

INSPECTION REPORT

KERESLEY GRANGE PRIMARY SCHOOL

Keresley, Coventry

LEA area: Coventry

Unique reference number: 103646

Headteacher: Mr C. Thorpe

Reporting inspector: Mr G. R. Logan
11810

Dates of inspection: 3rd – 6th April 2000

Inspection number: 189441

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

© Crown copyright 2000

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 4 to 11

Gender of pupils: Mixed

School address: Waste Lane
Keresley
Coventry

Postcode: CV6 2EH

Telephone number: 02476 332131

Fax number: 02476 336426

Appropriate authority: The Governing Body

Name of chair of governors: Mrs L. Axcell

Date of previous inspection: 30th September – 4th October 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr G. R. Logan	Registered inspector	Information technology; Music; Areas of learning for children in the foundation stage	Characteristics; the school's results; teaching; what the school should do to improve.
Mrs R. Last	Lay inspector		Pupils' attitudes, values and personal development; how well the school cares for its pupils; partnership with parents.
Mr R. Bristow	Team inspector	Mathematics; design and technology; special educational needs	Curricular opportunities
Mrs T. Cotton	Team inspector	English; English as an additional language; art; equal opportunities	
Mr A. Blank	Team inspector	Science; physical education	Leadership and management
Mrs B. Thomas	Team inspector	Geography; history; religious education	

The inspection contractor was:

ARDEN INSPECTIONS,
University of Warwick Science Park,
Unit 2, Barclays Venture Centre,
Sir William Lyons Road,
Coventry CV4 7EZ

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Registrar
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	11
The school's results and achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	15
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	17
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	20
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	21
HOW WELL IS THE SCHOOL LED AND MANAGED?	22
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	24
PART C: SCHOOL DATA AND INDICATORS	25
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	30

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This is a community primary school, larger than average in size, for boys and girls from 4 to 11 years old. It has 308 full-time pupils, 158 boys and 150 girls. Pupils' attainment on entry is average. Fifty-four pupils have special educational needs and one of these has a statement. This is below the national average. There are very few pupils from minority ethnic backgrounds. There are 12 pupils with English as an additional language. The proportion of pupils eligible for free school meals is low when compared to the national average.

HOW GOOD THE SCHOOL IS

Keresley Grange provides very effectively for its pupils. Standards have risen steadily for several years. There are current strengths in science, religious education and design and technology and in the provision for the under fives. However, in information technology and in aspects of writing, standards are not as good as they should be. Pupils have good attitudes to learning and are enthusiastic about their work. Much of the teaching is good or better and has improved significantly since the last inspection. However, isolated areas of weaker teaching remain. The curriculum is very good and meets the needs of the pupils very effectively. Cross-curricular and extra-curricular aspects are a particular strength. Links with the main secondary school are exceptional in quality, supporting a smooth transition for pupils, both academically and socially, as they move from primary to secondary education. The provision for pupils with special educational needs is good and they make good progress. The school cares for its pupils very well and keeps parents and carers well informed about their child's progress. The school has made very good progress in responding to the issues raised in the last inspection. The management of the school by the headteacher and senior staff is very good and governors have a good level of involvement. The school provides good value for money.

What the school does well

- The school has very good leadership and management.
- Standards have improved at Key Stage 2 since the last inspection.
- Teaching is good and this leads to good progress.
- The provision for children under five is a strength and gives them a firm foundation for later learning.
- Pupils achieve particularly high standards in science and religious education.
- Pupils make very good progress in design and technology and in religious education.
- The curriculum is very good, as is the extra-curricular provision.
- The school provides a high standard of care for its pupils and motivates them successfully.
- The school identifies and responds to the needs of individuals and groups, especially those with special educational needs and English as an additional language, and as a result these pupils make good progress.

What could be improved

- Standards in information technology.
- Standards in writing and the presentation of work.

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

This is a school with significant strengths which has made very good progress in dealing with the issues raised at the last inspection.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in October 1996. A number of areas for development were identified. These included the need to refine and develop assessment procedures, to develop the role of the senior management team and subject co-ordinators and to sustain the high quality of provision for moral development in the school. In all these areas the school has made very good progress, leading to some exemplary practice. Appropriate arrangements to secure the professional development of staff, including support staff, have been put in place and progress here has been good. Initiatives in relation to the quality of planning have made a significant contribution to the improvements in the quality of teaching which are now evident, and to the good progress made.

Overall, and in the context of rising standards, the school has made very good progress in dealing with the action points raised.

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	C	C	A	B	well above A average above B average Average C below average D well below E average
mathematics	D	D	A	B	
science	C	C	C	D	

This table indicates that in 1999 standards by the age of eleven were well above average in mathematics and English and around the average in science in relation to schools nationally. Standards in English and mathematics were above average and standards in science were below average in relation to those achieved in schools with similar intakes of pupils. Since 1996, results in mathematics have improved steadily at Key Stage 2, with high standards generally sustained at Key Stage 1. In science, high standards have been maintained at Key Stage 1 and there has been a steady improvement at Key Stage 2. Improving standards in English have exceeded the increases nationally in Key Stage 2. Too few pupils achieve the higher level 3 in writing at Key Stage 1.

Findings from the inspection judge that standards currently are average in English and mathematics at the end of both key stages. Standards in science are above average at the end of both key stages. Differences between test and inspection findings are due to an above average proportion of pupils with special educational needs in the current Year 6. Standards in religious education are above average at the end of Key Stage 1 and well above average at the end of Key Stage 2. Standards in information technology are below average all round. In the foundation subjects, standards at the end of the key stages are at

least satisfactory. In design and technology across the school, and in history and geography throughout Key Stage 2, standards are good.

Initiatives taken by the school in recent years have had a positive effect upon pupils' attainment. The school sets appropriate targets for pupils' attainment in mathematics and English by the end of Key Stage 2.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils show good attitudes to learning.
Behaviour, in and out of classrooms	Behaviour in lessons and around the school is good.
Personal development and relationships	Pupils show respect and tolerance towards one another. Relationships are good.
Attendance	Attendance is satisfactory. Pupils are punctual and are seldom absent from school.

In almost all classes, where lessons are stimulating, pupils have very positive attitudes. Behaviour around the school and in the playground is good and pupils relate well to each other. Relationships are good. The provision for pupils' personal development is good and pupils are involved in their learning and in setting personal targets. Independent learning skills are developed well. Pupils are being given increased responsibilities around the school. The opportunities for residential visits contribute significantly to pupils' personal development.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	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.

Teaching is good overall. It is satisfactory or better in 96 per cent of lessons. In 37 per cent it is good and in a further 16 per cent it is very good or excellent. Teaching is unsatisfactory in 4 per cent of lessons. Teaching is strongest for pupils in Years 5 and 6 and in the reception classes. There has been a considerable improvement in the quality of teaching since the last inspection. The literacy and numeracy initiatives have been implemented successfully. There are strengths in the teaching of English, mathematics, science, design and technology and religious education. Good planning enables teachers to provide for the needs of a wide range of pupils. The best teaching sustains a brisk pace and builds on pupils' enthusiasm. Questioning is used very effectively. Most staff manage their classrooms well and build secure relationships with pupils. There are minor inconsistencies in the quality of teaching across the school. This has an effect on the pace of pupils' learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and balanced and is enriched both by strong cross-curricular links and the extra-curricular programme. The literacy and numeracy initiatives have been successfully implemented.
Provision for pupils with special educational needs	Provision for pupils with special educational needs is good and they make good progress.
Provision for pupils with English as an additional language	The few pupils with English as an additional language are well integrated in the school. Provision is good and they make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for spiritual and cultural development is good and for moral and social development it is very good. This is reflected in the very good relationships which exist between pupils, and in the thoughtful responses which they often give.
How well the school cares for its pupils	The school gives high quality care to its pupils and monitors their personal and social development effectively. The school is attentive to matters of health and safety. There are good procedures for child protection. Targets are set to enable pupils to improve the standard of their work. While the school promotes good attendance, there have been weaknesses in the procedures for recording attendance and the following up of absences.

Parents feel that they receive good information from the school and there is a secure partnership between parents and the school. They value the very high quality links which exist between this school and the main secondary school as pupils are very well prepared when they transfer at the end of the primary phase.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership and management of the school by the headteacher is very good. He is supported well by the senior management team. The quality of subject co-ordination is very high in some areas.
How well the governors fulfil their responsibilities	Governors fulfil their responsibilities well. They are involved in monitoring the work of the school and have a clear view of its strengths and weaknesses. The school development plan has a central focus on the raising of standards.
The school's evaluation of its performance	The school monitors and evaluates its performance very effectively. This has contributed strongly to the improvement in the quality of teaching and to the raising of standards
The strategic use of resources	The school uses its resources well. However, too little use is made of information technology equipment and this is reflected in the below average standards achieved.

Financial control is good, with due regard to the principles of best value. The level of resourcing is satisfactory. The provision for staff development is good. The accommodation has a number of weaknesses which inhibit both teaching and learning. Some of the classrooms are cramped and awkwardly shaped, with difficulties in access. The school hall is too small to accommodate all the pupils and limits indoor physical education activities for the older pupils. There is no appropriately equipped designated play area for the under fives.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Very good links with the secondary school. • Good relationships within the school. • They are well informed about children's progress. • The quality and extent of the extra-curricular programme. 	<ul style="list-style-type: none"> • A few parents feel insufficiently informed about the curriculum.

The inspection team strongly supports parents' positive views of the school. The school plans to inform parents more regularly as to the work to be covered in each year.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. At the time of the last inspection, standards were good for the under fives. Standards in Key Stages 1 and 2 were average overall, with above average performance in design and technology across the school and some strengths in mathematics, science and history at Key Stage 2. There were weaknesses in writing across the school and no evidence upon which to form a judgement about standards in information technology. Pupils made satisfactory progress overall, but significantly better progress was made by the older pupils in Key Stage 2.
2. Since then, the school has made good progress in raising standards. Standards are now well above the national average in religious education and above average in science by the end of Key Stage 2. Standards in English and mathematics, after a very strong performance in the end of key stage tests at Key Stage 2 in 1999, are currently in line with the national average. This, however, reflects the potential of a cohort of Year 6 pupils with a high proportion of boys and an above average proportion of pupils with special educational needs. The implementation of the national initiatives in literacy and numeracy, the introduction of good supporting documentation in some subjects and a significant improvement in the consistency and quality of teaching have enabled the school to make considerable strides in raising standards.
3. In 1996, attainment in the end of key stage tests at Key Stage 1 was well above the national averages in all aspects of English and in mathematics and science. In the following two years attainment was sustained at levels above or well above the national average in all areas. There was some weakening in performance in 1999 when attainment in reading, writing and mathematics fell below that achieved in schools across the country. In relation to the standards achieved in similar schools, attainment in reading, writing and mathematics was well below average. In science, on the basis of teacher assessment, attainment was in line with the national average for pupils achieving the expected level 2¹ and above the average for the more challenging level 3. In writing, the proportion of pupils achieving level 3 was below the national average. However, overall judgements do not take account of the above average number of pupils with special educational needs in Year 2 in 1999. The variation in performance between 1998 and 1999, particularly in mathematics and reading, is not, in any case, statistically significant.
4. At Key Stage 2 standards in the end of key stage tests showed a steady improvement between 1996 and 1999. In all elements there has been improvement in standards from year to year and at a rate consistently higher than that achieved nationally. In 1999, standards in English and mathematics were well above the national average at both level 4 and the more challenging level 5. In science, the proportion of pupils achieving level 4 or above was well above average, with attainment slightly below the national average for those achieving level 5. Taking the school's context into account, standards in English and mathematics were above average, while in science they

¹ By the end of Key Stage 1, pupils are expected to achieve level 2 in all National Curriculum subjects. Those who achieve level 3 are therefore attaining above nationally expected levels. It is a national expectation that all pupils should reach level 4 by the end of the Key Stage 2. Pupils who reach level 5 are therefore attaining above the nationally expected level for their age.

were below average in relation to similar schools. There are no significant variations in attainment relating to ethnic background or pupils' gender.

5. Children enter the reception class with at least average levels of attainment for their age. They make good progress in all areas and for some children their attainment is above that expected. In language and literacy they acquire a broad range of skills. Standards in speaking are good. Some are beginning to read simple texts. Writing skills are above average and many can write their names independently. In mathematics, they acquire a good grounding in mathematical concepts and become familiar with numbers. Standards in knowledge and understanding of the world, physical and creative development are at least comparable to those attained by other five year olds and progress is good. By the age of five, almost all children are attaining standards at least similar to other five year olds in the areas of learning and are well placed to achieve the desirable learning outcomes². The provision for the under fives is a strength of the school.
6. Findings from the inspection indicate that at the end of Key Stage 1, pupils achieve the expected standard in the core subjects of English and mathematics and exceed it in science. However, standards are below average in information technology. At the end of Key Stage 2, standards are currently average in English and mathematics, above average in science, but below average in information technology. Standards in religious education are above the expectations of the locally agreed syllabus in Key Stage 1 and well above in Key Stage 2. Standards of attainment in literacy and numeracy are average in both key stages. Pupils use their basic skills of numeracy confidently as they work in some other subjects of the curriculum, particularly in science and design and technology. The opportunities for pupils to develop their literacy skills in English lessons and elsewhere in the curriculum have been inconsistent. This is an aspect of attainment to which the school has given attention with increasing evidence of success.
7. The progress made by pupils with special educational needs, including those with statements, is good, particularly when effective support is available. They achieve standards appropriate to their age and prior attainment. Teachers plan carefully to meet their needs and use a good variety of strategies to provide appropriate tasks for all pupils, taking account of their individual needs and prior attainment. Effective individual education plans set clear targets which are achievable and which are reviewed at least annually.
8. Pupils with English as an additional language are well supported and make good progress with their learning. The school is guided by outside agencies in their assessment of pupils' level of acquisition of English. At present there are no pupils at the early stages of competency in English. Pupils work well within the normal classroom routine and are provided with specific support for their needs if appropriate. They work in similar ability groups to other pupils, with some working in higher attaining groups.
9. In English, standards are above average for most pupils in speaking and listening. Pupils speak clearly and confidently. The older pupils in particular listen attentively and are confident in engaging in debates and extended conversations. Standards in reading are average at the end of both key stages. Pupils make satisfactory progress through the school. In Key Stage 1, they read accurately and with understanding,

² Desirable Learning Outcomes – these are 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.

using a range of reading skills. By Key Stage 2, they begin to read for deeper meaning and develop good skills in retrieving information. Standards in writing are average at the end of both key stages. At Key Stage 1 most pupils form their letters correctly. However, the quality of handwriting does not develop sufficiently as pupils move into Key Stage 2 and there are weaknesses in both handwriting and presentation of work across the school. In Years 3 and 4, the amount which pupils write and the pace of their work is below that expected, although these standards improve significantly by the end of the key stage. Good opportunities are created to use writing across the curriculum, particularly in history and science. At Key Stage 2, pupils undertake a range of writing tasks. Skills in phonics, grammar and punctuation are developed well. The school has worked hard to raise standards of spelling. Overall, the improved quality of teaching, well-planned lessons and support for the development of basic skills through literacy sessions are raising standards in English, particularly for the oldest pupils.

10. Standards in mathematics are average at both key stages, although they are on an upward trend strongly supported by the effective implementation of the Numeracy Strategy. Progress is best for the older pupils in Key Stage 2. Progress continues to improve for all pupils in the context of the structured approach that the school has implemented. There is an increased emphasis upon the manner in which the pupils apply their mathematical skills and understanding and they show good mental skills. Current Year 6 pupils have experienced the four rules of number, including multiplication strategies, fractions, decimals and percentages, ratio, co-ordinates, probability and area calculations by formula. Data-handling strategies are developed well.
11. Standards in science are above average by the end of both key stages and pupils make good progress through the school. By the end of Key Stage 1 pupils understand the idea of a fair test. They can test materials and classify them according to their use, recognise external features of the eye and are familiar with simple scientific vocabulary. They make simple electrical circuits and test how well different balls bounce. They have good opportunities to devise and undertake practical experiments, to record results in a variety of ways and to write accounts of their experiments. In Key Stage 2, pupils understand about life processes and the human body, classify living things and understand the relationships in ecological food chains. They are able to make predictions and carry out experiments imaginatively, recording their results systematically. The quality of learning is good in both key stages.
12. Standards in information technology are below average at the end of both key stages and there are weaknesses in the pace and quality of pupils' learning. Pupils have basic keyboard skills by the end of Key Stage 1 and have experienced a number of programs. Key Stage 2 pupils are enthusiastic about information technology and have some basic skills. However, they have insufficient access to the machines and information technology is insufficiently integrated into the other subjects of the curriculum. A number of pupils are very confident in their use of computers, but much of this confidence has come from their experience at home. The majority of pupils are underachieving in this area.
13. Standards in religious education exceed the requirements of the locally agreed syllabus at the end of Key Stage 1 and significantly exceed it at the end of Key Stage 2. Pupils make good progress in both key stages in their knowledge and understanding of Christianity and other world faiths. They have good knowledge of the main festivals and symbols of other faiths. They reflect on world events and issues of behaviour, responsibility and morality. Pupils develop the confidence to explore feelings and emotions.

14. In the remainder of the curriculum, progress is good in design and technology at Key Stage 1 and satisfactory in the remaining subjects. At Key Stage 2, progress is very good in design and technology, good in geography and history and satisfactory in all other subjects. Progress at present is best for the oldest pupils in Key Stage 2. There is a loss of pace in pupils' learning for the younger pupils in Key Stage 2. This reflects, in part, the weaker aspects of teaching evident at the beginning of Key Stage 2. The quality of learning is best at present in the Reception classes and in Years 5 and 6.
15. The school has adopted a rigorous programme of target setting and has predicted likely trends in attainment in the coming years. The targets set for 2002 are both realistic and challenging. The school increasingly uses careful data analysis to identify areas of relative weakness, so enabling teachers to focus appropriately on how they can further improve their lessons. This is having a positive effect upon pupils' attainment and the quality and pace of their learning.

Pupils' attitudes, values and personal development

16. The attitudes, behaviour and personal development of the children are good. Parents appreciate the values and standards the school promotes and most pupils are keen to come to school. In the morning teachers go outside to greet their class and accompany them into the building. This helps to create a welcoming atmosphere and gives the message that every child is valued. A calm, orderly atmosphere pervades the school creating a positive climate for learning. The school continues to be the well-ordered community described in the previous inspection report.
17. Overall, pupils behave well in lessons and around the school. A high standard of behaviour is expected and pupils respond to this positively. Pupils are courteous towards staff, visitors and each other. There is very little anti-social behaviour. Relationships between pupils and between pupils and staff are good. The harmonious relationships help to create a climate where bullying and racism do not flourish. There is respect for the feelings of others and a sense of caring for each other. Pupils are tolerant and show a capacity to avoid confrontation. Most pupils take care of their resources and the local environment.
18. The personal development of pupils is good. Pupils are involved in their learning and are setting personal targets. Overall there is a commitment to undertake homework satisfactorily and pupils take advantage of the extensive programme of extra-curricular activities, ranging from cross-country running to French lessons. They are involved in Saturday morning classes and the club for primary age children at the local secondary school. Pupils are encouraged to take responsibility for themselves and their actions. For example, pupils in Year 6 have specific jobs to perform and as a result they grow in confidence and understand the need to manage time effectively. The residential courses attended by Years 5 and 6 give an opportunity for the pupils not only to learn new skills, but to develop personally and socially. Pupils with special educational needs are well behaved and make good progress where effective support is available.
19. Since the last inspection, levels of attendance have fallen. They are only just satisfactory, being just below the national average. Unauthorised absence remains low. There has been one fixed term exclusion since the last report. An analysis of patterns of attendance shows that there are no significant trends. Illness, holidays and family circumstances provide the reasons for absence. Families are encouraged to take their holidays out of term time. Some parents perceived lateness as a concern.

However, observations during the inspection suggested that most pupils are punctual.

HOW WELL ARE PUPILS TAUGHT?

20. The overall quality of teaching is good. Across the school, 96 per cent of lessons were satisfactory or better. Thirty-seven per cent were good and a further 16 per cent were very good or excellent. Four per cent of lessons were unsatisfactory. The highest percentage of good teaching occurs in the reception classes, where nine-tenths of lessons observed were good or better, and in Years 5 and 6. Teaching in all lessons observed in the reception class for under fives was at least good. In the pure Year 6 class, teaching was very good or excellent in three-quarters of the lessons observed. However, while a high proportion of teaching is good or better in some year groups, minor inconsistencies in the quality of teaching across the school remain and this has some effect on the progress which pupils make and on the quality of their learning. The good quality of teaching of the under fives is effectively sustained in Key Stage 1. The proportion of good teaching is much lower for pupils in Years 3 and 4 (only around 20 per cent), with the quality of teaching and learning improving significantly as pupils reach Year 5 and particularly Year 6.
21. The quality of teaching in the school represents a considerable improvement on that reported at the time of the previous inspection, with the proportion of unsatisfactory teaching reduced from 30 per cent to nil at Key Stage 1 and from 20 per cent to 7 per cent at Key Stage 2. The proportion of good teaching has increased significantly, while the number of very good lessons has more than doubled. This reflects the effectiveness of the input to support and develop teaching in the last three years. Improved monitoring and support by management, staff training and development, much improved planning systems, and a willingness to embrace new initiatives have had a demonstrable effect upon teachers' performance and on the standards being achieved.
22. There are a number of strengths in the teaching across the curriculum, particularly in the use of assessment. Occasional good or very good teaching was observed in the literacy and numeracy hours across the school. Teaching was at least good in a high proportion of lessons observed in English, mathematics, science, design and technology, religious education and the under fives. No judgement was possible on the teaching of information technology or history across the school, or on the teaching of design and technology at Key Stage 1.
23. The teaching of pupils with special educational needs is good. Activities are planned which have clear learning objectives, matched well to the individual needs of pupils. Pupils have good self esteem. Where support staff are available, pupils make good progress. Homework is relevant and appropriate to the needs of the individual.
24. In general, teachers plan well for higher, average and lower attaining pupils, although the level of awareness varies between classes and is a particular challenge for teachers in the mixed year classes. At its most effective, sharply focused planning has a positive effect on pupils' learning, progress, confidence and self-esteem. The needs of pupils with special educational needs are met through Individual Education Plans, some of which are specific, with small achievable targets. Pupils with English as an additional language are taught alongside others in everyday classroom groups. Work in literacy lessons is matched appropriately to the needs of the individual, with additional support from the classroom assistants, where necessary. There is, at present, no specific support which is targeted at the needs of second language

learners. However, teachers' daily planning is well focused and this helps the pupils to make appropriate progress.

25. In the under fives, planning is carefully matched to the desirable learning outcomes, leading to the National Curriculum. Learning objectives are clear and activities are challenging and purposeful. The brisk pace of lessons ensures good progress by the children. In Key Stages 1 and 2, teachers draw upon the long-term planning documentation and plan their work carefully, with joint planning in phases. Activities, in the mixed-year classes do not always meet the needs of the older pupils fully. Planning is, however, good overall and is linked explicitly to the National Curriculum. There has been significant progress in the identification of concisely defined learning objectives in planning and these are frequently shared with pupils at the beginning of a lesson and reiterated in the plenary session. This contributes strongly to the quality of pupils' learning. Where planning is of particularly high quality, this reflects the teacher's high expectations and almost always promotes high standards in the classroom
26. In Key Stages 1 and 2, teachers' subject knowledge has been strengthened by the recent good input in connection with the literacy and numeracy initiatives. Confidence is good overall in English, science, mathematics, religious education and design and technology. However, there are also weaknesses in relation to the teaching of information technology and the staff have not yet developed sufficient confidence to ensure that the subject is fully implemented across the curriculum.
27. The enthusiasm and hard work of many staff have a positive influence upon pupils' attitudes to learning and their levels of attainment. When teaching is stimulating, with a lively style of presentation and a brisk pace, pupils respond well, are keen to achieve and a good working atmosphere results. This was evident in a significant numbers of lessons in, for example, the reception classes and frequently in Years 1 and 6. Conversely, where teaching is lacking in vitality, the pace is slow and expectations insufficiently high – and there were instances of this in the lower part of Key Stage 2 - pupils quickly lose interest, behaviour deteriorates and their learning suffers. In these lessons, few though they are, the content of some activities, or the quality of interaction with the teacher, does not motivate pupils sufficiently.
28. Almost all classrooms and lessons are managed well and this leads to a good climate for learning in which pupils are encouraged to achieve well. Pupils are given good opportunities to contribute their ideas and there is encouragement for them to develop their independent learning skills. Occasionally, teachers require pupils to listen to them talking for too long and this causes them to become disinterested and consequently not learn effectively. Pupils have, as a result, insufficient opportunity to take the responsibility for their own work or to develop their independent learning skills. Resources are sometimes used particularly well, as in a series of reception class lessons on baptism and membership of the Christian community, and this promotes pupils' interest and enthusiasm well.
29. In the best lessons, teachers use a range of teaching strategies, involving both group and whole-class teaching. They set targets for pupils and use assessment to develop teaching points. Many tasks build securely upon pupils' earlier learning. Most teachers have high expectations of their pupils. This is a major contributory factor to the steadily improving standards at the end of Key Stage 2 in recent years. However, teachers' expectations are not yet consistently high in the early years of Key Stage 2. This causes pupils to make uneven progress in their learning during that period which requires significant input later to ensure that appropriate standards are achieved by the end of the key stage.

30. Some teachers have developed questioning skills of a high order. These help pupils to think more deeply and to begin to understand difficult ideas. This was seen on a number of occasions – in many lessons across the school and frequently in mathematics, religious education and science. There are good opportunities for pupils to develop investigative and experimental skills in science.
31. Relationships, between pupils and between pupils and staff, are good. At best, they are excellent with regular feedback and constant encouragement. Teachers treat pupils with respect. They value pupils' work and celebrate their successes, so encouraging them to move forward with confidence.
32. Teachers have developed very good assessment procedures, particularly in English, mathematics and science. The analysis of data enables the school increasingly to track pupils' progress, to target curriculum development and to promote learning. Assessment opportunities are built into teachers' current planning, although practice is still variable. The use of assessment information to plan future work effectively is good. Marking is generally positive and supportive across the school, enabling pupils to build upon their present success.
33. The use of homework across the school makes a good contribution to the development of pupils' independent learning skills.

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

34. The quality and range of learning opportunities for all pupils, together with arrangements for their spiritual, moral, social and cultural development are very good and are a strength of the school.
35. Since the last inspection the school has raised the quality of curriculum provision to be very good, particularly by the end of Key Stage 2. It meets the requirements of the National Curriculum, and includes religious education, which complies with the locally agreed syllabus. Sex education and information about the misuse of drugs is included in the appropriate programmes of study in science. The National Literacy and Numeracy Strategies have been implemented effectively. Time is used well to sustain a broad and balanced curriculum and this has helped to maintain and raise standards, particularly in religious education and design and technology.
36. Effective strategies have been introduced for the teaching of literacy and numeracy with skills being reinforced across all lessons. Speaking and listening skills are encouraged, with some writing skills being developed in design and technology, geography, history, and religious education. Numeracy is well developed across the curriculum with co-ordinates, scales and compass bearings in geography, dates and time lines in history, temperatures and graphs in science, and measurement in design and technology. Recent improvements in computer hardware and software, with access to the Internet have improved the resources for information and communication technology. The school is aware of the need to provide more frequent and regular opportunities in order to allow pupils to rehearse and consolidate gains in skills and knowledge across all areas of the curriculum.
37. Due to an emphasis on the core subjects of science, information and communication technology, religious education, and English and mathematics in particular, provision for the non-core subjects has been reduced. Topics are planned in a two-year cycle to

enable satisfactory coverage in the time available. There are very good links between the subjects, and detailed planning now indicates progressive gains in knowledge, skills and understanding as pupils move through the school. This was particularly evident in a Year 6 design and technology lesson where pupils of all abilities collaborated effectively when developing strategies to market biscuits which they plan to make using parental help. This excellent activity combined mathematical skills to investigate and record likes, dislike and value for money; musical, literacy and communication skills to prepare jingles and advertisements for both 'radio and television'; and art and design skills to provide eye-catching posters. Literacy skills included a high level of discussion with lower attaining pupils fully involved, the writing of scripts and a wide range of presentation skills for varied audience.

38. Time available for use at the school's discretion is used to enrich the curriculum. Events such as assemblies, productions, residential experiences for Year 6, links with schools and partnership centres all provide very good opportunities for the pupils' moral, personal, and social development. Collective worship, which is mainly of a Christian nature is planned and provides a positive start to the day with contributions provided by staff, pupils and visiting speakers. Assemblies make a good contribution to pupils' spiritual development. They are encouraged to reflect on values and beliefs, consider readings from holy books, and recognise the existence of a deity through prayer and meditation. The programme for pupils' personal and social education is very good.
39. Children under five have access to a rich curriculum that is planned to the six areas of learning, helping them to achieve, and often exceed, the Desirable Learning Outcomes by the age of five.
40. Since the last inspection, effective curriculum guidance has been introduced, using current national guidance, and there is a planned strategy for review according to the priorities in the school development plan. Co-ordinators have action plans which contain review procedures in order to prepare for the introduction of Curriculum 2000. These have been considered by the curriculum committee. Policies and schemes of work give very good advice as to how teachers may respond more effectively to the needs of individuals and groups of pupils. Curriculum support groups, each involving members of the senior management team, are used effectively to improve planning. Although meetings with parents have been held to discuss curriculum issues such as literacy and numeracy, and newsletters contain information about topics being covered, the school accepts that parents desire more detailed information, in order that they may contribute to the quality of learning more effectively.
41. Governors now play an important role in the development and monitoring of the curriculum. There is a clear curriculum statement in the school brochure and the curriculum committee has a good overview of the strengths and needs of the curriculum. There are individual governors allocated to monitor areas of the curriculum such as special educational needs, literacy, numeracy and community links. Governors are involved in agreeing curriculum guidelines, setting targets for improvement and have arrangements in place for monitoring standards in the classroom.
42. Curriculum and school aims are reflected in the very good practice observed. The quality of relationships, the importance of equal opportunities, and targets for success underpin the quality of provision. All pupils have access to the full curriculum with no pupils disapplying from the requirements of the National Curriculum, nor has there been any recent exclusion. Pupils with special educational needs, and those for whom English is an additional language, are included in all activities and are provided with a

broad and balanced curriculum which is enriched by extra curricular activities. Where groups are withdrawn, for example, for additional literacy support, they are given experiences which reinforce and consolidate class activities.

43. There is a very good programme of induction to the Reception classes. There are strong links within and between the units with very good records accompanying movement between classes. There are exceptional links with the neighbouring secondary school. Teachers are exchanged, Year 6 pupils visit to enrich their curriculum experiences, particularly in music and information and communication technology; and projects bridge Years 6 and 7 in English, science and mathematics to ensure a smooth transition. This liaison is highly commendable, and responds positively to the need for continuous educational provision from 5 to 16. The home school agreement includes a good homework policy, enabling parents to be more actively involved in raising standards by helping their children to extend and consolidate reading, spelling and number skills. Of particular note is the liaison between the special needs assistants and class teachers so that homework is well matched to the needs of lower attaining pupils.
44. Teaching and non-teaching staff provide positive role models. Relationships are very good and parents indicate that children feel secure. Opportunities for the spiritual, moral, social and cultural development of pupils are planned. This is particularly strong in history and geography with visits and visitors given a high priority. Since the last inspection increased opportunities have been provided for pupils to develop good levels of spiritual awareness. Opportunities for spiritual development occur through daily acts of collective worship, the good religious education programme and in the day to day life of the school.
45. Pupils' moral development is very good. It is supported through day to day teaching, assemblies and stories. Behaviour is good both within the classroom and outside. In topic work, pupils consider disasters and the effect of human intervention in the environment including the deforestation of the rain forests and pollution. In a Year 5 geography lesson, pupils were deeply involved and had strongly held views in relation to the effects of the banana trade on the future economy and survival of St Lucia.
46. Pupils' social development is very good. There is a very good range of extra-curricular activities including sporting and musical activities such as dance, gymnastics and short tennis, as well as French, chess and homework clubs. Good links with the Coventry Crusaders and West Midlands Police enrich pupils' sporting, social and personal skills. Residential experience for older pupils contributes positively to their social and personal development. There are many opportunities for pupils to take responsibility and show initiative whether participating in school performances or acting as monitors within the classroom. From an early age children are involved in putting away after activities and tidying up. Pupils are encouraged to collaborate in activities as when considering how to record information in a Year 2 mathematics activity. The recently introduced strategy to advertise 'job vacancies' has been most successful. Not only have pupils responded eagerly with written applications requesting an interview, but are now writing to suggest further vacancies. Pupils are involved in their own learning and from an early age are encouraged to negotiate their own targets for academic and personal improvement.
47. Assemblies are used to highlight cultural traditions such as Easter, Remembrance Sunday, and Christmas. Pupils have a good appreciation of their own rich cultural heritage and are developing a deeper understanding of the values, attitudes, traditions and customs of others through story telling, music, and studying family life in India and St. Lucia, and mendhi patterns in geography. Pupils enjoyed listening to Year 6 pupils

playing a steel drum in an achievement assembly. Visits to museums and historical buildings; shops and factories within the community; and the very good use of the environment, helps to strengthen cultural links. Community links are good, with the pupils contributing to the planning of a play area in an adjacent park. Visitors add to pupils' cultural development, as when a secondary pupil played her euphonium during assembly.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

48. The school gives a high priority to promoting the care of all its pupils. Staff continue to be well aware of child protection issues and record keeping has improved since the time of the last inspection. All staff continue to abide by and to implement the good procedures for health and safety. The governing body reviews safety and security on a regular basis and considers ways of providing a safer environment. Teachers know their pupils well and the pupils are competently supervised at work and at play. Parents are confident that the school provides a safe and secure environment in which their children can develop academically and personally. Inspectors' findings support this view.
49. Pupils, parents and carers are regularly reminded of the importance of regular attendance. However, as in the last report, the system for recording attendance is not clearly understood by all teachers, and the need for effective procedures to follow up absences remains. Consequently, there are inconsistencies in recorded information regarding attendance and punctuality. During the inspection there were few instances of lateness. The effective measures concerning the following up of absences, as mentioned in the last inspection report, continue. Unauthorised absence remains below the national average.
50. Procedures for monitoring behaviour are good, with teaching and non-teaching staff working together, ensuring a consistent approach in dealing with inappropriate behaviour. This is effective. In appropriate cases parents are involved at an early stage to plan strategies to cope with problems. Pupils have a clear understanding of the school's expectations of good behaviour. Anti-racist and anti-bullying strategies work very well. No inappropriate behaviour was observed during the inspection and parents are happy with the standards of behaviour overall.
51. The school provides effective support and guidance which helps pupils to make responsible choices. They are involved in setting targets to help themselves develop academically and personally. Assemblies celebrate achievement and help to set the required expectations.
52. Procedures for monitoring academic progress have improved significantly since the last inspection and are now very good with governors, senior managers and co-ordinators involved in monitoring the curriculum. The curriculum committee meets at least twice each term and there are responsible governors for special needs, literacy and numeracy. The literacy and numeracy governors observe lessons, and review pupils' work. The English and mathematics co-ordinators have monitored teaching and learning in each class, thus contributing to the raising of standards. This has not yet been extended to involve all areas of the curriculum.
53. There are now consistent and regular opportunities for teachers to improve their awareness of what pupils know, understand and can do with information recorded effectively in teachers' assessment notebooks. Assessment arrangements conform to statutory requirements at the ages of 7 and 11, with children's strengths being

analysed at the age of 5. The school carries out additional testing to identify strengths and weaknesses at regular intervals. Optional testing is carried out at the ages of 8, 9 and 10. Mid yearly testing of reading and spelling not only reviews progress, but also supplements the information gained from testing at the age of 5 in order to identify the needs of lower attaining pupils.

54. Results are analysed carefully and targets, which are shared with pupils, parents and carers, are then used effectively to plan for continuous gains in skills, understanding and knowledge. Targets for pupils with special educational needs and for whom English is an additional language are very good, being realistic, manageable and achievable. Pupils are involved in negotiating their own targets that are on display in each classroom. This strategy is most effective when targets are referred to frequently and then extended as soon as they have been achieved.
55. The provision for pupils with special educational needs is good and all statutory requirements are met. The level of support given by teaching and non-teaching staff is good. There are good records of progress made and details are reported to parents with whom targets are shared. Outside agencies are used appropriately and there are effective links with secondary schools to provide a smooth transition.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

56. The school continues to have the satisfactory partnership with its parents which was reflected in the last inspection report. Three-quarters of parents have signed the home-school agreement signifying their support for the school and its commitment to their children's education and well being. Visits to the school are encouraged and the head teacher is willing to see parents whenever possible. This positive climate contributes to pupils' learning at both home and school.
57. Parents are well satisfied with what the school provides and achieves. Some aspects such as the extracurricular activities and liaison with the secondary school are very highly regarded. Parents are confident that the school provides a safe and secure environment in which their children can develop well academically, personally and socially and inspectors' findings support this view.
58. The school provides good quality information for parents. Frequent newsletters include useful information on aspects of the curriculum and they are a valued means of communication. A few parents would like more curricular information to help them understand what their child is being taught and how they can help in this process, although there is a recognition that more details are obtainable from teachers. There are occasional workshops on numeracy and literacy to help parents know what is being taught. The prospectus and the governors' annual report to parents are detailed and informative.
59. There are formal termly parents' meetings with class teachers. Written annual reports appropriately give details of children's progress in all subjects and indicate ways in which performance can be improved. Older pupils usefully contribute their perceptions of the year.
60. Parents of pupils with special educational needs are actively involved at all stages of the Code of Practice³ and in review procedures. Generally they are fully supportive of the work of the school and encourage pupils to complete homework tasks.

³ Code of Practice – this gives practical advice to schools and local education authorities about their

61. Most parents are aware of the homework policy and there is agreement that the level of homework is appropriate to each age group. All parents are encouraged positively to become involved in their children's learning.
62. Close contact with parents promotes a smooth entry into school and the children settle quickly and happily. The school's informal links with the playgroups support this. The equally smooth transition to secondary school is highly valued by parents and the school has exceptionally good links with the school to which most of its pupils transfer.
63. There continues to be an active and successful parents' association which contributes to the life of the school. Some parents attend the weekly family assembly. The school has a small group of parents assisting in the classroom, for example, in supporting children's reading. Others accompany school trips. These links make a positive contribution to pupils' learning.

HOW WELL IS THE SCHOOL LED AND MANAGED?

64. The leadership of the school by the headteacher is very good. He provides the school with a clear educational direction, focusing on the raising of standards and the provision of a high quality education. The headteacher is ably assisted by the deputy headteacher, senior management team, phase leaders and subject co-ordinators. Staff at all levels of the management structure are effective in carrying out their roles and responsibilities. At the time of the last inspection the role of subject co-ordinator was underdeveloped in some areas. All co-ordinators are now well informed and often very effective in promoting their subjects and monitoring standards and progress within them.
65. The school aims of raising standards and improving the quality of education are strongly reflected in its work. Thorough processes and systems are used to monitor pupils' progress and to evaluate the quality and effectiveness of teaching. The governing body has become increasingly involved in the work of the school since the last inspection. Governors have extended their role in overseeing the planning and delivery of the curriculum. There is a curriculum sub committee and specific governors have responsibility for relating to subject co-ordinators in literacy and numeracy. Governors are involved in monitoring standards and results in national assessments. They are aware of trends in the performance of the school and use the information in their strategic planning. The school development plan has improved and now looks at school development over a longer period, with subject reviews scheduled in a four year cycle. The plan is developed by staff and presented to governors who then play their part in prioritising the needs of the school. Governors fulfil their roles in relation to staffing and premises' management. They are an integral part of the leadership and management of the school. Since the last inspection, the governors and staff have dealt very successfully with almost all aspects of the issues raised. Progress has been very good and there has been, over the period, a significant effect on the standards achieved across the school. Governors, headteacher and staff continue to show a strong commitment to maintaining the pace of improvement.
66. Teachers set targets for individual pupils and the governors and management team of the school set targets for school improvement as a whole. There is an established

responsibilities and tasks to ensure that pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1993 Education Act.

culture of monitoring and target setting that keeps the school moving forward towards its aims.

67. The headteacher has overall responsibility for pupils with English as an additional language. Their progress is effectively tracked and charted in each year group. This enables clear records and assessments to be made and these inform the next steps in learning. The school successfully ensures that all pupils have equality of opportunity to all aspects of the curriculum and other activities provided by the school.
68. There is an appropriate number of well-qualified, experienced teaching staff to meet the needs of the early years' children, the National Curriculum and the requirements of the agreed syllabus in religious education. Teachers in the key core subjects now have opportunities to monitor and evaluate the teaching within their subjects. Co-ordinators are well-informed and very effective in their roles, particularly those in the core subjects. The very effective support staff make a significant contribution to teaching and learning across the school. There is very good teamwork between teachers and support staff. The co-ordinator for special educational needs maintains the register of pupils efficiently and plays an effective part in raising the awareness of all staff. This contributes to the good level of provision and support as well as promoting the good progress which these pupils make.
69. The staff attend a variety of training courses. Identified training needs reflect the priorities of the school development plan, national initiatives and the outcomes of staff development interviews, although formal teacher appraisal is not taking place at present. The priority given to the further training of education support staff is a significant strength of the programme for staff development. Lunchtime supervisors are well trained and know and manage the pupils well. There are now effective procedures in place for the support of newly qualified teachers.
70. Externally the building and school grounds are attractive. Very good use is made of the two playgrounds and the school field. Pupils use the changing rooms that are on site but these belong to the local secondary school. Internally, space is at a premium. The configuration of the classroom accommodation is unusual. The distribution of space is uneven, classrooms are cramped, and storage and cloakroom facilities are poor. The long narrow rooms are not conducive to learning in whole class sessions in literacy and numeracy as pupils find it difficult to see the books. Access to some rooms is limited; this means pupils' learning is frequently interrupted. The school hall is too small for assembly and for older pupils' physical education. The dining room is used as a library and for a few lessons, which limits its access for pupils who wish to undertake private study. There is no appropriately resourced outdoor educational play area for the children who are under five. All accommodation is secure, clean and well-maintained.
71. The provision and deployment of learning resources to support the curriculum is satisfactory, although there are some weaknesses in the use of information technology in the classrooms. Resources for religious education, geography, music and history are good. Effective use is made of visits to places of interest and of visitors to the school to enhance teaching and learning.
72. The school development plan is produced alongside the school budget so that developments are carefully costed. The priorities are closely-focused on raising standards. Governors look closely at the effects of spending upon standards and the quality of educational provision. The allocation of funds to employ an additional teacher in the current year was closely tied to the whole-school programme for target-setting and the raising of standards. There is careful financial management. The

school works hard to ensure a match between income and expenditure. The school had a deficit at the beginning of the current school year, reflecting additional costs relating to a substantial number of pupils joining the school during the school year. However, a surplus is anticipated at the year end as a result of significantly increased funding which includes monies due to the school. Expenditure is closely monitored. The monitoring of the use of specific grants, for example, to support pupils with special educational needs is satisfactory. Information technology systems are used to provide budgetary information so that the school and its managers can monitor spending closely. Information technology is also employed to record pupils' attendance, though this information could be more effectively used to monitor attendance levels.

73. The day to day administration of finance is good and there is an awareness of the need to apply best value principles to all purchases. The most recent audit identified no issues of major concern. The administrative staff are meticulous in their attention to detail in the handling of routine financial matters.
74. Standards across the school have risen steadily for several years. The school has demonstrated a very good level of improvement in a number of areas and has some significant strengths. Taking the quality of education into account, together with the slightly below average level of funding which the school receives, the school provides good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

KEY ISSUES FOR ACTION

The school has made very good progress since the last inspection and this has had a very positive effect on pupils' attainment. In order to promote further improvement in standards in those areas where they remain less secure, the governing body, headteacher and staff should:

- 1) implement fully the policy for information technology and its use across the curriculum to ensure that standards of attainment are raised;
(Paragraphs: 6, 12, 26, 143 -150)
- 2) improve standards of writing in English and across the curriculum by:
 - (i) increasing the pace and improving the quality of children's writing;
 - (ii) raising expectations of the standards to be achieved in handwriting and presentation;
(Paragraphs: 6, 9, 85, 90, 91)

In addition to the areas for improvement indicated above, the school may wish to consider some less important weaknesses for inclusion in the action plan:

Improving the quality of monitoring of pupils' attendance.

Providing appropriate outdoor play facilities for children aged under five.

Ensuring that teaching is of consistently high quality throughout the school, so enabling pupils to make the best possible progress, particularly in the lower part of Key Stage 2.
(Paragraphs: 19, 20, 27, 29, 49, 81)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	68
Number of discussions with staff, governors, other adults and pupils	24

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	15	37	43	3	1	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	N/A	308
Number of full-time pupils eligible for free school meals	N/A	22

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/A	1
Number of pupils on the school's special educational needs register	N/A	54

English as an additional language

	No of pupils
Number of pupils with English as an additional language	11

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	12
Pupils who left the school other than at the usual time of leaving	2

Attendance

Authorised absence

	%
School data	6.4
National comparative data	5.6

Unauthorised absence

	%
School data	0.04
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	24	26	50

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	17	18	23
	Girls	21	21	23
	Total	38	39	46
Percentage of pupils at NC level 2 or above	School	76 (89)	78 (96)	92 (93)
	National	82 (80)	83 (81)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	19	21	23
	Girls	21	22	23
	Total	40	43	46
Percentage of pupils at NC level 2 or above	School	80 (88)	86 (93)	92 (95)
	National	82 (80)	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	20	25	45

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	15	19
	Girls	24	24	23
	Total	39	39	42
Percentage of pupils at NC level 4 or above	School	86 (71)	87 (51)	93 (73)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	14	14
	Girls	22	25	24
	Total	33	39	38
Percentage of pupils at NC level 4 or above	School	73 (76)	87 (73)	85 (76)
	National	68 (65)	69 (65)	75 (72)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	1
Indian	11
Pakistani	0
Bangladeshi	0
Chinese	0
White	252
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR–Y6

Total number of qualified teachers (FTE)	13
Number of pupils per qualified teacher	23.7
Average class size	28

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	114

FTE means full-time equivalent.

Exclusions in the last school year

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

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

Financial information

Financial year	1998/99
----------------	---------

	£
Total income	470003
Total expenditure	481415
Expenditure per pupil	1534
Balance brought forward from previous year	0
Balance carried forward to next year	-11412

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	308
Number of questionnaires returned	86

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	52	42	5	1	0
My child is making good progress in school.	51	44	2	1	1
Behaviour in the school is good.	44	50	5	0	1
My child gets the right amount of work to do at home.	26	57	15	0	2
The teaching is good.	50	50	0	0	0
I am kept well informed about how my child is getting on.	38	56	6	0	0
I would feel comfortable about approaching the school with questions or a problem.	57	38	5	0	0
The school expects my child to work hard and achieve his or her best.	63	36	1	0	0
The school works closely with parents.	34	53	10	1	1
The school is well led and managed.	51	43	5	0	1
The school is helping my child become mature and responsible.	48	45	2	1	3
The school provides an interesting range of activities outside lessons.	53	40	2	1	3

Other issues raised by parents

Only a small number of written comments were included with the returned questionnaires. These reflected positively on the school's efforts to maintain standards of behaviour, supported the hard work of the staff and described the school's response to a bullying incident.

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

75. At the time of the last inspection, provision for children under five was good. This good provision has continued to improve, so that opportunities for children under five are now a significant strength of the school. The teaching is good, ensuring that children make good progress.
76. All children are admitted to the reception classes in the September of the year in which they become five. They attend on a part-time basis for part of the first term but soon become full-time. At the time of the inspection, the nineteen children who are still under five were in one of the reception classes, with the older children in the other class. A good induction programme, which includes extended visits in the summer term prior to entry, ensures their smooth transition from home to school. The local authority's early assessment system for the reception class is in place. The information gained from this is used effectively by teachers to set targets for children in literacy and numeracy. It is also used to group children for learning and to identify those children who might have special educational needs. Early assessment information supports the inspection findings that attainment on entry is around the average, with strengths in personal and social development and in speaking and listening. There are some weaknesses in reading skills and mathematical concepts. Overall, children, including those with special educational needs, make good progress.

Personal and Social Development

77. The children under five make good progress in their personal and social development. They settle well into the caring and safe environment provided in the reception class where basic routines and high expectations are fostered and they are well taught. They learn the importance of classroom routines such as lining up, listening quietly to the teacher and putting up their hand when they want to contribute to discussions. Almost all are confident in dressing and in personal hygiene. A significant majority sustain interest for some time, work and play well together, for instance on the computer. They learn to co-operate and share, taking turns to use the available equipment. They treat equipment with respect and show independence when tidying away resources. They are eager to volunteer for the 'jobs' available to them during the school day. They show increasing independence within the literacy hour, following instructions and sometimes working without direct supervision. Relationships with teachers and other adults are very good. The children show a growing awareness of the difference between right and wrong. Their behaviour is very good. By the age of five almost all are attaining the desirable learning outcomes in this area of learning.

Language and Literacy

78. Attainment in language and literacy by the age of five is good. The development of language and literacy skills is given a high priority, with a good focus on speaking and listening. The children enjoy a wide variety of stories, rhymes and poems in a range of settings. Effective questioning encourages children to respond aloud to stories, developing confidence and self-esteem. Well-structured role-play opportunities, a recent area for development, enable the children to extend their language skills through imaginative play, enhanced by the good participation of the adults. At the time of the inspection this area, located in the classroom for the older children, was

structured as a doctor's surgery, enabling children to role-play their experiences of helping others when they are ill. Children enjoy books and most handle them carefully and treat them with respect. They are introduced to a good range of fiction and non-fiction books and good use is made of class 'big books'. Teaching is good with a range of well-planned activities. A shared programme of reading encourages parents to be involved in their child's learning, through regularly sending in a 'special book' for the class to share. The introduction of the literacy hour during the course of the year helps children to listen to instructions and to talk about their work. Some of the under fives are beginning to read familiar simple texts and are well on their way to attaining level 1 of the National Curriculum. They are becoming familiar with terms such as 'author' and 'title'. By the age of five most children can recognise their name and are beginning to understand that writing is a means of communication. A significant proportion of the children under five have made a good start on developing their writing skills. The majority attempt to write, with higher attainers showing confidence in their early writing skills and able to write several words and most letters independently. The others can copy letters from scribed text.

Mathematics

79. Attainment is good by the age of five and the children make good progress. They can match and sort objects in a variety of ways and a good proportion can sequence numbers and objects, for example by size. Most can count to ten, with a few able to recognise numbers up to fifty. The majority can name simple two-dimensional shapes such as circle, square and triangle. Number games and number rhymes are taught and used well to reinforce the children's understanding, and the quality of teaching is good. Children were observed learning about coins and working out which combinations would be necessary for simple purchases. There are good opportunities for practical mathematical experiences. These enable children to extend their mathematical vocabulary and develop the early skills and concepts of volume and capacity. A few older children can solve simple problems involving mental addition and subtraction such as 'one more than', as well as written linear addition and subtraction within ten. There are good opportunities for children to make choices. Learning is reinforced well through the effective teaching and good adult support.

Knowledge and understanding of the world

80. Children's knowledge and understanding of the world is average when they first start school. They make good progress because the quality of direct teaching is good and the experiences provided are rich, varied and challenging. By the time they are five, as a result of this good teaching, many children attain good standards in this area of learning. Children show interest in the world about them. They have a good knowledge of daily routines and understand that there are different times for daily events. They observe changing seasons and weather conditions. They learn about the texture of materials, grow seeds and learn about the life cycles of living things. They learn about the range of buildings which can be described as 'houses' and about the materials used to construct them. They learn about clothing, the parts of their body, seasons and the weather. Good use is made of the local environment and school grounds to explore and observe. They have particularly interesting experiences to support both spiritual development and an awareness of the cultural diversity of the city in which they live. They are involved in a baptism project in the autumn term, involving preparations for the ceremony of Christian baptism, followed by a symbolic ceremony in church and a post-baptismal celebration. In one of the classes, there is a current display of Hindu artefacts. Children have opportunities to cook, helping to extend their scientific knowledge of how change takes place. They have regular access to musical instruments in music lessons. They use construction

equipment confidently to build models and learn about direction through free play with small vehicles and figures. Through the use of the computer they are developing an awareness of mouse control and basic keyboard skills. The well-planned activities and careful explanations enrich children's learning well.

Physical development

81. When children first enter school attainment in this area of learning is average. They make good progress so that by the age of five their attainment is good. The children are provided with a range of planned and structured activities. Staff intervene appropriately to help them develop their skills, for example when modelling, using tools to make models and when controlling scissors and paintbrushes. They use sound manipulative skills when building with construction kits, painting, drawing, writing, cutting and colouring. In the outside areas children steer and control wheeled toys competently. However, provision for outdoor play is restricted as there is no large apparatus or climbing equipment within a dedicated play area. Children do, however, have access to larger apparatus in the main hall. Skills are carefully taught, with an emphasis on moving with increasing co-ordination, control and confidence. This was observed in two lessons, involving gymnastics with apparatus and dance.

Creative development

82. Children's creative development is good. Many opportunities are provided for them to explore and experiment with a variety of media and the teaching is good. Learning is enriched as a result of these experiences. Children use a variety of techniques including painting, printing, collage, drawing and modelling and their skills are effectively developed. The children use a variety of printing and painting techniques. They make handprints, leaf patterns, collages about the weather, Valentine cards and they use a range of media. They construct junk models from available materials. Observational drawings demonstrate their ability to reflect what they see with accuracy that is appropriate to their age. Children explore the various textures of malleable media such as dough and clay. There is good provision for them to make choices and select resources. They have good experience of playing a range of percussion instruments. They sing a wide range of songs and rhymes, keeping good time and memorising words well. These experiences make a very good contribution to the children's spiritual, moral, social and cultural development as well as enriching the curriculum offered.
83. The quality of teaching of the under fives is consistently good. The adults have a good knowledge of the Desirable Learning Outcomes, which are reflected in teachers' planning. Adults work together well, forming an effective early years' team. Daily routines provide a good balance between planned activities that enable children to make choices and those that are led by adults. Relationships between adults and children are consistently good. Children are well managed and discipline is good. Children are prepared well for the transition to Key Stage 1. The support staff make a very good contribution to the social development and welfare of children as well as providing good support in the other aspects of learning. In the very good teaching the close involvement of the reception team in planning, assessment and target setting is evident. They have a very good knowledge of the children's capabilities and as a result the children are well challenged. The thorough preparation and imaginative use of resources contributes very effectively to the good progress being made. The good use of on-going assessment also contributes to good progress in learning for children under five.

ENGLISH

84. At the end of Key Stage 1, attainment in the 1999 national tests was below average for reading and writing, although results had been above average in the previous two years. However, the Year 2 cohort in 1999 had an above average level of pupils with special educational needs and their attainment was in line with their assessed prior attainment. By the end of Key Stage 2, attainment in the 1999 national tests was well above the national average. This was an improvement on results in the previous two years, which had been broadly average. Current inspection findings indicate that attainment is broadly average at the end of both key stages. Standards overall have risen steadily in the last four years, especially in Key Stage 2.
85. The previous inspection found that standards were sound at both key stages. Since then, the high quality of teaching and well planned lessons which meet individual needs are raising standards particularly in the upper part of Key Stage 2. There is also improvement in the support for basic skills in literacy. This provision is good: skills in phonics, grammar and punctuation are developed well in each year group and this adds to the quality of the content of written work. The school has worked hard to improve the standard of spelling and by the end of Key Stage 2, the majority of pupils are using spelling rules and patterns more consistently in their writing. However, the presentation of work and the quality of handwriting in English and in other subjects still lacks care and needs improvement, especially in lower Key Stage 2.
86. Pupils start school with broadly average attainment and make good progress with their learning in the reception and Year 1 classes. They concentrate well on new tasks and quickly learn new skills in reading and writing. On occasions, learning in the mixed year classes in Key Stage 1 and in the lower part of Key Stage 2 lacks challenge for older pupils. For instance, when the whole class shares books, the activities planned are not stretching the older and more able pupils in the higher year group. By the end of Key Stage 2, learning is good and well matched to the pupils' own interests and intellectual effort. An example is when older pupils discuss poems about the sun and draw from their own personal study to enliven and expand work on the use of imagery. Pupils with special educational needs and those for whom English is an additional language also work well and make good progress with their learning.
87. The school is implementing the national literacy strategy consistently in each year group. It is using the plenary sessions (feedback time) very successfully. This enables pupils to consolidate and share their learning and to form a clear view of their own success. Teachers are planning confidently for word and sentence level work and this in turn is reflected in the pupils' good grasp of grammar and basic skills. On occasion, the size of text used is too small for the whole class to see clearly in class reading especially in some of the more awkwardly shaped classrooms. This can affect the progress pupils make with their reading.
88. At both key stages standards in speaking and listening are good. Pupils listen attentively and are interested in what others have to say. Younger pupils learn to take turns and answer clearly, in well-constructed sentences. They are keen to ask questions and enjoy talking about the books they are reading. By Year 2 pupils use wider choices of words to explain their ideas more clearly: for instance, a class discussing the poem *Daffodils*, consider whether words such as 'flock', 'group' and 'expanse' hold similar meanings. Speaking and listening skills are built upon effectively at Key Stage 2. By the time they are 11, pupils can contribute to debates and put forward their own point of view. They explore ideas in an imaginative way. An example is when older pupils use similes and metaphors in discussions in literacy lessons and describe cats as 'night stalkers', 'tree huggers' and 'milk lappers'.

89. Standards in reading are close to the national average at the end of both key stages. Younger pupils make good progress with their reading, recognise everyday words and learn to link letters and sounds. They enjoy exploring stories, use pictures to help consolidate meaning and begin to predict what might happen next. By seven, most pupils read accurately and with understanding. They use a range of reading skills, but are less likely to make good guesses at unknown words using the whole sentence for help. At Key Stage 2, pupils begin to read for deeper meaning. They refer to the text to justify their opinion and begin to skim and scan for information. Pupils read a range of books, such as non-fiction texts related to space travel. They read well, identifying technical words accurately without losing fluency and meaning. The vast majority of pupils develop good skills in retrieving information, although computers are not so well used in support. By the time they are 11 a significant number of pupils are making choices about the books they read and their favourite authors such as R. L Stine and Roald Dahl.
90. Standards in writing at both key stages are average. Despite the provision of extra time for writing and a consistent approach to teaching handwriting in each year group, the presentation of work and the quality of handwriting in English and in other subjects lacks care and needs improvement.
91. Younger pupils experiment with their early writing skills and develop greater control over the size and shape of their letters. There are some good links made with writing in other subjects such as history and science. This is evident in work with seven-year-olds who write for a range of different purposes. For example, in accounts of the day of a Roman soldier, and explanations of a 'fair test' in science. Pupils capable of doing so write personally about monsters and favourite animals. Their writing shows a growing competence in the correct use of punctuation and grammar. In the transition between Key Stage 1 and Years 3 and 4, the amount pupils write and the pace of their writing is below that expected. However, by the end of Key Stage 2 the pace of writing improves and pupils plan and shape their narrative writing and edit their work to improve its quality.
92. During lessons the pupils' behaviour is good. They concentrate well and are keen to learn. Whilst all year groups share reading and spelling at home the older pupils show initiative by undertaking research and personal study at home.
93. The quality of teaching at both key stages is generally good. It is often very good at the end of Key Stage 2, where the expertise and the high expectation of the teacher are helping to accelerate learning and raise standards. Teachers are planning successfully to the national guidelines in literacy and share their aims for learning at the beginning of lessons. These are used well to evaluate success. Targets are improving and becoming more specific to individual need. Good use is made of assessment of pupils' achievements, so that the progress of different groups within the school can be monitored and tracked. Teachers manage lessons well and their relationships with the pupils are very good. This fosters pupils' confidence in their ability to learn.
94. The co-ordinator manages the subject well and has the expertise and commitment to move the subject forward. Schemes and guidelines are very supportive and build effectively on the learning achieved in previous year groups.
95. Resources for English are appropriate to support learning. Although in use as a dining room at lunchtime, the school library is used effectively by different school groups during the school day.

MATHEMATICS

96. Inspection evidence indicates that during the current year, there has been an improvement in standards achieved by pupils in Key Stage 1. Standards at the end of Key Stage 2, while below those achieved in 1999, are still average in relation to standards achieved nationally. A major contributory factor in Key Stage 2 has been the significant change in the nature of the pupils currently in Year 6, which has an increased proportion of pupils on the special needs register, most of whom have joined the school recently.
97. Between 1996 and 1998, standards in mathematics by the end of Key Stage 1 were in line with or above those achieved nationally. In 1999, standards in Key Stage 1 were below average. Standards by the end of Key Stage 2, while below average in 1997 and 1998, were well above average in 1999. Although trends show that boys do less well than girls by the age of 11, there was no evidence during the inspection of any significant difference in the standards of boys and girls. Standards have been maintained since the last inspection at both key stages.
98. Since the last inspection teaching is more closely matched to the individual needs of all pupils. Good procedures for assessment have been introduced with the information gained used to plan for improved progress. Targets for improvement are shared with pupils, parents and governors. Overall standards indicate an upward trend which has been well supported by the effective implementation of the Numeracy Strategy.
99. Inspection findings indicate that standards at both key stages are now broadly in line with what is expected nationally for pupils at the ages of seven and 11. There is now much more emphasis on the manner in which pupils use their mathematical skills, knowledge and understanding. Pupils show good mental skills. In Year 2, pupils are challenged to 'Prove it!' They explain how they have solved problems when exploring missing numbers on a 100 square, and rounding numbers to the nearest 10. Pupils in Year 4 investigate a range of table patterns and devise strategies to build up sequences. Year 6 pupils develop a variety of strategies to solve mental problems such as when calculating 48 times 5, including (48 times 10) divided by 2. This is extended when exploring sequences such as $3n + 1$, explaining factors, lowest common multiples and square numbers. They check their answers, sometimes using a calculator. Pupils in a Year 5 and 6 class showed good knowledge and understanding, producing mathematical statements after investigating the relationships between odd and even numbers.
100. By the end of Key Stage 1 pupils have sound knowledge of number, space, shape and measures. They measure accurately in centimetres; estimate and then weigh to one kilogram; name two-dimensional shapes and three-dimensional objects and understand simple fractions such as quarters and halves. Pupils explain clearly how to find missing numbers in sequences and count forwards and backwards in 3's, 4's and 5's to 100. Most pupils have good recall of addition and subtraction facts to 20 and develop strategies to calculate missing numbers in addition sums.
101. By the end of Key Stage 2, pupils of average and above average attainment have a good recall of all table facts, understand place value to thousands and investigate decimals to two places in addition and subtraction, with higher attaining pupils extending into multiplication and division. Pupils determine 'n' when 'n' times 6 = 36 and use brackets successfully. They round up numbers to 1000, understand negative and positive numbers when exploring temperatures, and calculate fractions and simple percentages. There is a good understanding of shapes and measures. Pupils

use co-ordinates to determine position, can translate into all four quadrants and use compass points to find direction. They measure and calculate angles accurately and have a good understanding of perimeter and area. Pupils use the formula of 'length times breadth' to calculate areas of regular shapes before exploring irregular shapes and then the areas of triangles using the formula.

102. Lower attaining pupils have a sound knowledge of place value to 1000, add and subtract to two places of decimals, compare digital and analogue times and have a good awareness of factors, square and prime numbers.
103. Attitudes to learning are positive with some very good attitudes evident at the end of Key Stage 2. Pupils enjoy mathematics and apply themselves well. They relate well to their teachers and enjoy the company of others. They collaborate well, as when a group of higher attaining pupils in Year 2 recorded data on charts, recognising the advantage of Venn diagrams over bar charts when recording more than one choice. Although there are some challenging pupils in Years 5 and 6, they are managed well and behaviour, which has improved since the last inspection, is good. All pupils are eager to contribute to class discussions and answer questions enthusiastically. They take pride in their work and recorded work is usually presented neatly. Since the last inspection opportunities have been created for pupils to use their initiative when exploring mathematics. Pupils are developing the ability to work independently when teachers are focusing on other groups, as in a Year 1 class when filling gaps in a 100 square, and in a Year 3 class when deciding how to record the frequency of different hair colour.
104. Teaching, by the end of both key stages, is good with some very good teaching in Year 2. There has been a significant improvement in the quality of teaching, particularly in Key Stage 1 where overall it is now good with no unsatisfactory teaching. While there is a small amount of unsatisfactory teaching in Years 3 and 4, reflecting weaknesses in classroom management skills, the quality of teaching is often very good by the end of Key Stage 2. Overall the quality of teaching has improved since the last inspection. Secure subject knowledge, coupled with enthusiasm for the successful introduction of the National Numeracy Strategy, is having a positive effect on the quality of learning. Lesson plans include activities for all levels of ability and have clear learning objectives. Pupils are given frequent and regular opportunities to use and apply their gains in skills and knowledge, and are gaining in confidence as teachers show that they value their contributions. Time is used effectively and the good pace observed in most lessons motivates pupils and stimulates their interest levels. Occasionally, dips in pace are observed when introductions are too long. Where teaching is very good tasks are well matched to the abilities of all pupils; challenging activities provide pupils with the maximum opportunity to investigate and then practise their skills; pace is vigorous and teachers have high expectations. In a Year 6 class, pupils were expected to explain their reasoning and make mathematical statements when exploring sequences. As at the previous inspection, information and communication technology is underused to enhance the quality of learning in mathematics with resources being barely satisfactory. The recent upgrading of computer hardware has resulted in much of the available software now being incompatible. Otherwise resources are satisfactory.
105. Pupils make good progress and they learn well. This includes those with special educational needs and those for whom English is an additional language, particularly when additional support is available. There are no evident differences between the progress of boys and girls. Teachers plan well together in units and detailed planning for each term provides opportunities for consistent gains in understanding and knowledge. Mental recall of number facts to 10 in Year 1 are increased to 20 and

above in Year 2, extended to hundreds in Year 3 and eventually thousands and tens of thousands by the end of the key stage. Pupils in Years 5 and 6 make good progress across the range of mathematical activities. Skills are built upon in a progressive and continuous way. Whereas in Key Stage 1, pupils investigate pictograms, and bar charts to record birthdays, pupils in Years 3 and 4 record and interpret frequency charts and understand terminology such as horizontal and vertical axis. By the age of 10 and 11 pupils interpret temperatures using line graphs with higher attainers drawing their own. Most pupils understand the use of mid-points on an axis.

106. Procedures for assessment in mathematics are very good and there has been a significant improvement since the last inspection. Information gained has been used well to plan for the raising of standards. There has been rigorous analysis of test results and weaknesses in planning have been targeted. The strategy to set assessment tasks at the end of each half term is proving to be effective with results being recorded. Questioning is often good and teachers know their pupils well. All teachers use the summary at the end of lessons effectively. This enables them to check how well pupils have progressed during the lesson.
107. Assessment information has been used well to group pupils within each class, and activities are matched to their need. Teachers maintain very good records highlighting gains in skills, knowledge and understanding. Targets are more focused and achievable for pupils with special educational needs and for the pupils for whom English is an additional language. The co-ordinator's development plan indicates a desire to identify individual and group needs so that more suitable targets can be set. These targets are to be shared with pupils and parents. Homework is used effectively to extend learning and is both relevant and matched to the needs of groups of pupils.
108. The leadership for mathematics is good. The co-ordinator checks planning every half term and has monitored teaching and learning and then discussed good practice with all staff. Previous test results have been analysed and targets have been set. Together with the headteacher, the co-ordinator measures progress as pupils move through the school. The numeracy governor observes lessons, reviews pupils' work and discusses issues with the co-ordinator. All of this has a positive impact on standards.
109. There are excellent links with the local secondary school, with staff exchanged to extend higher attaining pupils and 'bridging' projects planned to promote a smooth transition to Year 7. This helps standards to improve. The co-ordinator is aware of the need to improve the use of computers to support and extend the quality of learning.

SCIENCE

110. The school has made considerable progress in science since the last inspection. In assessments carried out in 1999 around 92 per cent of pupils at the end of Key Stage 1 reached the expected level 2 or above with 20 per cent reaching the higher level 3. These results exceed the national average for all schools and are in line with schools that have a similar intake of pupils. Observations during the inspection indicate that current Year 2 pupils are achieving similar levels of attainment.
111. Current Year 2 pupils recognise external features of the eye such as the iris and pupil. They classify materials into natural and man-made. Pupils make simple electrical circuits and carry out tests into how well different balls bounce. Their learning is effective.

112. In the end of key stage tests at Key Stage 2 in 1999 about 93 per cent of Year 6 pupils reached the expected level 4 or above. This was well above the national average. Twenty per cent of pupils achieved the higher level 5. This was just below the national average. The performance of pupils is just above the national average in relation to all schools and just below the average for schools with a similar intake of pupils. Over the last four years science results have improved to a greater extent than in schools nationally.
113. Observations during the inspection indicate that current Year 6 pupils are performing above the national average. Pupils understand the function of internal organs and bodily processes such as digestion. They demonstrate their understanding by using the technique of filtration to separate solids and liquids, and they understand the relationships in ecological food chains. Their learning is very effective and their knowledge is secure. National tests do not measure pupils' abilities to carry out investigations and experiments. However, current Year 6 pupils have a good grasp of the key skills of scientific enquiry. They are able to use and apply their skills and their knowledge in lessons successfully.
114. Pupils make good progress in science throughout the school. Topics are well planned and are studied in depth so that concepts such as sound and electricity are well developed through practical experiences and pupils' learning progresses. The curriculum is particularly rich at the top of Key Stage 2 and the amount of work covered is above average. Pupils record their work carefully, effectively linking science with the development of literacy skills such as writing. Mathematics and numeracy are promoted when pupils draw graphs from data they have collected and measure time and distance as part of their investigations. In Year 5 pupils learn how light travels in straight lines and they construct pin-hole cameras in Year 6. In another class pupils construct series and parallel circuits in their work on electricity. Pupils with special educational needs and those with English as an additional language make good progress, sometimes supported by classroom assistants.
115. Teaching is at least satisfactory in both key stages. In half the lessons observed in each key stage it is good or very good. In the very good teaching clear explanations help pupils to learn and understand. Good links are made with pupils' existing knowledge, making new learning meaningful. Teachers employ good, practical methods that interest the pupils and get them to talk about their findings. Teachers prepare lessons well and use resources well. They use marking effectively to praise pupils for their work and in older classes to probe pupils' understanding and to further their learning. The quality of teaching strongly promotes pupils' enthusiasm and the quality of their learning.
116. Pupils' attitudes to work are good. They listen well and perform enthusiastically. Often pupils work in groups sharing equipment and ideas as they approach the challenges set for them. Their enthusiasm helps them to learn well.
117. Assessment is used very well in science to measure pupils' attainment and progress and to inform subsequent teaching. The management of the subject throughout the school is very good and systems used to monitor work in science have produced tangible evidence of improvement, such as developments in marking. A rich curriculum is enhanced by special visits to educational centres. Good links with the local high school help to promote continuity in pupils' learning.

ART

118. Only a limited number of lessons were observed in art and so judgements are supported by the scrutiny of teachers' planning and pupils' previous work, including display.
119. At the end of both key stages achievement in art is in line with what would be expected nationally and pupils make steady progress with their learning. This includes pupils with special educational needs and those for whom English is an additional language. These findings are similar to those of the previous inspection, when standards were judged to be in line with national expectations.
120. Younger pupils have access to a range of different experiences, but in particular to paint and collage. They learn how to paint with greater care and to mix and apply colour using a variety of techniques. By the age of seven, pupils develop skills in observational drawing and in cutting and painting with greater dexterity. For instance, work on 'crocodile' collages, shows how well pupils can draw and print images which create the texture and colour of the crocodile and also reflect its watery habitat. Pupils also make good progress in the drawing and painting of daffodils, as they learn how to use a range of brushes to show the thickness of stem and leaves.
121. Throughout the school good links are made between art and other subjects. The *Millennium* display shows how art can enhance learning in history, particularly through the study of local heritage. Detailed work on famous Coventry figures, portraits of Tudor kings and queens, and work in three-dimensions, depicting medieval tournaments, is of a good quality. However, work displayed in classrooms varies in quality and range. At its best, by the end of Key Stage 2, there is evidence of a wide range of experiences. Work linked to famous artists such as Hokusai, depicts waterfalls and moving water, whilst pencil work, focusing on line and tone in enlarged drawings of human and animal form, is of a high standard.
122. In the small number of lessons observed, pupils work well, share resources amicably and are keen to improve their work. The quality of teaching is satisfactory. Teachers' planning indicates that the works of famous artists such as Van Gogh is used well to provide new ideas and stimulus for the pupils' work. There is also appropriate coverage of experiences such as textiles and printing. Pupils' learning is boosted significantly in those classes where teachers themselves have well developed practical skills in art.
123. The co-ordinator has expertise and interest in the subject and the policy and guidelines for work in art clearly show development of skills and media use. Resources are accessible and appropriately support pupils' learning.

DESIGN AND TECHNOLOGY

124. The standards in design and technology are above those expected for pupils by the age of seven, and well above those expected by the age of 11. This is an improvement on the last inspection. Although no lessons were observed in Key Stage 1, the judgement is based on discussions with pupils and the subject co-ordinator, scrutiny of teachers' planning and records, viewing displays and photographs and the scrutiny of pupils' work. Pupils make good progress in design and technology during their time at the school.

125. In Key Stage 1, pupils assemble and join in various ways using adhesives and tapes, and explain what they have been doing. Their finishing techniques when preparing houses for the three little pigs and making masks show good precision in the making stage. Year 2 pupils explore mechanisms using construction kits and dress 'Teddy' using a pattern.
126. In Key Stage 2, pupils show increasing detail and accuracy in the designing and making stages. In the lower Key Stage 2 classes, pupils are aware of the need to have a purpose and produce 'plans' which are clearly labelled. The Year 3 and 4 pupils designed a light using skills previously learned in simple circuit work in science. The labelled sketches which pupils produced showed a very good understanding of the challenge presented to them and a clear awareness of what previous skills they could employ. Most pupils explained clearly the characteristics of their finished product. Lower attaining pupils in a Year 3 class justified the appropriateness of their choice of materials and explained where the bulb and battery could be housed.
127. From photographic evidence and a scrutiny of pupils' previous work in Key Stage 2, good gains in finishing skills were evident in models to support topics on the Vikings and the Tudors. Buggies with axles were designed to carry a load for 50 metres. A study of bridges was extended when exploring structures and forces at the local Partnership Centre, with skills developed further during the 'Technology Tree' at the National Exhibition Centre.
128. In a Year 6 class, pupils explored the marketing of biscuits. They chose from a wide range of materials and discussed confidently the need for impact in their designs. Improvements were discussed and implemented at the planning stage and pupils anticipated making further changes as they applied their skills in the making stage. Pupils collaborated very well and were very aware of the need for safety procedures when using tools. Lower attaining pupils were rightfully proud of their achievements and explained how they had made informed choices. Design and technology is linked effectively to other areas of the curriculum. During the marketing exercise pupils demonstrated good speaking skills and scripts were concise and explanatory. A range of musical instruments was used to compose music for their 'jingles' and technology was available for pupils to promote their product on 'television and radio'.
129. Pupils are very well behaved and respond positively to the challenges provided. Relationships are very good, with very good collaboration at the end of Key Stage 2. Overall, teaching is good and pupils make good progress, including those with special educational needs and those for whom English is an additional language. Teaching and learning is very good at the end of Key Stage 2, where expectation is high and there is a good pace to lessons. Planning has clear objectives and challenges are provided for each ability group with the minimum of teacher direction, to encourage investigation and independent learning. Overall, there is a good level of subject knowledge and a shared commitment to the teaching of skills and techniques. Gains in skills are now recorded consistently well. Attention to health and safety procedures is given a high priority.
130. The subject co-ordinator has had a significant effect on the standard of teaching and learning. He has provided high quality advice for his colleagues. Detailed curriculum guidelines, and planning which responds to current national advice, are shared with colleagues, often after attending courses to maintain his own high standards. He monitors planning regularly, has a good overview of the planned curriculum and manages resources well. He provides very good leadership.

GEOGRAPHY

131. Pupils' achievements in geography are in line with those expected nationally at the end of Key Stage 1 and good at the end of Key Stage 2. Standards have been sustained well since those reported at the previous inspection. Pupils make good progress over time.
132. In Key Stage 1 the pupils are able to identify the countries in the British Isles, make good use of coordinates and use simple keys. There is good evidence of work with routes and journeys that the pupils and other people make in the local area. Mapping skills are developed through visits made to the local shops. Pupils can explain, using good geographical language, how they come to school and they are aware of the people in the community who help them.
133. The quality of learning in Key Stage 2 is good for all pupils, including those with special educational needs and English as an additional language. Mapping skills are further developed. Most pupils are able to make maps and plans using symbols and keys, use four figure grid references, measure direction and distance, follow routes and make good use of atlases. Pupils know that Coventry is a city and have a good knowledge of their local area. Year 5 pupils learn about the dilemmas facing people in the world today, particularly in St Lucia. In discussing the moral dilemma of jobs versus the environment, pupils consider the evidence given by a banana farmer, factory worker, a diver and the tourist industry. They learn that cheaper bananas from other countries cause a problem for banana growers in St Lucia, that all parts of the environment are co-dependent and that the environment may be damaged through tourism. The effects on the environment on land and on wildlife are explored sensitively. Pupils also begin to realise there is also an unseen, but threatened, environment under the sea and appreciate the relevance of learning about food chains in their science work.
134. The quality of teaching in geography is satisfactory in Key Stage 1 and good at Key Stage 2. It ranges from very good to unsatisfactory in Key Stage 2. The curriculum is well planned with good use of assessment information to guide curricular planning. Teachers use a range of strategies to record work. The best teaching observed identifies links with previous learning, challenges the pupils to think, uses enquiry skills effectively and links work across other curriculum areas. Where teaching is weaker, the pace of the lesson is too slow, encouraging restlessness to occur. When resources are not sufficient, working groups may be too large and this inhibits learning. There are good links with the literacy strategy, and with history. Pupils use maps regularly in their history topics to identify the position of continents and places, for instance, Africa, Egypt and the river Nile, Europe, Greece and Italy. A strength of this subject arises through the visits and field trips that are planned each year so that pupils have first hand experience of the environment and contrasting places, for instance Dol-y-Moch in Snowdonia, Cheylesmore Partnership Centre, Corley village and Coventry.
135. The co-ordinator is very experienced. She has a clear vision for the development of pupils' opportunities in geography as she prepares for the new curriculum.

HISTORY

136. No history lessons were observed during the inspection. Judgements about teaching and learning are based on displays of the pupils' work around the school, examination of their books and a portfolio, and discussions with teachers and pupils. On the evidence available, pupils, including those with special educational needs and English

as an additional language, are achieving satisfactory standards in Key Stage 1 and in the lower classes in Key Stage 2. By the end of Key Stage 2, achievement is good for the majority of pupils. Overall, standards have improved since the previous inspection and pupils make good progress.

137. In Key Stage 1, pupils are able to place events in order and suggest differences and similarities between toys today and toys over a hundred years old. They are aware of the sacrifices made by individuals like Grace Darling to help others. In Key Stage 2 pupils know about Columbus and have explored the beliefs of the Arawak people. Pupils remember writing letters, as if to Lord Shaftesbury, about the conditions in the mines. Pupils know Henry VIII had six wives and can recall some of the differences between rich and poor in Tudor times. Year 6 pupils recall the periods of history they have studied, have a sense of chronology and are able to recall historical facts. Support for pupils with special educational needs and for those with English as an additional language is good.
138. A very good historical feature is the work on the millennium project. This reflects life from the birth of Christ to today, particularly identifying the importance of the locality; for instance, 'As true as Coventry blue', 'Greyfriars of Coventry', 'Lady Godiva', clock and watch making, Keresley toy shop founded in 1851, and ribbon weaving. This project imaginatively supports the English, art, religious education and design and technology curricula.
139. The links between history and geography are well developed; all units are set in context of the world using maps and features effectively. Pupils' reflection on how beliefs of people in the past influence the present, on the cathedral as a symbol of reconciliation and on the many opportunities given to empathise with people, make a very good contribution to the spiritual and moral development of the pupils. Visits to the Cheylesmore Centre help pupils with their understanding of the Tudor and Victorian periods.
140. While no teaching was observed, planning is carefully prepared. There is now no evidence of low-level repetitive tasks in work seen, nor evidence to suggest pupils are not committed to the tasks set. The quality of pupils' learning is clearly enhanced by the range and depth of the material covered and by the obvious enthusiasm of many staff for the subject. Good links are being made with the literacy hour, where relevant historical fiction and non-fiction books are used effectively.
141. The co-ordinator is very supportive of colleagues. She provides secure leadership through a good policy and scheme of work and she works well to monitor current developments in the subject.

INFORMATION TECHNOLOGY

142. At the time of the last inspection, there was insufficient evidence to make a judgement as to pupils' attainment and progress, or about teaching and learning in the subject. Planning, however, indicated that a broad range of activities was planned. There was some evidence of the use of information technology across the curriculum, although not always in a planned and coherent way. There is little evidence that the situation has improved significantly in the interim and progress has been slow, in spite of the efforts of a knowledgeable co-ordinator. While attainment is slowly improving, pupils do not have sufficient time on the computers for their skill base to be developed fully and the older pupils in particular are not yet achieving the standards which they should. A proportion of the pupils – around half – have access to computers at home and this makes a significant contribution to the skills and knowledge which they

possess. The school is not yet having a sufficient input to the development of the skills and confidence of all pupils in information technology.

143. Although children under five were observed working regularly on computers in the reception class, there was very little evidence of pupils using computers in Key Stage 1 during the inspection and no lessons were observed. At the end of Key Stage 1 pupils' attainment is below average. This applies also to pupils with special educational needs and those with English as an additional language. A wide range of information technology experience is indicated in teachers' planning. However, there was no evidence of completed work either in display relating to Key Stage 1 around the school and virtually none in the scrutiny of pupils' work. There is little evidence that work planned is taught or completed by all pupils. The school feels – and the inspection confirms - that the control component of the curriculum is particularly weak and there is no evidence that it is taught at all.
144. In Key Stage 2 attainment remains below average overall. Again, there was virtually no evidence of computers being used during the inspection. There is more evidence that aspects of the information technology curriculum are being covered, although the extent to which pupils have access to the experience varies significantly from class to class. The planning for Key Stage 2 indicates a broad range of experience. The implementation of the planning is far more spasmodic. Too few of the older pupils possess appropriate, independent skills and the opportunities provided do not enable higher attaining pupils consistently to achieve their potential.
145. There is some evidence of word processing across the year groups although this is more evident in some years than others. Pupils produce repeating patterns in Years 3 and 4, use a database and combine pictures and text. They are able to use different fonts, colours and point sizes. They successfully match text and pictures in a story-building program. Pupils in Years 5 and 6 have undertaken database work on friction, in support of their work in science. They have generated bar charts and pie charts and have used spreadsheets. They have modelled options for the use of their pocket money and to investigate alternative strategies for stocking the school shop. They have produced match reports to support activities in physical education. Pupils in Year 6 are accessing the Internet when researching topics in art, history and geography – for instance, the current Year 5 work on St Lucia. They are familiar with search engines and their potential to support learning. While some of this material may reflect work over a long period, the range of items evident in display are not reflected in the scrutiny of pupils' work, where evidence of the use of information technology is limited. Currently there are a number of weaknesses in the curriculum in Key Stage 2, relating to branching databases, the use of electronic-mail, graphic modelling and control and monitoring, of which the co-ordinator is aware.
146. The quality of pupils' learning is unsatisfactory because of the infrequency with which the subject appears to be taught, the limited opportunities for access to the machines and inconsistent practice between year groups. There is insufficient rigour in the focus on skill development, although these aspects are dealt with in the subject documentation and are identified in teachers' planning.
147. Pupils' attitudes towards the subject are good and they convey their enthusiasm in discussion. There were too few observations of pupils at work on the machines to form any judgement as to their response to tasks set. It is not possible to make any judgement as to the quality of teaching across the school.
148. The school is aware that there are weaknesses in the provision for information technology and the subject is a key priority in the school development plan for the next

school year. For that reason, the Year 5 and 6 pupils have been involved in a very effective programme provided by the main secondary school. This enables them to have experience of a range of advanced techniques, such as computer-assisted design, which has been incorporated in the design and technology programme.

149. Immediately prior to the inspection, a new suite of networked computers had been installed, but was not yet operational. The co-ordinator has a clear view as to how this can be used to enhance both the status of the subject and the quality of pupils' learning. While the co-ordinator has a very good knowledge of the subject and has been very active in promoting it, there is a strong need for enhanced training opportunities for other staff. The school has adopted the new national programme of work. The co-ordinator is building up a portfolio of pupils' work and is encouraging staff to prioritise the use of information technology in subjects across the curriculum. Procedures for assessing pupils' competencies are being trialled in the present term.

MUSIC

150. Standards in music have broadly been maintained since the last inspection. At that time, the quality of teaching, the progress made by pupils and the standards achieved were satisfactory. At present pupils' achievements in music are in line with what would be expected of pupils of a similar age by the end of both key stages. It is clear, however, that the constraints upon the foundation curriculum have limited the amount of time available to teachers and that this has had an adverse effect on the range, depth and quality of experience provided.
151. Throughout the school, opportunities for singing mostly arise in assembly or in the weekly hymn practice. The majority of pupils sing tunefully, although with contained enthusiasm. Most have a secure sense of rhythm and an appropriate regard for accompaniment. They listen carefully and younger pupils in particular have a good sense of performance and enjoy opportunities to make music. They listen carefully to live performances and are appreciative of the skills of others. In Key Stage 1, they can distinguish between high and low sounds and can identify those percussion instruments which will produce sounds at a particular pitch level. They contribute to graphic scores. They listen to music, such as Vaughan Williams' *Lark Ascending* and can comment upon it, reflecting on the mood and the instrumentation. When singing, they sustain accurate pitch and rhythm. Year 2 pupils use a range of tuned and untuned percussion to produce a rhythm reflecting the movement of a dragon, based on a recorded radio programme. In Year 3, they can identify different note sequences from a given score and replicate them, selecting instruments appropriate to the mood and style of the piece. They can compare tempi and identify instruments. In Year 6, in two sessions taken by a visiting specialist teacher, some pupils were involved in developing compositions based on their 'African Music' theme, while others were listening to work they had recorded previously and commenting upon it.
152. Overall, as they move through the school, the quality of pupils' learning is satisfactory. Learning is promoted best where teachers are knowledgeable and enthusiastic and sustain a brisk pace within lessons. This enables pupils to make good progress in lessons. Learning is less good, for instance, when, as in one Key Stage 1 lesson, not all pupils have the opportunity for involvement in practical activities at the same time. Learning is also inhibited in Year 6 lessons with a specialist teacher when pupils become restless and their level of commitment declines. However, pupils with special educational needs and those for whom English is an additional language, make similarly satisfactory progress to others.

153. Pupils, and particularly those in Key Stage 1, enjoy music. They are willing performers and are keen to demonstrate what they can do. Instrumentalists, both within lessons and in assembly, show both confidence and pride in their presentations.
154. The quality of teaching is satisfactory. Apart from instrumental tuition and the provision for Years 5 and 6, music is taught by class teachers. In the majority of lessons, teachers successfully draw out teaching points from pupils' performances, so improving the quality of pupils' learning. Lessons are appropriately planned. Where teaching is best, teachers' subject knowledge and expertise help to extend pupils' knowledge and skills and their learning is thus enhanced.
155. The co-ordinator is active in her support of the subject. There is no school-specific scheme-of-work to guide staff in their planning, but they make good use both of Creative Arts material prepared by the local authority and of a range of commercial resource material and recorded programmes. There has been limited in-service training for staff for several years. There are no procedures for assessing the quality of pupils' learning in music. Visiting musicians teach guitar, violin and woodwind. Several recorder groups are held during the week. These additional musical activities make a valuable contribution to extending pupils' cultural development. However, there has been some reduction in the time available for singing and there is no longer either an orchestra or choir, although there are some opportunities for live performances each year.

PHYSICAL EDUCATION

156. Pupils make satisfactory progress in physical education across the school, so maintaining the standards indicated at the last inspection. In Key Stage 1 pupils experience movement lessons using tape-recorded programmes and confidently use gymnastic equipment such as climbing frames, ladders and balancing beams. They use the apparatus to move in controlled and imaginative ways, making different shapes with their bodies. Pupils with special educational needs and those with English as an additional language make satisfactory progress.
157. In Key Stage 2 pupils learn basic rugby skills in games lessons. They learn to pass and catch with increasing skill and then use these skills in small sided, competitive games. All pupils in Key Stage 2 have the opportunity to swim and the majority of pupils achieve the expected national standard of 25 metres unaided. Many pupils exceed this standard and this is a positive feature.
158. The physical education curriculum is well planned and includes the expected elements of games, swimming, dance and gymnastics. This basic curriculum is enriched through a wide range of extra curricular activities. The school involves outside coaches for sports such as basketball and tennis while the staff of the school give freely of their time to run clubs in sports such as cricket, gymnastics, cross-country running and football. The school organises a cross-country running event involving many local schools and takes part in competitions in football, rounders, cricket and netball. Year 6 pupils undertake outdoor activities such as canoeing and abseiling when they go to a residential centre in Wales.
159. Teaching in physical education is good in the reception classes and satisfactory elsewhere. Teachers plan lessons well and include a warm-up at the beginning and cool down at the end. In some lessons the warm up is insufficiently vigorous. In games, there is insufficient use of relays and shuttle runs as a bridge between general warm up activities and the main skill development activities of the lessons. The quality

of pupils' learning, always satisfactory, is particularly well supported where staff are enthusiastic and have effective practical skills in a particular sporting activity.

160. Pupils display an enthusiasm for physical education and the level of participation in extra curricular activities is good. Pupils dress appropriately for lessons and are able to referee their own small games fairly and sensibly. The good behaviour and attitudes of pupils means that time is used well and pupils' learning is sound.
161. The resources for physical education have been gathered from a range of sources and they are good in quantity and quality. This is a clear improvement on the situation reported at the last inspection. Pupils are often given the responsibility for gathering resources for lessons, contributing to their personal development. The limited space available in the school hall inhibits the indoor opportunities available to older pupils. The subject is well co-ordinated throughout the school so that the teachers are effectively supported in their teaching.

RELIGIOUS EDUCATION

162. Judgements on religious education are based on observation of a small number of lessons, the scrutiny of pupils' work, and discussion with the pupils. Standards achieved are good at the end of Key Stage 1 and very good at the end of Key Stage 2 in relation to the expectations of the locally agreed syllabus for religious education. Achievement is good throughout the school for all pupils including those with special educational needs and English as an additional language. Standards have improved since the previous inspection.
163. Pupils in Key Stage 1 talk about the meaning of Easter and other festivals. They know the symbolic significance of eggs at this time and recall the white cross on the buns in the shops. From the reading of the book, "*An egg for Babcha*," they start to understand the religious significance of the drawings on a 'pysanka'. For instance, pussy willow as a reminder of Jesus going to Jerusalem, ribbons to wish you might live for ever, spots as a remembrance of Mary's tears, nets representing the fishermen friends of Jesus and the cross as a reminder of his love. Pupils in Key Stage 2 recall a number of significant Biblical miracles and other faith stories they have heard in class and in assembly. They know the name of other world religions and their founder, that each one has its own sacred book and the important saying 'I am the Son of God. God is One. We are equal.' Year 6 pupils know about world events and begin to reflect on similarities between past times when Guru Nanak and Jesus were alive, and the modern world. Pupils make links with Nelson Mandela and South Africa, Martin Luther King and '*I had a dream*,' the work of charities and organisations, equality, and celebrations. Their learning is enhanced as they ask questions about and discuss the power of money, the exploitation of some people by the powerful and whether anyone really cares about world events and sufferings. They highlight Mozambique, Ireland and the people living in Coventry during the Second World War.
164. The quality of teaching and learning in the lessons seen is good and at times excellent. Teachers promote an awareness of Christ and other world faiths successfully through narrative and group activities. Good questions increase knowledge and encourage pupils to respond, exploring feelings and emotions. Time is given for reflection in class. The curriculum is very good and focuses on the way in which religious faith influences how people behave and live their lives.
165. Religious education is very well managed and resourced by an enthusiastic and knowledgeable, hardworking co-ordinator. Her organisation of a display on 'Impressions of God,' completed as homework is evidence of this. It begins with

simple drawings and sentences in early years, with pupils in Year 4 using interpretation and in Year 5 and 6 beginning to question 'Who is God?' and show a deeper understanding of the resurrection. Their message is one of hope for everyone- God is One, we are equal.

166. Good community links have been established to support teaching and learning in religious education, with planned visits to the church, cathedral, synagogue, mosque, gurdwara, homes for the elderly and celebrating Diwali with another primary school. Parents representing major faiths are supportive and send artefacts into school.