

# INSPECTION REPORT

## CLAVERDON PRIMARY SCHOOL

Claverdon, Warwick

LEA area: Warwickshire

Unique reference number: 125507

Headteacher: Mrs A. Stringer

Reporting inspector: Mrs B. Iles  
012000

Dates of inspection: 10/01/00 – 13/01/00

Inspection number: 191089

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior School

School category: Community

Age range of pupils: 4 - 11

Gender of pupils: Mixed

School address: Breach Lane

Claverdon

Warwick

Postcode: CV35 8QA

Telephone number: 01926 842403

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Appropriate authority: The Governing Body

Name of chair of governors: Mr R. Tamlin

Date of previous inspection: 17/06/96

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Brenda Iles	Registered inspector	English	What sort of school is it?
		Music	What should the school do to improve further?
		Art	How high are standards? The school's results and achievements.
		Areas of learning for children under five	How well are pupils taught?
Patricia Willman	Lay inspector	Equal opportunities	How high are standards? Pupils' attitudes, values and personal development.
			How well does the school work in partnership with parents?
Greg Morris	Team inspector	Mathematics	How good are the curricular and other opportunities offered to pupils?
		Information technology	How well is the school led and managed?
Kathleen Reed	Team inspector	Science	How well does the school care for its pupils?
		Design and technology	
Marion Kellow	Team inspector	Geography	
		History	
		Physical education	
		Religious education	
		Special education needs	

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

### **INFORMATION ABOUT THE SCHOOL**

There are 159 boys and girls on the roll. Two pupils come from backgrounds beyond Europe and no pupils have English as an additional language. The proportion of pupils entitled to free school meals is much below average. Twenty-one pupils have special educational needs, two of whom are awaiting statements. The proportion of pupils with special educational needs and rates of pupil mobility have increased over the previous two years. Children start school at the beginning of the year in which they have their fifth birthday. Their attainment on entry is currently above that of local schools. During the inspection 19 children were under five.

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

The school is effective because the headteacher and senior staff provide very good leadership and are well supported by staff and governors. There is clear direction to improve the school and improvements made since the previous report are good. Teaching is very good and standards achieved are above those of most eleven year olds in English, mathematics and science. Pupils receive very good support in their learning and personal and social development. Funding is below that of most schools, and the school provides very good value for money.

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

- By the age of eleven standards in mathematics, speaking and listening, reading and most aspects of writing are well above average.
- At the age of seven pupils achieve well above average standards in English, mathematics and science.
- Teaching is mainly of very good quality and this positively supports pupils' learning.
- The headteacher and senior staff provide very good leadership and are well supported by governors.
- There is a positive ethos for learning and pupils enjoy coming to school.
- Provision for personal development and the care of pupils is very good.
- Relationships between adults and pupils are very good.

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

- Standards in information technology, while satisfactory, are not as high as they could be.
- The presentation of pupils' writing in Key Stage 2 is not consistently of a high enough standard.
- Data handling and independent investigative work are not as well developed as other aspects of mathematics and science.
- The range and quality of learning resources to support the teaching of history, geography, religious education, cultural development and activities for children under five is unsatisfactory.
- The range of fiction and non-fiction books to support independent research and to meet the interest levels of more able Year 6 pupils is too limited.
- The cramped accommodation inhibits the teaching of aspects of physical education, design and technology and music. The library is too small and restricts opportunities for pupils to undertake independent research.

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

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

The strengths mentioned in the last report have been maintained and good improvements have been made to address weaknesses. The curriculum meets statutory requirements and all pupils receive their entitlement. Achievements in physical education, design and technology and information technology

are appropriate for the ages of the pupils although there remains room for further improvement in information technology. Co-ordinators' roles have developed and they monitor strengths and weaknesses in subjects effectively. The quality of teaching has improved, which supports pupils to reach their potential. More able pupils now have individual education plans which enable them to be fully challenged.

The National Literacy and Numeracy Strategies have been implemented effectively. The emphasis placed on promoting values of trust and respect and taking personal responsibility is successfully influencing pupils' attitudes and behaviour. The home school agreement has improved communication with parents and rates of attendance are now very high.

## STANDARDS

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

Performance in:	Compared with			
	All schools			similar schools
	1997	1998	1999	1999
English	A*	A	B	C
Mathematics	A	A	A	C
Science	B	C	E	E

**Key**

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

These results show a fall in standards over the previous three years in English and science. Variations from year to year are accounted for by the varying proportions of pupils with special educational needs and pupils who are more able within small cohorts and should be treated cautiously. Over a third of pupils received support for special needs in 1999. A mobility factor of 12% within this cohort may also have influenced standards. The action taken to address underachievement has been successful. The current cohort of Year 6 pupils are achieving standards well above those expected in English and mathematics and standards in science are above those of most eleven year olds.

Standards in physical education are above average in games, swimming and dance. Progress in gymnastics and indoor games at KS2 is restricted by the limitations of the accommodation but standards are broadly average. Standards in music are above average. In art, design and technology, geography, history, religious education and information technology (IT) they are average but there remains room for further improvement in IT.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils enjoy school and are very enthusiastic learners.
Behaviour, in and out of classrooms	Pupils' are usually well behaved and have a good knowledge of the school rules.
Personal development and relationships	Relationships with staff are very good. Pupils support one another well in lessons and at play.
Attendance	Attendance is very good.



Relationships between teachers and pupils are a strength of the school. Staff support their individual needs very well in their academic and personal development. The home school agreement has supported the high rate of attendance and the introduction of the Clover award system has effectively promoted positive attitudes and respect for others.

### TEACHING AND LEARNING

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

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

The teaching of children under five in the reception class is consistently of a very high standard. Teaching in Years 1 and 2 is very good and in Key Stage 2 it is good with very good lessons observed in literacy and numeracy. Forty-three per cent of lessons are very good or excellent and a further 37 per cent are good. The remaining 20 per cent are satisfactory.

### OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Provision is good. Planning supports teaching and learning well.
Provision for pupils with special educational needs	Pupils receive very good support which enables them to make very good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Spiritual, moral and social provision is good; cultural provision is satisfactory.
How well the school cares for its pupils	Staff have a very good understanding of the needs of each pupil and support their learning and personal development very well.

Literacy and numeracy are curriculum strengths and opportunities for pupils to develop their expertise in music are good. There have been good improvements in the curriculum since the last inspection. Progress in developing information technology has been slower than the school expected largely because of resource issues beyond the school's control. The curriculum for children under five is effectively planned and provides challenging learning opportunities but the range of structured play activities is too restricted. The good partnership the school has with parents has a positive influence on pupils' learning.

### HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher and deputy headteacher provide very good leadership. Staff work as a committed team to improve standards.

How well the governors fulfil their responsibilities	Governors are fully involved in the life of the school. They fulfil their duties and offer good support. The annual report to parents is of good quality and there is clear direction for the school's work.
The school's evaluation of its performance	The school analyses its performance thoroughly and uses this information to identify strengths and weaknesses and future developments.
The strategic use of resources	Funds are used to support agreed priorities. There is a clear understanding of the resources needed to improve the school in the future.

The best use is made of available resources and they are well managed. Weaknesses arise from parts of the building being too small. The hall is too small for whole classes of older pupils to take part in gymnastics and indoor games. The size of the library does not enable groups of pupils to undertake independent research. It is also used to teach music which restricts access further. Resources for children under five, religious education, history, geography and design technology are in need of development. The principles of best value are understood and well applied by senior staff and governors.

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

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• Their children like coming to school</li> <li>• Their children make good progress</li> <li>• Teaching is good</li> <li>• Children work hard and are expected to achieve their best</li> <li>• They can easily approach the school with questions or problems</li> </ul>	<ul style="list-style-type: none"> <li>• Parents would like more information about how their children are getting on</li> <li>• Provision for physical education</li> </ul>

Very effective links have been established with parents and inspectors confirm parents' positive views. There is a good range of opportunities for parents to see how well their children are learning. The inspection team does not support parents' criticisms of this aspect of the school's work. The open door policy, termly meetings with parents, the use of homework diaries, opportunities for children to share their records of achievement with parents and the good quality of annual reports mean that the school already offers more opportunities than most schools. The team agrees that internal space for teaching physical education is inadequate.

## **PART B: COMMENTARY**

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

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

1. On her appointment the headteacher prioritised raising standards. The regular monitoring of teaching and use of teacher assessments to set targets for every pupil have focussed close attention on supporting all pupils to fulfil their potential. Higher attaining pupils and those with special educational needs all have individual educational plans. They are shared with parents and through good partnership between home and school pupils largely meet the goals set for them at the ages of seven and eleven.

2. Baseline assessment show variations between cohorts but by the age of five most children achieve standards which are well above those of most five year olds in language and mathematics. Their physical, creative, personal and social skills and knowledge and understanding of the world around them are appropriate for their ages.

3. Test results for pupils aged seven in 1999 showed well above average achievement in reading, writing and mathematics. According to statutory teacher assessments standards in science were also well above those of schools nationally. The skills, knowledge and expertise of teachers for the age range enable achievements to be above those of similar schools. The proportions of pupils who achieve the higher levels in reading, writing and mathematics are also well above average and well above schools similar to Claverdon. In science attainment is very high in comparison to the national average and within the top five per cent of schools. The proportions of pupils attaining the higher levels are also well above average. The standards of pupils currently in Year 2 continue to be well above average because the quality of teaching is consistently very good. Standards have been maintained since the previous report and have improved in investigative science.

4. Results in the tests for pupils aged eleven in 1999 were well above average in mathematics and above average in English. When compared to similar schools they were average in both subjects. The proportions of pupils achieving the higher levels were above average in both subjects. Achievements in science tests were well below average nationally, with very few pupils attaining the higher levels. Results were, therefore, well below similar schools. The performance of both boys and girls was well above the national average overall; differences in achievements occurred in science where girls performed better than boys.

5. Trends over time and since the previous report indicate that results in English and science have fallen. However, factors relating to the context of the school mean that these comparisons should be viewed cautiously. Sizes of cohorts in small schools vary from year to year, as do the proportions of boys and girls and the percentage of pupils with special educational needs and of those who are more able. Over a third of Year 6 pupils were on the schools register of special needs in 1999, most having specific needs in literacy. The majority of pupils transferring to the school joined the junior aged classes. Twelve per cent of pupils joined the Year 6 cohort during 1999. These factors explain why the performance of boys and girls show variations from year to year. As a result of these circumstances the school decided to prioritise literacy and numeracy skills from the beginning of the 1998 – 1999 academic year. Booster classes were organised for these subjects in both 1998 and 1999 to support lower attaining pupils.

6. The school maintained achievements at levels which were at least above average in English and mathematics and correctly predicted fewer pupils would attain higher levels in English because of their specific difficulties. The precise targets set for individual pupils were mainly achieved. Science results were adversely affected by the decision to focus on literacy and numeracy and unforeseen staffing issues also contributed to the subject not being taught in sufficient depth.

7. The downward trend in science was recognised as a priority area for development in 1998. The newly appointed co-ordinator made good progress in reviewing teaching and learning and raising standards. Her temporary leave of absence in 1999 resulted in a slowing down of progress. Since her return to work the pace of progress has been rapid as teachers' competence and confidence has improved. As a result teaching is now of good quality and pupils are learning at a fast rate. The analysis of pupils' work currently in Year 6 shows standards have improved considerably and the issue of underachievement is being successfully addressed. While attainment is not yet as high as in English and mathematics, pupils' knowledge and understanding of science is above average overall. In investigative science it is average and a planned programme of development is addressing this aspect of the subject.

8. By the age of seven pupils identify different sources of light, describe and classify materials, and know how forces affect objects, for example that a car is harder to push on a rough surface than a smooth one. They make comparisons of outcomes of their investigations, make accurate measurements and carry out fair testing with teacher support to develop understanding of the principles of predicting and comparing conclusions. Across the school pupils use scientific vocabulary well. By the end of Key Stage 2, pupils describe the main stages of the life cycle of flowering plants and understand the function of different parts of the plant. They classify materials as solids liquids and gases and describe their properties. The majority of pupils has a good understanding of fair testing and competently describes how to carry out a fair test independently which shows an improvement in this area of science. They draw conclusions from their results but are less skilled in independently applying their knowledge and understanding to analyse their findings. Higher attaining pupils are not yet sufficiently competent to deal with continuous data independently; for example, they talk about using cold, warm and hot water in their investigations to dissolve sugar rather than suggesting the range of temperatures which are effective.

9. Inspection evidence gained by talking to pupils and looking at their work shows that standards are well above average in mathematics and almost all aspects of English by the ages of seven and eleven because teachers have good subject knowledge and expertise in these curriculum areas. Pupils talk confidently using well-formed sentences from the earliest stages of their education. Because teachers use subject specific vocabulary very well, pupils have many interesting and varied opportunities to acquire a broad range of language which they are expected to use in discussions and in their writing. This is a strength across subjects. Seven-year-olds understand terms such as phonemes and describe how adjectives increase the complexity and interest of their sentences. They write for a wide range of purposes. Spelling shows a high level of accuracy with good use made of phonics to attempt difficult or new words independently. The use of punctuation is also well above that of most seven-year-olds. Handwriting is mainly joined, neat and legible and those who have co-ordination difficulties are well supported.

10. By the time they are eleven pupils' speaking, listening and reading skills remain well above average. In writing, skills are mainly well above average. While there is evidence of high quality handwriting in the final presentation of work, the drafting process and work in exercise books are not as well presented as it could be. This detracts from the very good quality of the content of the writing. The maturity of pupils is evident in their discussions of selected passages of text which they read, both for pleasure and for information. They explain why they prefer to write in particular styles themselves and competently compare the writing of authors using terms such as 'persuasive' writing, drawing attention to how language is used to command the reader's attention. They understand how films can present a biased view which may not reflect the author's intention. The ability to reason and present views and opinions, building upon those of others, is of a high standard. Pupils' understanding of the links between speaking, listening reading and writing is reflected in the way they articulate the depth and breadth of their knowledge, skills and understanding. This is a strength which underpins learning across the curriculum and far exceeds that of most eleven-year-olds. Pupils are very well prepared for their secondary education in these areas of learning.

11. These high levels of achievement in English are the outcome of very good teaching, good partnership with parents and the successful implementation of the literacy strategy. This supports pupils' learning in other subjects well.

12. In mathematics pupils are particularly adept in mental skills. This aspect of mathematics is taught very well and is reflected in pupils' responses in other subjects. Standards are rising swiftly and achievements of pupils in the infants are higher than for pupils further up the school because of the success in implementing the national numeracy strategy.

13. Pupils in Year 2 cope well with counting numbers in tens and hundreds in higher and lower steps and with secure understanding of addition and subtraction evident in their oral calculations. By the age of 11 pupils multiply large numbers and use strategies such as doubling and adding. Higher attainers confidently factorise numbers in a variety of ways and link place value adeptly to decimals reflecting understanding of decimal places. All pupils at this age know about the connections between the four rules of number and written recording of calculations are of a high standard. The setting of pupils for mathematics and targeted teaching to precise objectives supports pupils learning well. Pupils' ability to use and apply their skills show good improvement since the previous inspection, and data handling, while developed to an appropriate level, is weaker than in other areas of mathematics, especially in Key Stage 2. This inhibits their work in other subjects, such as science.

14. Pupils with special educational needs are well supported through individual education plans which specify precise targets for learning. Work is planned to provide reinforcement, secure success and enable pupils to recognise the progress they are making. Because the adult support they receive encourages independence and builds personal confidence in achievement, they make good progress in relation to their prior attainment. Good progress has been made in addressing the needs of more able pupils. They receive very good support through individual plans, which set challenging targets linked to tasks in lessons, and detailed marking of work by teachers, which enables them to achieve higher standards.

15. Standards achieved by pupils in information technology are broadly in line with those expected nationally at the ages of seven and eleven and have improved since the previous report. However, the school is aiming for higher standards. Good progress was made in raising standards in the two years following the previous inspection but difficulties beyond the school's control in implementing the national grid for learning (NGfL) have hindered progress and proved to be frustrating for the school. Prior to this, pupils accessed the school website and frequently researched information using the CD-ROM reader in the school library. The school is still waiting to be networked and to receive new resources to support its planned development programme.

16. Pupils in Key Stage 1 use a limited range of software to support their learning. For example, in a Year 2 mathematics lesson pupils used a number program as part of a lesson on addition. They know how to control the mouse to operate the model of numbers and within English lessons, word process and design and print labels for their displays. By the age of 11 pupils draft stories and amend them using word processing facilities, presenting a final copy for display. They load programs, access files and save and retrieve their work. The specialist teacher's knowledge of the subject is very good and the direct teaching of small groups within classes effectively supports pupils learning. Because pupils receive direct attention they quickly learn the necessary skills to enable them to work independently.

17. Standards in religious education continue to meet the expectations of the locally agreed syllabus. Younger pupils in Key Stage 1 understand the main Christian festivals and those in Islam. They are aware that Jesus was a "special person" and that he performed miracles. Pupils develop awareness and respect for different points of view. This was evident in Key Stage 2 when pupils compared the practices and beliefs of world faiths with Christianity. Older pupils understand the differences between truism and belief and the importance of symbols, for example the use of water as

a symbol of life and the washing away of sins. Recent training for all staff has been beneficial in improving teachers' subject knowledge and confidence and standards are rising in lessons as a result.

18. Standards in history, geography, art and design and technology have been maintained at a satisfactory level since the school was inspected in 1996. Standards in music continue to be above those of most pupils aged eleven because there is a high level of peripatetic teaching of a range of musical instruments and the specialist and non-specialist teaching within the school is of good quality. This enables pupils to sing tunefully, read music and perform musical pieces confidently as duets and within small groups. Standards in most aspects of physical education have improved, for example, swimming and outdoor games. Pupils have the skills and expertise to work as part of a team using ball skills and following sets of rules. A weakness lies in gymnastics and indoor games and while skills are developed to an appropriate level the available hall space is too small to enable classes of older pupils to be fully challenged.

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

19. Pupils' attitudes, values and personal development are good overall. The majority are enthusiastic about school and enjoy the challenge in their lessons. This has a very positive impact on their learning and attainment. The quality of these aspects of pupils' development has been maintained well since the last inspection.

20. Children who are under five in the Reception class arrive at school in good time and settle happily into the day. They understand the routines of the classroom and respond well to the opportunities provided. They are enthusiastic and interested in their work. In numeracy lessons, for example, they are keen to answer questions and thoroughly enjoy the challenge. They contribute sensibly to class discussions, for example in religious education lessons, listening carefully to each other. Good behaviour is consistently reinforced by praise and the children quickly learn what is expected of them. They enjoy choosing activities and happily clear away at the end of each session. They work together well in groups as well as individually. They enjoy coming to school and their attendance is very good.

21. Pupils are keen and eager to come to school. Their attitudes to school are very good. Many pupils come to school with high expectations of themselves and are prepared to work hard. The enthusiasm of much of the teaching transmits itself to the pupils and they work with interest and, in some lessons, with excitement. In a Year 3 science lesson on magnetism, for example, the pupils clearly understood what was expected of them and their excitement and enthusiasm were evident. They are often proud of the quality of their work and are keen to talk about what they are doing. They enjoy the recognition in merit assemblies for what they have achieved. Talks with pupils indicate that they value the team points and merits and try hard to earn them. There was obvious delight on the faces of the pupils and many of the younger pupils appeared to swell with pride when their efforts and achievements were recorded in the Merit Book and applauded by the whole school community in assembly. This recognition makes a significant contribution to the development of self-esteem and reinforces the good work ethic in the school. Many Key Stage 2 pupils commented that they enjoy the range of extra-curricular activities, a significant number taking part in competitive sport with other schools. Pupils with special educational needs take part in all aspects of school life with enthusiasm and interest and this promotes their progress through school.

22. Pupils' behaviour in lessons and around the school is generally good and this confirms parents' views. Pupils, including those with special educational needs, clearly understand the school's expectations with regard to their behaviour. They help to draw up their class rules and were consulted on the content of the Home/School Agreement. They know the difference between acceptable and unacceptable behaviour and of the consequences of breaking school rules. On occasion, over-enthusiasm leads to a lack of self-discipline and disregard for the normal classroom

routines. For example, in a design and technology lesson in Year 3, pupils became excessively noisy in their group activities and this detracted from the overall quality of learning in this lesson. A very small number of Year 5/6 pupils taking part in a walk along the canal interrupted others and continued to behave inappropriately even when asked to desist. Pupils move around the school purposefully and sensibly and behaviour in the playground, although lively and boisterous, is generally good humoured. Behaviour in the hall during the mid-day break is sociable and pupils wait their turn patiently. They are generally polite to each other and, when spoken to by adults, respond appropriately. There have been no exclusions and neither parents nor pupils express any concern about bullying. Pupils are trustworthy and mostly treat the school's resources with care, although there are isolated incidents of a lack of respect, for example, treading on books on the floor.

23. Pupils' personal development is good. As they progress through the school, they develop into increasingly mature and sensible young people, with a good sense of responsibility towards the school community. The School Council is well regarded by the pupils and recognised as a channel through which they can be involved in decision-making within the school. The members of the Council take their responsibilities very seriously and conscientiously consult their class members on matters for discussion. A strong feature of pupils' personal development is the way in which the older pupils take care of the younger ones. Parents are delighted with this aspect of school life. All pupils have classroom responsibilities and Year 6 pupils carry out a number of jobs around the school in a sensible and mature fashion. Although pupils take responsibility for organising and completing their homework on time, because of the constraints of limited resources, their independent learning skills are not fully developed. Most pupils listen quietly to each other's points of view and participate in sensible discussion. A very small minority, however, lack self-discipline and grow impatient, interrupt and would dominate discussions if not controlled by class teachers. Pupils have good relationships with their peers and many have a very good relationship with their teachers. Teachers and other adults in the school are excellent role models, promoting the values outlined in the school's aims. As a result, most pupils successfully develop a socially responsible attitude to the school and to the wider community.

24. The school consistently achieves a very good level of attendance that is well above the national average. Most absence relates to illness, but there are also a small number of parents who take their children on holiday during term time. There is no recorded unauthorised absence. Pupils are mostly punctual, registration is quick and efficient and lessons start on time.

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

25. Teaching is a strength of the school and supports pupils' learning well. Teaching is very good in over four out of ten lessons and one lesson in twenty is excellent. Occasional examples of excellence are found in the teaching of literacy to older pupils in Key Stage 2 and in the teaching of physical education in Key Stage 1. In a further four out of ten lessons teaching is good. The remainder is satisfactory. The quality of teaching has improved since the last inspection with a much higher proportion of lessons being of a very high standard. This is enabling pupils to learn more quickly and achieve their individual targets. Teaching is very good in nine out of eleven lessons in Key Stage 1 and this is a reason why pupils achieve very highly in the national tests for seven-year-olds.

26. Teachers in Key Stage 1 are lively, enthusiastic and consistently reinforce learning objectives in lessons to meet the needs of different groups of pupils. The effective use of questioning ensures that pupils listen carefully so they are ready to answer questions. When they become distracted teachers draw them back into discussions by requiring answers and involvement. This was evident in the teaching of literacy and music when pupils were expected to listen to each other, use new language and watch the model set by the teacher in signing music and reading to an audience.

27. There have been recent changes to staffing and two job share arrangements are in place for pupils in Years 4 to 6 with pupils in these age groups being taught in mixed age classes. This requires teachers to maintain detailed records and communication is good between teachers. Good use is made

of the enhanced level of subject expertise. The setting of pupils for mathematics is having a positive impact on attainment. Teaching in Key Stage 2 is good overall with one in six lessons being very good.

28. Throughout the school lesson planning is thorough and identifies what pupils are expected to learn and the activities which they will be involved in. Teachers maintain detailed files which indicate how their assessments are leading towards pupils meeting their targets. Teachers identify how higher attaining pupils and those with special educational needs are to be challenged and how resources are to be used to support learning. Weekly planning is thorough, indicating the range of subjects to be covered. Time keeping is good. Particular features of the very good teaching observed are the confident use of subject knowledge and expertise to support the learning of all pupils. In the lessons which were excellent and very good, teachers managed pupils' lively enthusiasm with insistent, firm guidance, made very good use of specific subject vocabulary and had high expectations of pupils. They are confident in their subject knowledge, engage pupils in discussions and ensure that pupils wait their turn and give reasons for their opinions. They evaluate the quality of work with pupils through marking and one to one and group discussions. This happened at the end of a literacy lesson in Years 4/5 when the teacher encouraged pupils to praise the strengths of the work of their friends and to give them ideas to help them to improve. A particular feature of one lesson in class five was the attention given to presentation and the value placed on the work. This resulted in progress during the lesson being well above average. The same attention is not consistently given to presentation in Key Stage 2 and this results in the untidy and often careless presentation of drafted work. This is a weakness and detracts from the otherwise very good content of pupils' writing.

29. Within lessons, particularly during the teaching of literacy and numeracy, the use of specific direction, discussion, class, group and individual work provides a range of strategies that support learning well. There is a good balance between listening, practical activity and recording. Teachers provide pupils with good encouragement to explore a range of options to solve number problems mentally. This was evident in a mathematics lesson in Years 5 and 6 when the teacher insisted pupils explained their strategies to the class. She ensured all pupils had the opportunity to discuss the strategies and to recognise that there are many different ways of problem solving. Teachers across the school make their expectations of what is to be achieved during lessons very clear and link learning to other subjects. A good example of this was in Year 1 when pupils exploring patterns in music linked their claps to the syllables in their names.

30. Teachers regularly assess pupils' learning in English, mathematics and science and set individual targets. In this respect there has been considerable improvement since the previous report and the needs of more able pupils and those with special educational needs are well met, enabling them to make good progress. Assessment information informs lesson planning for individuals and group and ensures that pupils are challenged appropriately in their learning. The quality of marking is good. There is an appropriate balance of praise, encouragement and aspects for improvement. Teachers frequently discuss work with pupils and enable them to evaluate their errors, success and achievement.

31. Teachers manage pupils' exuberant behaviour well. They firmly insist on pupils waiting their turn to receive attention and respecting the right of each person to be heard. This results in good reinforcement of the aims and values of the school and pupils know that rudeness and selfishness will not be tolerated.

32. Support staff are involved in planning tasks and activities and maintain daybooks that provide clear guidance on task objectives and the expected level of adult intervention. This is a strength in the reception class and within the support for pupils with special educational needs. Because communication and the relationships between teachers and support staff are very good the level of support the latter provide enhances teaching and makes a positive contribution to pupils' learning.

33. Minor weaknesses in the teaching relate to expectations of presentation in English books in Key Stage 2 and planning opportunities for pupils to investigate and research independently. At times



tasks are over prescriptive and do not support decision making, for example enabling pupils, particularly boys, to select their style of writing or form of enquiry in science. There are too few opportunities at present for pupils to use information technology to support their learning across subjects. Accommodation and resource issues inhibit these elements of teaching, particularly in winter months when less use can be made of external resources. There are occasions in numeracy lessons when additional direct teaching during group work would improve learning opportunities for pupils, and there is insufficient teaching of data handling.

34. Pupils enjoy their learning and, where teaching is of very good quality, particularly in the reception class and Key Stage 1, they learn quickly and make very good progress. The good teaching evident in Key Stage 2 also secures good gains in learning, especially evident in the progress made by higher and lower attaining pupils in literacy and numeracy. They show interest in their work and because of the good quality marking of work and target setting they are clear about the strengths and weaknesses in their work.

35. Pupils in all classes complete work at home which encourages independence and responsibility well. This includes regular reading, spelling, tables and opportunities to research work linked to their lessons. Parents offer very good support and homework makes a positive contribution to learning.

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

36. The curriculum meets national requirements. This was not the case at the time of the last inspection. Curriculum development has quite rightly focussed on implementing the national strategies for literacy and numeracy during the last two years. Provision is good and is effectively raising standards and promoting high achievement.

37. The reduced range of content in other subjects is in line with national guidance. Additional time at the end of morning sessions is often used for extending literacy and mathematics, for example spelling tests and discussions. This results in some sessions being too long and time could be used to enhance teaching and learning in other subjects. Some teachers overcome this problem by fitting in short periods for singing or other activities which is effective in maintaining motivation and providing practical learning experiences. Timetabling which does not maximise the use of time during the morning is a minor weakness.

38. Within some subjects there is a need to offer more opportunities for pupils to enquire for themselves. The work is sometimes unnecessarily prescriptive, for example in English there are too few opportunities for pupils to independently select the most appropriate style in which to write. Additional library resources are needed to enable pupils to research projects for themselves and to meet fully the school's aim to develop a sense of enquiry and to learn independently. This aspect of learning is, however, supported by good home and school liaison. A very good range of extra-curricular activities extends the curriculum beyond the school day. These are attended well by pupils. This supports learning and pupils' achievements well, for example in subjects such as music and physical education and provides good support for personal and social development. All pupils have equal access to the full curriculum.

39. There is a well-planned scheme of work to support pupils' personal and social development. This includes appropriate provision for sex education and teaching pupils about drug misuse. These features are built into other subjects wherever possible and support provision for social and moral education well. This provision is of good quality.

40. The school has made useful links with other primary schools to support staff development. Links with nursery schools are very good but those with secondary schools are not as strong, because

of the large number and broad variety of schools to which pupils transfer. Other links with the local community, for example the church support learning well. Local industry has been involved in providing pupils with the chance to take part in special projects, for example with Rolls Royce.

41. The school continues to promote pupils' personal development to the same standard as at the last inspection and provision is good. Spiritual and moral development is promoted through assemblies as well as through subjects such as English, music and religious education. Pupils reflect on the wonder of life through their science lessons and express their feelings in response to words and music. They understand the difference between right and wrong and the values promoted by the school. There are a number of positive ways in which the school supports pupils' social development: new initiatives such as the Clover awards, the school council, class monitors and older pupils caring for younger ones all help to develop pupils' sense of responsibility. These strong features support the caring and positive ethos of the school.

42. The development of pupils' cultural awareness, although satisfactory, is not as strong as other areas. Pupils learn about their own and other cultures through religious education lessons and other subjects, for example, pupils are interested in the work of famous artists such as Picasso and listen to a range of music including classical and modern pieces from different countries. However, there are not enough opportunities for pupils to broaden experiences and prepare them for life in a multicultural society.

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

43. The school provides a safe learning environment for pupils. Responsibilities are outlined and staff provide good role models, promoting positive values and relationships on which pupils can model their behaviour. Arrangements for child protection are appropriate and the policy provides good guidance for staff, who receive training on a rolling programme. Members of staff know pupils well and there are good lines of communication, for example between lunchtime supervisors and the staff and headteacher. The school has very good procedures to monitor attendance and lateness and includes targets for attendance in its planning. As a result attendance is well above average.

44. The school has an effective behaviour policy and on going arrangements for monitoring behaviour ensures that rules are well maintained and that pupils learn to take responsibility for the way in which their actions and words affect others. The bullying policy provides very helpful guidance for staff and any instances of bullying are logged and followed up. The school places considerable emphasis on raising pupils' self-esteem. All pupils are actively encouraged, and provided with opportunities, to play a full part in the life of the school and to contribute, for example, to assemblies or being a School Council representative for their class. The school is effective in consulting pupils. Pupils are able to raise issues in the School Council, which provides opportunities for pupils to express their views and initiate change. A girl's football team, for example, came about as a result of a request to the Council and is well supported. The Clover Awards provide a way of reinforcing positive behaviour and care and consideration for others to which all are able to contribute, staff, parents and pupils.

45. Assessment procedures are of good quality. Baseline assessment at the age of five identifies children in need of support and those who are more able. This enables their needs to be met from the earliest stages of learning. Ongoing teacher assessment and the setting of precise targets for achievement supports learning well. Pupils who are more able and those with special educational needs are monitored through regular assessments of the progress they make towards meeting targets in their individual education plans. They have full access to the curriculum. Provision meets the statutory requirements of the Code of Practice and is updated regularly through regular reviews and discussions with parents and outside agencies.

46. The school is very effective in monitoring pupils' academic performance in mathematics, English, science and physical education and takes action to address any weaknesses, which are

highlighted. The school sets suitably challenging targets in these subjects and monitors progress towards these. A range of tests are used to track progress in spelling, reading, mathematics and science as well as the end of key stage assessments. On going teacher assessments are used as the basis for planning the work of groups of pupils. This supports pupils' learning well. Monitoring achievement in information technology and religious education is not as detailed. The school has developed a good quality scheme of work for personal and social education with content appropriately matched to age. This supports pupils' personal development well.

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

47. There is a good partnership between the school and home which has a beneficial impact on pupils' attainment and on the quality of their learning experience. This good relationship has been maintained well since the last inspection.

48. The majority of parents are very supportive of the work of the school and value the educational opportunities provided and the good care that the school takes of their children. The information for parents about the school is practical and comprehensive. Parents of children currently in the Reception class commented that the information provided and induction procedures for both the children and the parents were very helpful and facilitated a happy start to school life for these young children. Parents of pupils with special educational needs are fully involved in the target setting process and, because of the good level of involvement, are able to support their children's specific learning objectives at home. Day-to-day information about activities in the school is sent out by means of a monthly newsletter and regular letters. Unfortunately, the unreliability of "pupil post" means that some parents do not always receive the information and consequently feel ill informed. A significant number of parents indicated on the parental questionnaire sent out prior to the inspection that they do not feel well informed about how their children are getting on. The school provides two opportunities for formal consultation, in the spring and summer terms, and there is an open evening in the autumn term. In addition, parents are invited to come to school to look through their children's Record of Achievement to see how well they are progressing. Pupils' annual reports give a clear indication of individual strengths and weaknesses and identify specific targets to address those weaknesses. Reports for Years 2 and 6 include the standard assessment test results. During the inspection, many parents commented that they always feel welcome to talk informally to class teachers or to make an appointment should they wish for more information or to address any concerns. Inspection evidence, therefore, does not support the view of those parents who do not feel well informed. The analysis of the parental questionnaire also indicates that a number of parents do not feel that the school works closely with parents. Again, inspection evidence does not support this view overall. The school provides many opportunities for contact between the school and parents. Comments from parents during the inspection indicate that they always find the school to be receptive to their ideas and concerns.

49. Parents' involvement in school life is good. They are encouraged to help in school and many accompany classes on visits and walks. The school involves the parents in the decision-making process. For example, a randomly selected sample of parents was invited to contribute their views on the content of the Home School Agreement and this has ensured the acceptance of the Agreement by the majority of parents. The agreement has been effectively implemented and supports the learning partnership. Parents are invited to afternoon tea once a month and, despite the limitation of the size of the hall, parents are invited to - and enthusiastically attend - class assemblies. The parents' association organises a range of successful social and fund raising activities and the financial support is valued by the school and supplements the resources.

50. The majority of parents are happy with the amount of homework that the school provides and most willingly help their children at home with reading, spelling, tables and project work. The school provides parents with termly information about what their children will be learning in the coming weeks which enables them to focus their support at home more effectively. In addition, the school organises curriculum workshops from time to time which provides parents with more detailed

information. This good level of involvement of parents in their children's learning has a positive impact on their attainment.

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

51. Since the school was last inspected the senior management and most of the governing body have changed. The quality of leadership provided by the headteacher and senior staff is very good. They have a clear understanding of the strengths and weaknesses of the school and the skills and clear judgement to implement action and motivate staff. They are supported by a committed staff who work conscientiously as a team to move the school forward. Good use is made of the strengths and expertise within the team and regular professional development discussions enable staff to receive the appropriate training to fulfil their roles and responsibilities. As a result the quality of management remains at the same high level as in the previous inspection. They are properly focussed on maintaining standards where they are already high and in raising them where they could be improved. This is demonstrated by the action that the school has taken to meet the particular needs of cohorts of pupils and to raise standards in science through improving both the curriculum and the teaching in the subject and ensuring all pupils have equal opportunities to succeed. The headteacher has a significant teaching commitment and this reduces the amount of time for undertaking her management duties. She is well supported by the school secretary who ensures the day to day organisation of the school is well managed. Appropriate use is made of information technology to support the day to day management including local support for monitoring finance.

52. The governing body offers good support to the school's senior management team and staff. Sub committees are well organised and take effective measures to ensure that they know the school well. They receive useful reports from the headteacher and staff with management responsibilities as well as being involved as governors in the day-to-day life of the school. Governors hold the school to account for its performance and in partnership with the headteacher guide the long-term development of the school, critically analysing standards. They are involved in setting targets and regularly review progress made towards their achievement. With the exception of minor omissions in the governors' annual report to parents and the school prospectus the governors fulfil their statutory duties well.

53. Monitoring and evaluation of the school's work takes place in an organised and systematic way. It is linked to the priorities in the school development plan with the recent focus on literacy, numeracy and science. This includes the headteacher and subject managers observing teaching and learning, feeding back to teachers, rigorous analysis of pupils' performance in national tests and tracking of pupils' progress in the core subjects. These lead to developments that are effective in raising standards. For example, the science co-ordinator's observations of teaching resulted in clear advice to colleagues and improvements in lessons. Governors also monitor work in classes, for example the literacy hour and report back to other governors at meetings. Opportunities for information technology, religious education and non-core subjects to be monitored in a similar way are linked to the long term review of these subjects.

54. The school development plan is the result of consultation with staff and governors to identify areas for improvement. This combined effort demonstrates the successful teamwork that characterises the school. The plan is of good quality. It forms the focus of the school's work over a three-year period and contains significant detail for the current year. It identifies target outcomes, costings, responsibilities and monitoring arrangements. To improve the development plan further the key priorities for the current year should be prioritised more clearly and evaluation criteria should set specific measures by which the success of the work undertaken can be judged.

55. The school makes effective use of resources and has looked ahead to plan how it will manage its finances if funding levels change. Long-term decisions are properly discussed before being made. For example, the change to six classes recently was prudently managed. Strategic decisions about staffing have resulted in the quality of teaching and provision improving. Appropriately qualified teachers adequately staff the school and there are effective systems to support new staff joining the

team. Financial systems are thorough and the school applies the principles of best value well in managing its resources. However, while resources for learning are generally adequate, little has been spent on history, geography and religious education since the last inspection and resources in these subjects are now inadequate. The range of books for higher attaining pupils in Year 6 also needs to be extended. Resources for children under five are in need of replacement.

56. Priorities for improving the premises are included within the school development plan and funding has been appropriately applied to redecoration and improving the toilets and library. Three aspects of the accommodation cause concern. The school does not have enough space overall. It has to rely on temporary mobile accommodation to provide enough classrooms, the library is very small and there are not enough storage spaces. Access to the huts is difficult and these classes lack the necessary information technology links to the rest of the school. Secondly, the hall is too small for teaching indoor physical education to pupils in Key Stage 2; this is exacerbated by the need to store equipment and resources in the hall. This makes the teaching of physical education even more difficult and restricts the range of activities that can be carried out. Finally, the space in the administrative area is too small for current needs: the offices are cramped and lack privacy and there is no medical room. The growth in the number of pupils on roll since the last inspection has made these problems more acute.

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

57. The following key issues have been identified as the main areas the school should address to further improve the quality of education it provides. These areas will form the priorities in the governors' action plan.

- (1) Raise standards in ICT by continuing to develop resources, train staff and plan more opportunities for pupils to use ICT across the curriculum;
- (2) Extend the range of opportunities available to pupils to handle data and practise investigative science;
- (3) Improve the quality of presentation of work in English in Key Stage 2 by ensuring teachers' expectations are consistently high at all stages of the drafting process;
- (4) Extend opportunities for children under five to learn through structured play by seeking ways to providing a safe outdoor play area and extending and replacing the range of toys and equipment to support the curriculum;
- (5) Review the quality and range of resources to improve pupils' access to books and equipment to support independent learning and extend provision for cultural development, in subjects such as religious education, history and geography. The range of fiction for higher attaining readers in Key Stage 2 should also be extended;
- (6) Continue to take advantage of opportunities to improve the quality of the accommodation for pupils and staff.

The following issues of a minor nature should also be considered for inclusion in the action plan:

- Improve the school development plan further by adding specific evaluation criteria to measure success in meeting key priorities.
- Review the morning timetable at Key Stage 2 to maximise the use of time beyond literacy and numeracy sessions.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	44
Number of discussions with staff, governors, other adults and pupils	38

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

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
5	38	42	20	0	0	0

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

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

<b>Pupils on the school's roll</b>	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	159
Number of full-time pupils eligible for free school meals	0	2

*FTE means full-time equivalent.*

<b>Special educational needs</b>	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	0
Number of pupils on the school's special educational needs register	0	24

<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	0

<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	18
Pupils who left the school other than at the usual time of leaving	5

### *Attendance*

#### **Authorised absence**

	%
School data	4.04
National comparative data	5.4

#### **Unauthorised absence**

	%
School data	0.0
National comparative data	0.5

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

### Attainment at 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	11	18

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	11	11
	Girls	18	18	18
	Total	29	29	29
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (100)	100 (100)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	11	11
	Girls	18	18	18
	Total	29	29	29
Percentage of pupils at NC level 2 or above	School	100 (100)	100 (100)	100 (100)
	National	82 (81)	86 (85)	87 (86)

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

### Attainment at the end of Key Stage 2

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

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	9	6
	Girls	6	6	6
	Total	14	15	12
Percentage of pupils at NC level 4 or above	School	82 (93)	88 (86)	71 (79)
	National	70 (63)	69 (62)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	8	6
	Girls	6	6	6
	Total	13	14	12
Percentage of pupils at NC level 4 or above	School	76 (86)	82 (86)	71 (93)
	National	68 (63)	69 (64)	75 (69)

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

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

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	157
Any other minority ethnic group	2

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

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

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

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

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

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

Total number of qualified teachers (FTE)	7.1*
Number of pupils per qualified teacher	22.4
Average class size	24.1

*\*includes teacher on secondment to LEA*

#### **Education support staff: YR – Y6**

Total number of education support staff	2
Total aggregate hours worked per week	40

### ***Financial information***

Financial year	1998-99
	£
Total income	208,941
Total expenditure	211,112
Expenditure per pupil	1,407
Balance brought forward from previous year	12,868
Balance carried forward to next year	10,697



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

### Questionnaire return rate

Number of questionnaires sent out	159
Number of questionnaires returned	68

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	63	32	4	0	0
My child is making good progress in school.	50	44	3	0	3
Behaviour in the school is good.	34	56	9	0	1
My child gets the right amount of work to do at home.	49	37	13	1	0
The teaching is good.	49	44	6	0	1
I am kept well informed about how my child is getting on.	28	34	37	1	0
I would feel comfortable about approaching the school with questions or a problem.	56	37	6	1	0
The school expects my child to work hard and achieve his or her best.	57	41	0	0	1
The school works closely with parents.	34	44	18	3	1
The school is well led and managed.	44	38	13	1	3
The school is helping my child become mature and responsible.	47	43	3	0	7
The school provides an interesting range of activities outside lessons.	51	38	9	0	1

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

## **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**

58. Children are admitted to the school at the beginning of the year in which they are five. Prior to this academic year children joined a class of reception and Year 1 pupils. During the period of the inspection nineteen children were under the age of five. Most children attend nurseries and playgroups before starting school. Baseline assessment results show variations from year to year but are currently well above average in language and mathematics. Physical skills are appropriate for the age range, while in personal and social development children need support to develop independence. This newly formed class provides a caring and challenging environment for learning but lacks the necessary resources to support structured play and independent decision making.

59. The curriculum for children under five is based on the newly introduced 'Early Learning Goals' for children in reception classes and appropriately planned to link progressively to the curriculum at Key Stage 1. Children's needs are carefully assessed when they join the school and the newly appointed teacher has a thorough understanding of each child's needs.

60. Teaching for children of this age is consistently of very good quality in all the areas of learning except physical education where it is satisfactory. This represents an improvement from the previous report when it was satisfactory. The teacher brings excitement to learning through her creative presentation of children's learning. She inspires confidence and firmly insists on high standards of behaviour. The needs of all children are fully understood and the very good level of support from the classroom assistant ensures that all children achieve their learning targets. The area provides limited opportunities for experience with water, sand, role-play and opportunities to paint and create pictures. This restricts opportunities to extend children's personal and social development. A range of teacher directed opportunities are planned for creative and physical development but there is no provision for safe outdoor play or opportunities to extend physical skills through climbing and the construction of larger play apparatus. Resources are inadequate and many are old and in need of replacement.

61. By the age of five children's achievements are well above those of most five year olds in language and mathematics. Physical and creative aspects of learning are about the same as most five year olds. In knowledge and understanding of the world children also exceed the levels usually expected in scientific understanding but are not as aware of other features in the world around them.

62. In their personal and social development they listen and concentrate very well but still need reminding to take turns and to share. Because of the very high expectations set by the teacher children listen for longer than most four-year-olds and eagerly ask and answer questions. They continue to need adult support to solve their own minor problems, for example to pick up pieces of jigsaw and refit them independently. They are enthusiastic to learn but dependence on adults to make decisions requires firm guidance. The very positive, firm insistence to maintain rules supports development in this aspect well. This is a strength of the teaching and children trust and respect their teacher.

63. The teaching of literacy is a strength and consequently literacy skills are very well developed. Children have many opportunities to take part in discussions and to read and write. They receive good encouragement to listen attentively and are confident and eager to contribute their ideas and experiences. Most children are articulate and speak in well constructed sentences; however, they sometimes find it hard to wait their turn to speak and need reminding not to interrupt others. They have a very good understanding of books. They talk about favourite rhymes and stories and understand terms such as 'author' and 'title'. During the inspection "Snow-white" and 'Red Riding Hood' were particular favourites, the latter being performed as a play in assembly. Most children

recognise letters in their names and familiar words displayed in their classroom. More able children can read simple sentences, confidently write their names and record with the help of the teacher.

64. In mathematics children can sort objects and recognise and count numbers to ten. They can identify shapes such as circles, squares and triangles and can explain the position of objects using terms such as before, after, in front of and behind. The teaching of numeracy is very effective and involves children in practical games which support them well in developing understanding of numbers and applying this knowledge to everyday situations, for example buying toys from the toyshop.

65. Children explore their environment through a range of projects. They know that seeds need soil, water and warmth to grow and talk about older and younger members of their families. They identify differences between old and new toys and find their way around the school building. They describe features of the school playground such as seating and the field and the range of uses of the school hall. Many do not know their address and find it hard to describe important features of their journeys to school.

66. Children gain confidence in their physical skills through physical education lessons. Teaching in this aspect is satisfactory. Resources are not always well chosen and require constant adult supervision to ensure the health and safety of children. This means the teacher has less time to support groups of children using more appropriate apparatus. Opportunities to build with small construction equipment and to practise writing and drawing also support physical development. The lack of appropriate equipment such as wheeled toys, construction equipment and a safe outdoor play area limits the range of experiences in this aspect of learning.

67. In the creative aspect of learning, children enjoy singing rhymes from memory. In a music lesson they sang tunefully and delighted in repeating the chorus of 'She'll be coming round the mountain'. They work happily with pencils and crayons to create pictures. Displays reflect appropriate opportunities for creative development but on a timetabled basis that restricts opportunities for children to express their feelings and share personal experiences through the choice of a wider range of activities.

68. The teacher monitors children's progress in learning across all areas of the early years curriculum meticulously and ensures the needs of all children are very well met. Her firm insistence to develop responsibility and independence is enabling children to make good progress in all the areas identified in the early learning goals and her planning supports transition to the Key Stage 1 curriculum when this is appropriate. Standards achieved are similar to those in the previous report.

69. Parents receive good encouragement to take part in their children's learning by hearing them read and through their voluntary support.

## **ENGLISH**

70. Test results for pupils aged seven in 1999 showed well above average achievement in reading and writing. Trends over the previous three years have been high and the skills, knowledge and expertise of teachers for the age range, enables achievements to be above those of similar schools. As a result the proportions of pupils who achieve the higher levels in reading and writing are also well above average and well above schools similar to Claverdon. The standards of pupils currently in Year 2 continue to be well above average because the quality of teaching is consistently very good. Standards have been maintained since the previous report and built upon through the literacy strategy. These achievements reflect the very good quality of teaching observed.

71. Achievements are well above those of most seven-year-olds in speaking, listening, reading and writing. Pupils confidently respond to questions they are asked in well structured sentences and

put forward their ideas and opinions in discussions. They listen well to one another and show interest in different points of view. In a history lesson Year 2 pupils eagerly retold the story of the Fire of London and gave reasons why they had ordered the main events in different ways. Reading is fluent and expressive and pupils know that non-fiction books support research and enquiry. They make use of contents and index pages because they have been taught to do so. Dictionary skills are also well developed and pupils look up words they are unsure of independently. Pupils have favourite authors and refer to the books they shared in the literacy hour, for example books by Shirley Hughes. They understand that poetry is different from story writing and refer to examples in their books to explain the differences. Spelling is mainly accurate and phonics are used well. The structured and systematic teaching of phonics draws well on pupils' personal language and extends understanding to new and more difficult words. Punctuation is taught by drawing attention to key features in shared reading books. This strategy is very successful. For example, pupils use capital letters, full stops, question and exclamation marks appropriately and higher attaining pupils are aware of the purpose of inverted commas.

72. The teaching of literacy has improved since the previous report and is mainly of very good quality. This supports pupils' learning well and by the time they are eleven the majority of pupils are competent and skilled readers and writers. Results in the tests for pupils aged eleven in 1999 were above average in English. When compared to similar schools they were average. The proportions of pupils achieving the higher levels were above average. Although trends appear to have fallen in English the school has admitted more pupils with special educational needs to the junior classes in the last two years and has focussed attention on raising their standards in literacy. The achievement of most pupils with identified literacy needs attaining at least average levels is the result of very good teaching. Pupils with special educational needs make good progress in relation to their prior attainment. The performance of all pupils is carefully monitored and regularly reviewed. The use of on going teacher assessments, spelling and reading tests enable teachers to set specific targets for pupils to achieve. The co-ordinator and senior staff monitor teaching and learning through lesson observations and work sampling which provides a clear overview of strengths and weaknesses.

73. Pupils enjoy their learning because teachers provide challenge and have high expectations. One lesson observed was excellent because the teacher brought a level of excitement and enthusiasm to learning which engendered a keen interest in language while developing understanding of clauses within sentences. A further very good strategy was observed in Years 4 and 5 where the teacher provided a very good role model for reading with expression, explaining how the use of voice and appropriate breathing can be used to engage the listener. The skills of speaking, listening, reading and writing are very well developed and interrelated. For example, because teachers make very good use of specific subject vocabulary in all lessons, pupils are very articulate and use this language in discussions and in their writing. Expectations in this respect are high. Similarly emphasis placed on understanding how to write expressively using clauses and powerful language successfully supports high attainment. The content of pupils' writing is lively, interesting and takes good account of the reader. When reading their writing aloud there is a sense of pride and achievement, evident in the use of facial expression and the skills of pausing, changing pace, increasing and lowering the tone and volume of voice and stopping for sufficient time to increase excitement.

74. Writing skills of older pupils are mainly well above average. In discussion boys in Years 5 and 6 express preferences for report writing and short passages of text which command immediate interest. There are few opportunities for pupils to choose their preferred style of writing and while there is evidence of high quality handwriting and presentation in final drafts, presentation of work during the drafting process and in exercise books lacks sufficient attention to accuracy and neatness. This detracts from the very good quality of the content of the writing. Teachers do not consistently reinforce expectations in this respect. Pupils sometimes self-correct spelling and punctuation errors but teachers do not sufficiently and consistently insist that this is done. This is a minor weakness. The maturity of pupils is evident in their discussions of selected passages of text which they read, both for pleasure and for information. They explain why they prefer the writing of some authors to others and have a well-developed understanding of the range and purposes of reading and writing. For example,

they use terms such as ‘persuasive ‘ writing, draw attention to how language is used to command the reader’s attention and indicate how films can present a biased opinion which may not reflect the author’s intention. The ability to reason and articulate views and opinions and to build upon those of others is well developed and the links between the skills of speaking, listening, reading and writing are fully understood and used to articulate the depth and breadth of their knowledge, skills and understanding. This is a strength which underpins pupils’ learning across the curriculum and far exceeds that of most eleven-year-olds. For example, one pupil explained the difference between biographical and autobiographical writing, selected a passage and described how the use of language developed understanding of the emotions felt by a character and the cultural setting of the book. Another gave reasons for preferring science fiction and why he felt this might be unsuitable for younger pupils. Pupils also eagerly read their own writing to one another, commanding the listeners’ interest through the use of pause, pace and pitch, attention to punctuation, breathing, volume of voice and facial expression. Pupils are very well prepared for their secondary education in these areas of learning. A weakness lies in the limited range of reading materials for higher attaining pupils in Year 6 and also in the range of non-fiction books available in the library.

75. These high levels of achievement in English are the outcome of very good teaching, good partnership with parents and the successful implementation of the literacy strategy. The co-ordinator has led and managed the implementation of the strategy effectively and the high level of monitoring undertaken by the co-ordinator and senior staff has enabled standards to improve since the previous report and is positively influencing the application of skills and knowledge in other subjects.

## **MATHEMATICS**

76. Results in the national tests for mathematics for pupils aged seven and eleven have improved since the last inspection. Test results for pupils aged seven in 1999 showed well above average achievement in mathematics. The proportions of pupils who achieved the higher levels in mathematics were also well above average and well above schools similar to Claverdon.

77. Results in the tests for pupils aged eleven in 1999 were also well above average. When compared to similar schools they were average. The proportions of pupils achieving the higher levels were above average. The performance of both boys and girls was well above the national average overall.

78. Improvements for seven year olds are higher than national trends while for pupils aged 11 the improvements have kept pace with national rises. Standards in mathematics are well above those achieved nationally throughout the school.

79. Pupils are particularly adept in their mental skills with number. Standards here are rising swiftly and achievements of pupils in the infants are relatively higher than for pupils further up the school. This is a result of the work the teachers have put into this aspect of mathematics as they implement the national numeracy strategy. Pupils in Year 1 and 2 cope well with counting to large numbers in different steps and with mental addition and subtraction. By the age of eleven pupils are working with larger numbers using a wider range of computation skills, for example exploring methods of calculation by doubling and adding. High attainers are confident to factorise numbers in a variety of ways and to perform calculations involving decimals to two decimal places. All pupils at this age know about the connections between the four rules of number. Standards of calculating using paper and pencil are high.

80. When the school was last inspected pupils’ ability to use and apply their mathematics were not as high as in other aspects of the subject. Work in pupils’ books shows that this has improved and they now have sufficient opportunities to use and apply their knowledge and understanding in lessons across the curriculum.

81. Pupils measure accurately in design and technology and they use their number skills across a range of subjects, for example in music and science. Younger pupils count the beats of notes in their favourite tunes and make good use of positional language such as higher, lower, before and after. Pupils' knowledge and skills in handling data, while developed to an appropriate level are weaker than in other areas of mathematics, especially in Key Stage 2. This is because there are not enough planned opportunities to develop these skills in practical situations and hence their understanding is not as good as it could be. This inhibits their work in other subjects, like science, where they should be working at a higher level in graphing the results of experiments.

82. Mathematics teaching is good throughout the school and is particularly strong in the infants. Teachers plan work thoroughly, using the national framework, and lessons are structured well. They keep up a brisk pace throughout the lessons, developing mental skills through whole-class teaching before setting work to groups at an appropriate level for pupils. Both higher attaining pupils and those with special educational needs are well supported. They make good progress. The setting arrangements in Key Stage 2 are effectively meeting the needs of these pupils and the targets specified in their individual education plans. Teachers manage their classes well, keeping pupils involved and using resources effectively to engage all pupils in the lesson. As a result pupils in almost all lessons work hard and concentrate on what they are doing. They enjoy the subject and work together well in pairs and groups. This supports good pace in their learning. For example, pupils in Year 1 used home-made number rings to set addition questions at their own level and answered them accurately, completing a lot of questions in a short time. Teachers regularly assess pupils' learning and monitor progress. This information is used to set realistic and challenging targets for pupils. The subject co-ordinator monitors teaching and learning and this has a positive impact on standards.

83. A particular strength of the teaching is the way teachers throughout the school model technical language and help pupils to develop the use of mathematical terms. Teachers are spending the right amount of time directly teaching new material to pupils and they pick this up quickly. For example, in a junior class pupils were expected to multiply two digit numbers by three in their heads and quickly developed the skill because of the good teaching. Teaching would be even more effective if teachers spent more time directly teaching the pupils during group work. Pupils have few opportunities to use computers to support their mathematics learning. Infant pupils used a number program to reinforce the work they were doing in the lesson and this worked well, but this is unusual and the school does not use information technology to support learning in mathematics sufficiently

84. Mathematics has been managed well during a time of national development. The monitoring of teaching by the co-ordinator has been very useful in helping teachers to improve their teaching. As a result the mental and oral starter sessions, which have been a focus for monitoring, are very successful in getting lessons off to a brisk and purposeful start.

85. Overall this is a subject which has made good improvement since the previous inspection.

## **SCIENCE**

86. In 1999 National Curriculum teacher assessments showed standards of attainment were well above the national average in Key Stage 1. The school also performed well above average in relation to similar schools. The proportion of pupils who achieved both expected and higher levels in investigative science was well above average, showing good improvement since the previous report. Achievements in other aspects of science were very high with well above average proportions of pupils achieving the higher levels.

87. In the 1999 national Curriculum tests at the end of Key Stage 2 standards attained by pupils were well below the national average and were very low in comparison with similar schools. Trends over three years show a fall in standards, partly due to some cohorts of pupils requiring additional focus on literacy and numeracy and to staffing issues. The school identified a fall in performance and responded to this by instituting a detailed analysis of pupils' answers to the statutory assessment

questions, followed by prompt action to address identified weaknesses. As a result, there has been rapid and significant progress in the areas identified, and from an analysis of work, observations of lessons and discussions with pupils, standards are now above the national average in knowledge and understanding. Investigative science remains less well developed but is at least satisfactory.

88. In Key Stage 1 pupils know about different light sources, describe and classify materials, and know how forces affect objects. They can make comparisons, simple measurements and carry out a fair test with help. In both key stages, pupils carry out practical work safely and carefully and use scientific vocabulary well. By the end of Key Stage 2, pupils' knowledge and understanding is above the national expectation. They are able to describe the main stages of the life cycle of flowering plants and understand the function of different parts of the plant. They can classify materials as solids liquids and gases and know about the properties of these. Most pupils have a good understanding of fair testing and can describe how to carry out a fair test independently. They draw conclusions from their results but are less skilled in applying their knowledge and understanding to draw conclusions. Higher attaining pupils are less confident when dealing with continuous data; for example they talk about using cold, warm and hot water rather than suggesting a range of temperatures. Pupils with special educational needs are very well supported by teachers and make good progress in relation to meeting their specified targets through carefully planned tasks which enable them to participate fully in lessons.

89. The teaching of science is consistently good. Lessons are well planned and have good structure and pace. Weaknesses identified by the analysis of standard tests are being systematically and successfully addressed. There is consistency of approach, for example, in teaching pupils how to carry out an investigation and in the approach to teaching scientific terminology. Teachers use questioning effectively, both to elicit pupils' ideas and to develop pupils' understanding. The relevance of science to everyday life is stressed. Suitably differentiated work is planned in most lessons and good progress has been made in meeting the needs of more able pupils overall, an issue identified in the last report. However, this is an area which would benefit from further development in investigative work. Pupils have very positive attitudes to science and are eager to learn. This, together with the good teaching they receive, makes learning exciting.

90. Science has been very well managed by the recently appointed science co-ordinator. Less effective science provision has been analysed and prompt action taken. Training on aspects of investigative work has been appropriately disseminated to all staff. Curriculum planning is now secure and investigative work is being developed in a more coherent way, both of which show improvement on the last report. Some good examples of teaching investigative skills were observed. Pupils' progress is monitored by the use of non-statutory assessment at the end of topics and testing half way through Year 6. The co-ordinator has been able to monitor the quality of teaching. The outcomes of pupil assessment and monitoring are well used to inform both curriculum planning and provision. The issue of underachievement in science is well monitored and systematically addressed as a continuing priority.

## **ART**

91. No teaching of art was observed during the inspection and judgements about standards have been made by talking to pupils about their work and sampling sketchbooks and displays. Standards have been maintained since the previous report and are in line with expectations for pupils aged seven and eleven. Pupils in Key Stage 1 describe how to mix colours and understand how variations in depth and tone are created. Good links are made with social development as they link the use of colour to moods and feelings. This was evident in an assembly when Year 2 pupils used their collage pictures to reflect happiness, sadness, fear and anger. Good links were also made to literacy and music as pupils described their feelings and how both colour and music could convey these emotions. Younger pupils print designs on fabrics and use a range of textured paper and materials to create pictures about familiar buildings in their environment.

92. The quality of observational drawing is a strength of provision for art and there is evidence of clear progression in the development of skills of shading, tone, texture and perspective by the age of eleven. Detailed drawings of shoes reflect the way in which teachers have encouraged even the youngest pupils to make careful observations before beginning to draw and how the oldest pupils skilfully use pencils to create lines and different depth of pattern. This work is of good quality. A display of work using pastels and textured papers shows pupils' appreciation of Picasso's painting of 'The Three Musicians'. Work is carefully displayed in the school entrance area, hall and corridors to encourage creativity in learning. The work of all pupils is valued and this enables those with special educational needs to celebrate success in the creative aspects of their learning. These displays also provide evidence of work with fabrics, paints and pastels which are well linked to other curriculum subjects. For example, portraits of Henry VIII are linked to the study of the Tudor period. Pastel work based on the work of Claude Monet indicates awareness of style and techniques of famous artists. There is little evidence of three-dimensional art and, while pupils describe occasions when they have made clay pots, this aspect of art is less well developed and a weakness of the provision.

93. The co-ordinator has a clear view of future priorities for developing the art curriculum with the new national guidance. Art has not been a recent priority area for development.

## **DESIGN AND TECHNOLOGY**

94. Judgements about design technology are based on limited evidence. It was only possible to observe one lesson, but from displays of previous work, as well as photographic evidence, and discussions with pupils in Year 2 and Year 6, standards are average by the end of Key Stage 2. This is an improvement since the last inspection when they were below average.

95. Pupils describe how to produce step by step plans. They measure, cut and join materials accurately to form three-dimensional structures and produce detailed plans, sometimes drawn to scale. Appropriate attention is paid to the finish of products. Pupils make choices between materials to be used for specific purposes but are less proficient at explaining why particular materials have been chosen. There was little evidence of work with a range of materials and techniques or of evaluation and modification and these are minor weaknesses.

96. Teaching in the one lesson observed was good. Helpful links were made with other subjects, notably science and literacy. There was an appropriate emphasis on technical vocabulary and the scientific concepts involved in pneumatics. The lesson had good pace, challenging pupils of all abilities through direct questioning, devised to help them focus on precise areas of knowledge and drawing on their everyday experiences. Pupils were not clear about the range of available materials to make their artefact prior to beginning the design process, and did not have non-fiction texts to enable them to draw appropriately on scientific knowledge of adaptation of animals to their environments in their design. Limited resources inhibited this element of the teaching.

97. Pupils' attitudes to their work in design technology are positive, they clearly enjoy the practical aspect of this subject.

98. Since the last report a co-ordinator has been appointed and satisfactory progress has been made in developing the subject within the limited time available. The school has adopted aspects of the QCA scheme of work for design technology, but this is at too early a stage of implementation to make any judgements about its impact. The curriculum selected from the scheme of work is well balanced, providing pupils with a range of experience over their time in the school. Resources are limited which impedes the range of experience.



## **GEOGRAPHY**

99. Evidence from lesson observations, pupils' written work, discussions with pupils and teachers' lessons plans shows that since the last inspection the school has maintained standards of achievement in geography. Standards overall are average at the ages of seven and eleven. Most pupils have positive attitudes to learning; they work well together and respond well to class discussions. However, a small number of boys in Key Stage 2 are at times over exuberant and this impedes their own and others learning. This behaviour is usually well managed by teachers.

100. In Key Stage 1 pupils relate their own experiences of travelling to enhance their knowledge of the wider world. Currently pupils are focusing on "Where is Barnaby Bear?" Pupils know the names of the countries and towns they have visited with their friends and families taking 'Barnaby Bear' with them. Photographic evidence of his travels provides a record of places and pupils are highly motivated by the on going project. They have good knowledge of where they can find these places on a map and of the type of transport needed to get to the country concerned. Pupils also make simple comparisons of places such as differences between the countryside and the seaside.

101. Older pupils in Key Stage 2 make comparisons between their own lives and lives of peoples in other countries such as the village people in Chembakolli, India. They study different environments and develop their understanding and use of a variety of maps. For example, work on rivers involves mapping the main rivers of the British Isles as well as work on the water cycle.

102. No teaching was observed in Key Stage 1 and only one lesson was observed in Key Stage 2 so judgements about the overall quality of teaching cannot be made. In the one lesson observed the teacher used appropriate questions and prompts to develop further pupils' ideas and extend their knowledge and understanding and supported pupils individual and special educational needs appropriately. For example, when pupils in Years 4 and 5 were asked to study a map of Chembakolli and compare this with their own environment. Good use is made of local field trips to enhance learning. A visit to the local canal developed knowledge of the environment and consolidated pupils' knowledge about canals. Good links are made with other areas of the curriculum, particularly science, religious education and spiritual, moral, social and cultural development.

103. Teachers make good use of the resources available and often supplement them from their personal resources. However, resources are inadequate, particularly in the library and in information technology to enable pupils to further develop their inquiry and independent learning skills.

## **HISTORY**

104. Evidence from lesson observations, pupils' written work, discussions with pupils and teachers' lesson plans shows that since the last inspection the school has maintained average standards of achievement in history. Pupils have positive attitudes to learning; they work well together and respond well to class discussions. This was evident when Year 2 pupils offered their ideas to a discussion about the Great Fire of London, drawing on their learning from earlier lessons. Pupils accurately retell the sequence of events that led up to the fire. They recall that the fire started in Pudding Lane and that Samuel Pepys recorded events in a diary. They are aware of some famous historical figures such as Florence Nightingale and Guy Fawkes and are able to compare their own lives with those of people in the past, for example visits to the seaside now and in the past. Pupils make good progress in their lessons because teachers build systematically on the previous lessons and ensure good timing, enabling full coverage of the planned units of work.

105. In Key Stage 2 teachers enable pupils to build on these skills, for example, through study in greater in depth of periods such as the Tudors. Good understanding of time is developed through requiring younger pupils to write their own time-lines, helping them to further develop their

understanding of the sequence of events. Older pupils sequence events such as the Battle of Bosworth and the kings and queens of the different periods. Good links are made to mathematics in this way. Pupils record their work in a variety of styles, such as factual reporting, stories of events and diaries depicting contemporary lives. They learn about differences in every day life such as clothing and candle making, and good links are made to literature through poetry and plays.

106. Teaching in the two lessons observed in Key Stage 1 was very good in one lesson and satisfactory in the other. Judgements about teaching could not be made at Key Stage 2 because no teaching of history was observed. Teachers in Key Stage 1 have good subject knowledge, lessons are planned well and work is matched to the needs of the pupils. Where teaching was very good the teacher's personal enthusiasm and excitement in learning inspired pupils and developed their skills of inquiry and investigation. Teachers make good use of discussions and are skilled at asking open ended questions which encourage pupils to think carefully and develop their understanding. For example, children were asked "Why did people bury their belongings in the ground during the Fire of London?" Where teaching was satisfactory a very small proportion of more able pupils needed to be challenged further when they had completed their differentiated task. However, good links were made to subjects such as art as pupils studied a painting of the fire and compared this to their own efforts. Teachers pay good attention to developing subject vocabulary and to seek meaningful links with literacy. Pupils with special educational needs are well supported and tasks are well matched to their developmental needs. As a result, all pupils understand that history is about the study of people and civilisations in the past. Pupils of all abilities have positive attitudes to learning. All pupils respond well to class discussions

107. Good use is made of visits to places of interest such as Warwick Museum to enrich the curriculum. Resources for history are inadequate, particularly in information technology and in the library. Teachers frequently use their personal resources and those pupils bring from home to support their learning. This impedes teachers' efforts to develop pupils' inquiry and investigative skills and to provide enrichment activities for the more able pupils and is an issue for the school to address. History has not been a priority area for development recently.

108. The subject is well lead by the co-ordinator who has a clear view of the development needs of history. In order to improve standards further the school is seeking to further links with other curriculum areas, particularly information technology and to monitor standards more closely.

## **INFORMATION TECHNOLOGY**

109. Judgements about standards in information technology have been made by talking to pupils and sampling the limited range of work seen during the inspection. They are broadly in line with those expected nationally. However, standards should be higher than this, given the good progress the school made during the two years immediately following its inspection. Work in implementing the National Grid for Learning (NGfL) hindered progress last year and this has proved frustrating for the school. Prior to this, pupils accessed the school website and they frequently researched information using the CD ROM which was in the school library. The school is waiting to be networked and to receive new resources.

110. Pupils in Key Stage 1 use a limited range of software to support their learning. For example, pupils in a Year 2 mathematics lesson used a number program as part of a lesson on addition. Pupils know how to control the mouse to operate the model of numbers. Within English lessons pupils learn to word process and design and print labels for their displays.

111. By the age of 11 pupils are able to draft stories and amend them using word processing facilities, presenting a final copy for display. They can load programs, access files and save and retrieve their work.

112. A small amount of specialist teaching was inspected which was of good quality. The groups and classes are managed effectively with good relationships established with pupils. The teacher's knowledge of the subject is very good. This supports pupils' learning because they receive direct attention and quickly learn the necessary skills to enable them to work independently. This approach also supports pupils with special educational needs well, for example, enabling those with co-ordination difficulties to present their work to the same standard as their friends.

113. Pupils enjoy learning about the use of computers. In a lunchtime session Year 3 pupils used the Internet to find out news from Germany. They knew how to find the news item, before cutting and pasting the text to make a coherent story. In class lessons pupils show interest in the subject. When they work in pairs they help one another to use the computers co-operatively. As a result, pupils make good progress in their learning within each lesson.

114. The school has started to put into place the national scheme of work for information technology and this will widen the range of experiences pupils are offered. While progress has been hindered recently by forces outside the school's control, there is more it could have done to move things forward. There is no list of software in the school so teachers do not know what is available for them to use to support their teaching. The use of information technology across the curriculum is a weakness. The school does not yet systematically monitor the progress of individual pupils in information technology and has no strategy for dealing differently with pupils who have a computer at home and those who do not. These matters need to be addressed with urgency, alongside work on the National Grid for Learning. These are important issues for the school to address in the future.

## **MUSIC**

115. Standards in music are above average and similar to those observed during the previous inspection. Pupils sing tunefully in assembly accompanied by taped music, as there is no pianist on the staff at present to support school performance. Unaccompanied singing is of good quality. Good quality teaching within younger classes enables this skill to develop well. For example in Year 1 pupils are taught to recognise tunes through the technique of signing. They recognise high and low notes and accurately identify songs and rhymes before they are sung. Good links are made to both literacy and numeracy as pupils clap and count rhythms and sing the syllables of their names, answering one another in pairs. Teaching is organised in several fifteen minute timetabled slots on a daily basis. The strengths of this approach are in maintaining motivation and building systematically on the skills of performing. The weakness lies in the inconsistent use of time to develop composition skills. The school has no space for pupils to use to make full use of the range of resources it has developed since the previous inspection. Growth in numbers means there is no spare classroom and that the hall is the only place where creative composition can take place without disturbing others. This element of the curriculum is built into the summer term when greater use can be made of external facilities.

116. By the age of eleven the majority of pupils read music and use technical terms to describe passages of music and their personal performance. Pupils with special educational needs receive appropriate support in lessons and this promotes confidence to succeed. The very good quality of peripatetic music teaching for wind and stringed instruments enables pupils to attain high standards of performance. They perform individually, play duets and work to improve the quality of group performance. The motivation and desire to improve was evident as a group of pupils eagerly played a tune from the film 'Titanic'. In the short teaching period available, pupils improved the finger positions and use of strings to enhance the accuracy and quality of sound. There was both laughter and dismay when errors spoiled the sequence and delight when the performance was tuneful. Because the teachers critically evaluate pupils' skills and knowledge they are clear about the precise areas of learning which need practice. Homework diaries support regular practice and there is clear understanding that practice is the key to success. A high proportion of pupils learn to play a tuned instrument and parents offer very good support in this respect. The staff room and school library are used as teaching areas, which inhibits the use of the library for independent research. Pupils enjoy

music and are eager to come to lessons; many aspire to perform to larger audiences and gain musical qualifications in the future. A minor weakness is the withdrawal of pupils from lessons such as literacy and physical education. However, the school makes every effort to ensure that the timetable accounts for these difficulties. The strengths of this provision outweigh the weaknesses.

117. Music makes a valuable contribution to pupils' personal, spiritual, social and cultural development. It forms a focus for entering and leaving assemblies and because teachers select their preferences and explain why they like particular artists and their music pupils are helped to value the views of others. During the week of the inspection the focus was Jazz music by the American artist Kenny G. The teacher explained how the music made him feel and the times when he gained pleasure and relaxation from listening to favourite compositions. This approach supports pupils in appreciating a range of styles of music, appropriate for different occasions.

## **PHYSICAL EDUCATION**

118. The school has made good improvements since the last inspection when physical education was highlighted as a weakness. Standards in swimming and games are above average for pupils aged eleven and in gymnastics they are appropriate for their ages. In Key Stage 1 standards are well above average. The quality of teaching has improved across the school and variations in attainment are related to accommodation difficulties which restrict indoor games and gymnastics for older pupils in Years 3 to 6.

119. By the time they are seven pupils have developed basic skills in gymnastics, dance and games. They are confident in moving over, under and through large apparatus and demonstrate good co-ordination and control. The majority are able to learn new games skills quickly, and track moving objects competently, for example when catching and bouncing large balls. In dance pupils put together a number of movements to create a sequence and perform these confidently to an audience. A good example was seen in an assembly when Year 2 pupils expressed their emotions through dance, music, art and literature. This demonstrates good cross-curricular links and opportunities for pupils to refine their movements for a final performance. In these situations pupils support one another well, reinforcing use of space and endeavouring to maintain their own quality of movement to enhance that of the group. These features make good contributions to pupils' personal and social development.

120. In Key Stage 2 pupils extend these skills further. In gymnastics they show increasing control over movements and are able to hold and sustain balances. More able pupils develop a wider range of positions and movements. In games pupils refine basic skills and learn the rules and skills for a variety of sports. In hockey pupils learn how to hold the stick correctly, how to dribble with the ball and how to pass and stop a moving ball. The majority of pupils master these skills quickly; a small number of pupils needs further practice to achieve at the same level. The weakness in provision for pupils aged seven to eleven arises because the hall is too small to accommodate a full class of pupils working on apparatus at the same time. Space for floor work is also restricted and inhibits opportunities for pupils to work as a large group and explore the limits of their physical capabilities. To address this issue classes of older pupils are divided to enable the curriculum to be covered safely. This does, however, reduce the amount of time each pupil receives for physical education. The school has taken appropriate steps to ensure the health and safety of pupils and makes use of the external facilities when the weather permits.

121. Pupils of all ages show great enthusiasm in all lessons because teachers are enthusiastic and teach them the reasons why competition and exercise are important for life beyond school. Pupils in Year 3 showed good understanding of the purpose of warming up and cooling down exercises and voluntarily described how energetic movements affect the pulse rate. Good links were made to science and understanding of the functions of the heart and lungs. Pupils are energetic and work well

together in pairs and teams. Physical education makes a good contribution to their social and moral development. They abide by rules which are essential to their health and safety, cooperate and develop a healthy sense of competition. A good range of clubs and opportunities to compete in local county competitions enables pupils to win awards and take part in sporting events. These features of provision make a good contribution to their personal, social and moral development.

122. Teaching is very good in Key Stage 1 and in Years 5 and 6. The remainder of lessons are satisfactory. Teaching in Key Stage 1 is a particular strength. Lessons are well planned with a clear structure and a brisk pace. All pupils are given opportunities to demonstrate what they can do and teachers give appropriate support to less able pupils and those with special educational needs, promoting self-esteem and confidence to succeed. In Key Stage 2 teaching is mainly satisfactory. The teaching of gymnastics, indoor games and dance, restricted due to a lack of space and limited storage facilities, does not challenge older pupils sufficiently. When teaching outdoor games the quality of teaching is better because the teacher can build on skills and extend understanding of pace, position and use of equipment. Lessons are well planned with a clear structure. Teachers have good subject knowledge and great enthusiasm. They pay due regard to health and safety issues when working in a cramped space and in swimming. Teachers across the school make good use of demonstrations and give clear explanations and instructions. All teachers keep good control of pupils and good use is made of other adults to support the youngest pupils.

123. The curriculum is well balanced and covers all aspects of physical education. There is a good range of extra-curricular activities which are well supported, particularly in competitive sports at Key Stage 2. This enables pupils to develop further and gives them opportunities to take part in team competitions. The school has a good system for assessing and monitoring pupils' progress which supports pupils with special educational needs and those who show aptitude for physical education well.

124. The development of PE owes much to the good leadership of the co-ordinator. She has worked with staff to develop their confidence and knowledge of the subject and this has had a direct bearing on the improvement in the quality of teaching and the rise in standards across the school.

125. There has been good improvement in resources since the previous inspection. However, the opportunities for teachers to raise standards in gymnastics and in indoor activities in Key Stage 2 are restricted by the lack of adequate teaching space and suitable storage space for PE equipment.

## **RELIGIOUS EDUCATION**

126. No teaching of religious education was observed in Key Stage 1 so the quality of teaching cannot be judged for this age group. Two out of three lessons observed in Key Stage 2 were good and the third very good. Lessons are well planned with a clear structure. Tasks are well matched to pupils' abilities. Pupils with special educational needs are well supported and make good progress. Teachers use questions and prompts to encourage pupils to think about links with other areas, for example a discussion on water lead to links with geography and science. These good features enable pupils to understand the purpose of their learning and broaden their knowledge and understanding. Teachers make good use of homework to consolidate work in school. These features enable pupils to learn quickly in lessons and maintain appropriate standards within the time allocated to the subject.

127. Evidence from pupils' written work, discussions with pupils and teachers' lesson plans shows that since the last inspection the school has maintained standards which meet the expectations of the locally agreed syllabus. The syllabus has been revised recently and the school is developing its own scheme of work from this. Links are made with other subjects where appropriate. For example good links are made with geography as pupils learn about the religions of people in the countries they study, for example India. These features make a good contribution to pupils' personal, social, spiritual, moral, social and cultural development.

128. Younger pupils in Key Stage 1 learn about celebrations. They know about the main Christian festivals of Christmas and Easter and those in Islam. They are aware that Jesus was a "special person" and that he was able to do "special things". Through work on feelings and emotions, pupils are developing an awareness of the achievements of others and respect for different points of view. This is evident in Key Stage 2 when pupils compared the practices and beliefs of other faiths with Christianity, for example through their work on leisure they compare the daily life of Christians, Hindus and Sikhs. Older pupils know the differences between truism and belief and the importance of symbols. They recognise the importance of water in a number of religions as a symbol of life and washing away sins. Pupils are interested and well motivated. They listen well in lessons and are keen to express their views.

129. The recent appointment of a new co-ordinator has done much to improve the quality of teachers' planning and the long-term development plan for the subject. Recent in-service training for all staff has been beneficial in improving teachers' subject knowledge and confidence. There is already evidence to suggest standards are rising in lessons as a result. The co-ordinator has not yet had the opportunity to monitor teaching and learning.

130. The schools resources for learning about festivals are good; however, resources for other areas of religious education are inadequate. There are too few artefacts and information technology resources to support teaching and learning. The subject is enriched through assemblies, where links to class work are made. On occasions the school makes use of visitors from other faiths and cultures to help explain traditions and practices. This has a positive impact on pupils' learning and understanding of religious and multicultural issues. A minor aspect for improvement is to enhance further pupils' learning and understanding by extending links with other cultures and faiths.

