

INSPECTION REPORT

CLINTON PRIMARY SCHOOL

Kenilworth

LEA area: Warwickshire

Unique reference number: 125551

Headteacher: Mr R Garner

Reporting inspector: Mr G Williams
22704

Dates of inspection: 17th January - 20th January 2000.

Inspection number: 191467

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
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Appropriate authority:	Warwickshire
Name of chair of governors:	Mr. Nigel Mason
Date of previous inspection:	11 th November 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr G Williams	Registered inspector	Mathematics History Religious education	The characteristics and effectiveness of the school The school's results and pupils' achievements Key issues for action Teaching and learning Leadership and management
Mrs P Edwards	Lay inspector		Pupils' attitudes, values and personal development Pupils' welfare, health and safety Partnership with parents and carers
Mr M James	Team inspector	English Art Music Physical education Under-fives Special educational needs	Quality and range of opportunities for learning
Dr M Galowalia	Team inspector	Science Information technology Design and technology Geography Equal opportunities English as an additional language	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Clinton Primary School is situated on the outskirts of the town of Kenilworth. It is a very friendly, caring school where very good relationships have been established within the school community. Since the last inspection a new headteacher has been appointed and one new member of staff.

The pupils come from a variety of social and economic backgrounds from a range of homes, mostly owner occupied. Approximately 50 per cent of pupils are from outside the catchment area. There are 207 pupils on roll, with a higher proportion of boys than girls; approximately 20 per cent of pupils are identified within the Code of Practice, with seven pupils being in receipt of a formal statement. The number of pupils eligible for free school meals is eight per cent. There have been no exclusions in the previous year. Parents are generally positive about the school.

Attainment on entry to the school is average overall. However, the level of reading and speaking and listening development is above average.

The school aims are clear and embrace all the learning opportunities provided during the school day, out of school activities and in the attitudes and values promoted and supported by the school.

HOW GOOD THE SCHOOL IS

Clinton Primary School is an improving school as indicated by the upward trend in their Standard Attainment Test results. This is reinforced by inspection findings. Teaching overall is at least satisfactory, with some good and very good teaching observed. This, together with effective leadership, is having a positive impact on standards in the school, which provides good value for money. The school overall is improving the educational attainment of all pupils effectively.

What the school does well

- The school has established high quality relationships between staff and pupils.
- Attendance and punctuality are very good.
- Headteacher and senior management team have vision for the future development of the school.
- The provision for pupils' spiritual, social and cultural development is good and for their moral development is very good.
- The partnership between parents working in the school and staff is very good.
- The school provides a happy and caring community for its pupils where all staff work as a team, share the same aspirations for high attainment and are committed to providing quality of education.
- Music is a strength of the school where pupils are provided with opportunities to perform in the school orchestra, which provides high quality musical harmony.
- The governing body discusses matters of finance very carefully and is prudent when making decisions about matching finance to targets that assure learning improvement and curriculum entitlement.
- Almost all key issues of the last report have been met, the school is efficiently run and provides good value for money.

What could be improved

- Continue to work to improve standards in the core areas, particularly at Key Stage 1 to ensure that standards in the school match those of similar schools.
- Extend the role of curriculum co-ordinators so that they have total ownership of monitoring and evaluating the planning, teaching, learning and standards of their subject areas.
- Use data from assessment procedures already in place for core areas more effectively, in order to identify areas of weakness and strategies for remedial action and further extend this practice for foundation subjects.
- Continue to develop relationships with parents by establishing effective liaison procedures.
- Continue to develop opportunities for pupils to increase their role in school development.
- The governing body to consider strategies to work more closely with the school on identifying priorities and setting targets.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made a good level of improvement since the last inspection and is now in a secure position to continue that improvement. The key issues of the last report have almost all been met. Strengths, including good relationships, initiatives to improve the use of the skills and interests of parents in the classroom, the supportive caring ethos and good standards of behaviour have been maintained or improved.

Pupils' listening skills are now well developed and attainment in information technology and religious education is improved and is now at least satisfactory. The quality of teaching is now at least satisfactory in 100 per cent of lessons observed and is often good and occasionally very good. Schemes of work to guide and support planning are now in place for all subjects except art, music and physical education, but the school intends to adopt the Quality and Curriculum Authority documents for these remaining subjects as soon as they are published. The school has moved forward in addressing appropriate provision for the higher-attaining pupils but still has further progress to make in this area. Teaching strategies to improve collaborative work and independent learning for pupils is securely in place in both key stages. The school has yet to complete the process for curriculum co-ordinators to monitor teaching, learning and standards in their particular area; although assessment procedures are in place in the core areas, they have yet to be developed in the foundation subjects and the acquired data used effectively to identify areas needing attention and take remedial action. The governing body is now effective and proactive in working in partnership with the school, costing the identified and agreed school priorities to respond efficiently to the school's needs.

The school has now established a computer suite, as well as classroom-based computers, so there is a sufficiency of hardware to meet current demands of conferencing, e-mail and networking. Structures and systems are now in place and this has put the school in a good position to move from strength to strength.

STANDARDS

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

Performance in:	Compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	C	A	C	D
mathematics	C	C	C	D
science	D	C	C	C

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

The information shows that in the end of key stage tests in 1999 the standards in reading were average when compared to national figures. Writing and mathematics were well below the national average. Adjustments made to the banding because of information received from the school has identified the school as average in reading compared to similar schools, but well below in comparison to similar schools for writing and mathematics. At the end of the key stage, standards were average when compared to national standards for English, mathematics, science and for all subjects, but, when compared to similar schools, allowing for the adjustment made during the inspection, science was average and English, mathematics and for all three subjects were below when compared to similar schools. From inspection evidence, standards in reading at Key Stage 1 and in speaking and listening at both key stages are above those expected nationally; in writing at the end of both key stages they are in line. Standards in mathematics and science are in line at Key Stage 1 but above at Key Stage 2. Standards in religious education are in line with expectations of the locally agreed syllabus at the end of Key Stage 1 but above at Key Stage 2. Standards in information technology are in line with those expected at the end of both key stages. Pupils make satisfactory progress at both key stages in design and technology, geography and physical education and in history at Key Stage 1. In history at Key Stage 2 and music at Key Stage 1 pupils make good progress but at Key Stage 2 pupils make very good progress in music. Children under five make satisfactory progress in language and literacy and mathematics and good progress towards the remaining desirable learning outcomes by the time they enter Key Stage 1.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to learning are good. This contributes positively to their progress. They concentrate on their work and enjoy being part of an orderly community.
Behaviour, in and out of classrooms	Very good. Pupils are very well behaved in classes and as they move around the school. They are polite and welcoming and show respect for each other and the environment.
Personal development and relationships	Relationships are very good throughout the school. There is good rapport between pupils and staff and this has a significant impact in their personal and social development. Personal development is good.
Attendance	Very good. Procedures for monitoring attendance is having a positive impact.

Pupils are eager to come to school and are quickly and positively involved in a variety of activities. They are successfully encouraged to adopt positive attitudes to work, accept responsibility and show initiative. This is

an area that is to be further developed. This includes an improvement since the last inspection, when attitudes were judged to be generally satisfactory and often good, but older pupils found concentration difficult.

Pupils are motivated and take pride in their work and the achievements of the school. They enjoy learning and are tolerant of each other. They respect each other's viewpoints and listen carefully when others respond to or ask questions.

TEACHING AND LEARNING

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

The teaching is good overall in most subjects of the curriculum. The teachers have good relationships with pupils, informing them clearly of the learning intentions and the teachers' expectations for both learning and pupils' behaviour. This, when accompanied in the better lessons, by good open-ended questions, lively exposition and purposeful activities, ensures that pupils make the most of the activities from which they are to learn. Pupils are therefore very clear about what they are to learn and this enables them to respond well for each individual pupil's needs to be met. Many teachers plan carefully and are good at adapting their planning in the light of how well pupils have succeeded in previous lessons. Lessons move at a brisk pace and both time and resources are used effectively. In some lessons, however, some of the weaknesses in teaching led to several pupils not achieving the desired outcomes. These include tasks not being sufficiently matched to individual pupils' needs, unsatisfactory behaviour management of pupils and the lack of effective assessment; this results in insufficient planning for following lessons to ensure that pupils' learning is progressive and effective.

Skills of both numeracy and literacy are taught to a satisfactory level at Key Stage 1 and good at Key Stage 2.

The school meets the needs of its pupils overall well and provision for pupils with special educational needs is good overall.

Teaching was satisfactory or better in all lessons seen, in 43 per cent they were good and in 14 per cent they were very good.

Pupils are enthusiastic and eager learners. They listen well, are attentive and support each other. Pupils exercise self-discipline in the majority of classes, behave responsibly towards each other. They are polite and courteous and are generally anxious to be part of their own development.

In a few classes a minority of pupils do not always exercise good listening skills or manage self-discipline well. A very small minority are not always supportive of their peers and can distract other pupils.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory overall. The curriculum for children under five is relevant and takes appropriate consideration of the desirable learning outcomes for children by the time they are five. The curriculum is appropriately broad and balanced at both key stages.
Provision for pupils with special educational needs	Pupils make good progress in relation to their targets. They are provided with good levels of support from staff which are regularly evaluated and reviewed. They pay close attention and persevere with their tasks even when they find them difficult.
Provision for pupils with English as an additional language	Progress is good for the one child in this category.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. The provision for pupils' spiritual and cultural development is good. The provision for their moral and social development is very good.
How well the school cares for its pupils	Good interaction between pupils and teachers. Teachers know their pupils well and are familiar with their backgrounds.

The school works well in partnership with parents in some areas. Parents are used well to support teachers in classrooms, and supportive of the school through its various organisations, such as parent representatives on the governing body and the parent/teacher association. They accompany pupils on educational visits and have access to teachers to discuss any problems which may arise apart from the termly parents' meeting. However, an area of concern expressed by parents is access to the headteacher and, although various reasons may be offered as to why this has happened, nevertheless it is an area to be addressed. This will ensure that parental access requests are dealt with as quickly as possible, with an agreed parent/school policy to identify and agree acceptable arrangements.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory overall. The headteacher has a clear view of the educational direction of the school. He is supported by an effective senior management team and there is a shared commitment to succeed. Curriculum co-ordinators are aware of what they need to do to fulfil their responsibilities.
How well the governors fulfil their responsibilities	The leadership of the governing body recently changed with the appointment of a new governing body. Careful consideration has been given to the current needs of the school in terms of areas of development and it is to consider addressing its responsibilities with a more strategic approach.
The school's evaluation of its performance	The school has identified areas of concern and strategies and targets to remedy weaknesses.
The strategic use of resources	Satisfactory, often good, particularly with effective use of school library, accommodation, computer suite and musical instruments. The adequacy of accommodation is good whilst that of staffing and learning resources is satisfactory. Specific grants are used effectively and educational priorities are well supported through the school's financial planning appropriately.

The school has a sufficient number of teaching and support staff. The accommodation and resources overall make a positive impact on improving standards. Resources are satisfactory overall. The school has taken appropriate action to meet its targets and this is proving to be effective. The school takes due care and ensures it gets value for the money it spends. The monitoring, evaluation and development of teaching is being addressed but as yet is under-developed.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Pupils like school. • Pupils make good progress. • Behaviour. • Teaching is good overall. • Parents are comfortable about approaching the school with questions or a problem. • School expects pupils to work hard and achieve well. • School is helping pupils to become mature and responsible. 	<ul style="list-style-type: none"> • Pupils are not given sufficient work to do at home. • Parents are not kept well informed about how children are getting on. • School does not provide an interesting range of activities outside lessons.

The inspection team agrees with what pleases parents most. The school is providing a wide variety of educational visits to places such as museums and historical sites, with residential visits being provided for pupils in Year 5 and Year 6. . A new policy for homework was put in place only towards the end of the previous term and it is too soon to make a judgement on its impact on pupils learning.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievement

1. Children in reception make satisfactory gains in their learning in all areas of the curriculum. By the time they enter Key Stage 1, they have attained the desirable learning outcomes for children of five in writing and mathematics, above the expected levels in speaking and listening, reading, knowledge and understanding of the world, physical and creative development and well above the expected level in personal and social development. The results of the 1999 end of key stage tests for seven-year-olds was below the national average for Level 2 and above in reading but was well above the national average for Level 3. Attainment in writing was well below the national average for Level 2 or above and also for Level 3. In mathematics the percentage of pupils reaching Level 2 or above was very low in comparison with the national average and also for the percentage of pupils reaching Level 3 or above. An adjustment made during the inspection giving additional information in relation to comparison to other schools now indicates that, in comparison to other schools, reading was average but pupils' performance in writing and mathematics tests were low.
2. The results of the 1999 end of Key Stage 2 for eleven-year-olds in English was below the national average for Level 4 or above but close to the national average for pupils reaching Level 5. In mathematics pupils achieving Level 4 or above and those achieving Level 5 were close to the national average. In science the percentage of pupils achieving Level 4 or above and Level 5 was above the national average. After additional information from the school was provided and the necessary adjustment made, pupils' performance in English and mathematics tests was below average in comparison to similar schools. In science, pupils' performance was average in comparison to similar schools.
3. When comparing boys to girls over the period 1996-1999 for seven-year-olds it was found that there was very little difference in reading, in which both groups were well above the national average. In mathematics, a similar picture emerged when both groups were above the national average. In writing however, boys perform slightly higher than girls. Boys' writing was above the national average and girls close to the national average. Since 1996 there has been a downward trend in the test results in all three areas. For the same years boys' and girls' performance was the same for English, which was above the national average; in mathematics and science boys' performance was above in both areas, whilst the performance of girls was close to the national average. In English in 1996 and 1998 results peaked well above the national average but remained close to the national average in 1997 and 1999. In mathematics, results dropped in 1997 and 1998 but rose to the national average in 1999. In science, results dipped in 1997 to below the national average but climbed in successive years to above the national average.
4. The school has acknowledged the problems of falling results in the national tests, particularly at Key Stage 1, and is addressing them with realistic targets and has put in place identified and agreed strategies. The national numeracy and literacy strategies are in place and the inspection confirmed that these are already impacting positively on standards. Monitoring by the headteacher, team planning, improved teaching and firm commitment to succeed supported by the governing body, are moving the school forward to raise standards. The provision for pupils with special educational needs is good and support staff and parents work closely with teachers to improve attainment for these pupils. These pupils together with one pupil, who has English as an additional language, are making good progress. The introduction of standardised tests at Years 1, 3, 4, and 5 is providing useful additional information on a more regular basis and the school should now analyse the data more rigorously to identify and remedy areas of weakness.

5. During the week of the inspection, English at the end of both key stages was found to be above the standard expected nationally in speaking and listening and reading, but in line in writing. In mathematics and science attainment was found to be in line with that expected nationally at Key Stage 1 but above at Key Stage 2. In information technology, design and technology, geography, art and physical education, attainment was in line with that expected nationally at the end of both key stages. In religious education and history, standards were judged to be in line at Key Stage 1 and above at Key Stage 2; in music standards were found to be above in Key Stage 1 and well above at Key Stage 2.
6. Overall, pupils' attainment is meeting levels set by the National Curriculum and the locally agreed syllabus for religious education which is an improvement overall on the previous inspection.

Pupils' attitudes, values and personal development

7. Pupils' attitudes and values have improved since the findings of the previous inspection.
8. Throughout the school, pupils' attitudes to learning are good. This contributes positively to their progress. They enjoy being part of an orderly and pleasant community. They concentrate, are interested in their work and reluctant to move on to another activity when they have become absorbed in their learning, for example a Year 4 class working on life in Tudor times.
9. Pupils' behaviour in and around the school is very good. They know the school's expected standard for their behaviour. Responses from parents by questionnaire and at the parents' meeting indicate that they are happy with the standard of behaviour in the school. Pupils are polite and welcoming to visitors. They show respect for other people's property and for the environment. There was one exclusion in the last reporting year. Parents and pupils are happy that bullying is not an issue in the school.
10. Relationships are very good throughout the school. The pupils consider each other's feelings and older pupils show care for younger ones. There is a good rapport between pupils and staff and this has a significant impact in their personal and social development. Pupils with special educational needs are incorporated naturally into the school community.
11. Pupils' personal development is good. Older pupils are able to participate in residential educational visits to Wales and France, which make a positive contribution to their growing maturity. Pupils respond positively to any opportunity they are given to take responsibility. However, most of the opportunities provided to help with the smooth running of the school fall to the pupils in Year 6, especially the responsibility to represent the whole school on the school council. Since the previous inspection, greater opportunities have been provided for pupils to take responsibility for their own learning.
12. Pupils' attendance at the school is very good. The above average level of attendance found at the previous inspection has been maintained. Most pupils are punctual in arriving for school and sessions begin on time and continue without interruption. This has a positive effect on pupils' attainment.

HOW WELL ARE PUPILS TAUGHT?

13. The quality of teaching is satisfactory overall with examples of good and very good teaching. Teachers are hard working and dedicated and form an effective team. They plan together well and generally provide lessons of consistent quality. This is particularly in evidence for the children under

five and upper Key Stage 2. This has a positive impact on the progress pupils make and represents a significant improvement since the last inspection when 23 per cent of the teaching was unsatisfactory and there were shortcomings in important areas. Teaching of children under five in the reception class was satisfactory overall, with examples of good and very good teaching. Teaching at Key Stage 1 was satisfactory overall, with samples of good teaching. Teaching at Key Stage 2 was good overall, with one fifth of lessons judged to be very good. The teaching of mathematics, science, religious education, history and music is good overall.

14. The consistently positive features of the good teaching are good planning, setting of clear objectives, high expectations of behaviour and attitudes, good relationships and the management of time and resources. Tasks set by teachers were appropriate and matched to the ability and needs of the pupils. The balance between whole class, group and individual work during the lesson was sufficiently effective to allow purposeful dialogue between teacher and pupil and allowed the teacher to assess pupils' understanding of what they were doing.
15. Shortcomings noticed at the time of the last inspection were the lack of subject knowledge which led to lower achievement, particularly in information technology, religious education where they were identified as weak, and aspects of music and science and physical education where teachers lacked confidence. These areas have been generally resolved and the noticeable areas where shortcomings have been identified in this inspection are lack of pace, limited achievement where management of pupil behaviour has not been fully developed and differentiation is limited in some classes. The school is aware of this and is providing support to address these areas. The teaching of numeracy and literacy overall is good. Teachers and pupils alike enjoy the structured approach; pupils listen carefully and participate fully in the introductory and plenary sessions. Pupils' work is conscientiously marked but the approach is not consistent and not all teachers use marking effectively to allow pupils to be partners in their own development.
16. The teaching of pupils with special educational needs is satisfactory overall with good features. Teachers and support staff work well together and plan and deliver work according to agreed and understood individual education plans. There is only one pupil at the school for who English is an additional language. Support is effective and the pupil is progressing well.

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

17. The quality and range of opportunities for learning provided by the school are satisfactory. All curricular requirements are met.
18. The curriculum provided for children under five is satisfactory. Planning is detailed, and, although at present plans are produced in relation to National Curriculum subjects, most appropriate areas of learning are suitably covered. A wide variety of activities and learning experiences are provided for the children. There is, however, no access to a secure outdoor play area, and no large play equipment, and consequently there is no structured planning, relevant experiences or development of outdoor play.
19. At Key Stage 1 and Key Stage 2, the curriculum is appropriately broad and balanced, and the shortcomings identified in the last report in information technology and religious education have been successfully addressed. Both subjects now meet all statutory requirements. Appropriate time allocations are made for all subjects, except in science, where the time provided is barely adequate to allow for the full coverage of the requirements of the National Curriculum. Time is also provided for pupils in Year 6 to receive lessons in French. At the time of the last inspection, a key issue was to improve the quality of curriculum planning. This issue has been substantially rectified, with plans now including such details as resources to be used, the provision of work for pupils with differing

abilities and the learning objectives of the lesson. The headteacher monitors the plans of work to be covered over a three-week period, and provides detailed feedback to teachers on their contents. The co-ordinators for English and mathematics also see the plans of work in their subjects, but the other subject co-ordinators do not at present see details of the work planned in their subjects. Another key issue at the time of the last inspection was the lack of opportunities for pupils to undertake independent learning. Pupils are now provided with appropriate opportunities to use the library, for example to find information on Tudor clothing, as well as to access CD-ROMs, to find out about, for instance, the musical instruments played in different parts of the world. Further opportunities, however, needs to be given to ensure pupils in upper Key Stage 1 develop their independent learning skills.

20. Policies are in place for all subjects, and they are presently being up-dated in line with the requirements of the school development plan. At the time of the last inspection, a key issue was the lack of schemes of work. Schemes are now in place for most subjects, with the exceptions of art, music and physical education. The school intends to adopt the Quality and Curriculum Authority's documents for these remaining subjects, as soon as they are published. Both the literacy and numeracy strategies have been successfully implemented, and they are having a significant effect on raising current standards. Satisfactory provision is made for pupils' personal, social and health education. Issues of sex education and drugs awareness are appropriately covered within the programme. The school makes sound provision for the equality of pupils' access to the whole curriculum.
21. The provision for pupils with special educational needs is good. Clear procedures are in place, and they closely follow the Code of Practice on the identification and assessment of pupils. All staff are fully aware of the procedures to be used, and the information gained is put to good effect in providing appropriate work for pupils. Pupils receive good support from their teachers and the classroom assistants. Individual education plans are provided for pupils who are at Stage 2 and beyond in the Code of Practice on the school's special educational needs register and these are of good quality. Targets are set for each pupil, and they are provided with work suitable to their particular needs, within the class. They are reviewed each term, with new targets being set if appropriate.
22. The school provides a limited range of extracurricular activities, mainly involving sport and music, for Key Stage 2 pupils. Activities include football, netball, athletics, gardening and handbell ringing. The school orchestra, involving largely pupils from Year 5 and Year 6, meets regularly to rehearse and perform, and they play to a very high standard. The orchestra is a major strength of the school. The school welcomes many visitors, including the police, clergy and medical staff, as well as various dance, drama and music groups. A wide variety of educational visits is arranged to places such as museums and historical sites, with residential visits being provided for pupils in Year 5 and Year 6. All these activities make a significant contribution to the pupils' social and cultural development, as well as to their learning.
23. The school has good links with the local community. Links have been forged with local churches, homes for the elderly and retail outlets, such as supermarkets and a Chinese restaurant. Good links have also been made with local schools. Links with the primary schools include the effective use of video conferencing; with the comprehensive school, they include the development and use of Records of Achievement that can be used across the key stages. Sporting and musical links have also been successfully established between all schools in the locality.
24. The school makes good provision for pupils' spiritual development. Assemblies are well planned and thoughtfully delivered. Pupils are helped to gain knowledge and insight into their own and other people's values and beliefs, and in particular they are encouraged to respect and value the opinions of

others. Moments of quietness are provided for pupils to reflect on what they have heard, and to consider how they should respond themselves. On other occasions, pupils are provided with interesting and thought provoking experiences, such as when they listen to the school orchestra, or take part in scientific experiments. At the time of the last inspection, shortcomings were identified in the quality of collective worship and in the lack of opportunities to extend pupils' spiritual awareness. Since that time, appropriate improvements have been made in both areas.

25. Provision for pupils' moral development is very good. The headteacher and staff, as well as providing good role models themselves, regularly remind pupils of the correct forms of behaviour and give reasons for them. The code of conduct and rules to encourage good behaviour are clearly displayed around the school. Expectations of pupils are high and they are regularly praised and rewarded for maintaining the good standards. Pupils are encouraged to develop a clear understanding of right and wrong, and to treat staff, visitors and other pupils with courtesy, and property with respect.
26. The school makes good provision for pupils' social development, and the school is a harmonious and cohesive community. Pupils are encouraged to form good relationships with each other, their teachers and other adults. From the time they start school, pupils are provided with many opportunities to work and play with each other. As they progress through the school, pupils are encouraged to work collaboratively, an improvement since the last inspection, to take turns and to share resources. Older pupils are particularly caring of younger ones, and they relate well to them during lunchtimes and during sessions of paired reading. Good opportunities are provided for pupils to take on responsibilities within their classrooms, and they carry them out effectively and efficiently. Older pupils undertake a range of tasks around the school, such as delivering registers, acting as librarians and being members of the school council. The social development of all pupils is further enhanced by the quality of the school's community links, and by its support of national and international charities.
27. Provision for pupils' cultural development is good. They are taught about aspects of British culture in subjects such as English, music and history. An appropriate emphasis is laid on the knowledge and understanding of other cultures during assemblies and during lessons in subjects such as religious education, art and geography. Opportunities are also provided for pupils to learn about other cultures, for example by visiting the Sikh and Hindu temples in Leamington, as well as by visiting a Chinese restaurant. The school library also has a wide range of books about the diversity of cultures, and pupils are encouraged to study them for their own information. The provision for pupils' cultural development has improved since the last inspection.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

28. The school has maintained the good interaction between pupils and teachers found at the previous inspection. The teachers know their pupils well and are familiar with their backgrounds, taking care of their individual needs. Parents are happy with the support and guidance offered to their children and greatly value the caring ethos of the school. The assessment of all pupils is yet to be developed to become thorough and effective. Teachers generally make careful observations about what the pupils understand, know and are able to do but this data now needs to be used to identify clearly the areas of weaknesses in order to set realistic targets for improvement. The school's analysis of test results in the core subjects of English, mathematics and science is good and the information gained is generally well used to plan for pupils' future learning. The monitoring of staff by the headteacher and advice given is effective, resulting in all pupils benefiting from the individual support they receive. The personal development made by pupils is satisfactory overall, although more opportunities need to be provided for pupils in upper Key Stage 1 to further develop their

independent learning skills. Pupils with special education needs receive good support. Parents are fully informed in annual reviews and there are good links with outside support agencies.

29. The procedures in the detailed school code of conduct and anti-bullying policy are consistently followed by all staff, successfully creating an environment that is conducive to learning. Support for pupils at lunch and playtimes is very effective. There are very good measures in place to promote attendance, which has risen since the time of the previous inspection. The school has an efficient lateness routine and all latecomers are well recorded.
30. The headteacher is the named member of staff with responsibility for child protection matters. The school policy follows the procedures laid down by the area child protection committee. Recent training has been undertaken and all staff are aware of the procedures. Effective procedures are followed regarding accidents and first aid. Sex education and drug awareness form part of the school's personal health and social education programme. There is a detailed and useful health and safety policy that has been agreed by the governors. Regular risk assessment is undertaken. Overall, the school monitors pupils' academic performance but acknowledges that this needs to be improved by co-ordinator monitoring. However, the monitoring of pupils' personal development is done effectively using a variety of strategies, including circle time.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

31. The school has maintained its strong commitment to the involvement of parents in the work of the school.
32. The quality of information provided by the school is satisfactory. Regular newsletters keep the parents informed about developments. There is a very informative school brochure and parents are given a termly class letter with details of the curriculum to be covered and the homework expected. Parents were consulted regarding the home school agreement and the recently introduced homework policy. A significant minority of parents who responded to the questionnaire expressed concern regarding the inconsistency of the homework set. However, as the new policy was put in place only towards the end of the previous term, it is too soon to make a judgement on its impact on pupils learning. A minority of parents who responded to the questionnaire expressed concern regarding the information they receive on their children's progress. However, parents receive detailed written annual reports which should be read in conjunction with the spring term mini-report, which contains targets for their children's learning for the coming term. Parents agree class teachers are very approachable and willing to talk to them at any reasonable time.
33. Levels of involvement of parents in the life of the school are good. All parents are encouraged to be directly involved in school and a significant number respond by helping in class, hearing readers and accompanying school trips. This help is much appreciated by teachers. The parent-teacher association is very strong and is active in organising fund-raising and social events to support the school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

34. The leadership and management of the school is sound overall. It is clear about its strengths and areas which need to be improved and has identified various strategies to secure improvement in these areas. Teamwork is a key feature in moving the school forward, areas of concern having been clearly identified and shared with all staff who accept ownership and consider and identify ways in which weaknesses may be rectified. They clearly demonstrate their individual and collaborative responsibilities. Governors have a sound sense of the strengths and weaknesses of the school and are working with staff in their efforts to improve. They meet statutory responsibilities.

35. The school has appropriate aims and values and these are reflected throughout the school day, both at work and at play. Relationships are of high quality and pupils respect each other; the older pupils look after the younger ones and consult them about their views, which are then discussed at school council and reported back. In the last inspection report, teaching was identified as a key issue. This is an area which has been carefully monitored and support given, and the current inspection acknowledges considerable improvement with no unsatisfactory teaching. Currently the headteacher has not been appraised, but senior staff appraise all teachers and opportunities are provided to discuss staff training requirements to respond to both school and professional needs. This includes an induction programme for the newly qualified teacher and an identified mentor.
36. The school identifies targets for improvement which are monitored by the headteacher and reported to the governing body. The finance committee of the governing body works in tandem with senior staff to finance identified priorities to ensure both quality and a sufficiency of resource provision. The members of the senior management team of the school work closely together and contribute well to ensuring effective overall management. The school has recently established a computer suite to provide quality opportunities for pupils in the field of modern technology. Specific grants have been acquired and these have been used appropriately to enhance resource provision.
37. There is an adequacy of staff to deliver the National Curriculum, and teaching and support staff work well and plan together this end. Although standards have generally risen over the last few years, the school itself has expressed its concern about the limited improvement in Standard Assessment Tests results. It carefully reviewed the situation and moved staff into different year groups, where more effective curriculum delivery could be achieved. This is working successfully in Key Stage 2 and the school is now to review its provision in Key Stage 1 to achieve the same degree of improvement. Pupils with special educational needs are achieving well, parents are well informed, individual education plans are clear and all teachers are aware of the targets agreed between themselves and the special educational needs co-ordinator. There is only one child in the school for whom English is an additional language and the child is making good progress.
38. The accommodation is good. It is well kept and provides favourable opportunities for pupils' learning to flourish in all areas. Resources are at least satisfactory, but for music, the library and the computer suite they are good. Accommodation and resources overall make a positive impact on improving standards.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

39. The school acknowledges the following areas for development, including further consideration of the two key issues identified in the last inspection, which are:
- The school needs to identify strategies to raise standards in the core areas, particularly at Key Stage 1, to maintain the effective start achieved by the under fives, right up to upper Key Stage 2 and link cohesively the higher standards achieved in upper Key Stage 2. This will ensure consistent progress and achieve standards at both key stages which are in line with those achieved in similar schools. (paragraphs 1 - 5)
 - developing further the role of curriculum co-ordinators;
- i) Extend the role of the curriculum co-ordinators to ensure that they adopt a systematic and measurable approach to monitoring, planning, teaching, learning and standards. (paragraphs 18 - 20)

- use of assessment data to analyse clearly the precise areas which need immediate development.
- ii)** The school is now compiling a book of assessment data monitoring individual pupil, class and subject improvement. This data now needs to be used to identify clearly the areas of weaknesses in order to set realistic targets for improvement. (paragraph 28, 70, 77, 81, 85, 99, 104, 108, 111)
- Some parents expressed concern at the overall liaison between school and the parent body. The use of parental help in school is effective, as is the communication between parents and the school. This liaison needs now to be strengthened for the benefit of all concerned. (paragraph 32)
 - Pupils are provided with many opportunities in the school to develop their maturity and responsibility. For example, the school council. This should now be extended for all pupils to accept responsibility, for example belonging to the school council. (paragraph 11)
 - The new governing body is established and is able to identify clearly its concerns and aspirations. In order to achieve the impetus wanted by all concerned, the governing body is to consider the setting up of a strategic planning committee comprising of staff and governors to identify priorities and set targets jointly at base level. (paragraph 34)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	49
Number of discussions with staff, governors, other adults and pupils	30

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	14	43	43	0	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Y R – Y 6
Number of pupils on the school's roll (FTE for part-time pupils)	207
Number of full-time pupils eligible for free school meals	6

FTE means full-time equivalent.

Special educational needs

	Y R – Y6
Number of pupils with statements of special educational needs	7
Number of pupils on the school's special educational needs register	43

English as an additional language

	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	8
Pupils who left the school other than at the usual time of leaving	13

Attendance

Authorised absence

	%
School data	4.08
National comparative data	5.4

Unauthorised absence

	%
School data	0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	19	18	27

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	16	13	13
	Girls	6	6	5
	Total	22	19	18
Percentage of pupils at NC Level 2 or above	School	81	70	67
	National	82	83	87

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	15	15	17
	Girls	16	16	15
	Total	21	21	22
Percentage of pupils at NC Level 2 or above	School	78	78	81
	National	82	86	87

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	15	14	29

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	9	12	14
	Girls	10	10	12
	Total	21	24	28
Percentage of pupils at NC Level 4 or above	School	68	75	88
	National	70	69	78

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	16	15	17
	Girls	12	11	13
	Total	28	26	30
Percentage of pupils	School	75	75	88

at NC Level 4 or above	National	65	65	72
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Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	207
Any other minority ethnic group	

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: Y R – Y 6

Total number of qualified teachers (FTE)	8. 2
Number of pupils per qualified teacher	25. 2
Average class size	29. 5

Education support staff: Y R – Y 6

Total number of education support staff	7
Total aggregate hours worked per week	119. 25

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White	1	
Other minority ethnic groups		

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

Financial information

Financial year	1988/1999
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	£
Total income	360,902
Total expenditure	347,887
Expenditure per pupil	1,596
Balance brought forward from previous year	21,218
Balance carried forward to next year	25,812

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	320
Number of questionnaires returned	81

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	60.5	39.5	0	0	0
My child is making good progress in school.	43.2	44.4	7.4	2.5	2.5
Behaviour in the school is good.	28.0	67.1	2.5	1.2	1.2
My child gets the right amount of work to do at home.	22.2	48.1	21.0	5.0	3.7
The teaching is good.	46.2	48.8	3.8	0	1.2
I am kept well informed about how my child is getting on.	24.7	54.3	21.0	0	0
I would feel comfortable about approaching the school with questions or a problem.	54.3	42.0	2.5	0	1.2
The school expects my child to work hard and achieve his or her best.	44.4	49.4	5.0	0	1.2
The school works closely with parents.	34.6	51.9	9.8	3.7	0
The school is well led and managed.	26.0	54.3	12.3	6.2	1.2
The school is helping my child become mature and responsible.	30.9	60.5	1.2	0	7.4
The school provides an interesting range of activities outside lessons.	17.2	30.9	30.9	6.2	14.8

Other issues raised by parents

Some parents expressed concern about the teaching in one area of the school where appropriate progress was not made, resulting in some pupils becoming bored. A few parents expressed concern about accessibility of the headteacher whilst the majority were happy about his leadership. However, both these areas have been discussed with the headteacher and strategies discussed to resolve them. Many parents who come to the school from other schools commented on how both pupils and parents were made to feel welcome. Several parents commented upon the opportunities provided for the pupils to participate in the school orchestra and the school council.

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

40. Children enter the school during the year in which they are five. The school has one reception class, and all of these children have experienced nursery education. At the time of the inspection, approximately three-quarters of the children were under the age of five, and therefore subject to the desirable learning outcomes for children of that age. At that time it was found that children were achieving levels above the national expectations and this situation has broadly been maintained. Children's attainment on entering the reception class is broadly in line with that expected for children of that age. It is above the expected level in speaking and listening, reading and personal and social development, and in line with the expected level in writing, mathematics, knowledge and understanding of the world, physical development and creative development. During the year, children make satisfactory gains in their learning in all aspects of language and literacy and mathematics, and good gains in all other areas. By the time they are five, the children are working at the expected levels in writing and mathematics, above the expected levels in speaking and listening, reading, knowledge and understanding of the world, physical development and creative development and well above the expected level in personal and social development.
41. The teaching of children in the reception year is never less than satisfactory, and in half the lessons seen it was good or very good. The teacher has a secure understanding of the social, emotional and educational needs of the children, and she plans an appropriate range of activities. Instruction is usually clear, and help and support is provided throughout the lessons. She has a pleasant, helpful and encouraging manner with the children, and gives them appropriate praise for their work. A suitable range of strategies is used in teaching the children, and very effective use is made of the large classroom space available. Planning is thorough, and although at present plans are produced in relation to National Curriculum subjects, most appropriate areas of learning are suitably covered. The lack of a secure outdoor area means that no planning takes place for the development of outdoor play. The teacher and support staff complement each other well in ensuring much personal attention for the children.
42. The children's attitudes and behaviour are always good, and sometimes very good. They listen carefully to their teacher, and other adults in the classroom, and they are keen to be involved in all activities. The children set about their tasks with enthusiasm, and they persevere until they are complete. They work well on their own, showing considerable independence in finding resources and carrying out activities, and they work well in groups, where they readily help each other if a need arises. Most are well motivated, keen to please and try to produce their best work. The children are happy and confident in seeking advice from adults, should difficulties arise.
43. The curriculum planned is broad and balanced. Children's abilities are assessed on entry into the school, and extensive records are kept of their work and progress in language and literacy and mathematics. Appropriate records are kept of the children's progress in the other areas of learning. Children with special educational needs and English as an additional language are supported appropriately and are fully integrated into group activities. The accommodation is very spacious, colourful and well maintained, and its appearance is enhanced by good displays of children's work. Resources are generally satisfactory, being well maintained and of good quality. The school does not, however, have a secure outdoor play area and, therefore, does not provide appropriately for all the usual aspects of children's physical development.

Language and Literacy

44. By the time they are five, children's attainment is above the expected level in speaking and listening and reading, and in line with the expected level in writing. During their time in the reception class, the children make satisfactory gains in their knowledge and understanding of all language skills.
45. Children have good listening skills. They pay close attention to their teacher, and other adults, listening with interest and concentration to stories, poems and instructions. Speaking skills are good also. Most children show confidence in asking and answering questions and offering opinions. They speak clearly and confidently, using a wide range of vocabulary. Children show a keen interest in books, and handle them with care. They are successfully developing recognition of letter sounds, and many children are developing an appropriate sight vocabulary. Most pupils can read familiar words in simple texts. Through practising their writing, both by tracing and copying words written by their teacher, most children form letters correctly. Nearly all the children are independent in writing their own names. Higher-attaining children successfully practise their emergent writing skills, such as when they write out shopping lists for their garden centre. A small number of children are beginning to write a series of phrases independently, and are able to read what they have written. The quality of teaching is satisfactory. The teacher provides an interesting range of books to read to the children, and, through well-directed questioning, she encourages the children to further develop their confidence in speaking. Many opportunities are provided for the children to read and write, and develop all the appropriate skills.

Mathematics

46. By the time they are five, children's attainment is in line with that expected for their age. During their time in the reception class, the children make satisfactory gains in their knowledge and understanding of all mathematical skills.
47. Children can successfully count to ten, and most can count out an appropriate number of objects with confidence. They are familiar with counting games and rhymes, and most of the children can sort and sequence objects. In using water and sand, they are beginning to understand such words as 'empty' and 'full', and in sorting various shapes, many are able to confidently identify 'big' and 'little'. Many children successfully extend their mathematical vocabulary to allow them to name a variety of two-dimensional shapes. Higher-attaining children understand the concept of addition to ten, and other children are beginning to add coins in the class shop. Most children are developing appropriate control in forming their numbers correctly, although a minority reverse their numbers. Teaching is satisfactory. It is well planned and carefully matched to the needs of the children. A good provision of resources, such as water, sand and number games, helps children develop their mathematical language and skills.

Knowledge and Understanding of the World

48. By the time they are five, children's attainment is above that expected for their age. During their time in the reception class they make good gains in their knowledge and understanding in this area of learning.
49. Children are able to explain about past and present events in the context of their families, particularly those relating to babies and growing up. They have studied pictures of houses and household artefacts, and they have successfully identified some of the changes that have taken place. They have studied aspects of the local environment, and many talk readily about roads, houses and the school grounds. The children have kept records of the different kinds of weather that are experienced, and many show confidence in explaining seasonal weather patterns. Children can name

the main external features of the human body, and they can confidently discuss the human senses. The children can name the main parts of plants and flowers, and they know that plants need water to grow. All children are given opportunities to use a computer, and they are showing increasing confidence in using the keyboard. Teaching is consistently good in this area of learning. Children are provided with a wide range of experiences, and they are encouraged to ask questions and seek advice whenever they wish.

Physical Development

50. By the time they are five, children's attainment is above that expected for their age, and they show clearly improved skills during their time in reception.
51. In physical education lessons, children move confidently, with increasing control and co-ordination, being aware of space and others around them. They confidently run, hop, skip and jump. They show good balance. Their dexterity in handling large and small items in the classroom is developing well, such as when they use construction kits and thread small objects onto a string. Their manipulative skills are good. Malleable materials, such as play dough and plasticine, are used successfully, for instance, when they make letters and small animals. Children generally hold pencils and crayons correctly, and they show very appropriate control over such things as paint brushes and scissors. At present, the reception class has no items of large play equipment with which physical skills could be developed still further. The quality of teaching is consistently good, and, in particular, adults join in with the children and demonstrate how to carry out different activities and develop various skills. Safety is emphasised at all times, especially when using gymnastics apparatus and handling items such as scissors.

Creative Development

52. By the time they are five, children's attainment is above that expected for their age, and during their time in reception they make good gains and improvements in a variety of creative skills.
53. Children can confidently sing songs and rhymes, and perform an appropriate range of actions to those songs. They can successfully use untuned percussion instruments to accompany the rest of the class singing. Children use a range of paints and crayons, and they produce pictures both from direct observation, for example flowers, as well as from their imagination. Many children are confident in producing sewing patterns, using wool. Children show some confidence in making three-dimensional items, and they have, for example, successfully produced flowers to use in their garden centre. The quality of teaching is good, and sometimes very good. Through careful planning, teachers ensure that all the children have opportunities to take part in all activities, such as in art during the inspection when the teacher made sure that all children had a turn at painting and making a variety of items for the garden centre.

Personal and Social Development

54. By the time they are five, children's attainment is well above that expected for their age. During their time in reception, they make good gains and improvements in their own knowledge, understanding and performance, as well as in the way in which they relate to others.
55. The children have settled very well into school life. They have learnt how to behave in school and be part of a social group. They are prepared to work with other children, take turns and share fairly. They are able to move confidently around the classroom, and they ask for assistance where required. They readily help their teacher in giving out materials and equipment. They are eager to explore new learning, and they are able to concentrate on work being undertaken, often showing much

independence. They have a well-developed sense of what is right and wrong, and their behaviour is consistently good, and, on occasions, very good. Their attitude to school, to other children, to their teacher and helpers and to their whole environment is never less than good. Teaching is good and the teacher has high expectations of the children, and the caring and safe environment she has created has a very positive impact on the children's ability to learn.

ENGLISH

56. In the 1999 National Curriculum tests at the end of Key Stage 1, the percentage of pupils reaching Level 2 in reading was below the national average, whilst the percentage reaching Level 3 was well above the national average. The percentage of pupils reaching Level 2 in writing was well below the national average, and the percentage reaching Level 3 was below the national average. In comparison with similar schools, the school's overall results in reading were broadly in line with the average, and in writing they were well below the average. Over the four-year period from 1996 to 1999, the performance by pupils in the school was well above the national average in reading, and close to the national average in writing. In the 1999 National Curriculum tests at the end of Key Stage 2, the percentage of pupils reaching Level 4 was below the national average, although the percentage reaching Level 5 was close to the national average. In comparison with similar schools, the school's overall results were below average. Over the four-year period from 1996 to 1999, the performance by pupils in the school was above the national average. Whilst there is no significant difference between the performance of boys and girls, boys consistently perform marginally better than girls do at both key stages. Present inspection findings show that pupils in Year 2 and Year 6 are performing at levels above the national average in speaking and listening and reading, and in line with the average in writing. These findings show an improvement over the results achieved in 1999; this is partly through the school's targeting aspects of the subject, for improvement, especially writing, and partly through the significant number of pupils with special educational needs in those year groups in 1999 having a depressing effect on results. Evidence also shows that the standards reported at the time of the last inspection have been largely maintained.
57. At the end of both key stages, pupils' speaking and listening skills are above the standard expected nationally. At the end of Key Stage 1, pupils listen attentively to their teachers and to each other and they show a clear understanding of what they have heard. They answer clearly and confidently, providing, on some occasions, extended answers. They successfully use a range of very appropriate vocabulary to add detail to their comments. At the end of Key Stage 2 pupils listen very carefully in a variety of contexts, including teacher instruction and class discussions. Many are mature, articulate speakers who provide detailed answers, explanations and arguments. They speak clearly and put their points confidently and concisely. Pupils in Year 6, for example, considered the arguments for and against building a leisure centre, and those involved produced discussion of a high standard.
58. At the end of both key stages, pupils' reading is above the standard expected nationally. By the end of Key Stage 1, most pupils read texts fluently and accurately, with a high level of understanding. They show a secure understanding of phonics, as well as having a good sight vocabulary. Pupils show a clear understanding of the books they read and most are able to express opinions about their contents. At the end of Key Stage 2, most pupils read with fluency, accuracy and evident enjoyment. They talk confidently about what they read, making very appropriate reference to characters and events in the stories. They identify key events and themes, and use relevant information to support their views. Pupils regularly use reference books to find information, and many of them have mastered the skills of skimming and scanning texts to gain information quickly and relevantly.
59. At the end of both key stages, pupils' attainment in writing is in line with that expected nationally. At the end of Key Stage 1, most pupils successfully write factual information, sometimes in the form

of news, as well as imaginative writing in the form of stories and poems. Higher-attaining pupils produce extended pieces of writing, and by the end of the key stage their writing is clear and logical. The writing produced by many pupils, however, is often rather short in length and the points raised during the early part of the writing are not always fully developed. Capital letters and full-stops are generally used correctly and pupils' spelling is usually accurate. The handwriting of most pupils is neat, legible and of a consistent size, with words appropriately spaced. At the end of Key Stage 2, most pupils write successfully for a variety of purposes, and they place emphasis on the use of items such as adverbs and adjectives to add detail to their writing. On occasions pupils draft their work to help improve its quality. As at Key Stage 1, however, pupils' work is not always sustained and does not provide lengthy written texts and therefore often lacks the appropriate imagination, interest and depth which could be expected at this age. Most pupils join their letters in a clear and neat handwriting style, and punctuation is usually accurate. Pupils' spelling is usually good, and they use dictionaries and a thesaurus to further improve this aspect of their work.

60. The quality of teaching in lessons is at least satisfactory, with good teaching also taking place at Key Stage 2. Teachers have sound subject knowledge. Lessons are well planned and well organised, with teachers following the requirements of the National Literacy Strategy closely. Teachers provide many opportunities for pupils to listen to stories and various forms of instruction, and they make good use of intonation in their voices, as well as humour, to help maintain pupils' interest. They generally make good use of questioning to encourage pupils to speak, and they are prepared to allow them to speak at length, when appropriate. They are usually careful to use questioning to involve all pupils, although on occasions, in a small number of classes, teachers allow a minority of pupils to dominate discussion, with the result that the majority of pupils do not have the opportunity to further develop their skills. Pupils respond well to the opportunities provided by their teachers, and they enjoy both speaking and listening. Teachers are careful to provide appropriate reading books for pupils, and nearly all pupils have books suitable to their needs. Careful records are kept of the books read, and pupils are regularly provided with new ones. Pupils, generally, are keen to read, and they are enthusiastic in explaining what they have read. Teachers provide an appropriate range of writing activities and opportunities for their pupils, often in subjects other than English, such as religious education and history. Few of these opportunities, however, allow pupils to write at length. On occasions, pupils do produce longer pieces of work, but at present opportunities are not provided often enough for pupils to become confident in providing extended detail or imagination in their written work. Pupils respond appropriately, however, to the opportunities provided, and all pupils, including those with special educational needs, make satisfactory gains in their knowledge and skills. Good relationships are developed between teachers and pupils, and teachers provide appropriate support during lessons, as well as adding helpful comments to pupils' work in their exercise books. Pupils' attitudes to English are consistently good. They behave well, listen carefully and set about their various tasks with good concentration. They work well on their own, and in groups when required, and they persevere with the work set. Most pupils are keen to produce a neat and careful standard of presentation in their books.
61. There is an appropriate policy in place for English, and the school has adopted the national literacy document as its scheme of work. This is an improvement since the time of the last inspection. The co-ordinator receives plans of the work to be covered throughout the school, and she has monitored the work being done, by examining samples of pupils' work and by observing classroom practice. Assessment is undertaken each term, with samples of pupils' work being annotated and levelled, and then retained in individual pupil portfolios. Pupils' skills in English are further developed through reading, writing and speaking activities in other subjects. The opportunities provided for pupils to read a range of books and poems by different authors, gives appropriate support to pupils' cultural development.

MATHEMATICS

62. In the 1999 national tests, the percentage of pupils at Key Stage 1 achieving Level 2 or above was very low in comparison with the national average. The percentage of pupils achieving Level 3 was well below the national average. In comparison to similar schools, the results are very low. Over the last three years, the results have declined both in comparison with schools nationally and with similar schools. However, the inspection outcomes indicate that standards are rising and are now broadly in line with schools nationally but still below similar schools. In the Key Stage 2 Standard Assessment Tests in 1999, the percentage of pupils reaching Level 4 or above and also those achieving Level 5 was close to the national average, but below average for similar schools.
63. The inspection findings substantiate the findings of the 1999 results and confirm the gradual upward trend in standards confirming that the strategies adopted by the school including the national numeracy strategy are having a positive influence on raising standards. Evidence from observation of the lessons and rigorous sampling of work indicated that standards in mathematics are rising at both key stages but more rapidly in Key Stage 2.
64. At the end of Key Stage 1 the majority of pupils are developing a satisfactory understanding of number calculations and a growing understanding of the place of tens and ones. Some higher-attaining pupils are able to use their knowledge of number to solve simple problems and work with larger numbers. Pupils know the mathematical names for two and three-dimensional shapes and can recognise right angles within shapes and name some of their properties. They make satisfactory progress in understanding analogue time. They count forwards and backwards, solve money problems and discuss mental strategies to solve simple problems. They are encouraged to use mathematical vocabulary in their lessons and are able to suggest sensible ways of collecting data and recording results.
65. At the end of Key Stage 2, inspection evidence indicates that pupils' attainment is moving towards above average. Attainment is mostly good at the upper end of the key stage in number skills, investigative work, space, shape and measurement and handling data. Pupils' understanding of number enables them to use their skills in a variety of problem-solving situations in mathematics and other subjects. They consider solving problems by using brackets, building on previous knowledge. They understand the inverse relationships between multiply and divide and use these inverse operations to check answers.
66. Pupils make satisfactory progress at Key Stage 1 and good progress at Key Stage 2. As they move through Key Stage 1, pupils are beginning to consolidate and extend their mathematical skills in all areas, particularly number work, most progressing up to a hundred. This is extended and developed well by the end of Key Stage 2, where effective use of the numeracy strategies is more pronounced. Well-structured lessons with clear objectives help all pupils to gradually develop their mathematical knowledge and skills and give them the confidence to find their own methods for solving investigative problems. Numeracy skills, knowledge and the use of mathematical vocabulary are being developed well through the effective use of the numeracy strategy.
67. Provision for pupils with special educational needs is good. Appropriate tasks are set and support staff offer effective in-class support, allowing appropriate progress to be made in their mathematical development.
68. Pupils' response to their work is sound at Key Stage 1 and this improves as they progress through the key stages; it is at least good as they reach upper Key Stage 2. This has a positive impact on the progress they make. Pupils become involved in their set tasks and both involvement and concentration improve as they move through the key stages and particularly in upper Key Stage 2.

They are supportive of each other and share their ideas and equipment amicably. They listen carefully to their teacher and also to each other when discussing investigations and problems.

69. Teaching is sound at Key Stage 1 and good at Key Stage 2. In the main, lessons are planned appropriately for pupils' needs and work is developed progressively, building on previous knowledge and understanding. Teachers make good use of introductory sessions to lessons to remind pupils what they have learnt previously and to introduce the objectives of the lesson. Work is usually matched to the differing needs of pupils. Teachers generally have high expectations of pupils' behaviour and response. Effective use is made of resources and time. Plenary sessions in lessons are used well to reinforce what pupils have learnt. Teachers make good use of the National Numeracy Strategy which the school acknowledges as one important feature in moving the school forward in this area of mathematical development. Teachers work well in using this strategy to develop and improve pupils' mental agility, as well as promoting learning support in other areas of mathematical learning. Information technology, although becoming an important feature of the school's work, is not used effectively to support pupils' learning in numeracy to its full potential.
70. The school has a clear assessment policy and, although assessment is becoming a major feature in the mathematical programme, the school acknowledges that this data now needs to be used to inform and promote future planning, learning and teaching. The satisfactory range of resources provided for pupils is used efficiently by them to further their learning.

SCIENCE

71. The previous inspection found that the standards in science at both key stages were good. Most pupils attained at least the national expectations. Some attained above it. The pupils made satisfactory progress in both key stages. A significant number of older pupils made good progress, particularly in Year 6.
72. The 1999 results of the National Curriculum teacher assessments show that the standards attained by the seven-year-olds were well below the national average. Their results were also well below the average for schools whose pupils come from similar backgrounds.
73. The 1999 results of the National Curriculum tests show that the standards attained by the eleven-year-olds were above the national average, both at the expected Level 4 and at the higher Level 5. These results were in line with the average for schools whose pupils come from similar backgrounds. The three pupils out of a class of twenty nine, who did not reach Level 4, were all on the special educational needs register according to the national Code of Practice. One of the pupils was statemented. The remaining two pupils were at special educational needs Stage 3. The performance of pupils in science was significantly better than their performance in English and mathematics. Over the period 1996 to 1999, apart from a minor dip in 1997, the school has maintained standards in line with the national trends. In 1999, the school exceeded its set target of 86 per cent at Level 4 or above. Its target of 92 per cent of pupils reaching Level 4 or above is realistically challenging. The performance of boys for the years 1996 to 1999 taken together, was above their national average whilst the performance of girls for the same period was close to their national average. The trend during the years 1996 to 1999, apart from 1998, has remained unaltered. For the same period, the difference between the performance of boys and girls was significant. The boys did better than the girls.
74. The current standards in science at the end of Key Stage 1 are in line with the national average. The standards at the end of Key Stage 2 are above average. The achievement of pupils in Key Stage 1 is satisfactory. Their achievement in Key Stage 2 is good. By the end of Key Stage 1, the pupils demonstrate average standards in experimental and investigative science; for example, they

contribute to planning experiments, making and recording observations and making comparisons such as when investigating fruit preferences. They present results in simple mathematical tables and drawings. They have sound knowledge and understanding of man-made and natural materials. By the end of Key Stage 2, the pupils have above average standards in investigative and experimental science; for example, they make informed predictions such as the bigger the rod, the bigger the shadow. They make a variety of observations using equipment such as that needed for testing the electrical conductivity of various materials and objects. They present the results clearly in table and bar charts and are beginning to plot line graphs. They use this information to identify patterns and draw conclusions, for example about the relationship between the mass and the consequent stretching of a spring. They have a sound knowledge of physical processes, of forces such as friction, gravity and air resistance, and how materials change and mixtures separate.

75. Pupils show good attitudes to learning science. They are well motivated and engage in lesson activities productively. They show good concentration during discussions and practical activities. The higher-attainers make good contribution to class discussions and teachers' questioning. The relationships between boys and girls and teachers and other adults are very good. Pupils are aware of their responsibility in lessons and consequently behave very well. They support each other's learning when working in group activities.
76. The overall quality of teaching and learning science in the school is good. These are satisfactory in Key Stage 1 and good in Key Stage 2. These are very good in one in five lessons. No unsatisfactory teaching and learning was observed. Progress is satisfactory at Key Stage 1 and good at Key Stage 2. Teachers have secure knowledge of science and they use this effectively to impart clear explanations of new concepts and ideas. They make good use of questioning to link and consolidate previous work with the new learning, for example using their previous learning to investigate materials to compare how well they conduct electricity. The tasks and instructions are explained clearly to ensure that pupils understand these and subsequently work productively, for example when learning collaborative investigating skills through tasting fruits. The objectives set for lessons are clear, but these are not always shared in ways to create anticipation within a framework of concepts of science. The management of pupils and the quality and quantity of resources provided for learning are good. The lessons proceed at a good pace. All pupils, including pupils with special educational needs, are engaged effectively in practical science, but monitoring to ensure knowledge and understanding is not yet undertaken for all pupils. There is insufficient focus on fair testing. This hinders pupils' understanding of concepts of science, for example of the relationship between mass and the length of the spring when weighing using a spring balance. On occasions, hypothesising is developed within only a limited frame of knowledge. This provides a direct clue as what to expect in an experiment but it reduces the intellectual challenge of investigations. Pupils' mathematical skills are developed and reinforced effectively, for example, by plotting a bar or a line graph. Focus on developing pupils' scientific vocabulary is satisfactory. Science books, however, are not used appropriately for developing scientific language. Information technology is used soundly in science, for example when graphing and illustrating the frequency distribution of physical characteristics such as height, weight and hand span.
77. Science is taught mainly as a discrete subject. Occasionally were possible, the cross-curricular topic approach is used successfully, for example in a study of habitats linked with the topic 'Around our School'. The amount of time allocated for this core subject is well below the national average. This restricts the provision of opportunities such as the development of literacy in science and using the outcome of experimental and investigative work to systematically develop pupils' knowledge and understanding of science. The subject leadership in areas such as the monitoring of teaching and some elements of the science curriculum is underdeveloped, as is the diagnosis of assessment outcomes to identify and address weak areas of pupils' knowledge, skills and understanding of science in order to effect improvements.

ART

78. During the inspection, no lessons were seen at Key Stage 1. Judgements were made from a scrutiny of pupils' work, a study of teachers' plans and discussions with pupils and teachers. The standard of work achieved is similar to that expected nationally, for pupils of the same age. The standards achieved at the time of the last inspection have been maintained.
79. At Key Stage 1, pupils use pencils, pastels and paint effectively in producing a variety of work. They understand how to achieve the shades they require for their paintings, and they confidently mix their own colours. Still life drawings and paintings, such as those of flowers, demonstrate sound observational skills. Pupils successfully undertake work in three-dimensions, and, for example, pupils in Year 1 have produced most effective faces made out of card, material and buttons. Pupils have studied the work of artists, such as Guiseppe Arcimboldo, and pupils in Year 2 can confidently talk about his work. At Key Stage 2, pupils show increasing skill in using brushes and pencils. Pupils have produced a wide range of finely detailed pencil sketches of such things as fruit and footwear, producing effective variety in line and tone. Pupils confidently produce artefacts in three-dimensions, such as the clay pots produced in Year 5 in the style of the Ancient Greeks. Pupils have successfully studied art work from a variety of world cultures, and pupils in Year 6 have successfully made their own printing blocks to copy the method of printing textiles, used in India. Pupils have studied the work of famous artists, and pupils in Year 4 have produced effective pictures in the style of Holbein. Pupils throughout the school are able to reflect on their work, and comment on how it might be improved. Few opportunities are provided for pupils to produce work from their imagination.
80. The quality of teaching is satisfactory, and in a third of lessons seen it was good. Lessons are well planned and well resourced, with pupils, for example, being provided with a range of items to observe and copy, and appropriate materials with which to work. At present, too few opportunities are planned for pupils to work from their imagination. Teachers have a sound subject knowledge and provide clear explanations and demonstrations for pupils. The instruction provided in a Year 6 lesson on the making of printing blocks was particularly carefully given. Pupils enjoy the subject and work with interest and enthusiasm. Teachers provide much help and support, enabling pupils, including those with special educational needs, to make satisfactory gains in their knowledge and skills. Teachers show good organisational skills, and pupils respond by trying hard to accomplish the task set. Pupils' attitudes to the activities are good, they work with concentration and perseverance, such as when providing fine detail in pencil sketches, and they work well with other pupils when required to do so. Their behaviour is always good. Teachers take pleasure in producing displays of pupils' work that greatly enhance the learning environment.
81. There is a policy for art that is to be re-written in line with the priorities of the school development plan. At present, there is no scheme of work, while the school awaits the publication of the Quality and Curriculum Authority's document, which it intends to adopt. However, apart from limited opportunities to undertake imaginative work, all other aspects of art are appropriately covered, through careful planning. The co-ordinator does not scrutinise teachers' plans of the work to be undertaken, and she has only informal opportunities to monitor the work produced. Assessment is identified as an area to be considered in teachers' planning, and, although some assessments take place in lessons, little is presently recorded or used to help forward planning. Art contributes significantly to pupils' cultural development, both through their study of famous artists and their work, and through the study of art work of different cultures.

DESIGN AND TECHNOLOGY

82. The last inspection found that the majority of pupils, including those with special educational needs, achieve around national expectations. They have continued to make satisfactory progress.
83. During the current inspection no design and technology teaching was observed. Evidence for judgements was gathered from analysis of pupils' work, analysis of medium-term curriculum planning for the autumn and spring terms and discussions with teachers, including the subject co-ordinator.
84. Pupils at both key stages make satisfactory progress. Year 1 pupils investigate and compare toys made, for example from soft and hard materials, from plastic and from wood. They make card puppets to complement stories. Year 2 pupils investigate mechanisms and develop skills in designing and making vehicles, some powered with batteries, using large-sized construction kits. Year 4 pupils develop skills in designing and making sound quality 'big' storybooks with several moving parts. Year 5 pupils develop bread-making skills. In Year 6, pupils design and make a 1930s room using cardboard, felt, card and scissors and joining various parts with glue and staples. They also create a model of Chembakoli Village which is linked with their geography topic of the Spring term. Whilst the contexts of the tasks provide satisfactory opportunities for developing a suitable range of skills, these do not systematically develop some of the basic skills, such as those needing to be developed when using wood and plastic.
85. The analysis of work and discussions with teachers and pupils indicate pupils have good attitudes to learning in this subject. As no teaching was observed, it is not possible to make specific judgements on the quality of teaching. The overall indication is that it is satisfactory in both key stages. Whilst the range of tools provided for tasks is satisfactory, there is a shortage of materials such as wood, nails, screws, plastic and textile. This limits the range of opportunities that are to be provided to develop skills involving their use. There is no subject policy or scheme of work. The lack of monitoring of teaching and of curriculum and assessment arrangements is affecting adversely the standards in this subject. The subject makes sound contribution to pupils' numeracy skills, for example measuring when making bread and constructing. There is insufficient evidence to make a judgement on the contribution of design and technology to pupils' literacy and information technology skills.

GEOGRAPHY

86. The last inspection found the standards to be broadly in line with the national expectations. The pupils' subject-based vocabulary was good and they made satisfactory progress.
87. During the current inspection no geography teaching was observed. Evidence for judgements was gathered from analysis of pupils' work, analysis of medium-term curriculum planning and discussions with teachers, including the acting subject co-ordinator.
88. Key Stage 1 pupils make satisfactory progress. For example, Year 1 pupils compare seaside photographs for geographical features and compare weather conditions during winter, spring and summer. Year 2 pupils compare and contrast human and geographical features, such as the number of post offices, schools, supermarkets, dentists, doctors, libraries and police stations in Kenilworth and Struay. They use secondary sources of information, for example a CD-ROM 'globe', to locate places such as Athens. They develop good knowledge of geographical terms such as waterfall, cliff, hills, mountain, valley and island.
89. Key Stage 2 pupils make satisfactory progress in all the years. Year 4 pupils study patterns of Viking and Anglo-Saxon settlements on a map by employing literacy skill, for example locating towns and villages whose names endings include - 'thorpe', -'by', -'gate', -'thwaite', - 'beck' and –

'worth'. They understand the economic activities of Vikings, such as fishing, trading and exploring. Year 6 pupils develop satisfactory understanding of a contrasting locality, Chembakoli, through comparing and contrasting a good range of geographical features including human, economic, social, cultural and religious attributes.

90. The analysis of work and discussions with teachers indicate pupils' good attitude to learning this subject. As no teaching was observed, it is not possible to make specific judgements on the quality of teaching. The overall indication is that it is satisfactory in both key stages. The quality and range of resources is satisfactory. There is a lack of monitoring of teaching and of curriculum and assessment arrangements. The subject makes a sound contribution to the development of pupils' information technology skills, for example using database to find information; it also makes a sound contribution to pupils literacy, for example the understanding of geographical terms. However, there is insufficient evidence to make judgements on the contribution of the subject to pupils' numeracy.

HISTORY

91. Pupils, including those with special educational needs, make satisfactory progress at Key Stage 1 and good progress at Key Stage 2. At Key Stage 1, they develop a suitable understanding of chronology and can distinguish between past, present and future. They are able to correctly categorise toys by analysing materials from which they have been made and then identify to which of three generations of a family they belong. Pupils draw and label the toys and are able to describe how children of the past used them, and drawing effectively on their previous learning in lessons. Pupils in Year 2 understand that historical events happened at different times and that they can be dated. They understand that a history time-line counts backwards from the present day. At Key Stage 2, pupils are aware of the importance of the hierarchy in Egypt and the importance of the scribes, the slaves and the pharaohs. In Year 4, pupils discuss aspects of Tudor history such as clothing and compare and contrast Tudor costume with clothing, worn today. They know about how pupils were taught and the use of the quill pen.
92. The quality of the response of pupils is consistently good. They listen attentively, enthusiastically, contribute to their lessons, work well together and endeavour to produce good quality work. Pupils of all levels of attainment maintain their attention throughout the whole lesson and demonstrate, for example, a good recall of detail of Tudor costume.
93. The quality of teaching is satisfactory at Key Stage 1 and good overall at Key Stage 2. Lessons are thoroughly and carefully planned. Good use is made of costumes and artefacts to motivate pupils. Questioning of pupils is skilfully undertaken and tasks are usually presented at appropriate levels. Key points are emphasised, which supports pupils' understanding of chronology. Management of classes is usually good and relationships between staff and pupils are characterised by warmth, care, sensitivity and understanding. Teaching is enriched through visits to the local castle and church, for example. The school has maintained its standards in history since the last inspection.

INFORMATION TECHNOLOGY

94. The previous inspection found that the standards attained in information technology were well below the national expectations in both key stages. The pupils' progress in Key Stage 1 was unsatisfactory and in Key Stage 2 it was variable. The use of spread sheet, logo or turtle were not covered. Information technology was one of the key issues to be addressed for improvement.
95. The school has made significant efforts to redress these failings and consequently the standards have improved. These are now in line with the national expectations in both key stages and are improving with the use of a recently established computer suite.
96. By the end of Key Stage 1, pupils generate and communicate ideas, such as in writing stories, create and modify pictures and explore database to locate places such as Athens. Pupils recognise control devices, but the skills of using a floor turtle are less well developed. They are well versed in the routines of using the computer, for example ticking the list after finishing their assigned work.
97. By the end of Key Stage 2, pupils' average standards are reflected in all strands of the National Curriculum. Pupils use information technology to combine different forms of information using graphic images to complement text that they compose, such as an account of World War II, illustrated with clip art. Pupils create a set of instructions to draw shapes such as squares and stairs. More able pupils create instructions and draw more complex, five-sided shapes with two pairs of sides of equal length. Pupils are beginning to use spreadsheet models, for example costing several items in a hamper to a given budget. Pupils collect data, for example physical characteristics of peers, and investigate relationships such as between height and shoe size by plotting data. Several pupils are developing good video-conferencing skills.
98. Pupils' use of computers show a high level of motivation and interest. They are intrigued by the possibilities that these are offering, for example in learning and communicating information. They engage in learning with enthusiasm and benefit significantly from tutoring by parents who volunteer to help. Pupils maintain good relationships with peers, teachers and other adults who provide support. They are developing good personal skills and work productively without immediate adult supervision. Their behaviour is very good.
99. Only three lessons were observed, all in Key Stage 2. The quality of teaching in information technology is good and sometimes very good. This is due to specialist teaching. No unsatisfactory teaching and learning was observed. Progress is good and has improved from below average in the last report to average. The teachers have very good subject expertise and teaching skills in information technology. They use this effectively to inspire and enhance motivation. The lesson planning is very good. The learning objectives are clearly planned and shared to ensure purposeful learning. The methods applied encourage all pupils to learn effectively, mostly in pairs where pupils jointly move ahead at a good pace in acquiring new knowledge and skills, for example spreadsheet modelling and text editing and spell-check skills. The pupils are managed very well and they comply with high standards of behaviour. The teachers are aware of pupils learning but formal assessment is not yet developed. A portfolio of pupils' work is developing, and now more rapidly with the establishment of a computer suite. This is also helping to provide more opportunities for direct teaching and learning opportunities which are challenging, securing a very good rate of learning, generally in Key Stage 2 and particularly in Year 6.
100. The school is adapting the Qualification and Curriculum Agency's exemplar scheme of work. This is developing at a good rate. Parents make very good contribution to providing tutoring in the subject, mostly for half a day a week. The link governor for the subject has expertise in this area

and provides effective support. Staff expertise is being enhanced through a 'drop in' session being provided by the subject co-ordinator. The subject has very good leadership. However, as in some other subjects, there is no monitoring of the quality of teaching and the curriculum. The information technology curriculum makes satisfactory contribution to learning in other subjects, for example geography and history.

MUSIC

101. The standard of work achieved at the end of Key Stage 1 is above that expected nationally. At the end of Key Stage 2 standards are well above those expected of pupils of this age. At the time of the last inspection, standards were said to be in line with the national expectations. Since that time, very considerable improvements have clearly been made.
102. At Key Stage 1, pupils confidently sing a variety of songs, with growing control over rhythm and pitch. Pupils put much expression into their singing, and use accompanying gesture to emphasise the words. Pupils explore and make sounds, using an appropriate range of untuned percussion instruments, and they are able to follow a simple score most appropriately. Pupils are able to describe the sounds they make, using the correct vocabulary, and they are able to compose their own short sequence of music, which they practise and repeat. Pupils are confident enough in their musical performances to act as, and respond to, a conductor. At Key Stage 2, pupils sing a range of songs and hymns, sometimes in two parts, showing good control over both breathing and diction. They very successfully use tuned and untuned percussion instruments, and working in groups they compose their own musical sequences. Having produced their sequence, they are confident in identifying areas for improvement, and re-arranging their work accordingly. All pupils are provided with the opportunity to learn to play the recorder and a wide range of opportunities are also provided for pupils to learn to perform on a wide range of other instruments. Many pupils are confident in performing with others in the school orchestra, playing a wide variety of compositions. Pupils have developed a wide musical vocabulary, and confidently use this in developing and improving their work. They successfully compare modern music with that of other periods of time, for example the Tudors, and they also confidently identify the instruments used in different cultures.
103. The quality of teaching is good and in half the lessons seen it was very good resulting in good progress being made in this area. Lessons are very well planned and brisk in pace, with a good range of resources being provided. Teachers' subject knowledge is good, and sometimes very good, and high quality instruction and demonstration is provided, enabling pupils to make good gains in their musical knowledge and understanding at Key Stage 1, and very good gains at Key Stage 2. The school makes very effective use of peripatetic tuition in developing the pupils' skills in music. Teachers provide much help and well-directed support to help pupils improve their performance, and they have high expectations of them. Pupils join in the activities with great enthusiasm and commitment, showing considerable creative effort where appropriate. Their attitudes are consistently good, and often very good. They enjoy their music, singing well, playing instruments confidently, and working amicably with other pupils. They are happy to listen to music, and are very confident in offering opinions about what they hear.
104. There is a policy in place for music, and in accordance with the school development plan, it is due to be reviewed. There is no scheme of work at present, with the school waiting for the publication of the appropriate Quality and Curriculum Authority document. Careful planning, however, from the National Curriculum has ensured a full and comprehensive coverage of all requirements. The co-ordinator does not see plans of the work to be covered by her colleagues, but, through taking a number of classes herself, she is aware of most of the work being undertaken. No clear arrangements are in place for undertaking assessment in the subject, to enable teachers to judge

pupils' present attainment and plan appropriate future work. The hearing and playing of music from different countries and traditions gives strong support to pupils' cultural development.

PHYSICAL EDUCATION

105. Standards are similar to those expected nationally for pupils of the same age. The standards achieved at the time of the last inspection have been maintained.
106. At Key Stage 1, pupils move confidently around the hall, showing an appropriate awareness of space and other pupils. They perform the basic actions of travelling, using both hands and feet, and successfully perform a range of skips, jumps and turns. They successfully perform a sequence of movements, both on the floor and on simple apparatus. In dance, pupils successfully control their movements, showing changes in speed, direction and level, and responding appropriately to the music. They confidently introduce gesture into their movements. At Key Stage 2, pupils successfully extend their gymnastic skills, to introduce climbing, swinging and balancing into their movements. They confidently plan and repeat a series of movements, using both the floor and apparatus. Pupils successfully develop their games skills of throwing, catching and moving with a rugby ball, and passing, receiving and shooting with a hockey ball. They confidently take part in small-sided team games based on these sports. Pupils in Year 6 attend swimming lessons throughout the year, and almost all the pupils are confident in the water, and swim twenty-five metres unaided, displaying appropriate swimming styles on both front and back. The majority of pupils can swim considerably greater distances.
107. The quality of teaching at both key stages is satisfactory, with the teaching of swimming being good. Teachers provide good planning, clear instruction and enthusiasm, allowing all pupils, including those with special educational needs, to make satisfactory gains in their learning, and good gains in swimming. All members of staff change appropriately for lessons, and join in and demonstrate for pupils. They have sound subject knowledge and make suitable demands of the pupils' performance. Pupils join in appropriately, enjoying themselves and making a good physical and creative effort. Lessons are generally conducted at a brisk pace, but the pace of the lessons sometimes slows, when pupils queue to use apparatus. Teachers generally show good control and management skills, especially where a wide range of activities is being undertaken. Teachers often take the opportunity to use pupils to demonstrate good practice, and to discuss the work being done, and this helps pupils make progress themselves. Teachers provide help and support to pupils in all aspects of their work, and in particular they emphasise the need for safety. In turn, pupils show satisfactory and often good attitudes, behave well, work well alone and with a partner or group, and carry equipment carefully and safely.
108. A policy is in place, and it is soon to be up-dated in line with the requirements of the school development plan. There is currently no scheme of work in place, but the school intends to adopt the Quality and Curriculum Authority's document, when it is published. Careful planning has ensured a full coverage of the requirements of the National Curriculum. The co-ordinator does not receive plans of the work undertaken, and she has no opportunity to monitor the work being done. Assessment is listed in teachers' planning, but the records that are kept are inadequate to correctly identify pupils' current standards, or to assess their progress in acquiring the range of physical education skills. Activities involving counting and measuring in certain activities, give appropriate support to the school's initiative in numeracy. The school makes satisfactory arrangements for the provision of extracurricular sporting activities, mainly for older pupils, for example football, netball and the residential experience for Year 6 pupils involving many sporting activities such as, canoeing, archery and abseiling.

RELIGIOUS EDUCATION

109. Attainment in religious education is in line with the requirements of the locally agreed syllabus at the end of Key Stage 1 and above at the end of Key Stage 2. The last inspection judged that standards of achievements were below at both key stages. This is no longer the case and represents an improvement, particularly at Key Stage 2. Progress at Key Stage 1 is satisfactory whilst progress at Key Stage 2 is good, including those with special educational needs. Teachers now display confidence in this area. They are well supported by the co-ordinator and effective use is made of artefacts, visits and visitors.
110. Pupils learn about the story of Noah's Ark and that the rainbow is a Christian symbol of a new beginning. They understand that God always forgives. They relate to situations and difficulties of people not living with a proper family and discuss sadness and loneliness, for example, with compassion. In Key Stage 1, pupils study Christianity, Buddhism and Islam and in Key Stage 2 pupils study Judaism, Sikhism and Hinduism and revisit those faiths taught at Key Stage 1. Pupils celebrate festivals, such as Harvest, Christmas and Easter, and visit local Buddhism, Sikh and Hindu Temples. Pupils at upper Key Stage 2 displayed good knowledge and understanding of these and other religions. Pupils' response is good. They enjoy their lessons and respond well to questions. They discuss the artefacts and symbols of different religions with interest. Pupils enjoy finding out for themselves in religious education lessons. Relationships are very good. Pupils show good levels of mutual respect and demonstrate tolerant attitudes.
111. The overall quality of teaching is good. No unsatisfactory teaching was observed. Teachers use a suitable variety of strategies in their lessons and this ensures the active participation of all pupils which contributes effectively to their good level of progress overall. The co-ordinator is enthusiastic and the subject is well led. The curriculum is broad and balanced and covers all the required areas of the agreed syllabus. Religious education lessons have a positive impact on pupils' spiritual, moral, social and cultural development. Planning is examined to check for coverage but monitoring of teaching and learning and assessment procedures are underdeveloped. This is an area that the school is to address. Resources are good overall and effective use is made of visits to temples of other religions in towns nearby to help raise pupils' awareness and understanding.