

# INSPECTION REPORT

## **Curdworth County Primary School**

Sutton Coldfield

LEA area : Warwickshire

Unique Reference Number : 125583

Headteacher : Mrs A Griffith

Reporting inspector : Mrs M Gough  
22361

Dates of inspection : 1st November - 4th November 1999

Under OFSTED contract number: 707844

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

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## INFORMATION ABOUT THE SCHOOL

Type of school : Infant and junior

Type of control : County

Age range of pupils : 4-11

Gender of pupils : Mixed

School address : Farthing Lane  
Curdworth  
West Midlands  
B76 9HF

Telephone number : 01675 470379

Appropriate authority : The Governing Body

Name of Chair of Governors : Mr G Hudson

Date of previous inspection : May 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Mrs M Gough (Registered Inspector)	Mathematics Science Art Music Physical education Religious education	Attainment and progress Teaching Partnership with parents and the community Leadership and management
Mr E Langford (Lay Inspector)		Equal opportunities Attendance Support, guidance and pupils' welfare Staffing, accommodation and learning resources Efficiency
Mrs A Wilkinson-Tilbrook	English Information technology Design and technology Geography History	Special educational needs Attitudes, behaviour and personal development Curriculum and assessment Provision for pupils' spiritual, moral, social and cultural development The under-fives

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## MAIN FINDINGS

### What the school does well

- Standards are above average at the end of both key stages in English, mathematics and science.
- Pupils in both key stages make good progress in English and mathematics, and very good progress in science.
- The provision for pupils who have special educational needs is very good and enables them to make good progress towards the targets in their individual education plans.
- Teaching is good overall throughout the school.
- Pupils have very good attitudes to work. They are highly motivated, enthusiastic and have very good levels of concentration.
- Relationships amongst pupils and between teachers and pupils are excellent and create a happy working environment.
- The school's provision for pupils' spiritual, moral, social and cultural development is very good overall.
- Pupils receive very good levels of support and guidance from their teachers and other adults in the school.
- The school has established a very good partnership with parents and the community which has a positive impact on pupils' learning.
- The school is very well led by the headteacher, who enjoys the support of a team of conscientious and hard-working staff, and an active Governing Body.
- The school manages its finances well and gives good value for money.

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### Where the school has weaknesses

- I. Standards in information technology are unsatisfactory at the end of KS2 and pupils do not make enough progress.
- II. The school does not have a suitable curriculum for the under-fives.

**This is a very good school which has many strengths, and very few weaknesses in any area of its work. The Governing Body's action plan will show how the weaknesses are to be addressed. This plan will be sent to all parents or guardians of pupils in the school.**

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

The school has responded very positively to the issues raised in the previous inspection report, and has fully addressed most of the key issues, and all of the minor issues. The rate of improvement has been very good. The headteacher and staff have worked hard to raise standards in mathematics at the end of KS1, and the 1998 test results indicate that attainment is now very high, and well above the national average. Standards in music at the end of KS2 have also improved significantly. There has been a great improvement in the standard of behaviour and pupils' attitudes since the last inspection, both of which are now very good. The overall quality of teaching has improved, and during the inspection, the teaching was good or very good in seven out of ten of the lessons seen. The staff is much more stable than it was at the time of the last inspection, and this is having a positive impact on school development. There is a very good team spirit, and staff now share fully in the decision making process. The school has started to address the issue raised in the previous report relating to the development of policies and schemes of work. Good quality subject policies are now in place for all subjects, and the school is starting to introduce schemes of work across the curriculum. The school has significantly improved its provision for pupils' spiritual, moral, social and cultural development, and this aspect of its work is very good. The school is very well placed for further improvement.

- **Standards in subjects**

The table shows the standards achieved by 11 year olds in 1998 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools	Key	
English	C	C	Well above average	A
Mathematics	B	B	Above average	B
Science	B	A	Average	C
			Below average	D
			Well below average	E

On the basis of the 1998 end of KS2 National Curriculum tests, pupils are attaining average standards in English, and above average standards in mathematics and science. There was a slight drop in the English results for 1998, when compared with previous years, because of the above average number of pupils with special educational needs in the group. However, the school's 1999 results for English are more typical, and show that 100% of pupils attained Level 4 or above. The results for the past three years, from 1996 to 1998, show that pupils' attainment in English, mathematics and science has been consistently above average. This picture is confirmed by the inspection findings. When compared with similar schools, the 1998 results are average in English, above average in mathematics and well above average in science. In religious education, pupils' attainment at the end of KS2 exceeds the expectations of the Locally Agreed Syllabus. Their attainment in information technology is below the national expectation.

On the basis of the 1998 end of KS1 National Curriculum tests, pupils attain standards that are well above average in reading and writing, and very high in mathematics. The same picture emerges when the results are compared with those of pupils from similar schools. The school's 1999 results are very similar to those of 1998. The results for the three years from 1996 to 1998 show that there has been a steady improvement during this period in reading, writing and mathematics, leading to the current high standards. The inspection findings indicate that pupils' attainment in English, mathematics and science is above average at the end of KS1. In religious education, pupils' attainment is in line with the expectations of the Locally Agreed Syllabus. In information technology, pupils' attainment meets national expectations.

The under-fives attain the desirable learning outcomes in each of the key areas of learning.

## QUALITY OF TEACHING

Teaching in:	Under 5	5 - 7 years	7 - 11 years
English	Satisfactory	Good	Very good
Mathematics	Satisfactory	Good	Good
Science		Very good	Very good
Information technology		no judgement	no judgement
Religious education		Satisfactory	Good
Other subjects	Satisfactory	Good	Good

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

During the inspection, teaching was very good in 37% of the lessons observed, good in 33% of the lessons observed, and mostly satisfactory in the remainder. No teaching of information technology was observed, and therefore no judgement can be made. The quality of teaching is good overall, and has improved since the previous inspection.



## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
Behaviour	Very good. Pupils of all ages are very well behaved in class, and are polite, friendly and helpful. Their very good behaviour has a positive impact on their progress and contributes to the happy atmosphere in the school.
Attendance	Very good. Well above the national average.
Ethos*	Very good. Pupils of all ages and levels of attainment are highly motivated and have very positive attitudes to work. Relationships in the school are excellent. The headteacher, staff and Governing Body are committed to maintaining and improving further the high standards attained at the end of both key stages in English, mathematics and science.
Leadership and management	Good overall. The headteacher provides very good leadership. The Governing Body is fully involved in the management of the school. The role of the curriculum co-ordinator is still developing.
Curriculum	The school provides a broad and well balanced curriculum for KS1 and KS2 pupils. The curriculum for the under-fives is inappropriate and does not meet their needs. The school offers a good range of extra-curricular activities.
Pupils with special educational needs	The provision for pupils who have special educational needs is very good and has a positive impact on their progress.
Spiritual, moral, social & cultural development	Very good overall. The school successfully fosters pupils' spiritual, moral, social and cultural development.
Staffing, resources and accommodation	Good overall. The school is generously staffed and effectively supported by classroom and special needs assistants. The accommodation is very attractive and spacious for the number of pupils currently on roll. There are just about enough resources in most subjects, but many are well used and ready for replacement.
Value for money	The school gives good value for money.

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

## THE PARENTS' VIEWS OF THE SCHOOL

What most parents like about the school	What some parents are not happy about
<p>III. Parents are pleased with the amount and range of homework set by the school.</p> <p>IV. Parents are encouraged to play an active part in the life and work of the school.</p> <p>V. The headteacher and teachers extend a warm welcome to parents.</p> <p>VI. Parents appreciate the school's 'open-door' policy, and find the headteacher and teachers easy to approach.</p> <p>VII. The school handles suggestions and complaints well.</p> <p>VIII. Parents believe they receive good levels of information about their children's progress, and about what is taught.</p> <p>IX. Parents are pleased with the standard of behaviour in the school.</p> <p>X. The school has high standards and promotes positive values and attitudes.</p> <p>XI. Parents are very praiseworthy of the 'family structure' in the school, where reception pupils are paired with Y6 pupils who look after them.</p> <p>XII. Parents receive good levels of information from a variety of sources.</p>	<p>XIII. A small number of parents of Y2 are unhappy about the end of key stage National Curriculum</p> <p>XIV. A small number of parents are unhappy about mixed age classes.</p>

The inspection findings fully support the parents' positive views of the school. In the past the school has invited parents to workshops to explain the end of key stage assessment procedures and results, but they have had to be cancelled because of lack of support. The school has no other option but to have mixed age classes given the current pupil to staff ratio. The mixed age classes present no problems, and do not prevent pupils from attaining high standards in English, mathematics and science, or from making good progress.

## KEY ISSUES FOR ACTION

➤. **The headteacher, staff and Governing Body should raise standards and improve progress in information technology in KS2 by:-**

- allocating more direct teaching time to the subject;
- increasing teachers' confidence and expertise through in-service training;
- ensuring pupils make more use of information technology to support their learning across the curriculum;
- monitoring pupils' progress more closely.

*(paragraphs 6, 24, 60, 88, 91, 96, 108, 109-114, 121, 138, 141)*

➤. **The school should improve the curriculum for the under-fives by:-**

- introducing a new early years policy;
- producing and implementing a programme of work that is planned around the six key areas of learning;
- ensuring that all activities promote the desirable learning outcomes;
- ensuring that more emphasis is placed on free and structured play as a vehicle for learning.

*(paragraphs 22, 28, 30, 60, 75-83)*

**In addition to the key issues, the school should address the following minor issues, and should:-**

- make more use of assessment information to identify specific strengths and weaknesses in teaching and learning *(paragraphs 35, 62)*;
- improve the progress of KS2 pupils in geography *(paragraphs 7, 31, 134, 136)*;
- improve the range and/or quality of learning resources *(paragraphs 69, 99, 108, 114, 121, 127, 138, 151)*.

## INTRODUCTION

### Characteristics of the school

1. Curdworth Primary School is situated close to the city of Birmingham, and attracts pupils from a wide catchment area including the village itself. Curdworth Primary School was originally a first school. In 1993, following reorganisation within the county of Warwickshire, the school was designated as a primary school. For a few years, parents continued to move their children at the age of seven, and in December 1997, numbers had fallen to seventy-eight. Over the past two years, the school has worked hard to address the issues raised in the previous report, and under the leadership of a new headteacher, numbers have once again risen. The number on roll currently stands at one hundred and nine.
2. Twenty-one pupils are on the school's special educational needs register, and this figure represents 19% of the total school population, which is close to the national average. Two pupils have statements of special educational needs, and this amounts to 1.8% of the school population and is slightly higher than the national average. Nine pupils are known to be eligible for free school meals. This figure represents 8% of all pupils in the school and is well below the national average. All but six pupils are of White ethnicity. Two pupils come from homes where English is not the main spoken language, but need no additional language support. Pupils are admitted to the reception class in the year in which their fifth birthday falls. At the time of the inspection, seventeen pupils were under the age of five. Their attainment on entry to the school is broadly average, and the range of ability is typical of past groups of pupils.
3. The School Development Plan sets out clearly the school's main priorities for the coming year. For the past three years, the school has been working hard to address the issues raised in the previous report, and to establish a stable staff under the leadership of a new headteacher. The school has responded positively to the implementation of the National Literacy Strategy and the National Numeracy Strategy. In recognition of the more important status of information technology within the curriculum, the school has introduced a scheme of work in KS1. Standards in KS1 are beginning to improve, but the initiatives have not yet started to impact on standards and progress in KS2. Information technology is a continued area of development for the school, and the Governing Body has plans to develop an information technology suite. The headteacher and staff have successfully maintained, and in some areas improved, standards at the end of both key stages in English, mathematics and science over the past three years, and are well placed to continue this trend.

## 1. Key Indicators

### Attainment at Key Stage 1 *(Figures in brackets refer to 1997/98 results.)*

As there were fewer than five girls or boys in Y2, only total school results are published

Number of registered pupils in final year of Key Stage 1  
for 1998/99:

Year	Boys	Girls	Total
98/99	4	4	8

National Curriculum Test/Task		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys			
	Girls			
	Total	6	6	7
Percentage at NC Level 2 or above	School	75 (100)	75 (86)	88 (100)
	National	82 (80)	83 (81)	87 (84)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys			
	Girls			
	Total	6	6	7
Percentage at NC Level 2 or above	School	75 (100)	75 (100)	88 (100)
	National	82 (81)	86 (85)	87 (86)

### Attainment at Key Stage 2 *(Figures in brackets refer to 1997/98 results.)*

As there were fewer than five girls or boys in Y6, only total school results are published

Number of registered pupils in final year of Key Stage 2  
for 1998/99:

Year	Boys	Girls	Total
98/99	2	8	10

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys			
	Girls			
	Total	10	8	9
Percentage at NC Level 4 or above	School	100 (69)	80 (76)	90 (84)
	National	70 (65)	69 (59)	78 (69)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys			
	Girls			
	Total	6	7	7
Percentage at NC	School	60 (69)	70 (69)	70 (61)

Level 4 or above	National	68 (65)	69 (65)	75 (71)
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## Attendance

		%
Percentage of half days (pupils) missed through absence for 1997/98	Authorised Absence	School 3.3
		National comparative data 5.6
	Unauthorised Absence	School 0.2
		National comparative data 0.5

## Exclusions

		Number
Number of exclusions of pupils (of statutory age) during 1997	Fixed period	0
	Permanent	0

## Quality of teaching

		%
Percentage of teaching observed which is :	Very good or better	37
	Good or better	70
	Satisfactory or better	92
	Less than satisfactory	8

**PART A: ASPECTS OF THE SCHOOL**

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

**Attainment and progress**



1. On the basis of the 1998 end of KS2 National Curriculum tests, pupils are attaining average standards in English, and above average standards in mathematics and science. There was a slight drop in the English results for 1998, when compared with previous years, because of the above average number of pupils with special educational needs in the group. However, the school's 1999 results for English are more typical, and show that one hundred per cent of pupils attained Level 4 or above. The results for the past three years, from 1996 to 1998, show that pupils' attainment in English, mathematics and science has been consistently above average. This picture is confirmed by the inspection findings. When compared with similar schools, the 1998 results are average in English, above average in mathematics and well above average in science. The groups entered for the end of key stage National Curriculum tests are usually small, and it is therefore not possible to draw meaningful comparisons about the attainment of different gender groups.
2. In religious education, pupils' attainment at the end of KS2 exceeds the expectations of the Locally Agreed Syllabus. Their attainment in information technology is below the national expectation.
3. KS2 pupils of all ages and levels of attainment make good progress in English, mathematics and religious education, and very good progress in science. Their progress in information technology is unsatisfactory. In art, design and technology and music, pupils make good progress, and in physical education and history their progress is satisfactory. Pupils do not make enough progress in geography. In the subjects where progress is good or very good, pupils benefit from high quality teaching which effectively builds upon and extends their previous learning. Pupils do not have enough knowledge of information technology, and their lack of skills hampers their progress. The school is addressing these shortcomings, and has recently introduced a scheme of work, which is starting to have a positive impact on the attainment and progress of KS1 pupils, but has not been in place long enough to have a significant impact on standards and progress in KS2. Pupils do not make as much progress as they could in geography because coverage of the programmes of study is patchy and pupils' knowledge is therefore limited. Throughout KS2, pupils' literacy and numeracy skills are well developed and have a positive effect on their work in other subjects.
4. On the basis of the 1998 end of KS1 National Curriculum tests, pupils attain standards that are well above average in reading and writing, and very high in mathematics. The same picture emerges when the results are compared with those of pupils from similar schools. The school's 1999 results are very similar to those of 1998. The results for the three years from 1996 to 1998 show that there has been a steady improvement during this period in reading, writing and mathematics leading to the current high standards. The inspection findings indicate that pupils' overall attainment in English and mathematics is above average at the end of KS1. The inspection findings indicate that standards in science are above average at the end of KS1, with a good proportion of pupils on course to achieve Level 3. The school's teacher assessments for 1998 and 1999 paint a similar picture. The groups entered for the end of key stage National Curriculum tests are usually small, and it is therefore not possible to draw meaningful comparisons about the attainment of different gender groups.
5. In religious education, pupils' attainment at the end of KS1 is in line with the expectations of the Locally Agreed Syllabus. In information technology, pupils' attainment meets national expectations.

6. KS1 pupils, of all levels of attainment, make good progress in English and mathematics, and very good progress in science. Their progress in art and design technology is good, and their progress in religious education, information technology, geography, history, music and physical education is satisfactory. KS1 teachers ensure that pupils receive a very good grounding in basic skills of reading, writing and numeracy, and often justifiably make these areas a priority in their planning.
7. The school's provision for pupils who have special educational needs is very good. Pupils in both key stages receive very good levels of support from their classteachers and classroom assistants, enabling them to make good progress towards the targets in their individual education plans. In the upper part of KS2, pupils who have special educational needs benefit from working alongside higher attaining pupils, who frequently, and quite spontaneously, offer advice and further explanation about the set tasks.
8. The under-fives achieve the desirable learning outcomes in each of the key areas of learning, and make satisfactory progress.

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

9. The very positive attitudes, very good behaviour, and very good personal development of the pupils, have a significant and positive impact on their learning. There is a calm and purposeful working atmosphere in the school. Relationships between adults and pupils, and amongst pupils, are excellent.
10. The under-fives have positive attitudes to learning. They work co-operatively and share resources well, but in some lessons they are not given sufficient opportunities to develop their personal independence. In activities they choose themselves, they show considerable concentration and demonstrate enthusiasm and enjoyment. For example in the role-play area designated as the 'airport' they take on the role of pilot and stewardess and deal effectively with a passenger who has 'air rage'. Overall their behaviour is very good and they have settled quickly into the routines of the school.
11. Pupils in KS1 and KS2 have very positive attitudes to learning. They concentrate well and persevere when they encounter problems. They listen very attentively to adults and to their classmates. They join in discussions readily, and respond enthusiastically to their teachers' questions. Many pupils are thoughtful about setting out their written work, and their books are neat and well ordered. Pupils are hard-working, and co-operate well when working in small groups and pairs. Throughout the school, pupils celebrate the success of others, and in a music lesson observed during the inspection, spontaneously applauded the performance of one of their classmates. Pupils are very supportive of any of their peers who have difficulty with their work, and in all lessons are keen to help one another. Older KS2 pupils have particularly good levels of confidence, and pose excellent questions to their teacher that demonstrate how well they have concentrated. Pupils throughout the school are highly motivated. Their good efforts and positive attitudes contribute significantly to the good progress they make in many areas of their work.

1. Behaviour in and around the school is very good. Pupils are polite, cheerful and friendly, and welcome visitors. They are courteous and trustworthy, and show consideration for one another. Pupils have respect for their own property and that of others, and treat artefacts and other learning resources with care. Incidents of bullying are very rare and are dealt with immediately and effectively. No inappropriate behaviour of any kind was observed during the inspection, and no pupil has ever been excluded from the school.
2. The pupils' personal development is very good. They are keen to take responsibility, for example, putting out the equipment for assembly. Older pupils take great care of the youngest at lunchtime, and sit with them at the achievement assembly as part of their 'family' group. In a class assembly observed during the inspection, older pupils showed considerable maturity and self-assuredness. They took full responsibility for the occasion, wrote their own scripts and presented their work to parents and the whole school with great confidence. Pupils' capacity for personal study is good, and they conscientiously complete homework tasks. Pupils of all ages can be relied upon to work independently, and many pupils in all age groups show good levels of initiative.
3. There has been an overall improvement in pupils' attitudes, behaviour and personal development since the last inspection. The many good features have been successfully maintained, and the headteacher and staff have worked hard to improve the overall standard of behaviour in the school. During the inspection, there were no incidents of the undisciplined or inconsiderate conduct noted in the previous inspection report.

### **Attendance**

1. The whole-school rate of attendance at the school is very good, and has improved year by year over the past three years. Pupils enjoy coming to school and usually arrive on time, enabling a prompt start to lessons.

## **19. QUALITY OF EDUCATION PROVIDED**

### **Teaching**

2. Overall, teaching is good throughout the school. During the inspection, the quality of teaching was very good in 37% of the lessons observed, good in 33% of lessons, satisfactory in 22% of lessons, and unsatisfactory in 8% of lessons. Good teaching occurred in all classes, and across the curriculum. The unsatisfactory teaching occurred in the reception class, and was the result of weaknesses in the school's curriculum for the under-fives. Without exception, teachers are hard-working and committed to providing a good quality of education for the pupils. There has been an improvement in teaching since the last inspection when teaching was described as satisfactory overall.
3. The overall quality of teaching of the reception pupils is satisfactory. Relationships between the teacher and the under-fives are very good, and have enabled the pupils to settle quickly into the routines of the school. The teacher makes effective use of questions to extend the pupils' thinking, and to check their understanding. Activities are well paced and good use is made of learning resources to support teaching and learning. The teacher achieves firm control of the under-fives in a pleasant manner, and has high expectations of behaviour. Good use is made of classroom assistants to

supervise the under-fives when they are engaged in practical tasks, or when they are using the outside play equipment.

4. There are some weaknesses in the teaching of the under-fives which arise because of the lack of a suitable under-fives curriculum. Activities for the under-fives are often inappropriately linked to the National Curriculum KS1 programmes of study, and are not planned around the key areas of learning. Some recording activities take place before the pupils have gained the necessary practical experience. Although the under-fives have some good opportunities to learn through structured and free play, these occasions occur infrequently. There are occasions when pupils are over-directed, and this limits the opportunity for them to be creative and original in their work.
5. In KS1 and KS2, teachers are successfully implementing the National Literacy Strategy and the National Numeracy Strategy, and provide many good quality opportunities for pupils to use and apply literacy and numeracy skills across the curriculum. Teachers cope well with the mixed age groups, and match work closely to the range of ability levels in the class. During the inspection, the teaching of literacy and numeracy was consistently good.
6. Teachers' subject knowledge across the curriculum is good, with the exception of information technology, where some teachers lack the necessary expertise and confidence. Insufficient use is made of computers to support learning across the curriculum, and this is an identified area of development.
7. Teachers in both key stages have high expectations of what the pupils can and should achieve, and set challenging but achievable tasks. Planning is thorough and lessons are well prepared. Teachers have high expectations in terms of pupils' behaviour, and consistently and effectively apply the school's behaviour management policy of rewarding pupils for good effort and achievement. Lessons and activities are well organised and there is a good balance between activities that are led and directed by the teacher, and those which involve the pupils working independently of the teacher in groups or pairs. Introductions to lessons are often very good, especially when teachers give precise instructions, clear explanations, and an overview of the main purpose of the lesson. Teachers often make very effective use of question and answer sessions to extend the pupils' thinking, to support the pupils who have special educational needs, and to extend the higher attaining pupils. Discussion sessions are usually well paced although there are occasions when they are a little too long.
8. Homework is set regularly in all classes, and parents are pleased with the quantity and frequency of the work set. Some teachers use homework particularly effectively as preparation for class activities as, for example, in the KS2 religious education lesson seen during the inspection, when pupils were asked to prepare a short talk about someone they knew who had died.
9. Pupils who have special educational needs receive very good support from their teachers and classroom assistants, which enables them to make good progress towards the targets in their individual education plans. Teachers make good use of individual education plans when planning work for pupils with special needs, and monitor their learning carefully.

### **The curriculum and assessment**

10. The curriculum for KS1 and KS2 pupils is broad, balanced and relevant. All subjects of

the National Curriculum are taught, and the school meets the requirements of the Locally Agreed Syllabus for religious education. The school has successfully implemented the National Literacy Strategy and the National Numeracy Strategy. There are weaknesses in the curriculum for the under-fives. It is not planned around the key areas of learning, and insufficient emphasis is placed on play as a vehicle for learning.

11. The headteacher and staff have worked hard in the past three years, and have addressed many of the issues relating to curriculum identified in the previous inspection report. Music in KS2 now has a much higher priority and this has had a positive impact on pupils' progress. Good quality policies have been introduced across the curriculum. The school has begun to implement schemes of work for all subjects, although some are still in draft form, or have only been recently introduced.
12. The curriculum for the under-fives is inappropriate. Although some reference is made in the school's planning to the national desirable learning outcomes, activities are not linked sufficiently closely to the key areas of learning, and too often derive from the KS1 National Curriculum programmes of study. There is an imbalance between those activities children choose for themselves and those teachers direct, and this prevents pupils from developing independent learning skills and taking initiative. Pupils do not have enough opportunities to learn through active and purposeful play.
13. In KS1 and KS2, the quality of teachers' weekly planning is good. Teachers plan together, and there are co-ordinators for all areas of the curriculum who give advice and support to colleagues. Long and medium-term planning is good in most subjects, but in some of the foundation subjects, including art and geography, planning does not always ensure that pupils' learning is continuous and progressive within and between the key stages.
14. The provision for pupils who have special educational needs is very good and is a strength of the school. Well-written individual education plans are in place for all pupils on the special needs register. They are written by classteachers with guidance from the special needs co-ordinator, and are used effectively to ensure that pupils make good progress and achieve their full potential. The curriculum for those pupils who have a statement of special educational need reflects their specific needs.
15. There is a good range of well-attended extra-curricular activities that extends the curriculum. These include netball, football and an investigative mathematics clubs. Most of the teaching staff are involved in providing these activities.
16. Personal and social education is well promoted through the curriculum, and in 'Circle Time'. The school has produced and implemented good quality health education and sex education programmes, and there is a well-planned approach to teaching drugs education. Although some of these programmes were in place at the time of the last inspection, they had not been implemented. A home-school agreement is in place, and homework is regularly set. At KS2 work set includes research for topics, mathematics and reading. Pupils conscientiously complete all set tasks, and parents are very pleased with the school's approach to homework.
17. Appropriate procedures are in place for assessing pupils' attainment. They comprise both formal and informal assessments, and have been revised, developed and improved since the previous inspection. Baseline assessment for pupils entering the school has recently been introduced, and the school plans to make good use of this information to measure pupils' progress and as a basis for curriculum planning. The headteacher, staff and Governing Body monitor standards and progress, and set

targets for improvement, but do not analyse end of key stage National Curriculum test results in sufficient detail in order to identify where specific learning problems occur. Pupils are actively involved in self-assessment and set their own targets for improvement in literacy, numeracy and personal development. Annual reviews for the pupils with a statement of special educational need are undertaken regularly and meet statutory requirements. Parents are fully involved in these meetings and the information gathered is used effectively to identify the next targets for development.

18. The marking policy is a useful document that is followed consistently by all teachers. Pupils' work is marked thoroughly and regularly, and there are many examples of constructive and supportive comments that help pupils to identify their strengths and weaknesses, and to make improvements.

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

19. The provision for pupils' spiritual, moral, social and cultural development is very good overall. It is effectively developed through the curriculum and by the examples set by all of the adults in the school.
20. Spiritual development is promoted very well in lessons, and assemblies, which incorporate collective acts of worship. Whole-school collective acts of worship provide a time of quiet reflection. All pupils know the school prayer and say it with reverence. Art, music and poetry lessons provide pupils with opportunities to explore and express their personal thoughts and feelings. In history pupils are encouraged to feel empathy with people and situations, and religious education lessons enable pupils to explore different religious beliefs. Religious education provides very good opportunities for pupils to express and consider their emotions as they reflect upon why some memories and possessions are treasured. During the inspection older pupils prepared and presented their own class assembly. They considered items that should be placed in a time capsule, to be buried in the school grounds, and reflected on how stories can be passed down through time. There are many very good opportunities for pupils to show awe and wonder in assemblies and lessons, and teachers are skilled in capturing developing incidental moments as and when they arise.
21. There are very high expectations for moral behaviour within the school. All adults provide very good role models and there is a strong emphasis on recognising and valuing the worth of individuals. Pupils have devised their own school rules, which they follow. They are taught right from wrong and are encouraged to develop honesty and fairness. Pupils are encouraged to consider the effects of their actions on others, and very good occasional use is made of behaviour incident forms to encourage pupils to reflect on their actions. The school has a School Council which is made up of representatives from each year group within each class. The Council meets regularly with the head teacher to identify areas of improvement within the school, and to consider a range of moral and social issues. Council members report back to their classmates. Discussion of moral issues becomes more demanding as pupils move through the school. Younger pupils consider the plight of endangered species and older pupils examine the complex issue of drug abuse and discuss leadership qualities in religious education lessons. Teachers encourage pupils to consider and express their views in a secure and supportive environment.
22. The provision for pupils' social development is very good. In many lessons pupils are given tasks which require them to work co-operatively, and they support each other very well. There is a detailed behaviour policy for rewarding good behaviour and clear

guidance for dealing with those who persistently misbehave. The school's reward system promotes very good behaviour and positive attitudes, and in each class a 'worker of the day' is identified, and subsequently congratulated in the 'achievement' assembly. Older pupils are encouraged to take responsibility for others. The school has devised an excellent 'family' system in which Y6 pupils are paired with those who have recently started school in the reception class, to ensure that they settle well. They take responsibility for them at lunchtime and this also ensures that lunch is a pleasant social occasion for all pupils. Pupils perform for members of the community at Easter and Christmas, and support local and national charities, for example collecting for Kosovan refugees.

23. The provision for pupils' cultural development is good. Pupils gain insight into their own and other cultures through many areas of the curriculum, especially music, art and history. Visits to a local museum have enabled pupils to experience what it was like to be a Victorian child, and have given them an understanding of British traditions. There are many other good opportunities for pupils to develop an awareness of their own cultural heritage as they visit a typical Tudor cottage, and look at the work of famous artists in the Barbary Institute Art Gallery. The library and classrooms contain numerous books and images that positively promote aspects of different countries and cultures. Pupils have studied Chembakoli, a village in India and compared it with their own, and have been encouraged to consider and appreciate the diversity of life in other countries. Teachers have planned an 'India' week this term in which they focus on all aspects of the country and its people.
24. Although the school's provision for pupils' spiritual, moral, social and cultural development is very good, it relies a great deal on the intuition and sensitivity of the teachers, and much of the very good practice observed during the inspection is not formally stated in curriculum planning or in policy documents.
25. In the past few years, the school has made tremendous progress in developing the overall provision for pupils' spiritual, moral, social and cultural development, especially spiritual development which was described as unsatisfactory at the time of the last inspection.

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

26. The school's provision for the ongoing support, welfare and guidance of pupils of all ages and levels of attainment is very good, and is a strength of the school. There has been a significant improvement in this aspect of the school's work since the last inspection.
27. All adults in the school display high levels of care for the pupils, and the very good relationships between pupils and their teachers reflect mutual respect and trust. The school provides a very supportive and secure environment in which teachers know their pupils well. Pupils feel safe and happy, and have the confidence and independence to approach their teachers with any worries or concerns.
28. Effective procedures are in place for recording and reporting pupils' progress across all areas of their learning and personal development. Sex and health education, drugs awareness, and aspects relating to personal safety are appropriately taught within the personal and social education curriculum. The identification, monitoring and support of pupils with special education needs is good, and effective staffing arrangements enable these pupils to make good progress towards the targets in their individual

education plans. Good systems are in place for promoting and celebrating pupils' achievements, both within and outside school.

29. The excellent, and well-established behaviour management procedures, are clearly understood by pupils, applied in a fair and consistent manner by teachers, classroom assistants and lunchtime supervisors, and are successfully used to promote the very high standards of behaviour and discipline observed in and around the school. There is no evidence of any bullying in school, and improvements in pupils' behaviour reflect the effectiveness of the school's positive behaviour policy. The school has been working successfully with pupils and parents in promoting the benefits of good behaviour. Feedback from annual questionnaires issued by the Governing Body shows progressive levels of improvement in behaviour being reported by both parents and pupils.
48. The school has excellent systems in place for monitoring and recording pupils' attendance and all incidents of absence. These incorporate very effective procedures for the speedy follow-up of all unexplained absence, and the requirement for parents to explain any absence or late arrival of their children. Registrations procedures fully meet statutory requirements. The school has established an effective relationship with the Education Welfare Officer who responds promptly and positively to requests for additional visits.
30. The school has established good links with the local pre-school group to aid the smooth induction of new pupils, and to reassure parents. There are also good arrangements for the transition of Y6 pupils to the two main receiving high schools, which involve a series of visits for Y6 pupils and their parents, and visits from the Y7 teachers.
31. The school's child protection procedures are very good, and are clearly stated in the child protection policy. The agreed procedures are fully understood by all teachers. The headteacher, who has responsibility for this aspect of the school's work, the Chair of the Governing Body, and all teachers, have received training. The school maintains close contact with a range of external specialist agencies.
32. The school has very good and effective health and safety procedures that embrace all aspects of the school's life and work. Teachers and pupils demonstrate a good awareness of the need to consider matters of health and safety in lessons such as design and technology, science and physical education. The school has a fully qualified first-aider and all staff have received in-service first-aid training. Effective systems are in place for the management and care of pupils who have accidents or who are ill, and for the administration of medicines. Fire drills are practised each half term and records show that evacuation of the building is fast. Representatives of the Governing Body's buildings and finance committee make regular risk assessments and effectively monitor matters of health and safety. The school grounds and internal accommodation are maintained to a high standard of cleanliness, and provide a safe and healthy environment for both pupils and staff alike.

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

33. The school's partnership with parents is very good. Parents are fully informed about all aspects of the life and work of the school by means of weekly newsletters, the prospectus and annual reports from the Governing Body. Parents are pleased with the range of information they receive. They appreciate the school's 'open-door' policy, and feel able to approach the headteacher or teachers with problems or concerns.



34. Parents are invited and encouraged to become involved in their children's education. Volunteer helpers are highly valued, and their input is of benefit to the staff and pupils. The school has produced a useful booklet of guidelines for helpers which describes important procedures for dealing with matters of health and safety, and reminds them of the need for confidentiality. Parents are asked to help their children to complete homework tasks, and the vast majority listen to their children read aloud on a regular basis. Most parents are very pleased with the range and quantity of the homework their children receive.
35. The school has a very active Parent Teacher Association which raises large sums of money for the school, enabling the purchase of special items of equipment.
36. Overall there are very high levels of parental satisfaction. The parents fulsomely praise many aspects of the school's work, and describe the school as a happy and friendly place. They commend the hard-work and dedication of the headteacher and teachers, and appreciate the levels of care, support and guidance their children receive. A small number of parents do not like mixed age classes, but acknowledge that the school has no option but to organise classes in this way. A few parents believe that the end of key stage National Curriculum assessment results produced by the school are difficult to interpret. In the past, the school has organised workshops to explain and interpret the results for parents, which have had to be cancelled because of lack of support.
37. The school's very good links with the local and wider community have a beneficial impact on pupils' learning. Regular visits are made to the local church for the celebration of important events in the Christian calendar, and for some religious education lessons. The vicar, who is also a governor, leads collective acts of worship and is a regular visitor to the school. The school's links with the elderly people of the community have a very positive impact on pupils' social development. Pupils send letters out inviting the elderly to attend school productions, and 'thank-you' letters show how much these invitations are appreciated. The school's links with the local playgroup are very well established, and ensure that new pupils starting in the reception class have little anxiety about the routines, the people, or the building. The 'Allsorts Club' provides a valuable after-care club for pupils from the school and the local community, and is successfully run and managed by parents. The school's links with the village-fête committee are long-standing, and opportunities for pupils to run a stall, enhance their appreciation of local traditions. The committee is very generous to the school, and has in the past purchased large items of equipment. The school is well served by individual members of the local community from the fire, police and health services, and their input has a positive impact on pupils' social and moral development.
38. The school has further improved the good relationship with parents described in the previous inspection report, and has continued to develop links with the local community.

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

### **Leadership and management**

39. The quality of leadership and management of the school is good overall. The headteacher provides very good leadership, in a quiet and thoughtful manner. She has the full support of the staff, and there is an excellent team spirit amongst all of the adults who work in the school. The headteacher, staff and Governing Body share the decision

making process, and this ensures that there is a clear sense of educational direction, to which everyone is fully committed.

40. The ethos in the school is very good. Pupils of all ages and levels of attainment are highly motivated and have very positive attitudes to work. Relationships in the school are excellent, and the headteacher, staff and Governing Body are very keen to maintain the current high standards in English, mathematics and science, and to raise them even further if possible. The atmosphere in the school is warm, welcoming and friendly, and there are justifiably high levels of parental satisfaction.
41. The school has responded well to recent changes in the curriculum, and the National Literacy Strategy and the National Numeracy Strategy are fully implemented across the school. The headteacher, staff and Governing Body acknowledge the more important status of religious education and information technology as core foundation subjects, but at present insufficient direct teaching time is allocated to information technology, especially in KS2 where pupils lack the necessary skills. The school provides a broad and balanced curriculum for KS1 and KS2 pupils, but the curriculum for the under-fives is inappropriate and is not planned around the key areas of learning. The provision for pupils who have special educational needs is very good, and all statutory requirements are met. The school's equal opportunities policy is consistently promoted, and all pupils have full and equal access to the life and work of the school.
42. The School Development Plan contains clear targets, most of which have been costed, and is a comprehensive working document. Progress towards the targets is monitored regularly at Governing Body meetings, and is recorded in the headteacher's termly reports. The Governing Body plays a central role in the management of the school, and is well informed, active and supportive. Governors are in place for literacy, numeracy and special educational needs, and all governors regularly take part in training courses. Each year, the Governing Body sends out questionnaires to parents, pupils and staff to establish their views, and to ensure that standards are maintained across all aspects of the school's work. The Governing Body maintains a good overview of the quality of education provided by the school, but does not make enough use of the analysis of assessment data to identify areas of strength and weakness, or targets for future development. The Governing Body fulfils its statutory duties.
43. Curriculum co-ordinators are in place for all subjects, with the exception of design and technology and religious education. The previous co-ordinator for these subjects has recently left the school and her responsibilities have not yet been reallocated. Co-ordinators have a good overview of their subjects through monitoring colleagues' planning, but have only just started monitoring classroom practice by observing lessons. The headteacher is a regular visitor to classrooms, and this enables her to have a good overview of the school's work. The nominated governors for literacy and numeracy have visited the school to observe some lessons, and this has raised their awareness of the quality of teaching and learning in the school.
44. The school has responded very positively to the issues raised in the previous inspection report, and has fully addressed most of the key issues, and all of the minor issues. The rate of improvement has been very good. Standards in mathematics at the end of KS1, and music at the end of KS2 have improved significantly. The pupils' behaviour and attitudes are now very good across the school. Teaching has improved and is good overall, with many examples of very good practice. The staff is much more stable than it was at the time of the last inspection, and this is having a positive impact on school development. Good quality subject policies are now in place for all subjects, and the school is starting to introduce schemes of work across the curriculum. The

school has significantly improved its provision for pupils' spiritual, moral, social and cultural development, and this aspect of its work is very good. The school is very well placed for further improvement.

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

45. The school is well resourced with appropriately qualified and experienced teaching and support staff who are generally effectively deployed according to their particular skills and specialisms. Good use is made of general classroom assistants and special needs assistants whose input has a significant and positive impact on pupils' learning. The headteacher has a part-time teaching commitment, and shares the teaching of the Y5/Y6 class. This arrangement works well, and enables the teachers to teach to their individual strengths.
46. Relevant job descriptions are in place for all posts, and curriculum co-ordinating roles are fairly distributed. There is currently no co-ordinator for design and technology and religious education, as the previous co-ordinator has recently left the school. There are plans in the near future for the roles to be re-assigned, but in the meantime, the headteacher has assumed temporary responsibility. The school does not have a deputy headteacher. Efficient and conscientious administrative, school maintenance and lunchtime supervisory staff contribute effectively to the smooth running of the school.
47. Arrangements for the professional development of teachers are very good, and are linked to needs identified by individual teachers, priorities in the School Development Plan, and matters arising from teacher appraisal. The school is well supported by the LEA advisory services and is involved in a number of LEA school projects. Staff have taken part in a good range of in-service training, and individual teachers effectively share what they have learned with their colleagues.
48. The school building is in a very good state of decorative repair and is well maintained. Examples of pupils' work, photographs of pupils' activities and achievements, and a mixture of educational materials, are attractively displayed and provide a stimulating learning environment. The school provides very good accommodation for the teaching of pupils, with appropriately sized classrooms, an attractive central library resource area, a fully equipped and multi-purpose hall, separate pupils' changing rooms, toilets, staff room and support offices. The Governing Body plans to extend the school building in the near future to include an information technology suite. The school is maintained to a high standard of cleanliness and best use is made of the limited storage space available.
49. The school grounds are spacious and provide good sized, separate play areas for the under fives, KS1 and KS2 pupils. There are quiet shaded areas with seating where pupils can gather and talk, and a grass field that is marked out with a football pitch. The school grounds, which are clean, and free from graffiti and damage, provide a safe and pleasant outside environment. The pond area is currently out-of-bounds to pupils, and the Governing Body has firm plans to upgrade this facility in the near future.
50. The school has enough learning resources in most subjects, but some are well used and will soon be in need of replacement. Teachers make very good resources themselves to extend the range, but this is very time consuming. There are some shortages in religious education where there are not enough artefacts to support the teaching of world faiths, and geography where there are insufficient aerial photographs

and maps.

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

51. The Governing Body plays an active part in the financial management of the school and makes good use of the funds available to improve the standards, the quality of education provided, and the learning environment of the pupils.
52. Very good financial reporting and control systems are in place, which ensure the effective day to day monitoring and management of the school's expenditure. The accounting systems are efficiently used by the headteacher and school secretary to manage the day to day budgets and to provide the headteacher and Governing Body with up to date and timely budget information reports. The school is well supported by the LEA bursary services and all the minor recommendations of the most recent audit report have been agreed and implemented.
53. The governors have a strong involvement in strategic decision making, and an active finance and buildings sub-committee meets every half term to monitor and manage expenditure and to discuss future requirements. The School Development Plan targets are costed, and provide a clear focus for the evaluation of past spending decisions. In recent years, fluctuations in the number of pupils on roll have required the governors to rightly exercise financial prudence in order to keep within the delegated budget. Although the situation is now stable, the previous cautious management of the budget has left the school with a high level of budget surplus, which is almost double the recommended 5% of the school's total income. The money has been ear-marked for developing the school building and grounds. Outline plans have been discussed and agreed with parents, although these have yet to be formally agreed. The governors regularly discuss the long term financial objectives for the school, but have not formally recorded their proposals.
54. Teachers and support staff are effectively deployed to meet the needs of the pupils. The recent reduction in the teaching commitment of the headteacher provides quality time for school management and enables her to monitor teaching and learning. The school makes good use of its accommodation, and learning resources are well used. Good use made of the designated funding for staff training, which is linked to priorities in the School Development Plan and individual needs identified by the teachers themselves. Funding for pupils who have special educational needs is incorporated within the budget, and is used well to support the pupils concerned.
55. The overall efficiency of the school is good and shows improvement since the last inspection. In the light of the high standards achieved, the good and frequently very good quality of teaching, the very good ethos, and the pupils' very good attitudes and behaviour, the school is giving good value for money.

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

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

56. Baseline assessments indicate that pupils enter the reception class with a mixed range of ability and that overall, most are achieving levels that are in line with those expected for their age. The pupils make satisfactory progress, and by the age of five most achieve the national desirable learning outcomes in each of the key areas of learning.
57. The curriculum for the under-fives is inappropriate. It is linked too closely to the National Curriculum programmes of study for KS1 pupils and is not planned around the key areas of learning. Some tasks are too structured and insufficient emphasis is placed on pupils developing their knowledge and skills through practical activities. Planning does not reflect the developmental needs of the youngest pupils.
58. The teaching of the under-fives is satisfactory overall. The teacher has a good relationship with the pupils and high expectations of behaviour. Explanations are clear, and good use of questions encourages the pupils to think about what they are doing. There are times when teachers and classroom assistants give pupils too much direction and this constrains their creative development.

### **Personal and social development**

59. The under-fives behave well and demonstrate a clear sense of right and wrong. They work co-operatively, take turns, and willingly share resources. They show considerable confidence in talking to adults, and establish good relationships with their classmates. Mostly they concentrate well, and show perseverance when they find tasks difficult, for example, cutting out and sticking, but pupils lose concentration when they are expected to sit at a table for too long, or when they are engaged in tasks which do not fully stretch them, such as 'colouring-in'. In some sessions there are limited opportunities for the under-fives to demonstrate independence, show initiative or choose from a range of activities. Pupils show sensitivity to the needs of others and there is a good range of books and displays in the library to encourage them to show respect for people of other cultures and beliefs. There are well planned opportunities for them to celebrate cultural and religious events, such as when they learn about Divali and Christmas. Pupils treat resources with care as they help to tidy away at the end of sessions and are aware of how to treat living things through learning about the 'Owl Babies'. The under-fives have settled well into the routines of the school and are happy and confident learners.

### **Language and literacy**

60. In the whole group activity, in the literacy session observed during the inspection, the under-fives listened attentively and talked readily about their experiences. They respond thoughtfully to the teacher's questions and use a growing vocabulary to express their ideas. They communicate effectively and make up stories as they compare different holidays in the role play area. They learn different songs in music lessons, and many know a range of nursery rhymes, but there are missed opportunities for them to associate words with patterns in rhymes. The under-fives enjoy books and know how to handle them. They recognise their own names and familiar words, and many are beginning to develop basic reading skills. The pupils match objects to words demonstrating knowledge of letter names and sounds. They are learning to write their own name, and are beginning to form their letters well, but their progress is constrained when they are expected to write sentences made up of words that they cannot yet understand. There are not enough opportunities for pupils to make marks on paper, or

write freely using pictures, symbols and familiar words.

### **Mathematics**

61. The under-fives make good progress in learning to use mathematical language to describe two and three dimensional shapes. They talk confidently of circles, squares and triangles and are learning about cylinders, cuboids and cones. They use appropriate terms to describe position, size and quantity, such as bigger, smaller, more and less. In the airport role-play area they talk about waiting twenty minutes for the next flight, and sort and order the travel brochures. Pupils compare, sort and sequence different coloured wooden shapes and recognise and recreate patterns, skilfully matching shapes to pictures. They recognise and count numbers to ten and beyond confidently, and some pupils can add two numbers together to make ten. They understand and record numbers in their books, but there are very few opportunities for them to develop their mathematical understanding in solving problems through practical activities.

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

62. The under-fives talk readily about where they live and know that Birmingham is a large, local shopping centre. They readily describe what they do when they go on holiday, know that passports are important documents, and show a good understanding of different ways to travel. They make satisfactory progress as they talk about their families, and are aware of their position in the family as eldest or youngest. There are good planned opportunities for children to look at similarities and differences as they learn about autumn and the changes in seasons. They learn about the past through visits to museums, and have compared old bicycles with modern ones. There are good opportunities for them to question how bicycles work, what the wheels are made from and to consider different ways of getting to school. The under-fives talk about their observations confidently and record them, for example, in their collage on light and dark. They are beginning to use technology to support their learning and are beginning to gain control of the computer mouse. They use construction toys to make shapes, and use scissors and glue to cut and stick. However, there are few opportunities for children to explore and select from a wide range of materials and equipment, or to build large models.

### **Physical development**

63. The under-fives move around indoors and outside with good levels of co-ordination. They are beginning to make controlled movements and a small number of pupils match their movements carefully to the music in physical education lessons as they change speed and direction. They show satisfactory awareness of space and others as they run and jump, but a few bump into each other during warm-up time. Pupils show good manipulative skills when using pencils for handwriting and crayons when colouring, but there are no tools available for use with the playdough. Some pupils cut and stick skilfully, but not all are proficient when using scissors. There is a good range of large apparatus and playground equipment to help the under-fives to develop climbing and balancing skills, and they use the pedal cars and tricycles with confidence. Physical education lessons enable children to show increasing control and co-ordination but there are no planned opportunities for them to use small apparatus to develop throwing, aiming and catching skills.

### **Creative development**

64. The under-fives explore texture when they use playdough and respond to the feel of

the three dimensional wooden shapes. They have made finger puppets and there are planned opportunities for them to respond to what they see, hear, smell and touch as part of science topics. They listen to the tape recorder and respond to different sounds, playing the Indian bells to accompany the tape. In a lesson seen during the inspection, pupils collected leaves in order to make a leaf collage, and placed the leaves with purpose and accuracy, often showing imagination and originality when overlaying them to create different effects. The pupils use crayons to make 'wiggly' lines to represent the wind, and paint pictures using a range of different colours, for example, when copying Van Gogh's Starry Night. They experiment with a range of materials when making a firework collage and show considerable enjoyment in the task. In music lessons there are opportunities for the under-fives to sing and use their imagination as they march enthusiastically to the music. In physical education lessons they listen really well to the music and make good suggestions about how it makes them feel. They try hard to express their movements in direct response to the style of the music, for example, running fast to become a shooting star. Pupils make good use of the role-play area, which is currently an 'airport', but staff seldom intervene to ensure that the pupils express their ideas and communicate their feelings effectively.

## **ENGLISH, MATHEMATICS AND SCIENCE**

### **English**

65. On the basis of the 1998 end of KS2 National Curriculum tests, pupils are attaining average standards in English. There was a slight drop in the English results for 1998, when compared with previous years, because of the above average number of pupils with special educational needs in the group. However, the school's 1999 results for English are more typical, and show that one hundred per cent of pupils attained Level 4 or above. The combined results for the past three years, from 1996 to 1998, show that pupils' attainment in English is above average. This picture is confirmed by the inspection findings. When compared with similar schools, the 1998 results are average in English. The groups entered for the end of key stage National Curriculum tests are usually small, and it is therefore not possible to draw meaningful comparisons about the attainment of different gender groups.
66. On the basis of the 1998 end of KS1 National Curriculum tests, pupils attain standards that are well above average in reading and writing. The same picture emerges when the results are compared with those of pupils from similar schools. The school's 1999 results are very similar to those of 1998. There has been a steady improvement during the last three years leading to the current high standards. The inspection findings confirm that pupils' attainment in English is above average at the end of KS1.
67. A key issue from the previous inspection was that standards of writing, including handwriting, were less than satisfactory at the end of KS1. This issue has now been fully addressed and pupils' writing, including handwriting is now above average.
68. KS1 pupils speak and listen in a range of different situations, and make good progress. By the end of the key stage, they speak clearly, using a widening vocabulary about issues that are important to them. They speak confidently in small and large groups, and listen attentively to their teachers and to each other. They make good progress in reading. Most pupils read simple passages with confidence. They discuss the story they are reading, and their favourite characters, and show good levels of comprehension. Most pupils read with fluency. Pupils write well for a range of purposes and audiences. They write lists, letters, stories and reports on visits. For example, they

have written about their feelings and how they feel in different situations. They are beginning to use interesting vocabulary with words often chosen for effect. They show clear awareness of the reader, as for example, when they write to the headteacher about their holiday, or report on their recent visit to the transport museum. Punctuation and spelling are good and pupils' handwriting is accurately formed and consistent in size.

69. By the end of KS2, pupils' speaking and listening skills are above average. Pupils are currently preparing a debate on the issue of caged birds, and listen with concentration, confidently questioning each other's ideas and opinions. They adapt their speech for different purposes, as for example, when talking to the pupils, staff and parents at the class assembly. They communicate their ideas clearly and use humour to good effect. By the end of KS2, most pupils read with expression and fluency and show a good understanding of significant ideas. When reading stories, they respond imaginatively to the plot and describe the main characters with accuracy. Pupils consider different styles of writing, and are currently writing in the style of Paul Jennings. In the library they locate and make good use of books for information, but make little use of information technology to support their research skills. In writing, KS2 pupils express themselves well. They write in a range of styles including reports, stories, poems, letters and advertisements. Writing is often lively and thoughtful. KS2 pupils make good progress as they move through the key stage and benefit from the many good opportunities they have to use their literacy skills across the curriculum.
70. Pupils with special educational needs make good progress across both key stages. Individual education plans indicate appropriate targets and teachers are fully aware of these in their planning. Teachers work closely with the classroom assistants, planning the work for individual pupils together. This ensures that there is very good quality support for pupils in class and when they are withdrawn for small group work.
71. Pupils' attitudes to all aspects of English are very positive, and contribute to the good progress they make and the high standards they attain. Pupils of all ages are very well motivated and interested in their lessons. They listen attentively to the teacher and to each other. They are keen to ask and answer questions, and share ideas well. Pupils are confident when explaining their views to others, and in all classes pupils are ready to help and support those who are experiencing difficulties with their work. Pupils have a mature attitude to work, and demonstrate high levels of concentration and perseverance. Behaviour is excellent and contributes to the very good quality of learning.
72. The quality of teaching is good in KS1 and very good in KS2. Teachers have a very secure knowledge and understanding of the literacy strategy. In all lessons there is a good balance of input from teachers and pupils. Teachers build effectively on the knowledge and understanding that pupils bring to the lesson, and listen to pupils' views with interest. In KS2, teachers have particularly high expectations of pupils. Teachers in both key stages make very good use of open and closed questions to check pupils' understanding and to really challenge the highest attainers. Lessons are well planned and prepared. They move at a brisk pace and there is good classroom organisation. In the best lessons seen during the inspection, teachers use their voices skilfully to help pupils to identify powerful words and insist on high levels of concentration from the pupils. There is a suitable balance between whole class teaching and small group work. At present, computers are not used enough to support pupils' learning.
73. The subject is well led by the co-ordinator who has a good overview of teaching and learning across the school. All aspects of the English curriculum are fully covered and a



high proportion of the teaching time is given to literacy. The National Literacy Strategy has been implemented very successfully and has made a considerable contribution to raising standards in English. Pupils' literacy skills are further developed very successfully through other areas of the curriculum. The library contains a good selection of fiction and non-fiction books and provides a useful and attractive learning area.

### **Mathematics**

74. On the basis of the 1998 end of KS2 National Curriculum tests, pupils are attaining above average standards in mathematics. The results for the past three years, from 1996 to 1998, confirm that this picture is typical. When compared with similar schools, the 1998 results are above average in mathematics. On the basis of the 1998 end of KS1 National Curriculum tests, pupils attain standards that are very high in mathematics. The same picture emerges when the results are compared with those of pupils from similar schools. The school's 1999 results are very similar to those of 1998. The results for the three years from 1996 to 1998 show that there has been a steady improvement during this period leading to the current very high standards. The inspection findings confirm that pupils' attainment in mathematics is above average at the end of both key stages. The groups entered for the end of key stage National Curriculum tests are usually small, and it is therefore not possible to draw meaningful comparisons about the attainment of different gender groups.
75. By the end of KS1, pupils have a good knowledge and understanding of number. They have good mental agility, which has been enhanced by the introduction of the National Numeracy Strategy. Their recall of number bonds up to twenty is fast and accurate. Pupils' understanding of place value is good and this helps them to make calculations using larger numbers. Pupils recognise pattern in number, such as odd and even numbers, and numbers that can be divided by five and ten, and the highest attainers use this knowledge well to check the reasonableness of their mental and written calculations. Pupils' knowledge of shape, space and measure is secure. They name and recognise a range of two and three dimensional shapes, and describe their properties. They understand the notion of symmetry and know that fractions are parts of a whole. Most pupils have a good idea of how to tell the time, using both analogue and digital displays, although their understanding of the passage of time is a little vague. Pupils make good use of standard units to measure length, weight and capacity, and the highest attainers make sensible and accurate estimates.
76. By the end of KS2, pupils have a very good grasp of number. Their immediate recall of number and multiplication facts is impressive, and is of considerable help to them when they are solving problems or carrying out calculations. Pupils make good use of calculators for handling large numbers and for checking their answers. Pupils' understanding of place value is good, and they confidently explain the relationship between percentages, decimals and fractions. By the end of the key stage pupils' knowledge of shape and space is very good. They understand angle as a measure of turn, and name, draw and identify right, obtuse, reflex and acute angles. They calculate the perimeter and area of two dimensional shapes, and the highest attainers understand the notion of surface area. Pupils make accurate estimates of length, weight and capacity, and know the names of the imperial measures that are still in daily use and their metric equivalents. The vast majority of pupils have a good knowledge of probability. They understand that the likelihood of events taking place depends on a given set of circumstances. Pupils collect, present and interpret data, but do not make enough use of computers to support this aspect of their mathematics work.
77. Pupils of all levels of attainment in both key stages make good progress, especially in

the acquisition of mathematical vocabulary which enables them to express their ideas clearly and to follow instructions. Pupils' mental agility has been enhanced by the regular daily practice that is a feature of the National Numeracy Strategy, and this is having a positive impact on their overall progress. Pupils who have special educational needs receive very good levels of support that enable them to make good progress. The highest attainers in both key stages are suitably challenged by the set tasks, many of which are open-ended.

78. Pupils' attitudes to mathematics are very positive. They approach tasks with high levels of enthusiasm and commitment, and work hard in lessons, often producing good amounts of work. Pupils listen carefully to instructions which they follow carefully. They take an active part in the daily mental practice sessions, and confidently ask questions to clarify their thinking. Pupils are confident when solving problems, and persevere if they encounter difficulties. Behaviour is very good and enables lessons to proceed at a good pace. Older pupils work well by themselves, and show very good levels of concentration.
79. The teaching of mathematics is good throughout the school, and contributes to the high standards and good progress made by pupils in both key stages. Lessons are well paced and prepared, and teachers are confidently implementing the National Numeracy Strategy. Teachers make very good use of questions to check pupils' understanding and to stretch the highest attainers. Their subject knowledge is good, and they enthuse the pupils and encourage them to believe in themselves as mathematicians. Very good use is made of resources to enhance teaching and learning, many of which have been produced by the teachers. Good use is made of homework to extend pupils' learning and to reinforce important concepts. Work is well marked, and comments are helpful in showing pupils how they can improve their work further.
80. The subject is well led by the co-ordinator, who has successfully overseen the introduction of the National Numeracy Strategy. The co-ordinator, the headteacher, the special educational needs co-ordinator, and the nominated governor have all taken part in numeracy training. The co-ordinator has started to monitor teaching and learning through classroom observation, and the numeracy governor has also observed some lessons. The co-ordinator has recently introduced an extra-curricular mathematics club which is proving very popular with older KS2 pupils. The school has enough learning resources for mathematics, which are supplemented by those teachers make themselves, but many are at the point of needing replacing. The school has significantly raised standards in mathematics, in both key stages, since the last inspection.

## **Science**

81. On the basis of the 1998 end of KS2 National Curriculum tests, pupils are attaining above average standards in science. Pupils' attainment in science has been consistently above average for the last three years. This picture is confirmed by the inspection findings. When compared with similar schools, the 1998 results are well above average in science. The inspection findings indicate that standards in science are above average at the end of KS1, with a good proportion of Y2 pupils on course to achieve Level 3. The KS1 teacher assessments for 1998 and 1999 paint a similar picture. The groups entered for the end of key stage National Curriculum tests are usually small, and it is therefore not possible to draw meaningful comparisons about the attainment of different gender groups.

82. By the end of KS1, pupils' experimental and investigative skills are well developed. Pupils have lively enquiring minds, and are keen to find things out for themselves. They observe carefully, and record their findings in a variety of ways. When carrying out experiments, pupils make confident and sensible predictions, drawing on their previous learning. The vast majority of older KS1 pupils have a good understanding of the notion of a fair test, which is demonstrated in the way in which they organise investigations. By the end of KS2, pupils independently carry out investigations, and carry out detailed observations over a period of time. They know the importance of keeping a 'control' specimen, when finding out the effect of changing variables, so that they can measure the impact of the changes they make. They use a wide range of recording strategies including tables, charts, diagrams, reports and extended writing, and carry out their experimental and investigative work in a methodical and orderly manner. A feature of the best work in Y6 is the good use of scientific vocabulary which enables pupils to express their ideas and findings clearly and concisely.
83. By the end of KS1, most pupils have a good knowledge and understanding of living things. They differentiate between things that are living, those that are dead, and those that have never been alive. Pupils classify living things according to their most distinguishing characteristics, as, for example, when they considered the habitats of minibeasts. Pupils appreciate that whilst living things have different environments that are suited and adapted to their particular needs, they all have common basic requirements to ensure their growth and survival. By the end of KS2, pupils have a good knowledge of the human body, and correctly name and identify major internal organs, and describe the function of the respiratory and circulatory systems. They have a good understanding of the need to maintain a healthy lifestyle, and have studied food facts with a view to devising a healthy diet. They have a good knowledge of how plants reproduce, and know that most food chains start with green plants. Pupils carry out complex classifications of living things, which they effectively record as a decision tree.
84. By the end of KS1, pupils have a good knowledge and understanding of materials and their properties. They classify materials according to their main features, and the highest attainers explain clearly that some changes to materials are permanent whilst others are reversible. Pupils understand the need to choose suitable materials for the intended purpose, and appreciate that the essential characteristics of materials often determine their use. For example they understand that glass is suitable for windows because it is transparent, but that it would not be suitable for making into chairs because it is fragile. By the end of KS2, pupils have consolidated and extended their knowledge of materials, and attain above average standards in this aspect of their work. In an investigation observed during the inspection where younger KS2 pupils considered the effect of water on kitchen paper, the highest attainers showed an appreciation of the fact that there is a limit to the amount of liquid that one piece of paper can absorb. They made excellent use of specialist vocabulary to express their predictions, including such terms as surface area and absorbency. By the end of the key stage, pupils recognise the relationship between solids, liquids and gases, and understand that mixtures of solids and liquids can be separated by filtering. In their work on electricity pupils gain an appreciation of the properties of materials that conduct electricity, and those that are insulators.
85. Pupils' knowledge of physical processes is good by the end of KS1. They know how to construct a simple electrical circuit, and know which appliances in their homes are powered by electricity. They understand force in terms of pushes and pulls, and are aware that the shape of objects can change if a force is applied, for example, they know that an empty drink carton will collapse inwards if air is sucked out. They have a

good knowledge of light and sound, and in a lesson observed during the inspection, carried out an investigation comparing how far light from different sources travelled. The highest attainers explain that darkness is the result of no light. By the end of KS2, pupils have carried out a range of experiments and investigations into the effects of friction, air and water resistance and gravity. They understand that friction slows movement, and that equal and opposite forces cancel each other out, resulting in no movement. Pupils' understanding of the solar system is mostly secure, although they are not absolutely confident when explaining the passage of night and day. Pupils know that an electrical circuit will not work if it is broken, and that a light switch, for example, is an effective mechanism for repeatedly breaking and reconnecting a circuit.

86. Pupils of all levels of attainment make very good progress as they move through the school. They benefit from the consistently very good quality of teaching which generates high levels of enthusiasm, and from a good curriculum which places great emphasis on the investigative elements. Pupils progressively gain scientific skills, knowledge and understanding, and confidence in themselves as scientists. Pupils who have special educational needs make similar progress to their classmates thanks to the very good support they receive in class from their teachers, classroom assistants and friends. Pupils' good literacy and numeracy skills contribute to their progress in science.
87. Pupils of all ages have very high levels of enthusiasm for the subject. They are highly self-motivated and work hard and conscientiously in lessons. They behave very well, although KS1 pupils sometimes become over-enthusiastic and excited in practical sessions. Pupils are original in the way in which they approach tasks and record their findings. They are methodical when carrying out investigations and experiments, and work co-operatively on joint tasks. Pupils listen carefully to instructions and explanations and take an active part in class discussions. Older KS2 pupils are particularly effective in their use of scientific vocabulary and express their ideas clearly. Pupils throughout the school produce good amounts of written work, and independently select the resources they need.
88. The teaching of science is very good throughout the school. Teachers have a very secure subject knowledge, and enthuse the pupils with their positive approach. They enable pupils to think for themselves and to carry out open-ended investigative work. Planning is very good and ensures that pupils' previous learning is built upon. Activities are well paced and very good use is made of resources to exemplify the main teaching points, and to enhance teaching. Teachers organise science lessons well, and monitor individual carefully. They give very good levels of support to pupils who have special educational needs, and ensure that the highest attainers are challenged and fully stretched. Teachers use questions very effectively to check pupils' understanding.
89. The subject is well led by an enthusiastic co-ordinator who gives good support to colleagues in their planning. Some specialist teaching by the co-ordinator in the upper KS2 class, prior to the end of key stage National Curriculum assessments, ensures that pupils are well prepared, and enables the co-ordinator to gain a good overview of standards in the school. There are enough resources to support teaching and learning, but they are in need of upgrading and replenishing. At present, insufficient use is made of information technology to support pupils' learning. The school has made good progress since the last inspection in raising standards at the end of both key stages.

## 108. **OTHER SUBJECTS OR COURSES**

### **Information Technology**

90. KS1 pupils make satisfactory progress, and by the end of the key stage their attainment is in line with national expectations. At the end of KS2, pupils' attainment is below the national expectation, and they do not make enough progress as they move through the key stage.
91. By the end of KS1, pupils use the mouse confidently to move the cursor around the screen. They make good use of a paint programme, and recognise that computers can be used to create pictures. They choose colours and patterns and select and use the appropriate tools to draw and paint pictures of their own. To support their work in design and technology, pupils have used the computer to design and draw a car, to which they added seats, steering wheel and headlamps. Most pupils know how to save and print their work independently. Pupils use word-processing programmes to write words and sentences, and to complete word matching exercises. Pupils have experience of using a data-handling programme to produce a bar chart of their holiday destinations. Pupils make satisfactory progress across most strands of the national curriculum, but do not have enough opportunities to use computers for control purposes.
92. At the end of KS2, pupils' attainment is below the national expectation, and their progress across all strands of the information technology curriculum is unsatisfactory. With support, pupils enter and store information, make labels and produce covers for their topics by combining text and graphics using a simple 'clip-art' program. Most pupils use word-processing programmes to make final copies of their written work, but do not make enough use of information technology for drafting and editing their work. Very little use is made of the computer to support pupils' data-handling skills. Pupils annually attend a 'data-handling' day that enables them to use a range of control technology equipment, but do not have enough regular opportunities to use it to give them the necessary confidence and expertise. Very good use is made of one of the classroom assistants who works with small groups of pupils, helping them to gain confidence and the necessary keyboard skills. A recent project has involved pupils in using a digital camera. Pupils are learning how to use the camera to capture an image which they subsequently display on a computer screen. They are also working through a simulation package in which they follow an adventure trail. This enables them to make decisions, solve problems and explore the effects of altering variables asking questions such as 'what would happen if?'
93. Pupils' attitudes towards information technology are good. They show concentration and perseverance and are keen to share what they are doing. They work well together, take turns and share resources. They listen well when working with the classroom assistant and accept help and advice readily. They are often enthusiastic, and are always confident and polite when explaining or discussing their work.
94. No information technology lessons were seen during the inspection, and it is not possible to make an overall judgement about teaching. At present, other than the occasions when pupils are working with the classroom assistant, there is not enough direct teaching of computer skills, nor are there enough opportunities for pupils to use computers to support their learning in other subjects.
95. The co-ordinator for information technology provides good levels of support and guidance for teachers and classroom assistants. There is a useful policy and scheme of work, which is having a positive impact in KS1, but has not yet worked through KS2. There have been considerable improvements in the resources for information technology since the previous inspection, although the school still does not have sufficient control technology equipment. Standards are broadly the same as they were

at the time of the last inspection.

114.

114. **Religious education**

96. By the end of KS1, pupils' attainment is in line with the expectations of the Locally Agreed Syllabus. Pupils make satisfactory progress as they move through the key stage, and acquire and consolidate knowledge about the main chosen faiths of Christianity, Islam, and Hinduism. By the end of KS2, pupils' attainment exceeds the expectations of the Locally Agreed Syllabus, and pupils make good progress in their study of the chosen faiths of Christianity, Sikhism, Hinduism and Buddhism.
97. KS1 pupils have a good knowledge and understanding of Christianity. By the end of the key stage they understand that prayer is a form of worship, and that Muslims and Christians prepare for prayer in different ways. Some of the pupils' own ideas about worship are impressive, and reflect the thought they have given to the topic. They are aware that prayer can be private, or conducted collectively in a place of worship, and understand prayer as a means of communication. Pupils know that the Bible is an important and special book for Christians, and that the Guru Granth Sahib has the same significance for Sikhs. The pupils' knowledge of Christian celebrations is secure, and they explain the significance of Christmas and Easter, but their knowledge of Islam and Hindu celebrations is shaky.
98. By the end of KS2, pupils' understanding of Christianity is well developed and they have mature views about a range of moral issues. They have considered the notion of leadership in some detail, and have looked at the qualities of well-known spiritual, religious and political leaders. They recognise that each of the world faiths has leaders who in some cases exert tremendous influence on their followers. Pupils' knowledge of the world faiths they have studied is good, and by the end of the key stage pupils compare aspects of the different faiths, such as worship, and draw out the similarities and differences. They know, for example, that as Christians live by the ten commandments, so too do Muslims follow the guidance encapsulated in the five pillars of Islam. Pupils have visited a Sikh temple, and have compared the traditions and worship practices of Sikhs with those of Christians. Through their studies of themes such as celebration, pupils have developed a respect and understanding for the beliefs of others. Pupils' maturity enables them to appreciate the symbolism of religion, and they confidently question their teachers in order to reach their own views and decisions.
99. Pupils make satisfactory progress in KS1, but much of the work covered is not recorded in written form, and this makes it difficult for them to recall their previous learning and limits their progress. Pupils' progress as they move through KS2 is good, and is enhanced by their maturity and keen interest. Pupils who have special educational needs make similar progress to their classmates, and benefit from the very good support they receive from their teachers, classroom assistants and friends.
100. Pupils throughout the school have very positive attitudes to religious education and take an active part in lessons. They enjoy discussions, and listen well to their teachers and classmates. Pupils are very well behaved in class and this enables lessons to proceed uninterrupted. They show great respect for the views and beliefs of others, and have an awareness of the need to treat treasured possessions with care. Older KS2 pupils have a very mature attitude and this enables their teachers to fully stretch them, and challenge their thinking. Pupils take pride in the presentation of their written work, and their work is enhanced by their high standard of literacy, which enables them

to express their ideas clearly, both verbally and on paper.

101. The teaching of religious education is good in KS2 and satisfactory overall in KS1. Lessons are well prepared and planning links closely to the Locally Agreed Syllabus programmes of study. Teachers have excellent relationships with their pupils which enable them to tackle difficult issues, such as death, with great sensitivity. Teachers in both key stages challenge pupils to think for themselves, and to make their own decisions. In addition to fostering pupils' moral development, lessons often successfully promote aspects of spirituality, and teachers are skilled in capturing such moments, and allowing pupils opportunity for reflection. There are not enough opportunities for KS1 pupils to record their religious education work in written or diagrammatical form, and this makes it difficult for them to recall their previous learning, and limits their progress. Opportunities for recording are better in KS2, but could be further increased.
102. There is no co-ordinator for religious education at present, and the subject is temporarily being led by the headteacher. A good amount of time is given to the subject in both key stages, and statutory requirements are met. The school has a good range of attractive books to support pupils' learning, but lacks artefacts to support the teaching of world faiths. Insufficient use is made of computers for research purposes. The school has responded positively to the few minor recommendations made in the last inspection report, and standards have improved at the end of KS2 since the time of the last inspection.

## **Art**

103. Pupils of all ages and levels of attainment, including those with special educational needs, make good progress.
104. KS1 pupils have good drawing skills and make detailed and careful observational drawings. Their work has a good sense of proportion, and they use a variety of mark-making techniques to show light and shade. Following a visit to a transport museum, pupils have produced drawings of bicycles which effectively demonstrate their skill. Pupils have regular experience of painting and printing, and know how to mix colours to achieve different shades. They successfully combine paint with other media, including paper, fabric, pastel and decorative items, such as sequins and glitter, to produce attractive collages, and understand how the different materials and textures add depth and interest to their work. Pupils make good use of pastels to achieve muted shades and effects, and in a lesson seen in the inspection, carefully blended colours when making drawings of autumn leaves. As they move through the key stages pupils are introduced to the work of well-known artists, and the highest attainers are developing an understanding of how individual artists are associated with particular styles. When studying Van Gogh's 'Starry Night', pupils noted the swirls, and the depth of colour of the sky, and responded sensitively to the beauty of the picture. Older pupils make good use of sketch books to record their preliminary ideas, and to practise new techniques and skills.
105. KS2 pupils make good progress in developing skills of drawing and painting, and have a good knowledge of the work and style of a variety of well-known artists. They explain that Monet, for example, painted pictures of his garden using muted shades of pink, green, blue and mauve, and that his pictures present an impression rather than an exact recreation of a scene. Pupils work with great care and attention when making observational drawings, and during the inspection, when capturing a still-life composition of a basket of flowers, sometimes chose only a small section to work on so

that they could concentrate fully on the very fine details. Some of pupils' art work is linked to ongoing topics, and younger KS2 pupils have recently produced some good quality Egyptian wall paintings which in addition to showing their skills of drawing, also indicate their historical understanding. Older pupils recently made an interesting link between music and art when they drew 'pitch lines', after listening to a piece of music, which they subsequently used as a basis for attractive and individual collages. Pupils have experience of using clay and papier mâché for modelling, and in the past have made clay pots and lunar landscapes, but have little opportunity to work with fabric. All pupils have sketch books, but more use could be made of them for practising specific skills, and preparing for lessons.

106. Pupils throughout the school have very positive attitudes to art and thoroughly enjoy their lessons. They work very well together in small groups, and follow instructions carefully. They take care when composing their pictures, and work methodically. Pupils are often imaginative, and produce original pieces. Pupils are very responsive to the beauty in art, and often demonstrate amazement, as seen during the inspection when the teacher unveiled a still-life composition for KS2 pupils to observe and draw. Pupils are always very well behaved and this enables lessons to run smoothly. They are proud of their work, and appreciate seeing their paintings and drawings displayed around the school.
107. The teaching of art is good in both key stages and enables pupils to make good progress. Although there is currently no whole-school scheme of work, teachers consult with each other to ensure that there is progression in pupils' learning. Art skills are taught effectively, and judicious intervention by the teachers, whilst pupils are working, ensures that pupils' learning is advanced, and that the highest attainers are fully stretched. Teachers have a good subject knowledge, and prepare lessons and activities thoroughly. Classroom organisation is often very effective, as when pupils were arranged around a still-life composition and encouraged to change seats to gain a different perspective. Good use is made of resources to support both teaching and learning.
108. The subject is well led by the co-ordinator, and is taught regularly throughout the school enabling pupils to consolidate and extend their skills and knowledge. Art work is used effectively to create attractive displays in classrooms and corridors, and to celebrate pupils' achievements. Although resources are satisfactory, a wider range of specialist resources for fabric painting, and detailed ink drawing, would enhance the overall provision. Standards have improved since the last inspection, and progress has been made in producing and implementing a good quality policy and planning guidelines. The school has identified the need to implement a scheme of work in the near future.

### **Design and technology**

109. Pupils of all ages and levels of attainment, including those with special educational needs, make at least good, and sometimes very good progress.
110. Many KS1 pupils have an extremely good understanding of the design process. They methodically consider the materials they might use and make a list of what will be needed. They clarify their ideas through discussion as they select materials, and develop their design during the making process. They reflect thoughtfully on their work and make sensible suggestions and improvements. Pupils use a variety of materials and tools, and in recent projects used malleable materials to make models of a



favourite meal, and designed and made an activity centre for a hamster. There are good examples of pupils joining textiles in different ways, for example by sticking, sewing and stapling. Younger pupils are in the process of designing and making a vehicle using reclaimed materials, and have experience of building vehicles from plastic construction kits. Pupils use technical terms confidently, for example, when talking about how straws can be used as axles.

111. KS2 pupils discuss pneumatics and understand the principle of using air to move objects. Their technical vocabulary is well developed, and they confidently and precisely use terms such as pivots, plungers, levers and syringes. They use the saw and cutting board safely, and with skill, to produce a specific length of wood. Pupils work skilfully and safely with a range of materials including textiles, electrical and mechanical components and stiff and flexible materials. They have investigated different shelters, posing pertinent questions and recording the information carefully. They have erected and examined the structure of tents, and have generated ideas about different kinds of shelters and the purpose for which they might be used. Pupils have drawn high quality, accurate and well labelled diagrams of the school gazebo.
112. Pupils at both key stages are highly motivated. Many are enthusiastic about design and technology. They listen attentively in lessons and contribute well in small groups. They share resources well and help each other. They work with commitment and are very focused on the set tasks. All pupils have very good levels of concentration and follow instructions well. Pupils show very good independent learning skills, and willingly and confidently make choices and decisions about their work. Pupils show a good understanding of the need to follow safety rules and procedures, and are sensible in their work.
113. The quality of teaching is good overall. Lessons are well planned and prepared and resources are easily available to pupils. Teachers give clear explanations and remind pupils to think about the importance of finishing techniques. They have high but appropriate expectations and effectively challenge pupils of all levels of attainment. Teachers give good support to pupils without unduly influencing their ideas or stifling their creativity. Their subject knowledge is secure, and their class organisation and management skills are good. In lessons where there are different activities, teachers use the time effectively and ensure that all pupils experience each task. Lessons are well paced, and teachers effectively build upon pupils' previous learning. End of session discussions are well used to share ideas and celebrate the achievements of others.
114. The school has produced a good quality policy and is in the process of implementing a new scheme of work. There is no co-ordinator for design and technology at present, and the headteacher has assumed temporary responsibility for the subject. There are enough resources to allow effective delivery of the curriculum, and they are easily accessible and well maintained. There have been improvements in both teaching and learning since the time of the last inspection.

## **Geography**

115. KS1 pupils make satisfactory progress in geography. The progress of KS2 pupils is unsatisfactory.
116. KS1 pupils learn about their immediate environment. They look closely at different methods of transport, comparing travel by air, sea and land as part of their topic on

transport. Role play areas effectively support their work, and in one classroom there is a 'travel agents', and in another an 'airport'. These imaginative play areas are used well by pupils to look at brochures of different countries, learn about the use of passports and make tickets and boarding passes. Older pupils have made picture maps, and talk confidently about features shown in maps. They are able to follow and give verbal directions, describe different ways of coming to school and have carried out a survey of traffic in the local area.

117. At KS2, pupils make unsatisfactory progress due to the lack of breadth in the curriculum. They have looked at weather across the world and have made a study of temperature comparing conditions in the Polar Regions, the desert regions and the rainforests. Y 3 and Y4 pupils are currently looking at Egypt and have considered how weather conditions influence people's lives. Pupils have looked at rainfall, and appreciate how the effect of the flooding of the Rive Nile affects the agricultural conditions. Y5 and Y6 pupils recently studied natural disasters including volcanoes, earthquakes and hurricanes, and are currently completing a topic on River studies in which they have investigated sources of water. They have examined the stages of river development and use appropriate vocabulary, for example, meander, source and tributary. They have made detailed diagrams, following a survey of the school grounds to find out where water travels to, compared different drainage systems, and looked at how water drains through different materials. However, their geographical knowledge is very patchy, and in discussion they find it difficult to recall past work.
118. No lessons were seen during the inspection but discussions were held with pupils about their work. Pupils of all ages have very positive attitudes to geography. They are keen to discuss their work, and talk confidently about the areas they have studied. They present their written work neatly, and take a pride in their books.
119. The school has prepared a useful policy for geography and a new scheme of work is being implemented. The co-ordinator overviews the subject and monitors teachers' plans, but has not carried out any classroom observations. The school recognises that there is currently insufficient geography being taught in KS2 to ensure a broad and balanced approach to the subject. Resources are barely sufficient. There are no aerial photographs and currently no use is made of information technology to support pupils' learning in geography.

## **History**

120. Pupils of all ages and levels of attainment, including those who have special educational needs make satisfactory progress. As they move through the school, pupils develop an increasing understanding of chronology, and a secure knowledge of the different periods of history they study.
121. KS1 pupils have recently looked at changes in transport through the ages. They have visited the Coventry Motor museum, compared bicycles today with those of the past and made effective observational drawings to illustrate the changes they have observed. Pupils have considered how lights have changed from candles and oil lamps to those that use electricity, and as part of their history topic have learned a number of traditional playground games. Pupils consider the lives of people of different eras, and following a visit to St. John's Museum, asked and responded to questions about the past. The museum provides very good opportunities for pupils to investigate life in the reign of Queen Victoria, and has helped them to understand some of the differences between aspects of their own lives and those of Victorian children. Pupils have made a

study of the local parish church and visited a Tudor cottage. KS1 pupils effectively gather historical information from different sources, for example, photographs and artefacts, but make very little use of information technology to support and enhance their learning.

122. KS2 pupils are beginning to describe characteristics of different periods and societies in the past and recognise changes within and across them. As they move through the key stage they study Anglo Saxons and Roman Britain, and younger pupils are currently researching the lives of the Ancient Egyptians. As part of this topic, pupils investigate the food cultivated by the Egyptians, the building of the Pyramids and Egyptian tombs. They have studied the Egyptian alphabet and examined the principle of bartering. Older pupils have made a more in-depth study of the life and times of Queen Victoria. They have looked at Victorian architecture and interior designs of the time. They have compared different historical buildings of that era, for example the Crystal Palace and Windsor Castle. They are currently studying World War Two and the events that led up to the war. They have looked at the effect of the war on civilians, including children in wartime Britain, and how food was rationed. As part of this topic on they have interviewed a member of the public who lived through the events. Pupils use a wide range of sources to collect information, and as part of their homework some pupils have used the Internet. However, most pupils do not use information technology sufficiently to investigate and research historical data.
123. Pupils of all ages have very positive attitudes to history. They work well in class and concentrate. They listen attentively to their teachers, and to each other, and show respect for the views of their classmates. Pupils have good levels of self-confidence and many approach new tasks with enthusiasm. Relationships are very positive. In discussion, pupils demonstrate pride in their work, and are keen to discuss the topics they have studied, and recount their visits to places of historical interest.
124. Teaching is satisfactory overall. Lessons begin with a good recall of previous work to ensure that pupils build on their former learning. Teachers demonstrate appropriate subject knowledge and use a very effective range of strategies to establish and maintain good behaviour. Every opportunity is taken to question pupils effectively and to encourage them to think. There are occasions when introductory discussions are too long, and this leaves insufficient time for pupils to record their ideas, or complete written tasks.
125. History effectively supports pupils' literacy development, and there are good opportunities for extended writing, and writing for different audiences and purposes. For example pupils in the upper part of KS2 have written a letter, as a parent, to their son or daughter who was conscripted. A useful policy is in place and the co-ordinator monitors teachers' plans to ensure that pupils progress through the history curriculum. A new history scheme of work is in place, but it is not yet having a significant impact on progress or standards. There are sufficient resources to meet the needs of the curriculum. Very good use is made of visits and visitors to enrich pupils' learning, and attractive displays of pupils' work and historical artefacts raise pupils' awareness of different historical periods.
126. Since the last inspection the school has introduced a new policy and implemented a new scheme of work. Standards have been maintained, and pupils continue to make satisfactory progress in this subject.

## **Music**

127. KS1 pupils make satisfactory progress in music, and KS2 pupils make good progress.
128. KS1 pupils have a good sense of rhythm, and maintain a steady beat, and copy and generate simple rhythmic patterns. They make effective use of tuned and non-tuned percussion instruments to play rhythmic patterns. As they move through the key stage, they gain an awareness of pitch, and some older pupils distinguish accurately between high and low sounds. Pupils of all ages listen carefully to recorded music, both in lessons, and when they come into the hall for assemblies. The highest attainers have good recall of music they have appraised, and in a lesson seen during the inspection, remembered a piece that had high and low sections. In dance lessons, pupils respond well to the main features of the stimulus music, by changing the speed or style of their movements. Pupils sing tunefully and produce a pleasant tone.
129. KS2 pupils make good progress in all elements of the music curriculum, and benefit from the close links teachers make between composing, appraising and performing. Pupils have a good sense of rhythm and pitch, which are clearly demonstrated in their tuneful and accurate singing. Through their composition work, pupils have gained a good understanding of the need for notation in order to recreate the same sound at a later date. They make very good use of graphical and pictorial notation, and know that a standard form of notation is needed if the score is to be easily read by others. Older pupils have an impressive musical vocabulary which enables them to express their ideas clearly when appraising recorded music. Pupils throughout the key stage have listened critically to a wide range of music, mostly from the European tradition, and have recorded their personal opinions about the feelings the music provokes, and identified the key elements which combine to create a specific style. Pupils' performance skills are well developed and they enjoy sharing music with others.
130. Pupils of all ages and levels of attainment have very positive attitudes to music, and their enjoyment and enthusiasm for the subject are evident in their work. Pupils are very keen to take part in lessons, and work well together in small groups. They are well behaved and show respect for instruments. They listen carefully to their teachers and to their classmates, and show good levels of imagination. Most pupils are confident performers and are appreciative when observing the performance of others. A few pupils receive instrumental tuition from peripatetic teachers, and these pupils make good progress.
131. Teaching is satisfactory in KS1 and good in KS2. There is currently no scheme of work for music, and this makes it difficult for the non-specialists to know how to develop pupils' skills and knowledge in a progressive way. Teachers' subject knowledge is secure, and they are aware of the need to ensure that pupils have a rich and varied curriculum that links elements of composing, performing and appraising. Good emphasis is placed on the practical aspects of music, and pupils have good opportunities to play instruments and to sing.
132. The subject is well led by the co-ordinator who enthuses the pupils and provides good support for colleagues. Standards in music in KS2 were unsatisfactory at the time of the last inspection, and the school has worked hard to raise standards and to ensure that music has a higher profile in the curriculum. There are enough resources to support teaching and learning, although some are old and in need of replacement.

### **Physical Education**

133. During the inspection, lessons were observed in games and dance. In these aspects of

the physical education curriculum, pupils of all ages and levels of attainment are making satisfactory progress. Scrutiny of teachers' planning indicates that over the course of a year, pupils in both key stages receive a broad and balanced curriculum and experience all elements of the National Curriculum programmes of study.

134. KS1 pupils are well co-ordinated and have a good awareness of space. They work energetically, and in dance vary their movements by altering direction, changing speed and using different levels. Pupils stretch, curl, jump, run and balance with good control, and link a series of movements together to form a short sequence. Most KS1 pupils are confident performers. Older pupils have a good understanding of the positive impact of exercise and know that their heart rate increases after energetic activity.
135. KS2 pupils have a good understanding of the rules of the games they play, and have satisfactorily mastered a range of throwing, passing and catching skills. Most pupils have good levels of co-ordination, and control their bodies well. They move with purpose and accuracy and show an awareness of tactics. Pupils are keen to perform to their classmates, and recognise the need for regular practice in order to improve their skills.
136. Pupils' attitudes to physical education are very good. Pupils throughout the school are very well behaved and listen carefully to their teachers' instructions and comments. They try hard to improve their work by following the teachers' suggestions for improvement. They enjoy demonstrating their work to their classmates, and most are confident performers. Pupils are often creative in dance activities, and show good levels of individuality in their work. In games, pupils observe the rules and understand the need for playing as a team. In discussion, pupils are enthusiastic about physical education activities, and many pupils from both key stages take part in the wide range of extra-curricular activities offered by the school. Good opportunities for KS2 pupils to take part in inter-school tournaments contribute to the pupils' social development, and encourage them to develop a healthy sense of competition.
137. The teaching of physical education is satisfactory overall. Lessons are well planned and prepared, and coverage of the National Curriculum programmes of study is well balanced. Teachers give clear instructions, and make suggestions to pupils about how they can improve their work. Good opportunities are provided for pupils to demonstrate their ideas to their classmates, but pupils do not have enough opportunities to evaluate their own work or that of others. Teachers remind pupils about the need to follow safety routines, and they monitor the movement of equipment carefully. The lessons observed during the inspection were well paced, and effectively organised to ensure the best use of the time available.
138. The subject is well led by an enthusiastic co-ordinator who has a good overview of how physical education is taught throughout the school. The co-ordinator has attended a good range of courses over the past few years, and has a good knowledge of the subject. The school has good facilities for physical education activities, including changing rooms, and a good range of good quality resources which are well ordered and maintained. The hall is of a satisfactory size and has some fixed gymnastics apparatus.

### **Swimming**

139. The inspection of this school included a focused view of swimming which is reported below.

140. By the end of KS2, the vast majority of pupils are able to swim at least the recommended distance of twenty-five metres. All of the current Y6 pupils can already swim this distance. In the past, only Y2 pupils received swimming lessons, and they were joined by the small number of KS2 pupils who were non-swimmers. The school has since changed its provision, and now all KS1 and KS2 pupils receive swimming lessons. The provision is carefully arranged so that it causes the least disruption possible, and takes account of the National Curriculum test periods. Y5 and Y6 pupils receive swimming tuition during the autumn term, Y1 and Y2 pupils during the spring term, and Y3 and Y4 pupils during the summer term. Pupils who appear to be having difficulty learning to swim are identified at an early stage, and are monitored carefully. Pupils travel to the local swimming pool by coach, and are supervised by their teacher, and the headteacher, who accompanies all groups. Pupils receive tuition from an appropriately qualified pool instructor.

**PART C: INSPECTION DATA**

**160. SUMMARY OF INSPECTION EVIDENCE**

- A total of 35 hours 55 minutes was spent observing classes, sampling pupils' work and talking to pupils.
- All subject co-ordinators and teachers with specific areas of responsibility were interviewed.
- A sample of registration periods was observed in both key stages. Discussions were held with the secretary about the procedures for monitoring attendance.
- Pre-inspection meetings were held with the staff, governors and parents.
- Discussions were held with the headteacher.
- Samples of pupils' work were scrutinised across all year groups.
- Pupils from each class were heard reading aloud.
- Frequent discussions took place with pupils of all ages about their learning, achievements and views on aspects of the code of conduct.
- Inspectors took their meals with the pupils and observed lunchtime behaviour.
- Inspectors attended assemblies for both key stages.
- Additional documentation was scrutinised including long-term curriculum planning and some finance documents.
- An inspector made a detailed tour of the site to inspect the accommodation.



## 161. DATA AND INDICATORS

### Pupil data

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR - Y6	109	2	21	9

### Teachers and classes

#### Qualified teachers (YR - Y6)

Total number of qualified teachers (full-time equivalent)	4.7
Number of pupils per qualified teacher	23

#### Education support staff (YR - Y6)

Total number of education support staff	5
Total aggregate hours worked each week	67

Average class size:	27
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### Financial data

Financial year:	1998/99
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	£
Total Income	171,581
Total Expenditure	178,404
Expenditure per pupil	1,918
Balance brought forward from previous year	34,186
Balance carried forwards to next year	27,363

## PARENTAL SURVEY

Number of questionnaires sent out:	86
Number of questionnaires returned:	41

### 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	42	56	0	2	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	56	42	0	0	2
The school handles complaints from parents well	24	42	32	0	2
The school gives me a clear understanding of what is taught	37	42	14	7	0
The school keeps me well informed about my child(ren)'s progress	44	49	2	5	0
The school enables my child(ren) to achieve a good standard of work	39	51	5	5	0
The school encourages children to get involved in more than just their daily lessons	35	49	14	0	2
I am satisfied with the work that my child(ren) is/are expected to do at home	24	61	7	5	2
The school's values and attitudes have a positive effect on my child(ren)	46	46	7	0	0
The school achieves high standards of good behaviour	49	46	5	0	0
My child(ren) like(s) school	54	42	2	0	2