

INSPECTION REPORT

Northlands Primary School
Rugby

LEA area: Warwickshire

Unique Reference Number: 125576

Headteacher: Sue Dudek

Reporting inspector: Jo Cheadle
23233

Dates of inspection: 4th – 7th October 1999

Under OFSTED contract number: 707843

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
Type of control:	County
Age range of pupils:	3 - 11 years
Gender of pupils:	Mixed
School address:	Pinders Lane Rugby Warwickshire CV21 2SS
Telephone number:	01788 542 440
Fax number:	N/A
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Philip Ash
Date of previous inspection:	April 1995

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Jo Cheadle, Registered Inspector	English Physical Education Early Years Equal opportunities	Attainment and progress Teaching Staffing, accommodation and learning resources Pupils' attitudes, behaviour and response Attendance Social, moral, spiritual and cultural development Support, guidance and welfare Partnerships with parents and the community Leadership and management Efficiency
Meg Hackney, Lay Inspector		
Kathy Taylor, Team Member	Mathematics Art	
Rowena Onions, Team Member	Information and communication technology History Geography Music Special educational needs	
David Whalley, Team Member	Science Religious education Design technology	Curriculum and assessment

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MAIN FINDINGS

What the school does well

- Children who are under the age of five, in nursery and reception classes, make good progress.
- In Key Stages 1 and 2, pupils make good progress in reading and very good progress in speaking and listening.
- The overall quality of teaching at the school is good. Teachers of children who speak English as an additional language are very effective and the work of all support staff makes a significant contribution to the progress that children make.
- There are positive partnerships with parents and the school has a strong presence in the local community
- There is a good school ethos and relationships are very good, which encourages children to behave very well.
- Children's spiritual, moral, social and cultural development is very good.

Where the school has weaknesses

I. Pupils do not make enough progress in mathematics.

II. Curriculum plans for some subjects are not detailed enough, and do not take sufficient account of what pupils already know, or can do.

III. As curriculum plans lack precise details about what pupils are intended to learn, teachers can not accurately measure how well pupils are doing, or plan how to change future lessons to make sure that pupils achieve the targets that are set for them.

IV. In some subjects, there are not enough resources to ensure that children make consistently good progress.

V. School development planning lacks detail.

VI. Governors, senior managers and subject managers do not monitor the work of the school rigorously enough.

While weaknesses are outweighed by what the school does well, all areas that are listed as the school's weaknesses must be included in the governors' action plan, some of which are outstanding since the last inspection.

How the school has improved since the last inspection

The provision for children under the age of five is now very good. The curriculum for Early Years is very well based on all aspects of recommendations from the Desirable Learning Outcomes and there has been good improvement in resources. There are now more consistent rates of progress throughout the school. The overall quality of teaching is now good. There have been improvements in the curriculum for information and communication technology, and standards in the subject have improved. The provision for extra-curricular activities has improved since the last inspection and is now good. The school has made satisfactory progress since the last inspection, and is now in a position to make good progress in the future.

As there were no pupils in Year 6 in 1998, this table shows the standards achieved by 7 year olds in 1998 based on the National Curriculum tests:

Standards in subjects

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

In relation to all other schools nationally, the school admits a very much higher percentage of pupils

who speak English as an additional language and have limited vocabulary when they begin school. In general, attainment on entry is well below national average levels.

In comparison with similar schools, Northlands Primary is compared with a group of schools that have a similar percentage of pupils who have free school meals. This calculation is not based on the number of pupils who are actually entitled to free school meals.

• **Quality of teaching**

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

Teaching for children who are under the age of five is consistently satisfactory or better and is most often very good. Throughout the school, teaching is satisfactory or better in 92 per cent of lessons. Teaching is good in 38 per cent of lessons and very good in 21 per cent of lessons. In 8 per cent of lessons, teaching is unsatisfactory, which represents 6 lessons out of 72 observed. Unsatisfactory teaching was most often seen in mathematics lessons.

Teachers are very skilled in managing pupils. They have very good relationships with pupils and provide interesting activities for them in lessons. Teachers’ planning is generally good and incorporates clear learning intentions for pupils of varying prior attainment levels. In some lessons, teachers do not give sufficient attention to what pupils can already do when they plan for new learning.

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

• **Other aspects of the school**

Aspect	Comment
Behaviour	Very good. In lessons, around the school and in the playground, children behave very well.
Attendance	Attendance is satisfactory.
Ethos*	The school has a good ethos. All pupils are equally valued and respected. Relationships between pupils, and with adults, are very positive. There is a clear commitment to improving the standards that pupils achieve in their work.
Leadership and management	The headteacher has lead the school through a difficult period of change and successfully maintained the school’s strong, caring ethos. The headteacher, governors and subject managers now need to ensure that plans for future development are prioritised, effectively implemented and rigorously monitored.
Curriculum	The curriculum for children who are under the age of five is good. The curriculum in Key Stages 1 and 2 is generally broad and balanced. Improvements are now needed to ensure that what pupils learn in each year group builds on their learning from the previous year.
Pupils with special educational needs	The provision for pupils with special educational needs is good. These pupils make good progress in English and are very well supported in class.
Support for pupils who speak English as an additional language	The support provided is very effective. Pupils who speak English as an additional language make the same rates of progress as all other pupils.
Spiritual, moral, social and	The overall provision is very good and remains a strength of the school.

cultural development

Staffing, resources and accommodation

There are sufficient teachers and a good number of support staff. Classrooms are of an adequate size, but outdoor space is limited. There are insufficient resources for some subjects of the curriculum.

Value for money

The school provides satisfactory value for money.

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

The parents' views of the school

What most parents like about the school

- VII. Children are taught to value, respect and care for themselves and each other
- VIII. The school is supportive of children and parents
- IX. Staff are approachable and parents feel welcome in school
- X. Complaints are taken seriously, dealt with effectively and the school is open to suggestions
- XI. Children are taught to appreciate the culturally diverse community in which they live

What some parents are not happy about

- XII. Homework is inconsistent
- XIII. Some concern about class sizes and mixed age

Inspection findings support parents' positive views. The inspection team also shares parents' concerns over mixed age classes, although class sizes are not considered too large. Homework is used effectively to support pupils' learning; good examples were seen during the week of the inspection.

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KEY ISSUES FOR ACTION

XIV.

Improve rates of

progress in mathematics by:

- a. Providing support, advice and training for staff in the teaching of mathematics, and the implementation of the National Numeracy Strategy;
- b. Extending curriculum planning to take into account pupils' existing knowledge, as well as what they will learn.

(paragraphs 12, 23, 32, 62, 88-102)

• Ensure school improvement, and more rigorous monitoring and evaluation of the school's work by:

- a. Allocating roles and responsibilities for senior managers that precisely match the prioritised targets for school development;
- b. Training subject managers in their role, in order to improve planning and teaching of subjects, and extend their monitoring responsibilities;
- c. Creating clear and precise job descriptions for all staff with management responsibility;
- d. Extending the role of governors in strategic planning for development;

(paragraphs 60-62, 65, 86, 102, 111, 137):

• Improve school development planning by:

- a. Involving all staff and governors in the process;
- b. Prioritising targets for development;
- c. Making sure that necessary money is allocated to finance work towards the targets, which includes the purchase of resources;
- d. Setting clear criteria against which the school's progress towards the targets set can be rigorously monitored and evaluated.

(paragraphs 61, 67, 68, 110)

- **Improve curriculum planning by:**
 - a. Including more detail about the intended learning objectives for pupils of varying ages and abilities;
 - b. Ensuring that what all pupils learn, including those pupils in mixed aged classes, builds progressively on what they already know;
 - c. Purchasing resources to ensure the effective delivery of the developed curriculum.
(paragraph 28, 29, 33, 34, 60, 100, 110, 131)
- **Assess pupils' attainment in relation to the specific learning objectives set for them, and use this information to ensure that work planned for the future will encourage progress towards the targets set. (paragraphs 37, 38, 116, 136)**

INTRODUCTION

Characteristics of the school

1. Northlands Primary School is situated in the Benn Ward of Rugby. The school is in a designated renewal area, selected for improvement to housing, environment and community development over a ten year period. The local area is comprised of rented and private housing with limited play area. Numerous commercial and wholesale outlets surround the school and, in the absence of immediate neighbours, frequent vandalism and trespass affect the school building.
2. Since 1996, Northlands has been a "growing" Primary School. In 1999, the school had its first class of Year 6 pupils. The initial impact of reorganisation was a reduction in numbers, as some parents chose to move their children to established junior schools, or to infant schools which served their selected junior school. The school is currently near to capacity.
1. Pupils at the school come from a variety of ethnic and social backgrounds. While there is wide variation in the skills and knowledge of pupils who enter the school, the general level of attainment on entry to the nursery class is well below average. Children attend school full time in the year they are five, entering the reception class. There are currently 40 children attending the nursery and 212 pupils on roll at the school. However, numbers fluctuate due to the significant percentage of pupils who begin or leave at different times throughout the course of the year. Approximately 31.5 per cent of the school's population come from ethnic minority families, which is very high in comparison with schools nationally. There are currently 53 pupils on the school's register of special educational needs, two of whom have Statements of Special Educational Needs. The percentage of pupils who have special educational needs is higher than the national average. The number of pupils who have free school meals is similar to that found nationally. However, this figure does not represent the percentage of pupils who are eligible for free school meals. The school has made efforts to encourage parents to take up their free school meal entitlement. Their success is affected by a number of factors, including the quality of meals for ethnic minority children.
2. The school aims to :
 - ◆ Encourage each child's personal involvement in the learning process;
 - ◆ Encourage children to maximise their potential;
 - ◆ Encourage excellence in learning, especially in literacy numeracy and science;
 - ◆ Involve parents in children's learning;
 - ◆ Teach the need for courtesy, respect and tolerance;

- ◆ Develop cultural awareness and understanding;
- ◆ Create a happy, safe and caring environment.

1. The headteacher, staff and governors have identified a number of areas for development in the current school development plan, which include:

- ◆ Raising standards in reading and writing;
- ◆ Improving results in national science tests;
- ◆ Introducing the National Numeracy Strategy;
- ◆ Introducing reading and sharing book time for ethnic minority parents.

.. **Key indicators**

Attainment at Key Stage 1¹

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

Year	Boys	Girls	Total
1998	17	19	36

National Curriculum Test/Task		Reading	Writing	Mathematics
Results				
Number of pupils at NC Level 2 or above	Boys	12	10	14
	Girls	16	15	15
	Total	28	25	29
Percentage at NC Level 2 or above	School	78 (62)	69(89)	81 (93)
	National	77 (80)	81(80)	84 (84)

Teacher Assessments		Reading	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	13	13	14
	Girls	16	15	14
	Total	29	28	28
Percentage at NC Level 2 or above	School	81 (86)	83 (89)	78 (89)
	National	81 (80)	85 (84)	86 (85)

.. In 1998, there were no Year 6 pupils at the school. While the results for 1999 national tests for Year 6 are available, final national comparative data was unavailable at the time of the inspection.

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

1 **Attendance**

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

			%
Authorised	School		7.9%
Absence	National comparative data		5.7%
Unauthorised	School		0.1%
Absence	National comparative data		0.5%

1 **Exclusions**

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

		Number
	Fixed period	3
	Permanent	0

1 **Quality of teaching**

Percentage of teaching observed which is:

		%
	Very good or better	21
	Satisfactory or better	92
	Less than satisfactory	8

1 PART A: ASPECTS OF THE SCHOOL

1 EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

1 Attainment and progress

6. There is very wide variation in the skills and knowledge of children who begin in the nursery class, but in general, their attainment levels are well below average. While a very small minority of children enters the nursery class with well-developed language skills, many children speak English as an additional language, and some children have a very limited English vocabulary when they begin their nursery education. Additionally, a good number of children use language that is hard to interpret and understand, and have had little experience of social or creative activities. As result of the very good provision for children under the age of five in the nursery and reception classes, they make rapid, good progress. By the age of five, many have begun to speak more clearly, listen attentively to the teacher, count aloud and play with increased imagination. However, despite this good progress, attainment for the majority of children at the age of five is still below average.
7. At the age of 7, results in National Curriculum tests in English over the past three years, 1996 to 1998, show that pupils' performance in reading was close to the national average, and in writing their performance was below the national average. In the Key Stage 1 national reading tests in 1998, the percentage of pupils achieving Level 2 or above is broadly in line with the national average percentage. However, the school's results in reading tests are negatively affected by the proportion of pupils attaining the higher level, Level 3, which at 11 per cent, was well below the national average percentage.
8. In Key Stage 1 writing tests in 1998, pupils' attainment was well below the national average. Only one pupil achieved Level 2a, the highest stage of Level 2, and no pupils achieved Level 3. While the school carried out assessments of pupils who entered the school in 1995, around 30 per cent of pupils left or joined the school before the end of Key Stage 1. Therefore, not all pupils who began at the school took national tests in 1998, and year group results are difficult to compare with pupils' attainment on entry. However, the skills and knowledge with which children begin at school generally follow a consistent pattern for each year group and higher attaining pupils are always represented in each group of children. The small number of pupils achieving Level 3 in past reporting years indicates that higher attaining pupils did not achieve their full potential in relation to their levels of prior attainment.
9. Since the 1998 national tests, the school has worked hard to implement the National Literacy Strategy, target key areas for improvement in English, such as handwriting, and improve the general quality of teaching in English. The Key Stage 1 reading and writing test results for 1999 show 78 per cent of pupils achieving Level 2 or above, which is below national average. Twenty-five per cent of pupils attained at Level 3 in reading, which is also below the national average. No pupils attained Level 3 in writing. The school has now begun to address the issue of underachievement for pupils of all prior attainment levels and particularly for higher attaining pupils. More challenging targets have been set for national tests in the year 2000 and developments in the English curriculum are being prioritised and implemented to ensure improvement. In order to raise pupils' levels of attainment in writing, handwriting and presentation skills need to be improved.
10. In the Key Stage 2 national tests in 1999, 56 per cent of pupils achieved Level 4 or above, which is well below national averages. Attainment at Level 5 was below average at 15 per cent. The school's first Year 6 cohort included fifty per cent of pupils who were on the school's register of special educational needs. In addition, at least thirty per cent of pupils in this cohort joined the school during the course of Key Stage 2, some of them as late as the beginning of Year 6, and twenty-five per cent of pupils spoke English as an additional language. Emphasis was placed on the teaching of English during the course of the year in

order to raise standards in national tests. While standards achieved are well below average, based on pupils' prior levels of attainment, it is clear that pupils made satisfactory, and in some cases good, progress in a short amount of time. Attainment at Level 5 signifies that the needs of higher attaining pupils were identified, and that these pupils made equal progress to all other pupils.

11. Inspection findings are that throughout the school, pupils of all prior attainment levels make equally good progress in English generally, with particularly good progress being made in speaking and listening. Attainment by the end of both key stages is in line with national expectations and a higher percentage of pupils are now targeted to reach Level 3 by the end of Key Stage 1 and Level 5 by the end of Key Stage 2. The implementation of the National Literacy Strategy has encouraged teachers to pay close attention to pupils' prior knowledge and understanding in English. In turn, teachers set clearer learning objectives for each ability group, including those pupils who speak English as an additional language and those on the school's register of special educational needs. The school has set realistic and appropriate targets for results in national tests in English in the year 2000.
12. In mathematics, overall inspection findings are that progress in mathematics overtime is unsatisfactory, and standards achieved by the age of seven and eleven are below average. Since September 1999, the school has begun to use the National Numeracy Strategy. It is very early to evaluate the total impact of the implementation of the new strategy, and teachers have not yet completed all training. It is clear however, that teachers are now attempting to plan work to ensure that all pupils make equal rates of progress, including higher attaining pupils. At the age of 7, pupils' performance in national mathematics tests over the past three years, 1996 to 1998, is close to the national average. In the Key Stage 1 national tests in mathematics in 1998, the percentage of pupils achieving Level 2 or above, at 81 per cent, was below the national average. 8 per cent of pupils attained at Level 3, which was well below the national average. In the 1999 Key Stage 1 national tests, 81 per cent of pupils attained at Level 2 or above, which is below the national average. Attainment at Level 3 was well below average.
13. In Key Stage 2 national tests in mathematics in 1999, 37 per cent of pupils achieved Level 4 or above, which is well below the national average. 11 per cent of pupils achieved Level 5, which is also well below the national average. In general, pupils' skills in number recall and applying mathematics in varying contexts are the weakest areas of their learning.
14. In Science teacher assessments in 1998, 78 per cent of pupils achieved Level 2 or above, which is well below the national average. At Level 3, the percentage of pupils was also below the national average at 6 per cent. These assessments reveal a fall in standards by the end of Key Stage 1, when compared with the previous year. Areas of particular weakness in science are experimental and investigative work and physical processes. Through evidence gained from work samples and in lessons, inspection findings confirm that there is a lack of opportunity for pupils in Key Stage 1 to work on simple experiments, and the area of physical processes is underdeveloped in the school's curriculum. Findings are, that while progress in the areas of Life and Living Processes and Materials and their Properties is satisfactory, overall standards achieved by the end of Key Stage 1 are below average. Teacher assessment at the end of Key in Key Stage 1 in 1999, show 81 per cent of pupils achieving Level 2 or above, which is well below the national average.
15. In Key Stage 2, pupils make more even progress in all aspects of their work in science, particularly in Years 5 and 6, where pupils are given opportunities to plan experiments and test hypotheses. Current rates of progress through Key Stage 2 are satisfactory, but standards achieved by the age of 11 remain below average. In the 1999 national tests, 48 per cent of pupils achieved Level 4 or above, which is well below the national average.
16. Since the last inspection, there have been improvements in the curriculum for information and communication technology, which have had a positive effect on pupils' progress and

the standards they are currently achieving. Information and communication technology is now taught systematically throughout the school. Consequently, pupils are currently making good progress in this subject, and standards achieved are in line with national expectations at the end of both key stages. In religious education, standards achieved are in line with the expectations of the Agreed Syllabus and pupils make satisfactory progress. In art pupils in both key stages make good progress. In all other foundation subjects, pupils' progress is satisfactory through both key stages.

17. Inspection findings are that, based on prior attainment levels, most pupils, including those on the school's register of special educational needs, and those who speak English as an additional language, make satisfactory progress overall during their time at the school. Findings confirm, however, that rates of progress are inconsistent in some year groups, particularly for pupils in mixed aged groups, and in aspects of some subjects, notably mathematics in both key stages, and science in Key Stage 1.

1 Attitudes, behaviour and personal development

18. Since the last inspection, the good standard of pupils' behaviour and their positive attitudes towards learning have been well maintained. Pupils of all ages and abilities, including children under the age of five, have good attitudes and are interested in their work. This makes a substantial contribution to their progress and attainment, and to the day-to-day life of the school. In lessons, pupils respond well and with enthusiasm, and they listen attentively to their teachers. Most pupils, including those with special educational needs, concentrate well on their work, and work well independently and in small groups. There is a good response to challenge, particularly among older pupils, who work to answer questions co-operatively. In all classes, pupils respond well to the arrangements for literacy and numeracy, and most show an enthusiasm for books. Pupils enjoy learning, and are happy and confident in school. Pupils work and play well together. Most pupils listen well to each other and share resources co-operatively. Relationships throughout the school are very good.
19. Behaviour is very good, even though a number of pupils are often lively and may be at times over-exuberant. Pupils' very good behaviour encourages a calm and orderly environment, which contributes to the good school ethos. Most pupils respond well to the school rules. They know the difference between right and wrong and understand the school's expectations of good behaviour. The majority of pupils exhibit good levels of self-discipline. Pupils are polite and courteous, and very friendly and helpful towards visitors. At the time of the inspection, there was no evidence of bullying or harassment between pupils. In the past, parents confirm that there have been incidences of bullying at the school, but these have been dealt with quickly and seriously. Pupils have a clear understanding that bullying and racial comments will not be tolerated.
20. Pupils' personal development is good. Pupils' capacity for personal study is extended as they become more confident and independent. Confidence and independence are encouraged in all year groups. Despite expected initial upsets, children under the age of five settle quickly into school routines, developing good independent learning skills. Young children are encouraged to think for themselves, deciding when they are thirsty or hungry, and helping themselves to juice and fruit. They quickly learn to move between activities without being prompted by the teacher. Throughout the school, boys and girls of different ethnic groups show a mutual respect for the values and beliefs of others. They are interested in learning about cultural and social traditions. Pupils respond well to the school's positive ethos and very good provision for moral and social development. They are proud of their school and pleased to talk about their work.
21. Opportunities for pupils to take on responsibilities are good, but with the school's new status as a Primary School, this area could be further extended for older pupils to play a bigger role in decision making. In all classes pupils willingly and confidently act as

classroom monitors. A number of pupils in Year 6 care for children in the reception class at playtime, and read stories to them in their classroom during wet lunchtimes. Through their regular support of a number of local and national charities, pupils are developing a good awareness of the needs of others.

1 **Attendance**

22. Attendance is satisfactory, but has fallen slightly since the time of the last inspection. While the school's attendance of 93.1 per cent is below the national average of 94.4 per cent, inspection findings are that this is largely due to a very small minority of pupils who took extended holidays, and also as a consequence of individual pupils' long-term illnesses. There is very little unauthorised absence at the school. While most pupils arrive punctually, there are a few regular latecomers in the morning. During the week of the inspection, a few pupils missed the start of literacy or numeracy sessions. In all classes, registration takes place promptly, and there is an efficient start to the day. The vast majority of pupils enjoy coming to school.

1 **QUALITY OF EDUCATION PROVIDED**

1 **Teaching**

23. The overall quality of teaching is good. This reflects an improvement since the last inspection, where standards in teaching were judged to be generally sound. In 92 per cent of lessons, teaching is satisfactory or better, with 38 per cent of teaching judged as good. Teaching is very good in 21 per cent of lessons. Teaching is unsatisfactory in 8 per cent of lessons, which represents 6 lessons out of a total of 72 observed. Teaching is most often unsatisfactory in mathematics lessons. In those mathematics lessons judged to be unsatisfactory, teachers plan learning that matches the intended outcomes for the age of the pupils in their class, but do not pay sufficient attention to whether pupils have previously experienced the mathematics that will enable them to learn new concepts. At the time of the inspection, teachers were also in the early stages of planning lessons from the National Numeracy Strategy. Teachers throughout the school are most confident in teaching English, and improvements in the teaching of information and communication technology are currently encouraging pupils to make good progress in this subject.
24. After a very unsettled period, the school has only recently established a fixed complement of teaching staff. In the past, some classes have been affected by unavoidable staff absence, which has caused inconsistency in the progress that pupils make, particularly in Key Stage 2. Parents have expressed their concerns over the effect that supply cover has had on pupils in some classes. Inspection evidence supports parents' concerns, and the scrutiny of pupils' work from last year was indicative of unsatisfactory rates of progress and standards achieved in some year groups. Currently however, the impact of good quality teaching is shown in better rates of progress in most subjects.
25. Teaching of children under the age of five in the nursery and reception classes is most often very good. Teachers in these classes have a very good knowledge of how young children learn and the specific needs of the children at the school. All learning is based on the recommendations of Desirable Learning Outcomes and lessons are planned with clear objectives. Teachers provide very appropriate and stimulating activities, which encourage children to make good progress. A particular strength of teaching of the youngest children is the development of independence through all activities. When children first arrive in the nursery, they are encouraged to make choices, and work and play without direct supervision. Even the very newest children quickly overcome their initial upsets as they are introduced to a well organised and interesting range of learning activities. As children move into the reception class, their ability to work in small groups and move between activities is generally well-established, and teachers' very good management of children

promotes orderly and productive working atmospheres.

26. In Key Stage 1 and 2, the quality of teaching is generally good. Relationships between teachers and pupils are very positive. All teachers manage pupils very well, and have clear expectations of how pupils will behave and work. Teachers organise lessons well, so that movement between whole class activities, group work and individual tasks is carried out smoothly and quickly. Lessons are planned with an appropriate mixture of practical and written tasks, in order to keep pupils interested. In a year 5 science lesson, general introductions were followed by well-managed group activities in the playground. The lesson ended with group discussion and presentation of findings in the classroom and a general class discussion. Pupils remained on task for the entire session and levels of concentration were good.
27. Teachers make good use of resources available to them, including adult support in class, which is well directed and targeted to promote better progress for small groups of pupils. For example, teachers of children under the age of five use support assistants to carry out ongoing assessments of children's progress. There is very little incidence of classroom support assistants being inactive or unoccupied during lessons. Individual teachers make good assessments of how well pupils are coping with work in lessons, and use this information to amend plans for the next lesson. In a Year 4 geography lesson, new learning objectives for the session were soundly based on pupils' level of understanding from the previous lesson. In many classes, good use is made of homework, and homework is often used to demonstrate improvements and good progress. In a Year 6 English lesson, homework set on extended story writing was used as an example of good practice and progress, to encourage other pupils to improve their work.
28. While teachers' planning is generally satisfactory, it is not supported by detailed whole school planning for subjects, other than English, information and communication technology and religious education. This means that while teachers try to plan appropriately for the pupils in their classes, sometimes intended learning is not based on a clear understanding of what pupils have already learned and can do. In addition to mathematics, this is the case in some geography and design and technology lessons. In other lessons where teaching was unsatisfactory, pupils were involved in activities with unclear learning intentions, and progress made during these sessions was difficult to evaluate.
29. The lack of a whole school planning structure for all subjects is particularly unhelpful to those teachers in classes with mixed aged pupils, which are a regular feature of the school's class organisation. There is currently no planning framework to ensure that what pupils learn in a mixed age group will not be repeated in a single age group the following year. Evidence from samples of pupils' work in previous years indicates that pupils of different ages have completed work of exactly the same level, and, following the school's current planning system, this work will be repeated in the single age class in the current year.
30. Teaching for pupils with special educational needs is good. The pupils' needs are well met in most lessons, either through activities that match their learning needs, or by providing extra support. Some pupils are withdrawn for short, productive periods for extra literacy support. Support provided for pupils who speak English as an additional language is very effective. Specialist teachers work alongside pupils in class and make good use of opportunities to develop particular skills, such as reading aloud, in withdrawal sessions. A very positive feature of their work is the sensitive use of higher attaining pupils as role models for language learners. Not only does this promote better progress, as positive demonstrations are copied and practised, but pupils are also able to work in social groups, where ideas can be shared, and this encourages their personal development.

1 **The curriculum and assessment**

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31. The curriculum for children under the age of 5 is good. It provides a balanced programme of work covering all the areas of learning recommended for children of this age. This is an improvement since the last inspection, where issues were identified relating to the inclusion of practical activities to develop language skills. At Key Stages 1 and 2, the school has maintained the breadth of the curriculum since the last inspection. The school's curriculum incorporates all subjects of the National Curriculum, including religious education and personal and social education. As the school is now a full primary school, a policy for sex education is in the process of being developed, to be completed before the end of the Autumn Term. The National Literacy Strategy has been successfully implemented and is contributing positively to standards in English throughout the school. The National Numeracy Strategy has been introduced this term. Staff have yet to complete full training for the strategy. The present arrangements for the development of numeracy are unsatisfactory.
32. Appropriate time is devoted to English, mathematics and science. The amount of time allocated to other subjects varies from class to class, but is generally adequately balanced. The balance of aspects within some subjects is more obviously inconsistent. For example, in science there is an under emphasis on the aspects of electricity and light, and an over emphasis on other aspects such as life processes. In addition, opportunities for the development of investigative and practical skills in mathematics and science still require more curriculum emphasis. The curriculum needs to be more rigorously monitored to ensure that all aspects of pupils' entitlement are appropriately covered in the whole school curriculum.
33. The equality of access to the whole curriculum for all pupils is generally satisfactory, including provision for pupils with physical disabilities, those on the register of special educational needs and those who speak English as an additional language. However, for pupils in mixed age classes, curriculum planning is unsatisfactory and does not provide equality of access. There are no systems to ensure that pupils in mixed age classes are taught the same curriculum as pupils of the same age in single age classes. Nor are there systems to ensure that pupils in mixed age classes, who do the same work as their older peers, do not repeat work in a single age class the next year.
34. Planning for children under the age of five builds on their previous knowledge, and provides good continuity into Key Stage 1. In Key Stages 1 and 2, the link between what pupils have previously learned and what they will learn next is unsatisfactory. The clear structure of the National Literacy Strategy has provided consistency and rigour to the whole school curriculum planning for English. The curriculum for English is good, and its impact on pupil progress is positive. In other subjects however, planning systems are not well developed. A decision to adopt the Qualification and Curriculum Authority's schemes of work in many subjects has provided teachers with a good basic structure for future planning. These schemes need to be supported by detail that is school specific, and appropriate to the needs of the pupils. There is an awareness of the need to refine these national schemes of work, and there are some examples of good practice within the school. For example, a good start has been made to provide additional support for the local education authority's Agreed Syllabus in religious education, and some planning in geography includes the further exemplification needed by all teachers.
35. As in the last inspection, pupils with special educational needs are well supported and the overall provision for their needs is good. These pupils have full access to the whole curriculum, with good support where necessary. Due regard is given to the development of skills in both literacy and numeracy. The provision for pupils with behavioural difficulties is particularly effective, and is successful in maintaining the interest and participation of this group of pupils. Specialist teachers work alongside class teachers in lessons, providing sensitive support for groups of pupils, which extends and consolidates their spoken

language and ensures better understanding. Individual education plans are completed regularly, and, although the quality of these written plans is not yet consistent, they are a support to teachers in planning work for individuals. Teachers and classroom assistants are involved in writing and reviewing pupils' individual education plans. There is however, a need to increase the involvement of the special needs coordinator at this stage, in order to improve the consistency of these plans. The procedures for the identification of pupils with special educational needs are now good. Good use is made of both baseline assessments and regular screening to assist early intervention.

36. The provision for extra curricular activities has improved since the last inspection, and the school now offers a good range of activities that make a positive contribution to the quality of pupils' learning. Pupils take part in keyboard and harmonium lessons, clubs for information technology, mathematics, gardening, art, and football and netball practice. Sporting fixtures with other schools, and team games lessons are both part of the curriculum, although the school has to rely on the availability of alternative venues, as the grassed area on site is very small.
37. In the nursery and reception classes, there are good procedures for assessing children's progress. Teachers keep detailed records of the assessments they make about each pupil, and these are used carefully to plan appropriately for future learning. In Key Stages 1 and 2, some procedures for assessment have been introduced relatively recently. The use of optional National Curriculum tests at the end of Years 3, 4 and 5 has provided useful information about pupils' attainment and progress. A good start has been made on analysing the information provided by these tests, together with the results of statutory tests at the end of each key stage. From this analysis, the school has gained the objective information it needs to set targets for levels that pupils will attain at the end of each key stage. However, in Key Stages 1 and 2, the use of assessment is unsatisfactory and remains an issue to be addressed since the last inspection. It is currently impossible to use the information from ongoing assessments to amend planning for specific pupils' learning, as the whole school curriculum is not fully established, and learning objectives are not clearly defined. As the school's curriculum is developed, and appropriate learning intentions are identified for pupils of all ages, assessment information can be used to review and amend whole school planning for specific groups of pupils. In doing this, the school will ensure that what is taught is precisely what pupils need to be taught, in order to help them make better progress in their learning and achieve what is expected of them.
38. Recording procedures in some subjects are overly detailed. Priority needs to be given to systems for recording pupil assessments that are quick and easy to complete and read, and useful to teachers. In Key Stage 2, there are some good examples of individual target setting for pupils, so that they know what they need to do to make better progress.

1 Pupils' spiritual, moral, social and cultural development

39. The provision for the spiritual, moral, social and cultural development of pupils has remained a strength of the school since the last inspection. Pupils' spiritual development is good throughout the school. During assemblies pupils are encouraged to reflect upon themes. These occasions help them to consider how they can make a difference to school life, and influence life beyond school. An example of this was seen when pupils considered a thought for the day, and reflected on the poem 'This is Our School'. Pupils are encouraged to talk about their own feelings and understand how other people feel. Spiritual development is encouraged in aspects of some subjects such as poetry, literature, art, religious education and science. For example, pupils in Year 6 reading 'If', by Rudyard Kipling, spontaneously commented on the beauty of the poem. In science, pupils consider the wondrous achievements of inventors. In an art lesson in Year 2, beautiful new resources and developing drawing skills encourage pupils to want to be artists.
40. The provision for pupils' moral development is very good. The school successfully teaches

pupils to show regard and care for others and to make moral decisions. There is a strong whole-school behaviour policy, and pupils are encouraged to think about the difference between right and wrong. The school fosters honesty, fairness and respect and there are high expectations of good behaviour. Personal and social education lessons and topics in religious education support the development of moral values and extend social and personal understanding across a range of issues. This development is extended through stories in assemblies, which focus on such topics as famine, sharing and caring. The good ethos of the school, the positive example set by the staff in personal relationships, and the ways in which teachers manage their classrooms, all promote the development of moral understanding. Through their support of a number of charities, pupils begin to understand the value of the work that they do. Such involvement provides further opportunity for pupils' moral development, and their understanding of citizenship.

41 The provision for pupils' social development is very good. They are required to act as class monitors, and take responsibility for a variety of jobs. When needed, older pupils provide good care for younger children at lunchtime. However, there is limited opportunity for them to take on responsibility for decision making, or to play a specific role in the organisation of the school. Frequent opportunities are provided for pupils to work together collaboratively, and to assist each other in classrooms and in the playground. Pupils participate well in the community, taking part in the Chamber Music Festival, and using the local area to support their learning. Resources such as local shops and places of worship for different faiths are all used to add interest to the work that pupils do. The curriculum and extra-curricular activities are well organised to contribute to personal and social development, and pupils take part in a number of after-school clubs. A residential visit for older pupils provides an extended opportunity for social development beyond the school environment

42. The provision for cultural development is very good, and the school's environment is one of a multi-cultural society. Pupils' knowledge and experience of their own, and other cultural traditions, is enriched throughout the curriculum. For example, pupils discuss the works of famous artists such as Matisse, Hockney and Cezanne, and they learn to play a variety of multi-cultural percussion instruments. Pupils have taken part in a Tudor Day and a Victorian School Day, and as part of this topic have learnt to sing a number of songs from the Victorian era. There is a range of multi-cultural books in the library, and a display of pictures and artefacts about a Hindu wedding. Pupils celebrate the various festivals of world religions, and the value that different cultures place on music and dance. Visitors into school, such as theatre groups, poets and musicians, enrich the curriculum and provide pupils with additional cultural experience and development.

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

43. The good level of support and guidance reported at the time of the last inspection has been well maintained. The quality of pastoral care provided for pupils is a strength of the school. All pupils, including those with special educational needs, are well supported in classrooms to allow them to take full advantage of all educational opportunities. The quality of support has a very positive effect on pupils' personal development. Pupils are happy and safe in school, and are taught by a staff who know them and their families well.

44. Very good and consistent procedures are followed for monitoring and promoting discipline and good behaviour. Throughout the school, there is a good system of rewards and appropriate sanctions. The infant social skills group and the junior anger management course have had a very positive effect on pupils' attitudes and behaviour. Procedures for promoting good attendance are satisfactory, and the completion of registers complies with statutory requirements. However, the monitoring of registers on a weekly basis is insufficiently rigorous to ensure a rapid response to unauthorised absence. The Education Social Worker assists the school, and provides follow up home visits when necessary.

45. Good procedures are in place to monitor child protection issues, and all staff, including lunchtime supervisors, are aware of the action they should take in the case of concerns. The headteacher is the designated person with responsibility for child protection, and she has attended a number of training courses. Pupils are well protected at school, and health and safety issues are monitored regularly. Governors undertake regular risk assessments of the site, and issues are dealt with promptly. The school is rigorous in its approach to pupils' safety, and values the help of parents in situations such as parking near the school grounds. Good arrangements are made for First Aid with qualified staff on site. Appropriate safety guidelines are followed when pupils are taken out on visits, and good attention is paid to their welfare and safety. The school is a safe and caring environment.
46. Very good support is provided for parents and children during their induction into the nursery and reception classes. The school has good liaison links with Rugby Parents' Centre, and home visits are made by the nursery staff to meet parents and children before they come to school. Through close links with the secondary school, pupils in Year 6 receive good preparation and support before they transfer to the next phase of their education. Provision for health education is effective, and a programme of drugs awareness has been developed since the school became a full primary school. Good personal support and guidance is provided for pupils with special educational needs. The school has good relationships with external support agencies, including the educational psychology, learning support and speech therapy services. These relationships contribute positively to the standards achieved.

1 Partnership with parents and the community

47. The school has good partnerships with parents and the community, and these links have been well maintained since the last inspection. Most parents speak highly of the school's open door policy and the welcome they receive. Most parents are very supportive of the work of the school, and they are interested and well involved in their children's achievements and progress. A number of Year 1 parents are taking part in the 'Share' project, and attend informative meetings in school, for good guidance on shared learning. This has positive impact on the involvement of parents in their children's work. At present, only a small number of parents and carers help in classrooms. Volunteers include grandparents and two parents who are students on a Child Care course. Good support is provided for reading, literacy sessions, art, and resource management. Parents provide valuable help on educational visits, and support fund-raising events for the school. The Friends of Northlands Association has been very active in the past, and has supported the school well. Currently, efforts are being made to regenerate interest in the Association. While some parents feel that homework is used inconsistently, the school has a sound, whole school homework policy, which has been well implemented. During the week of the inspection, homework was well used to exemplify good effort and progress. All pupils have a home/school reading record, and in some classes, this is being used well as a communication between parents and teachers.
48. Confirming the views of parents, the information provided for them is satisfactory. Written communication has improved since the last inspection, and parents now receive helpful class newsletters at the beginning of term, with a fortnightly newsletter from the headteacher about class topics and school organisation. Most parents find the open evenings held three times a year very helpful and informative. Annual reports to parents on pupils' progress and attainment meet the statutory requirements and cover all the subjects of the National Curriculum and religious education. However, as in the last inspection report, they lack sufficient detail about pupils' attainment and targets for improvement. There is a parent's noticeboard used to pass on new or urgent information. Teachers are readily available to meet parents on an informal basis whenever a problem arises. The school makes efforts to involve parents with the education of children with special educational needs. At an informal level, the good relationships that the school has

with parents make these efforts successful. However, more consistency and rigour is needed in monitoring and reviewing to ensure that parents are kept appropriately informed at all times.

49. The school's links with the community are very good, and provide pupils with good opportunities for personal development and a sense of citizenship. Parents describe the school as being "the community". The school is regularly involved with other schools through a variety of sport activities, work at a local secondary school and participation in intercultural festivals and workshops. Recently, pupils took part in a production of 'A Midsummer Night's Dream' with a number of other primary schools and the local secondary school. Close links have been established with the church, and the vicar is a regular visitor to lead assemblies. The school enters local competitions, and has worked with other schools on a business enterprise project. Although the school has no strong established links with industry, it has benefited from the donation of computers from a local factory, and the support of businesses for fund-raising events.

1 THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

1 Leadership and management

50. While all of the issues raised in the previous inspection report have been given attention, not all have as yet been fully addressed. Since the previous inspection, the headteacher has successfully led the school through a very difficult and challenging time of change, and maintained the school's good ethos. All pupils are welcomed, respected and valued as individuals. This helps them to develop good attitudes to learning, and creates a very strong sense of community and shared identity. The positive ethos is also a feature of the school which parents value highly. At the meeting for parents before the inspection, parents commented on this. Relationships between pupils, and with adults, are very good.
60. The headteacher is well supported by the deputy headteacher. During a period when the headteacher was absent, she effectively managed the school. She has also supported and developed the Key Stage 2 team. The headteacher and deputy headteacher share a clear educational vision for the school's future development. However, their distinct roles in the process of developing and improving the school are not well defined. In addition, no member of the senior management team has responsibility for monitoring whole school curriculum development, nor planned time to do so. Now that the school has grown to its full capacity, and the transition from First School to Primary School is completed, these roles should be clarified. The implementation of the school's aims, values and policies is satisfactory. Not enough emphasis is currently placed on those aims that relate to raising pupils' standards of attainment.
61. Teachers are well supported, and there are adequate systems for monitoring their work in the classroom. School development planning however, is unsatisfactory. Currently, not all staff and members of the governing body are involved in the process of development planning. The targets in the development plan are not prioritised well enough in relation to school needs, and clear success criteria are not always identified. The role of governors in monitoring the school's progress towards achieving priority targets is unsatisfactory, and there are no defined systems for measuring the effectiveness of decisions made and actions taken, and their impact on pupils' attainment and progress.
62. All teachers have responsibility for coordinating a subject or aspect of the school's work. In a number of subjects, two teachers share this task. As a result of staff changes, as well as the need to employ extra staff each year as the school grew in size, a number of co-ordinators are relatively new to the role, and to the school. Subject co-ordinators do not have clear and detailed job descriptions that facilitate their work in developing the curriculum, and further improving teaching and learning across both key stages. The

coordination of special needs work in school is not structured or rigorous enough to ensure that current inconsistencies in the overall provision, especially in writing individual education plans, are remedied.

63. Following a period when recruiting governors proved problematic, there is now a number of new governors. This has strengthened the Governing Body, and there is a firm commitment from governors to extending their role. Recent developments include increased involvement in the curriculum, for example in the development of information and communication technology. Governors are involved, and very supportive of the school, and meet their statutory responsibilities.

1 Staffing, accommodation and learning resources

64. There are sufficient teaching staff and a good number of support staff to work with children in class and during withdrawal sessions. All teaching staff are appropriately qualified, and in particular, have relevant training or experience of teaching primary pupils of all ages, which is of importance since the school is now in its second year of work as a full primary school. Support staff have relevant knowledge, and some have useful past experience, which enables them to work well with pupils of all ages and differing abilities. Teachers who support learners of English as an additional language are well qualified and provide very effective support.

65. There are adequate arrangements for the professional development of all staff, which have been maintained since the last inspection. Teachers attend relevant courses and disseminate information in staff meetings. Until recently, these development opportunities have not always been closely linked to the main priorities for school improvement. There are a number of new staff this term. Before the beginning of the school year, all new staff attended a useful induction day organised by the school. Appraisal procedures for teaching staff are in place, but are currently not operating. Support staff are not yet part of the formal appraisal system, nor are there formal procedures for the induction of new support staff. However, they value the informal comments and advice they receive. Support staff can request training opportunities relevant to their role in school, but their training needs are not identified in the process of planning for future school development.

66. The school's internal accommodation is clean, well maintained and appropriate for the delivery of all subjects of the curriculum. Accommodation for children under the age of five has improved significantly since the last inspection, and is now good. All other classrooms are of an adequate size, and open corridor areas are useful for group work and practical activities. The areas used for the nursery and reception classes are of a good size and very attractive. Both rooms open onto an excellent outdoor area, where children can play and learn safely. There are plans to develop this area further. The open plan design of the classrooms used for Years 5 and 6 can cause problems when noise carries from one room to another. While teachers cope with this well, at times, discussions and activities happening next door disturbs pupils' concentration. Not all classrooms have window blinds. During the week of the inspection, it was often noted that pupils and teachers were distracted by strong sunlight. Pupils in some lessons were unable to see the computer monitor or text on the overhead projector. This has an obvious negative impact on the progress they make. The outdoor accommodation for pupils in Key Stage 1 and 2 is very small. While pupils make the best of this situation at playtimes, use of a grassed area for physical education is severely restricted. The school uses facilities in the local area to give pupils their full entitlement to physical activities.

67. Since the last inspection, good quality resources have been purchased for the youngest children in school. In English, very useful purchases have been made to support the implementation of the National Literacy Strategy. The number of books in the school library is insufficient, although the quality of the collection is good. In addition, the library is situated in a very closed off area and does not give the impression of being a place to

browse or work independently. Resources for information and communication technology have improved since the last inspection, and this is having a positive effect on pupils' rates of progress. However, some resource shortages still restrict pupils' progress in a number of other subjects such as science, history, geography and design and technology, some of which were noted in the last inspection report. This is particularly the case in investigative and experimental science work. In some subjects, there are sufficient resources for the curriculum as it is now planned. However, curriculum developments will illuminate deficiencies in the current range of resources that, unless rectified, will adversely affect pupils' progress and the standards they achieve.

1 **The efficiency of the school**

68. Strengths identified in this area have been maintained since the previous inspection. Unsatisfactory features, such as the higher than average budget carry forward, and the lack of formal procedures to evaluate cost effectiveness, have yet to be fully addressed. Financial planning is therefore, unsatisfactory overall. Not all of the actions to be pursued in the school development plan are fully costed, which makes it difficult for the headteacher and governors to evaluate the cost effectiveness of their spending decisions. Too much money is being carried forward from one year to the next, despite a shortfall in learning resources for those pupils currently at the school. The amount of money carried forward from previous years, at the end of the last financial year, 1998/9, was more than £49,000. At around thirteen per cent of the total annual budget, this is well above the recommended 5 per cent. The school has experienced fluctuations in the number of pupils on roll, and therefore in the amount of funding it receives. The headteacher and governors have therefore felt the need to hold some money in reserve, to be used in the event of a possible decrease in income. Some of this reserved money has recently been used to purchase new equipment for information control technology, to extend the range of equipment for children under the age of five, and on the appointment of an additional support assistant. A large proportion of the carry forward has been appropriately used to finance school development in the 1999/2000 financial year. The role of the governors in monitoring the cost effectiveness of spending decisions and their impact on the standards achieved by pupils is unsatisfactory.
69. Staff are well deployed, with support staff, administrative staff, caretaking and cleaning staff working well as members of the team. While spending on staff development is below average, staff do have opportunities to attend training courses. More emphasis now needs to be given to in-service training that supports curriculum development throughout the whole school. Resources and accommodation are used well, and available learning resources are accessible to staff and pupils. Resources allocated to support pupils on the register of special educational need and those who speak English as an additional language are used very effectively to support pupils in class. Section 11 teachers provide valuable teaching input to groups of pupils in lessons and withdraw groups for specific activities during literacy sessions. These pupils make good progress in English. The school has made considerable funding available for the education of pupils with special educational needs. Although the progress the pupils make indicates that the money is well spent, there are no systems in place that enable the senior management team or governors to monitor the impact their spending decisions have on pupils' attainment and progress.
70. The school's administrative assistants effectively carry out the day-to-day administration, which supports the headteacher and staff well. Day to day administration and financial control are good. Procedures are in place to ensure that value for money is obtained when purchasing new stock and equipment and for ensuring that financial transactions are carried out with due probity. The school makes good use of the local education authority's financial services and support provided for monitoring annual spending.
71. Although standards achieved by pupils are below average in comparison with national levels, based on their levels of prior attainment, pupils make satisfactory progress overall.

Relationships between pupils and with staff are very good, as is the provision for pupils' spiritual, moral, social and cultural development. The quality of teaching is good overall. Procedures for promoting good behaviour and discipline are also good. Costs per pupil are average. Taking all of these factors into account, the school provides satisfactory value for money, and, as such, has sustained the findings of the previous inspection.

1 PART B: CURRICULUM AREAS AND SUBJECTS

1 AREAS OF LEARNING FOR CHILDREN UNDER FIVE

1

Language and Literacy

72. By the age of five, the majority of children have language and literacy skills that are below levels expected for children of this age. Their progress in developing literacy skills and spoken language is however, good. Children under the age of five, in the nursery and reception classes, are expected to listen carefully to instructions; teachers are consistent in their approach to encouraging good listening. While some new children find this difficult to begin with, they quickly learn that listening is important. Children's vocabulary develops as result of quality interaction with adults in class. In role-play activities, new words are introduced and practised. Teachers frequently check that children understand new words and encourage them to use these new words in discussion with adults and other children. Bi-lingual support assistants speak to children in their home languages, but gradually introduce new words in English. They recognise when children feel secure and only then begin to use English in general conversation. At times, children talk about their work and explain what they have made. Some children create their own vocabulary to describe their work. Teachers ask questions that encourage children to extend their responses, and this promotes good progress. Children learn to create stories using classroom toys. Some children are familiar with well known stories and tell parts of these stories from memory. These higher attaining children know the correct orientation of the text, and can follow words as the story is read to them. In general however, children's awareness of books is limited. A few higher attaining, and generally older, children write their name from memory. The formation of letter shapes however, needs further development.

Mathematics

73. Despite having made a good start to their mathematical learning, by the age of five, children achieve standards that are below average for their age. They learn to count objects in every day situations, such as counting the number of pizza slices on a plate in the home corner. Many children count up to 10. Some children are able to count backwards down from 10, but this is generally with the help of the teacher. Children group items to make sets, such as the number of children who have school dinners. The highest attaining children know and recognise squares, circles, rectangles and triangles. When working with sand and water, children know when a bottle is full and empty. They make long and short necklaces with beads and laces. Overall, children make satisfactory progress in their mathematical understanding.

Knowledge and Understanding of the World

74. Children's scientific knowledge and understanding develops well and they make good progress, so that in this area they achieve what is expected for children of a similar age. However, geographical and historical knowledge and skills are below expectations. Through role-play activities in the "Plant Shop", children learn that plants need soil to grow. They know that compost is a special type of soil. When the teacher plays the role of shopkeeper, children are encouraged to use new vocabulary and make very good efforts to do so. Children in the reception class grow beans in pots. They try to predict what will happen to beans that are picked and left in a pot without water. The outside environment is well used to develop curiosity and enthusiasm for learning. Mini-investigations are carried out in the wooded area and children look at soil, leaves and small animals. Children explain how they have changed since they were born, and talk about the things they can do now that they could not do before.

1

Creative Development

75. Children achieve average standards in art and design and technology activities by the time they are five. Opportunities to develop creative and imaginative skills through role-play are an important feature of the provision for children under the age of five, which is an improvement since the last inspection. Both the nursery and reception classrooms have exciting areas for children to play imaginatively, either as families, shopkeepers, or as staff and diners in the school dinner hall. When painting, children learn to mix colours, and use brushes, sponges and hands to test colours on paper. Most children hold a paintbrush accurately. Easels and paints are always available for children to paint freely. Children in the reception class make junk model lunch boxes and fill them with ham sandwiches, made from sheets of sponge and tissue paper. Children play with large construction toys and Lego. They build ships, cars and characters from television programmes. In the nursery class, children play with a typewriter and a toy computer, developing keyboard skills. In the reception class, children use simple computer programs to develop mouse control. Many children use the click and drag method accurately to place items of food on a plate. Some children independently print their picture. Through all these activities, children make good progress in their creative development.

Physical Development

76. Children's physical development by the age of five is in line with what would be expected of children of this age. This is an area of improvement since the last inspection. Children practise rolling, cutting and shaping with playdough. They make food shapes to put on a dinner plate. The outdoor environment is used to good effect, with mini-trails to follow through trees and bushes, tracks to ride trikes and bikes, paths to push trolleys and prams and apparatus on which to climb. There are plans to improve this area further, so that climbing apparatus is more varied in height. In the main school playground children use a large wooden house construction for climbing, swinging and jumping. Children's gross motor skills are better developed than their fine motor skills. This is most evident in activities where cutting or use of pencils is involved.

- 1 77. Teaching of children under the age of five is very good. Teachers have very good knowledge of how young children learn, and successfully use the recommendations of the Desirable Learning Outcomes to plan stimulating and exciting activities. Teachers establish good routines that enable children to become independent in their work, and they manage children very well. There are very positive relationships between teachers and children, and all adults work very well as a team. The contribution to children's learning made by the nursery nurse is a particular strength of the nursery. The work of all support assistants, including those with specialist skills in supporting children who speak English and additional language, has a very positive impact on the progress made by children under the age of five.

1

ENGLISH, MATHEMATICS AND SCIENCE

1

English

78. Since the time of the last inspection, the school has made effective use of the National Literacy Strategy, which is now an integral part of planning in English. In the 1998 national tests in reading, the percentage of pupils who achieved the level expected for their age, Level 2, was above the national average. However, at 78 per cent, the school's overall percentage of pupils who achieved Level 2 or above, was only close to the national average percentage. This calculation represents the combined percentages of pupils who achieved Level 2 or Level 3. 11 per cent of pupils attained at Level 3, which was well below the national average, and therefore the school's comparative total is unfavourable with national

averages. In writing tests in the same year, 69 per cent of pupils achieved Level 2 or above, which is well below the national average. No pupils attained at Level 3. The school recognises that in each cohort there is a minority of pupils who are capable of achieving Level 3 in national tests, and has set targets for improvement in the future. In comparison with schools in similar contexts, results were well below average for both reading and writing. In the 1999 national tests at the end of Key Stage 1, 78 per cent of pupils attained at Level 2 or above in reading which is below the national average percentage.

79. In 1998, there were no Year 6 pupils at the school, and therefore no test results are available. The school's first cohort of Year 6 pupils completed national test in 1999. English results for this cohort are low, with 55 per cent of pupils achieving Level 4 or above, which is well below the national average. The school has provided evidence to support the judgement that this class of pupils was generally a weaker cohort, with a high percentage of pupils with special educational needs, and pupils who joined the school during the latter part of Key Stage 2. In recognition of the particular needs of this group of pupils, the school provided extra English support through homework clubs and in lessons. In relation to pupils' prior levels of attainment, they made satisfactory progress, and staff were pleased by results in the English tests. The small number of higher attaining pupils also made satisfactory progress and achieved at the appropriate level. Targets set for national tests in the year 2000 show a realistic and appropriate rate of improvement for achievement at Level 4 and above and at Level 5.
80. Standards in speaking and listening by the end of both key stages are average, which signifies very good progress for the majority of pupils, based on their levels of attainment on entering school. Many pupils speak English as an additional language and have limited vocabulary when they begin school. In general, pupils' spoken language skills are below average. However, they become confident, clear speakers during their time at the school. In lessons, the majority of pupils listen carefully to the teacher and are eager to answer questions, showing their understanding in accurate answers. Average attaining pupils in Year 1 show evidence of growing vocabulary in speaking about shared texts. They are able to explain the meaning of the word "tough" in different contexts. Higher attaining pupils in Year 2 answer difficult questions about the differences between two poems. In Year 3, many pupils offer detailed suggestions about what could happen next in a poem. They explain their ideas in simple, but well structured sentences. Pupils in Year 5 offer opinion and back up their ideas with evidence from the text. In Year 6, pupils confidently offer sentences created independently to show mood and pace in language.
81. By the end of both key stages, pupils' attainment in reading is average. Pupils of all prior attainment levels, including those with special educational needs, or who speak English as an additional language, make good progress throughout the school. The development of reading skills has been an important and relevant focus for the school, enabling pupils to access other subjects of the curriculum with greater success. In the reception class, pupils know how to hold a book correctly and can predict what the story may be about from the cover design. In Year 1, average and higher attaining pupils confidently read aloud the words of the class book and pupils of all abilities offer suggestions about how to attempt a new word. Pupils of all ages and abilities are capable of predicting what may happen next in a story. Their ease in doing so demonstrates self-confidence, which is a key part of personal development found in many English lessons. In Year 3, higher attaining pupils read with good expression and quickly identify key phrases that set the scene of a story. Lower attaining pupils in this year group locate verbs in the text. The majority of pupils in Year 6 read fluently and most with good levels of comprehension. Higher attaining pupils reveal their understanding of texts in appropriately expressive delivery.
82. In writing, inspection findings are that pupils attain average levels by the end of Key Stage 1, which differs from the results of national tests in 1998 and 1999, when results were below average. Since the introduction of the National Literacy Strategy in September 1998, planning for writing activities has improved and teachers have developed better

skills in organising and managing lessons. Teaching is good and more focused on very clear learning objectives, which encourages pupils to make good progress in lessons. However, evidence from work samples and work in lessons indicates that pupils' progress in developing cursive handwriting skills is unsatisfactory throughout the school. Pupils develop early skills in independent writing and make good use of many strategies to help them with spelling. Pupils in Year 1 make good use of phonic skills to spell words without assistance. Spelling of new words is often accurate. Even when words are spelt incorrectly, attempts are easily recognisable. In Year 2, the vast majority of pupils are able to identify the placement of capital letters in a sentence and know that days of the week start with a capital letter. Higher attaining pupils in Year 2 understand the use of commas in a poem used for shared reading. Sentence punctuation in a lesson in Year 4 is consistently correct, and in Year 6, pupils explain the effect of alliteration and repetition in writing. However, the breadth of writing styles is limited for older pupils and very few examples of pupils' poetry were seen during the inspection.

83. Pupils in Key Stage 2 write newspaper articles, making use of information and communication technology, and extended stories, but there is little evidence of factual accounts and extended topic work, even in other subjects such as history and religious education. Moreover, written pieces in work samples and in lessons are very often untidily presented, and many pupils do not develop a clear cursive script. Average and higher attaining pupils can therefore not achieve Level 3 by the end of Key Stage 1, nor Level 5 by the end of Key Stage 2. The school has made a start in addressing this problem, but general presentation skills need to be a continued focus to achieve higher standards in writing for all subjects.
84. Pupils enjoy their work in English. They concentrate well and remain on task during lessons. Boys and girls in all year groups work together co-operatively, sharing resources and helping each other. Older children discuss ideas in small groups and listen carefully to each other's contributions. Through English lessons, pupils' spiritual, moral, social, and cultural development is positively enhanced. Pupils comment on the beauty of poetry read to them, learn about other cultures through stories, learn about the values and ideas of others and accept that at times they must listen rather than contribute. The ethos for learning in English is good.
85. Teaching of English is good. Teachers' planning is generally good and includes very clear learning objectives for all ability groups within the class. Planning indicates a clear understanding of the National Literacy Strategy in all year groups. Many teachers apply good questioning skills to check pupils' understanding. In a Year 3 lesson, the concluding discussion incorporated questions matched to pupils' level of attainment, which enabled the teacher to measure progress towards learning objectives that had been set for each group of pupils. There is evidence of good day-to-day assessment throughout the school, as plenary sessions are used to recap and consolidate prior knowledge. In Key Stage 2, one very positive feature of teaching is the emphasis that teachers give to why learning is taking place, rather than simply what pupils are going to learn. Teachers place the learning of new skills in the context of the enjoyment and understanding of everyday life, and this encourages pupils' deeper interest and enthusiasm. All teachers manage pupils well, although one relative weakness in some lessons arises from too frequent attention to minor disturbances that consequently interrupts the concentration of even more pupils. In the majority of cases, teachers provide good role models for pupils in lessons, although expectations of how pupils will present their work are not high enough. The support provided by specialist teachers for pupils who speak English as an additional language is very effective. They subtly and sensitively assist pupils where necessary, building self-esteem and confidence. Good use is made of higher attaining pupils to provide positive role models. In small groups, pupils work together to improve spoken language and skills in reading aloud. This practice also enhances pupils' social development as they learn to be patient and supportive.

86. Two part time colleagues share the coordination of the English curriculum. The development of the subject has been carefully maintained since the last inspection, and the coordinators have worked hard to implement the National Literacy Strategy, with clear success. Priority developments, such as handwriting have already been identified. However, the action planned to address these identified priorities lacks whole school focus, and there is an artificial separation between Key Stages 1 and 2. A school wide overview is needed to ensure that pupils' progress is consistently maintained and standards improve further. Currently, planning in English is monitored by the headteacher, which means that coordinators do not have a clear understanding of how teachers are using the English schemes of work to plan for lessons. While some informal monitoring takes place, and coordinators have begun to analyse results in national tests and set targets for pupils, there are no procedures for regular scrutiny of pupils' work to assess and moderate standards, and gain evidence of progress through year groups. One coordinator has observed some teachers during literacy sessions, and a timetable for English are sound; teachers generally have good knowledge of pupils abilities in this subject. A newly devised recording sheet for the subject may prove to be unmanageable and unnecessary in its current format.
87. Resources for English are good. Money to support the implementation of the National Literacy Strategy has been well spent to provide useful and attractive resources for learning. These are well used and enjoyed by pupils. The school's library does not contain enough books for the number of pupils, although the quality of those in the collection is good.

1

Mathematics

88. Since the time of the previous inspection, some improvements to the curriculum, assessment and resourcing have been made. As the inspection took place in the first few weeks of the Autumn Term, the staff had just begun using the National Numeracy Strategy.
89. At the end of Key Stage 1, in the last reporting year, 1998, the percentage of pupils attaining or exceeding the expected level, Level 2, at 81 per cent is close to the national average. However, the percentage attaining Level 3, at 8 per cent, is well below average, bringing results overall to well below the national average. The percentage gaining or exceeding the expected level in 1999 is 81 per cent. In 1998, there were no pupils in Year 6, and therefore no National Curriculum test results. In the 1999 national tests, standards in mathematics were well below average at the end of Key Stage 2. Inspection findings are that pupils' attainment in mathematics at the end of both key stages is below average.
90. By the end of Key Stage 1, while there is clear evidence of pupils working within Level 2, the expected level for the majority of pupils, there is little evidence of attainment at the higher Level 3. Nor is there sufficient evidence of pupils successfully carrying out problem solving and investigative work. This is an area identified by class teachers in the teacher assessment at the end of Key Stage 1 in 1998, as one where pupils' skills are weakest.
91. By age eleven, most pupils can handle data and measurements reasonably well and construct and interpret simple charts and tables. They identify the properties of shape, and can calculate area and perimeter. Pupils can work reasonably effectively with large numbers in paper and pencil activities although their recall of basic number facts, including multiplication tables, is weak. Pupils' ability to discuss their work and to explain how they solve problems and work out answers to questions is below average. Their skills in investigation, and in applying their knowledge to problem solving activities are also unsatisfactory.
92. Based on the scrutiny of the sample of work from the previous year, the progress made by

pupils of all prior attainment levels at both key stages is uneven, inconsistent and unsatisfactory overall. Pupils in some classes make sound progress, while in other classes pupils' work shows little progression throughout the course of the year. In both key stages there is little difference in the standard of work achieved by higher attaining and average attaining pupils in classes, and, when there are pupils from different year groups in the same class no indication that the curriculum is being modified for the younger pupils.

93. During the inspection period, however, due to the focused attention on the implementation of the Numeracy Strategy, there is evidence of pupils in a number of classes making improved rates of progress since the start of the term. There is also clear evidence in all classes that the level of work is now being adapted to match the needs of pupils of all prior attainment levels. In both key stages, pupils' recall of number facts and their ability to talk about their work and to explain their thinking is below average, and this restricts the amount of progress that they make.
94. Most pupils have positive attitudes to learning. They listen well during teacher explanations and sustain good levels of concentration. When working independently or as part of a group, they help each other and are cooperative. While pupils are keen to answer questions when they feel sure they have the correct answer, in general pupils lack confidence to talk about their mathematics work and to explain their thinking. In a number of lessons some pupils lose interest when the task set, or concepts presented to them, are too difficult.
95. Teaching seen in both key stages is unsatisfactory overall. In three out of eight lessons the teaching is unsatisfactory. It should be noted however, that at the time of the inspection teachers were working with the National Numeracy Strategy for the first time, and had, as yet received little advice or support in its implementation.
96. Strengths of all teaching include a commitment to raising standards, good pupil management and planning work for pupils of different attainment levels within the class. Resources and equipment needed are well prepared and there are displays of mathematical charts and information in classrooms, which supports learning. Where additional teaching and support staff are present in lessons, they are very well deployed to support pupils, including those on the register of special educational needs and those with English as an additional language.
97. Where teaching is good, for example in a lesson in Year 4 where the importance of number order was being explored, pupils made good progress because the teacher focused on enabling pupils to develop different strategies for arriving at their answers, and provided good demonstration and explanations. Activities, including mathematical games, were used well to interest and motivate pupils and promote the idea that mathematics can be fun.
98. In lessons where the teaching seen is unsatisfactory, this arises partly as a result of a genuine desire to raise pupils' standards. In these lessons teachers' expectations are unrealistically high and pupils' progress is hindered when the concepts and work presented to them are too difficult. When it becomes apparent during the lesson that pupils do not understand the work, instead of adapting it, teachers tend to resort to teach pupils merely how to perform complex tasks, rather than helping them to understand the ideas and concepts presented. For example, pupils are shown how to display times on a clock by moving the hands, how to divide whole numbers by ten by moving the digits to create a decimal fraction and how to multiply denominators and numerators in fractions to make equivalent fractions. This occurs at the expense of pupils understanding what they are doing and why they are doing it.
99. All staff have introduced a mental mathematics session at the beginning of the lessons and a plenary session at the end. In some instances, these are being used well. In general, the purpose of these sessions is not clear, and due to limited training, teachers have not had the

opportunity to share ideas and provide examples of good practice. For example, in mental mathematics sessions, some teachers are posing differentiated questions for pupils of different prior attainment levels to solve simultaneously, rather than allowing pupils to learn from each other. There is also a tendency to pose difficult questions, rather than using simple ones as a basis to explore and extend pupils' mental strategies, and mathematical thinking. Plenary sessions are sometimes used more to share what pupils have been doing, rather than to consolidate their learning.

100. The school has moved from using a commercial scheme and has now adopted the National Numeracy Strategy. There has been little time spent on the development of medium and short-term plans, to ensure that the learning outcomes identified in the strategy are broken down into smaller, incremental steps. There is currently a tendency to rely too heavily on themes and activities from the previous commercial scheme to provide the detail for lessons. Lesson plans are not yet regularly evaluated and refined, in the light of teaching and learning outcomes. Currently, teachers do not provide sufficient opportunities for pupils to apply their mathematical skills to problem solving activities and their work in other subjects.
101. Appropriate assessment procedures, including the use of the optional National Curriculum Tests in Key Stage 2 are in place. Procedures based on the commercial scheme of work, which are rather unwieldy, will now need to be replaced or adapted to ensure that what teachers are assessing is what they are teaching. Targets set for the year 2000 show an appropriate increase of 28 per cent for achievement at Level 4.
102. There are currently two coordinators for mathematics. Both have some relevant qualification in the subject. Their distinct roles, however, are not clearly defined and supported by detailed job descriptions. How they will support teachers in Key Stage 2 is unclear. Additional resources have recently been bought to support the National Numeracy Strategy. Resources need to be extended further, particularly mathematical games and teachers' resources, which provide ideas for investigations, problem solving and developing pupils' mathematical thinking. There is a good number and range of computer software to support work in mathematics.

1 Science

103. There are no national tests to assess the attainment of pupils at the end of Key Stage 1 and information is based on teacher assessment. The assessments made by teachers indicate that the majority of pupils are attaining standards in line with the national expectation, although few pupils exceed this standard. The evidence from the scrutiny of pupils' work, observations of lessons and interviews with pupils indicate that standards at the end of each Key Stage are below those expected nationally. Inspection findings are that the school has not maintained the standards reported at the time of the last inspection.
104. In Key Stage 2 national tests in 1999, 48 per cent of pupils achieved at Level 4 or above, which is well below the national average. Inspection findings are that standards are below expectations by the end of the key stage, but the impact of good teaching in Key Stage 2 has improved pupils' current rates of progress.
105. By the end of Key Stage 1, the majority of pupils are able to make a simple observational drawing of a plant and name the main parts. They also name the main features of the human body such as hand, foot or arm. Most pupils know that some materials float and others sink. They know that it is possible to move objects by pushing and pulling. Although they are able to talk about what they observe, their observations are not always clearly focused and explanations are not very scientific.
106. By the end of Key Stage 2, most pupils identify the positions of some major organs of a human, such as the heart or lungs, on a picture. They can provide relatively simple

explanations for explaining how animals are adapted to the environment and are beginning to recognise that relationships exist between plants and animals within a given environment. A few pupils are able to use scientific terms, such as evaporation or condensation accurately. They are able to describe the processes required to separate two solids such as sand and sugar by a process of filtration. Most pupils have a basic understanding of how the rotation of the earth creates day and night. They are able to make simple predictions and accurate observations but need help and guidance to carry out a fair test. They are unable to select equipment for the investigations without guidance from an adult.

107. Based on evidence of attainment on entry to school, and prior attainment levels from Key Stage 1 to Key Stage 2, all pupils, including those with special educational needs, make sound progress overall throughout their time at the school. However, rates of progress are uneven between key stages, between classes and in aspects of science within the National Curriculum. For example, the progress made by the oldest pupils is good. They learn how to make scientific investigations for themselves and begin to use precise scientific language in context. At Key Stage 1, the progress made by the majority of children in developing their understanding of scientific investigations is unsatisfactory, although their rate of progress in learning scientific facts is much better.
108. In most lessons, pupils enjoy science. Their behaviour is good. They listen carefully to what they are told and are quiet, well behaved and courteous to all others in the class. When working alone or in groups, most pupils try hard, but many showed limited concentration and do not always take a pride in the quality of their work. Relationships are very good. On the occasions that they work together on investigation activities, all pupils collaborate well. They are prepared to help each other and respect the views of others within the group.
109. The quality of teaching in science is good overall, but there are variations. At Key Stage 1 teaching is satisfactory, but at Key Stage 2 teaching is good. At both key stages, teachers manage their pupils very well. They establish good relationships that are built on mutual trust and understanding and help them to maintain very good discipline. The methods used by teachers to encourage pupils to develop their scientific skills are better at Key Stage 2 than at Key Stage 1. For example, the oldest pupils, learning about how animals are adapted to the environment, undertook an interesting and valuable field study in the local environmental area. At Key Stage 1, teachers do not give pupils sufficient opportunities to make scientific observations and investigations for themselves. The way in which teachers find out what pupils know and can do, and use this to help them make progress, is variable but usually more effectively used at Key Stage 2. For example, older pupils finding out how the pulse rate changes during and after exercise were helped to make good progress, because the teacher asked questions which probed the pupils' knowledge and understanding, and then used that information to help them overcome difficulties.
110. The curriculum for science covers all the areas specified within the National Curriculum. The recently introduced scheme of work produced by the Qualifications and Curriculum Authority has provided the basis for planning throughout the school. Current planning does not provide sufficient detail about the order in which pupils will learn skills, nor is it adapted to the specific needs of the curriculum in Northlands Primary School. There is no direct link between the general guidance within the published scheme and the lesson plans produced by teachers. Despite the new scheme of work, some aspects, such as the development of scientific investigations, are still under represented in the curriculum. This is impeded because the resources available are very limited and make it difficult for teachers to give pupils practical opportunities to investigate for themselves in a scientific manner. The lack of resources has a detrimental impact both on the breadth of the curriculum and also on standards throughout school.
111. The management of science is sound overall but there are some weaknesses. The newly

appointed co-ordinator has made a good start in identifying the areas for the development of science in the school and is beginning to establish some priorities. The systems to monitor the curriculum are not sufficiently rigorous, so that an objective assessment about what is needed to improve the quality of teaching and learning of science cannot be made. The present system to identify priorities and to link the priorities of science within the school development plan is unsatisfactory. Science has not been given a high priority in developing staff expertise. There has been little training for staff in recent years and this has made it difficult to prepare for the introduction of a new scheme, or to change the emphasis of the curriculum throughout the school.

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OTHER SUBJECTS

1 Information and communication technology

112. Pupils at the end of both Key Stages 1 and 2 are achieving standards in information and communication technology that are broadly in line with national expectations. This is an improvement since the last inspection when standards were reported as below average. Pupils at the end of Key Stage 1 work on computers with confidence. They use the keyboard and mouse to draw pictures, for instance to design a house for their work in design technology. They use word processing programs to write a simple account, and present information in the form of a block graph, for example when recording the different ways in which they travel to school. They have experience of giving simple instructions to a programmable toy to make it move. The oldest pupils in Key Stage 2 write, edit and present work, combining text and graphics, for instance in producing a script for a play. They choose between sizes and styles of writing to create a desired effect. They use a commercial database to find information to support their studies in other subjects, and begin to present data graphically and in spreadsheets. Although pupils have had experience of using a programmable toy, and of using programs that allow them to make decisions and see the effect of these decisions, this experience is limited, and attainment is not at the expected level in these aspects.
113. Overall, pupils make satisfactory progress in information and communication technology through both Key Stage 1, and 2. Progress over time in the aspects of monitoring and control technology is, however, unsatisfactory. Progress over recent years has been limited by the lack of computers available for pupils to use. There is, however, evidence that the pupils are presently making good progress. This is due both to a small increase in the number of computers and to the timetabling of short lessons in which teachers teach the skills and understanding required for pupils to undertake planned work. Pupils learn many skills, including word processing, drawing using art packages and how to use prepared information databases to support their work in other subjects. Pupils also learn to use tape recorders to both play and record.
114. Pupils' attitudes to their work in information and communication technology are very positive. They find the use of computers highly motivating and show confidence when using them. They work well in whole class groups and individually. Their levels of concentration are good. These attitudes play a large part in the very good progress now being made.
115. Teaching of information and communication technology is good. Teachers have the required knowledge to recognise and teach skills and understanding in information and communication technology. The whole class inputs are of a sensible length and teachers use good questioning skills to assist pupils' understanding. Pupils are well organised and behaviour management is good. The use of computers is well organised and teacher or classroom assistant provides appropriate support when required.
116. The school has recently adopted the Qualification and Curriculum Authority scheme of

work in information and communication technology. Currently, there is no planning to indicate the sequence of lessons in each unit, or the time available for the teaching of information and communication technology. In addition, planning does not always take into account the pupils' prior attainment in the particular aspect of the subject. There is evidence to suggest that pupils in some year groups have gaps in their information and communication technology skills and knowledge, and consequently progression throughout the school is not yet secure. The leadership in information technology is now good. The subject co-ordinator is enthusiastic and has a clear vision for the development of information and communication technology in the school. With the help of the governor with responsibility for information and communication technology, and with the support of the local education authority, she has developed good plans for the future. These include a big increase in the number of computers in a computer suite, which will be installed within the next term, and appropriate staff training. These factors greatly increase the school's capacity for improvement in information and communication technology.

1 **Religious education**

117. In religious education pupils attain standards that are in line with those set out in the local authority Agreed Syllabus. During the last inspection, no religious education lessons were observed, but standards were reported as above average. By the end of Key Stage 1, the pupils have had the opportunity to listen to stories from different world religions and have found out about religious beliefs and practice, such as Easter and Diwali. Many pupils are beginning to develop an understanding of other religions, such as the Hindu and Muslim traditions, and can name some of the key features. Visits to places of worship support their learning. By the end of Key Stage 2, all pupils have had some opportunities to discuss religious issues, such as the differences between the Protestant and Catholic traditions, and have visited religious buildings in the locality. All pupils, including those with special educational needs, make satisfactory progress. They develop a growing knowledge of the stories and traditions of the Christian and other faiths. For example, Year 4 pupils were looking at religious books and had collected examples of religious books from a number of different religious traditions, such as Christian, Muslim and Hindu.
118. Pupils enjoy religious education. They listen carefully to the teachers and others, such as visitors who tell them about aspects of their own religious beliefs. For example, pupils in Key Stage 1 listened attentively to a visitor telling them about her wedding dress and wedding ceremony. The pupils show respect for the beliefs and opinions of others. Their behaviour in lessons is very good.
119. During the inspection, only two lessons were observed and it was not possible to make any judgements about the quality of teaching overall. In lessons, the teachers have a very good manner with pupils and establish very good relationships. They have high expectations of the behaviour of the pupils and establish good discipline. Their planning for religious education this term is satisfactory and shows a developing awareness of the need to incorporate regular lessons as part of their curriculum provision.
120. The local authority Agreed Syllabus for religious education has recently been changed and the school has adopted this. The requirements outlined in this agreed syllabus have been sensibly adapted and extended so that all teachers are aware of what pupils have learnt and what they need to the next. The scheme of work has only recently been completed by the co-ordinator and only used this term to inform the work of the school. However, from the scrutiny of pupils' work, it is noticeable that an improvement in standards has already been made throughout the school. This indicates a positive effect of the new scheme. A useful collection of resources, including artefacts related to various world religions, has recently been established and has helped to extend the breadth of the curriculum.

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1 **Art**

121. Although art lessons were not seen in all classes during the inspection period, a good collection of pupils' work from the previous year, and display currently around the school was available for scrutiny. Good rates of progress identified in Key Stage 1 during the last inspection have been maintained and extended to Key Stage 2. Pupils throughout the school make good progress in art, both in their knowledge, understanding and appreciation of the work of other artists, as well as in the development of a wide range of skills and techniques to apply to their own work. This is an improvement since the last inspection, when pupils in Key Stage 2 were found to make unsatisfactory progress. Pupils are provided with good opportunities to experiment, to make mistakes and develop and refine their own work.
122. Portrait and figure sketching is developed very well as pupils move up through the school. In the reception class, for example, children use different types of paper, wool and paint when producing large pictures of themselves, and younger pupils in Key Stage 1 prepare a large frieze of portraits of other children in their class. In Year 2, after studying the different ways in which skin tone and shape are used in a series of self-portraits by Picasso, pupils employ some of these techniques in their own self-portraits, firstly in charcoal drawings and then introducing colour into their work. In Key Stage 2, these skills are extended and pupils for example, produce bright and colourful representations of "Coco" in the style of Hundertwasser. By the end of this key stage there are some very fine examples of pupils' portrait and figure drawing which are finished to a high standard. Pupils in both key stages keep a sketchbook, which records the good attention to developing drawing and shading, as well as the use of line and tone.
123. Pupils learn a very wide range of techniques to apply to their own work. They learn how the use of different types and textures of paint and paper enhances the background and foreground of their finished pieces of work. They learn how different methods of printing can achieve a variety of effects. They experiment with pattern, colour mixing and matching, stitching and weaving. Many opportunities for observational drawing are provided, and pupils also work in three dimensions.
124. Pupils' response in lessons is always at least satisfactory and is most often good or very good. Pupil's good attitudes are evident from many of the collected pieces of work, which are finished to a high standard, reflecting pupils' interest and perseverance as well as the pride taken in their work. Pupils' appreciate each other's work and take great care with the displays around the school.
125. The quality of teaching is good. Teachers have good subject knowledge and high expectations. They develop and extend pupils' skills and techniques, as well as giving them time to practice and refine their work. Lessons are well organised and pupils are managed well.
126. The curriculum for art is broad and balanced. The policy and outline scheme of work provides sufficient guidance to teachers and ensures that pupils in each year group have opportunities to work with different media, and in different styles. This ensures that there is good progression in pupils' learning. The curriculum makes a positive contribution to pupils' spiritual, moral, social and cultural development. Pupils have opportunities to express themselves, their moods and emotions and to reflect on their own and others' work which contributes towards pupils' spiritual development. The way in which pupils' work is displayed around the school is also aesthetically pleasing. Through the study of a range of artists' work pupils' cultural development is enhanced and extended. Art also provides opportunities for collaborative work, which contributes to pupils' social development.
127. The subject manager has good subject knowledge and a personal interest in the subject. She brings enthusiasm and enjoyment to the subject, providing pupils and teachers with new ideas and suggestions. She effectively develops and monitors work throughout the school.

Design and technology

128. Design and technology has not been a priority since the last inspection. At both key stages, the majority of pupils do not attain levels of competence expected for pupils of their age. Although progress has improved slightly since the last report, there are still inconsistencies throughout school. In both key stages, pupils make satisfactory progress in those areas of design and technology which they study. By the end of Key Stage 1, they are able to explain what they are making, for example models from commercial construction kits. The oldest pupils in Key Stage 2 generate their own ideas when making designs, such as when designing slippers. They are able to use their knowledge from other areas of the curriculum, such as science, when making bridges or designing their own torches.
129. All pupils enjoy design technology. They like making things and work well together in groups when asked to do so. In a Key Stage 1 lesson, pupils were designing and making a large house out of a Lego. Together they planned their design, and when the final details were agreed, they worked together to complete it, sharing resources and helping each other. In all lessons observed, the behaviour of pupils was good, although the teachers quickly correct occasional misbehaviour by a small minority of pupils.
130. The quality of teaching of both key stages is satisfactory. Teachers have a very good manner with the pupils, and establish very good relationships. They have high expectations of behaviour and, in the areas of design and technology that are studied, they have appropriate expectations of what pupils can do. The limited quantity and range of resources available have a negative impact on the quality of teaching and learning. This results in over reliance on the junk materials which, while useful, do not compensate for a full range of tools and materials.
131. The curriculum is unsatisfactory. The scheme of work, while giving sensible outline suggestions, does not yet indicate clearly how pupils will develop the necessary skills that enable them to improve their designing and making as they move through the school. Teachers do systematically teach new skills that build on what pupils have learned before and prepare them for the next stage in their learning. This, combined with a lack of rigorous curriculum monitoring, has resulted in a curriculum that is fragmented and lacks consistency. Although individual teachers work hard to plan for individual design and technology lessons, there is a lack of cohesion in the curriculum throughout the school.

Geography and History

132. Only a small number of lessons in both history and geography were observed during the inspection. The evidence available in the collection of pupils' work was similarly small. This small amount of evidence indicates that, taking into account pupils' below average attainment levels on entry to the school, their progress is sound.
133. In history, pupils in Year 1 retell some of the elements of the life of a famous person, for instance of Mary Seacole, but many are unsure how this story differs from a fictional story. Pupils in Year 2, with the help of their teacher, can pick out from pictures information about conditions in the Crimea, and more able pupils can relate this information to their own experience. They can, for instance, relate their knowledge of modern hospitals to hospitals at that time, and pick out some of the differences. Older pupils know some facts about a number of periods of history and begin to be able to compare them. They begin to understand that the way people lived was related to their environment, for instance that Tudor housing differed from place to place, depending on the materials available locally.
134. In geography, pupils in Key Stage 1 develop an awareness of other places in the world. They begin to compare places, for instance Rugby and Brinklow village. They learn to study and make simple records of the weather and to make simple maps, for instance of

managed. However, there are occasions when Key Stage 2 pupils become restless, and this affects their progress. The impact of good teaching is greatly reduced by the limited amount of time allocated for some lessons.

141. The curriculum in music is at present unsatisfactory. There is no scheme of work and no plan that identifies when pupils will be taught the various aspects of music. This results in an imbalance between singing and other aspects of music. Although the overall time allocation for music is just adequate, present weekly arrangements are inadequate. Pupils are too often taught music in a small room that restricts activities, instead of the much larger hall space, which is available. There are a good number of musical resources, including some multicultural resources. Good use is made of the community to extend the pupils' experience of a range of types of music, and instrumental teaching and extra curricular activities make a positive contribution to the musical experiences offered by the school.

Physical education

142. Pupils of all prior attainment levels, including those with special educational needs, currently make satisfactory progress in physical education. Pupils in Year 1 sprint, run and jump in response to the teacher's instructions, showing good skills in starting, stopping and turning. They show good awareness of space around them and think of a variety of ways of moving along the floor and on apparatus. In a Year 2 lesson, pupils throw and catch with increasing speed and accuracy, developing skills in varying throwing techniques. In Year 4, pupils develop an awareness of throwing and catching skills for team games. Pupils begin to choose passes that avoid interception by other players. In Year 6, pupils develop the skills necessary to play short tennis, practising through a range of appropriate activities that build accuracy systematically.
143. Pupils show good attitudes to their learning in physical education. In the best lessons, boys and girls are equally well behaved, pay careful attention to the teacher and follow instructions accurately. They show real enjoyment of lessons, encouraging and congratulating each other spontaneously. In some lessons, pupils are overly talkative. However, they respond well to the teacher's consistent expectations about conduct in lessons.
144. Teaching in physical education is good overall. Teachers have very good subject knowledge and confidently demonstrate new skills and movements. For example, in a Year 4 lesson, the teacher clearly demonstrates passing skills to improve pupils' netball. In such lessons, pupils have good role models and are able to practise new skills before using them in team or partnered games. Teachers' management of pupils is very good, and they have a clear awareness of health and safety issues. All teachers incorporate very relevant warm up sessions at the start of lessons.
145. The school has very limited space for outdoor games. For athletics and team games where a larger space is required, good use is made of alternative local facilities, and the school takes part in competitive games and sports. The school physical education curriculum incorporates swimming, which is taught in Years 2, 3 and 5. Pupils in Years 2 and 3 are expected to achieve a 25 metre swimming distance and in Year 5 pupils are taught Water Safety and extended swimming skills. Year 6 pupils use the gymnastics hall at a local secondary school. This serves as a beneficial introduction to the next stage of their education and is a valuable part of pupils' social and personal development.

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PART C: INSPECTION DATA

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SUMMARY OF INSPECTION EVIDENCE

146. In addition to the preliminary visit, a team of five inspectors including a lay inspector spent the equivalent of 19 inspection days in the school. The team observed 72 lessons, in whole or part. In addition, a sample of all the work completed by pupils in each year group during the previous academic year was scrutinised. A sample of three pupils from each class was heard to read. The total time for these activities was 65 hours and 55 minutes.
147. Time was also given to talking with pupils and to scrutinising their work around the school. Assemblies were attended, and inspectors visited registration periods to see the beginnings of sessions. In addition, pupils' behaviour was observed in the playground, in the hall, and around the school. Discussions were held with several members of the school's governing body. All team members interviewed the headteacher, and discussions were held with all members of staff about subject and management responsibilities, and about in-service training opportunities. Discussions also took place informally with support staff, and there were informal discussions with pupils at playtimes and around the school.
148. The team also scrutinised the minutes of governing body meetings, curriculum and other policy documents, teachers' plans, financial statements, and pupils' records, reports and attendance records. Discussions also took place with governors during the inspection week. Before the inspection, a questionnaire was sent home to parents and a meeting was held for them to express their views about the school. Responses to the questionnaires are included in this report.

1 **DATA AND INDICATORS**

1 **Pupil data**

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y6	212	2	56	26
Nursery Unit/School	40	0	0	0

1 **Teachers and classes**

1 **Qualified teachers (YR – Y6)**

Total number of qualified teachers (full-time equivalent):	11.5
Number of pupils per qualified teacher:	18:1

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

Total number of education support staff:	9
Total aggregate hours worked each week:	114.5

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Qualified teachers (Nursery school, classes or unit)

Total number of qualified teachers (full-time equivalent):	1.2
Number of pupils per qualified teacher:	20:1

1 **Education support staff (Nursery school, classes or unit)**

Total number of education support staff:	3
Total aggregate hours worked each week:	42.5

Average class size:	20
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1 **Financial data**

Financial year: 1998/9

	£
Total Income	403,177
Total Expenditure	377,212
Expenditure per pupil	1,592
Balance brought forward from previous year	23,503
Balance carried forward to next year	49,468

1 **PARENTAL SURVEY**

Number of questionnaires sent out:	219
Number of questionnaires returned:	52

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	42	53	5	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	43	53	4	0	0
The school handles complaints from parents well	28	39	33	0	0
The school gives me a clear understanding of what is taught	25	47	17	11	0
The school keeps me well informed about my child(ren)'s progress	35	47	14	4	0
The school enables my child(ren) to achieve a good standard of work	32	58	6	4	0
The school encourages children to get involved in more than just their daily lessons	30	52	15	3	0
I am satisfied with the work that my child(ren) is/are expected to do at home	27	53	14	6	0
The school's values and attitudes have a positive effect on my child(ren)	38	42	16	4	0
The school achieves high standards of good behaviour	22	52	20	4	2
My child(ren) like(s) school	54	39	7	0	0