

# INSPECTION REPORT

## **HOLLYFAST PRIMARY SCHOOL**

Coundon, Coventry

LEA area: Coventry

Unique reference number: 103639

Headteacher: Mr Roger Marshall

Reporting inspector: Mrs Sue Chesters  
23196

Dates of inspection: 22<sup>nd</sup> – 26<sup>th</sup> May 2000

Inspection number: 188961

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 4 - 11

Gender of pupils: Mixed

School address: Hollyfast Road  
Coundon  
Coventry  
West Midlands

Postcode: CV6 2AH

Telephone number: 02476 332521

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Appropriate authority: Governing Body

Name of chair of governors: Mr Richard Wise

Date of previous inspection: 24<sup>th</sup> June 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Sue Chesters	Registered inspector	Children under five History Geography Music	What sort of school is it? The school's results and pupils' achievements How well is the school led and managed? What should the school do to improve further?
Mary LeMage	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
John Fairclough	Team inspector	Mathematics Physical education	How good are the curricular and other opportunities offered to pupils?
Alan Hardwicke	Team inspector	Science Information technology Equal opportunities English as an additional language	Academic assessment
Terry Kenna	Team inspector	Art Design technology Religious education	How well are pupils taught?
Pam Weston	Team inspector	English Special educational needs	Spiritual, moral, social and cultural development and other curricular opportunities

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

The school is situated in the Coundon area of Coventry. It is bigger than most primary schools, with 320 pupils on roll, compared with the national average of 226 pupils. This is a similar roll number to that at the time of the last inspection. There are 45 pupils (14 per cent) identified as having special educational needs. This figure is broadly average when compared with national figures. There is one pupil with a statement of special educational needs. Five pupils speak English as an additional language. These numbers are lower than the national averages. Five per cent of pupils receive free school meals. Whilst this is a lower percentage than the figures nationally, it is not entirely representative of the area. Unemployment is low locally, but those in employment do not necessarily work in high-paid jobs or professions. Thus, when comparing the school with similar schools, there is a mis-match in the banding. The vast majority of children receives some form of nursery or pre-school experience and their social and communication skills are well established when they start school. Children enter the school in the September of the year in which they are five, with good levels of attainment for the age group.

### **HOW GOOD THE SCHOOL IS**

This is a good school which continues to move forward. It places great emphasis on raising standards. The quality of teaching is consistently good and often very good or excellent. This has a very positive effect on pupils' learning. Leadership and management are very effective. The headteacher, governing body and staff work closely together in the pursuit of higher standards. The school provides good opportunities for pupils to learn efficiently. The school has above average income per pupil and gives good value for money.

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

- The consistently high quality teaching directly influences pupils' learning and results in good progress in all subjects.
- The headteacher provides very good professional leadership and is supported very well by a dedicated and competent staff and a knowledgeable governing body.
- Pupils achieve good standards in art, geography, history, religious education and physical education at both key stages.
- There is very good provision made for the children under the age of five and for those children who have special educational needs.
- The school monitors all its work most effectively.

#### **What could be improved**

- The current aims of the school do not drive all aspects of the school's work.
- Pupils do not always recognise the difference between what they are to learn and the activity which will help them achieve the learning.
- The good quality education could be even further improved to narrow the gap between school and national results in national tests.
- Teachers sometimes focus assessment on the completion of an activity rather than pupils' learning.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

When it was inspected in June 1996, the school was judged to require improvement in the writing of the higher attaining pupils. Improvement was also needed in the curriculum provision of mathematics in Key Stage 2 and the resources for religious education. Additionally, the school was required to move rapidly to establish assessment procedures and present the school improvement plan in an

accessible format. All of these areas have been tackled well; in particular, the higher attainers are now well challenged in all subjects and, as a consequence, a more pupils now reach the higher levels in national tests. There are good assessment procedures in place, particularly in English. The school improvement plan is a good working document. Additional improvements have been made in the quality of teaching, the provision made for the children under five and for those pupils who have special educational needs.

## STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1997	1998	1999	1999	
English	B	E	E	E	well above average A
mathematics	B	C	D	D	above average B
science	C	D	D	D	average C
					below average D
					well below average E

At Key Stage 1, results overall since 1996 have fluctuated in reading, writing and mathematics but have stayed above or close to national averages. In 1999, the percentage of pupils reaching the expected Level 2 or above, in reading was below the national average. However, the percentage reaching that level in writing was above and in mathematics it was well above. The percentage of pupils reaching the higher Level 3 was above the average in reading and writing and well above in mathematics. When compared with similar schools these results become well below average in reading, below in writing although remain above in mathematics. At Key Stage 2, results overall since 1996 show an erratic pattern. In English, results move from above to below the national averages with a major dip in 1998. The same dip in results appears in mathematics, although results stay close to average, and in science results follow the national trend, staying just below average. There is no clear reason for this dip but an upward trend is now showing in all subjects, in the work that the pupils are doing in lessons. However, when compared with similar schools, these results are well below average in English and below in mathematics and science. In work seen during inspection, levels of attainment throughout the school are at the expectation in all subjects except in geography, history, art and physical education where they are above. Standards in religious education at both key stages exceed the expectations of the locally agreed syllabus. The quality of learning in most lessons is good and the school is on course to meet its targets for English and mathematics for 2000.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils show positive attitudes to learning, which help to improve their standards of achievement.
Behaviour, in and out of classrooms	Good. Pupils behave well in and around the school and respect each other and the environment. This has a beneficial effect on learning. They are very



	friendly and helpful to visitors.
Personal development and relationships	Relationships between staff and pupils, and pupils themselves, are very good. Pupils work and play contentedly. At the end of Key Stage 2, most pupils remain keen to learn and are ready for the next stages of their education.
Attendance	Very good and well above the national average. Pupils arrive promptly and lessons start on time.

Pupils' attitudes are a good feature of the school. Relationships are very good: older pupils care about younger ones and look after them at break and dinner times. The good attendance of pupils makes a good contribution to the quality of learning.

## TEACHING AND LEARNING

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

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

The quality of teaching is very good and a major strength of the school. Ninety eight per cent of lessons were at least satisfactory; 37 per cent were good, 30 per cent were very good and 7 per cent were excellent. Two per cent of lessons were unsatisfactory. The teaching of the under fives was consistently very good. The quality of teaching and learning in English and mathematics is good. In all subjects, teachers teach well the skills required to achieve the tasks set. There are many consistently strong features and few weaknesses in teaching throughout the school. Excellent lessons were seen in literacy, numeracy, history, art and physical education. Teachers plan well, have good subject knowledge and build very good relationships with their pupils. All adults work as a very effective team. Very occasionally, in less successful lessons, the tasks set do not challenge sufficiently and, therefore, fail to motivate the pupils. All other aspects of teaching are mainly good.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is good. It is broad, balanced and relevant to the needs of pupils. All statutory requirements are met and there is a good programme of extra-curricular activities. The provision for the children under five is very good.
Provision for pupils with special educational needs	The provision is very good. The contributions of learning support staff and individual education plans across the school help these pupils to make good progress in literacy and numeracy.
Provision for pupils with English as an additional language	These pupils receive sound support at all stages. They make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. The school supports pupils' personal development well in a variety of ways; for example, in the range of opportunities offered to pupils to take responsibility. The provision for pupils' moral and spiritual development is good. It is very good for their social development. Provision for pupils'

	cultural development is satisfactory.
How well the school cares for its pupils	Very well. The school succeeds in providing a very caring learning environment. Teachers and support staff know their pupils extremely well. Procedures for monitoring and supporting pupil's personal development are very good.

The school has very good links with partner institutions, such as the local secondary school. Particularly strong links exist through the exchange teacher initiatives and the opportunities for pupils to use the secondary school's specialist resources. The school has effective links with parents who have high regard for the school's work.

### HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher and deputy headteacher provide very good, clear leadership. They are supported very well by a knowledgeable governing body and a hard-working and dedicated staff.
How well the governors fulfil their responsibilities	The governing body is very well led and has an appropriate committee structure. It meets its statutory obligation and makes a very good contribution to school improvement.
The school's evaluation of its performance	The school has a clear view of its work and analyses effectively what works well, and why. The quality of the procedures for monitoring teaching is particularly good. The induction procedures for new staff are excellent.
The strategic use of resources	Financial planning is good and the school uses available resources very well.

The school has made good progress in important areas of school improvement. Arrangements for development planning are good. There is a good number of suitably experienced and well-qualified staff to meet the demands of the curriculum. Learning resources for most subjects are satisfactory. Accommodation is satisfactory, although it has limitations. For example, some classroom bases are small and restricting. The administration and staff accommodation is also limited. The governors apply the principles of best value very effectively. The school provides good value for money.

### PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• The expectations the school places on children. It expects children to work hard.</li> <li>• The standards of behaviour.</li> <li>• Children like coming to school.</li> <li>• The way the school handles questions or sorts out problems.</li> <li>• Their children's progress.</li> <li>• The way the school helps children to mature and become more responsible.</li> </ul>	<ul style="list-style-type: none"> <li>• The setting of homework.</li> </ul>

The inspectors endorse parents' positive viewpoints. They judge homework to be satisfactory and find the effectiveness of the partnership between parents and school to be good.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and achievements**

1. At the time of the previous inspection, pupils at Key Stage 1 achieved standards at least in line with national expectations in all subjects of the National Curriculum. There were strengths in English, particularly reading, mathematics, science, music and art. At Key Stage 2, pupils reached standards broadly average in all subjects except English, history, geography, music and physical education where standards were good. The school has maintained these good standards in Key Stage 1 and in geography, history and physical education at Key Stage 2.
2. In 1999, in National Curriculum tests at the end of Key Stage 1, the proportion of pupils achieving the expected Level 2, or above, was below the national average in reading. However, it was above in writing and in mathematics it was very high compared with the national average. The percentage reaching the higher Level 3 was above the national average in reading and writing and well above in mathematics. However, when compared with similar schools results in mathematics are above average but well below in reading and below in writing. In all three areas the rate of improvement over the past four years has not matched the national trend and has varied between different cohorts. Teacher assessments in science show that nearly all pupils reached the expected Level 2 last year, but nobody attained the higher Level 3. Inspection evidence shows that current levels of attainment at Key Stage 1 are above expectations in English and broadly in line in mathematics and science.
3. Standards of attainment when pupils left the school in July 1999, at the end of Year 6, were well below the national average in English and below in mathematics and science. In comparison with similar schools results are low. However, there is a mis-match in the banding into which the school is placed to make these comparisons. Evidence shows that the school was compared with schools in a higher socio-economic band than was justified. This means that, in comparison with similar schools, results are well below average in English but below in mathematics and science. Although this represents a dip in standards, particularly in English, the biggest depression was in the 1998 figures. The rate of improvement, in each of the three subjects over the last four years, has varied greatly and it is difficult to match it to the national trend. However, inspection evidence shows that current attainment is close to the national average in English, mathematics and science. The school is on course to meet its targets this year. Standards have improved in all three subjects since the earlier inspection report, in the proportion of pupils achieving the higher Level 5 in the National Curriculum tests. This proportion is now broadly in line with the national average and represents a good improvement over the achievement of the higher attainers seen at the time of the last inspection
4. Levels of attainment throughout the school are satisfactory in information and communication technology, design and technology and music at both key stages. They are good at both key stages in geography, history, art and physical education. Standards in religious education exceed the expectations of the locally agreed syllabus. Over time, progress is good in most subjects, except in mathematics, science and information and communication technology where it is satisfactory. Learning which is now taking place in lessons is good in all subjects.
5. Children enter the reception year with levels of attainment across all areas of learning which are above those expected for the age group. The vast majority of children receive some form of nursery or pre-school experience and their social and communication skills are well established when they start school. Children listen well and confidently answer questions. They begin to build up a sight vocabulary when reading and learn to form letters correctly. Many count to at least ten and recognise two-dimensional shapes and most primary colours. They make good

progress at the start of the reception year and most achieve the nationally agreed Desirable Learning Outcomes<sup>1</sup> and are ready to start National Curriculum programmes of study as they enter Year 1. This year's cohort has made particularly good progress and many children are on target to achieve, or have already achieved, these goals for most areas of learning. This is a direct result of the very good quality teaching and the very good curriculum provision, which places clear emphasis on each area of learning, and has good links with the National Curriculum.

6. The National Literacy Strategy has been implemented effectively and is already showing a positive effect on pupils' learning. This goes some way to explaining current improvement in the attainment in Key Stage 2. The literacy hours are well planned and teachers teach literacy skills well. Pupils enjoy using their reading and writing skills in other subjects, such as religious education and history. The impact of this has raised standards across the curriculum. The National Numeracy Strategy was fully implemented at the beginning of this academic year. It is also well planned and is already beginning to have an impact on standards in mathematics, particular on mental arithmetic. However, it is too early to quantify this improvement accurately.
7. The majority of pupils make good progress in most subjects as they move through the school. The identified most able and gifted pupils are set good challenges and are fast-tracked through the school. Their progress is good and they attain standards well above those expected of their age group. Pupils with special educational needs make good progress towards the targets identified on their individual education plans. They receive a good level of well-focused teaching when they are withdrawn from class and good quality support when they are not. They attain standards in line with their abilities. Pupils who speak English as an additional language also make good progress.
8. The overall good level of progress through the school, both in lessons and over time, is the result of the good quality teaching. In particular, the teachers' careful management of pupils and classroom organisation allows learning to take place successfully. Teachers teach the skills pupils need to succeed in the challenges set. They plan their lessons meticulously, with an appropriately small number of objectives, which are specific and achievable. The impact of the National Literacy and Numeracy Strategies is helping to improve English and mathematics. The school is carefully monitoring pupils' progress in literacy and numeracy and is beginning to use this information well to set realistic targets for future improvement. There is little significant difference in the attainment of boys and girls, although, in some instances the boys out perform the girls which is against the national trend. The school is already well on its way to achieving statutory targets set for the year 2000.

### **Pupils' attitudes, values and personal development**

9. The attitudes, values and personal development of pupils are good. The standards achieved in this aspect of the life of the school have been maintained since the time of the previous inspection.
10. Pupils have good attitudes to their learning. They usually listen attentively, respond quickly and sensibly to questioning and are eager to contribute. Pupils are happy in school and enjoy their work. They concentrate well, work co-operatively and collaboratively efficiently and persevere with a task to complete it. Pupils take part in a range of extra-curricular activities including various sports and art clubs. They garden and this contributes directly to the quality of their school environment.
11. Behaviour throughout the school is good. Pupils relate well to one another and to adults. They are friendly and helpful to visitors. They respect the school building and grounds and help to keep them free of litter and graffiti. They take care of the resources available to them. Very

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<sup>1</sup> Desirable Learning Outcomes are the goals for learning for children by the time they enter compulsory education at the age of five. They mainly refer to literacy, numeracy and personal and social skills.

occasionally, a few pupils can become boisterous and even difficult, when their interest is not engaged in a lesson. This is usually due to insufficient challenge in the task set.

12. There are very good relationships between all adults and pupils, and between pupils. The pupils show respect for others' feelings and beliefs and they take turns and share equipment well. On several occasions there was spontaneous congratulations from pupils for the achievements of others in their class. This contributes very well to the positive and supportive ethos within the school.
13. In their first years in school, pupils are given opportunities to use their own ideas and influence their learning. For instance, in a Year 1 lesson pupils making models of 'The Iron Man' chose their own methods of fastening and discovered which were the most effective. However, as pupils progress through the school, these opportunities become more limited. Often, the focus is on completing the task to a required standard and, therefore, tasks are necessarily teacher directed. This limits the opportunities for pupils to plan and organise their work and use their initiative. Nevertheless, the personal development of pupils is good. Each term, every pupil works towards an individual personal development target which they agree with their teacher. A good personal development profile is kept for each pupil, which assists the target setting.
14. Attendance at the school is very good and is consistently better than national averages. Parents say that their children attend school enthusiastically and this is evident in the pupils' attitudes in school. Punctuality at the beginning of sessions is good and the pupils come to lessons promptly after break-time. However, pupils take a long time to arrive for assembly, mainly due to the distance of some classrooms from the hall.

#### **HOW WELL ARE PUPILS TAUGHT?**

15. The quality of teaching is good. It is satisfactory or better in 98 per cent of lessons. Two per cent of lessons seen were unsatisfactory. Seventy four per cent of lessons throughout the school are good or better, and 37 per cent are very good or excellent. This high standard of teaching is a major strength of the school. It has improved since the last inspection. The headteacher regularly monitors and evaluates lessons and this has a very positive effect on raising the quality of teaching. These procedures mean that the school is well placed to improve the quality of teaching still further.
16. The teaching for children under five is of a consistently high standard. It is never less than satisfactory and 67 per cent of lessons are very good or excellent. During the inspection the teaching of these children in the literacy lesson was excellent. At Key Stage 1, all lessons seen were satisfactory or better. Seventy four per cent were good or better. There were examples of excellent lessons in numeracy, art and physical education at Key Stage 1. At Key Stage 2, 73 per cent of lessons were good or better. Thirty seven per cent were very good or excellent. During the inspection there were excellent lessons seen in history and literacy.
17. There are many consistently strong features and few weaknesses in teaching throughout the school. Staff build very good relationships with their pupils. This creates an atmosphere where pupils feel secure. They have the confidence to respond to challenge. For example, in one lesson the teacher handled questions about frogs from younger children sensitively, whilst continuing to guide the main discussion. One stunning lesson was seen with older pupils where the excellent rapport between pupils and the teacher led to very effective learning taking place. Pupils were excited and stimulated by the tasks set and learned a great deal about the every day life of the Aztecs.
18. Teachers plan well. They mostly set clear learning objectives for their lessons. They plan varying activities for the different ability groups within their classes, this ensures that pupils

follow the recommended curriculum and this contributes to good levels of learning. However when planning does not clearly address the objectives, expectations are low and insufficient learning takes place. Teachers and classroom assistants work very well together. Teachers make good use of the support available to them. Educational assistants skilfully complement the work of the teachers. They provide sensitive support for pupils.

19. Teachers provide good support for pupils with special educational needs throughout the school. Their strategies are successful. They plan very well and match each pupil's individual targets very effectively. They make very good use of support staff to guide pupils in their individual or group tasks. There is a full time support assistant who supports the pupils in class and also operates an effective system of withdrawal when appropriate. Care is taken that this assistant's very structured teaching timetable is regularly reviewed, to avoid pupils missing too much of any one subject. Pupils who are withdrawn for part of the literacy hour, share the introduction and plenary sessions with their class to ensure that they do not miss these two vital sessions. Staff know their pupils well and all the work set is adapted to take account of their various ability levels. This provides the right blend of challenge.
20. All adults working with the children under five understand their needs very well. They work very effectively as a team. As a result the quality of the learning that takes place is very good.
21. Teaching in the literacy hour is very good or excellent for the children under five. It is good at Key Stage 1 and ranges from satisfactory to excellent at Key Stage 2. Teachers demonstrate good subject knowledge and understanding of the recommended National Literacy Strategy. They plan carefully to provide all components of the framework. When literacy teaching is excellent, lessons are very well prepared and organised. The objectives for lessons are very clear and, though expectations are high, tasks set are achievable. Teachers' skills generate very high quality work from the pupils in an exciting, apparently effortless, way.
22. Teaching in the numeracy hour is excellent at Key Stage 1 and ranges from sound to very good at Key Stage 2. Teachers demonstrate good subject knowledge and understanding of the National Numeracy Strategy and plan accordingly. When numeracy teaching is excellent, planning is excellent, assessment and differentiation are carried out effectively. The pace of these excellent lessons is gauged to ensure that all pupils concentrate for the entire lesson and join in with enthusiasm.
23. The teaching of information and communication technology skills is sound at Key Stage 1 and ranges from unsatisfactory to very good at Key Stage 2. When teaching is very good, teachers plan and organise lessons very well. They arrange activities to challenge and motivate the pupils, which results in good learning. For example, pupils collect data and order it manually, prior to using the computer. This gives them very good understanding of the processes involved and they transfer their work to the computer efficiently. However, on the few occasions when teaching is less successful, management of both pupils and time is poor, tasks set do not challenge sufficiently and therefore fail to motivate the pupils.
24. The school responds flexibly to meet the needs of all of its pupils. Setting is used across individual years, particularly in numeracy and literacy. The needs of gifted and talented pupils may be met by 'fast-tracking'. For example, placing exceptionally gifted pupils with an older group, in order to move them through the curriculum at a pace more suitable to their learning ability.

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

25. The school provides good quality learning opportunities for all pupils. The curriculum is broad at both key stages. All subjects of the National Curriculum and religious education are taught and an appropriate amount of time is given to each subject. In particular, the school ensures that subjects such as history, geography, art, music and design technology are given sufficient time for the development of good quality learning opportunities, whilst maintaining a higher profile for the core subjects of English and mathematics. Physical education is good at Key Stage 2 and benefits from a wide range of supporting activities that extend the opportunities for pupils to explore their capabilities in a variety of sports such as basketball, rounders, short tennis and gymnastics. Qualified coaches are used to introduce new skills into the school. Since the last inspection, a review of the school curriculum has commenced and the literacy and numeracy initiatives have been effectively introduced. There is now a homework policy and regular homework is set which is related to the teaching points of the day. This has made a significant improvement in the curriculum since the last inspection.
26. However, the mathematics curriculum places too much reliance on a commercial scheme of work as a source of activities in Key Stage 2. This limits the opportunities for pupils at all levels of achievement to extend their understanding and focuses too strongly on number. As a result the learning is less effective in raising attainment above national averages in areas such as shape, space, measure and data. The curriculum policy does not refer to excellence of learning and the aims of the school do not focus on high achievement for the pupils.
27. The school has a strong commitment to equal opportunities which is reflected in its aims and policies. The school has reviewed its provision in co-operation with the local education authority and a new policy has recently been presented to the governing body. This policy is the result of careful consideration of the school's needs, particularly in relation to race, and a well thought out programme of in-service training for all staff is a part of the planned development. The raising of staff awareness of equal opportunities and race issues, and the careful consideration of ways of addressing these issues with pupils, have been key areas of development. The curriculum promotes equal opportunities well and all pupils have access to the full range of the curriculum. Provision for those pupils with special educational needs is very good. The recommendations of the Code of Practice for these pupils are effectively implemented. Teachers make good use of pupils' individual work programmes and targets when planning their work.
28. There are numerous good links made across the curriculum where literacy and numeracy skills are used in subjects such as history, geography, physical education, science and religious education. This leads to improved learning in those subjects and makes a good contribution to the school's successful provision. As a result of the school's commitment to training, the structure of lessons in literacy and numeracy follow national guidelines and results in good learning.
29. Personal and social education is carefully planned and forms an important part of the school's curriculum. Sex education and drugs awareness are appropriately taught. The school provides a good range of additional opportunities, which extend and enrich the learning of the pupils at Key Stage 2. There are clubs for gymnastics, basketball, choir, art, netball, short tennis, football, creative dance and homework. Although the membership of these is mainly the older Key Stage 2 pupils, many are held at lunchtime in order to give maximum opportunity for pupils to take part. Music tuition is also provided and qualified coaches run some sports clubs. There is an annual residential visit for the older pupils in Key Stage 2. This offers good challenge to pupils and has a positive effect on their personal development. Although some parents expressed concern about homework, inspection evidence found a clear and structured policy for homework. Homework is regular, linked to lesson content and covers most parts of the school curriculum.



30. There are many links with the local community and they make a good contribution to pupil's learning. There is a regular visit from a neighbouring primary school whose pupils demonstrate bell ringing. Two parents share their skills with the pupils in gymnastic classes at lunchtime. A former chair of governors runs an art club for Year 5 pupils at lunchtime and develops skills in sketching and watercolour painting. Two parents run the school bank. Clergy from two different denominations visit the school regularly. The pupils were responding to an appeal for pencils for Kosovo schoolchildren during inspection.
31. Links with the local secondary school are very good. Teacher exchange contributes to a very productive relationship. Pupils go to the secondary school to use facilities there. For example, they regularly use the swimming pool for lessons and the information and communication technology suite as part of a continuous project in Year 6. The secondary school also supports a primary homework club.
32. The school makes good provision for spiritual, moral, social and cultural development. It has effectively built on the practices which were in place at the time of the last inspection. It meets the requirements for the daily act of collective worship and this makes a very good contribution to the pupils' spiritual development. There are links with local churches with ministers regularly visiting morning assembly. Overall the provision for spiritual development is good. Pupils are given opportunities for thought and reflection. They consider their personal response to issues and questions. There are good examples of pupils experiencing awe and wonder in their lessons. For example, a teacher showed pupils the difference in the sound that a triangle makes when it is held tightly and when it is suspended. One pupil gasped "its magic".
33. Good provision is made for moral development. It is well promoted through all areas of school life. For example, the weekly theme, which during the week of the inspection was 'determination', is used to good effect during assemblies and lessons. In an assembly during the inspection, pupils demonstrated the determination of the tortoise to keep trying and eventually beat the hare in the race, despite the hare's greater potential. Cultural links are created within the themes; for example, the life of Buddha and his determination to understand the four sights. Every class has the 'children's code' and the pupils are expected to respect this. It clearly helps to provide pupils with the skills which they need to play an active part in society. The difference between right and wrong is clearly explained and pupils know what is acceptable behaviour. This is reinforced by reference to the Home School Agreement - "aspiring ever higher".
34. Provision for social development is good. All staff teach and expect good manners and set good examples as role models for their pupils. Pupils share resources without any difficulty. They help one another when necessary; for instance when using computers, pupils consistently work very well together. They are very polite and helpful to staff and visitors. Older pupils are given responsibilities around the school. They show care and concern for the environment by, for example, keeping the small garden created in memory of a past teacher, neat and tidy. Year 5 pupils visit the younger pupils in reception. They discuss their favourite stories and are presently writing individual stories for these pupils, which they will share with them later in the term. The pupils respond very well to these opportunities and are ready to play an even bigger part in the running of the school.
35. The school makes sound provision for cultural development. After a visit from 'Global Care', the pupils are raising 'pennies for pencils' to aid the children of Croatia and Albania. Pupils visit the annual faith exhibition organised by the local council. This features a different faith each year. The school also arranges for a visitor to come into school to talk to pupils about the culture featured. Cross curricula work frequently promotes consideration of other cultures, both past and present. In these lessons, the pupils enjoy the practical aspects, such as designing and making masks, as worn by the Aztecs. During an art lesson, the register was taken in French because the lesson was about Vincent Van Gogh, who had spent part of his life painting in France. The millennium project 'Characters of Coventry Past' enabled the pupils to become more aware of

their own past culture. They gain a wider understanding of their own heritage from visits in the locality and first hand experience from outside speakers. However, pupils are not yet sufficiently prepared for the diversity of life in contemporary Britain, as there is less emphasis on modern multi-cultural life styles in the curriculum.

## **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

36. The steps taken by the school to ensure pupils' welfare, health and safety are good. The school has maintained high standards of pupil welfare since the time of the previous inspection. It places high priority on this aspect and has created an environment where pupils feel safe, secure and valued. The storing and dispensing of medication to a growing number of pupils in school is very well organised. The school has a good health and safety policy. It is well implemented with all statutory checks being undertaken. Consistent, effective attention is paid to health and safety during lessons and on school visits. Child protection procedures are in place and are supported by a very clear policy. All members of the school staff have received training in child protection issues.
37. There are very good procedures in place to monitor and promote attendance. The systems in the school to promote and monitor desirable behaviour are good and are focussed effectively on the pupils. However, some of these systems are currently not working efficiently in some lessons. They do not enable staff to identify patterns of inappropriate behaviour quickly enough. The school has identified the need to review the behaviour policy in light of this.
38. Support for pupils at major changes in their school life is good. The integration of children into the reception class builds on good links with local pre-school provision and proceeds at an appropriate speed for the individual pupil. Transfer to secondary school is very good. Pupils have significant contact with staff from the neighbouring secondary school. Pupils have good opportunities to spend time in the senior school. They use the facilities, for instance the technology suite, and work with teachers from the English and mathematics department, as part of joint teaching initiatives between the staffs of the two schools. In addition, areas of concern to pupils about transfer, such as potential bullying, are explored through drama workshops.
39. Pupils with special educational needs are well supported by their teachers and staff. They benefit from working alongside their classmates. Great care is taken to ensure that the provision outlined in their statements is implemented. The school makes good use of a range of visiting specialists. There is a very effective and consistent procedure for placing pupils on the register for special educational needs. This is known to all staff and very ably implemented by the special needs co-ordinator, in collaboration with class teachers. Pupils' targets are reviewed regularly and, when necessary, further assessment and advice is sought via the relevant outside agency. All documentation is very well presented in an excellent, comprehensive co-ordinators file.
40. Teachers undertake a variety of assessments of their pupils' attainment, both by means of formal tests and day to day decisions based on their knowledge and understanding of their pupils. The assessment co-ordinator monitors assessment procedures thoroughly and efficiently. There is a good assessment, recording and reporting policy. The school carries out all statutory assessment requirements and reports the results to parents. In addition to statutory assessment, a range of other assessment procedures is in place. Individual target setting for each pupil, each term, in literacy, numeracy and personal development is a positive feature of the assessment process. The school has begun to analyse data from all assessments and use the outcomes to inform future school planning. However, this is a relatively recent initiative and is not yet fully effective across the whole school. In some cases, there is a lack of clarity between what is to be learned during a lesson and the activity planned to achieve it. This leads to assessment focussing on the completed task, rather than on the learning that has taken place.
41. When children start school in reception, they are given a 'baseline' assessment test. This

identifies clearly their ability as they begin school. It helps teachers plan effective activities most suited to the children's needs. As pupils move through the school standardised tests are used at regular intervals to assess their progress, particularly in reading, writing and mathematics. The school has developed a system of target setting and clear targets for improvement are identified and shared with pupils. The school has a system of tracking the progress of pupils. This enables teachers to predict pupils' performance at Key Stage 2 from their achievements at Key Stage 1. Records of pupils' achievements are well documented. These profiles build up as pupils move through the school. They are well maintained, but are not sufficiently accessible for pupils and teachers to consult them and use them for comparison and comment on progress and achievement.

42. The good standard of teaching seen during the inspection is contributed to significantly by the fact that all teachers know their pupils very well. They understand their needs and can therefore teach them well. The day-to-day assessment of pupils' understanding is a strength of many lessons seen. Teacher use questions and discussions skilfully to find out what pupils know and understand. They then use this knowledge to adapt the work accordingly. At present, much of this day-to-day assessment is informal, particularly in subjects such as history and geography, and there are no prescribed systems for recording such assessment information.
43. There is much good practice in place, particularly in English and mathematics. The school has identified the need to share this good expertise across all subjects for effective assessment of pupils' learning.

#### **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

44. The effectiveness of the partnership between the school and the parents of its pupils is good. Overall, the school has maintained the good provision reported at the last inspection. Parents are very satisfied with the school's provision and achievements. The parents' questionnaires completed for the inspection revealed that they are particularly pleased with the expectations that the school places on children. They showed that parents approve of the ways in which the school helps children to mature and become more responsible. Parents like the standards of behaviour in the school and the way in which the school handles questions or sorts out problems. They are very pleased with the progress that their children make in school and with the quality of the teaching.
45. A very small minority of parents does not feel that the school works closely with parents nor does it keep them well informed about the progress that their children make. A few parents feel that their children do not get the right amount of homework. The inspectors endorse parents' positive viewpoints. They judge homework and information about pupils' progress to be satisfactory and find that the effectiveness of the partnership between parents and school is good.
46. The quality of information provided for parents is satisfactory. The school prospectus is informative and comprehensive. There is regular contact with parents via a variety of means; including reading diaries, newsletters, termly curriculum information and an annual report on their child's progress. However, instances of inappropriate language, without explanation, such as 'number conservation' and 'CVC words', limit the effectiveness of the curriculum information for parents. Inconsistencies in the format of the newsletters, where some omit the 'Theme of the Week', 'Stars of the Week' or details of class assemblies, may lead to lack of support from parents or confusion. Annual reports cover all subjects of the National Curriculum explicitly. They indicate targets for the pupils and outline progress made. They incorporate an opportunity for pupils to review and comment on their own achievements. However, they do not place attainment in the context of National Curriculum levels, except at the end of each key stage. Termly parent consultation evenings, after parents have had an opportunity to review their children's work on the previous evening, offer a very good vehicle for parents to make a meaningful contribution to the review and to the setting of targets for their child.

47. Parents of pupils with special educational needs are kept fully informed and involved in the progress of their children. They are invited to discuss their child's individual education plan and to provide additional support at home, if possible.
48. The school has an active Parent Teacher Association. It contributes significant funds to the school each year. A relatively small number of parents, and grandparents of current and former pupils, help voluntarily with a variety of school activities, including extra-curricular sports activities. Parents support their child's learning through homework, especially the topic based projects. Recently, there has been significant involvement of the whole school adult community - parents, governors and staff - in the internal redecoration of the building after the removal of asbestos from the roof.

### **HOW WELL IS THE SCHOOL LED AND MANAGED?**

49. The school is very well led. The headteacher, staff and governors work very well together and have a shared vision, firmly focused on raising standards. There has been good improvement since the last inspection. The issues raised then have been addressed effectively. The governing body fulfils all statutory obligations. The school is poised for further development and has good capacity in its systems to move forward in its constant quest to raise standards.
50. The leadership of the school is very good. The headteacher gives very strong, professional leadership. He has many excellent qualities, among which are a quiet presence in the day to day running of the school and a resolute determination that standards will improve. He uses these skills to lead the school very well, providing very committed, open-minded leadership. He commands the respect and commitment of staff, pupils and parents. The very efficient deputy headteacher, effective senior management team and hard working and conscientious staff competently and enthusiastically support him. Together, they monitor and evaluate the educational provision and are beginning to quantify the effect on standards.
51. The school has committed, knowledgeable and supportive governors, who meet regularly as a group. The governing body has an appropriate structure, which includes committees for finance, curriculum and premises. Good use is made of the skills of individual governors on these sub-committees. The governing body is involved in formulating and agreeing both the school's budget and its improvement plan. It is fully involved in the strategic planning and the evaluation of the effectiveness of the school improvement plan. The chair of governors shares the headteacher's vision for the future of the school and has high expectations for its greater success.
52. The headteacher monitors teaching very effectively. He understands very well the strengths and weaknesses within subject areas and works with staff to support and encourage them. The result of his strategy is seen in the high-quality teaching present throughout the school. The co-ordinators monitor the planning of their subjects well and are becoming increasingly involved in analysing standards and using the information gathered to promote further development in individual areas. They have identified the need to continue this work to benefit subjects, such as numeracy and information and communication technology, and to lift overall standards.
53. The headteacher has developed and introduced a very good performance management system. It links well with the professional development of all staff. This contributes effectively to the good team spirit and staff morale, witnessed during the inspection, and enables channels of communication between staff and management to function effectively. There is an outstanding induction system in place for newly qualified staff. This excellent provision also extends to staff new to the school.

54. The format of the school improvement plan is useful and comprehensive. It identifies clearly the needs of the school. Priorities are costed and linked to the budget. Relevant time limits and responsibilities are established. Baseline and assessment data, from standardised tests used throughout the school, are used well. The information gathered is analysed effectively and is used efficiently to set targets and priorities in the school improvement plan. The governing body is very aware of best-value principles. It has very good procedures for monitoring educational standards in direct comparison with the attainment and cost performance of similar schools. Procedures are in place to ensure that all outside suppliers and contractors provide good value for money. The recommendations made in the most recent auditors' report are being addressed.
55. The school has clear aims, which parents and staff acknowledge as worthwhile. It has achieved the majority of these aims and is ready to move forward into a new stage of development. The school has a strong commitment to good relationships and strives to achieve equality for all members of the school community. It provides a stimulating environment for an orderly community, in which pupils feel comfortable and secure. This contributes to the busy, purposeful ethos, in which pupils learn well. Members of the staff direct most of their work towards school improvement and the raising of standards. Parents support the school and appreciate its caring ethos.
56. Financial planning is focused on well-defined educational priorities. The school has efficient financial management systems and the administration fully supports the work of the teachers. The efficient financial administrator provides accurate data to enable the headteacher and governing body to monitor expenditure and plan for unforeseen contingencies. Funds for specific purposes, such as training, are appropriately allocated against well-defined objectives.
57. The day to day management of the provision for pupils with special educational needs is very good. Funding is used appropriately to provide learning support. Records of individual pupils are well maintained and support from outside specialist agencies is well managed. The governing body is becoming increasingly informed and discharges its duties efficiently. The quality of the provision represents good value for the money allocated to this area.
58. The school has a good level of well-qualified staff to teach the subjects of the National Curriculum, religious education and children under the age of five. The teachers have a wide range of experience. Several co-ordinators are particularly well qualified in their subject areas. They have a clear understanding of their roles and all staff work closely together to improve the standards of pupils in the school. There are well qualified, skilful classroom assistants and effective additional support for pupils. These additional staff are mostly deployed with the children under five and in Key Stage 1 and, though few in number, are most effective.
59. Accommodation is satisfactory. However, some class bases are cramped and difficult to maintain as stimulating learning environments. The dining room is small. The school is spread over a large area and this makes difficulties for teachers and pupils when moving to different parts of the school. For example, when coming to assemblies in the hall or, for children in the early years block, when coming to the main building for physical education lessons. This movement sometimes has a negative effect on lessons because it reduces the time available for the following session. The administration and staff accommodation is also limited. The building is well maintained and a credit to the caretaker and cleaning staff. The outdoor areas are spacious and attractive. The school uses them imaginatively as learning areas. Learning resources are satisfactory overall. They are good for literacy, information and communication technology and religious education. All resources are used well. The position and size of the library in the entrance hall is not ideal, because it is a main thoroughfare, but the school tries hard to make effective use of the facility. It is adequately stocked but has a limited range of non-fiction books.
60. Pupils enter the school with mainly above average attainment and the school achieves good standards in some subjects at both key stages. The quality of teaching is good and has a very

positive effect on learning. Pupils' attitudes to learning are good. The school has demonstrated a good capacity for improvement, and leadership and management are also very good. The school receives above average income per pupil but gives good value for money.

### **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

61. In order to improve the good quality education provided and to raise standards, the headteacher, staff and governors should work together to extend the recently implemented systems and procedures, which are beginning to have a significant impact on standards, by:

(1) reviewing and updating the current aims of the school to ensure they drive all aspects of the school's work;

*(paragraphs: 6, 55, 97)*

(2) developing planning to:

i) acknowledge the difference between what the pupils are to learn and the activity used to achieve the learning,

ii) focussing assessment on the learning objective rather than on completion of the task set..

*(paragraphs: 13, 40, 95, 118, 197, 124)*

## PART C: SCHOOL DATA AND INDICATORS

### *Summary of the sources of evidence for the inspection*

Number of lessons observed

84

Number of discussions with staff, governors, other adults and pupils

58

### *Summary of teaching observed during the inspection*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
7%	30%	37%	24%	2%		

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

### *Information about the school's pupils*

#### **Pupils on the school's roll**

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		320
Number of full-time pupils eligible for free school meals		13

*FTE means full-time equivalent.*

#### **Special educational needs**

	Nursery	YR – Y6
Number of pupils with statements of special educational needs		2
Number of pupils on the school's special educational needs register		45

#### **English as an additional language**

	No of pupils
Number of pupils with English as an additional language	5

#### **Pupil mobility in the last school year**

	No of pupils
Pupils who joined the school other than at the usual time of first admission	17
Pupils who left the school other than at the usual time of leaving	15

### *Attendance*

#### **Authorised absence**

	%
School data	4.6%
National comparative data	5.4%

#### **Unauthorised absence**

	%
School data	0
National comparative data	0.5%

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

### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	21	27	48

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	15	19	21
	Girls	22	26	27
	Total	37	45	48
Percentage of pupils at NC level 2 or above	School	77 (94)	94 (87)	100 (96)
	National	82 (80)	83 (81)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	14	18	20
	Girls	22	25	27
	Total	36	43	47
Percentage of pupils at NC level 2 or above	School	75 (89)	90 (92)	98 (100)
	National	82 (81)	86 (85)	87 (86)

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

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	29	19	48

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	20	21
	Girls	12	12	14
	Total	28	32	35
Percentage of pupils at NC level 4 or above	School	58 (52)	67 (61)	73 (59)
	National	70 (65)	69 (58)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	19	22
	Girls	15	14	17
	Total	33	33	39
Percentage of pupils at NC level 4 or above	School	69 (69)	69 (74)	81 (80)
	National	68 (63)	69 (64)	75 (69)

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



### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	4
Black – African heritage	0
Black – other	8
Indian	7
Pakistani	0
Bangladeshi	0
Chinese	0
White	266
Any other minority ethnic group	0

*This table refers to pupils of compulsory school age only.*

### ***Exclusions in the last school year***

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

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

### ***Teachers and classes***

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	14.8
Number of pupils per qualified teacher	21.6
Average class size	23

#### **Education support staff: Y[ ] – Y[ ]**

Total number of education support staff	4
Total aggregate hours worked per week	81

### ***Financial information***

Financial year	1999
	£
Total income	573391
Total expenditure	564182
Expenditure per pupil	1780
Balance brought forward from previous year	0
Balance carried forward to next year	9209

## *Results of the survey of parents and carers*

### Questionnaire return rate

Number of questionnaires sent out	320
Number of questionnaires returned	120

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	62	33	3	2	0
My child is making good progress in school.	61	35	3	0	1
Behaviour in the school is good.	53	42	0	0	5
My child gets the right amount of work to do at home.	29	53	14	2	2
The teaching is good.	51	43	2	0	4
I am kept well informed about how my child is getting on.	43	45	9	3	0
I would feel comfortable about approaching the school with questions or a problem.	74	22	1	3	1
The school expects my child to work hard and achieve his or her best.	62	35	1	0	2
The school works closely with parents.	42	41	10	5	2
The school is well led and managed.	44	42	8	2	4
The school is helping my child become mature and responsible.	46	46	3	2	3
The school provides an interesting range of activities outside lessons.	42	39	11	4	4

### **AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE**

62. The school makes very good provision for children under the age of five. The school admits children to the reception class full time, in the autumn term of the academic year in which they are five. The reception class is very well organised and provides a stimulating and exciting learning environment, into which children settle very quickly. It has a calm, purposeful atmosphere, particularly suitable for children's early introduction to school routines.
63. The vast majority of children enters the reception class from nursery classes or other pre-school provision. They are thus well prepared for school. Most children have levels of attainment, in all areas of learning, above what can be expected for the age group. Social and communication skills are mostly well developed and this has a positive impact on the learning process. The children make very rapid progress, particularly in their personal and social skills as they learn the school routines, and in language skills as they begin to read. They maintain the very good progress in all areas of learning in their first year at school and the majority is clearly ready to begin the National Curriculum as the children enter Year 1.
64. The quality of teaching for the children under the age of five, in all areas of learning is consistently very good. All adults work very effectively together as a team. They use language very well. This ensures that, by the age of five, children make good progress in the communication skills of speaking and listening. The staff teach specific skills, such as using paint and equipment correctly. They place emphasis on encouraging pupils to work independently and make choices. The reception staff has suitably high expectations of work and behaviour.

#### **Personal and social skills**

65. At entry to reception, children have good personal and social skills. All adults have high expectations of the children. This helps them to settle very quickly into the security of the reception class. They share and take turns amicably. Most children show good levels of concentration and take pride in their work. For example, when choosing tasks for themselves they make good decisions and remain at activities, such as designing front covers for their stories. Teachers give children many very effective opportunities to pursue their own ideas and explore different areas of learning through well-planned activities. For example, from the starting point of investigating living and growing things, children choose to explore the aspect which most interest them. This encourages them, very effectively, to develop a strong personal discipline towards learning.

#### **Language and literacy**

66. Children start in reception with good language skills. They make rapid progress supported very well by the very good quality teaching and the provision of suitable opportunities for the acquisition of language and reading skills. Children extend their language skills through the very good quality speaking and listening opportunities that teachers provide. For example, children listen carefully to stories and retell their favourite tales. They choose books to share with adults and to take home. They take an interest in their home/school reading diaries and involve visitors in sharing the comments in these booklets. Children show a great deal of interest in stories and books. Staff develop and extend this further, through a careful selection of books, stories and opportunities for role-play.
67. Children respond very well in class and group discussions. They make good progress in developing their skills of speaking and listening. As their vocabulary increases, they speak more confidently to each other, adults and visitors. They use increasingly more complex sentences in conversation and listen very sensibly to each other when sharing ideas. For example, children were very eager to join in a circle game, naming a word ending in 'an' when they held the pebble.

They all joined in with enthusiasm and great confidence, listening to everyone else as they took turns very sensibly. Children know that print conveys meaning. They read familiar words and sentences and many begin to sound out simple monosyllabic words efficiently. They listen to stories and rhymes with enthusiasm and enjoyment and predict endings for stories from pictures and word clues.

68. They consolidate and develop their early writing skills and make good progress in their ability to form letters correctly. They practise their skills at the graphics table. By the end of their first year in school, the majority of children achieves the set goals for the age group and is very well prepared for the National Curriculum.

### **Mathematics**

69. The provision for children's mathematical development is very good. Most children under five make good progress and, by the end of their first year, the majority attains above the nationally agreed standards for this age group. Most children enter the reception class with good mathematical skills. Staff build on these early skills very effectively, developing children's understanding of shape, space and number, so that children make rapid progress. By the end of the year, children count and order objects to ten and above, and understand the processes of simple addition and subtraction. They develop their mathematical learning through the structured playing of number games and through construction activities. They learn appropriate mathematical terms, such as 'bigger', 'smaller' and 'over there'. They know colours and simple shapes and build on their knowledge well to achieve tasks that staff set for them. Many understand the notion of symmetry through their study of insects and the discovery that butterflies have symmetrical patterns.

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

70. The school makes very good provision for developing children's knowledge and understanding of the world. When children start in reception, attainment is above standards expected for this age group. Children explore the properties of materials through guided play, with water, playdough and sand. They investigate and explore their own environment. For example, they explore the school grounds and gardens searching for insects. They then investigate what the insects found need to live and grow. Teachers introduce children to geographic and historic ideas very effectively, through topics such as 'journeys to school' and 'people who help us'. As a consequence, children talk about things that happened 'long ago' and use directional vocabulary such as 'left' and 'right' accurately. Through studying special places and symbols, children develop a very good understanding of, and a respect for, how other people live.

### **Physical development**

71. The school makes good provision for children's physical development. There is no separate secure area for the children under five. However, the school has identified the need and is addressing the issue. Staff provide good opportunities for outdoor activities and children make good progress. They use apparatus successfully, in the hall and on the playground, to develop good control over their body movements. Children play together outside at playtimes very well. Attainment is above average and most children consistently improve their fine co-ordination skills. They use pencils, crayons, scissors and other equipment with increasingly good control. For example, they hold pencils or paint brushes correctly and use them confidently.

### **Creative development**

72. The school's provision for children's creative development is very good. Children have good attainment levels on their entry to reception. They make good progress and acquire good skills to achieving the goals expected of this age group. Teachers teach children the basic techniques to enable them to use and control materials. They paint well achieving different tones and use different tools and media confidently. They make close observations of objects and draw carefully what they see. Children sing a variety of songs from memory. They use their imagination when making models and simple constructions.

## ENGLISH

73. Since the previous inspection, improvement in attainment has been inconsistent in some aspects of English. There is now sharper focus directed towards the progressive development of individual pupils' writing skills and assessment. There is good capacity for improvement.
74. In the national tests for seven-year-olds in 1999, the proportion of pupils reaching the expected level for their age in reading was below the national average. The proportion reaching the higher level was above that found nationally. In writing, results were close to the national average and the proportion of pupils reaching the higher level was also above that found nationally. When compared to schools of a similar background, standards were well below in reading and below in writing. At Key Stage 1, over the last four years, attainment in reading was consistently good until a dip in 1999 when reading fell below the national average. In writing there was a dip in 1998 and since then the overall trend has been towards a level close to, but slightly above average.
75. In the national tests for eleven-year-olds in 1999, attainment was well below the national average when compared with all schools and very low when compared with similar schools. The proportion of pupils achieving at the higher level was broadly in line with national averages but well below those of similar schools. At Key Stage 2, attainment fell in 1998 and has since remained broadly in line with the national trend. Boys tend to outperform the girls, with a higher percentage of boys achieving close to the national average.
76. Evidence gathered during the inspection indicates that, overall, attainment is above that of most schools at the end of Key Stage 1 and in line with that of most schools at the end of Key Stage 2. In both key stages, the setting of individual writing targets and increased emphasis on the systematic teaching of spelling, which are both integrated into the extended writing lessons, is beginning to raise standards in writing and increase independence in spelling. The recent implementation of a system of assessment against National Curriculum levels is enabling the school to keep track of the progress of individual pupils and to develop the curriculum to meet their needs. The learning objective of each lesson is outlined to the pupils at the start of each literacy lesson. Comment is made about the pupils' attainment on this work and pupils have an opportunity to say how they feel that they have achieved. This is at an early stage but work on display and in books and lessons suggest that these strategies are having a positive effect on standards. The pupils' enthusiasm and good attitudes towards school have beneficial effects on their learning. The previous report indicated a need to improve the progress made by the higher attaining pupils in writing by setting assessment criteria at the end of units of study. This is now in place and enables staff to ensure that the next stage of work effectively meets the needs of these pupils. Consequently, the higher attaining pupils receive good challenge and reach the higher levels, when matched against the National Curriculum. There was no indication during the inspection of boys outperforming girls.
77. Standards in speaking and listening are at least in line with those found in most schools at the end of each key stage. By the age of seven, some pupils still have difficulty in following instructions, answering questions accurately and in articulating their own ideas but a good proportion are able to achieve these tasks. Almost all of the pupils apply themselves well when listening in small and large groups in class and in assembly. They particularly enjoy stories. Their responses often reveal a good level of understanding and they are able to retell the end of a story in their own words. The higher-attaining pupils make up their own endings and develop ideas sequentially. By the end of Key Stage 2, almost all pupils take part enthusiastically in group discussion. They are able to identify social and moral issues in stories and the dilemmas faced by the characters when trying to deal with them. During a school assembly, a representative group of pupils was able to say what they hoped the school inspectors would discover about their school. They presented their thoughts clearly and were able to speak with confidence to gain and maintain the interest of the other pupils and adults present. They listened carefully to questions asked by the

head-teacher and responded appropriately, speaking clearly and audibly and using a good level of vocabulary.

78. By the end of Key Stage 1, most pupils have a good understanding of letters and their sounds. They use this well, together with pictures and story clues, to decode new words. They follow the punctuation and read with expression. The more able pupils are confident and fluent readers. They talk lucidly about books they read. They recall the main points of stories. Pupils who learn more slowly, lack confidence and are not as independent in their reading. Attainment overall in reading is inline with the national average at the end of the key stage, with a satisfactory proportion achieving at a higher level. By the age of eleven, all pupils are familiar with a range of literature, from Shakespeare to Roald Dahl, and reading is at least in line with national averages with a good number achieving above the national average. Pupils respond well to the atmosphere in stories and poems and enjoy studying set texts such as the poem 'Anger'. The higher-attaining pupils compare contrasting styles and identify aspects of the writing; for instance, the use of short sentences to create a particular effect. Some pupils have difficulty in understanding meaning beyond the literal and in making deductions or inference from the text. The majority are competent in finding information in reference books, although the higher order skills of skimming and scanning are not as well developed
79. Standards of writing are good at the end of Key Stage 1. The work of many pupils in this age group shows imagination and good use of suitable vocabulary fully extends their ideas. For example, one pupil used extended vocabulary well when writing a story, by using the expression "gorgeous eyes". Pupils write in many styles and organise and explain information; for example, sending party invitations. The higher attaining pupils extend their writing, conveying meaning in narrative and non-narrative form. They develop ideas sequentially in sentences. Lower attaining pupils attempt spellings independently using the sounds that they know. Most can spell simple three-letter words correctly. By the end of Key Stage 2, all pupils write reasonably for particular purposes such as letter writing, persuasive arguments, reporting and composing biography. When writing a story, the most able pupils develop and sustain their ideas to reach a conclusion and hold the reader's interest well. They choose words sensitively and use similes for effect. For example, one pupil wrote "I looked up at the clouds, they were as grey as my sister's jumper". Handwriting in both key stages is well developed. By the end of Key Stage 1, the majority of pupils already writes in neatly joined script although a significant minority has difficulty controlling the size and spacing of letters. By the end of Key Stage 2, all pupils write clearly and legibly in fluent joined script.
80. There is a wide range of ability throughout both key stages. Pupils make good progress. Learning is good in the vast majority of lessons. The structure of the literacy hour plays a large part in achieving this success. The pupils with special educational needs are well supported and their achievement when matched to the targets in their individual education programmes is good. Good quality support provided through the additional language support programme and 'booster' sessions, enables particular groups of pupils to make good progress.
81. The quality of teaching is good overall, in each of the key stages. In 17 out of the 22 lessons observed, teaching was good or better, with six being very good and one excellent. The good teaching was distributed fairly evenly between the key stages. All teachers have secure understanding of the subject and are becoming confident in the implementation of the National Literacy Strategy. Most elements of the literacy hour are taught successfully but, in a few lessons, there are deficiencies in the way independent group work is organised. Too much time is wasted in carrying out unchallenging activities which do not advance progress. Mostly, learning objectives are clearly focused on exactly what the pupils are to learn, and are shared with the pupils, so that they know what is expected of them. All teachers establish good relationships with the pupils and use praise effectively to encourage the pupils to try hard. Management skills are good and little time is wasted on keeping pupils on task. Teachers organise plenary sessions efficiently. They plan lessons very well. Assessment is used consistently in both key stages to

plan appropriate work for pupils of all abilities in the class. This is a significant factor in the good rate of learning taking place in most lessons.

82. Interesting opportunities are provided across the curriculum for pupils to develop their literacy skills. In some instances, these extend to some of the work being completed as homework. Good examples of this happening are in Year 6, when pupils complete project work on subjects that interest them. Time is made available at school for research with the bulk of the work completed at home. There are good examples of the use of information and communication technology across both key stages. An interesting example of this is when a Year 6 pupil, writing poetry using a computer, described ivy 'like a frog's webbed feet'. There are very good links with the nearby secondary school. The literacy co-ordinator from the secondary school occasionally works alongside the deputy-head, in a team teaching situation. This happened during the inspection and a very good lesson was observed, where the pupils developed their understanding of abstract nouns through the study of the poem 'Anger'.
83. The subject co-ordinator and the deputy headteacher monitor teaching. They also monitor pupils' learning through teachers' plans and samples of pupils' work. The impact of monitoring extended writing in this way is beginning to lead to improvements across the school. Careful analysis of test results helps teachers plan accurately to meet all pupils' needs. It also helps provide a clear picture of the school's performance over time. There is little evidence of drama being used to enhance the pupils' progress across the subject. The position and the size of the library are not conducive to the development of independent learning skills. Whilst the school has made a good effort to provide attractive books to support teachers in the literacy hour, there is a shortage of good non-fiction books. However, there is a good supply of dictionaries and thesauri and these are used well by the pupils. Teachers work hard to provide an attractive learning environment. Good quality displays of literacy skills, in corridors and classrooms, enhance learning.

## **MATHEMATICS**

84. At the end of Key Stage 1, in the national tests for seven year olds, attainment is well above the national average. A higher percentage than average of pupils reach Level 2, the expected level for the age group. The percentage who reaches the higher Level 3 is well above average. When compared with similar schools, this attainment is above average and the trend over the past four years is broadly in line with the national trend. There is no significant difference in the performance of boys and girls.
85. Attainment in mathematics at the end of Key Stage 2 is below the national average and it is also below when compared with the results of schools with similar socio-economic factors. However, the percentage of pupils who reach the higher Level 5, matched against National Curriculum, is close to average. The trend over the last four years is broadly in line with the national trend. The performance of boys over this time has been above the national average, whilst the performance of girls has been below.
86. Inspection evidence finds that, at the end of Key Stage 1, attainment is above national expectations. Pupils calculate  $\frac{1}{2}$ s and  $\frac{1}{4}$ s of numbers. They measure and draw accurately to  $\frac{1}{2}$  cm. They use number relationships to ten in addition problems with two digit numbers. Shapes such as triangle, rectangle, pentagon and octagon are named and right angles are recognised in two-dimensional shapes. All parts of the programme of study are represented and pupils use control technology to develop directional language. For example, they program a 'roamer' to travel a particular route. Extension work into Level 3 of the National Curriculum is evident, as pupils explore the frequency of alphabet letters in their names. Pupils record their information, represent it in a block graph and then interpret their findings with statements about the letters that are most frequent.

87. Lesson observations in Year 2 found pupils using clocks to calculate time problems, such as five minutes earlier or later than a given time. They used the minutes value for  $\frac{1}{2}$  and  $\frac{1}{4}$  hour in their calculations and readily explained their thinking and methods of calculation. In another lesson pupils were accurate in the use of place value to add numbers such as 8 to numbers such as 73. They recognised the correct calculation in a problem with words and were able to construct their own real life problems to match given calculations.
88. At the end of Key Stage 2, inspection evidence indicates that attainment is broadly in line with national expectations. Pupils work at a high level in topics such as circle measurement. They calculate the area and volume of irregular shapes. Most pupils accurately use the processes for long multiplication and long division. Work on fractions and decimals is at an appropriate level of difficulty and a wide range of number work is evident. However, there is little evidence of pupils using and applying their skills in problem solving situations. The work is focused on the procedures of calculation rather than the understanding of relationships and the wider applications of knowledge in shape; space and measure are not explored.
89. In Year 6, higher attaining pupils halve odd numbers and decimal numbers and produce answers to two places of decimals. They work through a series of lessons on data handling and calculate and discuss the relative merits of values such as mean, mode and median. Attainment is good in relation to the calculations but understanding of the use of the information calculated is weak. In another lesson, lower attaining pupils were insecure in multiplying and dividing two digit numbers by single digit numbers. They could separate the numbers into tens and units for calculation but had insufficient understanding of the relative values of figures, to make the process work accurately.
90. The vast majority of pupils has good attitudes to mathematics. Their behaviour is very good in lessons and relationships are very good. Pupils in almost all classes enjoy their work. At Key Stage 1, attitudes and behaviour are good and sometimes very good. Year 1 pupils join in discussions and enthuse when describing and identifying shapes. For example, pupils were most enthusiastic when learning about the use of colour and the patterns that shapes can make. Year 2 pupils' learning is good. They co-operate very well in designing problems using addition and subtraction. They make good use of number squares and investigate the use of place value, as an aid to speed of thought, in calculation and explanation of methods.
91. At Key Stage 2, attitudes and behaviour are also good. Some is very good but in some lessons the behaviour of a few pupils is unsatisfactory and this effects their learning. Year 4 pupils show very good attitudes. For example, when they are fully involved in work on pairing numbers to make a hundred. Pupils learn very well and they offer strong and confident answers. They illustrate their understanding of number relationships by offering alternative ways of stating their answer. Year 6 pupils have good attitudes and learn well. They use knowledge from previous lessons and ask thoughtful questions about work, for example, on the median value of a group of numbers.
92. Very occasionally, a small number of pupils behave unsatisfactorily and this restricts their learning. Pupils with special educational needs make satisfactory progress and an outstandingly talented pupil studies with pupils in a higher year group.
93. The overall quality of teaching is good at both key stages. Some very good and excellent lessons were seen during the inspection. There was no unsatisfactory teaching. In an excellent lesson seen in Year 1. The teacher showed very good knowledge and understanding of the numeracy strategy. She made good use of assessment during the lesson and varied the pace of teaching in a way that kept all pupils motivated and ensured their enthusiastic contributions to discussion. The teacher planned the lesson very well, including contributions from the support staff. She drew on previous assessment of the pupils' abilities to vary the challenge of the work and met the different learning needs of all pupils very well.



94. In a very good lesson in Year 4, the good relationships and the bright, confident manner of the teacher, ensured a good pace to the lesson. This kept pupils interested and fully involved in their work. They listened closely to instructions about angles as an amount of turn and physically demonstrated their understanding by standing and turning. This gave good assessment information to the teacher on the pupils' understanding and pupils successfully achieved the lesson's learning objectives. Other very good teaching in Year 6 called on pupils' previous knowledge in developing new ideas and held the attention of the pupils by involving them in a practical demonstration of the median value of a group.
95. However, in less successful lessons, teachers do not always explain clearly what is to be learned. For example, there was confusion in the objectives in teaching the notion of perimeter measurement. Other less successful teaching offered pupils a failsafe experience in problem solving that offered little challenge. It required pupils to identify addition in a one step problem that included the word 'total'. This results in missed learning opportunities and pupils adopting a passive role in the lesson. There is a general lack of time limits in some lessons, with the result that pupils work without a sense of urgency and interest wanes.
96. Since the last inspection, the school has made improvements in the development of extension work to further the understanding of pupils. Standards of higher attaining pupils are now close to national averages. Both teachers and pupils are enthusiastic about the Numeracy Framework and the structure is clear in all lessons. There has been considerable in-service training for the teachers and the newly appointed co-ordinator has made opportunities to observe other teachers in their teaching. He is enthusiastic and keen to raise standards of attainment in mathematics. Links with other curriculum areas are used to apply numeracy knowledge in other situations in subjects such as history, science, physical education, geography and religious education. The curriculum fully meets statutory requirements in teaching all aspects of the national Curriculum. However, there is a lack of balance, in that there is insufficient opportunity made for pupils to apply and use their learning in new situations. There are too few challenges for pupils of all abilities to deepen their understanding of mathematical relationships.
97. The numeracy governor supports the school well. He has attended training, observed lessons and encourages the school to track pupils' attainment so that information is available to plan challenges for all needs. The school sets targets for improvement in standards in conjunction with the local authority and draws on expertise from partner institutions. However, the aims of the school say little about individual achievement and the original commercial scheme is still used as a resource. Teacher planning often fails to identify clear learning objectives and so assessment opportunities in planning become focused on the completion of a task rather than successful learning.

## **SCIENCE**

98. At the end of both key stages, attainment is in line with national expectations. Pupils, including those with special educational needs and those who speak English as an additional language, make sound progress.
99. At the time of the last inspection, attainment was above national expectations at the end of Key Stage 1 and broadly average at Key Stage 2. Since then, teacher assessment results for Key Stage 1 have shown percentages of pupils attaining Level 2, the expected level for the age group, to be very high in comparison with national figures. However, the percentage of pupils attaining the higher Level 3, is below average. At Key Stage 2, the trend in national tests is slightly below, the national average. In comparison with similar schools, attainment is below the average for pupils attaining Level 4, the expected level for the age group, and close to the average for pupils attaining the higher Level 5.

100. Despite these fluctuations, over time attainment is broadly in line with expectations at both key stages. Inspection findings confirm this picture. The school is therefore maintaining satisfactory standards overall.
101. By the time they are seven, pupils, with appropriate support, know how to carry out investigations, make observations and record what they have seen. They understand the life cycles of different living things, identify properties of different common materials, and understand how simple electrical circuits work. In a Year 2 lesson on the topic of Living and Growing, pupils study the life cycle of the frog. They know that different animals have different life-cycles and they understand the different stages in the frog's life. They use appropriate language to discuss their ideas.
102. By the age of eleven, pupils understand how the different materials used in the school building are appropriate for their purposes. They carry out a practical investigation to find out about them. They also understand how variation and classification of different living things helps scientists to identify them. They look at different leaves, identifying variations in form and classifying them accordingly. In looking at these areas, pupils show understanding of how to carry out an investigation. They make sensible predictions and later compare their findings. They understand the need to control variables and how to keep tests fair.
103. The vast majority of pupils enjoy their work, particularly when it involves practical investigations. Pupils of all abilities share and co-operate well. They listen to and respect the opinions of others. They find interest and stimulation in devising and carrying out investigations. However, they are often prevented from fully exploring the learning opportunities for themselves by too much teacher intervention in activities. When talking about their work, pupils are generally able to use correct scientific vocabulary. This makes a valuable contribution to their literacy skills.
104. The quality of teaching is good. All teachers teach the subject well. Teaching is consistently good at Key Stage 1. It is good overall at Key Stage 2 and is particularly strong towards the end of the key stage. Teachers generally make clear links to other subjects, such as geography. This helps pupils to see plainly the relevance of science in other subjects. Where teaching is good, teachers plan well. They provide interesting activities which stimulates pupils' interest and enthusiasm. For example, in a Year 5 lesson on soil permeability, the teacher's high expectations resulted in good learning taking place. Teachers manage pupils very well and consequently behaviour is usually good. There is a very good working atmosphere, as pupils carry out their investigations. When all these positive factors come together, teaching is very good and pupils learn very well.
105. Teachers generally are gaining confidence in presenting practical investigative work to pupils. The school has identified the need to continue this work, so that all teachers are confident with practical lessons and give greater opportunities for pupils to explore for themselves and take more responsibility for their own learning.
106. The subject is efficiently co-ordinated. The school has sufficient resources for most of the curriculum. These are of reasonable quality and meet the needs of the subject. However, for some aspects, there is not enough equipment to run practical activities in parallel classes at the same time. The school has spacious grounds which provide a good resource for teaching of environmental science. Good use is made of them.

## **ART**

107. The school has maintained the standards reported at the last inspection. They are good at both key stages. The quality of pupils' learning is effective. At Key Stage 1, pupils develop their skills well and gain an understanding and enjoyment of art. They begin to appreciate different

artists' techniques and try them out to produce different textures in their paintings. Pupils make good use of colour and different media to produce the effect that they want. For example, when painting sunflowers in the style of Van Gogh.

108. At Key Stage 2, pupils build very effectively on what they have learned in Key Stage 1. They evaluate the work of famous artists and use their techniques to produce interesting paintings for themselves. For example, they produce striking portraits using the style of Arcimboldo. Pupils practise their sketching techniques, and develop their use of perspective well.
109. All pupils are given the opportunity to work in many different media, including pencils, paint, crayon, fabrics, clay and other malleable materials. The results of this work can be seen around the school, where it is attractively displayed, of a good standard and greatly enhances learning.
110. The quality of teaching is good. In the best lessons, teachers gauge the pace well, plan efficiently and organise the classroom resourcefully. Teachers use appropriate technical language and this helps pupils to understand their work and make good progress. Where teaching is very good, teachers generate a good working atmosphere where all pupils become engrossed in their work. For example, in one lesson, pupils sketching from photographs and using grids to help improve their use of perspective, became totally absorbed in their work with consequent good results. This leads to a very good standard of work being achieved. Additional classroom support is well briefed and well deployed during lessons.
111. Extra curricular activities enhance the curriculum opportunities very well. For example, a retired governor leads a dinner time club and gives great support and guidance to pupils in the techniques of figure drawing. Pupils learn to concentrate on detail, shade and tone and results are very good. The school has a wide range of good quality materials and resources. These are used to good effect.

## **DESIGN AND TECHNOLOGY**

112. Since the last inspection, the school has built on the strengths in the subject efficiently. Standards are good at Key Stage 1 and satisfactory at Key Stage 2. Careful planning ensures all designing skills and techniques of the subject are taught during the year. A wide range of resources are available, though many are well used, worn and in need of replacement.
113. Key Stage 1 pupils design models and mobiles. They investigate methods of attaching various materials and shapes together. They evaluate their designs and make improvements in light of their assessments. Projects covered include designing a model of the 'Iron Man' and making a butterfly life cycle mobile.
114. At Key Stage 2, pupils work with a range of materials and components including stiff, flexible and malleable materials, textiles, and food. They use simple mechanisms and electrical components including switches. Teachers encourage pupils to develop strategies for producing designs. They expect pupils to appraise their work and improve it. Teachers link work to other subjects. For example, in one lesson pupils used their knowledge of mathematical nets to produce an Aztec temple and decorate it using patterns from their art work. Pupils use a wide range of tools effectively for measuring, marking out, cutting and shaping.
115. The quality of teaching is good. Some very good lessons were seen during the inspection. Teachers question pupils very effectively to assess their knowledge and to make them think about how they can improve their work. Relationships are good and teachers make lessons enjoyable. The best lessons have good pace and teachers set clear targets for the pupils to achieve. This increases the rate of learning very effectively.

## **GEOGRAPHY**

116. Standards at Key Stage 1 have improved since the last inspection and have been maintained at Key Stage 2. The quality of learning at both key stages is good and pupils achieve good standards. Pupils make good progress both in lessons and over the time that they attend the school.

117. Geography is taught as a separate subject with very good links made to other subjects, such as numeracy and science. For example, in a lesson about the climates of the north and south poles, pupils recognised that they could present differences in temperatures as a graph, and explained that we 'didn't fall off the earth's sphere because of gravity'. Many lessons have a high practical content, which fires pupils' enthusiasm and accelerates their learning. For example, in one lesson, groups of pupils followed plans of the school to negotiate the building. They investigated what different parts of the school are used for. They worked well at this task and enjoyed learning a lot about their school.

118. At Key Stage 1, pupils develop their knowledge and understanding of maps well. They use them effectively to plan routes. They make their own maps using symbols to represent houses, phone boxes and other features. They transfer these skills to more difficult activities and plot actual routes on more complex local road maps. Teachers plan work very carefully and match tasks efficiently to pupils' needs. They assess pupils' work informally. However, occasionally the assessment is related to the completion of the task, rather than to what the pupils have learned, and does not give teachers useful information on attainment and progress.

119. Key Stage 2 pupils build on the work they have done earlier in the school and use the skills acquired to develop their knowledge further. They make good progress, extending their learning efficiently. For example, they use their knowledge about different types of weather to learn about the climates in different parts of the world. They use their mapping skills to develop the notion of scale and orientation. Teachers set good challenges for pupils and require them to use information from other subjects to solve geographic problems. For example, Year 6 pupils use Ordnance Survey maps to study different types of settlements. They discuss why settlements in certain places have grown to the shape and size they have and use knowledge of early settlement patterns from history lessons to establish well-reasoned arguments for their decisions. Sometimes there is confusion between the activity planned and what is to be learned in the lesson. When this happens, pupils and teachers focus on the outcome of the task, rather than on extending the skills involved.

120. The quality of teaching is good. Teachers have good subject knowledge and use resources well. They work hard to maintain standards and pupils respond well. The opportunities teachers give pupils to work practically and discuss their findings positively, influences the quality of learning.

## **HISTORY**

121. Standards at Key Stage 1 have improved since the last inspection and at Key Stage 2 they have been maintained. The quality of learning at both key stages is good and pupils achieve good standards.

122. The subject is taught separately but teachers link it very efficiently to other subjects. For example, in a lesson about the Aztec way of life, the teacher made excellent references to geography, using maps of South America, and to religious education by asking pupils to consider what they had learned about buildings used for worship. The school covers all aspects of the National Curriculum well. Teachers use practical activities very effectively, whenever possible, to bring the subject alive. Consequently, pupils enjoy their lessons and make good progress through both key stages.

123. Key Stage 1 pupils learn to differentiate between ‘now and then’ through topics about families and toys through the ages. At Key Stage 2, pupils begin to use primary and secondary sources of evidence to build up pictures of the past. For example, in a topic about the Ancient Greeks, Year 5 described how they had used an original Greek coin as a primary source of evidence, to learn about money of the time. They explained clearly the difference between this and using secondary evidence such as CD-ROMs and reproduced artefacts to learn about the past. Year 6 pupils, work very well together to extend their knowledge and understanding of past events. For example, in a lesson studying the early settlement patterns of Coventry, pupils used well thought out arguments and in depth group discussion to establish reasons for the sitings of early villages. They built on each other’s ideas effectively and gave logical explanations for their decisions.
124. The quality of teaching is good. Some excellent teaching was seen during the inspection. In the best lessons, many factors come together to provide excellent learning opportunities and pupils make very good progress. For example, through exciting, open-ended practical activities, teachers challenge pupils to think for themselves and encourage them to use knowledge learned previously to solve the problem set. In one stunning lesson, the teacher built up such a stimulating atmosphere of excitement the pupils were totally immersed in their learning throughout the session and were sorry when it was time to stop. The quality of learning in this lesson was very good and pupils’ knowledge and understanding moved forward rapidly. In less successful lessons the challenge is not so intense and pupils do not learn as quickly. Sometimes the completion of the activity becomes more important than the intended learning. When this happens the pupils focus more on the activity to be done than what it is intended that they should learn.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

125. Standards at both key stages are satisfactory. Pupils, including those with special educational needs and those who speak English as an additional language, make satisfactory progress.
126. Teachers teach the basic skills of information and communication technology in a systematic way and, at the end of Key Stage 1, pupils carry out simple operations for themselves. Teachers plan good opportunities for pupils to use information and communication technology as a tool in other subjects. For instance, Year 1 pupils use word-processors to help them in their topic work about ‘Ourselves’.
127. In Key Stage 2, teachers provide a wide range of experiences of information and communication technology linked effectively to subjects across the curriculum. For example, Year 6 pupils carry out simple mathematical operations using a spreadsheet. They use this to carry out calculations with appropriate formulae. This develops pupils’ information and communication technology skills well and also enables them to use basic numeracy skills very effectively.
128. Pupils have positive attitudes towards their work. For example, in a Year 4 lesson, pupils worked on decision trees involving the characteristics of different fruits. They gradually became more involved and interested as the lesson continued. By the end of the teacher’s introduction, they were eager to get started on their activities and constructed, very well, their own decision trees about fruits.
129. The quality of teaching is satisfactory overall. Some good and very good lessons were seen during the inspection. In the best lessons, teachers plan their work very well and make very good links with other subjects. This makes activities relevant across the curriculum and learning is good. Teachers are well aware of the breadth of the curriculum for information and communication technology and do not restrict themselves simply to using computers. In a Year 4

numeracy lesson, for example, pupils used a programmable robot to work out angles and directions. In a Year 5 lesson, pupils sorted data manually to gain greater understanding of how the computer works.

130. The school has identified areas where some teachers lack confidence and expertise. This is being addressed through a programme of in-service training. The introduction of the new information and communication technology suite will necessitate further in-service training, for all staff to make best use of new equipment and facilities. The school is currently taking an important step in the installation of this new suite. It has been a carefully considered initiative and its implications in terms of staff training, timetabling, and curriculum organisation have been well thought through.
131. The subject is effectively co-ordinated by two co-ordinators, who work together well. They show a good shared understanding of the needs of the school. They have made realistic assessments of the way forward and of the needs of all staff. Resources are at a transitional stage. While the school currently has sufficient computers and other hardware, as well as a good range of software, much of this is old and is not always reliable. The new resources, associated with the suite, remedy these deficiencies to a large extent but are not yet fully available. Overall the school's resources for IT are good. The subject is presently going through a period of rapid change. The school has succeeded in managing this change well. Once the new facilities are in place, the school is well placed to improve rapidly.

## MUSIC

132. The school has endeavoured to maintain the standards reported in the last inspection. The quality of learning for all pupils, including those with special educational needs and those who speak English as a second language, is good. Pupils at both key stages achieve satisfactory standards and, in some instances, good standards for their age. Extra curricular musical activities enhance provision and add to pupils' enjoyment of music. These activities, such as guitar lessons, are well supported by pupils and much appreciated by parents. Music is valued in school and makes a good contribution to pupils' personal development. Pupils perform in assemblies and those learning instruments outside of school time are encouraged to share their achievements by performing in school.
133. Pupils sing tunefully and with good diction. They sing in parts effectively; for example in songs such as 'Give me Joy in my Heart'. The school promotes a broad and balanced curriculum, which covers the listening and appraising and performing elements of the subject well and enables pupils to reach required standards. All pupils listen to a variety of music and begin to form their own likes and dislikes. They evaluate music carefully and discuss what they hear sensibly and with feeling.
134. At Key Stage 1, pupils respond enthusiastically to their lessons and sing a range of songs well. They develop an understanding of the dynamics of music and learn to keep tempo and pitch accurately. They use percussion instruments, such as cabasa and cymbals, to accompany their singing. Key Stage 2 pupils, learn about musical influences; for example how Arabic music influences other styles. They develop a good knowledge of music and films and list a wide selection of songs from musicals. They sing a good selection of songs from these musicals, such as 'Grease' and 'South Pacific', with enthusiasm and gusto. They discuss their work well, with good understanding and using a good level of subject-specific vocabulary. For instance, Year 6 pupils debate lyrics and talk about musical films, in terms of being 'digitally enhanced to attract higher ratings'.
135. Most pupils enjoy their lessons and concentrate hard. They are keen to follow instructions and are pleased with their own and others' success. They mostly behave very well and

relationships between pupils and adults are very good. Pupils share equipment carefully and sensibly and take turns amicably.

136. The quality of teaching is good overall. Teachers plan and organise lessons well. They provide stimulating and challenging tasks to extend pupils' knowledge and understanding. They make good use of recorded tapes to enhance pupils' learning. In the best lessons teachers work through the planned activities at a good pace, keeping the pupils interested and motivated.

## **PHYSICAL EDUCATION**

137. Standards are good at both key stages. Since the last inspection the school has at least maintained the quality of provision. Physical education is a strength of the school and learning opportunities are good. There is an extensive range of extra curricular activities that take place in lunch hours and after school. Activities include basketball, netball, short tennis, football, cross-country, athletics and gymnastics. Qualified coaches are used both for extra curricular activities and in lessons at Key Stage 2. The good links with the local partner school provides use of a swimming pool. The co-ordinator supports all aspects of physical education very effectively and has produced a detailed scheme of work, matched to the needs of the school, and which give good guidance to teachers. However, there is little recognition of the potential for teaching techniques in safe handling of large objects during physical education lessons. Teachers arrange apparatus and equipment for most lessons in advance and there are very few opportunities for pupils to learn good practice in the movement of large objects.

138. At Key Stage 1, pupils in Year 2 throw and catch a ball with confidence and develop effectively their skills, by bouncing the ball in pairs. Pupils co-operate well in this activity and ensure that the ball is kept under control. They build on this skill and learn to control the ball well when travelling. They work well in pairs and improve their level of control efficiently. In another lesson, Year 2 pupils investigate a sequence of movements using a bridge and a variety of pathways. They develop full extension of their bodies, as they make unusual shapes to create space beneath. Co-operation between pairs, and evaluation of the work of others, improves style and the variety of ideas.

139. Key Stage 2 pupils build well on the good skill developed in Key Stage 1. Year 6 produce imaginative and complex balance on two and three points and link these actions with a variety of rolls, that use frequent changes of style and direction. They work well in pairs, co-operating and supporting one another where necessary, as they develop improvements in style and efficiency of execution. As their ideas develop, pupils investigate a wide range of sequences that include a cycle of 'teddy bear' rolls to give a good visual effect. Others extend their area of performance to develop 'paired rolls', in the style of 'tumbling acrobats'. All pupils work with purpose to modify and refine their sequences.

140. Pupils enjoy their physical education lessons. They have very good attitudes and behaviour and they work well together at both key stages. As a result learning is good throughout the school. Some lessons produced excellent response during the week of the inspection. Year 1 pupils make sensitive links with music and respond with appropriate movement to reflect the mental images that are brought to mind. As a result, they make very good use of their body to produce imaginative and graceful shapes. Excellent learning takes place. The pupils are totally absorbed and concentrate intently, as they use vigorous movement in warm-up or sensitive, beautiful and graceful movement at the end of the lesson. Pupils in Year 6, knowledgeably assess and evaluate the work of others in order to develop more complex sequences of movement. They work with purpose and refine their movements, whilst experimenting and investigating possibilities of synchronised teamwork. However, the learning of some pupils was unsatisfactory. They willingly followed instructions in activities that were lacking in challenge. The low height of the apparatus used and the repetitive sequence of activities gave few opportunities for imaginative transfer of weight or change of direction, speed or level of movement.

141. The overall quality of teaching is good. Some excellent and some good teaching were seen at Key Stage 1 and no lessons were seen that were less than satisfactory. At Key Stage 2 both very good and unsatisfactory teaching were observed. The excellent teaching of Year 1 pupils moved the lesson along with timely changes of activity keeping the pupils interested and involved in the lesson. The teacher gave clear explanations and pupils were challenged appropriately. She used music well, to stimulate the pupils' imagination and create sensitive images for the pupils to express in their movement. In a very good lesson in Year 6, the teacher used timing well and good knowledge of gymnastics to encourage pupils to explore possibilities and to demonstrate skills with confidence. Pupils discussed their performance and encouraged other pupils to attempt new ideas. This helped to improve the quality of movement. In a good lesson in Year 2, the teacher presented a clear challenge in a well structured session. This developed existing skills effectively. However, in some lessons there is too much concern about pupils' safety which inhibits learning. Many good practices of teaching physical education are followed but offer little challenge in the activities. For example, the technique of praising the good points of pupils' work by demonstration were not used adequately. As a result, pupils gained little from the repetition of simple tasks.

## **RELIGIOUS EDUCATION**

142. Attainment at both key stages is good and above the expectations of the locally agreed syllabus. Since the last inspection, the school has built on the strengths noted then and developed a consistency of provision across all years, in both key stages. The school now has good resources of very good quality, which fully support the curriculum throughout the school. This is a clear improvement since the last report.

143. Pupils know simple Bible stories and, where a moral is evident, apply it to their own lives. For example, they knew the parable of the Good Samaritan and relate it to their own lives. At Key Stage 1, pupils are encouraged to think about religious values, such as caring. They think about who cares for them and for whom they care. Teachers encourage them to express these emotions through role play. At Key Stage 2, pupils make good use of a Buddhist Mandala as a focal point for displaying their own special artefacts. Pupils explore different religions and study their stories, festivals and the impact that belief has on its followers. They develop good understanding of other religious customs through their own free writing and learn to respect and appreciate other points of view. However, where these opportunities are missed and pupils copy work from books or the board, their knowledge and understanding is not reinforced nor extended.

144. The central theme for the school during the inspection was "determination". This theme permeated most aspects of school life during the week. It was particularly evident during whole school and class assemblies and set a good tone for any subsequent religious education lessons.

145. The quality of teaching is good in both key stages. Teachers have good subject knowledge and understand well, and respect, people who hold differing religious beliefs. This acts as a good role model for pupils and they learn to respect viewpoints and artefacts of different faiths. Pupils' respond well and teachers record their response to different themes and topics to use in future planning.

146. The school has many strong links with both charitable and religious agencies. Visiting speakers come into school on a weekly basis. Pupils become involved in many charitable events; for example, "Pennies for pencils" and a Global Care project to help re-establish schools in Kosovo. All pupils are very aware of such issues throughout the world.

147. The well-qualified co-ordinator has a very clear vision for the future of the subject. She monitors planning and teaching regularly, to ensure the syllabus is covered properly and that standards are maintained or raised.



