

INSPECTION REPORT

PARK HILL JUNIOR SCHOOL

Kenilworth

LEA area: Warwickshire

Unique reference number: 125552

Headteacher: Mr R Hodgkins

Reporting inspector: Mike Phillips
7704

Dates of inspection: June 26th - June 30th 2000

Inspection number: 188369

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Junior School
School category: Community Junior School
Age range of pupils: 7 - 11
Gender of pupils: Mixed

School address: Park Hill Junior School
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Kenilworth
Warwickshire

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Appropriate authority: The Governing Body

Name of chair of governors: Mrs J Swards

Date of previous inspection: June 17th - 21st 1996

INFORMATION ABOUT THE INSPECTION TEAM

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Mike Phillips	Registered inspector	English	What sort of school is it?
		Geography	The school's results and achievements
		History	How well are pupils taught?
			How well is the school led and managed?
			What should the school do to improve further?
Gordon Stockley	Lay inspector		Pupils' attitudes, values and personal development
			How well does the school care for its pupils?
			How well does the school work in partnership with parents?
Hilma Rask	Team inspector	Science	How good are the curricular and other opportunities offered to pupils?
		Art	
		Music	
		Religious Education	
		Equal Opportunities	
Paul Stevens	Team inspector	Mathematics	
		Information and Communications Technology	
		Design Technology	
		Physical Education	
		Modern Foreign Language - French	
		Special Educational Needs	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Park Hill Junior School is an over subscribed school of 267 pupils, aged 7-11, in a residential area on the eastern side of Kenilworth. Since the last inspection in June 1996, it changed in 1997 from being a middle school to a junior school. The number of pupils has risen by four since the last inspection and the school and is the same size as most other primary schools. The percentage of pupils eligible for free school meals is well below the national average. Almost 19 per cent of pupils are identified as having special educational needs, mainly for learning difficulties, and this is broadly in line with national averages. There is one pupil in receipt of a statement for special educational needs and this is low when compared to the national average. There are few pupils from an ethnic minority background. The very few who learn in English as an additional language need no support for their learning and their progress is similar to most other pupils. Pupils come mainly from owner occupied housing near to the school and 20 come from further afield. Attainment on entry to the school is close to national averages.

HOW GOOD THE SCHOOL IS

Park Hill Junior School is a good school. The headteacher and senior management team's commitment to high standards is shared by staff. Well informed school governors work very effectively in partnership with the school to shape its future. Teaching is good and sometimes excellent and contributes to the further raising of high standards and the good progress of pupils with special educational needs. The school provides satisfactory value for money.

What the school does well

- Achieves high standards in English, mathematics and science.
- Ensures pupils' behaviour is very good and sometimes excellent.
- Has a very good partnership with parents.
- Homework prepares pupils very well for their next lessons.
- Provides a very good range of activities after school and residential trips which have a very good impact on learning.
- Provides very well for pupils' moral, social and cultural development.

What could be improved

- Marking and target setting to ensure high standards are maintained and they improve further where necessary.
- Planning for music to make sure all aspects of the curriculum are covered and planning for religious education to ensure the required time is spent teaching the subject.
- Planning for information and communications technology so that pupils have opportunities to develop skills as they learn in other subjects.

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

The school development plan already recognises improvements are needed in the bullet pointed areas for improvement.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

There is good improvement since the last inspection in June 1996. The school has made good progress in provision for information and communications technology, in appraising the performance of teachers and in managing requests of parents not living nearby who wish to send their children to the school. There are satisfactory improvements in providing clear curriculum guidance to help teachers plan, in the use of assessment when planning and in evaluating the curriculum. There is good improvement since the last inspection in providing a daily act of worship.

STANDARDS

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

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

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

Inspection evidence shows standards continue to rise in English, mathematics and science with an increase in pupils achieving well above national averages. In English, mathematics and science high standards rose between 1996-97 with the steepest rise in science. In 1998, standards fell to below the 1996 levels for English and mathematics but the downward trend in science was less steep. In 1999, standards rose in all three subjects to be just above the levels achieved in 1996 with standards reached in science being at their highest point over four years. In science, boys outperformed the girls in the 1999 national tests but the gap is closing. There are satisfactory improvements throughout the school in writing.

The school is on course to exceed the satisfactorily challenging end of Key Stage 2 targets for English and mathematics that were agreed with the local education authority.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are very eager to learn.
Behaviour, in and out of classrooms	Behaviour is very good and sometimes excellent and a strength of the school. No oppressive behaviour was seen during the week of inspection.
Personal development and relationships	The pupils have very good relationships with teachers and other adults who work in the school. The school's very good provision for personal development ensures that pupils develop into mature and sensible young people as they progress through the school.
Attendance	Attendance is very good.

The pupils' very good attitudes and behaviour contribute significantly to their successful learning and high standards in most subjects throughout the school.

TEACHING AND LEARNING

Teaching of pupils:	aged 7-11 years
Lessons seen overall	Good

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

Teaching is good. Ninety-six per cent of teaching is satisfactory or better. In 92 per cent of lessons teaching is good or better. Twenty-three per cent of teaching is very good, nine per cent is excellent and four per cent of teaching is unsatisfactory. Throughout the school, attainment is high in reading and in speaking and listening and work set matches the needs of pupils of different attainment. Handwriting is not consistently good throughout the school and some pupils do not organise their work well. The teaching of English and science is good and sometimes excellent. In mathematics, most teaching is good and sometimes it is very good. However, although teaching in about one in five lessons was unsatisfactory pupils' attainment in these classes was at or above those expected for their age. Teaching of religious education and information communication technology is satisfactory, in art, design technology, French and physical education teaching is good, and in geography teaching is very good. Numeracy and literacy skills are reinforced well in other subjects so that standards continue to rise.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of the curriculum is good, with some very good features in literacy, numeracy and science. Further developments are needed to extend learning in music, Information and communications technology and in the time spent teaching religious education.
Provision for pupils with special educational needs	Pupils with special educational needs make good progress and are well provided for. Further improvements are needed in using targets in education plans when setting work.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for moral, cultural and social development is very good. Provision for pupils' spiritual development is satisfactory with good features.
How well the school cares for its pupils	The very good care of pupils underpins all the school does. Although satisfactory, information gathered from assessing what pupils know and can do is not always used well when teachers plan.

The partnership between the school and parents is very good. Parents are very pleased with the range and quality of residential visits and that Year 6 pupils are taught French. The broad and balanced curriculum meets most requirements of the National Curriculum. However, pupils have too few opportunities in music to compose, although other aspects of the music curriculum are good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is very well led and managed. There is a clear sense of educational direction with a commitment to high standards shared by teachers, their assistants and governors.
How well the governors fulfil their responsibilities	The governors have very good knowledge of the school's strengths and areas for improvement and they work very effectively in partnership with the school to shape its future.
The school's evaluation of its performance	The school is committed to continuous improvement and is in the early stages of evaluating its performance, which it does very well.
The strategic use of resources	The school uses resources very effectively to maintain high standards and to improve them where necessary. All spending decisions follow the principles of best value for money because they are linked to criteria for continuous school improvement.

Teachers are well matched to the demands of most of the curriculum and the learning needs of pupils. Good accommodation is used well. The school has good and well-managed learning resources. Learning resources for information communication technology are good and they are very good for physical education.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Leadership and management. • Teachers are approachable. • Pupils are expected to work hard. • Standards of attainment. • Pupils' behaviour. • Activities provided after school and residential visits. • The teaching of French. • The good teaching. 	<ul style="list-style-type: none"> • Homework, particularly in Year 3. • Information about how pupils are getting on.

Inspectors agree with most views of the parents. Inspectors found that homework for pupils in Year 3 is satisfactory and that it increases in demand as pupils move up through the school. Inspectors found that the school provides good information about how their children are getting on. Improvements to the school policy for special educational needs will confirm more clearly opportunities for parental involvement during reviews of their children's progress and provision for their special educational needs.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

- 1 The 1999 Key Stage 2 national test results show standards of attainment to be above the national averages for English, mathematics and to be well above for science. In comparison with similar schools, the pupils' results for English and science were broadly in line with the national average and in mathematics they were below. In English, the national test results show the number of pupils exceeding the national standards for their age was above the national average and for science they were well above. In mathematics, the number of pupils reaching standards above those expected for their age was close to the national average.
- 2 Throughout the school, pupils with special educational needs make good progress, particularly in numeracy and literacy due to the good reinforcement of these skills in other subjects.

Trends over time

- 3 Between 1996 and 1999, the Key Stage 2 national test results show that the improvements in standards for English, mathematics and science were broadly in line with the national trend. In all three subjects there was a steep rise in standards between 1996 and 1997 and this was due to the larger than normal number of higher attaining pupils. In English and mathematics, standards fell in 1998 to be close to those reached in 1996. Although standards fell back in science at the same time, they were well above those reached in 1996. In all three subjects, standards rose in 1999, despite a larger than normal number of Year 6 pupils with learning difficulties. The steepest rise was in science where standards were well above the national average.
- 4 The trend in standards for science between 1996 and 1999 showed that boys on average out performed the girls and over time were about one term ahead of them. However, analysis of the 1999 national test results showed that the gap in performance between boys and girls was very narrow. Inspection evidence revealed no significant difference in attainment between boys and girls.
- 5 Inspection evidence shows that standards continue to rise in all three subjects. For English and mathematics, the school is on course to exceed the satisfactorily challenging targets for literacy and to exceed the numeracy targets agreed with the local education authority.

Work seen during the week of inspection

- 6 Work seen during the week of inspection showed improving standards throughout the school in literacy, numeracy and science. The school's analysis of the 1998 and 1999 national test results revealed a need to improve writing. The drive to raise writing standards formed a high priority in the school's development plan for 1999. Inspection evidence showed writing standards are rising, although in Year 5 the girls' handwriting is better than the boys'.

- 7 Inspection evidence shows standards rising in English and are well above the national average. By the end of the key stage pupils write well for a variety of purposes and they use lively and imaginative language in creative writing. Throughout the school standards in reading and in speaking and listening are high.
- 8 By the end of the key stage pupils have good mathematical knowledge and understanding. The daily hour of numeracy is improving mental mathematics skills to raise standards throughout the school. In Year 6, pupils use a good range of strategies when doing mental calculations, although opportunities throughout the school to do investigations are limited in some classes.
- 9 In science, standards are high throughout the school and in Year 6 pupils have good experimental skills. In information and communications technology (ICT), by the end of the key stage standards are in line with national expectations. Pupils e-mail friends in the United States of America and around the world to learn about life in other countries. However, ICT resources are not used consistently well throughout the school to help pupils learn in other subjects whilst increasing their ICT skills. By the end of Key Stage 2, standards reached in physical education and in geography are very good. Standards achieved in French, design technology and history are good. In music, design technology and art, standards are in line with national expectations. In religious education, pupils reach standards expected for their age.

Pupils' attitudes, values and personal development

- 10 Pupils' very good attitudes have a very positive impact on their learning. They are extremely keen to come to school and they enjoy their lessons. Teachers have very high expectations and plan interesting lessons with enjoyable learning activities. Pupils respond by working very hard with sustained interest and enthusiasm, as in a Year 4 literacy lesson where pupils worked very hard to produce compound words.
- 11 Behaviour is very good and sometimes excellent in class and around the school. Parents at their meeting before the inspection spoke highly of the relationships between teachers and pupils. Over the past four years no pupil has been excluded from the school. The pupils are polite and kind to each other and welcoming to visitors. They are trusted to remain indoors at break and lunchtimes because they respect school property. Pupils repay this trust by playing well together and acting responsibly. Lunchtime in the dining hall is a pleasant social occasion where pupils chat happily together.
- 12 Pupils' personal development is very good. The school's very good provision ensures that pupils develop into mature and sensible young people as they progress through the school. Pupils make good use of opportunities provided to accept responsibility and develop their independence. They have a very good understanding of the impact of their behaviour on others. They willingly carry out duties that become progressively more demanding as they move up through the school. Younger pupils undertake tasks for teachers cheerfully, such as taking registers to the office, whilst older pupils proudly take responsibility for looking after pets, organising activities for younger pupils and looking after the school office at lunchtime. The extensive programme of residential visits and the Year 6 pupils' formal dinner make an excellent contribution to pupils' personal development.

- 13 Attendance rate is very good. In 1999, attendance was 96.7 per cent, which is very high in comparison with the national average. There were no unauthorised absences. Pupils arrive punctually and registers are completed quickly, enabling a prompt start to be made to lessons. In Years 5 and 6, registration is used well as an opportunity to practice French. In other classes pupils make good use of the time to prepare for their next lessons, for example, to practise literacy and numeracy skills.

HOW WELL ARE PUPILS TAUGHT?

- 14 Teaching is good. In some lessons teaching is very good and at times it is excellent. Ninety-six per cent of teaching is satisfactory or better. In 92 per cent of lessons teaching is good or better. Twenty-three per cent of teaching is very good, nine per cent is excellent and four per cent of teaching is unsatisfactory. This high quality teaching contributes significantly to the pupils' excellent behaviour in lessons and around the school, their eagerness to learn and their ability to learn independently and creatively.
- 15 Throughout the school, teachers swiftly establish very good relationships with pupils because they are skilful at managing behaviour and organising pupils' learning. This was seen on Wednesday of the week of inspection when pupils about to join the school in Year 3 in September were welcomed by class teachers who settled them down to work straight away. Teachers have high expectations and most teaching is conducted at a demanding pace so that pupils are swept along in their learning. This was seen in a Year 5 literacy lesson when, as a whole class, the teacher insisted that the pupils worked quickly to describe the most important features of a character studied and to provide evidence of their opinions. Pupils shot their arms in the air to answer questions, straining them ever higher in their eagerness to respond to the teacher's questions. In this lesson, as in most others, work set matched and challenged pupils of diverse attainment. These good and better features of teaching contribute significantly to pupils' eagerness to learn and their very good and sometimes excellent behaviour.
- 16 Teachers' good subject knowledge and planning make sure that work challenges pupils of different attainment. This contributes to very positive attitudes towards their work, for example, in science lessons throughout the school. Pupils learn well because work matches their learning needs most of the time. Good use of resources and teaching methods, including the use of drama in Year 5, contribute to pupils sustaining concentration well so that they become increasingly independent and creative learners as they move up through the school. As a result, pupils make good gains in knowledge and understanding in most subjects. Work is often based on real life issues and this contributes to pupils understanding clearly the purpose of their lessons. For example, the use of e-mail to contact pupils in other countries, such as the United States of America, provides information about other countries and cultures of immediate interest to the pupils. In a Year 6 science lesson, the pupils sought scientific solutions to a real life problem when designing and testing a burglar alarm for use on a school camp. The class was alive with the buzz of busy 'scientists'. In music lessons pupils eagerly learn instruments, especially when taught by visiting teachers, and they joyfully and tunefully fill the hall with song during school assemblies and during choir practice. However, for pupils who do not learn instruments or sing in the choir there are too few opportunities provided for them to compose or to critically review their own or other people's music.

- 17 Crisply written learning objectives contribute to effective lesson planning and the pupils' good learning and achievements. Teachers are good at making sure pupils of different attainment understand what they need to learn by clear, good-natured and encouraging explanations. Learning objectives are written on the white board. In the best lessons pupils are frequently reminded of what they are to learn and teachers refer to these learning objectives to monitor pupils' progress. This good practice means very little time is wasted and the best lessons are conducted at a demanding pace to which pupils respond cheerfully. For example, in a Year 3 literacy lesson, good reminders of what pupils need to learn made sure they learnt what a pronoun is and why verbs need to agree with nouns. It was in this lesson, and in a Year 5 literacy lesson, that very good use was made of learning targets in the education plans of pupils with special educational needs to make sure the work these pupils received interested and challenged them. In these lessons pupils with special educational needs made very good progress.
- 18 Throughout the school, literacy and numeracy skills are taught well. These skills are successfully reinforced in other subjects and through homework that prepares pupils well for their next lesson. Reading skills are effectively reinforced in history, geography and in science lessons. In Year 4, homework was used very well to prepare pupils of diverse attainment for a mathematics lesson on how to convert decimals into fractions. As a result, pupils made good progress. In a Year 5 geography lesson, homework was set with high expectations for handwriting. The teacher insisted a few pupils did the homework again because their handwriting was not good enough. Throughout the lesson, the pupils were required to pay particular attention to their spelling, handwriting, punctuation and to use appropriate words and phrases to express their ideas clearly when writing and speaking. Science lessons in Year 6 have times set aside to reinforce literacy and numeracy skills when pupils review their learning and record their experiments. In history throughout the school, teachers set high expectations for the presentation of work. Lessons learnt in literacy are practised when they write their diaries during residential trips. These well-planned opportunities and good use of homework reinforce literacy and numeracy skills in other lessons. As a result, pupils of different attainment make good gains in their learning.
- 19 Teachers and classroom assistants work as a team so that assistants are well deployed and they know what to do. The school has plans in place to improve further the learning support pupils get in class, which demonstrates the school's commitment to continuous improvement. In numeracy and literacy lessons, opportunities for assistants to work with small groups of pupils of different attainment are well organised and this makes sure work set by the teacher is successfully reinforced and higher attaining pupils extend their learning. Teachers ensure their assistants know the learning targets in the education plans of pupils with special educational needs and this leads to these pupils making good progress over time.

Areas to improve teaching

- 20 There are a few areas for improvement. One is in the use of ICT resources to help pupils learn in other subjects whilst increasing their ICT skills. Where ICT is used well to help pupils learn, progress is good. For example, in Years 4 and 6 pupils design and use databases to compare climate and geographical features in the United Kingdom with other countries. In history, databases increase pupils' knowledge of significant past events. However, in science, opportunities for pupils to learn through the use of ICT are not consistently well planned, for example, to use sensors when

doing experimental work in Year 6. Teachers and governors work closely together to improve the use of ICT to help pupils of different attainment learn. As a result, most teachers' ICT skills have greatly improved since the last inspection.

- 21 The good and sometimes very good teaching of mathematics is not consistent throughout the school. Where teaching is unsatisfactory teachers lack subject knowledge and at times teaching methods confuse pupils. However, there is no evidence to suggest that in any class teaching is consistently unsatisfactory because attainment throughout the school is at least in line with standards expected for the pupils' age and they are often higher.
- 22 Teachers use very clear, precise learning targets to successfully raise the attainment of Year 6 pupils of different attainment when they were allocated to classes based on prior achievements in order to boost their attainment in preparation for the national attainment tests. When these tests were completed teachers did not continue this good practice. Consequently, teachers do not have in place a system to help them assess swiftly the attainment of each pupil so that high standards are maintained and quickly improved when necessary. In addition, the very good practice seen, in a Year 5 geography lesson and a Year 6 literacy lesson, of pupils' work marked using succinct advice on how to improve is not consistently used throughout the school.

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

- 23 The school meets statutory requirements to teach most subjects of the National Curriculum. Whilst all aspects of the agreed syllabus for religious education are provided for, the amount of time devoted to this subject is just below that set out in the agreed syllabus. There is a weakness in planning for music to make sure all pupils are taught composing and critical appreciation skills. Other aspects of music are well provided for. There is good improvement since the last inspection in the teaching of performance skills and choral singing. In all other respects, the quality and range of learning opportunities provided by the school are good and have a positive impact on pupils' progress. The school manages well the national priorities to teach literacy and numeracy skills and is on course to exceed the satisfactorily challenging targets for literacy and numeracy, agreed with the local education authority.
- 24 Since the last inspection, there are good improvements to the evaluation of the curriculum and in the ways the curriculum meets the aims of the school. The headteacher and staff work well in partnership with the governing body to continuously improve policies and schemes of work for each subject.
- 25 The school is well on course to have in place by September 2000 the required amendments to the National Curriculum. Some subjects, such as science, have already trialled new schemes of work.
- 26 National literacy and numeracy strategies are managed very well. These strategies are improving further the quality of teaching and learning so that standards continue to rise. There are very good strategies for teaching literacy and those for the teaching of numeracy are good. Literacy and numeracy strategies are reinforced well in other subjects throughout the school. For example, in history and geography pupils are expected to produce good handwriting and to use a range of vocabulary, correctly spelt, to express ideas clearly. In science, measuring and mental mathematics are

reinforced. The school used its own assessment information and results of national tests to identify writing as in need of further improvement throughout the school. This became a priority in the school development plan and led successfully to consistent efforts throughout the school to raise standards. For example, links with writing and geography have been an area of special focus for Year 6.

- 27 Since the last inspection there is good progress in provision for the teaching of information and communications technology (ICT). The school is developing good practice and plans are securely in place to build a dedicated ICT suite. Since 1996, the staff and governors have shared a vision to make the school one of the best providers of ICT teaching in the county. The school has invested in new computers with Internet capability. In 1998-1999 the school was identified by the local education authority as one of the schools to lead on ICT developments. Government grants are expertly used to provide best value for money when buying machines and software. In addition, there is a continuous programme of staff development in order to increase subject knowledge and planning skills so that pupils have more opportunities to improve their ICT skills whilst learning in other subjects.
- 28 The school meets fully the requirements to provide a daily act of collective worship. This represents good progress since the last inspection. Parents are well informed about their right to withdraw their children from collective worship and these arrangements are managed sensitively and effectively.
- 29 Nationally recommended schemes of work and subject policies provide a clear framework for planning for the year, each term and for the week, for example in literacy, numeracy, science, geography, history, and French. Apart from music, schemes of work identify how pupils' skills, knowledge and understanding are to increase step by step as they move up through the school. The practical and detailed equal opportunities policy informs effectively the school's continuous review of policies and schemes of work.
- 30 Personal, social and health education are taught very well, follow closely the school's policies and promote very positive attitudes to learning. Parents are informed about sex and drugs education. A particularly good feature of provision for health education is the use of a points system at lunchtime to help pupils identify healthy eating options.
- 31 Subject co-ordinators are very knowledgeable and make good use of opportunities for professional development. This contributes to subject policies and schemes of work being on course to meet the required amendments to the National Curriculum, which will be in place in September 2000.
- 32 Support for pupils with special educational needs is good. There are plans in place to clarify further, within the school's policy, opportunities for parents to work as partners with the school when reviewing their children's progress towards targets in their education plans.
- 33 The very good range of extra curricular opportunities is a strength of the school. These opportunities have a very good impact on pupils' learning and attitudes. There is a thriving after school club, which is organised by a nationally approved organisation. There are numerous opportunities for lunchtime and after school activities. These include gymnastics, athletics, football, cricket, rugby, netball, country dancing, short tennis, orchestra, choir, and French. Well over half the pupils attend

after school activities. Opportunities are provided for Year 6 pupils to use their initiative and be responsible by organising a lunchtime chess club.

- 34 The very good range of educational visits supports pupils' learning very well. Good use is made of local places of historical and geographical interest to teach research skills and increase pupils' knowledge. There are visits to museums and art galleries, for example to Leamington Art Gallery and Compton Verney. Residential trips for pupils in Years 4 to 6 are highly appreciated by parents. These trips have a significant impact on pupils' learning, particularly in ICT, geography and history. They provide additional very good opportunities for pupils to develop teamwork skills, use their initiative and to learn to be responsible for their own actions and the welfare of others. For example, a Year 4 residential trip helps pupils to develop their initiative and teamwork skills, Year 5 pupils spend four nights near Weymouth improving their ICT skills, and whilst staying in Whitby, Year 6 pupils improve their geography skills and knowledge.
- 35 There are good links with other schools with effective arrangements in place to ensure pupils new to the school, and those leaving to attend other schools, are very well prepared for the next stage in their education. For example, during the week of inspection very well organised arrangements were put in place for an 'Induction Day'. Pupils about to join the school were welcomed with their teachers and sensitively introduced to the routines and organisation of the school and the types of lessons they will have. Year 6 pupils were well prepared for the day they spent in their secondary schools they will attend in September.

Provision for spiritual, moral, social and cultural development

- 36 Provision for pupils' spiritual, moral, social and cultural development is good. The school provides very well for pupils' moral, social and cultural development. Provision for pupils' spiritual development is satisfactory with some good features.
- 37 The school makes satisfactory provision for pupils' spiritual development through collective worship and through religious education. Pupils have opportunities to reflect on their own achievements and to celebrate those of others in school assemblies. Throughout the school, quiet times are provided for pupils to think about what makes them special and about how they can help other people at school and elsewhere. This good practice is reinforced through the provision of a display of pupils' poetry, writing and thoughts about other people, at an entrance to the school hall. In art, they produce work in the style of famous artists, in literacy lessons they learn to understand how language creates mood and feelings and in Years 5 and 6 they attempt to move the feelings of the reader in their own writing. In science in Year 6, pupils marvel at scientific discoveries.
- 38 The provision for the pupils' moral development is very good. Daily acts of worship provide very good opportunities for pupils to think about the impact on others of their actions, and to celebrate the achievements of others. Teachers use opportunities very well to explain and discuss the consequences of particular actions during class discussions, for example on moral issues linked to work in history and religious education. Further opportunities to consider the impact of behaviour on others are provided by pupils writing class rules each term, with reference to the school rules, and reviewing them continuously with their class teacher. This contributes greatly to an atmosphere within the school whereby pupils are not only encouraged to behave in exemplary fashion, but they all want to do so. Pupils know what to do should

bullying occur. A pupil was astonished to be asked by an inspector if there was any bullying at the school. For this pupil, such behaviour was unheard of. This is because teachers have high expectations for behaviour and manage consistently, and with deceptive ease, the conduct of pupils in class and around the school. They and their assistants provide very good opportunities for pupils to discuss the consequences of good as well as unacceptable behaviour. This contributes significantly to the harmonious relationships between adults and pupils. As a result, throughout the school pupils clearly know the difference between right and wrong.

- 39 The provision for pupils' social development is also very good. Opportunities are very good for pupils to help those less fortunate than themselves. For example, they support Save the Children Fund by organising produce sales themselves, such as cakes they bake, and by raising money from the Hosanna Rock performance at Christmas. There are numerous opportunities for pupils to develop initiative, teamwork skills, and a sense of responsibility and citizenship. Lessons are well planned to provide opportunities for pupils to co-operate, for example, through investigative work in science. Throughout the school pupils help teachers prepare for lessons and they are expected to tidy classrooms at the end of each lesson. They take turns to collect and return attendance and lunch registers. In lessons and around the school, teachers and other staff actively encourage pupils to be polite to each other and welcoming to visitors. Year 6 pupils look after pupils in Year 3 and they manage the school office at lunchtimes where they maturely greet and care for visitors. In lessons pupils are continuously encouraged to use their initiative. This is seen throughout the school when organising their work and the resources they will need, when checking their work and using dictionaries, and when they work in groups during science investigations. Residential trips for pupils in Years 4 to 6 provide very good opportunities for them to develop their initiative, a sense of responsibility and an understanding of what it means to be good citizens. For example, Year 5 pupils explained how tidying up a school garden was linked to their responsibility to the school as a community. Opportunities to increase further understanding of citizenship are provided for Year 6 pupils who form the school council. Teachers and governors take their views on school improvements seriously.
- 40 The provision for pupils' cultural development is very good. Opportunities are provided for pupils to learn about customs, traditions and celebrations of their own and other cultures in the United Kingdom and throughout the world. Library provision is audited to ensure fiction and non-fiction books represent the diverse cultures of Britain. In religious education, pupils learn about how people of different faiths worship and how beliefs influence behaviour. In geography in Year 5, pupils study life in Brazil. Throughout the school, pupils exchange paintings with a school in Sensei, Japan as part of an International Peace Foundation project and this forms an impressive display in the school entrance. Through the Internet, pupils exchange photographs and other information with a school in Kenilworth, New Jersey in the United States of America. There is a rich provision of cultural experiences provided for pupils in the school, both through visits, such as those to Snibston Science and Technology Park, and through visiting musical ensembles, authors and artists. The school has good links with local churches and is planning to improve links with places where other faiths worship.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

- 41 The school has very good procedures for ensuring pupils' welfare, health and safety. Staff have a genuine concern for the well being of all their pupils within an environment which respects and values all who work and learn in the school. The governors and all staff regard health and safety as a high priority and this makes for a safe and caring school. The governors review the health and safety policy regularly and risk assessments are carried out regularly for all the significant risks in the day-to-day life of the school. Several members of staff are trained in first aid and the senior mid-day assistant is a qualified nurse.
- 42 The school's personal, social and health education programme helps pupils to become increasingly independent, self-confident and knowledgeable about themselves. The curriculum includes drugs education and promotes a healthy lifestyle. Children are given appropriate warnings about looking after their own safety in lessons such as art and design technology, where sharp tools are being used. Throughout the school opportunities are provided for pupils to think about what makes them and other people special, and how they can help and value others. Year 6 pupils take part in the school council, which not only increases their understanding of citizenship but contribute significantly to their personal development. The school council consults other pupils and, as a result, a number of initiatives have been introduced, such as a litter rota to keep the grounds tidy and a football rota to reduce football-related disputes at playtime. The school's arrangements for child protection are very good. All staff know their responsibilities and receive regular training. The school has good relationships with the appropriate social services department.
- 43 There are good procedures for monitoring attendance. Any absence not supported by a note or telephone call from the parent or carer is followed up promptly, and any problems or concerns are referred to the headteacher. The school works effectively in partnership with the education welfare service whenever there is a concern about attendance or punctuality. Good attendance is rewarded to reinforce its importance.
- 44 The school's procedures for monitoring and promoting good behaviour are very good and help to make the school an orderly and pleasant community. Teachers' very good management of behaviour in class and around the school contributes to the pupils' very good and sometimes excellent behaviour. This has a very positive impact on the quality of pupils' learning. There are school and class rules, which pupils help to write. Pupils are encouraged to tell a teacher or other adult if they are being bullied and this successfully eliminates oppressive behaviour.
- 45 Procedures for monitoring and supporting pupils' personal development are good. They are very effectively managed because teachers have good knowledge of pupils as individuals. Parents feel their children are happy at school. Pupils' personal achievements, both in school and outside, are included in a record of achievement folder. Pupils' good achievements are recognised and rewarded, and this has a positive effect on their attitudes.
- 46 The school is good at monitoring and evaluating academic attainment and progress. The school knows its pupils well, recognises their needs and responds to them well. This is seen in the records kept to monitor pupils' achievements in literacy, numeracy and in science and in the very good individual action plans for pupils with special educational needs. The school makes good use of assessment information to place Year 6 pupils in classes based on attainment to boost their performance in literacy,

numeracy and science before the national tests.

- 47 The school makes good use of information from assessments of pupils' achievements and national tests in order to plan. The most effective use of assessment information to raise standards further was as a result of an analysis of national test results to prioritise, in the school development plan, further improvements to the high standards of writing. As the result of a consistent effort throughout the school to improve writing, standards are rising. Teachers provide advice for pupils about improvements to be made in their work in class and at home. This means that most pupils have a good idea what to do raise their attainment. The best practice was seen in Year 6 where discussions were based on the marking of pupils' work that assesses achievements, identifies weaknesses and then provides clear advice for improvements.

Areas for further improvement

- 48 There are two areas for further development. The most important is to extend throughout the school the very good practice of setting individual learning targets used when Year 6 pupils were being prepared for their national tests. The other is for planning to pay closer attention to the learning targets in the education plans of pupils with special educational needs so that the progress and achievements of these pupils are measured more accurately. Best practice seen in Years 3 and 6 has yet to spread throughout the school.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

- 49 Parents have very positive views of the school and are satisfied with the quality of education that their children receive. They consider that the school is well led and managed. Most parents feel that staff are very approachable and that they respond well to any concerns that are raised. An active parents' association raises large sums of money for the school. It has, for example, provided funds for new hall curtains, carpet in the music room, and contributed to the costs of literacy and numeracy initiatives. Fund-raising events organised by the association are always well attended by parents.
- 50 The school provides good quality information for parents. The prospectus meets statutory requirements, is well presented and informative. Parents receive regular newsletters containing useful information about school life and the school has provided guidance for parents on how to support their children's learning of numeracy. Teachers send letters to parents at the beginning of term about the curriculum to be covered. The school organises regular curriculum events for parents, but these are not always well attended. The full day introduction of the new intake into the school took place during the inspection. It was well organised and made the new pupils feel at ease and welcomed.
- 51 Pupils' annual reports meet statutory requirements and give useful information about what pupils have learned and what they need to do to improve. Parents have three formal opportunities each year to discuss their child's work and progress with the class teacher. They are, however, strongly encouraged to speak to their child's teacher at any time if they have concerns.

- 52 The school listens to parents' views and, where appropriate, responds positively to suggestions and concerns. For example, as a direct result of parental concerns security has been improved.
- 53 The contribution of parents to their children's learning at school and at home is good. The school has very good links with parents that support pupils' education well. A number of parents provide valuable help in lessons by sharing their expertise in science, maths and cookery, as well as hearing pupils reading. The impact of parents' involvement on the work of the school is good.

HOW WELL IS THE SCHOOL LED AND MANAGED?

- 54 The school is very well led and managed. The headteacher provides a clear educational direction for the school through a commitment to high standards that is shared by all staff and governors of the school. In order to achieve this, the headteacher works very effectively with senior colleagues and subject co-ordinators to evaluate the quality of teaching and the curriculum, to set targets for improvement and to provide advice and support so that good practice is developed throughout the school. The governing body oversees these procedures and takes a keen and well-informed interest in the quality of the school's teaching and learning.
- 55 The school's aims and values underpin the work of the school. They are prominent in the school development plan. These are to develop caring, responsible and happy pupils through a challenging and positive atmosphere within which realistically demanding targets ensure pupils fulfil their academic, personal and social potential. Teachers and governors fully support these aims and values that appear on most school documents, including the governors' handbook and school policies. These values and aims have a significant impact on the very good learning atmosphere in the school. This is seen in the very effective partnership between staff and school governors, the very good relationships enjoyed by staff and pupils and ways in which teaching and non-teaching staff value the contributions each pupil brings to the school.
- 56 Governors are very well informed during their annual review of the school development plan in order to set the next priorities for action. There are very effective strategies in place to ensure governors fully understand the strengths and weaknesses of the school. Regular reports throughout the year are provided by the headteacher about progress towards priorities in the school development plan. The development plan is seen as a working document and a valuable tool for the school as it strives to continuously improve through self-evaluation. As a result of the continuous review and evaluation of policies, by September 2000 the school will be fully prepared for amendments the National Curriculum.
- 57 The school development plan has priorities for improvements with a successful emphasis on maintaining high standards and raising them further where necessary. There are good strategies in place to ensure the school exceeds the satisfactorily challenging targets agreed with the local education authority to further improve numeracy and literacy standards. In order to achieve this, priorities include improvements to standards of writing throughout the school, the review of progress to resolve the Key Issues from the last inspection and the completion of an ICT suite in 2001 to boost skills in this subject. Priorities are arrived at through an analysis of national test results and a cycle of consultations. These involve teachers and their assistants, the headteacher and the school's senior management team, and the

governing body who, with the headteacher, seek the views of parents. The views of the pupils are also sought in order to plan school improvements. In June 1999, pupils in Years 4 to 6 completed a questionnaire about their views and those of the Year 6 school council are taken into account.

- 58 Educational priorities are very well supported through the school's financial planning. The school's finances are reviewed at each meeting of the governing body, and on request at other times, and this contributes to the capacity of the school to take into account the financial implications of new or changing priorities. For example, the delegation of special educational needs funding for a statemented pupil was carefully considered in order to arrive at very good provision. Governors work in partnership with the headteacher in order to make sure the school gets best value for money when buying resources, with purchasing criteria closely linked to maintaining or improving standards.
- 59 The school has good monitoring and evaluation procedures. It effectively uses information technology to access and use information constructively so that the day to day running of the school is managed efficiently. For example, the school's monthly budget provides a clear statement of current finances. Finances are closely linked to plans to equip and manage resources in the planned ICT suite.
- 60 The school makes excellent use of specific grants and additional funding, for example from a local educational charity. Excellent practice was seen in ways literacy resources were thoroughly audited to meet the equal opportunities policy, to provide challenge for pupils of diverse attainment and to represent the diverse cultures in Britain. Expenditure is meticulously considered for best value, for example, when reaching decisions about the use and deployment of teaching assistants. Expenditure for additional teaching was managed in exemplary fashion when sorting pupils into classes to boost their numeracy, literacy and scientific skills and knowledge. Time is a resource that receives a great deal attention. This is seen in ways classroom assistants are managed and deployed to support pupils' learning so that best use is made of teachers' time in order to drive up even further pupils' attainment.
- 61 The governing body meets fully its legal requirements in the information it sends to parents, in holding the school to account for the standards pupils' achieve and in the quality of education the school provides. Annual reports to parents about how their children are getting on are good. Parents are well informed of the progress their children are making, the standards they have achieved and advice is clearly provided on how their children's learning can improve.
- 62 The governing body has a committee structure in place and they use strategies, which are frequently evaluated, to ensure governors work effectively as critical friends in partnership with the school. All governors have responsibility for monitoring subjects and other aspects of pupils' educational provision. For example, there are governors with particular oversight of the school's literacy and numeracy strategies, the science curriculum, provision for pupils with special educational needs, the development of ICT and provision for the pupils' spiritual, moral, social and cultural development. These good arrangements help to ensure that the school meets the requirements of the National Curriculum. At the time of inspection, governors were working closely with the headteacher to make sure all pupils will have an opportunity to learn composing skills in music and that the religious education policy meets all the requirements of the locally agreed syllabus. Governors understand their roles very

well and scrutinise policies with great care. They are prepared to ask for improvements to policies submitted to them, for example, on parental partnership with the school.

- 63 High standards are rising in most subjects, including English, mathematics and science, because the headteacher deploys teachers well, rigorously assesses the quality of their teaching and provides advice, support and opportunities for further training. The quality of the curriculum is evaluated and areas for improvement identified. These areas include ICT and music. The quality of resources and their accessibility to staff and pupils are carefully evaluated. As a result of these well-used evaluation procedures, teachers and their resources are well matched to the demands of the curriculum and the learning needs of the pupils. Teachers are provided with good support when they take on new responsibilities, for example, as a subject co-ordinator. Classroom assistants receive training, and as a result they work effectively in partnership with teachers to support pupils' learning. The headteacher evaluates the effectiveness of the deployment of assistants and he provides good administrative support for teachers so that they spend even more time than they used to planning lessons.
- 64 The headteacher delegates leadership and management responsibilities well. Senior staff and subject co-ordinators have annually reviewed job descriptions that focus on maintaining high standards and raising them where necessary. The school's senior management team comprises the acting deputy headteacher and the co-ordinator for numeracy and special educational needs. They work under the guidance of the headteacher who consults them frequently about strategic development of the school, for example, about preparing the curriculum for changes to the National Curriculum due to occur in September 2000. As a result of these strategies, standards have been rising since 1998 in English, mathematics and science and inspection evidence indicates standards continue to improve. However, there is a weakness in the generally good delegation of responsibilities to staff. There are no regular and formal meetings of the senior management team of the school so that strategies and procedures are regularly reviewed and minutes taken to record decisions. Although the head and his senior management team enjoy good working relationships, the consequence of the lack of formal meetings means that the headteacher often does too much.
- 65 There are very good strategies in place to monitor and evaluate teaching and to conduct performance management. The governors set challenging criteria to be met each year by the headteacher which they formally review when deciding on the level of salary to be awarded. The headteacher, supported by senior staff, monitors and evaluates teaching. As a result of this, teachers receive advice on how to be more effective and best practice is spread throughout the school through meetings and staff training. Information gathered by observing teaching is used in the annual appraisal of each teacher and informs the school development plan. The headteacher is appraised by a headteacher of another school and actions agreed put into place. The headteacher, his staff and governors will complete training in the autumn of 2000 in preparation for the new requirements for performance management, which are to be in place by December 2000. Planning is well advanced to have policies and staff guidance securely in place by that time.
- 66 The school's accommodation and learning resources provide good support for pupils' learning and the curriculum. The school makes good use of available space. For example, teaching assistants work with small groups of pupils in areas outside

classrooms under the supervision of teachers to reinforce learning and the library is used well by pupils to undertake research. Good use is made of the school's playgrounds and extensive grassed areas for physical education and science lessons.

- 67 There are policies and very effective procedures in place to make sure teachers new to the school, and those in their first year of teaching, receive very good support. Teachers new to the school are inducted very effectively into the school through the provision of clear guidance in the school's handbook and the support provided by the headteacher and senior staff. The school is capable of being a very good provider for the training of teachers. This is because teaching is good and sometimes excellent, resources and time are used effectively and the school is developing very good practice in evaluating its performance to seek ways to continually improve.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- 68 The headteacher, his senior management team, teachers and governors of the school need to:
- (1) make sure high standards are maintained and improved where necessary, by setting individual learning targets for pupils and improving the marking of work so that pupils receive advice to improve; (Paragraphs 22, 48, 74,77)
 - (2) make sure pupils use ICT resources well throughout the school to learn in other subjects whilst increasing their ICT skills;
(Paragraphs 9,20,76,83,93,106)
 - (3) improve the provision for religious education by increasing teaching time so that it meets the requirements of the locally approved syllabus.
(Paragraphs 23,125)

Minor weaknesses in need of improvement are:

- (i) to improve provision for music so that all pupils learn composing and appraisal skills; (Paragraphs 16, 23,28)
- (ii) to make sure the teaching of mathematics is consistently good or better throughout the school by improving the subject knowledge and teaching methods of a few teachers; (Paragraphs 21,77)

Key Issues (1), (2) and (3) are recognised by the school as areas for improvement and form part of the school's development plan.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	47
Number of discussions with staff, governors, other adults and pupils	17

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
9	23	60	4	4	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	Y3– Y6
Number of pupils on the school's roll (FTE for part-time pupils)		267
Number of full-time pupils eligible for free school meals		1

FTE means full-time equivalent.

Special educational needs	Nursery	Y3 – Y6
Number of pupils with statements of special educational needs		1
Number of pupils on the school's special educational needs register		52

English as an additional language	No of pupils
Number of pupils with English as an additional language	3

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	4
Pupils who left the school other than at the usual time of leaving	5

Attendance

Authorised absence

	%
School data	3.3
National comparative data	5.4

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment At Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	37	29	66

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	29	27	33
	Girls	26	25	27
	Total	55	52	60
Percentage of pupils at NC level 4 or above	School	83% (80%)	79% (81%)	91% (86%)
	National	70% (65%)	69% (59%)	78% (71%)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	29	28	33
	Girls	27	25	27
	Total	56	53	60
Percentage of pupils at NC level 4 or above	School	85% (86%)	80% (82%)	91% (88%)
	National	[68% (65%)	69% (65%)	75% (69%)

Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	3
Black – other	0
Indian	1
Pakistani	0
Bangladeshi	0
Chinese	0
White	262
Any other minority ethnic group	1

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: Y3 – Y6

Total number of qualified teachers (FTE)	9.8
Number of pupils per qualified teacher	27.2
Average class size	33.4

Education support staff: Y3 – Y6

Total number of education support staff	6
Total aggregate hours worked per week	47

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	N/a
Number of pupils per qualified teacher	N/a

Total number of education support staff	N/a
Total aggregate hours worked per week	N/a

Number of pupils per FTE adult	N/a
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FTE means full-time equivalent.

Financial information

Financial year	1999 - 00
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	£
Total income	448927
Total expenditure	468927
Expenditure per pupil	1756
Balance brought forward from previous year	34133
Balance carried forward to next year	14133

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	267
Number of questionnaires returned	129

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	57	38	4	0	1
My child is making good progress in school.	50	45	3	0	2
Behaviour in the school is good.	60	37	0	0	2
My child gets the right amount of work to do at home.	26	51	18	4	1
The teaching is good.	55	40	3	0	2
I am kept well informed about how my child is getting on.	30	53	14	1	2
I would feel comfortable about approaching the school with questions or a problem.	72	26	2	0	0
The school expects my child to work hard and achieve his or her best.	72	27	0	0	1
The school works closely with parents.	36	57	4	0	2
The school is well led and managed.	84	16	0	0	0
The school is helping my child become mature and responsible.	63	36	1	0	0
The school provides an interesting range of activities outside lessons.	42	47	9	0	2

Percentages of responses are rounded to nearest integer, the sum may not = 100%

Percentages given are in relation to total number of returns, excluding nil replies

Summary of parents' and carers' responses

Parents and carers are highly appreciative of the quality of education provided, especially of the range of educational visits and residential trips, teaching, standards and leadership.

Other issues raised by parents

Inspectors disagree with some parents that pupils in Year 3 do not have enough homework and with the few parents who thought they were not well informed about how their child is getting on. Homework in Year 3 includes reading and numeracy tasks and is satisfactory. Homework increases in demand as pupils move up through the school. Inspectors found that parents receive good information about how their children are getting on. Inspectors investigated a few parents' concerns about opportunities to be involved in the reviews of provision for their children's special educational needs. Inspectors found arrangements to be satisfactory with improvements planned as part of the review of the special educational needs policy.

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

ENGLISH

- 69 By the end of Key Stage 2, standards of attainment in English are above national averages. Almost a third of the pupils reach standards well above the national average for reading and writing. Throughout the school, in most areas of learning, there is no significant difference in standards between boys and girls, and pupils with special educational needs make good progress. Pupils who learn in English as an additional language require no support for their learning and their progress and achievements are similar to other pupils. The school has identified in the school development plan a need to improve writing throughout the school. In Year 5 the girls' handwriting is much better than the boys'. The extra attention given to writing, and the hour of literacy for every pupil, is raising standards. As a result, inspection findings do not fully match those of the 1999 national tests taken almost a year before the inspection because inspectors found standards had risen at the end of Key Stage 2 to be well above national averages.
- 70 National test results between 1996 and 1998 show high standards rising and falling. Standards have risen since 1998. The 1999 national test results show standards to be above national averages and broadly in line with the averages for similar schools. The number of pupils exceeding the national average for their age was above the national average. Inspection evidence indicates that this number may increase in the year 2000 and a few pupils may reach very high standards in comparison with national averages.
- 71 Since the last inspection there are good improvements in the monitoring of teaching, in evaluating the curriculum and in the guidance teachers have to plan well for the year, for each term and each week.
- 72 Standards continue to rise throughout the school because teaching is good. During the inspection, 75 per cent of teaching was good and 25 per cent was either very good or excellent. A little over 12 per cent of teaching was excellent. There was no unsatisfactory teaching. Teachers have good subject knowledge and they set clear, measurable and challenging learning objectives so that pupils of different attainment understand what they have to learn. This contributes to lessons being conducted at a demanding pace with good use of time and pupils making good gains in their learning. Teachers have high expectations most of the time of what pupils of different attainment can achieve and their management of behaviour is very good. As a result, throughout the school the pupils respond cheerfully to demanding work, their behaviour is very good and sometimes excellent and they want to do their best. When teaching is very good or excellent, lessons are planned with close reference to targets in the education plans of pupils with special educational needs and their progress is expertly measured against targets set. The knowledgeable special educational needs classroom assistant in Year 5 is very well deployed. Although teachers throughout the school have a good understanding of the individual needs of pupils on the special educational needs register, planning for some lessons pays too little attention at times to a few of these pupils' learning targets. As a result, teachers have to work harder than necessary in lessons to ensure work set consistently matches the needs of these pupils and challenges them.

- 73 By the end of Key Stage 2, standards in writing are above national averages. Pupils make good gains in their learning because the school identified writing as an area for improvement by analysing school and national test results. The analysis of pupils' work shows good improvements throughout the school since September 1999. Teachers plan lessons using crisply written and measurable learning objectives to improve pupils' spelling, knowledge of grammar, and the effective use of a widening vocabulary when writing for different purposes. Handwriting is the weakest aspect of some pupils' work, and teachers pay particular attention to the improvement of this skill. The emphasis on good handwriting is carried on into other lessons to very good effect and ensures high expectations are consistently reinforced. For example, in a Year 5 geography lesson the teacher insisted that a few pupils did their homework again because their handwriting was not good enough. As the pupils move up the school their writing becomes increasingly lively and they develop ideas well. This is because teachers choose increasingly challenging texts to teach how language can create different effects. This inspires pupils to experiment successfully with their writing, for example, when writing poetry in Year 5. By Year 6, pupils of different attainment use books and computers very well when doing research and they use information they gather to express ideas and opinions very effectively in their own words. In a Year 6 science lesson about electrical circuits and the design of alarms, teaching reinforced writing skills very well as pupils wrote possible outcomes of investigations and recorded the results of experiments.
- 74 By the end of Key Stage 2, speaking and listening skills are very high. This is because throughout the school teachers provide very good opportunities for pupils to discuss what they have learnt, either as a whole class or in small groups. The good teaching of language, of grammar and of vocabulary provides the tools for pupils to increase in confidence when speaking and listening as they move up the school. From Year 3, the pupils learn listen carefully to the ideas of others when reviewing work at the end of the lesson. They take turns when responding to the ideas of others, selecting appropriate words and phrases to express themselves clearly. By the end of the key stage, pupils move skilfully from the formal language of debate to that most appropriate for informal talk. They are very good at engaging the attention of the listener and they build upon the ideas of others very well because they listen very carefully to what is said. For example, in a Year 4 class the excellent and probing questions of the teacher created numerous opportunities for the whole class to discuss different aspects of a character. They expressed opinions clearly whilst being sensitive to others whose ideas were different from their own. In Year 6, when discussing as a class the misleading language of a pamphlet advertising an imaginary school residential trip, pupils of different attainment expressed confidently complex ideas as they helped each other discover how clever writing can deceive the uncritical reader.
- 75 At the end of Key Stage 2, the standard of reading is above national averages, and for a few pupils reading skills are very high. Throughout the school, teachers expertly match different types of fiction and non-fiction texts to the learning needs of pupils so that they are challenged to improve their skills. As a result, pupils' reading skills are developed step by step as they move up the school and they enjoy reading. From Year 3, pupils take books home as part of their homework and parents / carers and teachers work in partnership to improve reading. This partnership continues as pupils move up the school and contributes to the high standards at the end of the key stage. Teachers make very good use of opportunities to extend pupils' reading skills whilst studying texts at the beginning of literacy lessons. They provide challenging reading

tasks for pupils of different attainment at other times so that pupils read for information, for pleasure and to study various writing styles. In other lessons, such as science in Year 6 and geography in Year 5, reading skills are expertly reinforced. From Year 3, pupils use a variety of strategies well to make sense of unfamiliar words and phrases, including sounding out different parts of words. As they move up through the school the pupils express opinions well with close reference to text. They explain with increasing clarity why they prefer one type of book or author to another. They improve rapidly their ability to read fluently, and with understanding, text of increasing difficulty. From Year 3, pupils skilfully use dictionaries and they know how to make good use of the school library to locate information. By Year 6, pupils of different attainment have good research skills and they analyse text well. Higher attaining pupils use the term 'genre' when describing types of literature and they explain how writing can create different moods and tensions. Pupils of different attainment explain why they prefer different types of books and they also explain how the actions of characters influence the plot by referring to the text.

- 76 The knowledgeable and enthusiastic co-ordinator provides very good advice and support for colleagues. The subject policy provides good planning guidance and contributes to teachers making very good use of the national literacy strategy as they plan for the year, for the term and for each week. There are good and easily accessible resources, including literature of well-respected authors, and the well-organised library has CD-ROMs and a good range of books to support learning. The co-ordinator shares with colleagues a commitment to high standards. An area for further development is to extend throughout the school challenging individual learning targets, as seen in planning when preparing Year 6 pupils for national tests, in order to make sure high standards are maintained and improved where necessary.

MATHEMATICS

- 77 Key Stage 2 national test results for 1999 show that standards were above the national average but below those of similar schools. The number of pupils exceeding national averages was similar to most other schools. Between 1996 and 1999, standards were well above the national average. Inspection findings are in broad agreement with the 1999 national test results and inspectors found no significant differences in attainment between boys and girls. Pupils with special educational needs make good progress. Pupils who learn in English as an additional language require no support for their learning and their progress and achievements are similar to other pupils.
- 78 By the end of Key Stage 2, standards are above national averages and about half the pupils exceed national averages. Teachers have high expectations of what pupils are capable of. This results in Year 3 pupils learning quickly to double and halve to a thousand, and in Year 4 pupils of diverse attainment making good gains in their learning through demanding work with fractions and decimals. However, an area for further development is to increase opportunities to carry out investigations to reinforce learning with even greater challenge, and to do so whilst increasing ICT skills. Where ICT is used to help pupils learn, for example in Year 6 when working on number sequences, pupils thoroughly enjoyed their work, prompting one of them to say that 'this is fun'. In Year 6, well over half the pupils confidently use triangles and parallelograms to discover equal angles. They calculate to two decimal places when turning fractions into percentages. They understand scale well and this has a good impact on learning in geography when working with different types of maps. Pupils of higher attainment use Pythagorean formula to calculate the area of a circle.

Throughout the school, most pupils are eager to learn and their behaviour is good. Pupils respond keenly to briskly demanding mental mathematics sessions and they listen attentively to introductions to new activities. They thoroughly enjoy investigating number patterns, and respond positively to challenging questions and demanding work.

- 79 Teaching is mostly good or better. Seven out of nine lessons were satisfactory or better, four out of nine were good and two out of nine were very good. Two out of nine lessons were unsatisfactory. Where teaching is good or better, teachers have high expectations of what pupils can achieve and teaching is conducted at a demanding pace. Throughout the school, the teaching of mental mathematics is good, resulting in pupils increasing their skills as they go up through the school. Good or better teaching challenges pupils of different attainment through probing questions and the need to explain strategies they use when doing mental calculations. This demanding practice ensures pupils review their learning as they sort out the best ways to obtain accurate answers quickly. Most teachers successfully blend high expectations and very good behaviour management and, as a result, pupils are eager to learn and they sustain concentration very well. On the few occasions when teaching is unsatisfactory lack of confidence in teaching aspects of the mathematics curriculum leads to the use of inappropriate teaching methods and explanations which confuses some pupils, causes them to lose concentration. However, analysis of pupils' work shows that even in the lessons observed where teaching was unsatisfactory, over time learning is good and pupils meet or exceed standards expected for their age. An area for improvement is to extend consistently throughout the school good or better teaching so that good subject knowledge ensures appropriate teaching methods are used. An additional area for further development is to extend consistently throughout the school the high expectations seen in most classes for the presentation of pupils' work, and for their work in all classes to be regularly marked with advice on how pupils can improve.
- 80 Most planning is very good and based on clear advice using numeracy strategies to help teachers plan for the year, the term and for each week. This contributes significantly to lessons being well managed, with introductions setting learning objectives which pupils understand and whole class teaching leading smoothly on to work to be done individually or in small groups. Often the first part of the lesson uses questions to assess the knowledge and understanding of pupils of differing attainment to make sure the work they are to do meets their learning needs. Some lessons are punctuated with activities to consolidate learning and maintain pupils' interest. Consequently, pupils' learning is good because their interest and involvement is high throughout the lesson. For example, in Year 6 pupils participated in mathematical 'bingo', which required them to concentrate very hard to make quick, accurate calculations. Where teaching is unsatisfactory lessons are less successfully planned. For example in Years 3 and 5, work did not match the learning needs of some pupils and led to restlessness.
- 81 The school managed the introduction of the National Numeracy Strategy. Planning and teaching are effectively evaluated in order to seek further improvements. The co-ordinator advises and supports colleagues well. Assessment information is used well in most lessons to set work that matches the learning needs of pupils of different attainment and challenges them. Pupils have learning targets to reach at the end of the key stage and Year 3 pupils have individual learning targets. However, the school does not provide individual learning targets for each pupil as they move up through the school in order to maintain high standards and swiftly raise them when necessary.

Improvement since the last inspection is good, particularly in raising standards and in providing challenging work for higher attaining pupils by placing them in classes based on their attainment.

SCIENCE

- 82 The Key Stage 2 1999 National Curriculum tests show standards to be well above national averages. When compared to the results of similar schools, they are broadly in line with the national average. Between 1996 and 1997, standards rose steeply but they fell back in 1998, due largely to the larger than normal number of pupils with learning difficulties. Between 1998-1999 standards rose sharply. They were at their highest since 1996 in 1999, when standards were well above the national average. Over time boys out performed the girls, in terms of progress by about one term. However, the results of the 1999 national test show that the difference between boys and girls is no longer significant. Inspectors found no significant difference in attainment between the boys and girls. Throughout the school, pupils with special educational needs make good progress. Pupils who learn in English as an additional language require no support for their learning and their progress and achievements are similar to other pupils.
- 83 At the end of Key Stage 2, standards are well above national averages, which is a satisfactory improvement on the last inspection when standards were good. Pupils have a good understanding of what a fair test is and they have very good understanding of electrical circuits. They know the properties of different materials and investigate well the best materials to use to muffle sound. They know the properties of light and how shadows are formed. They understand well the nature of solids, liquids and gases and know how to separate mixtures of different sized particles. They have good understanding of evaporation, food chains and more complex food webs. Standards are high in pupils' knowledge about the life cycle of plants and how they are adapted for pollination by wind and by insects. Pupils of different attainment use a very good range of scientific vocabulary to explain processes. Higher attaining pupils become increasingly independent learners as they move up through the school, for example, in Year 6, they maturely record and evaluate findings of their experimental work, and this contributes to their high standards by the end of Key Stage 2.
- 84 Teaching is never less than good. It is sometimes very good and occasionally excellent. During the inspection two thirds of lessons seen were of a good quality, two lessons were very good and one was excellent. There is excellent teaching in Year 6, where pupils work in classes based on their attainment, and a science specialist teacher teaches all of them. High quality teaching contributes significantly to pupils' positive attitudes towards learning and their very good and sometimes excellent behaviour. They listen with great interest to the teacher and each other. Throughout the school, pupils of different attainment show great interest in their lessons and participate eagerly in investigative work. Teachers have good subject knowledge and this contributes to them ensuring pupils understand the clear learning objectives set for each lesson. Teachers give clear explanations of what pupils need to learn and they provide good advice so that pupils of different attainment learn successfully. Explanations and advice are often linked to first hand observations or investigations. Probing questions challenge pupils of differing attainment and encourage them to think carefully about their discoveries. Challenging science investigations contribute to pupils' successful learning as they seek solutions to real life problems. This was seen when Year 6 pupils designed and tested a burglar alarm

for use on school camp, and in Year 3 when pupils investigated the stretching qualities of nylon material of different denier. There is good progress since the last inspection in the use of investigative work to help pupils learn. Good use is made of homework to prepare pupils for their next lessons. In an excellent investigative lesson, Year 6 pupils were encouraged to use their scientific knowledge of electrical circuits and of the conductive properties of materials in order to reach conclusions. This demanding work extended their learning because the teacher encouraged them to go beyond the requirements of the investigation. They collaborated very successfully in pairs as they used scientific problem solving skills to design an alarm that made a continuous noise.

- 85 Literacy and numeracy skills are reinforced well throughout the school. For example, in Year 6 times are set aside each week for pupils to reinforce handwriting and writing skills whilst recording and evaluating information from scientific investigations. Areas for further development throughout the school are the use of ICT and the setting of individual learning targets. Opportunities are under-developed for pupils to extend their ICT skills whilst learning science. For example, pupils using sensors and graphical data on the computer during investigative work could develop ICT skills. Strategies are not securely in place to maintain high standards and improve them where necessary throughout the school through the use of individual learning targets.
- 86 The co-ordinator is very knowledgeable and enthusiastic and uses her previous experience of teaching at Key Stage 3 to raise standards even higher by setting high expectation of what pupils can achieve. She evaluates standards throughout the school and provides good advice and support for colleagues. Teachers have good, clear guidance when planning through the production, in June 2000 of a scheme of work. It is in line with requirements for the amended National Curriculum, which will be in place in September 2000. An area for further development is to increase the consistency of marking throughout the school so that it matches the best practice of providing advice to pupils on how to improve.

ART

- 87 By the end of key Stage 2, standards in art are in line with national expectations and a few pupils exceed them. This is comparable with standards found on the last inspection. Throughout the school there is no difference in attainment between boys and girls. Pupils with special educational needs make good progress and reach standards in line with other pupils. Pupils who learn in English as an additional language require no support for their learning and their progress and achievements are similar to other pupils.
- 88 Throughout the school standards are in line with national expectations and pupils enjoy their lessons. They handle new materials with care and enthusiasm, for example, when Year 5 pupils worked outdoors on three-dimensional insect models, using clay. Year 3 pupils enjoy using soft pencils and charcoal when making abstract patterns. In Year 4, they make very detailed pastel drawings using brick walls as a background focus. In Year 5, the pupils make very individual paintings based on Paul Gauguin's painting, "The Yellow Christ". Throughout the school, pupils' observational skills are good. Year 3 pupils undertake closely observed watercolour paintings of carnations. In Year 6, pupils make detailed close observational drawings of training shoes and produce felt tip paintings in the style of Seurat. There is satisfactory progress since the last inspection to raise standards in three-dimensional work.

- 89 Teaching is good. Teachers' have good subject knowledge. This enables them to provide good, clear learning objectives so that the pupils evaluate their work in order to improve or develop new techniques. Teaching is brisk so that pupils are challenged to work well and creatively. Teachers' good behaviour management makes sure pupils behave and co-operate well, for example, when they share resources.
- 90 Good opportunities are provided for the pupils to learn about art through visits to local art galleries, for example to the Warwick University Arts Centre, Leamington Art Gallery and Compton Verney. Visiting artists enrich pupils' learning. For example, an artist taught pupils about African art through textile work. Opportunities are under-developed for pupils to use ICT resources whilst increasing their ICT skills. There are satisfactory links with other areas of the curriculum, for example, when pupils in Year 5 make Tudor portraits linked to their work in history.
- 91 The co-ordinator has a keen interest in the development of the subject. Plans are in place to produce a scheme of work in line with the amendments to the National Curriculum, which are required to be in place by September 2000. Although planning and assessment of pupils' attainment are satisfactory, there are a few areas for further development. The school has not yet developed a portfolio of work to assess pupils' attainment. Planned opportunities are under-developed to extend pupils' learning so that they use sketch books more effectively to gather information about techniques, to record visual ideas and to plan their work. Sketchbooks are an under-developed resource to provide information about pupils' learning to help teachers plan. Planning does not provide a full range of opportunities for pupils to appreciate critically artists with different styles and traditions.

DESIGN AND TECHNOLOGY

- 92 Pupils' standards of attainment at the end of Key Stage 2 exceed national expectations. This represents satisfactory progress since the last report when standards were judged to be good and very good at times. There are no significant difference in standards between boys and girls. Pupils with special educational needs make good progress. Pupils who learn in English as an additional language require no support for their learning and their progress and achievements are similar to other pupils.
- 93 By the end of Key Stage 2 there are good links with science to reinforce learning in design and technology (DT), for example when Year 6 pupils generated ideas for a burglar alarm using their knowledge of electric circuits. Using their knowledge of the properties of different materials, they worked hard to solve the real life problem of how to design and make a burglar alarm which will stay switched on when used on a residential trip. Year 6 pupils wrote about their designs when making their own training shoes, with each stage of their work leading to the next. Having made very good observational drawings, they write with care and thoroughness a written analysis of the training shoes they bought. This reinforces literacy skills well. They then use what they learn to create their own, using many layers of paper and glue before decorating them in their own way. They show care and attention in order to make sure that what they have made achieves its purpose and also looks attractive. Throughout the school, at the end of most projects, pupils evaluate what they have made and discuss with the teacher what they have learnt in order to improve.
- 94 Teaching is very good. In half the lessons teaching was good and in the others it was

very good or excellent. By the end of Key Stage 2, most pupils exceed standards expected for their age and others achieve standards broadly in line with national expectations. Planning covers all aspects of the design technology curriculum with good attention paid to safety. In Year 3, pupils make sketched plans, explain what their task will involve and then make a list of criteria to judge success. Work in Year 4 reinforces their scientific knowledge about life and living processes when they build seed propagators. These pupils are taught to maintain a careful diary of their designs, for example, when planning a garden, which will cater for the needs of three generations. Pupils make good gains in knowledge and understanding when evaluating their work with teachers. This teaches them to solve problems well and so improves their learning and achievements.

- 95 There are too few opportunities for pupils to use ICT resources in design and technology and planned opportunities are under-developed to reinforce numeracy and literacy skills. Progress is satisfactory since the last report in maintaining high standards. Plans are securely in place to produce a scheme of work to improve teaching and learning to meet the requirements of the amended National Curriculum, to be in place by September 2000. The experienced and hard working co-ordinator is committed to high standards and advises and supports colleagues well.

GEOGRAPHY

- 96 By the end of Key Stage 2, standards are well above national expectations. Few lessons were observed during the inspection and judgements are based on lessons seen, analysis of pupils' work, teachers' planning and records, discussions with pupils and an interview with the subject co-ordinator. Throughout the school, pupils with special educational needs make good progress and there are no significant differences in attainment between boys and girls. Pupils who learn in English as an additional language require no support for their learning and their progress and achievements are similar to other pupils. The school development plan identifies writing as an area for improvement and work seen across the school shows improvement in writing and in the organisation of some pupils' work.
- 97 Standards are very high because teachers have very good subject knowledge and they have high expectations of what pupils of different attainment are capable of. Planning is good with very good links to history so that when more time during the year is devoted to teaching history rather than geography, geographical skills, knowledge and understanding are reinforced and even extended. Pupils in Years 5 and 6 describe how their knowledge of history helps explain how people have changed the landscape, for example, during the industrial revolution. In Year 3, pupils of diverse attainment have good knowledge of geographical and human features, such as mountains, valleys, motorways and housing development. They use maps to locate features, have good understanding of how the weather varies between different places in the United Kingdom and around the world and they know the characteristics for each season. They use geographical terms accurately, for example when expressing views about the environment. Good learning continues into Year 4 because teachers assess pupils' attainment well, monitor progress effectively and use the information they gather to plan challenging work. In Year 4, pupils have good understanding of rivers, their sources and tributaries and they continue to improve their knowledge of climate and how it affects the ways people live. Lessons learnt in history help them understand how towns, villages and cities were formed and changed the landscape. Pupils' achievements in Years 3 and 4 provide good foundations for learning in Year 5 where pupils of average and higher

attainment described differences between a political and a relief map and explained the different uses of these maps. They identify and name most continents of the world, and they also name and locate on a map, countries in mainland Europe. Teaching is conducted at a demanding pace, learning objectives are understood by pupils who respond cheerfully to probing questions. Demanding work in Year 5 results in pupils of different attainment making good progress. Pupils describe differences between different locations in the United Kingdom, with higher attaining pupils able to do so very well. Lower attaining pupils explained the differences between a country and a continent. In Year 6, average and higher attaining pupils have a very good understanding of 'sustainability' when learning and how people can destroy or improve the environment. Throughout the school, lower attaining pupils use geographical language effectively to express their ideas. In Year 6, pupils of different attainment have very good understanding of contrasting locations, particularly when comparing and contrasting their locality with those in Brazil.

- 98 Teaching is very good. When teaching is very good, pupils have challenging individual learning targets and they know what to do to meet them. These regularly reviewed targets inform marking, are linked to literacy and numeracy skills, and provide the teacher and pupils with very good information about learning and progress. Throughout the school, planning identifies opportunities to reinforce numeracy and literacy skills very well, particularly in writing in Year 6. Homework is used very well to prepare pupils for their next lesson and to reinforce numeracy and literacy skills. Where there is very good practice in the use of ICT, pupils extend their geographical knowledge and skills whilst increasing their ICT skills. This was seen in Year 6 where pupils of different attainment were using computers to make a database.
- 99 The school makes very good use of residential outings to bring lessons alive. For example, the Year 6 residential trip to Whitby provides opportunities for the pupils to study two contrasting locations and to extend their fieldwork skills. Pupils spoke enthusiastically about their learning experiences.
- 100 The knowledgeable co-ordinator works hard and supports and advises colleagues well. Plans are securely in place to provide schemes of work to help teachers plan when the amendments to the National Curriculum operate from September 2000. Resources are good, well organised and easily accessible. For example, maps and globes are available for each class. The co-ordinator is committed to high standards and writes challenging individual learning targets for pupils she teaches. This very good practice enables her to monitor the progress of individual pupils and to identify quickly where help with learning is needed. There is good progress since the last inspection for pupils to investigate themes and places and this has been achieved through good use of the locality and residential trips.

HISTORY

- 101 By the end of Key Stage 2, pupils' standards of attainment are above those expected for their age. No teaching of history was timetabled for the week of inspection. Judgements are based on the analysis of pupils' work, teachers' planning and records, an interview with Year 6 pupils and an interview with the co-ordinator. Throughout the school, pupils with special educational needs make good progress and there are no significant differences in attainment between boys and girls. Pupils who learn in English as an additional language require no support for their learning and their progress and achievements are similar to other pupils. The school development plan identifies writing as an area for improvement. Work seen across the school shows satisfactory improvement in handwriting and in the organisation of some pupils' work.
- 102 Throughout the school, pupils make good gains in their knowledge and understanding and by the end of the key stage they have good research skills. In Year 3, pupils place historical events in order of occurrence and they compare well lives lived in the past with those of today by examining everyday objects from the past with those used today. They have good knowledge of the impact on British history of the arrival and settlement of the Anglo-Saxons. In Years 4 and 5, pupils' research skills increase and, where planning is very good, opportunities are well taken for pupils to use ICT resources to help them learn about history whilst increasing their ICT skills. For example, in Year 6 pupils use computers to make historical databases to help them become even more effective researchers. In Year 4 they have good knowledge of events, personalities and how people lived in Tudor times. In Year 5, they have good knowledge of Ancient Egypt and use special historical terms well to express ideas and opinions. In Year 6, pupils have very good knowledge of the main events in the 1930s leading to the outbreak of the Second World War. They interview people who remember the times during and just after this war and they use ICT and the library to extend their knowledge. Year 6 pupils of different attainment know the difference between 'primary' and 'secondary' sources when researching and they provide reasons why events occurred, and they provide evidence to support their views.
- 103 Throughout the school planning is good to reinforce numeracy and literacy skills. Pupils are required to calculate mentally how long ago events took place and how much time elapsed between significant historical occurrences. Literacy skills are particularly well reinforced, in line with the priorities in the school development plan, to improve handwriting. Pupils are expected to spell historical terms correctly, to punctuate sentences accurately and to use a range of vocabulary well to express ideas clearly when writing and speaking.
- 104 Pupils are interested in history because of the good subject knowledge of the teachers and the good links between history and geography. This means that that lessons learnt in one subject reinforce knowledge and understanding in the other. Good assessment of what pupils know, understand and can do informs planning well so that pupils of different attainment are challenged. This contributes significantly to Year 6 pupils expressing enthusiasm for the subject. Consequently, there is good progress since the last inspection in the work higher attaining pupils receive to extend their learning. There are good, planned opportunities for pupils to undertake research of local history, beginning in Year 3 and continuing with increasing challenge up to Year 6. Consequently, there are good improvements since the last inspection in opportunities for pupils to explore historical questions. In addition to these school based research opportunities, pupils undertake historical research during residential

trips, for example when in Derbyshire and Whitby. Year 6 pupils described enthusiastically how local historical research made their studies come alive. For example, with great enthusiasm and knowledge they talked about the dissolution of the local abbey by Henry V111 and how this was linked to his dispute with the Roman Catholic Church.

- 105 The knowledgeable co-ordinator provides very good advice and support for colleagues and ensures that resources are audited and improved where necessary. They are well organised and easily accessible to pupils and teachers. The school has access to a good range of historical artefacts, which contribute to pupils' good learning. The co-ordinator has well advanced plans in place to prepare the curriculum for changes to the National Curriculum due to be in place in September 2000.

INFORMATION and COMMUNICATIONS TECHNOLOGY

- 106 By the end of Key Stage 2, standards in ICT are in line with national expectations. This is satisfactory improvement since the last inspection. Teachers and governors are strongly committed to raising standards by improving planning, increasing the range and quality of resources and teachers' subject knowledge. Throughout the school, pupils make satisfactory progress, including those with special educational needs. By the end of the key stage there is no difference in attainment between boys and girls. Pupils who learn in English as an additional language require no support for their learning and their progress and achievements are similar to other pupils.
- 107 By the end of Key Stage 2, pupils use spreadsheets for a variety of purposes, some of which support other subjects, such as calculating areas and perimeters in mathematics. They regularly communicate with friends in America and England using e-mail and as a result learn about life in other parts of the world, which reinforces learning in geography. Pupils learn how to design web pages and this increases their confidence, skills and knowledge in using the Internet. They carefully consider the content and quality of what they produce, such as designs for an invitation Year 4, but they do not always review their learning in order to improve. Planning is satisfactory to increase pupils' skills as they move up through the school to control small robots. An area for improvement is for planning to increase opportunities for pupils to learn how to use computers to help them learn in other subjects whilst increasing their ICT skills.
- 108 Teaching is satisfactory. Throughout the school, most teaching of ICT is when pupils learn in other subjects and a few lessons are devoted to the teaching of ICT skills. Few ICT lessons were observed during the week of inspection. Judgements are based on lessons seen, the teaching of ICT in other subjects, analysis of pupils' work, interviews with pupils, teachers and the subject co-ordinator. Satisfactory planning throughout the school makes sure pupils develop skills step by step as they move up through the school. However, planned opportunities are under developed for pupils to use ICT resources to learn about other subjects as they increase their ICT skills. For example, in science to produce block graphs to show differences in the properties of different materials and of the life spans of different animals. In Year 3, pupils learn to write on the screen and in Year 4 they move text around the screen and incorporate pictures into their writing on screen. In Year 5, pupils learn to programme a computer to make circular designs. In Year 6, they use databases to increase learning in geography and history. Throughout the school, the good practice in Year 6 of expecting pupils to word process their work is inconsistently developed. Residential

trips in Years 4, 5 and 6 are well planned to reinforce and extend ICT skills and knowledge. Pupils' confidence and their skills are boosted in Year 5 by using computer skills during their activities at Osmington Bay. Here the staff teach them to monitor their pulse rates. They teach them to design advertisements for the centre using digital photographs and they create amusing animated pictures.

- 109 There is satisfactory progress since the last inspection in raising pupils' standards, in the range and quality of machines and software and in most teachers' subject knowledge. However, teachers' subject confidence is not consistently good throughout the school. Improvements have been achieved with the very good support of the governing body. The co-ordinator, who has been in post for a year, is energetically preparing colleagues for the school's ICT suite to be built in the autumn of 2000. In preparation for this additional resource, the co-ordinator has audited teachers' skills in order to plan for improvements and good links have been made with other local schools to share good practice. Teachers receive good, clear planning and assessment guidance, which includes a scheme of work. Information gathered when monitoring pupils' progress and assessing their achievements satisfactorily informs planning with weaknesses in planning to improve ICT skills when pupils learn in other subjects.

MODERN FOREIGN LANGUAGES - French

- 110 French is not a statutory subject in primary schools. Pupils study French in Years 5 and 6 and by the end of Key Stage 2 standards are high and pupils with special educational needs make good progress. Pupils who learn in English as an additional language require no support for their learning and their progress and achievements are similar to other pupils. Pupils of different attainment understand a variety of everyday and other instructions, statements and questions spoken at a natural pace. They remember vocabulary and phrases learnt and use them confidently. Most higher attaining pupils in Year 6 lack the confidence to regularly initiate French conversation, although they are capable of doing so. Pupils learn to listen to and speak French well, and they read and write it with a good degree of accuracy. Their attitudes and behaviour are very good. Pupils enjoy the subject and willingly participate when learning as a whole class and they work confidently in pairs.
- 111 Teaching is good. French is taught by a very knowledgeable specialist teacher. Pupils' achievements are good because teaching is lively, full of good humour and challenging. This results in pupils listening attentively and behaving well. Teaching successfully uses a variety of teaching methods to introduce new vocabulary and to consolidate previous learning. For example, pupils participate enthusiastically in a range of learning games and these contribute greatly to good learning and attitudes. Where possible, teaching is conducted in French and pupils are expected to listen carefully and respond promptly. However, opportunities are often missed to correct anglicised accents. Well managed and good resources contribute to pupils' successful learning. However, opportunities are missed to help pupils learn by using ICT resources whilst improving their ICT skills. Pupils are provided with suitable homework to develop their vocabulary. The school has good links with local secondary schools through the passing on of pupils' achievements in French in order to prepare them for the next stage in their education.
- 112 There have been a number of improvements since the previous inspection and this represents good improvement since the last report, although the standards of higher attainers are capable of improving further. A policy and a scheme of work provide

good, clear and practical planning guidance so that pupils learning develops step by step over their two years of study. The library has increased resources since the last inspection and this contributes to French making an even stronger contribution to the pupils' cultural development than at the time of the last inspection.

MUSIC

- 113 By the end of Key Stage 2, standards achieved in music are in line with national averages, although there is a weakness in planning to teach composing and critical appreciation of music. There is no difference in standards between boys and girls and pupils with special educational needs make good progress. Pupils who learn in English as an additional language require no support for their learning and their progress and achievements are similar to other pupils.
- 114 Pupils throughout the school have considerable experience in performing choral music, and they perform using concussion and percussion instruments. However, in Years 5 and 6 insufficient opportunities are planned for pupils to develop composing skills or to evaluate and form opinions about music they have made or heard. At the time of the inspection, there was no teaching of music in Years 5 and 6 due to the long-term absence of a specialist music instructor. There is no scheme of work to provide curriculum guidance for teachers' planning and this has resulted in a gap in Years 5 and 6 in pupils' composing skills and knowledge. There is satisfactory progress since the last inspection in producing a scheme of work. The school is aware of the need to improve provision for teaching composing skills. The school development plan identifies as a priority the production of a scheme of work to meet the recommendations of the amended National Curriculum, which will be in place by September 2000.
- 115 Despite planning weaknesses there is a great deal of music making in the school with increasing opportunities for pupils to participate in musical activities during and after school. For example, as a result of participation in the Schools' Choral Singing initiative, organised by the County Music Service, opportunities for singing throughout the school have been increased. Pupils in Years 3 and 4 performed "Hosanna Rock" at Christmas. Pupils in Years 5 and 6 took part in lively performances of "Ocean Commotion" at the Kenilworth Arts Festival and to parent audiences this year. Pupils sing tunefully and with good diction. They sing confidently, tunefully and with pleasure in school assemblies where they fill the school with their singing in two parts.
- 116 One very well taught Year 3 lesson took place during the week of inspection. Due to staff illness, no other lesson was observed. In this lesson, pupils composed their own music enthusiastically, following with creative and sustained concentration a chosen rhythm. Very good teaching gripped their attention so that they responded to demanding work with cheerful determination. The teacher taught them to make very good use of a range of tuned and untuned percussion instruments and the pupils quickly learnt to use simple notation. The school hall reverberated with their efforts, which became increasingly tuneful as the lesson progressed.
- 117 A considerable number of pupils throughout the school have opportunities to participate in brass, woodwind or string instrumental lessons provided by visiting teachers from the County Music Service. Pupils enjoy these lessons. The school has a clear and successfully managed policy for these lessons so that pupils do not miss the same subjects at the same time each week. Strategies are in place for pupils to catch up on work missed. A small orchestra meets after school to rehearse stringed

instrumental work, and there is also an enthusiastic school choir.

- 118 The enthusiastic co-ordinator has been in post for one year, is keen to improve further the provision for music and advises and supports colleagues well. Over the past year the numbers of pupils taking part in musical activities during and after school has increased. For example, all pupils in Year 4 have opportunities to learn the recorder and to celebrate the achievements of pupils learning other instruments. The pupils' musical experiences have increased with a good impact on their learning through visits to the school of musical ensembles provided by the local education authority. Although the school has a satisfactory range of resources for music, there is an insufficient range of percussion and other instruments to teach music from diverse cultural traditions. The school has plans to increase opportunities already in place for pupils to use computers to compose music and evaluate their efforts and those of others. Additionally, there are plans in place to increase teachers' subject knowledge.

PHYSICAL EDUCATION

- 119 By the end of Key Stage 2, standards are well above national expectations. There is satisfactory progress since the last report in maintaining high standards. Few lessons were timetabled during the week of inspection due to a day set aside for pupils about to join the school, Year 6 pupils visiting their next school and a swimming gala on another day. Judgements are based on lessons seen, teachers' planning, and discussions with the co-ordinator, teachers and pupils. The school's very considerable achievements across a wide number of sports are additional evidence of the high standards. There are no differences in standards between boys and girls. Pupils who learn in English as an additional language require no support for their learning and their progress and achievements are similar to other pupils. Pupils with special educational needs make good progress.
- 120 By the end of Key Stage 2, pupils swim at least 25 metres. The school beat all other junior schools in a local swimming gala during the week of inspection. Throughout the school, pupils' running styles develop well, with good awareness of the techniques which assist their speed. Standards in pupils' attitudes and behaviour are very good. They thoroughly enjoy challenges, want to participate and behave well even when not directly supervised. Pupils with special educational needs participate eagerly, often performing as well as their friends.
- 121 Teaching is good and at times it is excellent. Teachers have good subject knowledge and high expectations of what pupils can achieve. Lesson planning makes good use of learning objectives, which pupils understand, and this leads to skills taught so that they increase step by step throughout the lesson and over time. Well planned lessons, and good or better management of pupils' learning and behaviour, contribute significantly to pupils' self discipline and their knowledge about how to improve. Good use is made of pupils' demonstrating skills in order to improve the performance of other pupils. Throughout the school, teachers use opportunities well to teach pupils to evaluate their own performance and that of others in order to improve. Teachers also demonstrate skills well. High quality teaching means pupils learn quickly. In Year 4, for example, they knelt down to block rolling tennis balls, and learned to throw balls at an appropriate height in relation to a person batting. Excellent teaching is characterised by balancing instructions with opportunities for pupils to think for themselves. Where necessary, lessons were modified to accommodate pupils' needs, for example, in Year 4 when they could not bowl towards the bat. This demonstrated

that teachers carefully assess pupils' achievements during lessons in order to set challenging tasks which match their learning needs.

- 122 The subject is very well co-ordinated so that the school brings out the best in its pupils. The school maintains an excellent programme of sporting activities through lunchtime, after school and at residential courses. About a third of all pupils participate in the very wide variety of activities which teachers, parents and visiting specialists provide. In order to improve the curriculum further the school plans to increase opportunities for pupils to learn dance. Resources are very good with very effective use of grants to develop the subject further.

RELIGIOUS EDUCATION

- 123 Only three lessons were observed during the week of the inspection. Judgements are based on the scrutiny of work, records of work and evidence from classroom display. There is good progress since the last report in the use of the locally agreed syllabus to plan, although teaching time needs to be increased by 15 minutes. There are no differences in standards between boys and girls and pupils with special educational needs make good progress. Pupils who learn in English as an additional language require no support for their learning and their progress and achievements are similar to other pupils.
- 124 By the end of Key Stage 2, standards are broadly in line with the locally agreed syllabus. Throughout the school pupils have satisfactory knowledge of Christianity and other world faiths. They know the Christian story of Creation in Year 3 and by Year 5 and understand the importance of religious symbols and books. As pupils move up through the school, they increase their understanding of the importance of religious ceremonies, such as the Christian ceremony of Baptism and the Hindu ceremony of Rakshan Bandha, in which brothers and sisters exchange bracelets. This leads to pupils in Year 6 understanding well the importance to different faiths through stories of creation. A Year 6 pupil was heard saying, " I think that they told these stories to explain the inexplicable".
- 125 Teaching is satisfactory. It is good when teachers use well prepared resources and artefacts, promote lively discussion, and through careful planning, create opportunities for pupils to record their reflections in a variety of different ways. For example, as a result of sensitive teaching about the significance of religious ceremonies, pupils in a Year 3 class handled special objects belonging to other pupils and staff with reverence when making detailed drawings. Lessons learnt in literacy and numeracy lessons are satisfactorily reinforced, for example, numeracy skills are reinforced when learning about dates and how long ago events took place.
- 126 The school has established links with local churches to extend pupils' learning. The school and its governors are considering ways of establishing links with places where other faiths worship, in order to improve further pupils' knowledge and understanding of beliefs, traditions, ceremonies and festivals of communities different to their own.
- 127 The well-informed co-ordinator has been in post since September 1999 and supports and advises colleagues well. Colleagues were consulted whilst preparing a draft scheme of work to provide planning guidance in line with the requirements of the locally agreed syllabus. Plans are in place, as the next phase in the development of the subject, to improve assessment procedures in order to use information gathered to plan work that matches and challenges pupils of diverse attainment. The amount of

time set aside for the teaching of religious education does not meet the requirements of the locally agreed syllabus. A draft scheme of work is being monitored before being examined by the governing body for approval. Governors are aware particular attention needs to be given to increasing time for teaching and the implications this may have on time available for other subjects. Careful attention is given to linking work with assembly themes, and pupils' personal and social education, to promote respect and understanding of faiths, traditions and forms of worship which are different from their own.