

INSPECTION REPORT

Lighthorne Heath Primary School

Leamington Spa

LEA area: Warwickshire

Unique reference number: 125530

Headteacher: Mr B. Lee

Reporting inspector: Mr R. W. Burgess
OIN 20950

Dates of inspection: 1st – 3rd March 2000

Inspection number: 188759

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 3 - 11

Gender of pupils: Mixed

School address: Stratford Road
Lighthorne Heath
Leamington Spa
Warwickshire

Postcode: CV33 9TW

Telephone number: 01926 640326

Appropriate authority: Governing Body

Name of chair of governors: Mr K. Blackburn

Date of previous inspection: 1st July 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr R. W. Burgess	Registered inspector	Science	What sort of school is it
		Geography	How high are standards
		History	How well are pupils taught
			How well is the school led and managed
Mrs S. Dixon	Lay Inspector		How high are standards
			How well does the school care for its pupils
			How well does the school work in partnership with parents
Mrs G. Dunkling	Team inspector	Mathematics	How good are the curricular and other opportunities offered to pupils
		Religious education	
		Art	
		Design and technology	
		Under fives	
Mr G. I. Elliott	Team inspector	English	
		Information technology	
		Music	
		Physical education	
		Special educational needs	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Lighthorne Heath Primary School is situated in south Warwickshire. Most pupils come from the immediate area, where the majority of housing is rented from a housing association. The pupils come from a range of social backgrounds, with a significant proportion of single parent families. On entry to the school, a significant number of children's levels of attainment are below levels expected nationally for children of their age. The school operates an admissions policy for children to start school at the beginning of the academic year before their fourth birthday. The majority of children attend pre school provision at the nursery. There are 66 children in the school. On entry to the school many children have weaknesses in language and personal and social skills. English is the first language of all the pupils. Full-time employment, in most parts of the school's catchment area, is well below the national average. At the time of the inspection, 25 per cent of pupils are in receipt of free school meals which is above the national average. There are 35 girls and 31 boys, aged from three to 11 years. The school has recognised 30 pupils as having special educational needs, which is above the average for a school of this size and type, none of whom have a Statement of Special Educational Need.

HOW GOOD THE SCHOOL IS

Lighthorne Heath Primary is an effective school. Teaching and the quality of learning are good. The nursery provides a very good foundation for children, providing good experiences in all areas of learning. The majority of pupils make good progress and achieve satisfactory standards, particularly in English, mathematics and science. The headteacher, staff and governors, many of whom are new to the school, share a strong commitment to continued improvement. There has been careful analysis and monitoring of pupils' performance to inform planning and set clear targets with the intention of raising standards. The strengths of the school greatly outweigh its weaknesses. The school provides good value for money.

What the school does well

- ◆ The quality of teaching is good and in a significant number of lessons very good.
- ◆ Provision in the nursery is very good, enabling children to make good progress in all areas of learning.
- ◆ The classroom assistants give very good and effective support in all classes.
- ◆ The very good relationships within the school which contribute effectively to pupils very good personal development.
- ◆ The very good monitoring and assessment of the work of the school which is used effectively to raise standards.

What could be improved

- ◆ Standards of handwriting and presentation.
- ◆ Involvement of governors in the provision for special educational needs pupils and the reporting of the school's work to fully meet the requirements of the Code of Practice.

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

HOW THE SCHOOL HAS IMPROVED SINCE THE LAST INSPECTION

The school has made a good improvement since the last inspection in July 1996. Since then, there have been many staffing changes in the school, both permanent and temporary. The school has very successfully developed and implemented plans to tackle all the weaknesses identified in the last report. The most significant improvements have been in the quality of curriculum planning and the provision of a Nursery. An appropriate school development plan has been devised, in consultation with staff and governors. The school has established procedures for monitoring pupils' progress and uses the outcomes of assessment to inform and benefit practice across the school. The school recognises that further progress can be made and is well placed to continue to build on its recent improvements with clear and positive leadership, which promotes high standards of provision and attainment.

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	E	D	D	C
Mathematics	E*	C	D	C
Science	E*	C	D	C

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E
very low	E*

In this small school the numbers of pupils undergoing national testing and assessment has a significant impact. When comparing performance both nationally and with similar schools numbers are too small and variable from year to year to provide a reliable guide to the overall trend of standards throughout the school.

The information shows that, for pupil's aged 11, standards in English, mathematics and science are below the national average but broadly in line with the average for similar schools. When compared with results over the three years 1996, 1997 and 1998 these indicate that at the end of Key Stage 2 there has been an improvement in English, mathematics and science. Results at the end of Key Stage 1 indicate a significant improvement in reading, writing and mathematics. The school has set appropriate future targets for pupils and good progress is being made towards meeting these targets. There is clear evidence of improvement since the last inspection, particularly in information technology, religious education and art.

From evidence gathered during the inspection, levels of attainment upon admission to the Nursery are below average. Children make good progress and by five years of age a significant number of pupils attain satisfactory standards in all the areas of learning. Standards for the majority of pupils are satisfactory for pupils at both key stages in English, mathematics and science. In information technology standards are satisfactory for the majority of pupils at both key stages. In religious education, pupils' knowledge and understanding is appropriate for their ages at both key stages. Standards achieved in all other subjects of the National Curriculum are satisfactory and in line with those expected nationally, for the majority of pupils at both key stages and talented pupils. Progress in pupils' learning is good, particularly for the youngest pupils and the older Key Stage 2

pupils. Progress for pupils with special educational needs is good.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils have positive attitudes and are eager to learn.
Behaviour, in and out of classrooms	Behaviour is good both in classrooms and around the school. The unsatisfactory behaviour of a small number of pupils is managed effectively.
Personal development and relationships	Very good personal development and relationships. Pupils are friendly and polite.
Attendance	Most pupils are keen to come to school. The attendance patterns of a small but significant number of pupils is unsatisfactory.

Pupils listen attentively and most respond well in lessons. Relationships are very good and pupils have a high regard for others' feelings, values and beliefs. In their personal development, pupils willingly take responsibility for tasks and show initiative, such as when undertaking independent research and supporting different charities. The attendance of a small number of pupils has a detrimental effect on their progress.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Very good	Good	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 strengths outweigh weaknesses.

The quality of teaching is good. During the inspection, 45 per cent of lessons seen were very good or excellent, 41 per cent were good and 14 per cent satisfactory. No unsatisfactory teaching was seen during the inspection. Teaching of the youngest children was often very good, with many activities providing stimulating learning experiences for the children. In the school, the good and very good lessons reflected teachers' good subject knowledge, high expectations, good use of time and resources and the effective deployment of support staff.

The skills of literacy and numeracy are taught well. The one area of weakness in literacy is the insufficient emphasis that is placed on handwriting and standards of presentation. The teaching of pupils with special educational needs is good, pupils make good progress in their learning. Teachers make effective use of assessment and information provided in pupils' individual education plans.

The quality of learning is good. Pupils and teachers have very good relationships, behaviour is good and there is a positive climate for learning. Pupils have a good understanding of their achievements and are effectively involved in setting their individual targets.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good overall. Very good provision for children under five in the Nursery and in the reception year.

Provision for pupils with special educational needs	Good. Pupils receive very good support from the classroom assistants and from the additional literacy strategy.
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Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. The school effectively promotes pupils' personal education, including their spiritual, moral, social and cultural development. This represents an improvement since the last inspection.
How well the school cares for its pupils	Good overall. Very good procedures for assessment to inform planning of future learning. Procedures for promoting good attendance are unsatisfactory.

The care and commitment of staff for the personal development of each individual child is a reflection of the ethos of the school and is fundamental to its aims and objectives. The school's links with parents are satisfactory.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher has a clear educational vision for the school, has suitably identified appropriate priorities for development and is supported well by staff and governors.
How well the governors fulfil their responsibilities	Satisfactory. Many governors have only recently been appointed, but show a commitment to supporting the school and new developments. Statutory requirements for special educational needs provision are not fully met.
The school's evaluation of its performance	Clear and accurate evaluation by staff and governors which is used well to inform the school's plans for development and to set targets for raising standards.
The strategic use of resources	Satisfactory. The school had built up a very significant carry forward of funds which is reducing due to a fall in pupil numbers. The school makes very effective use of all staff and learning resources.

The headteacher has a good knowledge of which areas the school needs to develop. He is well supported by all staff. The governors, many of whom are new, undertake their responsibilities seriously and share a commitment to supporting the school.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases most parents and carers	What parents and carers would like to see improved
<ul style="list-style-type: none"> ◆ High expectations of pupils. ◆ The school is well led and managed. ◆ Their children like school. ◆ The teaching is good. ◆ Behaviour is good. ◆ Staff are easy to approach. 	<ul style="list-style-type: none"> ◆ Behaviour of a small minority of pupils. ◆ The range of activities outside lessons.

Inspectors agree with parents' positive views. Teaching is good and all staff are approachable. The school manages the unsatisfactory behaviour of a small number of pupils effectively.

Opportunities for extra-curricular activities are limited.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. In the 1999 National Curriculum assessments, pupils' results at the end of Key Stage 2 were below average in English, mathematics and science. Compared with similar schools, their performance was broadly in line with the national average in English, mathematics and science. Pupils' results at the end of Key Stage 1 were above the national average in reading and writing. They were broadly in line with the national average in mathematics. Compared with similar schools, their performance was well above average in reading and writing and above average in mathematics. When compared with results over the three years 1996, 1997 and 1998 these indicate that at the end of Key Stage 2 there has been an improvement in English, mathematics and science. Results at the end of Key Stage 1 indicate a significant improvement in reading, writing and mathematics. The school has set appropriate future targets for pupils and good progress is being made towards meeting these targets. There is clear evidence of improvement since the last inspection, particularly in information technology, religious education and art. The numbers of pupils undergoing national testing and assessment has a significant impact when comparing performance both nationally and with similar schools and are too small and variable from year to year to provide a reliable guide to the overall trend of standards throughout the school.
2. Children begin nursery from the age of three and make good progress. Many children on entry to the Nursery have below average levels of attainment in language and personal and social skills. Although the children make good progress in the Nursery, baseline assessment shows that a significant number are still below average attainment on entry into the Reception and Year 1 class. Progress in this class is also good and the majority of pupils are likely to attain the desirable learning outcomes for their age and are ready to begin National Curriculum programmes of study.
3. Evidence from the inspection shows that attainment in English for the majority of pupils is in line with national expectations by the end of both key stages. Pupils' speaking and listening skills are satisfactory at both key stages. At Key Stage 1 pupils listen attentively to one another and to their teacher. They talk confidently about their work, ask questions and contribute suggestions when engaged in discussion with their teacher. Higher attaining Year 2 pupils are able to express opinions clearly, for example, when discussing 'The Man Who Rode the Tiger'. By the end of Key Stage 2 pupils have gained a good vocabulary of technical language which aids them in giving explanations and talking about ideas as seen, for example, when discussing double glazing and insulation materials. They listen well to each other in discussion, explain their views and question to seek clarification when they are uncertain.
4. By the end of both key stages levels of attainment in reading for the majority of pupils are in line with national expectations. By the end of Key Stage 1 most pupils read simple texts with accuracy and understanding. They use their knowledge of phonics and letter patterns to build up unknown words and are able to use context and picture clues to correct their errors in reading. Higher attaining pupils read with enjoyment and expression, observe punctuation and show a good understanding of the text. By the end of Key Stage 2 most pupils read fluently, with expression and talk easily about their favourite authors, preferences, and the plots, characters and themes in books they have enjoyed. Higher attaining pupils have an easy familiarity with procedures for finding books in the library.

5. Standards of writing are satisfactory for the majority of pupils at both key stages. By the end of Key Stage 1 most pupils use full stops and capitals although not consistently. Higher attaining pupils write in sentences and use full stops and capital letters fairly consistently. Attainment is unsatisfactory in handwriting which is often uneven in spacing with letters frequently inconsistent in size. By the end of Key Stage 2 most pupils write in a lively manner attempting to engage their reader. Higher attaining pupils have a well developed sense of story and can write well structured stories. In their informative writing pupils are beginning to be aware of the need to adopt a more formal tone and to structure their work in ways that aid the reader's understanding. Their spelling is satisfactory but their handwriting lacks fluency and letters are often not joined. The quality of handwriting and presentation remains varied and insufficiently reflects pupils' capabilities.

6. Pupils generally have good attitudes to their language work, they enjoy what they do and make good progress overall. Attitudes and behaviour are good, work is suitably challenging and lessons proceed at a good pace. Pupils show high levels of interest, settle quickly to their work, sustain concentration and display positive attitudes to their work. They show enthusiasm for their work, help one another and co-operate well.

7. Overall the levels of attainment in mathematics for the majority of pupils are in line with the national expectations at both key stages. Numeracy skills are generally developing well throughout the school. By the end of Key Stage 1, the majority of pupils can count and match within 20. Higher attaining pupils have a sound knowledge of numbers to 100 and some have a secure understanding of number bonds to 20. Pupils have a good understanding of two and three-dimensional shapes. By the end of Key Stage 2 pupils can explain their method of calculation accurately and concisely and are able to successfully apply their mathematical knowledge and skills to problem solving tasks. Pupils also understand fractions and properties of two and three-dimensional shapes. Higher attaining, older pupils understand that multiplying the dimensions of a rectangle by two, quadruples its area.

8. Progress in learning is good overall throughout both key stages, particularly for the youngest pupils at Key Stage 1 and the older Key Stage 2 pupils. The pupils gain a good grasp of number. The improvement in mental mathematics has been a significant feature of the work of the school. Pupils use and apply mathematics with increasing confidence in other areas of the curriculum, such as design and technology and science.

9. Pupils work well together in their mathematics lessons, they persevere and complete tasks well. Pupils listen attentively and follow instructions well. The highest attainers are keen to continue the work they are given, sometimes pursuing work for their own satisfaction and enjoyment.

10. Standards in science are satisfactory at both key stages. In the 1999 national assessments, Key Stage 2 pupils' performance was broadly average in most aspects of the subject. There has been a good improvement in standards, supported by the good quality of the teaching and improved planning, that ensures appropriate balance is provided. Evidence from the inspection shows that pupils have good understanding of life and living processes.

11. Standards in information technology have greatly improved since the last inspection. By the end of Key Stage 1 and Key Stage 2, pupils achieve standards that are in line with national expectations. There has been a rapid rate of progress for the younger pupils, whilst older pupils continue to make good progress. The subject benefits greatly from the co-ordinator's effective guidance and regular teaching in all classes.

12. By the end of Key Stage 1 the majority of pupils enter text into a word processor. Pupils use paint programs to create pictures or designs. They use database programs to enter and retrieve data. Pupils enter and record sequences of instructions to control a floor turtle. They use menus to locate and retrieve information. By the end of Key Stage 2 pupils are competent with word processing, they use the spell check facility and manipulate font size, type and colour. Pupils understand how to use an address on the Internet or a directory and make a search using keywords. Control work is further developed at Key Stage 2 through entering series of instructions to control a toy on screen.

13. Pupils' attitudes to learning in information technology are good. They show pride in their knowledge and abilities, are co-operative, ready to assist one another and to share their knowledge. Pupils show interest and enthusiasm and the ability to sustain concentration. They handle equipment properly and carefully. Pupils' use computers well and develop competency and confidence in their operation. Information technology is taught as a separate subject and is also used within other curriculum subjects. Very good use is also made of classroom assistants who are highly effective in their work particularly in supporting pupils with special educational needs enabling them to make good progress.

14. In religious education, there has been an improvement in the standards since the last inspection. By the end of both key stages, pupils achieve standards of attainment that are appropriate for pupils aged 7 and 11. Pupils have a good understanding of Christianity. They discuss ideas of personal belief, and stories of right and wrong with sensitivity towards each other's feelings. As they progress through Key Stage 2 pupils know more about sacred writings of other faiths.

15. The quality of work seen in foundation subjects indicates that pupils achieve satisfactory standards by the end of Key Stage 1 and by the end of Key Stage 2. In art, design and technology, geography, history, music and physical education, pupils achieve satisfactory standards in relation to those expected nationally. The teachers' good subject knowledge has a strong impact on pupils' learning. Pupils develop their knowledge and understanding, as seen in their writing and during discussions.

16. The standards of achievement of pupils with special educational needs is satisfactory. The standards of achievement of talented pupils is good. Pupils benefit from the very effective support of the classroom support assistants in literacy and numeracy lessons, from the careful analysis of their needs and the specific and clear targets set for them. Throughout the school pupils with special educational needs make good progress.

Pupils' attitudes, values and personal development

17. Pupils have good attitudes to school. Pupils of all ages and children in the Nursery approach their lessons and activities with enthusiasm and enjoyment. Where teachers have high expectations these are well met and pupils work hard throughout their lessons. They listen well to their teachers and questions are answered with well considered replies. Teachers encourage pupils to offer their own ideas and opinions and pupils grow in confidence as they progress through the school. Pupils develop good independent learning skills, for example, in a history lesson about ancient Greece where pupils used reference books and computer facilities to investigate the story of Helen of Troy. The good promotion of confidence and independence in pupils of all ages represents an area of improvement since the last inspection.

18. The behaviour of pupils overall is good and this has a beneficial effect upon their learning.

Behaviour is good in lessons, assemblies and at lunchtime. Pupils respond well to the school's system of rewards for good work and behaviour and for the most part follow the school rules well reflecting their involvement in forming them. There is a significant minority of pupils who display less good behaviour in some lessons. Where behaviour is unacceptable it is well managed by teachers and does not effect the learning or progress of others. The small class sizes and effective support of classroom assistants contributes well to this. The effective management of unacceptable behaviour and the generally good behaviour that exists throughout the school is also an improvement since the last inspection. There is little conflict in school and any that occurs is effectively dealt with. Issues surrounding bullying and conflict are well supported by work done in circle times and with the recent health authority project. There has been one exclusion in the recent past and this has been accompanied by appropriate procedures.

19. The relationships that exist throughout the school community are very good and a strength of the school. Pupils are polite and friendly, they show respect for each other and adults. Pupils of different ages work along side each other well. Pupils' personal development is also very good. Pupils are provided with opportunities in lessons and circle times to express their opinions and feelings, their responses are sensible and often mature. This was notable in a Key Stage 1 personal and social education lesson where pupils explained their reactions and solutions to problems and conflict. Responsibilities are accepted willingly throughout the school, older pupils are offered increasing responsibility and opportunities to serve the whole school community. Pupils learn about the values and beliefs of others in lessons and they show respect for different lifestyles. This is also an area of improvement.

20. Attendance rates fall well below the national average and are unsatisfactory. There are a high number of authorised absences, these are largely due to childhood illnesses and to a small number of holidays taken in term time. The number of unauthorised absences is similar to the national average. Most pupils arrive at school on time, lateness does occur but it is not widespread. Registration periods are generally conducted efficiently and this time is used well for independent work.

HOW WELL ARE PUPILS TAUGHT?

21. During the inspection, most teaching was good or better. Teaching is very good for children under five. It is good overall at Key Stages 1 and 2. The quality of teaching for children under five was very good or excellent in all lessons seen. For Key Stage 1 pupils it was very good in 44 per cent of lessons observed, good in 33 per cent and satisfactory in 23 per cent. For Key Stage 2 pupils it was very good in 21 per cent of lessons observed, good in 64 per cent and satisfactory in the remainder.

22. In the good and very good lessons there is a good pace and a range of teaching strategies is used to good effect. The teachers' planning shows clear and appropriate learning objectives. For example, pupils in the reception and Year 1 class enthusiastically respond to a practical design and technology lesson to develop their understanding of how wheeled models move, following clear explanation delivered with enthusiasm by the teacher.

23. Levels of staff confidence in subject areas such as literacy, numeracy and information and communication technology have been improved through a well focussed programme of staff development and training and through good support by the subject co-ordinators. The quality of teaching of pupils with special educational needs is very good. Teaching is focused well and pupils are helped to set their own targets and recognise their own improvements. Class teachers and support assistants have very positive approaches to pupils with special educational needs who are well integrated with their peers.

24. The quality of teaching for children under five is very good. Assessment information is used effectively to plan suitable work for the children. There are well planned opportunities for pupils to develop new skills. The management of pupils is good. The planning for progression in children's knowledge and skills is also very good.

25. Teachers plan literacy and numeracy work carefully, following National Strategies for Literacy and Numeracy. They give clear explanations and instructions and provide careful support for all pupils. There are strengths in the teaching, particularly for Year 1 pupils and older Key Stage 2 pupils. Overall, the teaching of the skills of literacy and numeracy has a positive impact on pupils' good attainment and progress, with the exception of their progress in handwriting and the presentation of their work.

26. In English lessons the quality of teaching is good or very good in lower Key Stage 1 and upper Key Stage 2 and in lower Key Stage 2 it is always satisfactory and sometimes good. Teachers plan well for the literacy hour with an appropriate balance between the different parts of the lesson. Lessons are characterised by clear well focused learning objectives, for example, during a lesson on the use of text for conveying information when pupils were encouraged to "brainstorm". The majority of pupils receive work which is challenging. Teachers show good use of assessment in setting appropriate tasks for pupils

27. In mathematics the quality of teaching is good overall. It is very good for the youngest pupils at Key Stage 1 and the older Key Stage 2 pupils. Teachers are generally confident in their knowledge and understanding of mathematics, for example, in a Year 4, 5 and 6 lesson using addition and subtraction to solve a variety of problems. They have generally high and appropriate expectations of the standards of attainment that pupils will achieve. The teachers' planning is most successful when there is clear provision for pupils of varying attainment and continuation activities to extend the learning of those pupils who complete their tasks quickly. The teachers make good use of the methods and organisation of classes suggested by the National Numeracy Strategy.

28. In science, teaching is good overall. The teachers plan good investigations to stimulate interest in science. In the best lessons the pace is brisk, teachers' expectations are high and pupils and time are managed well. Teachers are well organised and scientific concepts are developed through practical activities, for example, during a Year 2, 3 and 4 lesson on forces, investigating what makes things move.

29. In the other subjects the teaching is never less than satisfactory and often good or very good. In information technology there has been a significant improvement following an increase in the level of resources, across the school, the teaching of information technology is good, for example, in a Year 4, 5 and 6 lesson using databases. In religious education teachers build upon pupils' own experiences, using good questioning skills effectively to promote lively discussion. The very good quality of support staff has a good impact on the standards achieved.

30. Planning is detailed and teachers skilfully build upon prior work, showing good subject knowledge and understanding which they use well to set clear objectives and focus on what is to be achieved. Class teaching is frequently used effectively at the start of lessons and many lessons end with a useful discussion of what has been learned, for example, when reviewing their work on axles and wheels during a Key Stage 1 lesson in design and technology. In many lessons the teachers provide good support through verbal comments which include guidance on how the pupils might improve. Pupils are encouraged to improve their work and suitable challenge is provided. Marking gives pupils guidance on ways in which they can improve their work, but this is an inconsistent feature throughout the school. The management of discipline is generally good.

Homework such as reading and spelling is given to all pupils on a regular basis and makes a good contribution to their learning.

31. The teaching of pupils with special educational needs is very good. They benefit from very good adult support and their progress is good. Teachers make effective use of assessment and information provided in pupils' individual education plans to ensure pupils make good progress.

32. The quality of the teaching has a good impact on pupils' learning in most subjects. Teachers have good control and relationships between them and their pupils are good. The school is reviewing schemes of work for foundation subjects using national guidance materials and developing appropriate consistency in the use of assessment to inform planning. Systems for monitoring and evaluating teaching have been established since the last inspection and all staff have a clear commitment to further raising the quality of education and standards achieved by pupils. The enthusiasm of the staff and headteacher is evident and good plans are in place to effect further improvement.

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

33. The school provides a good range of opportunities for learning, which meet statutory requirements. The very good quality and range of opportunities for children under five ensures that good experiences are provided in all areas of learning. The teacher, nursery nurse and classroom assistants work very closely to plan and develop stimulating activities for the children. At Key Stages 1 and 2, effective learning opportunities are provided for most pupils, in the different subjects of the National Curriculum and in religious education. There is suitable provision for sex education and drugs misuse awareness through the science curriculum and the personal and social education programme. The progress made by pupils in their personal, social and health awareness is good. In their personal development, pupils willingly take responsibility for tasks and show initiative when undertaking independent research and supporting charities. The school places great emphasis on its personal care of pupils.

34. A key issue at the previous inspection was to review and develop procedures for curriculum planning and monitoring so that continuity and progression are ensured. The school has successfully addressed this issue and has made good improvement. There has been a significant improvement in curriculum planning and the schemes of work have been revised to ensure continuity and progression between age groups and much has been done to enable pupils to acquire and develop a range of skills in a systematic way. Another key issue at the last inspection was to formulate more effective procedures to support pupils with special educational needs. The school's current organisation of the provision for pupils with special educational needs is good and curriculum provision meets requirements in the Code of Practice. There have been a number of special educational needs reorganisations within the county over the last few years, and the county is once again reorganising its provision as from April 2000. In spite of this the school has managed to maintain its support of pupils with special educational needs and has increased classroom assistants' hours to help deliver a more concentrated and consistent programme.

35. The development of literacy and numeracy has been identified as a high priority. The school's good strategies for developing literacy and numeracy, which reflect the requirements of the National Literacy and Numeracy Strategies have been particularly effective in raising standards. Effective links are made between subjects, which provide suitable opportunities for pupils to consolidate skills. Targets have recently been set for all pupils, following a detailed

analysis of their prior attainments and good procedures have been established to closely monitor their progress. The school is providing good additional literacy support for pupils throughout the school. There is clear evidence of improvement since the last inspection in information technology, art and religious education, which is satisfactorily taught through the Warwickshire agreed syllabus.

36. The organisation of timetables is appropriate. All subjects are included and have appropriate time allocations. The school provides a curriculum which ensures good equal opportunities provision for all pupils. The school's provision for extra-curricular activities is limited.

37. Links with business and the community are good. The school has very close links with the nearby Heritage Motor Centre and has recently co-operated with them on a joint project on the history of the "Mini", which is displayed in the Millennium Dome. There is good liaison with Kineton High School, which includes French teaching through a video link with their French department, a Year 10 work experience programme and a project aimed at addressing the needs of boys in literacy. The school co-ordinated a target setting initiative in the southern area of Warwickshire during 1998/99 and agreed to target mathematics at both key stages and writing at Key Stage 1 in the summer term. Pupils visit places of interest, such as the local art gallery, whilst visitors, such as the local vicar, are regularly welcomed.

38. The last inspection report identified a key issue for action to provide more opportunities to foster the spiritual and cultural development of pupils. The findings of this inspection are that the provision for pupils' spiritual, moral, social and cultural development is good. This indicates a good improvement since the last inspection.

39. Since the last inspection the school provides significantly improved opportunities for pupils to reflect on their own and other people's lives and beliefs and upon the wonder of the world. Assemblies and worship are important events, which provide good opportunities to reflect on day-to-day life, values and concerns and also provide insights into aspects of other faiths, such as through the Hindu festival of Diwali. Religious education is satisfactorily taught through the Warwickshire agreed syllabus. This programme of work allows pupils opportunities to study lifestyles, celebrations and festivals in the Christian, Jewish, Hindu, Sikh, Buddhist and Islamic faiths. Pupils are able to explore the personal significance of religious beliefs and there are some opportunities for personal reflection. During the inspection the attention of children in the Nursery was drawn very effectively to beauty and wonder in the environment, when they became "Nature Detectives", on a walk in the locality to observe signs of spring. Pupils in Year 1 showed awe and wonder as they discovered an exciting variety of techniques and methods of applying paint. The oldest pupils in the school gasped at the height reached by pumping air into a pop bottle rocket. The headteacher successfully promotes opportunities for children to sit quietly and reflect on matters such as forgiveness.

40. The provision for pupils' moral development is good. Pupils know the difference between right and wrong and the majority are well behaved. Pupils usually listen respectfully to adults and other children, and care for each other. Most pupils know what is expected of them. The school is an orderly community and pupils are polite and helpful. The adults working in the school all provide very good role models for pupils, who are courteous and helpful. In the weekly sharing assembly, certificates of achievement are awarded for hard work and good behaviour. Playground and classroom rules are negotiated with the pupils, clearly displayed in classrooms and used well by teachers to reinforce social skills. The use of circle time allows children to feel secure and provides them with good opportunities to discuss their problems in a non-threatening way with their peers and teachers.

41. A major strength of the school is the quality of relationships that exist between all who work at the school. There are good opportunities for pupils to develop independence when they make

choices. For example, in the Nursery and mixed reception and Year 1 class, the trays in which the equipment is stored, are labelled in ways that help children to see what is available, thus enabling them to independently select and put away equipment. Opportunities for older pupils to carry out jobs around the school on a regular basis are good. The pupils' social skills are enhanced through visitors, ranging from the local vicar, who assists with collective worship on one day a week to a two day input from a "Poet in Residence". In their geographical studies pupils have examined issues such as poverty and ways of helping people less fortunate than themselves. As a result, the "Water Aid" charity was chosen to be supported by the school.

42. Provision for pupils' cultural development has improved significantly since the last inspection. Pupils experience a good range of opportunities to learn about their own culture. They visit places such as the local Motor Heritage Museum and the Compton Verney Art Gallery. Their education is also enriched by class and whole school visits to interesting places such as The Nativity production in Birmingham. Resources to support multicultural education are good. Pupils experience art and music from other countries and displays around the school contain a good range of interesting multicultural features. Developing the pupils' wider sense of belonging to a rich and vibrant society has driven the development of a very close relationship with the Inter Cultural Support Service. Members of this team regularly visit the school to work with pupils on specific themes such as "Why is the Sky so High?". The whole school dramatic production, based on this theme included a group of Asian dancers from Leamington Spa. The planning of a multicultural perspective in different areas of the curriculum is effectively developed. For example, in religious education and music, through the visit to a Hindu temple and the workshop on "Drums from Africa".

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

43. The school has satisfactory arrangements for the care and protection of its pupils. Pupils are well cared for and well supported by the very good relationships that exist. Pupils with special educational needs are well supported and provided for. There are suitable health and safety procedures matched by careful daily practice. The arrangements for child protection are satisfactory. Whilst there is an appropriate level of awareness and suitable training this does not extend to all the school staff. There is a satisfactory policy in place but it does not contain sufficient written guidance to support the teaching and ancillary staff. Pupils are well supported in this area and a current project with Key Stage 1 pupils includes issues surrounding personal safety and the rights of the individual.

44. There are very good procedures for assessing and monitoring pupil's academic attainment and progress. A wide variety of tests and assessments allow detailed individual records to be maintained. These and samples of pupils' work are closely analysed and this information is effectively used to set individual targets and to inform future lessons. The marking of pupil's work is good and provides good guidance and encouragement for pupils. Pupils are well involved in evaluating their own work and setting their own targets. Parents are well informed about their children's progress and achievements. The individual targets, which have been set, form the basis for discussion at consultation evenings. The very good procedures for assessments and monitoring of pupil's attainment and progress and the quality of marking of pupils work represent a significant improvement since the last inspection.

45. The procedures for monitoring behaviour, including bullying and other forms of oppressive behaviour, are good. There is an effective and well understood system of rewards which includes

merit points and certificates which lead to the awarding of a book. The teachers have high expectations of behaviour and any that is unacceptable is well managed, any

disrespect that occurs is dealt with swiftly and effectively. Personal and social education lessons provide good support for behavioural issues and offer pupils a variety of strategies for dealing with conflict.

46. The procedures for monitoring and improving attendance are unsatisfactory. Whilst attendance issues are efficiently administered overall absences are not always clearly identified in the school registers. The publishing of attendance figures in different documents is not consistent. The promotion of good attendance and punctuality are not presently given a sufficiently high profile.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS AND CARERS?

47. The parents' views of the school are good. Parents are supportive and especially appreciative of the high quality of teaching, the high expectations that teachers have of their children, the information that is provided about progress and the way in which their children are encouraged to become responsible and mature. Some parents have concerns about the behaviour of some pupils and the provision of additional activities and clubs.

48. The effectiveness of the school's links with parents is satisfactory. Parents are invited to weekly assemblies, open mornings and meetings about the numeracy and literacy projects and to meetings to explain the school's system of target setting. Attendance at these events is at present confined to a relatively small number of parents. Written information to explain these initiatives to parents unable to attend is limited. The relationships between parents and the teachers are good and have a positive effect upon pupil's learning. The staff are approachable and readily available at the end of the school day and for nursery parents at the start and finish of each session.

49. The impact of parents' involvement in the work of the school is satisfactory. A small number of parents provide help in school and school concerts and the Friends' Association events are reasonably well supported.

50. The quality of information provided for parents is satisfactory overall. Good information about coming work and topics is provided each term and regular newsletters keep parents well informed about day-to-day matters. Discussions about pupils' achievements and progress are held each term. Pupils' individual targets provide a useful base for these discussions. The annual written reports provide good information for parents and benefit from pupils own evaluation of their work during the course of the school year. Other information is conveyed through the school brochure and governors' annual report. The school brochure is informative but does not meet statutory requirements with respect to the provision for pupils with special educational needs. The governors' annual report is very brief. Whilst it meets requirements the content provides only a small amount of useful information and the information about the schools arrangements for pupils with special educational needs is inadequate.

51. The contribution that parents make to their children's learning at home is satisfactory. Homework is generally well supported by parents and there is a growing commitment by parents to support their children's learning in this way. Homework is accompanied by suitable explanations and by a home-school record book.

HOW WELL IS THE SCHOOL LED AND MANAGED?

52. The governors, headteacher and staff make a good contribution to the quality of education in the school and the standards which pupils achieve. There have been significant staff changes, both permanent and temporary since the last inspection. It has been a key priority to recruit a full governing body and develop a partnership between the headteacher, staff and governors. This is clearly evident and the high level of commitment of the staff and governors, several of whom have only recently assumed their duties, has contributed effectively to the improvement in the quality of provision and standards achieved.

53. The overall leadership and educational direction provided by the headteacher are good. The school developed plans to tackle the weaknesses identified in the last report. In its identification of targets, high standards of teaching, pupils' attainment and behaviour, the management of the school is well placed to further improve standards.

54. The school strives to realise its aims to enable each child to develop his or her full potential, in an atmosphere which values the individual and offers equal opportunities to all. In producing an ethos of mutual respect, concern and achievement the school is working well towards these goals. Aims and values are clearly expressed and the management of the school is successful in promoting them. The school's aims, values and policies are reflected in the work of all staff and there is a shared sense of purpose. Behaviour and discipline, including the unsatisfactory behaviour of a small number of pupils, are generally managed effectively. A commitment to equal opportunities for all children is evident in the day-to-day work of the school. Parents support the school's aims, as reflected in the questionnaire and at the parents' meeting prior to the inspection.

55. Co-ordination of the school's curriculum and aspects of school life are suitably delegated although much curriculum development work is undertaken jointly. Curriculum development is monitored by the headteacher, co-ordinators and governors and their evaluations are used effectively to plan for further development in the future. The school recognises the need to continue to develop planning for the development of subjects over the long and medium term, particularly in the foundation subjects. Good policies are in place for all curriculum areas. The management of the provision for children under five is good. Non-teaching staff are managed effectively to provide maximum support and as a result children make good progress in the appropriate areas of learning. The admission process is managed well and helps the children to settle quickly into school.

56. The school sees the induction of new members of staff as a corporate responsibility and teachers new to the school receive good support from other members of staff. In the case of newly qualified teachers, the school also appropriately draws on induction courses provided by the local education authority. The headteacher effectively manages the induction of new staff, including newly qualified teachers. Staff development is managed effectively. There are good procedures for the induction of staff new to the school, including a useful staff handbook. There are good arrangements for the professional development of all staff sometimes in collaboration with other local schools.

57. The governing body regularly discusses with the headteacher development strategies and the school's performance. Those with specific tasks, such as responsibility for literacy and numeracy, consult with subject co-ordinators and have observed work in classes. Others support the school regularly as adult helpers. Due to a shortage of members of the governing body there has been no governor with responsibility for special educational needs. Effective committees have been established to support different aspects of the school's affairs. The governors fulfil their responsibilities in areas such as health and safety and financial decision making. The school fully meets statutory requirements for the recording and publication of National Curriculum

assessments. The governors' annual report and the school brochure contain most information to meet statutory requirements but there is insufficient reference to work for special educational needs pupils.

58. The governors meet regularly. They have scrutinised the school development plan. The plan covers all aspects of school administration, staffing structure, premises, curriculum and assessment. There is good detail of necessary action, responsibilities, costing and success criteria. Over the past few years, a major task of the governing body and in particular, its finance committee, has been to use wisely a considerable carry forward in its budget. This situation is now being resolved as pupil numbers fall, the implications of which have been fully discussed and appropriate plans developed. The governing body has yet to identify an appropriate figure as a contingency to be included in its annual budget. The school's financial situation and budgeting are closely scrutinised by the governing body which receives a financial report at each meeting. Day-to-day financial control is efficiently computerised. The recent auditor's report praised the school for its financial management. The two recommended minor adjustments to procedures were immediately implemented.

59. Monitoring of teaching and learning is undertaken by the headteacher on a regular basis. Governors and staff have also undertaken monitoring related to their areas of responsibilities. The outcomes are used well to inform planning for future developments and to evaluate initiatives, for example, the effectiveness of the successful employment of additional classroom assistants to provide effective support in mixed age classes. In-service training and appraisal are managed effectively. Staff needs are identified and suitable provision is made for their professional development. Information from courses is shared effectively at staff meetings and this has a beneficial effect

60. The headteacher has analysed the test results from various sources in each year, to assess the effectiveness of the implementation of the literacy and numeracy strategies. An analysis of baseline assessment is used to set targets for groups and, where necessary, for individual pupils. The aim to improve standards, particularly in English and mathematics has been well informed through careful analysis of pupils' performance in national tests and evaluation of the curriculum throughout the school and the school has set appropriate targets for improvement.

61. The governors monitor the effectiveness of financial decisions, for example, through an evaluation of the contribution of classroom assistants. Funds allocated for in-service training are used well and enable the staff to improve their professional skills through attendance on relevant courses. There are good financial controls and the school follows appropriate guidelines for the administration of funds.

62. Day-to-day financial management and administration are good. Routine administrative procedures operate efficiently and unobtrusively. The school administrative assistant gives good support to pupils and staff. Good use is made of information technology systems to maintain financial control and accountability. The administration is efficient and effective and supports the smooth running of the school.

63. The school makes good use of funds. The funds allocated to support pupils with special educational needs are used well to meet these pupils' needs. The school's provision for equality of opportunity and for pupils with special educational needs is very well managed. Policies are comprehensive and generally meet the Code of Practice. The very good reviews and monitoring procedures by the co-ordinator and the effective use of special educational needs personnel is providing a very good learning environment for pupils with special educational needs. The governing body recognises the importance of nominating a member for special educational needs

who should liaise with the co-ordinator. Governors make insufficient reference in their report to parents about the success of the special educational needs policy and give details of the allocation of funding to support pupils. The school makes efficient and very good use of the resources available.

64. There are sufficient teachers with a range of qualifications to teach early years and subjects of the National Curriculum. There is very good provision of support staff. Teachers are deployed efficiently and financial resources are used effectively to maintain provision and fund new developments. Non-teaching staff are organised well and this makes a significant impact on learning. The caring and committed staff are all well qualified to meet the needs of the curriculum and the pupils. Staff support each other well and teamwork is a strength of the school. Relationships and communication between teachers are very good. Staff have appropriate job descriptions which clearly define roles and responsibilities. Communication between staff and parents is good and the headteacher provides good information about the activities of the school. There are very good classroom support assistants.

65. The accommodation is good. Effective use is made of the accommodation and this has a good impact overall. The accommodation is used well; interesting displays enhance the environment and provide stimulation and interest for pupils and visitors. The premises are carefully cleaned and maintained by a conscientious caretaker and cleaning staff. Playground space is adequate but uneven. There is a good sized field on site. The caretaker and ancillary staff ensure that the school is well maintained and clean, providing an attractive environment for pupils to learn in.

66. The provision of resources for learning is good. The school makes effective and efficient use of its available resources and provides good value for money. Good use is made of visits into the community and these enhance and enrich the curriculum. Time is used efficiently; lessons start and finish punctually.

67. Overall efficiency in all aspects of school management and provision of education is good. In view of the pupils' attainment on admission, standards achieved, the positive leadership and management and good teaching, good use of available funds, effective use of all resources the school provides good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The school has more strengths than weaknesses. The governors' action plan will set out how the weaknesses identified during the inspection are to be tackled.

In order to improve standards and the quality of education, the governing body, headteacher and staff should:

- ◆ review the responsibilities for special educational needs to:
 - *identify a member of the governing body to be responsible for special educational needs;*
 - *provide opportunities for them to develop strategies for the effective monitoring and evaluation of special educational needs provision;*
 - *ensure reporting is in accordance with the national Code of Practice for pupils with special educational needs;*

(paragraphs 50, 57 and 63)

◆ improve standards of handwriting by:

- *effectively implementing the recently devised whole school policy and scheme of work for the development of handwriting skills.*

(paragraphs 5, 83, 84, 137 and 144)

In addition to the key issues above, the following less important weakness should be considered for inclusion in the action plan. This is indicated in paragraphs 20 and 46.

- ◆ procedures and practice for recording attendance and reasons for absence in order to more effectively promote the importance of good attendance.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	29
Number of discussions with staff, governors, other adults and pupils	6

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
4	41	41	14	0	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	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	6	58
Number of full-time pupils eligible for free school meals	0	16

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	0
Number of pupils on the school's special educational needs register	2	30

English as an additional language	No of pupils
Number of pupils on the school's roll (FTE for part-time pupils)	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	7
Pupils who left the school other than at the usual time of leaving	6

Attendance

Authorised absence

	%
School data	6.9
National comparative data	5.7

Unauthorised absence

	%
School data	0.3
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 1

Due to the small number of pupils being assessed at Key Stage 1, only percentage results are shown.

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	1999	4	4	8

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Percentage of pupils at NC level 2 or above	School	75 (75)	75 (44)	100 (56)
	National	82 (80)	83 (80)	87 (84)

Teacher Assessments		Reading	Mathematics	Science
Percentage of pupils at NC level 2 or above	School	75 (75)	100 (75)	75 (100)
	National	82 (80)	86 (84)	87 (85)

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

Attainment at Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	1999	6	5	11

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC level 4 and above	Boys	5	4	4
	Girls	3	2	4
	Total	8	6	8
Percentage of pupils at NC level 4 or above	School	73 (50)	55 (64)	73 (71)
	National	70 (64)	69 (58)	78 (69)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC level 4 and above	Boys	4	5	5
	Girls	3	3	4
	Total	7	8	9
Percentage of pupils at NC level 4 or above	School	64 (50)	73 (50)	82 (71)
	National	68 (64)	69 (64)	75 (70)

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	0
Black – other	0
Indian	4
Pakistani	0
Bangladeshi	0
Chinese	0
White	54
Any other minority ethnic groups	0

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	3.6
Number of pupils per qualified teacher	16
Average class size	19

Educational support staff: YR – Y6

Total number of educational support staff	3
Total aggregate hours worked per week	60

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	6

Total number of educational support staff	2
Total aggregate hours worked per week	37

Number of pupils per FTE adult	6
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FTE means full-time equivalent.

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

Financial information

Financial year	1998/99
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	£
Total income	178,037
Total expenditure	173,521
Expenditure per pupil	2,552
Balance brought forward from previous year	42,612
Balance carried forward to next year	47,128

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out:

64

Number of questionnaires returned:

19

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school	47	42	5	5	0
My child is making good progress in school	42	47	5	5	0
Behaviour in the school is good	16	58	16	5	5
My child gets the right amount of work to do at home	28	55	17	0	0
The teaching is good	63	32	0	5	0
I am kept well informed about how my child is getting on	37	53	5	0	5
I would feel comfortable about approaching the school with questions or a problem	58	27	5	5	5
The school expects my child to work hard and achieve his or her best	53	42	0	0	5
The school works closely with parents	33	47	10	0	10
The school is well led and managed	43	37	10	5	5
The school is helping my child become mature and responsible	27	63	5	0	5
The school provides as interesting range of activities outside lessons	0	26	32	10	32

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

68. Pupils are admitted to the Nursery in the September after their third birthday and to the reception class in the September of the year in which they are five. Many children on entry to the Nursery have below average levels of attainment in language and personal and social skills. Although the children make good progress in the nursery, baseline assessment shows that a significant number are still below average attainment on entry into the reception and Year 1 class. Progress in this class is also good and the majority of pupils are likely to attain satisfactory standards in all areas of learning.

69. The early years' staff consists of a teacher, a nursery nurse and two classroom assistants. At the time of the inspection all of the 10 children in the nursery and one of the 14 children in the reception and Year 1 class were under five. Both classes are very well organised and provide a wide range of indoor and outdoor activities, which are well matched to meet the needs of all children in the school who are under five years of age.

70. Progress in personal and social development is good, and most children are likely to achieve national expectations in all areas of learning by the end of the reception year. They become increasingly confident in responding to others. Their responses are valued and children are encouraged to become independent. There are good opportunities for pupils to develop independence when they make choices. For example, in the Nursery and early years class, the trays in which the equipment is stored are labelled in ways that help children to see what is available, thus enabling them to independently select and put away equipment. Children develop skills of sharing both equipment and ideas and taking turns, so that they work well together. There is a good balance of teacher-directed tasks and child chosen activities in both classes. After one and a half terms in the Nursery, the children have settled happily and have a very positive attitude to learning. All children are taught to treat each other with respect and to be careful of their own and other people's property.

71. Many children enter the Nursery with below average language skills. Staff place very good emphasis on developing children's speaking and listening in all the tasks undertaken and this results in children making good progress. The children receive very good adult support as they work at small group activities. When they first enter the Nursery, many children have little awareness of stories and books. This initial knowledge is developed well through regular storybook sessions, when children are encouraged to join in with the repetitive parts, such as in "The Three Little Pigs". Teachers support the development of reading skills through clear labelling of children's names, activity areas and resource materials around the room. Older children are thoroughly absorbed in the teacher's expressive reading of "The Wolf and the Kids". Their behaviour is very responsive. Their writing activities are based on familiar words, such as the children's names. Most recognise their names and some read letters and simple words easily. They enjoy the "Progression in Phonics" games and build up a satisfactory knowledge of letter sounds.

72. Children make good progress in the Nursery and the reception class in mathematics and are likely to attain the desirable learning outcomes by the end of the reception year. In the Nursery, children learn the correct language to describe their work such as big, small, high and low. They carefully make five petals for their daffodils. The children in the reception classe count to 10 and many go beyond. High achieving children are able to collect and sort data about themselves such

as colour of hair and eyes. Songs such as “One, two, three, four, five” effectively consolidate children’s learning

73. By the end of the reception year, most children are likely to achieve the desirable learning outcomes in their knowledge and understanding of the world. They make good progress as they learn more about their world through carefully planned learning opportunities. For example, nursery children become “Nature Detectives” on a walk in the locality to observe signs of spring. Recently they learnt about the Chinese New Year. Each day they look at the changing weather patterns and learn the days of the week. Reception children identify and locate parts of the body. They recognise changes that take place in animals and humans as they get older. These children develop appropriate skills as they use the computer for language and number work and pre-program a floor turtle to follow a path through a set of obstacles. They enjoy listening to stories and songs on the class tape-recorder. In history lessons they learn about the past and present through identifying differences and similarities between shops of today and those in the 1920s.

74. Nursery and reception children develop their physical skills by pedalling tricycles, pushing scooters and prams. They climb and balance on outdoor play equipment and enjoy regular physical education sessions in the school hall. Teachers plan physical education lessons carefully so that children develop a good range of physical skills. Children develop skills of independence as they dress and undress. Children with special educational needs make good progress due to the very good level of adult support. In all classes there are good opportunities for children to develop fine motor skills through the use of pencils, paintbrushes, scissors and a variety of construction toys and jigsaws.

75. Most children make good progress in their creative development and are likely to achieve the desirable learning outcomes by the time they are five. Children experience a very good range of activities to develop this area of learning. They roll playdough with confidence and handle materials well as they decorate their biscuits. Nursery children learn the names of colours and by the time they reach reception, most can name a range of colours and know they can make other colours by mixing. During the inspection the attention of children in the Nursery was drawn very effectively to beauty and wonder in the environment, when they became “Nature Detectives”, on a walk in the locality, to observe signs of spring. Reception children enjoy art and show awe and wonder at discovering a variety of techniques and methods when applying paint. They have good opportunities to investigate and experiment with a variety of techniques and materials. For example, they produce a colourful collage, using the key words and characters of books such as “Hairy Maclary”. Children consistently improve their skills of using brushes and paint. They enjoy listening to sounds and join in the singing of rhymes and songs with enthusiasm, keeping together and maintaining the tune. They begin to develop understanding of design, for example, in the use of construction kits and design tasks. Opportunities to take part in imaginative role-play, such as in “Aimee’s Shop” are good.

76. The quality of teaching for children under five is very good. The Nursery carries out its own assessment and the nursery staff use the information effectively to plan suitable work for the children. The good monitoring of children’s progress ensures that any child with special educational needs is identified early. The early years’ teacher ensures that all staff are effectively employed to support children’s learning. There are many planned, quality opportunities for children to develop new skills. The management of children is very good. The planning for progression in children’s knowledge and skills is also very good.

77. Teachers have high expectations of children’s behaviour and independence. They have developed very good classroom routines, which enable children to become confident and develop

independence. Parents are well informed about the under-fives' curriculum. There is a very useful notice board in the Nursery and parents regularly receive an outline of the activities planned. Children in the Nursery select suitable books to read at home. This practice continues in the reception class.

ENGLISH

78. The numbers of pupils undergoing national testing and assessment are small and variable from year to year and do not provide a reliable guide to the overall trend of standards in this small school. In the National Curriculum assessments in 1999, the number of pupils attaining the expected level for their age in English at the end of Key Stage 2 was close to the national average. The proportion achieving at a higher level was well below the national average. The school's performance was broadly in line with that of similar schools. The 1999 results of National Curriculum assessment for 7 year olds show that, in reading, attainment was below, and in writing, well below, the national average. The proportion achieving at a higher level in reading and in writing was, respectively, well above, and above, the national average. The performance in both reading and writing was well above the average for that of similar schools. These standards represent a continuing improvement since 1997 which is above the national trend. Inspection evidence indicates that by the end of both key stages pupils' attainment overall is in line with national expectations.

79. Pupils' speaking and listening skills are satisfactory overall. By the end of Key Stage 1 most pupils listen attentively to one another and to their teacher. They talk confidently about their work, ask questions and contribute suggestions when engaged in discussion with their teacher. Most pupils are able to express their views clearly and are developing a good vocabulary with which to explain their ideas and opinions. Higher attaining pupils are able to express opinions about characters in stories, give clear descriptions of settings and the way in which they may influence events, for example, when discussing 'The Man Who Rode the Tiger' they show clear insight into how the weather led to the tiger's capture.

80. By the end of Key Stage 2 pupils express themselves clearly and confidently, take turns to speak and listen with attention and concentration. They have gained a good vocabulary of technical language which aids them in giving explanations and talking about ideas as seen, for example, in a group discussing double glazing and insulation materials in a lesson on information texts and explanatory writing. They listen well to each other in discussion, explain their views and question to seek clarification when they are uncertain. They are given opportunities to perform in public in plays which they script themselves, for example, the nativity play which they performed at Christmas.

81. By the end of both key stages levels of attainment in reading are in line with national expectations. Almost all reception pupils can select an item beginning with a particular letter from a group of objects and they can read some two and three letter high frequency words. In Year 1 pupils can build simple words by selecting letters from a line of letters. They can read simple texts and are beginning to put expression into their reading with the aid of the class teacher. Pupils are able to suggest several alternatives for words omitted from a text using contextual clues. They use their knowledge of letter sounds effectively in order to build words. In Year 2 most pupils read simple texts with accuracy and understanding. They use their knowledge of phonics and letter patterns to build up unknown words and are able to use context and picture clues to correct their errors in reading. Higher attaining pupils read with enjoyment and expression, observe punctuation and show a good understanding of the text. They know how to use the library using the colour and number system and are familiar with the use of index and contents pages when using reference books.

82. At Key Stage 2, pupils can identify the key events in a story and show a sound understanding of the main ideas. By the end of Key Stage 2 most pupils are independent readers with an appetite and enthusiasm for books. They read fluently, with expression and talk easily about their favourite authors, preferences, and the plots, characters and themes in books they have enjoyed. Higher attaining pupils have an easy familiarity with procedures for finding books in the library. They use contents, index and glossary pages in non-fiction books and are able to locate and utilise the information they find. Pupils with special educational needs are very effectively supported by classroom assistants and make good progress. All pupils have opportunities to use information technology for research and make good uses of this showing sound levels of attainment in this skill.

83. Standards of writing are satisfactory for the majority of pupils at both key stages. By the end of Key Stage 1 higher attaining pupils write in sentences and use full stops and capital letters fairly consistently. They have a growing sense of story, use direct speech and are beginning to use inverted commas accurately. On occasion they show a delight in addressing the reader. Most pupils use full stops and capitals although not consistently. They make sound use of their knowledge of phonics and letter patterns to spell common words correctly. In Year 2 attainment is less than satisfactory in handwriting which is often uneven in spacing with letters frequently inconsistent in size. This has a detrimental effect on the presentation of their work.

84. By the end of Key Stage 2 higher attaining pupils have a well developed sense of story and can write well structured stories which seek to entertain the reader. They are beginning to use more complex sentences, although these are, as yet, lacking in variety and their use of vocabulary is more frequently interesting and unusual. They are beginning to use paragraphs and to use punctuation within a sentence. In their informative writing they are beginning to be aware of the need to adopt a more formal tone and to structure their work in ways that aid the reader's understanding. Most pupils write in a lively manner attempting to engage their reader and they make efforts to delineate the characters in their stories. Their spelling is sound but their handwriting lacks fluency and letters are frequently not joined. No evidence was found to suggest that the skills of handwriting are systematically and regularly taught after Key Stage 1.

85. Pupils show a good response to their work throughout the school particularly in the early stages of Key Stage 1 and the latter stages of Key Stage 2. They show high levels of interest, settle quickly to their work, sustain concentration and display positive attitudes to their work. Pupils show enthusiasm for their work, help one another and co-operate well. They respond well to the varied tasks they are given in the literacy hour. When working in groups they remain on task and make good gains in their skills, understanding and knowledge. Behaviour is never less than satisfactory and often good.

86. Pupils make good progress in the lower stages of Key Stage 1 and the upper stages of Key Stage 2. Progress in Year 2 and the lower stages of Key Stage 2 is not as good but it is nevertheless than satisfactory. Pupils with special educational needs make good progress throughout the school due to the very effective support they receive from classroom assistants which enables them to work successfully alongside other pupils in the classroom.

87. The quality of teaching is generally good and sometimes very good. It varies between good and very good in lower Key Stage 1 and upper Key Stage 2 and in lower Key Stage 2 it is always satisfactory and sometimes good. Teachers plan well for the literacy hour with an appropriate balance between the different parts of the lesson. Lessons are characterised by clear well focused learning objectives and pupils show a very good awareness of the purposes of the lesson. The majority of pupils receive work which is challenging. Teachers show good use of assessment in setting appropriate tasks for pupils, in questions asked during discussion and in the support which

they offer pupils as they respond to questions. Each pupil has a 'first of the month' writing book in which the pupil first writes and then offers a self-evaluation of the writing. The teacher marks the writing in depth, offers a commentary and then identifies one or two immediate targets for the pupil's writing in the following month. This creates a focus on continual improvement which is very beneficial to pupils' progress.

88. The majority of lessons are conducted with a good pace. All teachers have good subject knowledge and this is used well to enhance pupils' knowledge and understanding, for example, in one lesson on informative writing pupils were introduced to concept maps as an aid to structuring the content of their writing and helped to structure their text with a heading, introductory paragraph, sequenced explanations and a closing paragraph. In upper Key Stage 2 pupils are given a wide variety of writing tasks which involve planning, drafting and editing; this variety is more limited in lower Key Stage 2. The best lessons are characterised by crisp delivery, brisk pace, lively discussion and the careful cultivation of an enthusiasm for learning by the teacher as was the case in one lesson on informative writing which terminated with the teacher taking the pupils out onto the school field where she set off a water bottle rocket to the delight and amazement of the pupils, following instructions read to her by a pupil who had studied them, highlighting key words, during the lesson.

89. The school recognises that the policy for English is in need of revision to take into account the National Literacy Strategy. The co-ordinator has established clear priorities for improvement and has worked hard to develop the literacy hour. All teachers at the school have received appropriate training to teach the literacy hour and, although they are still in the process of evaluating their programme of work, it is having a beneficial effect, largely due to their positive approach.

90. Resources for English are good. At the time of the last inspection book provision was unsatisfactory which had a negative effect on pupils' attitudes to reading. The school now has a bright spacious library, well stocked with a good selection of attractive books, and pupils have gained appropriate library skills. Teachers make good use of 'big books' to promote discussion of literature and the literacy hour provides a structure for this. Play scripts are in slightly short supply but the school is in the process of adding to these. Classroom support assistants are well deployed and deliver additional literacy support very effectively. Good use is made of information technology to support the teaching of English. Pupils with special educational needs are well catered for with good individual education plans, where necessary and their work is well matched to their needs.

MATHEMATICS

91. National Curriculum tests for pupils at the end of Key Stage 1 in 1999 showed that the proportion of pupils reaching the expected level was close to the national average. The proportion of pupils attaining the higher level was below the national average. National Curriculum tests for pupils at the end of Key Stage 2 showed that the proportion attaining the expected level was well below the national average but close to the national average for pupils achieving the higher level. Standards are below the national average when compared to all schools but they are broadly in line when compared to similar schools. In this small school the numbers of pupils undergoing national testing and assessment are too small and variable from year to year to provide a reliable guide to the overall trend of standards throughout the school.

92. The previous inspection of the school found that standards in mathematics were satisfactory at the end of Key Stage 1, but below the national average at the end of Key Stage 2. The school has maintained steady improvement and development in mathematics since the last inspection

and has successfully used the National Numeracy Strategy to improve the pace of progress. Overall pupils' levels of attainment in mathematics are judged to be in line with the national expectations at the end of both key stages.

93. Numeracy skills are generally developing well throughout the school. Pupils are developing a satisfactory range of methods for calculating, using a combination of both paper and pencil and mental methods. By the end of Key Stage 1, the majority of pupils can count and match within 20. Higher attaining pupils have a sound knowledge of numbers to 100 and some have a secure understanding of number bonds to 20. Those with lower prior attainment can count objects within 10 and record their answers. Pupils in the key stage have good understanding of two and three-dimensional shapes and use the correct terminology to describe their numbers of sides and corners. There is evidence of pupils' good progress in handling data, such as colour of hair and eyes through graphs and charts linked effectively to their current topic work on "Ourselves". From their very good start in the early years, they make satisfactory progress in Year 2. Information technology is used successfully to reinforce learning through such programs as "Maths Blaster".

94. The previous inspection stated that pupils' capacity for quick mental calculation should be further developed. It also stated that pupils were lacking in competence to explain their work and apply their mathematical knowledge and skills to problem solving tasks. The school has worked hard to improve these skills and by the time they leave the school, many pupils respond rapidly and correctly to number calculations in mental mathematics. A significant number of older pupils explain their method of calculation accurately and concisely and are able to successfully apply their mathematical knowledge and skills to problem solving tasks. For example, when deciding to use addition or subtraction when solving a problem.

95. In written work, they solve problems using metric measures, correctly measuring lengths in centimetres and millimetres and understanding the relationship between them. Scrutiny of pupils' work shows that they produce a satisfactory quantity of written work, with a sound degree of accuracy. There is a sound balance across the elements of mathematics. This includes number calculations using all four operations and solving of problems involving money. Pupils also understand fractions and properties of two and three-dimensional shapes. Higher attaining, older pupils understand that multiplying the dimensions of a rectangle by two, quadruples its area. Pupils correctly make tallies and draw graphs in handling data.

96. Progress in learning is good overall throughout both key stages, particularly for the youngest pupils at Key Stage 1 and the older Key Stage 2 pupils. The rate of their progress is directly affected by the quality of teaching that they receive. Their knowledge and understanding of mathematics is built on a very good beginning in the early years class. The pupils gain a good grasp of number. They recognise and handle two and eventually three digit numbers with increasing confidence. The improvement in the pupils' grasp of mental mathematics has been a significant feature of the work of the school. They use and apply mathematics with increasing confidence in other areas of the curriculum, such as design and technology and science.

97. In the majority of lessons observed, pupils respond well. Attitudes and behaviour are good when work is suitably challenging and where lessons proceed at a good pace. Pupils work well together when undertaking paired tasks and they persevere and complete tasks well. The unsatisfactory behaviour of a small number of pupils is managed effectively. Pupils are polite to the staff and to each other. The very good relationships are a feature, which flows into every area of the school and contribute effectively to the quality of work that is undertaken. Praise is used effectively and pupils have good self-esteem.

98. The quality of teaching is good overall. It is very good for the youngest pupils at Key Stage 1 and the older Key Stage 2 pupils. Most class teachers are confident in their knowledge and

understanding of the mathematics they are teaching and of the ways in which pupils learn the subject. They have generally high and reasonable expectations of the levels of attainment that the majority of pupils will achieve. The teachers' planning for mathematics is generally good and in some instances in both key stages very good. Where it is most successful the teachers make clear provision for pupils of varying attainment and provide continuation activities to extend the learning of those pupils who complete their tasks quickly. The teachers make good use of the methods and organisation of classes suggested by the National Numeracy Strategy. Where this is most successful it has a very positive impact on the pupils' learning. The management of the pupils is good in almost all the classes and never less than satisfactory.

99. The resources for mathematics are good in quantity and quality and are used effectively throughout the school. Monitoring and assessment procedures are very good and results are rigorously analysed, from baseline in reception to standard national tests at the end of the Key Stage 2. The teachers' day-to-day assessment of the pupils is used well in the planning of work for each class and groups within the class and used in the setting of targets. The good quality of assessment provides a sound base for reporting on pupils' achievements to the parents. Homework is part of the home-school agreement. The pupils in Key Stage 2 have a homework book in which they write what they have to complete and parents are asked to sign it every night. Where homework is completed and returned to school, this gives effective support to pupils' learning. Pupils' work is marked regularly and comments are made which help pupils to make progress.

100. The subject is efficiently led and well co-ordinated. The opportunities provided for in-service education and training in the subject have been used well. This has meant that the staff, both teaching and ancillary, are kept abreast of the latest thinking in the subject and are provided with up to date guidance. The attention paid to mathematics since the last inspection has had a beneficial impact on standards.

SCIENCE

101. In the 1999 National Curriculum assessments pupils' attainment at the end of Key Stage 2 was below the national average. The proportion of pupils attaining higher than average results was also below the national average. Pupils' attainment was broadly in line with that of pupils in similar schools. In teacher assessments at the end of Key Stage 1 pupils' attainment was well below the national average but well above that of pupils in similar schools.

102. The numbers of pupils undergoing national testing and assessment are too small and variable from year to year to provide a reliable guide to the overall trend of standards throughout the school. The previous inspection of the school found that standards in science were satisfactory at the end of Key Stage 1, but below the national average at the end of Key Stage 2. The school has maintained steady improvement and development in science since the last inspection

103. Levels of attainment upon admission to the school are below average for a significant number of children. During the inspection evidence gained from lesson observations, from scrutiny of work, displayed work and teachers' plans show that attainment in science is broadly satisfactory, and close to the national expectation for the majority of pupils at the end of both key stages.

104. Pupils in Key Stage 1 develop a sound knowledge about the similarities and differences of living and non-living things. By the end of Key Stage 1, pupils develop sound observational skills, for example, when examining the floating and sinking of different materials. Pupils write about their work and record their findings on simple charts. Good cross-curricular links are made with other subjects as when reception pupils learnt about the life cycle of a butterfly and chick, developing their sense of awe and wonder of the natural world.

105. At Key Stage 2, pupils combine their work in science with other subjects such as English and literacy skills are developing within the subject through the use of correct scientific vocabulary. Scrutiny of pupils' work shows that many have a good understanding of fair tests and of how to use variables in their investigations. Pupils study the water cycle as they learn about the evaporation of liquids and how materials change between solids, liquids and gases. They learn to select appropriate apparatus and equipment and how to use them safely. Most can explain and demonstrate their results confidently. They are able to classify materials into groups according to their different properties. Most begin to understand the complexity of fair tests, for example, in their experiments on how sound travels and different ways of creating sound, pupils understand the need to change only one variable at a time when conducting experiments or undertaking investigations. Observations and measurements are recorded in different ways, by written accounts, diagrams, graphs and sometimes using information technology.

106. Pupils' progress in science is good overall. Older Key Stage 2 pupils sometimes make very good progress in their lessons. All pupils, including those with special educational needs and talented pupils, make good progress in their scientific knowledge and understanding and in their ability to conduct fair tests. They improve their skills by working collaboratively and in discussions with the teacher. The good links with other subject areas, for example, during a literacy lesson when pupils observed a water propelled rocket, often enhances pupils' understanding and improves their rate of progress. Written work in science makes a good contribution to the development of literacy skills.

107. Pupils' attitudes to work are good throughout the school. They generally behave responsibly and co-operate well together. Pupils enjoy science and like to work independently on their investigations. Pupils are enthusiastic and respond well to a challenge. They are keen to explain their work.

108. The quality of teaching is good. Teachers' use their knowledge and understanding well both in their planning and during lessons. Planning is detailed and shows good links with other subjects, such as design and technology. Teachers' different styles of teaching effectively deliver information and develop ideas which enhances pupils' learning. Discipline is fairly imposed and teachers know their pupils well. Relationships between teachers and pupils are usually very good. In lessons the pace is brisk, teachers' expectations are high and pupils and time are managed well. Teachers are well organised and scientific concepts are developed through practical activities. There is day-to-day assessment, with constructive marking and homework consolidates previous learning.

109. Co-ordination of the subject is sound. The co-ordinator has good subject knowledge but is relatively new to this role. Medium term plans for science are evaluated by the co-ordinator who recognises the need to align them to national documentation. There are good opportunities to monitor teachers' planning and evaluate the quality of teaching and learning. There are sufficient, well organised, easily accessible resources for science. The library contains a good range of books to support the pupils' learning.

INFORMATION TECHNOLOGY

110. Attainment is judged to be in line with national expectations at the end of both key stages. All pupils, including those with special educational needs, make satisfactory progress across the school. During the inspection only one lesson was observed, but pupils were observed using computers in a number of lessons. Other evidence was gained from teachers' planning and discussions with pupils, teachers and the subject co-ordinator. At the time of the last inspection

standards were below national expectations at the end of Key Stages 1 and 2. There was no planning for the systematic teaching of skills, no equipment to develop the teaching of control technology, too little use was made of computers for pupils to consolidate skills and knowledge and there was little evidence that sufficient work was being undertaken in the various aspects of the subject. That the school has taken appropriate steps to correct this deficit is apparent in the standards and progress which are now achieved.

111. By the end of Key Stage 1 the majority of pupils can enter text into a word processor. They are familiar with the spacebar, enter, delete and backspace buttons on the keyboard and use them to correct text. Pupils can use paint programs to create pictures or designs and use the floodfill and spray tools, correct mistakes and manipulate shapes on the computer screen. They can use database programs to enter and retrieve data. Pupils can enter and record sequences of instructions to control a floor turtle. They can use menus to locate and retrieve information.

112. By the end of Key Stage 2 pupils are competent with word processing, able to draft, edit, amend and print their text. They are able to import clip art into their text, copy, paste and resize it according to their purposes. Pupils are able to use the spell check facility and manipulate font size, type and colour. In the one session observed the majority of pupils could use computers to organise, reorganise and analyse ideas and information. They could access efficiently a choice of large databases using search engines such as "Ask Jeeves for Kids". Pupils understood that they could use an address on the Internet or a directory and they could make a more detailed search using more keywords. Those pupils with special educational needs were integrated effectively into activities and made good progress. Control work is further developed at Key Stage 2 through entering series of instructions to control a toy on screen whilst older pupils in the key stage visit the local Rover car plant where they use lap top computers to work on control programs. No work on spreadsheets and spreadsheet modelling was seen but it was evident in teachers' planning.

113. Pupils' attitudes to learning in information technology are good. They show pride in their knowledge and abilities, are co-operative, ready to assist one another and to share their knowledge. Pupils show interest and enthusiasm and the ability to sustain concentration. They handle equipment properly and carefully.

114. In the one session seen, the quality of teaching was very good. The evidence available would suggest that, across the school, the teaching of information technology is good. Teachers supervise pupils' use of computers well and enable them to develop competency and confidence in their operation. Information technology is taught as a separate subject and is also used within other curriculum subjects. Very good use is also made of classroom assistants who are highly effective in their work particularly in supporting pupils with special educational needs enabling them to make good progress.

115. The co-ordinator has a high level of expertise in the subject and gives good advice and support to other class teachers. There is a suitable policy and the school has introduced a national scheme for the development of information technology, which provides suitable continuity and progression across the school. Teachers keep a termly record of progress in each aspect of information technology. At Key Stage 2 pupils also work through a commercial program, "Lightbytes" which teaches the basics of computing. The school is experiencing problems with the National Grid for Learning at present. Technical training sessions have had to be cancelled and they are unable to access technical support. Despite this teachers show good levels of knowledge, work is well planned and this is monitored by the co-ordinator and headteacher.

116. Pupils' work with computers is displayed around school and information technology is used well to support other National Curriculum subjects. Resourcing for the subject is satisfactory.

RELIGIOUS EDUCATION

117. The standards in religious education at the time of the last inspection were judged to be unsatisfactory. Since then, there has been an improvement in the standards in the subject, so that by the end of both key stages, pupils achieve standards of attainment that are at an appropriate level for pupils aged 7 and 11. Progress for all pupils, including those with special educational needs and talented pupils, is good.

118. Younger pupils are introduced to religious ideas, both in lessons and through their participation in collective worship. They discuss topics, such as "Ourselves," at levels appropriate to their prior attainment. They are ready by the age of five to undertake work based on the Warwickshire agreed syllabus of religious education.

119. Pupils throughout the school have devised classroom rules based on the importance of patience and perseverance. In Key Stage 1 pupils have reflected on the stories that Jesus told and have made good progress in their personal and social education when considering the notion of trust; the people who are important to them and who they should trust. Pupils know about the life of Jesus and how this forms the basis of the main Christian festivals such as Easter, harvest and Christmas. They are given sound opportunities to learn about the importance of Sukkoth to the Jews. To develop understanding of the importance of Diwali, they study the story of Rama and Sita. They understand about precious things and how to treat sacred books and artefacts with reverence. Most pupils discuss ideas of personal belief, and stories of right and wrong with sensitivity towards each other's feelings.

120. In Key Stage 2, pupils continue the story of Christianity. They study the Bible and develop sound knowledge and understanding about the lives of people of importance. As they progress through Key Stage 2 pupils know more about sacred writings of Hindus, Jews, Muslims and Christians. In Years 3 and 4 pupils learn about how Sikhs look to the teaching and example of the Gurus to decide how they should behave. In the lesson observed, when they encounter the story of the Water Carrier, several pupils recognise the similarity to the story of the Good Samaritan when discussing "Should you help an enemy?". Pupils are aware that festivals are a time for celebration to be shared with friends and family often including a special meal. They know that prayer is an important aspect of religion and that it can be a way of communicating feelings to God. They are well able to discuss their own ideas and most do so with sensitivity towards one another and with a good vocabulary of religious terms.

121. In the lesson observed teaching was good and relationships were very positive. Explanations at the beginning of lessons were clear. The teachers built effectively upon pupils' own experiences, using good questioning skills, which promoted lively discussion. In some assemblies pupils are encouraged to voice different points of view, for example, when discussing their feelings and remembering special saints on St. David's Day.

122. The attitudes of the pupils are good. They respond well to questions asked and give considered answers. In assemblies pupils listen attentively to stories and respect the views of others. Very good use is made of support staff to provide help for pupils with special educational needs, enabling them to fully participate in the discussions, which are a prominent feature of the teaching. The subject is satisfactorily co-ordinated and appropriately supported by a planned programme of collective worship and the local vicar who visits and assists the school on a regular basis. Resources are good and include a satisfactory collection of artefacts associated with some of the principal religions.

123. The quality of religious education in the school is a significant contributor to the good provision for the pupils' spiritual, moral, social and cultural development. The subject also makes a significant contribution to the good ethos of the school.

ART

124. The previous inspection report identified standards in art as below national expectations at the end of both key stages. During the week of the inspection there was only one opportunity to observe the teaching of art. From the scrutiny of display, pupils' work and from discussions with teachers and pupils, it is clear that there has been considerable improvement throughout the school in this subject. Pupils in both key stages, including those with special educational needs, make good progress. The teaching of art is good and the staff provide a wide range of opportunities for the pupils to develop skills and techniques in all aspects of the subject. Standards are judged to be in line with the national expectation at the end of both key stages.

125. Throughout the school the pupils experiment with paint. They mix colours confidently and understand how to create blends and tints. In Key Stage 1, the pupils use paint boldly when producing portraits and pictures of themselves. They make patterns from prints with cotton reels and produce work in both two and three-dimensions. In Key Stage 2, the teachers build on these basic skills effectively to produce an interesting range of art work which includes pencil self portraits and sketches of a wide variety of string, woodwind and percussion instruments. Some pupils are able to show solidity and expression in their drawn faces. In Years 2, 3 and 4, pupils create "Reflection" pictures of views as seen from a bridge, exhibiting sound observational skills of detail and perspective. Years 4, 5 and 6 pupils produce some good work in the style of Gustav Klimt. Pupils have a satisfactory knowledge of the lives and works of various artists from different times in history.

126. Pupils are enthusiastic about the subject. In the lesson observed, they enjoy practising their skills, showing concentration and commitment. Art contributes significantly to the school's provision for the pupils' spiritual and cultural development and provides good quality enrichment for the curriculum.

127. The teaching observed was in Key Stage 1. The quality of teaching in this lesson was very good. The teachers' knowledge and understanding of the subject and of how pupils develop skills in art is very good. An infectious enthusiasm for the subject enables her to motivate and enthuse the pupils. Relationships are very good and the lesson proceeds at a good pace. The pupils' good progress in learning is helped by an effective classroom assistant and by the hard-working atmosphere in the classroom.

128. The good quality of learning is also well supported by the effective use of a wide range of good quality resources. The co-ordination of the subject is effective in maintaining good standards and developing skills among the staff. Considerable work has been undertaken to ensure there is appropriate breadth and balance in the scheme and to address the lack of attention given to the progressive development of pupils' technical and creative skills noted at the time of the last inspection. A useful checklist has also been prepared to guide teachers in their planning, with a good range of additional information provided by the co-ordinator to support teaching. The accommodation is very good for the teaching of art.

DESIGN AND TECHNOLOGY

129. Only one lesson of design and technology was observed during the week of the inspection.

The standards at the end of Key Stage 2 at the time of the last inspection were unsatisfactory. From the scrutiny of planning, display, photographs, samples of pupils' design work and from discussions with teachers and pupils, it is judged that there has been an improvement in standards since the last inspection. By the end of both key stages standards of attainment are in line with those expected for pupils aged 7 and 11. Progress of pupils, including those with special educational needs and gifted pupils, is satisfactory overall. Progress for the youngest pupils at Key Stage 1 and the older Key Stage 2 pupils is good.

130. Pupils in both key stages competently discuss the reasons for the choices they make in the designing process. They also make reasoned evaluations of the success or otherwise of the constructions they make from their designs, introducing alterations to improve them. In Key Stage 1, younger pupils enjoy discussing the developments in the designs of different vehicles. These pupils demonstrate good knowledge and understanding of the basic mechanism of wheels and effectively use their literacy skills to discuss the differences between fixed axles and axles with fixed wheels. Older pupils reinforce new skills and techniques of joining materials when taking part in the many tasks related to the making of physical education bags and picture frames for their self portraits. By the end of the key stage, pupils have satisfactorily covered all aspects of the designing and making criteria.

131. In Key Stage 2 pupils also develop appropriate skills in using a variety of materials, in methods of joining materials together and in the use of tools. They discuss their work using an appropriate vocabulary expressing their interest in the work. Younger pupils construct "Joseph's Coat" to link with their study of the Egyptians. Older pupils design and make advent calendars that tell the main events leading up to the birth of Jesus and design money containers focusing on seam allowances, fastenings and characteristics of different materials. Pupils understand the need for the planning and design stage before the making of these containers. They make annotated sketches to show the details in their designs. Finished products are evaluated and pupils describe any improvements they could make. Good links with the Rover Company and The Motor Heritage museum enable pupils to design and construct powered vehicles linked to their "Mini" topic. As part of their Millennium Celebrations pupils throughout the school studied the "The Parable of the Sower". They designed and made life sized models of three-dimensional artefacts such as a farmer, a tractor and birds.

132. The quality of teaching seen in the one lesson observed was excellent. The activities selected were well chosen to develop skills, as well as to achieve effective models. The design activities challenged the pupils to think creatively as well as practically and the division of the class into groups of pupils with differing prior attainment successfully encouraged the pupils to co-operate with one another, sharing ideas and skills. The teacher made very effective use of classroom assistants, who were well briefed before the lesson and made a valuable contribution to overall standards. The teachers' knowledge and understanding of the subject is enhanced by the use of a scheme of work that identifies a clear set of skills and their progression across both key stages.

133. Design and technology is taught in the second half term of each term. Work is differentiated to suit all pupils by means of the open-ended outcome of the final product. The development of the subject is undertaken jointly. To aid monitoring and assessment of the subject, the school is planning to reintroduce termly meetings where staff discuss the products of each half term's work. At these meetings, colleagues talk through the processes and the skills learned. Photographs are also kept as evidence. This is a reasonably well resourced area of the curriculum.

GEOGRAPHY

134. No lessons were seen in geography during the inspection. Evidence from the scrutiny of work, discussions, displays and teachers' plans indicates that pupils make satisfactory progress throughout the school. Pupils with special educational needs and talented pupils also make satisfactory progress.

135. At Key Stage 1, pupils understand seasonal changes and the effect on the environment. In their development of geographical skills, pupils make simple plans and maps, such as those showing the route and its features on the way to school. Pupils study the local area, identifying features and learning about ways in which these are symbolised on a simple map. By the end of the key stage, most pupils can recognise symbols and directions on a map.

136. At Key Stage 2, pupils understand similarities and differences between their own and other localities. They compare and contrast urban and rural areas and recognise the effects of climate. Pupils can recognise and name the major countries of the world. They use an atlas appropriately to locate different countries, though they are unfamiliar with the use of grid references and the index to help them to locate these countries. Pupils compare and contrast their own lives with that of an Indian boy, showing good understanding of cause and effect.

137. Pupils respond well to geography, showing interest in their discussions of work they have done. Pupils in Year 2 were enthusiastic about their study of their local area, supported by visits made. In Key Stage 2 pupils written tasks were not always sufficiently well presented.

138. Teachers have an extensive knowledge of the topics they are teaching and communicate their own enthusiasm for the subject. In their planning teachers provide a good balance between teaching and pupils' activities to ensure pupils successfully maintain concentration and motivation. There are no formal procedures for assessing and recording pupils' achievement.

139. Geography is taught within topics often linked to work in history, for example, a study of modern Greece and Egypt linked to work on these countries in ancient times. The development of skills is not clearly evident in the existing scheme of work. The subject is suitably due for review.

140. The development of the subject is undertaken jointly. Resources are adequate for geography and used well. There is a good range of appropriate books in the library to help develop pupils research skills. Appropriate use is made of the local area as a resource for learning. The accommodation is satisfactory for teaching geography.

HISTORY

141. The previous inspection found that pupils' progress was satisfactory or better. Evidence from the current inspection indicates that pupils make satisfactory progress in Key Stage 1 and good progress in Key Stage 2. Pupils with special educational needs are frequently supported well in history lessons and make good progress.

142. Pupils in Key Stage 1 learn about changes over time through their own immediate experiences. Younger pupils consider how they themselves have changed since babyhood. They illustrate this well through drawing a simple timeline. They talk with interest about the relative ages of their parents and grandparents and what has happened in their lifetimes, for example, changes in shopping habits. They draw pictures of their toys and describe how they are different from those

of children in the past. Other learning about the passage of time takes place through stories of people, such as Dr Barnardo. Pupils at this key stage also develop sound historical understanding through studying topics.

143. At Key Stage 2 pupils learn about life in Tudor Britain and study the lives of the monarchs, for example, Henry VIII. Pupils write good descriptions of the civilisations of Ancient Greece and Egypt, Saxon and Viking conquests of Britain. Their extended writing and use of a wide vocabulary shows good knowledge, understanding and imagination. Their work is often well illustrated. Pupils' written work makes an effective contribution to their literacy progress. Pupils undertake independent research using books or information technology appropriately.

144. Pupils are interested in history and work hard. In discussion, they eagerly contribute information that they have discovered. Older pupils talk knowledgeably about life in Ancient Greece and offer opinions and ideas about the differences between then and now. Pupils maintain concentration and their behaviour is generally good. There is a great variation in the quality of the presentation of their work, written tasks are not always sufficiently well presented.

145. The quality of teaching is good. The carefully planned work is closely linked to previous tasks and builds upon pupils' prior experience. There was good, whole class teaching, supported by effective questioning, explanation and demonstration. The good quality of teaching makes a strong impact on pupils' learning. Teachers have an extensive knowledge of the topics they are teaching and communicate their own enthusiasm for the subject. Lessons observed during the inspection were well planned, showing good detail about their objectives and activities. Teachers enhance their pupils' learning by providing displays of posters and artefacts. Teachers manage their lessons well, providing interesting tasks that are appropriate to pupils' differing prior attainment. There are no formal procedures for assessing and recording pupils' achievement. The development of the subject is undertaken jointly. There is a sound policy and scheme of work. Resources and the accommodation are satisfactory.

MUSIC

146. In the previous inspection report standards in music were judged to be satisfactory at the end of Key Stage 1 and unsatisfactory at the end of Key Stage 2. During the week of the inspection no lessons in music were seen. From evidence gained from plans, displays, discussions with teachers and pupils and the scrutiny of pupils' work on audio and video tape it is judged that standards at both key stages are in line with national expectations and all pupils, including those with special educational needs, make satisfactory progress throughout the school.

147. Pupils in Key Stage 1 listen to music focusing on changes of tempo, faster and slower passages, changes in dynamics, louder and quieter sections in listening to music such as Vivaldi's Four Seasons or Holst's Planet Suite. They describe their reactions to music and the quality of musical sound. Pupils use tuned and untuned percussion to experiment with the elements of music and show an understanding of rhythm and repeated patterns. They sing simple songs and are able to follow the contour of a melody and sing in time with one another. Their work on musical instruments is linked to sound in science and pupils sort instruments according to how they are played, for example, banging, shaking, scraping and blowing.

148. In Key Stage 2 pupils are taught an understanding of texture or the layering of sounds through singing and accompanying simple songs such as 'Sing a little song' or 'Four White Horses'. They learn to sing rounds, for example, 'Rejoice in the Lord Always'. They evaluate their own performance and that of others and have opportunities to perform for the school in 'good work'

assemblies. Their work on musical instrument families, for example, woodwind, brass and percussion, is also linked to work on sound done in science and to information and communication technology where they create a branching database to identify instruments. Pupils also make use of information and communication technology music software to explore and create simple melodies and to structure them.

149. Pupils listen attentively with concentration and have an enthusiasm for music which was particularly evident in their response to music from other cultures. The co-ordinator, a part-time specialist, was not present at the time of the inspection. A scrutiny of long, medium and short term planning show coverage of all areas of the National Curriculum with a suitable range of activities to ensure the progressive teaching of skills throughout the school. Resources for music are satisfactory.

PHYSICAL EDUCATION

150. Standards, which at both key stages are in line with national expectations, have been maintained since the last inspection and, for all pupils, including those with special educational needs, progress is satisfactory. Only one lesson was seen during the week of the inspection. This was in dance and included pupils from Year 4, 5 and 6. Other evidence was gained from teachers' planning, videos of pupils performing and discussion with teachers and pupils.

151. In Key Stage 1 pupils are able to respond to music, adapt to changing rhythms, work out simple movement sequences, work with partners and mirror each other's movements. They can suggest improvements and refine their performance. In games they show good hand and eye co-ordination when bouncing and catching balls. They show good spatial awareness and are developing a sense of co-operation and fair play in their games.

152. Pupils in Key Stage 2 in gym can balance on different parts of their bodies, hold a balance and move smoothly from one balance to another. They can move along varied pathways using bunny hops and stretches, followed by curled positions. In dance they can move rhythmically to music using different levels, controlling their speed, movement and direction of travel. They can co-operate well together in groups, evaluate the quality of their own and others' movement and are able to suggest ways of improving. Pupils at the end of Key Stage 2 show a good sense of rhythm and timing. They co-operate well together in groups, for example, when performing dolphin movements to music they showed an awareness and sensitivity to one another, used a variety of levels and turned in unison whilst showing well controlled, sinuous movements.

153. Pupils' attitudes to physical education are good. In the lesson observed they changed quickly and enthusiastically for their dance lesson. They listened to instructions carefully, behaved well, sustained concentration and worked hard to improve the quality of their movement. In group work they co-operated well and worked productively.

154. Lessons are well planned and effective use is made of resources. In the one lesson seen teaching was good. There was a focus on quality of movement, instructions were clearly given and, where a group encountered difficulties, the teacher assisted by carefully and clearly breaking the task down into stages for them. Appropriate teaching points were made concisely and effectively.

155. The subject is effectively co-ordinated. Planning shows good coverage of all areas of the National Curriculum including, for Key Stage 2 pupils, outdoor and adventurous activities which were not covered at the time of the last inspection. They are now planned for by orienteering activities and the use of adventure playground and trim trail apparatus in the school grounds during

the summer term. Swimming is also undertaken by each class for one term a year.

156. Teachers' planning is monitored by the co-ordinator and the headteacher. Resources are adequate. The school makes good use of the hall for indoor activities and the playground and school field provide good facilities for games and athletics. Extra-curricular activities at present are limited to a cross-country club, due to the maternity leave of two of the three permanent members of staff. The school is at present in the process of making a bid for money from the New Opportunities Fund in order to support after school clubs. Last year, through its links with the Inter Cultural Support Service, the whole school completed a term's dance drama project on a Nigerian folk tale entitled 'Why is the sky so high?'. This culminated in a production for parents. More recently, last autumn, the school completed a video of another whole school dance drama project entitled 'The Parable of the Sower' which was their entry for the Jubilee Celebration 2000.