

## **INSPECTION REPORT**

### **THE WILLOWS CHURCH OF ENGLAND PRIMARY SCHOOL**

Stratford upon Avon

LEA area: Warwickshire

Unique reference number: 125681

Headteacher: Mr Andy Briggs

Reporting inspector: Mr David Carrington  
15414

Dates of inspection: 17<sup>th</sup> – 20<sup>th</sup> June 2002

Inspection number: 191293

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Voluntary controlled
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	The Willows North Stratford upon Avon Warwickshire
Postcode:	CV37 9QN
Telephone number:	01789 205811
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs Julie Harris
Date of previous inspection:	3 <sup>rd</sup> February 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
15414	Mr David Carrington	Registered inspector	Mathematics	The school's results and pupils' achievements How well pupils are taught How well the school is led and managed
9479	Mrs Chris Field	Lay inspector		Pupils' attitudes, values and personal development The partnership with parents
1189	Mrs Sharon Brown	Team inspector	English Areas of learning for children in the Foundation Stage Special educational needs	
3751	Mrs Trudy Cotton	Team inspector	Geography History Music Religious education	The curricular and other opportunities offered to pupils
23866	Mr Steve Hall	Team inspector	Science Art and design Design and technology Information and communication technology	
30144	Mr Edgar Hastings	Team inspector	Physical education English as an additional language Equal opportunities	How well the school cares for pupils

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

### **INFORMATION ABOUT THE SCHOOL**

The Willows Church of England Primary School is situated a little to the west of Stratford upon Avon town centre. Most of the 131 boys and 125 girls come from the town, although some live in nearby villages. The proportion of pupils entitled to free school meals is well below average. The proportion with special educational needs is above average but is average for those with statements. The most common special educational provision is for dyslexia and emotional and behavioural needs. Few pupils speak English as an additional language. When children start school their skills and knowledge are above average.

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

The Willows Church of England Primary School is improving after a period of coasting. Standards have risen and are now above average and the quality of teaching and learning is generally satisfactory. Progress is also satisfactory overall but it varies from year to year. There has been some resistance to change amongst the staff in the recent past but the headteacher and deputy headteacher have made some important, sensible and appropriate changes to management systems and the quality of educational provision. Some, such as the literacy hour and provision for the top achievers are already having evident impact on standards but others, such as the rigorous monitoring and evaluation of strengths and weaknesses and the provision for pupils with special educational needs are taking longer to establish than originally anticipated. To date the pace of change has not been sufficiently brisk. There are indications that future improvement will accelerate as the effective partnership between the governors and key managers matures, focuses and strengthens and has positive impact on staff development.

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

- Standards are rising and are above average in English, mathematics, science and physical education by the end of Years 2 and 6.
- Children in the Foundation Stage make a sure start to their learning.
- The quality of teaching and learning is generally satisfactory and most pupils are interested in their work.
- The provision of activities outside lessons is good and the school has a good and deserved reputation for its achievements in swimming and sports. In addition, the programme of visits and visitors enhances the curriculum substantially.
- The school has developed a good partnership with parents in the education of their children and homework is of good quality and makes a valuable contribution to the development of skills, knowledge and understanding.
- The governing body is well informed of the school's strengths and weaknesses and is resolved to make continued improvements.
- Since the arrival of the deputy headteacher the management team has become more effective in moving the school forward.

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

- The drive for school improvement is not yet fully collective; some staff have still to sign up to the school's mission.
- Systems to check and evaluate that all pupils make systematically good progress, that behaviour is always at its best and that planning is focused firmly on the knowledge, skills and understanding to be learned are not rigorous enough.
- Rates at which pupils learn are uneven because of inconsistencies in the quality of teaching. Pupils are not enabled to manage appropriate aspects of their learning.
- The provision for pupils with special educational needs has been improved but the assessment of needs is not sharp or early enough. Not every teacher plans appropriately for pupils' next small steps in learning.

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

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

After the 1997 inspection, the school coasted and standards, the quality of teaching and learning and the impact of management systems declined. The introduction of the literacy hour was delayed and school

improvement stalled. When the headteacher took up his post in 1999 he was faced with the major task of bringing the school up to speed. The literacy hour was implemented and a system of monitoring and evaluation introduced. Whilst these introductions brought some success and advancement, the speed of improvement was too slow. Staffing difficulties that deflected managers' attention from other key priorities further complicated the process of improvement. The headteacher and new deputy headteacher have built a partnership within the last 12 months that has the potential to take the school forward at an accelerated pace. Staffing is now stable and teaching is at a satisfactory level. Overall, improvement since the last inspection has been satisfactory, but there are a number of major issues for the school to tackle.

## STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests (known as SATs by parents).

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	C	D	A	A
mathematics	C	C	C	C
science	C	D	C	B

**Key**

well above average      A

above average          B

average                  C

below average          D

well below average      E

*Similar schools are those schools with between 8% and 20% of pupils entitled to free school meals.*

Last year, standards were well above the national average in English in Year 6. They were average in mathematics and science. When compared to those schools with a similar proportion of pupils entitled to free school meals, standards were well above average in English, above average in science and average in mathematics. Standards were below average in reading and writing and well below average in mathematics and science in Year 2 in 2001. The proportions of pupils achieving the higher levels in the SATs were rather better in Year 6 than they were in Year 2. There have been some differences in the attainment of boys and girls in the Year 2 and 6 SATs in the last few years, though no clear overall pattern has emerged. The rate of improvement in standards in the Year 6 SATs has been less than that found nationally over the last five years. Standards are affected positively by the boosts to learning given at the end of the infants and juniors. Attainment is above average when children leave reception and at the end of Years 2 and 6. This is particularly so in English, mathematics, science and physical education and there are some strengths in attainment in history and religious education. Pupils make satisfactory progress overall but this is erratic because the quality of teaching and learning varies from class to class. The good levels of attainment reached are due more to the impact of good teaching in Year 2 and late boosts in 6 than to the systematic development of skills and knowledge in all classes. However, the gifted and talented pupils could be challenged more so that they reach the standards that they are capable of. The school's monitoring and evaluation systems have not picked up strengths or weaknesses quickly enough or resulted in the consistent sharing of good practice throughout the school.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Most pupils have positive attitudes to school, are happy and confident learners.
Behaviour, in and out of classrooms	Behaviour is satisfactory overall, however some pupils are disruptive in class and their behaviour is not managed consistently. There were two temporary exclusions in the last full school year, both fully justified.
Personal development and relationships	Pupils have positive relationships with one another and there is racial harmony. A School Council, set up this year is a good feature in supporting pupils' personal development.

Attendance	Attendance levels are above average.
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## TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	Aged 5-7 years	Aged 7-11 years
Lessons seen overall	Satisfactory	Satisfactory	Satisfactory

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

The quality of teaching is satisfactory overall. Of the 60 lessons observed by inspectors about a half were of good teaching quality and three were less than satisfactory. The strongest teaching is in Year 2 and the mixed age Year 4 and 5 class, however there is variation from year to year with the result that learning rates fluctuate. The planning of work is insufficiently precise in identifying the skills, knowledge and understanding to be learned and too many tasks centre on the completion of uninspiring worksheets. However, subject knowledge, the teaching of basic skills and expectations are all sound and the use of support staff and homework has strengths. Learning is satisfactory but the pupils' capacity for independent study and initiative in learning, as shown in some of the very good projects completed for homework, is not tapped sufficiently. The pupils are capable of productive work at a good pace and their good speaking skills, wide ranging knowledge and interest in learning are assets for the school to build upon.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a satisfactory and broadly balanced curriculum but planning has omissions. The withdrawal of pupils from lessons is not managed or monitored successfully enough. The available time for learning is not always used to maximum effect.
Provision for pupils with special educational needs	Although improved, the provision for pupils with special educational needs is unsatisfactory. In literacy and numeracy, these pupils' work does not always reflect the targets in their individual education plans.
Provision for pupils with English as an additional language	The few pupils who speak English as an additional language are supported soundly and make satisfactory progress. They use English effectively by the age of eleven.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The fostering of pupils' spiritual, moral, social and cultural development is satisfactory overall. The very good links between school and church have been maintained and help to promote moral and spiritual development.
How well the school cares for its pupils	The school offers a caring environment for pupils and procedures for promoting pupils' health, safety and welfare are satisfactory. However, the school's provision for monitoring and promoting good behaviour is unsatisfactory and assessment of progress requires improvement.
The partnership with parents	Parents hold positive views about the school and make a very good contribution to their children's education. Communication between school and home is good. However, the school misses opportunities to celebrate its successes and some parents would like more information about how well their children are doing at school.



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher has introduced some significant changes in educational provision and management systems that are focused on improvement. The deputy headteacher forms an invaluable partner in leading the school forward. Other staff have not taken on the role of subject leaders fully.
How well the governors fulfil their responsibilities	Governors are well informed of the strengths and weaknesses of the school and are increasingly asking questions and using data to show that the school is building on strengths and eliminating weakness. They are an influential partner in school management and ensure that statutory requirements are met.
The school's evaluation of its performance	There is satisfactory analysis of data to show how standards are rising but the key messages emerging from this process are not summarised or shared consistently enough. Standards are improving but not all staff know what is responsible for this trend or whether the school brings best value to its work.
The strategic use of resources	There are no shortages of staff, accommodation or learning resources. Although the budget is tight, it is managed efficiently and all funds are spent properly in the interests of the pupils. Additional funding for boosting standards is targeted successfully.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"><li>Teaching is good and their children make good progress.</li><li>Parents feel comfortable approaching staff with problems or concerns.</li><li>Expectations are good.</li><li>The school is well led and managed.</li><li>Their children become mature and responsible.</li></ul>	<ul style="list-style-type: none"><li>Levels of homework are inconsistent.</li><li>There is not enough information provided about their children's progress.</li><li>The school could work more closely with parents.</li><li>There are not enough activities outside lessons.</li></ul>

Parents are generally positive about the school and inspectors agree with most of the views above. However, the team judges that homework levels are appropriate and there is a good programme of extra curricular activities. The school is keen to improve its partnership with parents by providing better quality information.

## PART B: COMMENTARY

### HOW HIGH ARE STANDARDS?

#### The school's results and achievements

- Standards have not risen fast enough until the last year or so.
- In the 2001 SATs, standards were well above the national average in English and were average in mathematics and science at the age of eleven.
- This year, standards have improved and are now above average in English, mathematics, science and physical education at the age of eleven. They are average in the other subjects.
- Not enough pupils are achieving the higher levels in the SATs, especially in Year 2 and higher attainers could be challenged more.
- The school's monitoring and evaluation and target setting and sharing systems do not pick up the inconsistencies in standards and progress quickly enough.

- 1 Over the last five years, the rate of improvement to standards has been slower than that found in most primary schools. In part, this decline was the result of staffing difficulties that affected the rates of progress made by pupils in several classes. This decline has been arrested over the last year because of changes made to teaching, learning and the curriculum. In the 2001 SATs, standards at the age of eleven were well above the national average in English and were average in mathematics and science. When compared to those schools with between eight and twenty per cent of pupils entitled to free school meals, standards were well above average in English, above average in science and average in mathematics at the end of Year 6. The standards achieved by these pupils bore very good comparison with the levels achieved when they were seven in 1998. However, the school's monitoring and analysis of the standards achieved has not accounted for the different attainment levels reached in English and mathematics by the same pupils.
- 2 Last year, standards were below the national average in reading and writing and well below average in mathematics and science in the Year 2 SATs. This group of pupils had experienced several changes of staff within a comparatively short period and this affected the stability of their learning and the progress that they made. These pupils are currently near the end of Year 3 and inspection evidence shows that some ground has been made up by many, but not all of them.
- 3 In 2001, the proportion of pupils achieving the higher levels in the SATs was greater in Year 6 than in Year 2. Inspection evidence points to higher attaining pupils achieving at appropriate levels, though the gifted and talented are not taxed enough in their work. The work set for all higher attainers is often not planned with sufficient rigour and so it is difficult for teachers to ascertain whether these pupils have reached the level of work that was anticipated. In addition, there are times when the higher attainers complete exactly the same work as everyone else in the class
- 4 Record of attainment in the SATs in Years 2 and 6 for the past few years show that there have been differences in the attainment of boys and girls. However, there has not been a set trend, with the differences sometimes matching the national trend and at others going contrary to it. Over the last year, the school's target setting and tracking system has begun to check attainment by gender with much more precision although the analysis of differences and their causes lacks rigour.
- 5 Preliminary results from this year's SATs show considerable improvement in standards. Year 2 pupils are expected to achieve above average standards in reading, writing, mathematics and science. A similar situation is likely to emerge in Year 6 where standards are expected to be above average in English, mathematics and science.
- 6 Inspectors confirm that standards have risen over the last year. Attainment is above average overall at the ages of seven and eleven, including English, mathematics, and science. In addition, standards are above average in physical education and there are some aspects of history and religious education where attainment is good. In the other subjects, as reported from page 29 onwards, standards are average at seven and eleven. Whilst pupils make satisfactory progress overall, this is inconsistent because the quality of teaching and learning varies from class to class. Good quality teaching in Years 2

- and 4 and 5 is borne out in the standards achieved in these classes. In addition, late boosts to learning in Year 6 are having a positive impact on progress and the standards achieved.
- 7 Middle attaining pupils are making satisfactory progress but some could reach higher levels. Because the school has focused more on teaching than learning in its monitoring, points at which attention wavers and effort decreases are not identified quickly enough. Neither has the school's monitoring and evaluation systems identified soon enough the strengths of attainment. The target setting and tracking system is in its infancy and at present most checks on progress are made at the end of the year rather than as pupils learn during the course of their studies. This means it is sometimes too late to take efficient and timely action to move learning on at a faster rate or to adjust the targets for individuals to reflect spurts in progress.
  - 8 The standards achieved by pupils with special educational needs are generally below average. Although the majority make satisfactory progress towards their individual targets, it is not as good as it could be for some pupils because the quality of provision is unsatisfactory overall. Identification of need is still too late for some pupils. Some teachers do not have sufficient knowledge and understanding to manage the difficult behaviour of a significant minority of pupils. Work is not matched carefully enough to individual needs through planning and consequently work provided is not always relevant to the particular requirements of pupils with special educational needs. This limits the progress made by some pupils. There is insufficient monitoring of the withdrawal of pupils from lessons for additional support in order to ensure that the balance is to the advantage of the pupils concerned. Reintegration into classes following withdrawal is unsatisfactory. Too often pupils are unaware of what is being taught in class and do not always receive support to ensure they know what to do. This also affects the progress they make in lessons.
  - 9 Pupils start school with above average levels of skill and knowledge overall. Progress is satisfactory overall if erratic from year to year. Pupils leave at the age of eleven with above average standards. Senior managers are committed to making progress more uniform and to raise standards further so that the final results reflect all pupils' capabilities to the full. There is potential amongst the staff to make the necessary improvements to the quality of education. Staff are also committed to the introduction of monitoring and evaluation systems that will enable the school to keep abreast of progress and make the necessary and timely changes to maintain more rapid and consistent advancement.

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

- |   |
|---|
| <ul style="list-style-type: none"> <li>• Most pupils have positive attitudes to school, are happy and confident learners.</li> <li>• Behaviour is satisfactory overall, however some pupils are disruptive in class and their behaviour is not managed consistently.</li> <li>• Pupils have positive relationships with one another and there is racial harmony.</li> <li>• A school Council, set up this year is a good feature in supporting pupils' personal development.</li> <li>• Pupils think about the needs of others, particularly through their very creditable charitable endeavours.</li> <li>• Attendance levels are good.</li> </ul> |
|---|
- 10 The school has endeavoured to make improvements to behaviour since the time of the previous inspection and is currently reviewing some of the strategies being used to accentuate positive behaviour and make approaches consistent. Pupils generally have positive relationships with one another and there is racial harmony. Two temporary exclusions this year were fully justified. The school sees this sanction very much as the last resort. Most parents agree that their children like school and are enthusiastic and interested in their schoolwork.
  - 11 Pupils' attendance is well above average and underpins their sound achievements. Punctuality is good and this helps the day get off to a purposeful start.
  - 12 Children in the Foundation Stage very much enjoy their work; they get along together well and try hard. They are mature for their age and already into good learning habits. Pupils in Year 2 are a cohesive group of individuals, who willingly take responsibility, behave sensibly and show good responses to their studies. This was well demonstrated in a circle time when they considered good and bad feelings. The pupils took turns in expressing what made them feel good or bad, listening respectfully to one another's views and helping each other to turn bad feelings into good ones.

- 13 Most pupils have positive attitudes to school, are happy and confident learners. There are strengths in the way that some of the older pupils show initiative for example in tending the super garden area, growing and planting colourful flowers or when acting as monitors and undertaking various jobs around school sensibly. In contrast, a few pupils do not show sufficient levels of maturity for their age and cause disruption to lessons. Some of these pupils have emotional and behavioural needs and the school is drawing on specialist help to support the development of effective behaviour management strategies. Teachers currently approach behaviour management in the way they think best and this requires review to ensure that expectations are consistent and uniformly high. There is some good practice in accentuating positive behaviour and promoting pupils' self-determination and self-control. For example in Year 2 the pupils have identified personal targets and goals and these are given good prominence in display. A star of the week chart shines brightly right by the chalkboard that pupils look at throughout the day. This is another positive way that both celebrates achievements and reminds pupils to aim high. A school Council, set up this year and chaired by the headteacher is a good feature in supporting pupils' personal development and enabling pupils from different year groups to work together. The Council has been instrumental in the purchase of games for playtime use and is having a large say in developing the playground as part of the major buildings programme. *Well-done* assemblies provide a good opportunity for pupils to share personal successes achieved both in school and in extra curricular activities. This is viewed positively by pupils, parents and staff.
- 14 Although most pupils with special educational needs have satisfactory attitudes to learning and behave in an acceptable manner a significant minority do not listen carefully. When tasks are not well matched to their needs, behaviour deteriorates. The time taken to deal with such behaviour spoils the lesson for other pupils and adversely affects the progress being made.
- 15 Pupils think about the needs of others, particularly through their very creditable charitable endeavours. Pupils have raised considerable funds through their own efforts for *Hatti* - a guide dog for the disabled. They also consider the differences between people, for example in reception they are helped to show respect for and an understanding of cultural diversity by making shoe boxes filled with items to send to Eastern Europe. Year 2 pupils were involved in collecting 100 pairs of glasses for people in Africa with poor sight. The mixed Year 4 and 5 class has worked with a visiting speaker as part of the Youth enterprise project on citizenship. In religious education lessons in Year 2, pupils have looked at the Shabbat as part of the topic on Judaism. The school acknowledges that in trying to prepare pupils to take their place as citizens in a multicultural society and whilst successful in fostering the spirit of justice it has yet to give sufficient emphasis to exploring race issues specifically including prejudice. A race awareness policy has recently been written which the school is shortly to implement with an appropriate programme of training and resourcing.

#### HOW WELL ARE PUPILS TAUGHT?

- The belated introduction of the literacy hour and staffing difficulties have combined to slow the rate of improvement to teaching and learning.
- The number of strengths in teaching outweighs the areas with weakness, though inconsistency in practice is an issue for the school to address.
- The quality of teaching and learning is satisfactory and there is some of good quality, chiefly in Years 2 and the mixed age Year 4 and 5.
- The unsatisfactory teaching clusters at the start of the junior phase.
- Monitoring of teaching and learning lacks rigour and does not involve enough staff. As a result, the features of best teaching are not shared sufficiently.
- Pupils are capable of good learning, as shown in their response to some homework projects, but this strength is sometimes subdued by lessons of lacklustre quality.

- 16 During the inspection, 60 lessons were observed and an extensive sample of work examined in order to evaluate teaching quality. Both sets of evidence point to satisfactory teaching overall, but there is a blend of strengths and weaknesses within this picture. Furthermore, it is evident that the focus in staff and curriculum development is still on teaching, rather than on learning where it needs to be.

- 17 There was a little unsatisfactory and poor teaching during the inspection. This centred on the early part of the junior phase and was caused by weaknesses in class management, lack of pace to learning, rather narrow lesson content and lack of challenge. These traits are also evident in a few lessons in other parts of the school but not to the same degree. Because the focus in lessons tends to be on teaching as a performance, the impact in terms of pupils' motivation sometimes escapes detection. Even the oldest pupils in school show signs of immaturity in learning when the lessons lack sparkle.
- 18 However, most teachers teach soundly and some showed good qualities in their work. The best teaching in school is in the latter part of the infant phase and in the middle years of the juniors. Here, teachers have good subject knowledge, they know their pupils' needs well and they teach with confidence. In the most successful lessons, planning is focused on the skills, knowledge and understanding that pupils will learn in the session, rather than on what will be taught or what work will be completed. Furthermore, the expectations of each group are carefully defined so that the teacher can check during the course of the lesson that each group is on track to meet its targets.
- 19 Where learning is at its best, pupils are set stimulating tasks that hold their attention and utilise their good skills of working independently, sensibly and with initiative. In many lessons, however, these qualities are under-played and the use of copious worksheets, some of indifferent quality, stifle creativity, investigation and originality. Most pupils are capable of good effort and ample output as shown in parts of the work scrutiny and in those lessons that awoke interest. Productivity lessened where teachers talked too long, selected all the methods and resources for the pupils to use and adopted a too relaxed a pace. In such lessons, expectations were not high enough and pupils tended to coast through the work.
- 20 The management of pupils is satisfactory. There is inconsistency in the way that behaviour is controlled and promoted, with some teachers accentuating positive behaviour and others highlighting the negative. The monitoring of lessons has not picked up such differences quickly enough. Behaviour in lessons is sound but the pupils demonstrate that where their self-discipline is emphasised and promoted positively, behaviour is good and little time is lost in learning. Again, this was best demonstrated in Year 2 and the mixed age Year 4 and 5 class.
- 21 Teachers use the available resources satisfactorily. Time however, could be more efficiently managed. The pace is not always brisk enough and in some lessons the activities are expanded to fill the time rather than time is packed with activity. Once again, there are notable exceptions to this in the same two year groups highlighted above. Learning resources are used soundly in most classes and support staff often make a valuable contribution to pupils' learning, though this could be better focused during the introduction to lessons.
- 22 Pupils build skills and knowledge at a satisfactory rate overall, but this fluctuates from year to year. The teaching of basic skills is satisfactory though the three-part<sup>1</sup> lesson in some literacy and numeracy sessions is out of balance and not enough time is allowed for pupils to evaluate their own learning in the lesson or to share it with the teacher and the other pupils.
- 23 Teaching for pupils with special educational needs is satisfactory overall. However, teachers do not always match work carefully enough to individual needs through their planning. There is little reference to individual education plans in the planning. Consequently, work provided is not always relevant to the particular requirements of pupils with special educational needs. This affects the progress made by some pupils and sometimes results in unsatisfactory behaviour when they become disinterested in the poorly matched work
- 24 When classroom support is well targeted and support assistants well briefed they play an important role in helping pupils to make gains in their learning. This is particularly so for pupils with statements of special educational needs who are given good support through an individual programme of work linked to the work in the classroom. Sometimes pupils are withdrawn from lessons for additional help. At present this is not sufficiently monitored to ensure that the balance is in the pupils' favour or to ensure that pupils are appropriately briefed by an adult on their return to the classroom to enable successful reintegration.

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<sup>1</sup> The three part lesson consists of a whole-class introduction, activities completed in groups and a whole-class concluding session.

- 25 The progress that higher attaining pupils make is satisfactory overall. However, there is inconsistent challenge for this group of pupils and the needs of the gifted and talented pupils are not well represented in planning. This means that some coast and do not learn as successfully as they might.
- 26 Homework is managed satisfactorily. The amounts set are suitable and the type of homework activity is sometimes more motivating and challenging than the school work that it is based upon. In projects about the residential visit to the Isle of Wight, for example, Year 6 pupils have completed some outstanding work that has been thoroughly researched, well written and neatly presented. The same pupils' schoolwork does not always stand up to rigorous comparison with such homework.
- 27 Whilst there are still things to improve in teaching and learning, as outlined above, the school has made improvements to teaching in the last three years and the positive aspects now outweigh those with weaknesses. Most teachers are concerned that their efforts benefit the pupils and they work to improve their teaching. Monitoring systems are not yet widespread enough or involve enough staff in the identification of good practice that can be shared. The good practice is there, it sometimes goes unseen. This is a key issue for the school to address.

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

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| <ul style="list-style-type: none"> <li>• The school provides a satisfactory and broadly balanced curriculum</li> <li>• Planning does not consistently identify the work for different age groups in mixed-age classes clearly enough.</li> <li>• Some pupils miss out on the learning in the classroom when they are withdrawn from lessons.</li> <li>• There is good provision for out of school clubs and educational visits.</li> <li>• Subject managers have yet to monitor and evaluate their subjects.</li> <li>• Provision for pupils with special educational needs, except those with statements requires improvement.</li> <li>• The spiritual, moral, social and cultural development of pupils is satisfactory.</li> </ul> |
|--|
- 28 The school provides a satisfactory, broadly balanced and relevant curriculum. It follows the locally agreed syllabus in its provision for religious education.
- 29 There have been some improvements to the curriculum since the arrival of the new head teacher in 1999. Design and technology now has an appropriate slice of curriculum time in junior classes and schemes of work are providing the guidance teachers needed with their planning. After starting a year later than most schools, the national strategies for literacy and numeracy are appropriately in place. The focus on implementing these strategies has meant that some subjects, such as art and design have taken a back seat. This has dampened some creative and expressive aspects in the curriculum overall and limited pupils' attainment.
- 30 The school also has introduced a range of initiatives, such as additional and early literacy lessons, which are successful in providing a boost for pupils achieving almost average levels with their basic skills. In addition, targeted support in the core subjects, especially in science, is helping to raise standards in Year 6.
- 31 All subjects now have policies and schemes of work, which teachers use in a consistent way to guide their planning. As yet, medium and long – term plans do not identify work for different age groups in mixed – year classes clearly enough. Taken a step further, work planned for the different levels of ability found in classes, is not yet sharp enough. For instance, some of the very highest achievers need more challenging work, particularly older pupils capable of undertaking independent study in school. Whilst subject managers have a clear overview of curriculum coverage, and scrutinise planning, they have yet to play a full role in monitoring and evaluating the quality of teaching and learning in their subjects.
- 32 The Foundation Stage curriculum provides a range of experiences relevant to the needs of younger children and reflects the steps in learning identified in the Early Learning Goals. Teachers in the two separate reception classes, however, do not plan together sufficiently enough and so planning differs in quality and content. For instance, one class has clearer learning targets and uses National Curriculum levels for children who are capable of working at a higher level. There needs to be more consistency across classes if all children are to have similar opportunities.

- 33 The provision for pupils with special educational needs is unsatisfactory. This was a key issue in the previous inspection and although the recently appointed special educational needs co-ordinator has introduced several changes and improvements, these are at a very early stage and have yet to impact on pupils' learning and the standards they attain. The co-ordinator has put in place clear guidelines for responding to the needs of such pupils. These take account of the changes in requirements from next term. However, the current process of withdrawal does not ensure that all pupils are given the same curricular opportunities. In literacy and numeracy, pupils with special educational needs are not always given work suitable to their needs, which reflect the targets in their individual education plans. At present staff do not always ensure that pupils are fully integrated within the classroom when they return after being withdrawn.
- 34 A significant number of pupils are withdrawn from lessons to work in small groups or on a one-to-one basis outside the classroom. Much of this work is relevant and linked to improving standards in literacy and numeracy. Nevertheless, pupils miss out on the work going on in lessons. Although the school tries to ensure there are no gaps in the pupils' learning, the system of withdrawal and its use of curriculum time is not monitored rigorously enough.
- 35 The school encourages all school groups to work in harmony. Effective support for pupils learning English as an additional language is helping them to make steady progress. Boys and girls achieve similar standards by the end of the junior classes. The immature behaviour of a minority of boys in both the infants and juniors, can take up too much of the teacher's time in lessons. The school's procedures for managing behaviour are not used consistently across the school.
- 36 There is good provision for a wide range of out of school activities and educational visits. Year 6 pupils value the residential visit to the Isle of Wight highly and the benefits are evident in their increased confidence, and knowledge in history and geography. The school provides a range of musical and sporting activities and older pupils are keen to participate in the athletic events in the town. Visits and visitors from local places of interest, such as the Victorian School House, also make for enthusiastic learning.
- 37 Provision for pupils' spiritual, moral, social and cultural development is satisfactory. The very good links between school and church have been maintained and help to promote moral and spiritual development. In the junior school, older pupils show a genuine interest in other lifestyles and beliefs and are keen to find out more. The focus on spiritual development is not so strong within the school as it was at the time of the last inspection.
- 38 Provision for spiritual development is satisfactory. Assemblies provide a mixed picture in their provision for spiritual development and time for quiet reflection. Year 6 pupils find prayers and the time '*to think things over*' in assemblies beneficial, but that some of the stories used to illustrate moral themes are too old fashioned to have relevance to pupils' personal experiences. In infant assemblies, role-play adds to understanding of environmental issues, as younger children enact the '*Animal Train*' story and consider their place in the wider world. In class lessons teachers encourage pupils to share their ideas and respect and value them. In discussions, older pupils ask deep questions about the Holy Trinity and the origins of life. However, the opportunity is often missed to use the sense of amazement found in many lessons, such as art and design, poetry and science, to develop deeper reflection.
- 39 Provision for pupils' moral development is satisfactory and is promoted through the sense of fair play, which is fostered within the school. Parents are happy that the school teaches pupils what is right and wrong and that pupils show respect for each other and their environment. Class and school rules are understood and carried out by the vast majority of pupils, but there is a minority of boys who have to be asked a number of times before they follow instructions.
- 40 Provision for pupils social development is sound. Pupils have a natural curiosity about the world and show concern for those less fortunate than themselves, through fund raising activities and charities. Initiatives related to citizenship are working well, as junior pupils learn more about how communities work together for the common good. Pupils in the gardening club also take interest in their school environment, by designing and planting a school garden and then selling produce at the school fayre. In Year 6, pupils rate the residential visit to the Isle of Wight highly and benefit from sharing new

experiences. Pupils are generally kind and caring to each other. However, there are pockets of silly behaviour in a number of classes, where some pupils with emotional and behavioural needs have poor social skills that affect the pace of lessons because the teacher has to deal repeatedly with misbehaviour.

- 41 Provision for pupils' cultural development is satisfactory. Pupils enjoy studying their local cultural heritage and enjoy researching information about how Stratford upon Avon has changed over time. They make good use of visits to places such as the Victorian School House and forge good links with this learning in work in history and geography. Lessons in religious education provide the chance to find out about different faiths and include visits to the church, Coventry Cathedral and other places of worship such as a mosque and temple. Although improved since the last inspection, developing wider knowledge and understanding of different cultures is still not an integral part of the curriculum.



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

- The school offers a caring environment for pupils.
- Procedures for pupils' health, safety and welfare are satisfactory.
- Good procedures are in place for monitoring and promoting attendance.
- The school's provision for monitoring and promoting good behaviour is unsatisfactory.
- The personal support and guidance for pupils is satisfactory.
- The school's use of assessment is unsatisfactory.

- 42 Pupils are offered a caring environment where they are happy and enjoy coming to school. The connection with the Church of England encourages a Christian ethos and a caring for one another, both inside school and in a wider context.
- 43 The provision for the health, safety and welfare of pupils is satisfactory overall. The school has addressed some of the school security issues reported on in the previous inspection, and is continuing to monitor health and safety on a regular basis. Questionnaires have been sent to parents so that the school can address their views and concerns. The governors have ensured comprehensive risk assessments on school buildings and equipment have been carried out, and appropriate safety measures are in place whilst the current building development work is being undertaken. Inspectors brought to the attention of managers the safety of pupils in the area of the unguarded fish pool. Appropriate child protection procedures are in place, meet requirements and are known to all staff, with two designated teachers having received appropriate training.
- 44 The school has good administrative procedures for monitoring and promoting attendance. Parents are supportive of the school and ensure that absences and holidays taken during term time are kept to a minimum.
- 45 The procedures in place to monitor and promote good behaviour are unsatisfactory and in need of review. This was evident from some of the poor management of behaviour seen in some lessons, and the use of behaviour books was no longer influential or instrumental in helping to modify and improve behaviour. The school has satisfactory procedures for monitoring and eliminating instances of bullying in place, and encourages pupils to speak out. Parents give the school positive support when these instances occur.
- 46 There are satisfactory procedures in place for the assessment of pupils' attainment. The school has begun to establish systems for the collection of information to track pupils' progress. They are in the early stages of development and have yet to operate fully school wide or make a significant impact. The information gathered includes the baseline assessment, Year 2 SATs, and mathematics and English tests in Years 3, 4, and 5. Reading tests are administered twice yearly, termly writing assessments, and in the Foundation Stage and infant classes key word and phonic assessments are carried out. However, the school does not make effective use of this assessment information to ensure there is consistency of challenge in the work set for pupils, nor does the marking of pupils' work identify the next steps of learning. The use of assessment to inform the planning of work that enables pupils to achieve their potential is unsatisfactory and is an issue that the school needs to address in order to underpin learning.
- 47 Personal support and guidance is provided appropriately for pupils by teaching and support staff that know their pupils well. Provision for their particular needs is aided through the adoption of the additional literacy strategy, early literacy strategy, springboard mathematics, and booster classes. All pupils have individual targets set in English and mathematics to ensure they move forward in their learning in these subjects. However, work is not always matched appropriately to the ability of individual pupils, and consequently, the opportunity to extend further the learning of the differing ability groups is missed.
- 48 The provision for personal, social and health education programme appropriately includes citizenship, sex-education and drugs awareness. Pupils have become involved in activities to raise money for guide dogs for the disabled through ideas they have initiated themselves in thinking about supporting the needs of others. Circle time is used also to show that all are valued, and to encourage pupils to express their feelings.

- 49 There is an above average proportion of pupils with special educational needs in school. Whilst advances have been made in the assessment of their needs, this is neither early enough or precise enough in the identification of the small steps in learning that are necessary for each pupil. The involvement of outside agencies to support the work of pupils with special educational needs and those who speak English as an additional language has been improved. For example, during the inspection a support teacher from the local education authority worked effectively with a pupil with English as an additional language to consolidate and extend his skills with English. However, the support for some pupils with emotional and behavioural difficulties is insufficient. Learning support staff are effective in their roles, helping pupils to make steady progress towards their learning targets.

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

- Since the previous inspection the headteacher has made good improvement to the communication with parents.
  - Parents hold positive views about the school and a significant number are coming into school to play a direct role in its life and development.
  - Parents make a very good contribution to their children's education and this has good impact, for example in hearing reading, supporting independent research and helping with swimming.
  - Communication between school and home is good and parents appreciate the approachability of all staff. Some parents however, would like more information about how well their children are doing at school and this is one aspect, that although satisfactory, the school could seek to improve.
- 50 The links with parents was raised as a key issue by the previous inspection. There has been good improvement in forging an effective partnership since that time. At the pre-inspection meeting, parents expressed confidence in their growing partnership with the school to help support pupils' learning. They are supportive of its aims and values and appreciate the improvements in all areas since the appointment of the headteacher. Appropriate emphasis has been placed by the school on forging effective links with parents. These links are well made, are proving effective and are benefiting the pupils' education.
- 51 Parents appreciate the welcoming atmosphere and approachability of staff. They feel confident that any concerns they have regarding their child's welfare or progress are listened to and acted upon. Parents and friends assist the school with a variety of tasks, from listening to pupils read, helping out in the swimming pool and generally providing in-class support. Parents of those pupils with special educational needs are fully involved in reviews and give good support to their children's education. An active parents' association supports the school by raising substantial sums of money for the direct benefit of the pupils.
- 52 Satisfactory links have been established with the parents of pupils with special educational needs. The co-ordinator has worked hard to improve their involvement and to ensure that parents and children are consulted about their individual education plans to reflect more the spirit of the revised code of practice. However, parents are still not sufficiently involved in the review procedures and some do not attend review meetings. The co-ordinator is working to develop this in the near future. Parents of pupils with special educational needs are better informed than at the previous inspection, but there is still room for improvement.
- 53 Written communications with parents include a helpful, friendly, newsletter most weeks, which keeps parents informed of events and achievements. The very efficient secretary, as an extra means of sharing information, also posts these, together with other pieces of information, on the school's web page. Curriculum events have been held to provide parents with up-to-date information about how the school teaches literacy and numeracy for example. The school prospectus and governors' annual report ensures that parents receive all the information they are entitled, by law, to know. These are very informative but unappealing in presentation and both miss opportunities to celebrate the school's successes with pictures, photographs and illustrations. A very positive feature in communication is the way that governors canvass opinion as part of consultation, for example about the effectiveness of the homework policy. Pupils' end of year progress reports are very useful. The format ensures that all areas of study are reported upon and a good feature is the targets identified for improvement. This is one aspect that could usefully be integrated into the monthly progress reports sent home on every child, and which would assist those parents who require more detail about progress to provide more focused support.

## HOW WELL IS THE SCHOOL LED AND MANAGED?

- The school coasted after the previous inspection but there is now greater determination to bring improvement.
- The headteacher and deputy headteacher are gradually building a strong partnership to benefit the pupils in terms of improved education quality.
- Subject leaders are not sufficiently involved in managing their subjects or monitoring and evaluating the strengths of the school.
- Governors perform good service for the school and are increasingly critical friends who are challenging weaknesses and bolstering strengths.
- The school's self-evaluation of performance is at an early stage in its history. There is not enough rigour to the analysis of the copious data produced.
- Funding is tight but it is planned and managed efficiently.
- There are no important shortages of any form of resources. What is available is used soundly.
- There is a need to reaffirm the school's number one priority of improving standards and progress in order to build on the satisfactory value for money already achieved.

- 54 After the previous inspection the school coasted and many management systems became less potent. When the headteacher was appointed in 1999 he identified that many improvements were overdue and set about rectifying the central weaknesses including staff resistance to change. The air of complacency that hung over the school proved difficult to dislodge in the short term because of staffing difficulties – key managers were appointed to posts elsewhere and some staff who remained were uncertain in the face of change. Gradually some of these barriers to improvement were overcome and significant changes made not least the belated introduction of the literacy hour. The school is now more forward looking in the interests of the pupils.
- 55 The headteacher gives a strong steer on pastoral matters though there is clearly a need for the school's main aim of improving academic attainment to shift to centre stage. At present, some procedures are left to individual discretion as to how far, and in what ways, they should be promoted. This results in inconsistencies in practice and some dissipation of effort. Since the arrival of the deputy headteacher 15 months ago there has been a hardening of the resolve to make improvements. The headteacher and deputy headteacher have built a partnership that is united and determined to take the school forward, particularly in the academic field. There is shared recognition between the two that standards are not high enough and that some teaching methods are less than inspiring to the pupils. It is evident that the system of performance management requires enhancement in order to accelerate the process of improvement to teaching and standards. Furthermore, these two key members of staff know that the role of other managers in school is not as broad as in most primary schools and are resolved to make the necessary changes.
- 56 Subject leaders have had more of a resource management role than that of overseer and promoter of high standards. Most subject leaders have audited their resources and enhanced the stock to make sure no-one goes short of equipment and materials. Thus, the school is adequately resourced across all subjects and aspects of its work. However, subject leaders do not have full insight into the strengths and weaknesses of the subject. Some more than others have taken this role of appraising subject performance, but the school's monitoring and evaluation systems are not sufficiently broadly based and the analysis of outcome is not fully rigorous. In some cases, improvements have been identified but the causes of improvement have not. Nonetheless, there is promise amongst the staff that the widening of involvement and the empowering of subject leaders to become more influential in subject improvement will prove successful. Given appropriate training there is potential for subject leaders to make a greater impact on the leadership and management of their subjects. The sense of shared commitment is now stronger than at any time in the previous four years.
- 57 Until the recent appointment of the special educational needs co-ordinator, who is also the deputy headteacher, the management of the provision for special educational needs was poor. However, during this last year the co-ordinator has worked hard to identify the shortcomings and improve the provision. She has put in place clear guidance and ensured all staff are aware of changes in the code of practice. She maintains the register of pupils efficiently and has ensured that more meaningful individual education

plans with specific targets are in place. The co-ordinator is responsible for the involvement of external agencies and has encouraged earlier identification of pupils with special educational needs. However, most of what is in place is very recent and has not yet had time to become firmly embedded, clearly understood by all staff or to impact on standards and progress.

- 58 In the short time she has been in post the co-ordinator has identified what needs to be done to improve the provision for special educational needs. She recognises the need for further training for staff and for herself and for greater involvement of outside agencies, in particular to support the significant behavioural problems among those with special educational needs. These have been included in the current action plan. She provides strong leadership and guidance, which is beginning to have a positive effect on the provision. She meets regularly with support staff and also with the responsible governor. The monitoring of the new systems will be important in improving the provision for special educational needs.
- 59 The governors are central to the school's quest for betterment. They are a well-informed and influential group who knows the school well. Governors ensure that the school meets its statutory obligations and they publish all the necessary information for parents. They are increasingly asking the questions that matter in order to establish the effectiveness of the school. Led by their capable and caring chair, they have much to offer the school in terms of evaluation of performance and the careful management of the budget. Governors are central to the process of ensuring that the school gives best value in what it does. They are beginning to make the necessary comparisons with other schools, locally and wider afield, to ensure that The Willows Primary School is competing effectively. They know that in some areas the school can do better and they fully support the headteacher and deputy headteacher as they strive for improvement.
- 60 The deputy headteacher and headteacher are at the heart of school self-evaluation of performance. They collect data through assessment, target setting and tracking systems and the direct monitoring of teaching and learning, all of which gives a flavour of the successes and shortcomings of the school. The chief limitations of this work centre on the sheer volume of data produced and the comparatively restricted circle of managers involved in the process. Whilst data collection is something of a strength, the analysis of what it means is more limited. Greater rigour is required in such evaluation as is much more sharing of outcomes and collective building on the strengths identified. The school's target setting and tracking procedures are at a very early stage of development though some strengths are emerging as staff increasingly log the progress made by pupils. There are inconsistencies in the process, however, and some staff require support and training to enable them to write targets that are related to the learning of knowledge, skills and understanding in a systematic way.
- 61 Funding is tight and for a while last year the school operated a deficit budget. This was related to the phasing of the Foundation Stage play space enhancement, the payment of invoices for the work and the receipt of the necessary grants from the local authority and voluntary funds. The deficit was quickly struck out and generally, financial planning, control and administration is secure. The school spends additional funding, such as that for raising standards in ICT and that from the Stratford town trust with emphasis on the needs of its pupils. There are no shortages of staffing, accommodation and learning resources, though in some of these areas major improvements are scheduled, such as the refurbishment and extension of the buildings. In others, improvement is included in the school improvement plan and scheduled for completion when the earmarked funds are released. The process of school improvement planning involves staff and the governors and is sufficiently robust to ensure that priorities are costed, phased and pursued with appropriate vigour.
- 62 Over the past few years, standards have fluctuated in school. Years of good attainment have been followed by years when the results in Year 2 and 6 have not well reflected the starting point of the pupils. The uneven progress made from year to year by pupils is the limiting factor in this pattern. Up to the present, monitoring and evaluation has lacked impact and some inconsistencies have gone undetected. It is evident that this is changing and that the shared commitment to improvement is stronger. For the future, key managers, along with subject leaders will need to ensure that standards and progress are at the heart of what the school does on all fronts. In this way the school will be able to build on the satisfactory value for money that it gives at present.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- 63 The Willows Church of England Primary School has begun the process of improvement after a time when it coasted on the back of its good reputation. The headteacher and deputy headteacher have built a strong partnership and together with the governors, are committed to the important improvements that remain. At the head of the list are the following key issues:

### **1. Ensure that everyone in school is signed up to the process of rapid improvement.**

By

Restating the school's mission to achieve high standards at an accelerated rate.

Ensuring that classrooms, corridors and other places always reflect the aim of quality education for all pupils.

Focusing the efforts of everyone on the key priorities of the school.

See paragraphs: 9, 13, 53-55 and 62

### **2. Continue to develop rigorous assessment, target setting and tracking and monitoring and evaluation systems to ensure that pupils' progress is uniformly good and standards are high.**

By

Making sure that there are consistent systems of assessment for all subjects and in all phases of the school.  
Streamlining the data collected.

Rigorously analysing the data to show trends in improvement and dips in progress.

Sharing the evaluation of outcomes with all staff.

Setting appropriate targets for all pupils that reflect their next steps in learning precisely.

Tracking consistently the progress pupils make towards their targets.

Widening the involvement of subject leaders in the rigorous monitoring and evaluation of teaching, learning and standards.

Sharing the identified best practice amongst all staff.

See paragraphs: 1, 4, 7, 27, 46, 56 60, 62, 63, 85, 90, 93, 102-3, 110, 123, 130, 136, 144 and 157

### **3. Review and identify the most effective forms of learning for the highly articulate pupils in school and ensure that teaching meets these needs.**

By

Building on the pupils' capabilities to work as independent, self-reliant learners and give them every opportunity to use their initiative in their work.

Ensuring that planning identifies the skills and knowledge to be learned by different attainment groups.

Checking that all subjects have sufficient time allocations to allow the development of good learning skills.

Improving the pace of work.

Reviewing the timetable to ensure the best use of available time.

Promoting consistent and positive practices to manage the behaviour of all pupils.

Reviewing the use of worksheets and eliminating those of low quality.

See paragraphs: 3, 8, 13, 16-7, 19-22, 25-6, 29-32, 35, 45-7, 65, 78, 84, 87-91, 98-100, 103, 113, 116-7, 121-4, 127-9, 132-5, 140, 146-7, 153 and 156

### **4. Maintain efforts to improve the management, monitoring, assessment and provision for pupils with special educational needs so that their individual work programmes are consistently met in full.**

By

Ensuring the assessment of specific needs is timely.

Improving teachers' knowledge and understanding of pupils' special educational needs.

Setting small and measurable targets for improvement of skills and knowledge in the pupils' individual education plans.

Ensuring that the withdrawal of pupils from lessons is monitored, evaluated and managed properly.

Involving parents more in the reviews of their children's progress against the targets in their individual education plans.

See paragraphs: 8, 14, 23-4, 33-4, 49, 52 and 57-8.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	60
Number of discussions with staff, governors, other adults and pupils	23

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	5	25	27	2	1	0
Percentage	0	8	42	45	3	2	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care must be taken in interpreting the above statistics as each lesson represents more than one per cent.

### Information about the school's pupils

#### Pupils on the school's roll

	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	256
Number of full-time pupils eligible for free school meals	15

FTE means full-time equivalent.

#### Special educational needs

	YR – Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	65

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	6

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	11
Pupils who left the school other than at the usual time of leaving	8

### Attendance

#### Authorised absence

	%
School data	4.9
National comparative data	5.6

#### 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
	2001	22	17	39

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	17	17	19
	Girls	14	14	13
	Total	31	31	32
Percentage of pupils at NC level 2 or above	School	79 (95)	79 (84)	82 (89)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	16	19	19
	Girls	14	14	14
	Total	30	31	33
Percentage of pupils at NC level 2 or above	School	77 (92)	79 (84)	85 (97)
	National	84 (84)	89 (88)	89 (88)

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
	2001	27	24	51

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	22	19	23
	Girls	23	18	23
	Total	45	37	46
Percentage of pupils at NC level 4 or above	School	88 (78)	73 (75)	90 (90)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	23	22	23
	Girls	24	20	24
	Total	47	42	47
Percentage of pupils at NC level 4 or above	School	92 (78)	82 (70)	92 (93)
	National	72 (70)	74 (72)	82 (79)

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

**Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	1
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	1
White	212
Any other minority ethnic group	0

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

**Exclusions in the last school year**

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	2	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)	10.0
Number of pupils per qualified teacher	25.6
Average class size	28.4

**Education support staff: YR – Y6**

Total number of education support staff	9.0
Total aggregate hours worked per week	161

**Financial information**

Financial year	2001-2
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	£
Total income	491 128
Total expenditure	510 372
Expenditure per pupil	1 979
Balance brought forward from previous year	11 791
Balance carried forward to next year	-7 453

**Recruitment of teachers**

Number of teachers who left the school during the last two years	1.0
Number of teachers appointed to the school during the last two years	1.0

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*



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

### **Questionnaire return rate**

Number of questionnaires sent out	256
Number of questionnaires returned	88

### **Responses (percentage of answers in each category):**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My Child likes school	47	41	10	2	0
My child is making good progress in school	49	42	7	2	0
Behaviour in the school is good	32	53	11	2	1
My child gets the right amount of work to do at home	19	53	23	3	1
The teaching is good	50	41	3	1	5
I am kept well informed about how my child is getting on	23	55	18	2	2
I would feel comfortable about approaching the school with questions or a problem	60	34	6	0	0
The school expects my child to work hard and achieve his or her best	52	44	2	1	0
The school works closely with parents	23	58	16	2	1
The school is well led and managed	43	50	1	2	3
The school is helping my child become mature and responsible	42	53	2	1	1
The school provides an interesting range of activities outside lessons	14	48	18	6	15

**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**

- Standards are above the level expected, particularly speaking skills.
- Many children exceed the early learning goals.
- Basic skills are carefully taught.
- Support staff deployed effectively give good support.
- The pace of learning is sometimes too slow and expectations too low.
- There is a need to further develop the provision and use of the outside area.
- Planning is inconsistent across the phase and does not reflect the early learning goals sufficiently.

- 64 Provision for children in the Foundation Stage is satisfactory overall and improvement over time has been soundly maintained. Children are admitted to school in the September following their fourth birthday. At the time of the inspection there were 41 children in the two parallel classes. Early assessment information indicates that attainment on entry to school is above average. Children make satisfactory progress in the Foundation Stage so that by the time they start in Year 1 the majority will have achieved and many will have exceed the early learning goals for children of this age in most areas of learning.
- 65 Sound teaching overall with some that is good or very good provides a range of interesting experiences enabling children to make steady gains in their acquisition of early skills and knowledge. As a result the majority of children are already working within Level 1 of the National Curriculum. Basic skills are carefully taught but there are weaknesses within planning. Insufficient attention is given to the early learning goals with little reference to these or the stepping stones leading towards them. Planning is inconsistent between the two classes, with different planning systems in place, although children cover similar work. Learning objectives are not always clearly identified within planning and work is not matched according to ability. Children in the reception classes undertake the full literacy and numeracy hours each day that limits the time available for them to enjoy other aspects of the Foundation Stage curriculum. Sometimes the pace at which the children work is pedestrian when many are capable of working with greater speed, particularly the higher attainers. Sometimes expectations of what children know and can do could be higher, and a more demanding approach adopted. However, the adults have a caring and supporting manner with the children giving much praise and positive encouragement. As a result most children have a good level of confidence and self-esteem. At times there is over-direction by the adults, which limits the progress being made.
- 66 Although there has been improvement in the identification of children having special educational needs in recent times, it is not always sharp enough or for some children early enough to assist their successful learning. As a result they slip through the net and this sometimes manifests itself in behaviour problems further up the school. The provision for the statemented child in the reception class is satisfactory. He is well supported by his support assistant and is making steady gains in his learning as a result. Ongoing assessment through observations and checklists is satisfactory but greater use could be made of the information to adjust planning particularly for the more able, and to determine the next steps of learning. Simple targets are set for individual children, including those with statements, but this is at an early stage of development.
- 67 Learning resources have improved since the last inspection. The provision of an outdoor area has improved the opportunities for more purposeful play, and increased opportunities for independence. Good support from the parent/teacher association has made a positive contribution to resources, which are satisfactory overall, although further resources and developments are needed to the outdoor play provision in order to provide the range of physical experiences such as climbing, which are identified in the curriculum for the Foundation Stage.

**Personal, social and emotional development**

- 68 Teaching in this area is satisfactory. The children are confident and have good self-esteem. They have positive attitudes to learning and are happy to come to school. They listen carefully and carry out instructions well, such as in circle time where they observe the rules carefully. They enjoy speaking to

their teachers and other adults and to each other. They speak confidently, eager to engage in discussions and to respond to questions. They share equipment and take turns, for example, when playing together in the builder's merchants or the home corner. They are friendly and kind to each other and behave well, enjoying good relationships with the adults working with them, and with each other. The good attitudes to learning and positive behaviour reflect the positive role models of the adults and their consistent approach in developing these early skills. The good support given by the adults contributes to the children's confidence and ensures all children are fully included and participate in the activities provided. Praise is used regularly and children's contributions are valued such as in circle time when they shared information about caring for animals and pets.

- 69 The children move confidently about the classroom and the outdoor areas and hall. They select activities independently and take responsibility for tidying away at the end of an activity. They show respect for resources and care for the environment their pets and families. These children having special educational needs are well supported, helping them to make the same progress as others. The majority have already achieved the early learning goal for this area of learning and many will exceed the expected level by the time they enter Year 1.

### Communication, language and literacy

- 70 Skills in this area of learning are above the expected level, particularly in speaking and listening that is above average. Many children are articulate, speaking confidently to adults or other children in the class, because they are given good opportunities to do so. For example, in their role-play on the story of 'Six Dinner Sid' effective intervention by the classroom assistant encourages them to make decisions and choose. They construct the role-play story, maintaining the story line and sequencing events correctly. All can communicate in sentences and add to and listen to others. Many have a wide vocabulary and develop conversations in an interesting and imaginative way.
- 71 All enjoy stories and have a good knowledge of books. They recognise the title and author and refer to the illustrations. They answer questions about the text with clarity. For example one explains the meaning of suspicions, *'it means you don't really believe it could happen'*. All handle books carefully. Higher attainers read the early books confidently with the more able working towards level 2 of the National Curriculum. They read with good expression and a high level of interest confidently managing words such as 'computers' and 'Saturday'. Average readers also have a good sight vocabulary. Many are eager to talk about their favourite books and all read at home to an adult, having a good range of books at home. Well maintained home/school diaries indicate the good parental support and interest in their child's learning. Most children recognise initial sounds. The majority of children recognise 'colour' words on flashcards. Many have a good understanding of rhyme as shown when they made up a colour poem together: *'red, red, go to bed, pink, pink, in the sink'* Many children are able to follow the text in shared reading within the literacy hour, reading along with confidence such stories as 'Six Dinner Sid' and 'Owl babies'. Sometimes over-direction and control by the teacher constrains some higher achievers who could be challenged with more demanding questioning and extended conversations. More able children are beginning to understand spelling rules and patterns where teachers encourage them to have a go, for example one child wrote *'One colod damp Day he caught a cof'* effectively supported by the adult.
- 72 They begin to use capital letters and full stops as they write for an increasing range of purposes. These include news, stories, and accounts of visits such as to the church and *wanted* posters for Tom the Wolf. They make their own little non-fiction books complete with contents page, and their own story book of 'The Three Little Pigs'. The higher attainers write several sentences, logically sequenced and carefully formed. They write simple questions and answers such as *'Can a bird skip?'* Average attainers include simple words and make plausible attempts at more complex words.
- 73 Lower attainers write their name independently and copy under a sentence written by an adult, but the task is usually the same as for others in the class. Opportunities for writing within role-play activities are improving with evidence of messages, lists and notes. Skills in this area of learning are above the expected level for many children by the time they leave the reception classes and the majority is likely to achieve the expected level. Teaching is satisfactory and often good helping children to build steadily on their skills and make satisfactory progress.

## Mathematical development

- 74 Attainment is above the expected level in this area of learning. Children make steady gains in their learning as a result of sound and often good teaching. Higher attainers count and order numbers to 15 and beyond and count backwards. They count in twos to ten and then backward, although less confident this way. Good links are made to other areas of learning, for example, counting the coins raised by the class for the dog for disabled appeal, contributing to pupils' personal development. Good use of questioning by the teacher extends mathematical language well and encourages children to think through their ideas. One average attaining child explains *'If somebody has 5 and 1 have 4, then 4 is less than 5, 24 is less than 25'*. Most children understand terms such as more/less, bigger/smaller and heavier/lighter. Most recognise and name common two-dimensional shapes.
- 75 They construct repeating patterns with three variables. Higher attainers sequence numbers to 100, in tens. One boy writes in his book *'I can climb the ladder'* and goes to 200! They add 2 numbers to make 10 and construct simple pictograms. Most children can order items by length. Most sequence the days of the week accurately and show understanding of the language associated with time such as *'yesterday'* and *'tomorrow'*. Most children recognise coins to 20p. Higher attainers are able to count 5p coins and record their totals on a number square. They count 10x1p coins and use them to buy pebbles at the builders' merchants. The majority identify the number of faces on a cube when learning about shape. When asked about cubes one girl replies *'a house is a cube, a sandwich box is a cube and a dice is a cube'*. Over half recognise a sphere and some are aware of pyramids – a few children linking this shape to Egypt. There is very good challenge and expectation during the inspection from a visiting teacher, which results in some very good learning taking place.

## Knowledge and understanding of the world

- 76 Attainment is above the expected level in this area of learning. Children make steady progress in learning as a result of satisfactory teaching. They are presented with an interesting range of experiences, which increases their knowledge and understanding of the world. Children explore the materials from which houses are made, linking this to the story of *'The Three Little Pigs'*. They draw houses and label the materials. They develop greater awareness of safety as they explore items that use electricity to work. Through stories and assemblies the children learn about celebrations in their own and other cultures. They enjoy Bible stories such as *'Noah's Ark'*. For example the local deacon conducts a mock Christening which children role-play and enjoy the celebration afterwards with cakes which they have baked. A visit to the local church provides opportunities for brass rubbing and observational drawings, helping children to become aware of the artefacts and symbols linked to the Christian faith. They explore similarities and differences in fruits and vegetables, observing carefully. Effective questioning helps children to recall facts about the visit from the animal man. They observe snowdrops, the park allotments and school as they walk across Shottery Fields following a route map, to find a cottage for the three bears. Most show a good awareness of maps and plans as they mark their route across the fields. Most have a good awareness of body parts on a picture. When exploring floating and sinking, higher attainers gave reasons why things float or sink. Others show less understanding and do not give explanations. They know how to use magnifying glasses to observe more closely. Many are keen to find out about animals and the local environment. They plant seeds and flowers and care for the fish. Most children have good control of the mouse and are developing basic keyboard skills well.
- 77 They show increasing awareness of the passage of time as they use terms such as *'yesterday'*, *'today'* and *'tomorrow'* with accuracy and confidence. The children enjoy a visit to the teddy bear museum where they find out about old toys and teddies in particular. Many explain clearly the characteristics of old and new bears. The children use a good range of construction bits, create models using recycled materials and use sand and water to solve simple problems. Visits and visitors make a good contribution to children's learning. The majority has achieved the expected levels for children of this age and a significant proportion are exceeding this level.

## Physical development

- 78 Attainment in this area of learning is above the level expected for children of this age. The majority run, jump, hop and skip with good levels of skill. They move forwards and backwards on hands and feet in a

variety of ways showing imaginative ideas and good co-ordination and control. They use a range of large and small equipment with confidence, working well in groups, sharing and taking turns. They show good levels of control in most cases when balancing and use their initiative to try new movements such as jumping off the box backwards. Most have a good awareness of space and safety. They show good levels of independence when changing and putting out the apparatus, which they do sensibly. Teaching is satisfactory overall. Instructions are clear and the adults make good use of examples to demonstrate good practice. There is a good focus on independence and developing skills accurately. The adults support children well ensuring all are involved and making progress. Sometimes the lesson pace is rather slow, affecting the progress that is made.

- 79 On one occasion tasks were too difficult for example, the children found it hard to work with a partner as one shape and to move as a big shape or small shape in a pair. In this lesson expectations were inappropriate. In the warm up, for example the children were expected to perform hamstring muscle stretches on alternate legs, a warm up task more suited to older pupils. The newly developed outdoor area provides increasing opportunities for outdoor play. However, such activities are not always structured well enough to extend children's physical skills or to enable them to solve problems. The lack of climbing equipment limits opportunities for the development of such skills outdoor fine motor skills develop systemically. The children show increasing control with pencil skills and when using scissors, crayons, brushes and other tools. They work with enjoyment making steady gains in their learning. Many have already exceeded the level expected for children of this age as a result of sound teaching and learning.

### **Creative development**

- 80 Standards are above average overall. Teachers present children with a range of opportunities to draw, paint, model and to use collage and construction materials. They select tools confidently and use scissors and other tools skilfully and safely. They know how to weave with a variety of materials. They create interesting collage patterns and houses using natural materials. They print repeating patterns, making good links with mathematics. They work together well to create three-dimensional pictures such as 'Mr Big'. Skills in observational drawing are developed appropriately, making good use of the church visit to introduce children to skills in brass rubbing and drawing. They draw religious artefacts, flowers and plants and old bears, for example. Not enough emphasis is placed on mixing colours independently.
- 81 The children enjoy singing and music making. They have a good repertoire of songs and rhymes. Good links are made to areas such as mathematics when number rhymes and songs are used to extend this learning. Opportunities are provided for children to explore a range of percussion instruments as well as making their own shakers, beaters and strikers. They enjoy listening to music and sometimes older pupils visit and play their instruments for the reception children. Teaching is satisfactory overall and children make sound progress in their learning as a result.

### **ENGLISH**

- Standards are above average in the infants and juniors.
- English is well led and managed by the subject leader.
- There is a generous time allocation to English.
- Pupils have good speaking skills and there are many articulate pupils.
- There are above average standards in writing.
- Greater emphasis is required on initiative and independent learning.
- There is heavy reliance on booster classes to raise standards.
- The provision for pupils with special educational needs in literacy is unsatisfactory.
- Monitoring and evaluation lack rigour and are inconsistent.
- Although teaching is satisfactory overall, rates at which pupils learn are uneven because of inconsistencies in quality from class to class.
- Planning lacks clear learning objectives and work is not always matched appropriately to need.
- The pace of some lessons is slow.

- 82 Standards are above average in Year 2 and Year 6. Steady improvement has been maintained over time. This year's test results show a marginal improvement overall in reading and a good improvement in writing on the previous year. The majority of pupils are making satisfactory progress. Pupils with special educational needs and the small minority with English as an additional language are well supported and make the same progress as others in the class. However, progress is uneven between year groups. It is greater in Year 2 and the mixed Year 4 and 5 where teaching is good and Year 6 where booster classes make a strong contribution to the raising of standards.
- 83 Speaking skills are above average for seven and eleven year olds. They enter school with these good standards and progress is maintained, although it is uneven between the year groups. Many seven year olds are articulate drawing on a wide vocabulary. They are happy to engage in more extended conversations. When focusing on suffixes, for example pupils in Year 2 suggest a range of interesting words such as *'ungrateful'*, *'dreadful'*, *'forgetful'*. Higher attainers provide articulate explanations in their guided reading session. In a Year 3 lesson, pupils spoke with clarity and explained clearly the format of a poem they were sharing. Most pupils listen attentively, although a significant minority in some of the junior classes has difficulty listening carefully and behaving appropriately. Most pupils are eager to engage in discussions and readily put forward their point of view sharing the poem *'Hide and Seek'*.
- 84 In a Year 6 lesson pupils suggested good alternative vocabulary for *'feelings'* including *'proud'* and *'triumphant'* but few responded to questioning. Some of the enthusiasm for the poem was lost when pupils were asked to count and identify the punctuation marks. A significant number of pupils do not take an active role in learning, including the lower attainers who sometimes find difficulty staying on task. When given the opportunity for more extended conversations, for example when discussing reading habits, pupils are happy to discuss their favourite author and reading preferences at length.
- 85 Standards in reading are below average at the end of Year 2 but are improving well. Standards are above average by the end of Year 6. Basic skills are carefully taught to the youngest children. Pupils enjoy reading and many read widely. Although pupils read regularly in guided reading sessions, opportunities to read aloud to an adult individually are more limited in some year groups. The majority of pupils in Year 6 have a good knowledge and understanding of fiction and non-fiction texts. Many pupils belong to the public library. The school library is a dull provision but is due to be replaced in the near future when building work is complete. The subject leader says the new library will be brighter and attractively resourced with better provision for research and private study, skills that are not well developed in school but there is evidence of good research work completed at home. Parents are involved in their child's reading from an early age with well maintained home/school reading journals in many year groups. However, the use of these home/school diaries is inconsistent and have been abandoned by the time pupils reach Year 6 because they are not regularly monitored or sufficiently valued as a tool to develop reading skills. A range of additional strategies such as the additional literacy support and early literacy support are proving beneficial in raising standards. By the end of Year 6 many pupils are reading at above average standards, using higher skills of inference and deduction as they read. Others are reading at the expected level. Pupils know how to use reference books to locate information and also make use of the Internet. Higher attainers read with fluency and good expression. Pupils have a good knowledge of a range of authors. Pupils acquire good skills with which to support their learning across the other areas of the curriculum.
- 86 Standards in writing are above average and show a big improvement this year. The school has been successful in raising the attainment of many lower attaining pupils with its focus on writing. Pupils write for an increasing range of purposes as they move through the school. In Year 2, pupils produce colour poems using ICT to word process in many cases. There is also some helpful development of writing skills in other classes by the use of the word-processing software to aid persuasive writing. Imaginative ideas and colourful descriptions are used well, for example:  
*Red is for velvety poppies,*  
*Yellow is for the very bright flicker of a fire,*  
*Pink is for the ripest peaches...*
- 87 Good cross curricular links are made in religious education when Year 2 pupils write Shabbat prayers, but evidence of extended writing across the curriculum is not consistent and in geography and history, the use of too many worksheets limits the opportunities to foster writing across the curriculum. However, there are some good examples for the school to build on. For example, Year 3 higher attainers choose

imaginative vocabulary with phrases such as *'growing at his ankles'*. Similarly in Year 5 one pupil began a story: *'I couldn't believe my eyes. It was gigantic! Surrounded in meteors... Thud! It hit the ground....' 'I froze...what was this?'*

- 88 Good links are made to spiritual, moral, social and cultural development in Year 5 with non-fiction writing *'helping hedgehogs to hibernate'*. Writing at the end of Year 6 is good, reflecting the confident style in which many pupils write. For example, a book review begins *'I picked up the book, and in the first chapter, I knew it was going to be a great book. I had to read on – and so will you!'* Pupils demonstrate a good awareness of audience when they write, and choose words adventurously such as in this first person account from a seagull's point of view on his first flight *'I ate it ravenously. My mother fished out a lovely, damp, silver, scaly piece of herring...she suddenly hesitated...and hovered.... teasing me... I just lunged out in one massive leap'*.
- 89 The presentation of work is inconsistent across the school. Some pupils lack pride in their work. In Year 1 the range of writing is limited but this improves in Year 2. An overuse of worksheets by some teachers impacts on pupils' creativity. There is an over reliance on booster work and practise test papers which is helping to produce the good test results, but at the cost of enrichment in English through drama and debates and more inspirational free writing.
- 90 The quality of teaching is satisfactory overall. However, the late introduction of the literacy strategy has affected teaching quality. The literacy hour is not yet firmly embedded and there are variations in the quality of teaching in these lessons. Some lessons lack precise learning objectives and planning does not take account of the differing needs when setting tasks. Teachers do not make sufficient use of assessment information to adjust planning and match work well to the needs of all pupils. Although all pupils have individual learning targets in literacy these are not always considered in planning or when marking pupils' work. The individual education plans for pupils with special educational needs are not reflected enough in teachers' planning. In other respects, teachers are more successful. They have appropriate expectations, the use of resources is sound and support staff make an effective contribution to pupils' learning. The management of pupils is satisfactory and homework is used soundly to support the development of knowledge and skills. Because there is no whole school rigorous approach to the systematic monitoring of teaching and learning, strengths of teaching English are not shared effectively enough or weaknesses eliminated quickly enough. This means that learning, whilst satisfactory, is not always sharply focused to ensure pupils make consistent progress.
- 91 The subject is now well led and managed with the recent appointment of the subject leader. The curriculum is reasonably broad and balanced, but is sometimes very formal and over directed giving little opportunity for initiative and independent learning. It is enriched through the use of visits and visitors. There are some opportunities for pupils to apply their reading skills to research in other subjects, but the opportunities for extended writing across the curriculum are more limited. The time allocated to English is generous but is not always used effectively. Some lessons proceed too slowly and pupils are not encouraged to work with a sense of urgency. The significant minority of pupils with behaviour problems takes up valuable time in lessons, and this affects the progress of others. Some teachers have difficulty in managing such behaviour in a positive way. There are training needs for all staff in order to improve the procedures for identifying needs and to provide strategies for coping, including raising expectations of some teachers if pupils are not to become bored.
- 92 A range of assessment procedures is in place including a termly writing assessment book, which is levelled and carefully annotated. Marking is inconsistent with the best practice identifying how pupils can improve their work, but others ticking work in a superficial way. Guided reading records are maintained regularly but more detailed diagnostic records for individual pupils are lacking.
- 93 Writing targets for individual pupils have recently been included in their English books, but are not addressed with consistency by teachers in lessons or by the marking of work. Some targets are revised regularly and are precise, which others are vague and will not be addressed until the end of term.
- 94 Overall there has been sound improvement since the implementation of the literacy strategy but there is much to do still to ensure a consistent and coherent approach to literacy through an exciting and challenging curriculum that fully meets the needs of all pupils.

## MATHEMATICS

- Standards have risen slowly after a period of retrenchment.
- Standards are above average at the ages of seven and eleven
- Progress is satisfactory, though it is uneven.
- Teaching quality is generally sound, though some unsatisfactory teaching remains.
- Not all lessons are stimulating, well paced times of learning, though there are some good mathematics sessions
- Planning does not focus enough on the skills, knowledge and understanding to be learned by different groups of pupils.
- Assessment and targets setting systems require overhaul and the monitoring of mathematics is not rigorous enough.
- There is potential for further improvement in mathematics but the pace has to be accelerated.

- 95 The 1997 inspection report indicated that most pupils achieved at least average standards in mathematics and that in many cases, standards were above average. When the headteacher arrived in 1999, standards were clearly not as high as reported previously and were average overall in the Year 6 SATs that year. The school coasted on the basis of its previous good reputation until the headteacher came. The number one priority of belatedly introducing the literacy hour affected developments in mathematics because of the time allocation required and staff training needs. This especially impacted on the effective start to the numeracy strategy.
- 96 Work has continued to make the vital improvements to mathematics, though the school has been beset with staffing difficulties that have slowed the pace of change. The 2001 SATs results were average in Year 6 and well were below average in Year 2 in 2001. There were differences in the performance of boys and girls last year. Girls did not perform as well as the boys in Year 2 and the boys did not match the girls' attainment in Year 6. In addition, the proportion of pupils achieving the higher levels in the mathematics SATs was average in Year 2 but below average in Year 6. Senior managers were disappointed with these results and set about improving them.
- 97 Much of the focus of improvement has related to staff changes in Year 2 and the effectiveness of boosts to attainment in Year 6. Generally, pupils make uneven progress in mathematics. This was borne out in the scrutiny of pupils' work and is due to different quality of teaching in different classes. Year 2 for example is taught consistently well, expectations are good and the pupils make good progress. In the mixed Year 4 and 5, teaching is also good and standards improve well. Late spurts in learning because of additional mathematics lessons are successful in producing better standards in Year 6. In between, progress flattens. There are parts of the school where teaching is barely satisfactory and progress is erratic. Put together, the result means that pupils make satisfactory progress across the years and standards are above average at the ages of seven and eleven. Preliminary analysis of the 2002 SATs papers suggests that the school has improved standards successfully this year, especially in Year 2.
- 98 Teaching was very variable in mathematics in 1997 and all evidence points to much unsatisfactory teaching when the headteacher came in 1999. There are still pockets of unsatisfactory teaching, as shown by the one middle-junior lesson observed during the inspection with unsatisfactory practice due to weaknesses in behaviour management and lack of pace to learning. However, senior managers have worked hard to make improvements and the overall quality is now satisfactory. The two main areas for continued improvement concern the effectiveness of planning and the quality and use of every day assessment. Planning is not focused enough on learning and progress; instead it is related to teaching points and resources. The identification of what skills, knowledge and understanding is to be learned in lessons is a weakness that has to be resolved. Similarly, teachers' expectations of what will be achieved by pupils in the different attainment groups are rarely identified. These factors make it difficult for teachers to assess as learning takes place whether all pupils are reaching their potential. Not enough information is given to pupils about their progress in lessons or through comments when marking work and there is not much self-evaluation of learning by the pupils.
- 99 In other respects, teaching is sound. Teachers' subject knowledge, the teaching of basic skills and the methods used are all satisfactory and homework makes a good contribution to the development of mathematical skills and knowledge. The satisfactory level of teaching results in sound learning. Skills



and knowledge are built sound learning. Skills and knowledge are built as expected and pupils are capable of hard work and good productivity levels, though the uneven pace in some lessons can work against this. Because ongoing assessment has weaknesses, pupils do not know enough about their progress. The use of personal targets to help pupils evaluate how well they are doing is in its infancy and some targets are inappropriate.

- 100 Pupils show interest in mathematics lessons; they behave soundly and enjoy positive relationships. In the best lessons, such as a Year 2 lesson on constructing tally charts and bar graphs to show favourite fruits for a fruit salad, pupils work well together, behaviour is good and enjoyment of learning is obvious. However, some lessons are pedestrian; here the teacher talks too long and the work consists of repetitive arithmetic problems filled out on a worksheet. The pupils are an articulate group in all classes on the whole, and their personal capabilities could be fostered more.
- 101 The curriculum for mathematics is satisfactory. There are some useful opportunities for pupils to solve problems and investigate mathematically and basic skills of numeracy are promoted soundly. The use of ICT and the development of mathematical skills in other subjects are satisfactory. There are, for example sound opportunities to collect, collate and interpret mathematical data by working with data handling software in Year 3 and 4 and with spreadsheets in Year 4 and 5. Overall, pupils receive a balanced curriculum, though this is less pronounced for pupils with special educational needs. These pupils do not always work from tasks that are well matched to their specific needs and so progress towards their targets is sometimes slower than it should be.
- 102 The assessment of mathematical attainment is satisfactory. Because copious data is accumulated from this assessment and because it is not interpreted rigorously enough, it is difficult for teachers to evaluate the progress made over time. The introduction and development of a streamlined target setting and tracking system is making its mark and senior managers have a better idea of the ups and downs of progress as a result.
- 103 Mathematics is managed soundly. The subject leaders are committed and informed, though subject monitoring is in need of overhaul and staff training in *learning* as opposed *teaching* is overdue. The improvement in standards has been slow to date, there are signs that this is accelerating and there is potential for some pupils to reach very good levels of attainment in the future. A Year 3 lesson shows just what can be achieved with and by the pupils. Here, the pupils were working to recognise multiples of 50. The teacher kept them focused on the tasks, provided opportunities for them to give good, extended responses to questions and gave positive feedback to encourage motivation. The level of challenge was good; the pace of learning brisk and there was a good variety of methods and tasks. The pupils soon got to grips with the multiples of 50 to 1000 and then enthusiastically started to build the related division facts. Pupils with special educational needs were supported effectively by the support assistant. In all, the pupils' positive attitudes and self-discipline were key factors in what made this lesson the success it was. A mixed Year 4 and 5 lesson on reflective symmetry showed similar good qualities. It is now the task of managers to ensure that all lessons meet these standards.

## SCIENCE

- The school has made satisfactory improvement since the last inspection.
- By the age of seven pupils are achieving average standards, and by eleven pupils are achieving above average standards.
- The overall quality of teaching is satisfactory.
- The curriculum is very narrow for Year 6 with very little opportunity for pupils to use their science skills, and this limits their progress.
- Teachers do not have high enough expectations of pupils, and therefore, pupils are not sufficiently challenged to reach higher levels of attainment.
- The management role of the subject leaders is not wide ranging enough.

- 104 Since the previous inspection in 1997 when standards were judged to be above the national average, there has been a decline in the standards reached with attainment fluctuating year on year. However, the school is now making overall satisfactory improvement with rising attainment levels during the last two years. As a result of recent changes made in providing greater stability and improvements in teaching,

levels of attainment have shown very good improvement over the previous year, so that by the age of seven, pupils achieve average standards in the SATs. Through the use of booster activities the school has been successful in making good improvement in raising the levels of attainment, so that by the age of eleven, pupils achieve above average levels in the SATs. Pupils of other backgrounds, including those with special educational needs, and those who learn English as an additional language, make steady progress and achieve average standards. There is very little variation in the activities offered to challenge the more able pupils, and to enable them attain at a higher level.

- 105 Pupils show a keen interest in scientific activities, and involve themselves enthusiastically. They listen well to their teacher's explanation leading to their involvement in practical activities. For example, in a Year 1 lesson pupils practised being quiet in readiness for their listening walk around the school. They took turns in using a sand-timer and a tape recorder during the walk, and discussed their findings together whilst they were recording their evidence. During the inspection other examples were seen of pupils working co-operatively, sharing their equipment and discussing their ideas together.
- 106 In Year 1, pupils are encouraged to develop their listening and observational skills in detecting sounds they hear around them in the school environment. The use of the tape recorder enables them to bring the sounds back to the classroom for further identification, analysis and discussion. In Year 2 they continue to make progress in the development of their observational skills through comparing the similarities and differences between plants and animals. They are assisted in their tasks through the use of magnifying glasses, including a computer microscope.
- 107 In a mixed Year 4 and 5 class pupils were provided with some interesting and stimulating activities to extend and develop their learning through investigation and observation. They found out how sounds are made when materials vibrate as well as the effect that vibration has on different materials. In the concluding part of the lesson they were able to explain this confidently. The lesson linked in usefully to experiences pupils have in music, as they understood that *'the shorter the string the higher the note'* relates to pitch.
- 108 Due to the way science was organised it was only possible to see a small number of lessons taught during the inspection. Taking these into account with the analysis of a sample of pupils' work teaching is judged to be of a satisfactory standard across the school. Teachers have a sound knowledge of the subject, support staff, time and resources are used appropriately to support learning but pupils are not extended consistently because teachers do not have high enough expectations of what pupils can achieve. This manifests itself in a lack of challenge, and reduces the level of attainment, particularly for the more able pupils. During lessons teachers demonstrate that they are skilled at using questioning effectively, to assess pupils' level of knowledge and understanding. The management of pupils is generally satisfactory, but on occasions pupils are allowed to become inattentive and restive.
- 109 The science curriculum has been planned with the National Curriculum in mind, and using the national guidance to ensure that there is continuity and progression. Science topics are allocated well across the years to ensure adequate coverage, except in Year 6, where the curriculum is very narrow, and very little opportunity is provided for pupils to carry out scientific investigations and develop their enquiry skills. This is a weakness that limits the progress that pupils make. There are useful links with other subjects to extend pupils' skills, knowledge, and understanding in literacy for developing writing, and numeracy for the calculation and recording of data. In religious education discussions of scientific theory about the origins of the universe and evolution, contributes to pupils' learning well. Recently, end-of-unit assessments have been built in to the curriculum, but marking is not yet effective enough to raise levels of attainment for all pupils. The curriculum is effectively enhanced for pupils through educational visits to places such as the Science Museum in Birmingham, the Stratford Butterfly Farm, and the riverside. Pupils' learning also benefits from visits to school from the *'Animal Man'* and the Planetarium.
- 110 The two subject leaders work together enthusiastically to ensure the curriculum has appropriate continuity and progression throughout the infants and junior departments, and to ensure that adequate and appropriate resources are made available to support the teaching of science. They ensure staff subject knowledge is developed through school-based meetings and attendance at locally organised courses. Analysis of test results is beginning to take place but is not yet having an impact on raising standards. Although the subject leaders are monitoring teachers' planning, and carrying out an

examination of pupils' work, they have not yet had the opportunity to monitor teaching and learning directly. This is limiting the development of their management or leadership role.

## ART AND DESIGN AND DESIGN AND TECHNOLOGY

- The school has improved its provision for design and technology significantly in recent years.
- Standards are average for seven-year-olds and eleven-year-olds with better attainment towards the end of both infant and junior stages.
- The quality of teaching is satisfactory overall with some examples of good teaching particularly at the end of both Years 2 and 6.
- Pupils respond enthusiastically to opportunities to be creative but a general lack of self-discipline limits their learning.
- Pupils' evaluation of their own work needs to be more consistently applied.
- The use of both sketch and design books to record children's ideas, evaluations and constructive comments for future improvement has yet to be developed.

- 111 A limited number of art and design and design and technology lessons were observed during the period of the inspection. Judgements have been made therefore on those lessons and on evidence collected through a scrutiny of pupils' past and present work, displays in corridors and classrooms, teachers' planning and through discussions with pupils about their work.
- 112 Standards in design and technology have remained average in both the infants and juniors with evidence of some better attainment by pupils in Years 2 and 6. The range, quality and amount of resources available to pupils are satisfactory. Teachers use detailed schemes of work based on the government scheme and pupils are now able to select from a variety of materials.
- 113 The quality of teaching is satisfactory overall with evidence of good teaching in Years 2, the mixed age Year 4 and 5 and Year 6. In lessons where teaching is better questioning techniques are good and are used effectively to secure and extend pupils' learning. Similarly in better lessons pupils are given more opportunities to make decisions for themselves. Where teaching is less effective pupils work to prescriptive guidelines with little opportunity for them to take any responsibility for their own learning.
- 114 Opportunities are explored for cross-curricular links with other subject areas, for example the Greek masks and '*The Greek Times*' in a mixed Year 4 and 5 class but the curriculum has yet to be extended and enriched by extra-curricular activities and by links with outside agencies. The Jubilee Garden Design project however has stimulated a great deal of interest and pupils have seized the opportunity to take on the additional responsibility of tending their chequer-board plots. There are plans to develop both subjects in order to bring more creativity into the curriculum and to use *artists in residence* to raise the profile of art throughout the school.
- 115 By the age of seven pupils have learned how to construct wheeled vehicles, design and make winding mechanisms and create glove puppets using textiles. By the age of eleven pupils demonstrate an understanding of design development as in the Year 3 annotated designs of pneumatic models showing progress from original ideas. Although the same pupils, and those in Year 2, have used an ICT program to aid their design, the use of ICT in both subjects is generally underdeveloped and should be improved.
- 116 There is some evidence of pupils evaluating their own work; for example in a mixed Year 4 and 5 class pupils evaluated their own designs for making biscuits to sell in order to raise money for Hatti, a dog for the disabled. This was an example of good practice where the full range of design activities including effective evaluation of the pupils demonstrated their own work offering suggestions as to how their designs might be improved. This practice is not sufficiently widespread however and the process of writing down these evaluations tends to be overlooked, missing an opportunity to support pupils' writing skills. Similarly marking is not being used to support pupils' literacy skills. In some year groups, marking is being used to inform future learning and improvement but the practice lacks consistency in both infant and junior classes. Pupils in some classes use sketchbooks and design books but these are used inconsistently. Pupils are therefore not in the habit of putting their thoughts down on paper or of thinking through and developing their ideas. In this respect they are missing an opportunity to take more responsibility for their own learning.

- 117 Pupils generally behave well during lessons displaying a positive attitude. However a lack of self-discipline at times restricts their opportunities to learn and to make progress. In Year 6 the pupils enjoy the practical nature of both subjects and use their time effectively to also develop personal and social skills.
- 118 The subject leader has a strong interest and depth of experience particularly in art. When needed she will provide advice to support teachers' work in the classroom. Both subjects will benefit from the planned focus for curriculum review in the near future that the subject leader is looking forward to lead and manage.

## GEOGRAPHY

- Standards are average and pupils make satisfactory progress.
- Progress is more variable in junior classes than it is in the infants.
- Use of worksheets and lack of personal writing can inhibit written work.
- There is a good input from the residential visit to Isle of Wight in Year 6.
- There is a lack of rigorous monitoring of geography.

- 119 By the end of the infant and junior phases, standards in geography are average. Since the last inspection, pupils' strengths in research skills have been maintained. Pupils have a clear understanding of the world's physical and human geography. Progress in the juniors has varied, but attainment by eleven years of age is sound.
- 120 The local environment is used well to develop younger pupils' knowledge and understanding of place. In Year 1, pupils produce simple maps and outline their route to school. They add to this knowledge with visits to the town centre and River Avon, where they plot the course of the river and identify important buildings. Pupils are introduced to wider geographical understanding through the visits of Barnaby Bear to different towns and countries. In Year 2 good progress is made as pupils comment on the different features of places they have visited themselves using appropriate geographical language. As one pupil explains, *'this place isn't near to the sea and has a lot of hills and fields; it looks like the Cotswolds'*. Effective teaching links this work to holiday photographs and postcards, which pupils locate correctly on a map of the British Isles. Skills with map work are moved on well through the study of Katie Morag's island, where simple keys help pupils locate physical and human features.
- 121 In junior classes, geographical study is broadened to include Europe and knowledge of the wider world. In Year 3 and 4, pupils study Kenya in some depth, using a range of different resources and data to identify, climate, rainfall and land use. Some interesting comparisons are made with Stratford upon Avon and pupils' own lifestyles and access to schools and services. In Year 5 and 6, a lesson related to the topic of water clearly built upon previous work. Pupils' good speaking skills ensured that they could add to ideas about water consumption in a brainstorming session. However, the immature behaviour of a small group of boys slowed down the lesson and also the progress the whole group made. The teacher managed the class well and encouraged independent study, by setting up a survey of water use at home. The motivation of a residential visit to the Isle of Wight and the focus of some well planned work in geography, results in some good work on coastal features and erosion and the further development of mapping skills. However, other work produced over the year is generally linked to worksheets and maps, where the progressive development of skills is unclear and there is not enough use of ICT to assist this process.
- 122 Teaching is satisfactory in the juniors and good in the infant classes. Work for different levels of ability in Year 1 and 2 is more clearly planned and so progress is good and lessons move at a steady pace. In the juniors, work is inconsistently matched to pupils' different levels of ability. Teachers have appropriate subject knowledge and follow the guidelines for teaching. As yet assessment of pupils' learning is patchy. The vast majority of pupils are keen to learn though overall rates of progress are uneven. Inspectors' discussions with older pupils show they have mixed feelings about their work in geography. Many look back and value their orienteering activities but would have liked their study of rivers to be more hands on. There is some restless behaviour in lessons that is linked to the lack of challenge and expectation in some of the work and over-use of worksheets. Progress is satisfactory overall, including for pupils with special educational needs and those who speak English as an additional language.

- 123 The subject leader is hard working and has put in place a policy and guidelines for geography. The lack of opportunities for monitoring and evaluating teaching and learning in the subject means that gaps in learning and skills development are not identified quickly enough and inconsistencies in progress checked.

## HISTORY

- Standards are above average at the age of seven and average at the age of eleven.
- Pupils look forward to history lessons.
- There are good discussions in lessons.
- There is a need for higher expectation of the range and quality of written work.
- Too many worksheets are used in the subject and this limits pupils' attainment.
- The visit to the Isle of Wight has a beneficial impact on the quality of personal research and writing in history
- There is a need for rigorous monitoring of subject

- 124 By seven years of age, pupils achieve above the levels found nationally in history: by eleven years of age, standards are average. Although junior pupils make steady progress with their development of knowledge and understanding in history, the range and quality of their written work is limited. In some year groups, learning is too tightly linked to worksheets and this can inhibit other ways of communicating ideas and information.
- 125 Since the last inspection the good standards of discussions and the effective use of research skills in lessons have been maintained. However, standards are not so high by the end of the juniors, because progress is uneven across the year groups and work can lack challenge at times. There has also been some narrowing of the curriculum as a result of the school's efforts to introduce its literacy strategy.
- 126 In the infants, pupils learn about the passing of time as they study their own family trees and make simple time lines. Effective use of questionnaires, using information from home, helps pupils make comparisons of now and then. This work is built upon successfully in Year 1, when pupils compare their own sea-side holidays with those in the 1900s. They have fun looking at bathing machines and swimwear and record their observations clearly. A wide range of resources, including artefacts, photographs and videos ensures that pupils have the chance to study historical information, which in turn is informing their judgements. By Year 2, the focus of study has widened and pupils look at famous people and events that have helped to shape history. These include the Great Fire of London and the changes brought about by the work of Florence Nightingale. There is good coverage of the history curriculum and the good progress pupils make is built upon in each year group.
- 127 In junior classes pupils study different periods of time in British and ancient history. Discussions with Year 6 pupils show they developed an appropriate sense of chronology and have a good general knowledge. History is a popular subject amongst these pupils and they recall working in different groups to research the effect of air raids and the role of women in World War II. However, over the year groups, the range and quality of written work in history is very variable and at times pupils make less progress than expected. Instances are when work is mainly the completion of worksheets, or question and answer sheets or is mainly a colouring activity. There is also not enough use of ICT to develop knowledge and skills in history. An exception is the mixed Year 4 and 5 class work to produce "*The Greek Times*" as a record of the information that the pupils have discovered. Overall, however, there is less evidence of personal study and research in history and so pupils miss the opportunity to sift fact from fiction and make their own informed judgements.
- 128 Pupils look forward to history lessons and generally behave well, but there are pockets of restless, noisy behaviour, which can slow down learning at times. They have good speaking skills and are confident to add to discussions. Good motivation means that many pupils continue their learning at home, often using the Internet to find out more about the topics they are studying. Pupils from minority ethnic groups are competent speakers and writers and so make steady progress, as do those pupils with special educational needs, though the withdrawal of pupils with special educational needs from history lessons means that they sometimes miss key elements of the work.

- 129 In the limited number of lessons seen teaching is satisfactory overall and teachers have appropriate subject knowledge. Lessons are managed satisfactorily, but work for different ability levels is more clearly planned for in infant classes. However, it is more difficult to manage this with the different age range and ability in mixed- age year groups in the juniors. The pace of lessons can be slow and withdrawal of pupils from lessons means that work can be missed.
- 130 The subject leader has produced new guidelines for the subject, which are used consistently throughout school. As yet she has not had the opportunity to monitor and evaluate successes and shortcoming in other classes. Resources for the subject are accessible in lessons and appropriate for learning.

## INFORMATION AND COMMUNICATION TECHNOLOGY

- Standards are average at the end of Year 2 and 6.
- Government grants have been used wisely to provide the small networked ICT suite.
- Learning support assistants are used well to support pupils' learning.
- The organisation of groups in the ICT suite allows pupils to build skills and knowledge effectively.
- Use of ICT to support other areas of the curriculum is yet to be widely developed.
- Systems of monitoring and evaluating are not sufficiently in place to identify the strengths and weaknesses of learning.
- Pupils do not have enough opportunity to take responsibility for their own learning.

- 131 The attainment of pupils in both Years 2 and 6 is average. Although the ICT suite and network within the school are relatively new, both teachers and pupils have responded positively to the opportunities that have been created. There has been a significant improvement in the provision for the subject as a result of the investment of government grants. The school will soon have a dedicated computer room that will be used in addition to computers in, or close to classrooms. Considerable thought is currently going into the selection of appropriate affordable software and support systems for sustained development and the subject is ready for further development and improvement.
- 132 Pupils in junior classes use the ICT facility reasonably effectively. They are able to log on, load programs and open appropriate files independently but still lack an understanding of why one program might be chosen as opposed to another. They respond to the class teacher's or classroom assistant's instructions but as yet are not equipped with sufficient skill or self-discipline to take responsibility for their own learning.
- 133 Pupils' attainment is average. They often all do the same work as a class irrespective of their individual year groups or levels of attainment and would therefore benefit from work more closely targeted to their differing abilities. In Year 3 pupils can use the Paint program to import and mix images in order to create a storyboard. In the mixed Year 3 and 4 class, pupils construct bar charts effectively from data collected, collated and recorded for example in a mathematics lesson on data handling. In the mixed Year 4 and 5 class, pupils are introduced to spreadsheets to input data on the costs of different foods; they are not however able to manipulate individual spreadsheets to model different scenarios. Pupils in this class are also introduced to PowerPoint as a program for presenting information. In better lessons pupils learn to use the program as a vehicle for persuasive writing. In less satisfactory lessons pupils add text to the class teacher's pre-prepared slides and miss opportunities to extend their own learning or support that of one another. In Years 5 and 6 pupils use word-processing extensively to present their written work effectively. They can import images and can use varied fonts and styles for impact as demonstrated by the menu cards that pupils from a mixed Year 5 and 6 class created for an imaginary restaurant. In the mixed Year 4 and 5 class, the pupils used similar skills to create copies of *'The Greek Times'*. Pupils would gain greater benefit however from using and applying their skills to more real life situations.
- 134 Pupils in infant classes are able to use ICT equipment to create word processing in different sizes and styles of font. Pupils in Year 2 use *'Paint'* for drawing and they create borders, pictograms and bar charts. In Year 2 pupils also use Roamer, the programmable vehicle, to program instructions to plan a set route using the story *'We're going on a Bear Hunt'* as a stimulus. The impact on pupils' learning is more positive where pupils use and apply their skills in such a cross-curricular manner.

- 135 Teaching is satisfactory through the school though there are pockets of good practice that are currently not shared amongst the rest of the teaching staff. Similarly there are examples of classroom assistants, when given the opportunity, making a significant contribution to pupils' learning, particularly in the mixed Year 3 and 4 class. In other classes texts are used to provide teaching material but such resources, when used exclusively, limit the pupils' opportunities to learn from real situations. Pupils would benefit from being taught skills in a more progressive manner that allows them to increasingly access more challenging learning opportunities as they progress through the school. Planning does not clearly identify opportunities for ICT development both in terms of pupils gaining additional computer skills and using those skills to enhance and extend their learning in other areas of the curriculum. Planning also rarely indicates a matching of activities to pupils' abilities neither does it identify opportunities for assessment, the exceptions being in Year 2 and the mixed Year 4 and 5 class. Pupils' learning is enhanced by their opportunities to use computers and access the Internet at home and by their own positive response towards the opportunities to gain skills and use the ICT facilities. Attitudes to learning in other subjects were noticeably higher in lessons with a substantial ICT input than in those with little or no ICT input.
- 136 The headteacher and a part-time class teacher jointly lead the subject. There is limited technical support. A policy and scheme of work based on the government scheme are in place and an in-service training programme for staff has been carried out using a New Opportunities Fund grant. Opportunities for the wider monitoring of teaching, learning and standards have yet to be found though there is a clear vision for the future and an ICT development plan is in place as an active document. The management of the ICT suite is working well, providing good opportunities to provide small group lessons through co-ordination with swimming and the use of talented classroom assistants to support pupils' learning in both subjects.

## MUSIC

- Standards in music at seven and eleven years of age are similar to those attained nationally.
- The expertise of the subject leader has a good impact on the quality of education in music.
- There is effective support for those pupils with an interest or gift for music by visiting specialist teachers.
- There is varied teacher expertise elsewhere in school.
- The challenge provided for pupils and the progress that they make are both inconsistent.
- Monitoring of music needs to be developed into a rigorous system of lesson observations.

- 137 Standards are average at the end of Years 2 and 6. Since the last inspection, the school has placed much of its focus on developing literacy and numeracy across the school and has identified creative areas of the curriculum as a future priority. At present all aspects of the music curriculum are covered, but standards are not so high and the rich input of musical experiences less evident in the daily life of the school.
- 138 Talented pupils and those interested in learning to play an instrument, have the opportunity to play a brass, wind or string instruments. They are taught by peripatetic teachers, who have expertise and high expectations. This is enabling pupils to make good progress and to play with growing confidence and competence. On occasions pupils perform for the wider school audience, for instance in Celebration Assemblies. The subject leader also teaches recorder and ocarina clubs, where good teaching skills and pupils' keen interest in learning to play are supporting some good attainment.
- 139 In everyday music experiences, standards and progress are satisfactory. Pupils sing tunefully, come in on cue and can follow accompanied pieces. Older pupils are aware of their own performance and that of others. Sometimes, singing in assemblies lacks lustre, with one or two older pupils not taking the lead when they could and singing enthusiastically.
- 140 In infant classes the quality of learning varies and is often linked to the confidence and expertise of the teacher. In the only lesson observed, where access to instruments is limited, too much time is spent identifying the sounds instruments make and so the class becomes restless. Yet when all of the class are included in singing and playing instruments to accompany taped songs, enjoyment and progress are evident.



- 141 In the juniors, the expertise of the subject manager is evident in lessons and is supporting some good progress. In a Year 6 lesson, for instance, an interesting combination of songs and tapes are used to show how lyrics can convey mood and tell a story. Pupils perform the words and tune of '*Tender Comrade*' and suggest that '*the lack of instruments brings the words to life*'. Effective teaching moves learning on at a good pace, as pupils learn how perform a two part song using voice and instruments. In the mixed Year 4 and 5 class, pupils develop their listening and compositional skills successfully as they create their own imaginative musical images in response to the stimulus of works of art.
- 142 In discussion pupils, state that they enjoy the way in which music sets the mood in assemblies and provides a time for quiet thought. They are keen to take part in musical experiences in class and work well in different groups. All class groups, including pupils with special educational needs and pupils from minority ethnic groups are encouraged to contribute in lessons. Songs from different cultures are used in the school's repertoire and are popular with all pupils.
- 143 Teaching varies, but is sound overall. The expertise of the subject leader shines through in lessons, but her support is mainly with junior teachers and classes. Teachers plan for a balance of listening, performing and composing experiences, but as yet assessment of attainment and skills is limited. Resources in lessons are accessible, but some teachers lack expertise and confidence in managing a range of tuned and untuned instruments.
- 144 The subject leader has commitment and expertise and has developed links with the community, so that enjoyment of music can be shared on special celebrations and occasions. As yet, the subject leader does not undertake monitoring and evaluation teaching and learning. Development of this will help the school identify gaps in expertise, skills and learning.

## PHYSICAL EDUCATION

- Attainment is above average at the end of both the infant and junior stages
- Pupils enjoy a wide range of curricular and extra-curricular activities
- Swimming is taught well and is a positive feature of the school
- Pupils have been consistently successful at a range of competitive sports
- Pupils would make even greater progress if they were more attentive to instruction and if they concentrated more upon the task ahead.
- Physical education activities have been substantially restricted by the current building programme

- 145 Physical Education is well catered for at the school. A consistent approach and the steady hand of the subject leader have resulted in an improvement that has spread through the school and provision for the subject is now good.
- 146 Attainment is above average in both Years 2 and 6, particularly in swimming, which is a strong feature of the physical education curriculum along with the extra-curricular opportunities offered to the pupils. At the end of the junior stage pupils can swim well with good quality strokes and they are confident and competent swimmers. By this age approximately 80 per cent of the pupils will have represented the school at one sport or another. At the end of the infant stage, pupils are beginning to swim effectively with over 75 per cent able to swim the length of the swimming pool using a good technique. Pupils at this age are also able to move freely about the hall changing speed and direction with good body awareness and control, avoiding contact with one another. They have good hand-eye co-ordination and can catch and throw accurately. When given more open-ended tasks however they sometimes lack the self-discipline needed to gain the greatest benefit from the learning opportunity.
- 147 Progress overall is good. Pupils generally progress well through a structured scheme of work and programme of activities. In some classes however a lack of self-discipline restricts pupils' progress and opportunities to extend their learning and their attainment are sometimes missed. When focused on their task however pupils work well together and generally support one another's learning. They are careful and mindful of safe practices as witnessed when climbing into and out of the school swimming pool.
- 148 Teaching is consistently good particularly by classroom assistants who are also qualified swimming teachers. Lessons are well planned and structured and in swimming particularly good quality specific

positive feedback is given to extend pupils' learning. Assessment in swimming is also used effectively to inform planning and future improvement in attainment. Pupils generally respond well but teaching points often have to be repeated due to lapses in pupils' attention and occasional selective hearing on the part of pupils. Lower attaining pupils and those with special educational needs are well catered for, the school benefiting from a substantial number of parent helpers in addition to learning support assistants. The provision for swimming is well managed and co-ordinated with other areas of the curriculum so that pupils can benefit from being taught in smaller groups.

- 149 An enthusiastic subject leader who has been responsible for the developing the provision of both curricular and extra-curricular activities for a substantial period of time leads the subject. As a result the pupils benefit from a wide range of activities across a full spectrum of sports and the school has been very successful in local and district events regularly winning football, netball and athletics tournaments. The subject leader's involvement in many outside agencies and organisations has resulted many additional opportunities being made available to the pupils. A subject policy document and development plan are well established and regularly reviewed and updated.
- 150 The school is well resourced although the current building programme has restricted access to some of the facilities. Plans are in place to improve the resources during the next year and the school will then be in a better position to offer once again its full range of curricular and extra-curricular activities.

## RELIGIOUS EDUCATION

- Attainment is average by the age of eleven, but is above average at the age of seven.
- Good speaking skills are shown in religious education. This adds to the quality of discussions in the subject.
- Written work does not reflect the quality of discussion. Too many worksheets are used at times, which caps pupils' writing and their learning *from* religion.

- 151 Religious education was not reported on as a subject in the 1997 report and so no comparisons can be made with the situation at that time. Today, teaching in religious education reflects the guidelines in the locally agreed syllabus. By the age of seven years attainment in religious education is above average: by eleven years of age standards are average.
- 152 In both infant and junior classes pupils are interested in their religious education lessons, are keen to ask questions and with maturity reflect on deeper meaning.
- 153 Discussion with pupils in Year 5 and 6 show a growing interest in the creation and in the belief of a higher being than themselves. In a Year 6 lesson, pupils discuss the Holy Trinity and ask if the *Big Bang Theory* sits comfortably with the story of Adam and Eve. However, the depth of this level of questioning is not reflected in pupils' written work. By the end of the junior classes, the range, quantity and quality of personal writing in religious education are disappointing. Written work is sparse and mainly linked to worksheets. Pupils are making satisfactory progress with their development of factual knowledge, but are less likely to relate this to personal life experiences and enquiry.
- 154 Throughout the infants and juniors pupils study a range of major world religions and beliefs as well as Christianity. Older pupils are, *'keen to know what's going on and what other people believe'* and so visits to a mosque and temple widen horizons. A successful lesson in Year 2 brings this learning to life, when pupils lay the table for Shabbat and compose prayers asking for peace and light during the week ahead. In the mixed Year 3 and 4 class, pupils study Sikhism and learn the importance of symbols and the teaching of Guru Nanak. Work in lessons also reflects Christian celebrations, such as Baptism, but follows a factual, question and answer line.
- 155 In the lessons observed, the vast majority of pupils concentrate well and they are keen to ask questions and join in discussions. This is because contributions are valued and built upon by others. Pupils from minority ethnic groups speak English confidently and make a positive contribution to lessons. Work planned for pupils with special needs varies and at its best, in a Year 2 class, is planned specifically for different levels of ability.

- 156 Teaching is sound overall, but some aspects are good. For instance, when pupils learn from first- hand experiences in a lesson about Judaism, or are encouraged to ask questions and relate them to personal experiences. Teachers have appropriate subject knowledge and follow the guidelines of the agreed syllabus to ensure balance and content. Scrutiny of pupils' work, particularly in the junior classes, shows a focus on worksheets, which limits the amount of personal written response pupils can undertake and little use is made of ICT to consolidate and extend knowledge and skills. Assessment procedures are not yet fully in place, other than through teachers' marking, which provides positive comments but little skill development.

- 157 The subject leader is awaiting new locally agreed syllabus, but has worked hard preparing policy and guidelines for the subject. To help the school to move forward, monitoring teaching and learning and setting clearer targets for learning need developing. Resources in the subject are appropriate for learning.