriculum that meets pupils' present needs effectively and equips them well for a successful start in the next stage of their education. As a result of the school's programme of continuous review and development, a number of refinements and improvements have been made since the last inspection. A particular strength is that, whilst increasing the emphasis on English and mathematics in responding to national priorities in these areas, the school has maintained good provision for all other subjects. In addition to ensuring a balance between the subjects, there is a clear commitment to maintain a rich curriculum. This is evident in foundation subjects such as history, music and physical education. In these subjects standards are better than those normally seen from pupils of this age. It is evident also in co-ordinators' determination to promote the essential study skills of their subjects, and in the school's decision to provide pupils in Year 6 with an introduction to French. Sex education and an awareness of the uses and misuses of drugs are dealt with very effectively as part of the school's provision for personal, social and health education. The curriculum fully meets statutory requirements.

36 A good range of educational visits considerably enhances the curriculum. Pupils in each age group benefit from a variety of visits to places of interest, such as Warwick and Kenilworth, and take part in other fieldwork activities in the more immediate vicinity of the school, such as mapping the route to the disused railway line. These culminate in a well-planned residential experience for pupils to Offa House in Year 6, introduced following the previous inspection. Visitors are also used well to enrich the curriculum. These include

representatives of local churches, the road safety team, and games coaches. Extra curricular provision is satisfactory. It is mainly related to sporting activities and in this area caters very well for older pupils. Teams represent the school successfully in traditional sports. All of these exemplify the school's commitment to pupils' personal and social development, and to building their confidence as independent learners. Arrangements for homework, although inconsistent in their implementation, effectively support pupils' intellectual development, and a varied physical education programme is successful in promoting their physical development.

37 Teachers are successful in ensuring that all pupils have full access to the curriculum and that they enjoy equal opportunity to realise their potential. This is demonstrated by the high and often very high attainment of many pupils in literacy, numeracy and science.

38 The provision for pupils with special educational needs is good. It has improved since the last inspection. Well-written individual education plans are used effectively to plan future work, and to ensure that class work is appropriate to pupils' needs and attainment levels. Realistic and challenging targets are set.

39 A key issue arising from the last inspection was concerned with the need to continue the development of schemes of work for all subjects. The teaching of every subject is now guided by an overall policy. There are detailed and well considered schemes of work, or medium term plans, that support the progress of pupils as they move through the school. In most of the foundation subjects and science, teachers' plans are based on a two-year cycle, which effectively ensures that pupils in mixed-aged classes do not repeat work unnecessarily. The school is sensibly considering strengthening its provision in a number of subjects, such as design and technology, history and information technology, by adapting elements from nationally recommended programmes. The curriculum for children under five is based on the National Curriculum with reference to the areas of learning for children of this age. Teachers' planning is firmly rooted in the programmes of study of the National Curriculum, and it ensures that pupils' learning builds on earlier experiences. This is an important factor in the good progress pupils make as they move through the school.

40 The school has adopted the national literacy and numeracy strategies, in spite of the high standards already reached by pupils in English and mathematics. They have adapted the strategies to maintain existing strengths and to cater for mixed-aged classes. In literacy, for example, group reading sessions are organised outside the literacy hour, so that more focused attention can be given to pupils, and extended writing sessions are also timetabled and pupils have many opportunities to develop literacy and numeracy skills in other subjects.

41 A second key issue from the last inspection related to the development of consistent procedures for assessing pupils' attainment and progress. Despite some shortcomings, the school now achieves its aim of gathering information to provide a clear picture of each pupil's progress through the school. This information is used to inform plans for the future learning of all age groups and levels of attainment. However, the policy for assessment has not been reviewed recently. It does not reflect current practice and neither does it provide a clear direction for the future development of assessment practices within the school.

42 Pupils are assessed when they first enter the school and the information gathered is used well to group them and to plan teaching programmes. As well as the statutory tests and assessments at the end of each key stage, the school uses non-statutory formal assessments in English, mathematics and science, together with regular standardised tests in reading, spelling and mathematics. The results are carefully analysed and used to monitor the performance of whole year groups and individuals, to track their progress through the school and to set targets for their future learning. In addition, teachers regularly gather assessment information through end-of-unit tasks in English, mathematics and science and a variety of informal assessments in other subjects. They know their pupils well and acquire detailed pictures of their strengths and weaknesses. Pupils are sometimes involved in self-assessment, but this is not used sufficiently. Pupils are not regularly provided with opportunities to identify precisely what they have learned in particular lessons and, more importantly, what they need to do in order to improve.

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

43 The overall provision for pupils' spiritual, moral, social and cultural development is very good. It was identified as a strength of the school in the last inspection and this is still the case. There is a warm family atmosphere and a striving to ensure that pupils do their best in all areas. Contributory factors to the very positive ethos are the influence of the well established staff team who know all the pupils and their families very well. The school is also an important part of Burton Green village life and this also helps pupils to take their place in the wider community.

44 The provision for pupils' spiritual development is very good. Both assemblies and religious education lessons play an important part. Collective worship was not inspected as part of this inspection, but it is clear that the thoughtful and reflective assemblies help pupils to develop spiritual awareness. They are based on interesting themes, such as 'Thank you', and link spiritual development to pupils' understanding. Good use is made of local visitors. In one assembly, for example, the local vicar talked to the pupils about the greeting 'May the Lord be with you'. Religious education also helps pupils to develop a real understanding of the important questions about life. In one outstanding lesson, for example, pupils in Year 6 discussed issues relating to death; their mature and thoughtful approach reflected the very sensitive teaching, which helped them to talk about their feelings. Older pupils have further opportunities to reflect on spiritual matters on their residential visit to Offa House. Awe and wonder is also evident in other areas of the curriculum. In one movement lesson, for example, reception children grasped at imaginary falling stars, which to them for that moment were real.

45 The school makes very good provision for pupils' moral development. Staff effectively help pupils to achieve high standards of behaviour by setting high expectations at all times. There is a shared understanding of good behaviour, although this is not overtly expressed. There are no rules displayed prominently in classrooms, for example, but all pupils are aware of what is expected of them. Staff set very good examples to pupils. They are quietly spoken and clearly respect individual pupils' attitudes and ideas. This helps pupils to show respect in their turn. Pupils are expected to behave responsibly, both in lessons and at playtimes, and because of the trust given to them they behave well.

46 The school makes good provision for pupils' social development. Pupils of all ages play together well and at lunchtime pupils often sit alongside older and younger friends.

The after-school clubs also provide opportunities for pupils to work together as a team. Older pupils have the opportunity to develop social skills away from the security of home, when they go on the annual Year 6 trip. There is a School Council, with representatives from all year groups that meets occasionally to discuss whole school issues, such as playing field equipment. Sometimes it organises special events such as a Bring and Buy Sale for World Book Day. The school also encourages pupils to think about others by organising regular fund raising activities for charities, such as Comic Relief and victims of the Central American hurricane. Older pupils are expected to undertake special responsibilities to help with the smooth running of the school.

47 Good provision is made for pupils' cultural development. Work planned in art, music and English contributes to pupils' understanding and appreciation of the arts. Special events make a good contribution. These include time spent by an artist in school, Book Week and visits from instrumental groups to play to the pupils. Pupils learn about the diversity of other cultures especially through their work in religious education and geography. Pupils have increased their awareness of other religions, for example, by visiting a Greek Orthodox Church, a mosque and a Buddhist retreat. Visitors have organised African and Hindu festivals in the school. Some displays around the school remind pupils of the rich diversity of cultures within our own country. The school is building up a link with a school in Africa and this helps pupils to understand the cultural differences between Third World countries and their own.

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

48 The very good provision for the support, guidance and welfare of the pupils has been maintained well since the previous inspection. All of the teachers and support staff know and interact very well with pupils. They monitor their progress and attainment continuously by informal means and keep satisfactory records of attainment and progress. Pupils feel secure and readily approach staff for information and help. There is good, regular liaison between the teachers who share classes. Parents feel welcomed in the school and are encouraged to talk to members of staff if they are concerned about their children. The school provides very good support for pupils with a range of physical and learning difficulties. Pupils with special educational needs are identified early and are provided with effective support to help them make good progress towards the targets in their individual education plans. The support is well planned, and their progress is closely monitored and recorded.

49 The well-established behaviour policy is comprehensive and outlines responses to specific breaches of good behaviour, and strategies for good management of pupils. The policy underpins the work in the school and there is good consistency in the way in which adults promote good behaviour. The staff adopt a friendly but firm approach and treat the pupils as individuals and with respect. Parents give good support and feel that the school always responds well to reports of bullying or unsatisfactory relationships. All staff are very vigilant at playtimes and lunchtimes.

50 The school stresses the importance of good attendance in its guidelines and in the induction meetings for parents. This is reinforced in the home-school agreement. The learning environment created for the pupils encourages them to want to attend school. Absences are checked daily by teachers. Parents almost invariably inform the school early on the first day of absence. The regular processing of the registers on a computer helps in

the monitoring of absences and lateness. If necessary, staff visit parents at home and the educational welfare officer gives good support.

51 The school has very good child protection procedures and there is very good liaison with outside agencies. The headteacher and a second teacher have received formal training in child protection and have effectively ensured that other members of staff are aware of the procedures.

52 There is very good teaching of hygiene and healthy living which helps children to protect themselves. Very good support is given by the school nurse, school doctor and school dentist. In practical lessons, the staff discuss safe practices fully with the pupils.

53 The staff and governors follow the policy and guidelines on health and safety very effectively. The health and safety governor and property services surveyor conduct regular safety checks around the whole school. Their findings, recommendations and any corrective actions are reported to the governors at each meeting. All electrical, fire and physical education equipment is tested regularly.

54 The staff are vigilant at all times in the classrooms, corridors and play areas. During the inspection the concern expressed by a parent about supervision of the play areas was not borne out by the practices observed. The school makes very good arrangements for the regular trips to the swimming baths, the sports centre and other curriculum visits. For example, during the inspection the youngest children were well supervised and controlled during a walking tour of the village to study architecture. All accidents are recorded properly and they are dealt with by qualified first-aiders. Parents are always informed of any accidents to the child's head.

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

55 The school has maintained very good links with parents and the community since the previous inspection. The school is perceived locally as a very important part of village life and its partnerships with parents and the wider community are major strengths

56 During the summer term, the early years teacher visits the parents of reception children who are joining the school in the following September. The school maintains good links with the local playgroup and this helps to ensure a smooth induction into the school. Parents are well informed through regular letters, the well presented prospectus and the annual reports from the governors. Parents are given a good indication of what is taught. The school provides good written guidance on helping children at home and parents give good support with reading and topic work throughout the year. A very small number of parents felt that the school did not handle complaints well. The inspection found that all staff are approachable and could find no evidence to substantiate this view.

57 The annual pupil reports are satisfactory. They cover all subjects of the National Curriculum and religious education. Each subject includes a description of the topics covered and a section follows this, giving information on pupil's strengths and weaknesses. There are sometimes indications of areas for improvement, but this is not done in a systematic way. The reports contain no information on National Curriculum levels and this was also reported at the time of the previous inspection. However, parents

are provided with the results at the end of Key Stage 1 and Key Stage 2 tests. Tests for all pupils are conducted in the spring term and the results are discussed with parents during the subsequent consultation evening and the staff give an indication of predicted levels for the pupils. Realistic and challenging targets for pupils with special educational needs are reviewed regularly and parents are fully involved in the process. The school is very welcoming and this ensures that parents feel comfortable about approaching teachers for additional information.

58 A good number of parents help regularly in lessons, particularly with reading, art, swimming and gymnastics. There is very good attendance at consultation meetings, festivals and concerts and the parents give excellent support for the activities organised by the Parents' Association. They regularly raise £2,500, and the school uses this income to help to ensure an adequate supply of resources.

59 The awareness of pupils of the wider community is enhanced very well by close links with the two local parish churches. The vicars take assemblies frequently, and the school uses the school and village hall for family festivals and services. These are very well attended by parents, grandparents and other local residents. Many also attend the annual Summer and Christmas Fayres. The school receives regular grants of the order of £5,000 and £2,500 from two local trusts. It is dependent on these generous donations to supplement its main income. The links with industry are being strengthened by participation in the local business partnership and this has led to arrangements this year for a visit to a local company to enhance curriculum experiences in design, information and communications technology.

60 The school has arranged for the use of the swimming pool at Warwick University and the gymnasium at a local sports centre. These provide excellent facilities and good professional support. They enhance the provision for physical education considerably. Relationships with the two main receiving secondary schools are strong and this helps to smooth the transfer of pupils at the end of Year 6. For some years, there have been good curriculum links with the main receiving secondary school.

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

### **Leadership and management**

61 The very strong and sensitive leadership of the headteacher, with the support of a committed and hard working staff team and supportive governors, ensures a clear educational direction for the school. There is a firm commitment to enabling pupils to do their best within a caring Christian ethos, and these are very evident in the every day life of the school. The quality of the leadership and management has improved further since the last inspection, which identified a positive picture.

62 The headteacher, staff and governors have successfully addressed the key issues identified for action in the last inspection report so that the school has improved. These issues were related to maintaining the positive ethos and good teaching; developing planning and assessment procedures in all subjects; developing art, design and technology, music and handwriting skills and ensuring that the headteacher had a balanced work load. The school has moved forward in other ways, most notably in the improvements to the building and opening of a new extension.

63 There is a continual striving to improve. This is evidenced in the monitoring of and discussion about the new strategies to teach literacy and numeracy. The headteacher has been most closely involved, along with the local authority adviser, in monitoring teaching. Staff have found the feedback helpful. Improvement is the focus for staff meetings. Staff discuss standards in subjects together and have been jointly involved in monitoring the results of statutory tests, for example, and setting targets for pupils for future years. Individual staff have responsibility for the management of more than one subject. In practice, staff work closely together to discuss and plan for particular developments in specific subjects. This year, for example, staff are working together to implement the numeracy strategy and have found the joint training and staff meetings helpful. The headteacher has some non-contact time to help him to undertake his monitoring role. Other staff have not yet had an opportunity to look at standards and teaching throughout the school during the working day and do not have such a clear picture of whole school provision.

64 The governors conscientiously undertake their responsibilities, and specific talents of governor are used well. For example, an engineer takes some responsibility for health and safety issues. Governors fulfil their responsibilities through attendance at meetings of the full governing body and membership of smaller committees. Many governors visit the school regularly during the working day. This enables them to participate in the life of the school. The chair and headteacher work well together and are united in their aim to continually improve provision. All statutory policies are in place.

65 The school is strongly committed to the provision of good quality support for pupils with special educational needs, and the arrangements are well managed by the special educational needs co-ordinator. The requirements of the Code of Practice are met in full.

1 Development planning is satisfactory. The headteacher, staff and governors are all involved in this. The current plan spans a period of one year. It includes particular priorities for this year as well as tasks which occur periodically, such as policy reviews.

Although the points noted are relevant to the school's development the priorities are not as clearly identified as they should be. Staff and governors decided to reduce the time span of the plan to one year because the continual introduction of new government initiatives made longer term planning difficult. Whilst this is understandable, it does mean that some longer term issues to do with staffing, pupil numbers and building improvements are not noted.

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

2 Since the last inspection, improvements have been made to the school's staffing and to the accommodation, and the adequate provision of learning resources has been maintained. The school is very well staffed. The headteacher, teachers and support staff form a dedicated and caring team which is fully committed to the aims of the school and to the all-round development of all pupils. As expected in small schools, most teachers are responsible for several subjects or aspects of the curriculum. As far as possible, responsibilities are linked to qualifications and teachers respond conscientiously to this challenge. The special educational needs co-ordinator manages provision for pupils with special educational needs very efficiently and has a close working relationship with class teachers and classroom assistants. Most staff have job descriptions, and all of them have a clear understanding of their own, and other's roles and responsibilities. In recent years, there has been very little turnover of staff, and this has had a considerable positive influence on the continuity of pupils' learning.

3 Classroom assistants are well briefed and provide both teachers and pupils with good support, considerably enhancing the good quality of education provided. This is particularly so for the children under five, who work in a class with a teacher and classroom assistant, who is full time for the first half term. Other staff, including the secretary, caretaker and midday assistants, perform their roles in a friendly and efficient manner and are valued members of the school community. They make a significant contribution to the smooth running of the school.

69 School priorities for training are clearly identified in the school development plan and arrangements for staff development are good. In addition, both teachers and support staff are encouraged to take part in training to meet their own professional needs. Many of these needs are identified as part of the appraisal process, which is seen as a worthwhile experience. The positive impact of training on the quality of teaching is clearly evident in the successful implementation of the literacy and numeracy strategies. Although there are no formal arrangements to support newly appointed staff; the headteacher is currently producing a handbook to provide new and existing colleagues with guidance on routines and procedures.

70 Overall, the quality of the school's accommodation is adequate, and in parts it is very good. The site and building are well maintained and clearly much improved. The recently completed extension to the original Victorian building has provided the school with a spacious and attractive entrance hall and work area, an office and staffroom, and a roomy classroom and storage area. However, one temporary classroom remains, and as a result pupils in Reception and Year 1 are somewhat isolated, having to cross the playground to the toilet facilities in the main building. There is no hall, and while the library is just adequate for the storage of books, it is too small to serve as a study area. This year the school is planning to improve the shelving. Some of the older classroom and library

furniture is in need of replacement. The most significant factor is the commitment of all staff to deal positively with any shortcomings in the accommodation in order to ensure that pupils are not disadvantaged. For example, the arrangements made to compensate for lack of suitable facilities on site provide pupils with first class specialist accommodation for physical education. The site includes a playground, an environmental area with a pond and a good-sized field, which has recently been purchased. There is an enclosed area, which children under five can use. The site has not yet been developed to its full potential as a learning resource. Throughout the building, there are some difficulties of access for wheelchair users.

71 Overall, the provision of learning resources is adequate. However, resources are barely adequate for information technology. In most classes, computers are not used efficiently to support pupils' learning across the curriculum. There are sufficient resources for current work in literacy and numeracy, but these need supplementing for the future. Good use is made of the schools library service to supplement the school's stock of books, which is adequate overall. Effective use is made of the local area to enrich pupils' learning through first hand experience, and a good variety of educational visits are arranged.

## **68 The efficiency of the school**

72 The school is run very efficiently. The school has maintained and developed the good standards of financial planning and control, the efficient use of staffing, accommodation and resources and effective administration that were reported by the last inspection. The school continues to give good value for money.

73 The overall quality of financial planning is very good. Governors and staff are actively involved in the preparation of the development plan and the priorities form the basis of the financial plans. Careful budgeting in recent years has enabled the school to create a separate Year 6 class and this has enabled the school to raise standards further by the end of Key Stage 2. This strategy has also enabled the school to address the issue from the previous inspection of providing some non-contact time for the headteacher. This arrangement has produced benefits for the management of the school, including opportunities to monitor lessons and to discuss these observations with the teachers involved. The annual budgets meet the essential requirements of the curriculum and premises, but the school is dependent on generous donations from two local trusts and from the Parents' Association to help it to maintain and develop the site and learning resources. The staff and governors review the service agreements periodically to ensure value for money. The financial services contract provides good, cost effective support for managing the finances. The purchase of the services of a local swimming pool and sports centre is an efficient way of providing games facilities and professional support of high quality. This ensures good progress and good standards in physical education.

74 The overall deployment of teaching staff is very good. The staffing arrangements are flexible and the school is able to respond well to changes in numbers in different year groups.

75 The overall deployment of accommodation, including the grounds, is very good and the facilities are enhanced effectively by the hire of the swimming pool and sport centre facilities. The overall deployment of learning resources is also very good and this makes a

positive contribution to the progress of the pupils in lessons.

76 The secretary gives very good support to the staff, parents, pupils and governors. There are very good routines in place, with all records neatly filed and marked and the school runs smoothly. The records of the main accounts and school fund are maintained well. The staff follow the financial guidelines closely, and the most recent audit in December 1997 found the procedures and records to be in good order. The staff and governors receive regular reports to enable them to monitor the financial controls and expenditure effectively.

77 The school receives no additional income for pupils with special educational needs apart from the salaries for supervision of any pupils with statements for special needs. The expenditure of income for staff development is accounted for separately. Funds are used effectively.

78 Taking into account pupils' backgrounds, the good progress that they all make, the high standards that some achieve, their very good behaviour, the good quality of education provided by the school and the average unit cost for the size of the school, the school provides good value for money.

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

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

79 The positive picture noted in the last inspection has been maintained. Children under five make good progress in all areas of learning and most reach the desirable learning outcomes for five-year-olds well before their fifth birthdays. They work alongside pupils in Year 1 on the same topics, but with work planned for their particular stage of development.

68 **Personal and social development**

80 All children have settled well into school this term. This is because of the good level of support given to them by the teacher and classroom assistant, who are calm, positive and encouraging in their approach. Consequently, children feel secure and safe at school and are very positive about all school activities. They all understand class and school routines and behave very well. For example, they line up sensibly for assembly and listen quietly to the teacher when she is explaining what they have to do. They are enthusiastic about their work and are keen to take part in class question and answer sessions. They tackle work sensibly and try hard to complete tasks set. At playtimes children mix well with older children and play happily with their friends. They are becoming increasingly independent and, for example, most change unaided for physical education.

68 **Language and literacy**

81 Children make good progress in language and literacy because staff encourage them to develop their spoken language. Children listen well to the teacher in whole class sessions and take a lively part in discussions. They are encouraged to talk about books and stories. In one literacy session, for example, they looked at the story of *'Goldilocks and the three bears'* and appreciated that spoken language is written in a certain way in print. Good teaching, which encourages a love of story, goes hand in hand with work based on developing phonic skills. Consequently, when the whole class read the 'big book' of the three bears, enjoyment of the story helped the children to read the print, using phonic and context clues to help them. All children have made a good start on developing writing skills. They have good pencil control and trace carefully over patterns and writing prepared by the teacher. They are beginning to copy writing and most can write their names unaided.

68 **Mathematics**

82 Children make good progress in developing mathematical skills because they work on interesting and relevant activities. In one session, for example, children worked with the classroom assistant to sort coins in the class toy shop. They enjoyed the task and worked well together. They are already recording their work. For example, they match objects to numbers by joining them with pencil lines and they colour in sets of objects to show which set has fewer objects. Work is prepared carefully by the staff and this helps the children to develop pride in their work. Staff take care to talk about mathematical concepts within the context of other activities. After registration, for example, children line up in pairs for

assembly and there is discussion about whether an odd or even number of children is present.

68

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

83 Children build up a good understanding of the passing of time and of their place within the world. They understand the pattern of the school day and mark the passing of time by playtimes and lunchtimes. They understand that their birthdays mark another passage of time and are very aware of the relative ages of their friends. Staff use the local area well to develop children's awareness. In one walk around Burton Green, for example, children identified older houses and talked about building materials. The recent anniversary of the school's foundation also helped children to appreciate life in the past. Children are beginning to understand how their bodies work and build up a good vocabulary of major body parts. They work enthusiastically on computers and in one session very confidently, for example, they used the mouse very carefully to click and drag shapes to create patterns.

## **68 Physical development**

84 Children move confidently around the classroom and school with due regard for others. They do not use the outside area regularly for physical activities during the working day, but use this space well at play times and lunch times. Good use is made of the large classroom when the rest of the school is at the sport's centre. In one movement session, for example, the children worked very hard to follow instructions about curling and stretching and moving quickly and slowly. They made good progress in refining these skills because of the clear instructions from the teacher. Children are making good progress in developing their fine motor skills. For example, they use pencils and scissors carefully.

## **68 Creative development**

85 Children use their imaginations well and consequently make good progress in their creative development. The teacher provides good starting points for children to build on. In the home corner, for example, the house has been turned into the house of the three bears and children delighted in putting on bear masks and acting out the story. In the movement session, children showed a great involvement in catching imaginary stars. One boy was so entranced that he brought his star back to the classroom to show the classroom helper. Children enjoy working with paint and other art materials and in one session showed great dexterity in making little figures from straws.

68      **ENGLISH, MATHEMATICS AND SCIENCE**

68      **English**

86 In the 1999 assessments of seven-year-olds, pupils attained standards that were above average in reading when compared to all schools, and the same as those in similar schools. Whilst most pupils reached the expected level in writing, none did better, so their attainment was above average nationally, but not as high as similar schools. The school has analysed the reasons for the lack of Year 2 pupils attaining higher levels in statutory tests. The most significant reason is the very rigorous assessment procedures used by the school for these tests. This year several pupils are well set to attain the higher level.

87 The results of the 1999 national tests for eleven-year-olds were very high in comparison with the national average and well above average when compared with results of schools similar to Burton Green.

88 Inspection findings confirm the picture of high standards and attainment is above average in all areas of English at the end of both key stages. These high standards have been maintained since the last inspection. Slight fluctuations from year to year are as a result of the very small numbers of pupils taking the tests, and the resulting swing in the percentage of pupils attaining at different levels.

89 Progress is good throughout the school in all areas of English because teaching is of a consistently high quality. Pupils with special educational needs make good progress towards the targets on their individual education plans because of the good support given to them by teachers and assistants.

68

90 The school has adopted the National Literacy Strategy, even though standards are high. Teachers have wisely adapted some aspects of the strategy in order to include teaching methods which they know work well. For example, extended writing is taught outside the literacy hour and group reading sessions also take place at other times of the day, so that teachers can focus more closely on the groups. Pupils develop literacy skills in many curriculum areas, such as history, geography, religious education and science, as well as in the literacy sessions.

91 Pupils make good progress in speaking and listening. In all classes, pupils listen very carefully to their teachers and each other. In class discussions, most pupils are keen to contribute. They do so confidently and clearly, often using complex and sophisticated sentence structures. Pupils also talk together sensibly about their work in pairs or small groups. Sometimes pupils are asked to read work out to the class and they do this with good expression and awareness of the listener. In discussions with inspectors, younger and older pupils explained clearly what they had learnt and how the school was organised. This was particularly evident in a discussion with Year 6 pupils about the work of the School Council. The annual school pantomime gives older pupils the opportunity to speak to a large audience. Drama is not regularly included in the curriculum, although events such as the 125<sup>th</sup> anniversary celebrations provide a good opportunity for pupils to step into other roles.

92 Most pupils have made good progress in reading since they started school. Younger pupils build up a range of strategies in Key Stage 1 and use context, phonic and picture

clues to help them read. They work through a structured reading scheme and make good progress. Alongside this work, pupils also learn to appreciate literature. The school promotes a love of story and books by using good quality texts in the literacy hour and reading sessions. In one session, for example, older pupils used Dick King Smith's *'The Sheep Pig'* to compare and evaluate a novel in print with its film version. In another session, pupils looked at a version of *'Goldilocks and the Three Bears'* to appreciate the story. There is a good range of books in classroom collections, although some are a little worn. The library is at the heart of the school and is the next part of the accommodation due for refurbishment. There is an adequate number of books, which are tidily arranged. There is clear guidance to pupils about finding books. However, the library is under used at the moment, partly because it is too small for whole class sessions. The school organises special events, like book weeks when pupils have opportunities to buy books to build up their own libraries. Some pupils are enthusiastic about their favourite authors. Good progress in reading is fostered by the support which pupils, especially younger ones, receive from their parents and carers. Pupils take books home on a regular basis. They do not have reading diaries or homework books to provide opportunities for a useful dialogue between home and school about individual progress and books read are recorded on a card bookmark. Parents also encourage their children to visit local libraries, reinforcing their love of reading.

93 Pupils make good progress in writing throughout the school. In literacy sessions, there is a good emphasis on writing for a real purpose so that spelling, punctuation, grammar and handwriting are taught within the context of independent writing, rather than by bland exercises. Pupils begin to write by tracing over and then copying the teacher's writing. They quickly become independent writers. In Class 1, for example pupils progress from writing about their friends in simple sentences to telling the story of the three bears from baby bear's point of view. In Class 3 pupils work on playscripts, using conventions which they have learnt from their earlier reading of plays. Throughout the school pupils' writing is lively and interesting because the starting points grip their imagination. The school has successfully addressed the teaching of joined handwriting since the last inspection and pupils are taught to write in a joined style when they have sufficient pencil control.

94 Most pupils work very hard and concentrate well. They are often asked to work together and do this sensibly and quietly, respecting each other's opinions and ideas. They are interested in the work set and are happy to complete work at home. Most pupils enjoy taking books home to share with their parents or carers and have clear preferences about author and genre.

95 The quality of the teaching is good. It ranges from satisfactory to very good and is predominantly good. This is a similar picture to the last inspection. The very good teaching is a feature of the teaching at the top of Key Stage 2. Teachers' planning is generally very good. Teachers identify what pupils are to learn and explain this to them at the beginning of each session. In the better lessons, teachers review and evaluate what pupils have learnt in the final plenary. Work is adapted well for pupils of different ages and attainment levels within each class. Materials are very well prepared before the sessions begin and put ready for pupils to use. In the best lesson seen, the teacher's very good subject knowledge was evident and the quality of teacher's questioning was high. This resulted in pupils being challenged to think deeply about the use of colons and semi-colons and, as a result, they made good progress. Teachers expect pupils to behave well; consequently, pupils usually work hard and concentrate carefully. Occasionally, older girls do not listen well in the introduction to sessions. Teachers give pupils good verbal feedback on how they are doing. Marking is positive and helpful. It gives pupils clear

guidance on what they need to do to improve.

96 The National Curriculum test results in 1999 show that at the end of Key Stage 1 pupils' attainment was well above the national average because a higher proportion than average attained higher levels. Compared to similar schools, attainment was above average. The results of the 1999 national tests for eleven year olds was very high in comparison with the national average and well above average in comparison with similar schools.

97 The inspection found that pupils' attainment is well above average at the end of both key stages. There have been significant improvements throughout the school since the last inspection when standards were judged to be sound. At the end of Key Stage 1, considerably more pupils are now reaching higher levels. At the end of Key Stage 2, although there are minor fluctuations in percentages from year to year, the trend is one of marked improvement. Pupils make good progress in all aspects of mathematics. Since the last inspection, the whole school emphasis on raising standards of attainment has made a significant contribution to the good progress pupils now make throughout the school. Pupils with special educational needs also make good progress towards their targets, often attaining levels which are close to the average, as a result of the effective support provided by teachers and classroom assistants.

98 Pupils develop numeracy skills well. The youngest pupils quickly learn to count. They recognise and write numbers up to 10, and use number lines and objects to count on and count back accurately. By the end of Key Stage 1, all pupils have a good knowledge of place value up to hundreds, tens and units. They add and subtract to 20 and beyond, use halves and quarters confidently and correctly identify and name common two-dimensional and three-dimensional shapes. They use standard and non-standard units for measuring, and they present and interpret information in block graphs well.

99 By the end of Key Stage 2, almost all pupils use a range of methods to add, subtract, multiply and divide, and they have a good understanding of the relationship between these operations. They calculate area, perimeter and volume, construct and interpret a wide range of graphs and charts, and measure length, weight and capacity with accuracy. In addition, a significant minority of higher attaining pupils deal confidently with percentages and use all four number operations to two decimal places.

100 Standards of numeracy are good in both key stages, and teachers have enthusiastically embraced the National Numeracy Strategy, which is being implemented successfully in all classes. Pupils carry out number work with increasing accuracy as they move through the school, and teachers provide frequent opportunities for them to practise and develop these skills in other subjects. For example, in Years 2 and 3 pupils measure shadows at intervals through the day as part of a science investigation, while older pupils deal confidently with temperature and rainfall graphs in geography.

101 Pupils' attitudes to mathematics are consistently good, and are often very good. They behave well, they are well motivated and they enjoy their lessons. Pupils listen attentively to their teachers and to each other, and this helps to create the positive working atmosphere found in all classrooms. They take pride in their work and show a genuine desire to improve, responding enthusiastically to the wide range of interesting and

challenging experiences provided by teachers. They co-operate effectively when completing group tasks. For example, pupils in Years 4 and 5 collaborated successfully to describe and classify polygons.

102 Overall, the quality of teaching has improved since the last inspection and is now good in both key stages. It was very good in a third of the lessons observed. Teachers attach great importance to the teaching of number and the learning of tables, and these are regular features of all mathematics lessons. They begin with a brisk oral activity, and this good pace is almost always maintained throughout the lesson, ensuring that pupils' concentration is sustained. The most successful lessons are very well structured. For example, in a Year 6 lesson to introduce median and mean, the teacher's comprehensive plans indicated a systematic approach which ensured that pupils' learning built successfully on their prior knowledge of mode and range. In this session, the teacher monitored pupils' work carefully, and gave positive feedback to help them improve. Teachers have good knowledge of mathematics, and this enables them to emphasise the use of accurate mathematical language. This was demonstrated effectively in a Year 2 session, when the teacher introduced the words 'edges', 'faces' and 'vertices' to pupils who were engaged in the construction of three-dimensional shapes. Teachers have high expectations of pupils, and the work they plan is demanding and stimulating. For example, in a lesson on co-ordinates, the teacher insisted on accurate responses, ensuring that pupils of all attainment levels made good progress. All teachers set homework and this makes an important contribution to pupils' learning, and particularly to their knowledge of number bonds and tables. One unsatisfactory lesson was observed, but this was an isolated example, and arose as the result of a rare misjudgment of pupils' prior knowledge. There are no significant weaknesses in the teaching of mathematics, and minor areas for improvement are being addressed effectively through the numeracy strategy.

## 68 **Science**

103 In the 1999 National Curriculum assessments at the end of Key Stage 1 pupils' attainment was above average, with almost all pupils reaching the expected level. At the end of Key Stage 2, pupils' attainment in national tests was very high and well above average in relation to schools similar to Burton Green. Since the last inspection, although there have been minor variations from year to year, the school has maintained high standards at the end of Key Stage 1 and attainment has risen at the end of Key Stage 2 with three quarters of pupils gaining Level 5 in 1999.

104 The inspection found that standards are well above average at the end of both key stages. Pupils make good progress throughout the school. They make clear progress, for example, from describing events and phenomena to explaining them, and from using everyday language to more precise use of scientific vocabulary and symbols. Pupils with special educational needs also make good progress towards their targets, often as a result of the emphasis which teachers place upon a practical investigative approach.

105 In Key Stage 1, pupils make good progress in all areas of science. They learn about the life cycles and habitats of animals and plants by making careful observations, and they record the results systematically in diagrams and tables. Consequently by the age of seven, pupils have developed a good understanding of the conditions necessary to support life. Most pupils have a secure grasp of the basic principles of a fair test. They demonstrated this well when they explored the transparency of a variety of materials.

They investigate moving objects as they are pushed and pulled, and they test their predictions about the length of shadows.

106 Pupils continue to make good progress in Key Stage 2. All pupils demonstrate good knowledge of living things, physical processes and the properties of different materials. They record their learning accurately and methodically, and are able to apply it to practical investigations. In relation to life processes and living things, pupils use simple keys to identify living things, and develop a good understanding of the relationships between plants and animals in a habitat. By the age of eleven, pupils have good knowledge of the major organs of the human body and flowering plants, and describe their functions accurately. They successfully explore the link between forces and movement, and the main features of light and sound. When carrying out investigational activities, they have a good understanding of the requirements of a fair test, and most plan and carry out controlled experiments. For example, pupils in Years 4 and 5 managed this well when they conducted an investigation into the effects of exercise on the heart rate.

107 Pupils' attitudes to learning are good. They behave well, and are highly motivated, often as a result of good and very good teaching strategies, which include the provision of well-planned and interesting learning experiences. Pupils have a mature approach to practical and investigative work, co-operating well and using resources safely and sensibly. Pupils in Years 2 and 3, for instance, worked enthusiastically in pairs, sorting and classifying seeds; they made careful observations, reported to the class on their findings and then settled quickly and sensibly to a written task.

108 The quality of teaching is good. In the lessons observed, it was always at least satisfactory, and occasionally very good. All lessons are well structured, planning is detailed and thorough and expectations are high. Throughout the school, teachers make certain that the skills of investigation develop hand in hand with systematic gains in knowledge and understanding in all aspects of science. Their comprehensive planning ensures that pupils' learning builds successfully on their earlier experiences, and this makes a significant contribution to the good progress made by pupils as they move through the school. Teachers' knowledge of the subject is good, and they plan interesting and stimulating activities, which challenge pupils across the whole attainment range. In the most successful lessons, teachers use skilful questioning to involve pupils in an introductory session which links with earlier experiences, and a review session to consolidate learning. Although there are no significant weaknesses in teaching, in some lessons, teachers' strategies for quickly gaining and holding the attention of all members of the class are not always effective.

**Information technology**

109 Pupils' attainment is broadly in line with levels expected for their age at the end of both key stages in communicating and handling information. They make satisfactory progress through the school. Pupils' attainment in controlling, monitoring and modelling is broadly in line with levels expected for their age at the end of Key Stage 1 and below the expected level at the end of Key Stage 2. Both pupils' attainment and progress is enhanced by the opportunities which many pupils have at home to work on their family's computer. The school has developed work in information technology since the last inspection, but there has been no move forward in pupils' attainment or rates of progress. In relation to other subjects work in information technology is not so well developed.

110 In Key Stage 1, pupils build on the good mouse control skills developed in the reception year and use the computer to develop word processing and drawing skills. These communicating and information handling skills are further developed in Key Stage 2. Pupils in Years 2 and 3, for example, use art programs well to design and draw pictures in the style of Arcimboldo. In Years 4 and 5 pupils also use art programs to design posters, inserting text appropriately. Pupils in Year 6 use computers to input and interpret data. They explore interesting hypothesis, the relationship between fair colouring and asthma, for example. Towards the end of their time in school, Year 6 pupils produce a newspaper. They work on this independently and last year's issue was of a high quality.

111 Work on controlling, monitoring and modelling is not so well developed. In Years 1 and 2 pupils use 'logo' to programme the screen turtle to make shapes with right angles. This follows on well from earlier work on the floor turtle, which was not used during the inspection. There are plans later this term for Year 6 pupils to use a control program linked to a design and technology project in which the computer will control a moving model, but there is no other evidence of current work in this area.

112 Pupils enjoy using the computers and become very involved in their work. They work very well together, when asked to do so, and are mutually supportive.

113 The quality of the teaching is satisfactory overall and enables pupils to make satisfactory progress in the work planned. The school is focussing on the development of information technology this year and is adapting the Qualifications and Curriculum Authority's scheme of work. This year, weekly class lessons have contributed to the development of specific skills. These lessons set clear outlines for future work and prepare pupils well for subsequent tasks. Opportunities for pupils to use the computers during the day are too limited in most classes and so pupils do not have sufficient time to develop their skills. The exception is Class 1, where pupils work on computers in most sessions. Teachers give good individual support to pupils, but there is no systematic recording or assessment of pupils' work to track their progress through the school. Overall, the number of computers is adequate for the delivery of the curriculum, although the classroom computers are not yet linked to the Internet.

**Religious Education**

114 The high standards and good progress noted in the last inspection have been maintained. At the end of both key stages, pupils' attainment exceeds the requirements of the local Agreed Syllabus. All pupils make good progress in developing their understanding of religious beliefs and practices.

115 Pupils build up a good understanding of Christianity and other religions. Younger pupils make a good start in understanding the use of artefacts in church to help people feel close to God. They remember what they have seen on visits to church to identify objects with special significance. They decide that church windows, candles, crucifixes and statues of Jesus help people to understand about God. They are interested in the significance of these objects and some pupils remembered other activities that might be part of religious practice, such as making pancakes. In Years 2 and 3 pupils develop their understanding of Judaism through discussions of the meaning of the Bar Mitzvah. They base these discussions on what they already know of the Jewish faith and special celebrations. Some are a little confused about why Easter and Christmas have no place within the Jewish year. In Key Stage 2 pupils build up detailed knowledge about a range of religions. Year 5 pupils have studied Sikhism, for example, and learnt about the five 'K's'. They have also looked at the four noble truths of Buddhism. They record what they learn neatly and carefully.

116 Pupils also consider events and experiences that affect people of all religions. In Year 6, pupils are thinking about death and bereavement this term. In one session they discussed the feelings that people have when someone close to them dies. They talked in a very mature way, appreciating that their friends might feel differently and that there is no right or wrong reaction to death. They showed a reflective understanding of the power of emotion. One girl, for example, said that when someone died 'the world went slowly, slowly ... and then speeded up again'. They successfully empathised with a person who had been bereaved and wrote powerful accounts, which they then shared with the class.

117 Pupils are interested in religions and beliefs and enjoy finding out about the differences and similarities between different faiths. They listen well to their teachers and are keen to participate in class discussions.

118 The quality of the teaching is good. In the lessons seen it ranged from satisfactory to excellent. All teachers have a good subject knowledge and are enthusiastic about the subject. They manage discussions well and create an atmosphere in which pupils feel that their suggestions will be valued. This was particularly so in an excellent lesson, in which pupils talked about very sensitive and personal issues. The teacher very successfully established a feeling of mutual trust and consequently all pupils contributed very well to the discussion; this particular session was based on very good relationships and a very good understanding of individual pupils' needs. In the best lessons, teachers set clear objectives and explain these well to the pupils. Teachers generally make good use of resources to bring the subject alive. In the lesson about the Jewish Bar Mitzvah, for example, the teacher dressed pupils up in kippahs and tallits. Sometimes visits are arranged to places of worship, such as the local church, a cathedral and a Greek Orthodox church. This help pupils to set what they have learned within its proper context.

119 Standards in art have improved since the last inspection, when some older pupils did not do so well because their skills were under developed. This is no longer the case and all pupils now make good progress throughout the school and attain high standards. New guidance for planning fosters this good progress by successfully linking the development of skills and understanding to activities.

120 Pupils experiment with an appropriate range of media and develop skills in the use of colour, line and form. This is particularly so in painting. Younger pupils, for example, paint lively and colourful self-portraits. These early skills are built on well and in Years 4 and 5 pupils work on portraits again and develop the use and impact of light and darker tones. Many pupils in the lesson seen worked successfully on their pictures to pick out the light and shadows on the face and most showed a clear awareness of the relative size and position of facial features. In Year 6, pupils developed their colour mixing and brush work skills in one session and combined these well to produce high quality paintings in the style of Monet. Pupils develop their drawing skills in observational work. They use pencil and oil pastels well. For example, in Years 2 and 3, pupils' drawings of seeds and berries show a careful approach. Pupils experiment with printing, clay, paper collage and fabric and produce some pleasing work. Frequently this is linked to their work in other subjects. Years 2 and 3, for example, made some clay coil pots in relation to their work on Roman Britain and in Years 4 and 5 pupils looked at Victorian crafts and pastimes to make silhouettes, pressed flower book marks and some quilling pictures.

121 Pupils also study the work of famous artists to develop their knowledge and understanding and to improve their own work. The youngest pupils, for example, looked at the work of Lowry in one session and used this as a basis for printing matchstick figures with pieces of card. They also used straws and sticky paper carefully to make little figures. In Years 2 and 3, pupils studied '*Autumn Man*' by Arcimboldo in one lesson, to develop their appreciation of his style and methods. They successfully planned their work in their art notebooks, before executing some delightful oil pastel drawings on black paper. In Year 6, pupils are looking at the work of Monet this term. They clearly appreciate his techniques and use this knowledge to develop their own painting skills.

122 Pupils enjoy art and try hard to improve their technique. They listen well to their teachers and organise themselves and the equipment well. The quality of teaching is good throughout the school. The work planned is interesting and relevant and this helps pupils to develop very positive attitudes and to take pride in what they are doing. All teachers prepare well for sessions and resources and equipment are well organised, so that no time is wasted in collecting materials at the beginning of practical sessions. Teachers pay proper attention to the teaching of specific skills. This helps pupils to make good progress. In a Year 6 lesson, for example, the teacher concentrated on helping pupils to develop dabbing brush strokes and consequently some of the work was of a high quality.

68

### **Design and technology**

123 In design and technology, the school has maintained the standards reported in the last inspection. The majority of pupils in both key stages are working at the levels, normally expected from pupils of similar ages. They acquire a sound basic knowledge of the designing-and-making processes and develop satisfactory skills within the range of opportunities that the school provides. Teachers have identified that the subject is being squeezed by the increasing demands of other areas of the curriculum. As a result,

although most pupils make satisfactory progress as they move through the school, progress is slower than in some of the other foundation subjects.

124 Pupils in Year 1 designed and made an item of playground equipment. They selected suitable materials and methods of fixing to match their plans, and used glue, tape and staples effectively in their constructions. Teachers frequently establish purposeful links with other subjects in order to make pupils' learning more relevant. For example, arising from their work in history, pupils in Year 2 and 3 designed and made Roman artefacts, such as clay pots and mosaic tiles. Individual help provided by a parent helper contributed to the good progress they made in making their Roman coil pots; however pupils' designs were not labelled and did not indicate how they would join the clay together. In Year 6, pupils take part enthusiastically in a technology challenge as part of a successful link with local industry.

125 Pupils are well motivated. They listen and follow instructions carefully. They enjoy their lessons and engage in friendly conversation while they pursue their tasks through to completion. They take pride in the quality of their work and persevere well to overcome difficulties. They are able to work independently and they co-operate effectively as part of a group. This was clearly demonstrated, for example, by pupils who successfully shared ideas and helped each other with fixing arrangements while working on their playground models.

125 Overall, the quality of teaching is satisfactory. Teachers give careful explanations so that pupils have a clear understanding of what is required of them, and then monitor pupils' work carefully during the activity session. In one session, for example, the teacher made accurate assessments of pupils' progress in the acquisition of design and make skills, and she made helpful records of her observations to be used in planning future work. Her constructive feedback made a significant contribution to the progress which pupils made in this lesson. Teaching is less effective when teachers do not give enough attention to the teaching of specific skills. Teachers do not always plan the development of these skills in a systematic and progressive way, although the co-ordinator has produced a document, which provides guidance on the teaching of the skills of designing, making and evaluating.

## **Geography**

126 During the inspection, only one geography lesson was taught, so judgements are based mainly on teachers' plans, pupils' past work, and discussions with teachers and pupils. These confirm that the school has maintained standards since the last inspection, and that the majority of pupils in both key stages are working at levels that are in line with those expected for their ages.

127 Most pupils make satisfactory progress as they move through the school. They make clear gains in knowledge and understanding through investigating geographical themes and places and in their awareness of people's impact on the environment. In Year 2, for example, pupils draw simple plans of their classrooms and use a grid to identify locations accurately on Adventure Island. They discuss and record their likes and dislikes about Burton Green, for example, the fresh air of the countryside and the smell of manure, and the good school but no park. They investigate the use of land and buildings in the local area, and begin to consider the impact of tourism and the weather on the sort of jobs that

people do in the Lake District. Younger pupils in Key Stage 2 compare our weather with the world's major climate zones. They explore through the use of maps, atlases and diagrams the main features of a river, and they draw and label simple landscapes to identify the source, tributaries, meanders and the mouth. By the time they are in Year 6, pupils are well prepared to apply their prior learning effectively to a local study and to a project which arises from their residential visit to Offa House. Pupils present their work effectively in graphs, diagrams and tables. They use a good range of appropriate writing. Work in geography contributes significantly to the development of skills in literacy and numeracy.

128 Pupil's attitudes to the subject are good in both key stages, and they take pride in completing their work to the best of their abilities. Pupils discuss their work freely, and particularly in Year 6, were able to recall much of what they had learned. They listened carefully and offered their own explanations wherever possible, for example, by relating their understanding of the water cycle to rainfall totals in the Lake District.

129 Insufficient lessons were observed to make an overall judgement about the quality of teaching, but the evidence available indicates that it is at least satisfactory, and in the lesson seen it was good. By skilful use of questioning, the teacher clearly established the relationship between climate and weather, and then set interesting and challenging tasks designed to develop pupils' research skills. Teachers' planning is thorough and it ensures continuity of development throughout the school. It forms a good basis for the progress pupils make in the acquisition of important geographical study skills concerned with enquiry, fieldwork and making and using maps.

## **History**

130 Standards have improved since the last inspection as a result of good teaching. Attainment is above average, with the majority of pupils working at levels that are better than those normally found in pupils of their ages. They make good progress as they move through the school, building up a good bank of historical knowledge, and becoming competent at using a variety of sources of information. They remember many important features of the periods they study, and most are able to order the periods and say how long ago they were. The quality of teachers' planning makes a significant contribution to this good progress as they ensure that pupils' learning builds effectively on earlier experiences. Pupils with special educational needs also make good progress in relation to their prior attainment as a result of teachers' high expectations and the good support they receive.

131 Younger pupils sequence events in their daily routines and in their own lives, and they begin to use words and phrases that relate to the passing of time, such as then and now, before and after. They demonstrate a growing awareness of the past and how it is different from the present, for example, when observing houses of varying ages in the locality. Throughout the school, teachers place considerable emphasis on local history, ensuring that pupils' learning is relevant and purposeful. They arrange visits to 'Tudor' Warwick, 'Norman' Kenilworth and a residential experience that includes historical study, in Year 6. This fieldwork enhances pupils' learning considerably. In their study of the Romans, pupils in Years 2 and 3 focus on leisure time identifying the similarities and differences between then and now. Older pupils have a good understanding of the legacy of the past and its impact on the modern world, and they use their knowledge of King

Alfred to discuss the qualities that make a good leader.

132 Pupils' attitudes to history are very good. Pupils of all attainment levels contribute enthusiastically to discussions and teachers value their contributions. They listen attentively and show respect for the opinions of others. When conducting their own research, they concentrate well.

133 The quality of teaching is good. It ranged from good to very good in the lessons seen. In the most successful lesson, the teacher captured pupils' interest with a stimulating introduction, and made very good use of artefacts, video snippets and reference materials to sustain their concentration. Teachers' knowledge of the subject is good and this is evident in their effective questioning to extend pupils' learning, and in the importance they attach to the acquisition of specific history study skills. They provide sufficient opportunities for them to develop skills of enquiry and interpretation and to understand why people acted as they did in the past, while ensuring that pupils make appropriate gains in factual knowledge. For example, in the work undertaken with the youngest pupils on their walk through the village, when they looked for clues to find the oldest house.

134 The school actively encourages pupils to take an interest in their heritage. For example, by organising events such as the recent Victorian day, and involving pupils and families in celebrating its 125th anniversary. The subject makes a significant contribution to pupils' independent study skills, their cultural development and to the development of their literacy skills.

## **Music**

135 It was not possible to see any class music lessons during the inspection. Judgements are based on a performance by older pupils, work in recorder groups, singing in assemblies and a hymn practice, as well as a video of last year's pantomime.

136 It is evident that the positive picture identified by the last inspection has been maintained and that pupils continue to make good progress. Throughout the school pupils sing confidently and tunefully. They build up a repertoire of songs and perform these well. Younger pupils sing enthusiastically and keep the rhythm well in action songs. Pupils in Year 6 sing well and enjoy performing songs like '*Lily Bolero*' in their class sessions. In the annual pantomime, Year 6 pupils take the leading roles and sing solo parts well.

137 All pupils have the opportunity to learn the recorder and those that do make good progress. In the advanced group, for example, pupils read music accurately and play long pieces well. They evaluated their performance accurately and mentioned particular difficulties to the teacher. One girl mentioned that she was 'not happy about Bar 7' and improved her playing with practice. Pupils also have the opportunity to play the flute and clarinet and again make good progress with these instruments. The last inspection noted that only girls learnt tuned instruments. This is no longer the case, and younger boys are involved in learning the recorder and clarinet.

138 Pupils enjoy music. They concentrate very well and listen carefully to instruction given to them by their teachers. Generally, they are proud of their performances and

pleased to share their work with visitors and each other.

139 Pupils' performance and teachers' planning indicate that the quality of teaching is good throughout the school. Teachers provide opportunities for pupils to listen to the work of famous composers in assemblies and also encourage their appreciation of music and musicians by inviting groups like the Warwickshire String Ensemble into school.

### **Physical education**

140 Since the last inspection, physical education has maintained its position as a strength of the school. In both key stages, pupils' attainment in physical education is above average. In swimming, standards are very high. With the exception of a pupil who very recently joined the school, all pupils in Years 5 and 6 are already working confidently at levels, which are well above those required by the National Curriculum. As they move through the school pupils make good progress. Pupils perform basic skills with increasing competence and willingly practise in order to improve. Teachers convey high expectations by continually encouraging refinements to technique, rather than simply expecting pupils to repeat previously learned skills. In swimming, pupils make very good progress as a result of the very effective coaching of the teacher, a parent helper and the swimming instructor.

141 In Key Stage 1, pupils interpret characters, moods and actions successfully through a good range of turning, jumping and travelling movements involving changes of height, speed and direction. The teacher paid close attention to individual performance and promoted increasingly complex sequences of movement. Younger pupils in Key Stage 2 begin their gymnastics lessons with a suitable aerobic warm-up, and show good levels of co-ordination when jumping, rolling and twisting, distinguishing clearly between symmetrical and asymmetrical movements. They lead and follow confidently when shadowing the actions of a partner. In Years 5 and 6, as the result of a good range of strategies to boost pupils' confidence and to improve the quality of their performance, all pupils develop effective front and back swimming strokes. For example, in June 1999 all of them gained distance awards up to 3000 metres, ninety per cent achieving 400 metres and fifty per cent over 1500 metres.

142 Pupils' attitudes to physical education are always very good. They all take part enthusiastically and work very hard to better their skills. They respond to the teacher by listening attentively and following instructions carefully, and these make a significant contribution to the good progress made in all lessons. Pupils are very supportive of each other, and when given the opportunity, demonstrate effectively to help others improve.

143 The quality of teaching is very good and is clearly reflected in the high standards achieved by pupils. It was very good in all lessons observed. There is continuous interaction between pupils and teacher, with an emphasis on the cycle of pupils planning, performing and evaluating their own and others' actions. Teachers have good knowledge of the subject. In a gymnastics lesson, the teacher's clear explanations made a significant contribution to the good standards achieved by pupils of all attainment levels. She monitored and assessed their performance throughout the lesson, gave positive and constructive feedback and expected a good quality response. In both dance and swimming, teachers maintained a brisk pace ensuring that pupils remained working throughout the lessons. The quality of teaching has been further improved since the last

inspection by a scheme of work, which provides clear guidance for teachers in the systematic development of skills.

144 The school attaches high importance to physical education and pupils enjoy a broad and balanced programme of activities. The use of the university pool for swimming, and the local sports centre to compensate for the lack of facilities for dance and gymnastics at the school, is very effective. The range and number of extra-curricular activities for older pupils are good with teams representing the school successfully in traditional sports.

68      **PART C: INSPECTION DATA**

68      **SUMMARY OF INSPECTION EVIDENCE**

145 The team consisted of three inspectors, who spent a total of ten days in school over a four-day period. During the inspection 35 teaching sessions, four registration sessions, all whole school assemblies and a range of other activities were seen. The team spent over 33 hours observing lessons, attending assemblies, hearing pupils read and talking to them about their work. A further nine hours were spent looking at pupils' work, which included all the available written work from a representative sample of pupils from each class. Inspectors spoke to several governors, including the chair, about their roles. All teachers were interviewed and inspectors spoke to other members of the school staff about their work. Considerable documentation provided by the school was analysed both before and during the inspection. Before the inspection, 13 parents attended an evening meeting held by the registered inspector to seek their views. There were 35 responses to a questionnaire sent to parents, seeking their views on specific issues.

68 **DATA AND INDICATORS**

68 **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	91	1	19	0

68 **Teachers and classes**

68 **Qualified teachers (YR – Y6)**

Total number of qualified teachers (full-time equivalent):	4.54
Number of pupils per qualified teacher:	20

68 **Education support staff (YR – Y6)**

Total number of education support staff:	4
Total aggregate hours worked each week:	72.5

Average class size:	23
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68 **Financial data**

Financial year:	1998-1999
	£
Total Income	164,208
Total Expenditure	161,409
Expenditure per pupil	1,681
Balance brought forward from previous year	11,512
Balance carried forward to next year	14,311

68 PARENTAL SURVEY

Number of questionnaires sent out: 64  
 Number of questionnaires returned: 35

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	47	53	0	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	38	53	6	3	0
The school handles complaints from parents well	13	60	17	7	3
The school gives me a clear understanding of what is taught	15	61	21	3	0
The school keeps me well informed about my child(ren)'s progress	28	66	3	3	0
The school enables my child(ren) to achieve a good standard of work	31	59	9	0	0
The school encourages children to get involved in more than just their daily lessons	42	45	6	6	0
I am satisfied with the work that my child(ren) is/are expected to do at home	36	52	6	6	0
The school's values and attitudes have a positive effect on my child(ren)	45	45	9	0	0
The school achieves high standards of good behaviour	33	45	21	0	0
My child(ren) like(s) school	59	38	3	0	0