

INSPECTION REPORT

BROOKHURST PRIMARY SCHOOL

Leamington Spa

LEA area: Warwickshire

Unique reference number: 125565

Headteacher: Ms J Malcolm

Reporting inspector: Mr T Mortimer
18849

Dates of inspection: 11th – 13th June 2001

Inspection number: 192504

Full inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Community

Age range of pupils: 4-11

Gender of pupils: Mixed

School address: Ullswater Avenue
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Appropriate authority: Governing body

Name of chair of governors: Dr Janet Ainley

Date of previous inspection: 7th March 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
18849	Terry Mortimer	Registered inspector	History Physical education Equal opportunities	What sort of school is it? How well are pupils taught? What should the school do to improve further? Key issues
10965	Pat Edwards	Lay inspector		How well does the school work in partnership with parents? How well does the school care for its pupils? Pupils' attitudes, behaviour and personal development
20244	David Morgan	Team inspector	Design and technology Music	How good are the curricular and other opportunities offered to pupils?
20752	John Collings	Team inspector	Science	The school's results and achievements
22191	Stephen Lake	Team inspector	Information and communication technology	How well is the school led and managed?
19302	Christine Perrett	Team inspector	Art and design Religious education Mathematics	
30691	Kathleen Coupland	Team inspector	Geography	
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Brookhurst Primary School is a larger than average sized primary school with 366 pupils on roll. This is less than at the time of the last inspection. The percentage of pupils who have English as an additional language is higher than most schools (27, which is seven per cent). The number of pupils entitled to free school meals (23, which is six per cent) is below average. One hundred and four pupils (28 per cent) are on the special educational needs register, and there are three who have a Statement of Special Educational Need. This is broadly in line with the national average. The school is located in the Milverton ward of Leamington Spa. The majority of pupils are drawn from the immediate area, which is mainly owner occupied. The school does take a proportion of pupils from outside the area including some from families with a lower socio-economic status. Seven pupils (1.9 per cent) joined, and 11 (three per cent), which is low, left the school other than at the usual time during the last school year due to demographic circumstances. Attainment on entry of the children aged five is in line with that expected for children of that age. Baseline assessments are carried out using the local authority test.

HOW GOOD THE SCHOOL IS

Brookhurst Primary School is an effective school where pupils achieve satisfactorily considering their prior attainment. Overall, the children who joined the school in the reception class this year started with attainments in line with those expected for this age group. However, the range of ability is wide including some children that are more able and a minority with low attainment. The overall attainment of the children entering reception has been steadily falling since the last inspection. When pupils leave school at age 11 they achieve standards in line with the national average in mathematics and science and above that in English. The quality of teaching is satisfactory and the school is soundly led and managed. The school gives satisfactory value for money.

What the school does well

- The quality of teaching at Key Stage 1 is good.
- The quality of learning is improving overall and basic skills are now taught well. This is reflected in the rising standards which are working their way through both key stages as the school works hard to meet its targets in a systematic way.
- Behaviour is good and all groups in the school relate well to each other.
- Links with the local community are good.
- The provision for the moral, social and cultural development of pupils is good.
- Parents make a good contribution to the life and work of the school.
- The quality of the reports to parents on pupils' progress are very good.
- The project to introduce philosophy is having a significant impact upon pupils' learning.
- The school has a better than average range of extra-curricular activities.

What could be improved

- Standards at the age of 11 are not as high as they should be taking into account the attainment of the same group of pupils at age seven.
- The governors' role is underdeveloped and they are not sufficiently involved in monitoring the work of the school and the strategic long-term planning.
- The premises committee does not have sufficiently rigorous procedures for ensuring the health and safety of pupils. This was a key issue at the last inspection.
- Information technology resources are not good enough to enable Year 6 pupils to continue to develop the standards gained in the other year groups.

- Collective worship requirements not met.
- Special educational needs provision is inconsistent at Key Stage 2.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in 1997. Since that time significant changes have taken place in the governing body and the management structure of the school. Improvement since that time has been satisfactory. Most of the issues identified in the last report have been addressed appropriately, although some of the changes are not yet complete. For example, the role of the subject managers has improved but is not yet fully effective in all subjects; measures to improve the achievements of higher attaining pupils are starting to take effect but have not had time to prove fully effective; the quality of teaching has improved and this is making a significant impact on the quality of learning in most classes. Schemes of work are now in place for all subjects although these have yet to be coordinated into an overall curriculum framework that clearly shows what will be taught and when with appropriate time allocations. Assessment procedures are now more rigorous and detailed but have yet to be fully embedded in the foundation subjects. The role of the senior management team is now clearly defined and all members are involved in checking on all aspects of the school life. Standards in art have risen. The quality of the learning environment is good although there are some displays which are not used effectively enough to celebrate pupils' achievements and successes in all subjects. The majority of the staff now uses the behaviour policy of the school more efficiently although this issue has not been addressed rigorously enough. The premises committee of the governing body do not have rigorous or detailed procedures for risk assessments and for ensuring the health and safety of pupils. This minor issue is still to be addressed.

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
	1998	1999	2000	2000
English	B	A	B	C
mathematics	B	A	C	D
science	C	C	C	E

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

The table above shows the results obtained in the last academic year and demonstrate that, although attainment is above average in English and average in mathematics and science, compared to that in similar schools it is average in English, below average in mathematics and well below in science. A comparison of these results with the scores obtained by the same pupils at the end of Key Stage 1 in 1996 shows that achievement is unsatisfactory over time. The pupils have not made the expected progress and not built on the standards achieved at Key Stage 1.

Attainment at Key Stage 1 in the year 2000 was very low in comparison with that in similar schools for writing, reading and mathematics. The school trends over time at Key stage 2

show that improvement is line with that found nationally. The school has set challenging, but realistic targets for attainment in 2001 and is well on its way towards achieving these.

The inspection finds that, by the end of Key Stage 2, current attainment is above average in English, but average in mathematics and science. Standards are average in information technology at the end of both key stages. At the end of the Foundation Stage standards are in line with standards expected. At the end of Key Stage 1 standards are above average in English and mathematics and in line with expectations in science. In all other subjects where it is possible to make a reliable judgement, standards are inline with national expectations, except in religious education at Key Stage 2 where standards are above those expected by the locally agreed syllabus. When prior attainment is taken into account pupils' achievements in the core subject of English are good and average in mathematics and science. Pupils with special educational needs are achieving satisfactorily in relation to the targets set for them.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have good attitudes to school and concentrate well in lessons.
Behaviour, in and out of classrooms	Behaviour is good both in and out of classrooms. A small amount of challenging behaviour was noted usually where teachers' management skills were less effective.
Personal development and relationships	Provision for personal development is good overall but some inconsistencies were noted between year groups. Good relationships support learning.
Attendance	Attendance is satisfactory.

TEACHING AND LEARNING

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

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

Overall, the quality of teaching is satisfactory with many strengths, but also with some areas for improvement. In the lessons observed 93 per cent were satisfactory or better, including 49 per cent that were good or better. Thirteen per cent of all lessons observed were very good, but there was also seven per cent of unsatisfactory teaching seen. Teaching is best in Key Stage 1 and in the Foundation Stage where 100 per cent of lessons are satisfactory and better. At Key Stage 2 almost 86 per cent of the lessons are satisfactory and better.

The core skills of literacy and numeracy are effectively taught and teaching in English and mathematics is good overall, especially at Key Stage 1. Some of the strengths of the teaching observed are: the good relationships that teachers develop with pupils; the good questioning that develops pupils' understanding; the good knowledge that teachers have of their pupils and the good behaviour management; the good subject knowledge in the core

subjects especially in Key Stage 1, and the high expectations that the teachers have of their pupils and their ability to succeed in the core subjects. In some of the unsatisfactory lessons, teachers do not use the school's behaviour policy consistently, activities are not sufficiently challenging, interesting enough or well planned, and the pace of learning slows as pupils struggle to keep their concentration.

Generally, the school plans work which meets the needs of pupils, including the potentially higher attaining, well. The quality of teaching of pupils with special educational needs is satisfactory overall including when pupils are withdrawn for support. Considering all factors, the quality of learning is satisfactory.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Schemes of work are now in place for all subjects. They have yet to be coordinated into the existing curriculum framework to show more clearly what will be taught and when with more appropriate time allocations. Assessment procedures are now more rigorous and detailed. The introduction of philosophy is having a positive effect on pupils' thinking skills. This is beginning to become evident in attainment. Provision for extra-curricular activities is good.
Provision for pupils with special educational needs	Provision is satisfactory. Pupils make satisfactory progress.
Provision for pupils' personal development , including their spiritual, moral, social and cultural development	Overall, provision is good and this is an improvement on the last inspection. However, provision for spiritual development is limited by too few opportunities to reflect upon matters of importance during collective worship. The school does not meet the statutory requirements for collective worship.
How well the school cares for its pupils	The school makes satisfactory provision for the care of its pupils. The caring ethos of the school supports pupils' development. Parents are also happy about the caring school ethos.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides professional and effective leadership. The deputy headteacher and senior management team provide appropriate support. Most subjects are managed appropriately although there are some inconsistencies.
How well the governors fulfil their responsibilities	Governors are aware of their roles and are generally supportive of the school. Many are relatively new to their role, and this together with insufficient strategies for systematic monitoring the work of the school, means that they are not involved enough in shaping the direction of the school. The premises committee does not have suitable procedures for ensuring the health and

	safety of pupils.
The school's evaluation of its performance	Satisfactory. Appropriate targets are set and progress towards them is monitored.
The strategic use of resources	Resources are well used. The school uses its money well and applies the principle of best value.

The school is well staffed. There are a good number of support assistants. The school does not have a member of staff with a specialised mathematics qualification and this hinders the development of the subject. The school accommodation is good with colourful displays although some displays are not effective enough to celebrate pupils' achievements and successes in all subjects. Overall, resources are satisfactory apart from those for information technology. This is because the school is unable to access the finance held by the authority at present.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
Parents are pleased because: <ul style="list-style-type: none"> • their children like school; • they feel their children are making good progress; • behaviour is good; • teaching is good; • they think the school is helping their children to become mature. 	Parents would like to see improvements in: <ul style="list-style-type: none"> • the homework process; • the way they are informed about how their children are progressing; • the way the school works with parents; • the leadership and management of the school; • the range of activities offered to the children.

Inspectors agree with the positive comments of parents. Inspection evidence does not support the negative comments. The quality of the reports to parents on pupils' progress is very good. A suitable homework policy is contained within the home-school agreement. Governors have recently developed it but as yet parent consultation has not been completed and has the policy still has to be fully ratified by governors. The school makes good attempts to keep parents informed. The team has found the leadership and management to be satisfactory although there are some issues, which still have to be addressed particularly in the role of the governors.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Since the last full inspection in 1997, the results of national tests of pupils at age 11 show that above average results in English have been maintained. However, results in mathematics have declined from well above average to average. Science results remain satisfactory.
2. The results of the National Curriculum tests at the end of Key Stage 1 in 2000 at age seven were average for reading and below average in writing and mathematics. When compared to similar schools reading, writing and mathematics were well below average.
3. The results of the 2000 tests at the end of Key Stage 2, were above average for English and average for mathematics and science. The number of pupils who achieved the higher Level 5 standard was above average in English and average for mathematics and science. When compared with similar schools results show that standards in English were average, below average for mathematics and well below average for science. Overall, the trend of improvement for the past four years in core subjects is broadly in line with the national results. When comparing attainment in 2000 with pupils nationally who achieved similar points scores in 1996 when they were at the end of Key Stage 1, pupils achieved above average results in English, average for mathematics and below average in science. However, when comparing pupils' achievements since 1996 based on similar schools, pupils were below average in English and mathematics and well below in science. Over time the pupils at the end of Key Stage 2 have not made the expected progress, building on the standards at Key Stage 1. The school has set itself challenging targets for 2001 and is likely to meet those targets in all subjects.
4. Children start school at the beginning of the school year in which they will be five in the reception class with average attainment overall. Most children have had some pre-school experience, many having attended the private nursery which is now housed within the school grounds. At the time of entry these children showed the full range of stages of development. The results of the local authority baseline assessment tests indicate children's overall attainment to be average. However, the test results for 2000 show a fall in overall attainment on entry when compared with those since the previous inspection. This may well be associated with the decline in numbers of pupils on roll and the pupil mobility. All children make satisfactory progress so that most reach the agreed Early Learning Goals¹ and make a successful transition to the work of the National Curriculum by the time they transfer to Year 1. Children with special educational needs and those for whom English is an additional language are identified promptly and given sensitive support.

¹ EARLY LEARNING GOALS

Early learning goals - these are expectations for most children to reach by the end of the foundation stage. They refer mainly to achievements children make in connection with communication language and literacy; mathematical development; and personal, social and emotional development; knowledge and understanding of the world; physical and creative development. There are many goals for each area of learning, for example, in language and literacy pupils should be able to write their own name and other things such as labels and begin to write simple sentences.

5. Pupils enter Key Stage 1² with levels broadly in line with the expectations of the Early Learning Goals. By the age of seven, they attain above average standards in speaking and listening and in reading, and average standards in writing. Pupils' writing in English includes interesting detail to hold the attention of the listener and they readily explain their views on topics raised in the recently introduced philosophy sessions. When reading they use a range of phonic rules and strategies to tackle unfamiliar words, recognise punctuation conventions and use them to support fluency and comprehension. Most pupils recognise fiction and non-fiction texts, and know the purposes and organisation of tables of contents and indexes. Attainment in mathematics is broadly average when they enter Key Stage 1 and by Year 2 pupils' achievement is satisfactory in relation to their attainment at the end of the reception class. By the end of Year 2 the majority of pupils have a secure understanding of number, count backwards and forwards in twos, threes, fives and tens. They do addition and subtraction sums involving numbers with two digits and understand the terms odd, even and multiple. In science, pupils achieve standards in line with expectations at the end of Key Stage 1. For example, they investigate factors which effect the rate of the melting of an ice cube and the effect of adding extra batteries or bulbs to a circuit. They explore the environment and use lenses and binocular microscopes effectively to systematically record the 'mini-beasts' they find.
6. Pupils make sound progress in English through Key Stage 2 and overall, by end of Year 6, they have maintained above average standards. Reading and speaking and listening are above average. Standards in writing are average. Pupils maintain good listening habits and have developed a planned approach to exploring words, their meanings and how speakers and writers use them to good effect, has a positive impact on pupils' personal vocabulary. However, the development of skills associated with speaking to a range of audiences is not sufficiently structured. By the end of the key stage most pupils read a range of texts effectively. They show an understanding of themes and the nature of characters and readily refer to the text to support their opinions. The standard of pupils' writing at Key Stage 2 is satisfactory. Year 6 pupils take on the role of a news reporter to prepare and conduct an interview with 'celebrities' to furnish material for a newspaper report. In mathematics, inspection evidence indicates that pupils in the current Year 6 achieve standards that are broadly in line with those expected. This represents unsatisfactory achievement as these pupils attained well above average standards when they took the end of Key Stage 1 tests in 1997. However, the Year 6 classes have had a number of different teachers during the year and this has had an unsettling effect, and a negative impact on standards. Nevertheless standards are rising. Inspection evidence shows that standards in Years 3, 4 and 5 are improving, and standards currently in Year 5 are above average. The pattern is similar in science with Year 6 pupils' attainment in line with expectations, and Years 3, 4 and 5 above. However, Year 6 pupils do well in investigative science; for example, they investigate the rate water drains through different soils and the effect of different shapes of objects on their rate of descent in liquids.
7. Pupils' standards in information and communication technology are in line with expectations at the end of both key stages. This is a significant decline since the last

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

inspection when standards were well above the expected level at both key stages. This difference is largely due to:

- changing the information technology hardware and software from Apple Mac to PC requiring the training of teachers in the new format;
- depleted resources as the school develops and installs new computers suitable for the revised curriculum;
- the revision of the information and communication technology curriculum and the changed expectations of what pupils should achieve.
- These weaknesses are being addressed through the school development plan.

8. In art, design and technology, geography, history, music and physical education, standards meet expected standards at the end of both key stages. In religious education standards are in line with the expectations of the locally agreed syllabus by the time the pupils are seven years of age, and above that by the time they are 11.
9. Pupils with special educational needs make satisfactory progress towards the targets set in their individual education plans. They are well supported by teachers and learning support assistants.

Pupils' attitudes, values and personal development

10. Throughout the school the majority of pupils' attitudes, values and personal development are good. Many positive aspects of this area were highlighted in the previous report. These have been maintained and others improved upon. Parents are happy with their children's attitudes to school and feel they are encouraged to behave well and grow in maturity.
11. Pupils enjoy coming to school and talk about their work with enthusiasm. The majority of pupils respond well and show interest in the activities provided. They sustain good levels of concentration. For instance, reception aged children looking for 'mini-beasts' in the school grounds were eager to share their discoveries with one another. The majority of pupils work hard in lessons and try to do their best, for example, pupils in Year 5 writing in the style of the science fiction writer.
12. During the inspection pupils' behaviour in lessons and around the school was good overall. A small amount of challenging behaviour was noted usually where the management skill of teachers was less effective. Playtimes and lunchtimes are pleasant social occasions when pupils play well together. They show their acceptance of the recently introduced red card system and care for one another, their belongings and school property. No incidents of bullying were seen during the inspection. There have been no exclusions in the last reporting year. Pupils with special educational needs are well integrated into classes. In most cases, pupils behave satisfactorily. The pupils with special educational needs are well accepted by their peers.
13. Relationships are open and friendly, pupils feel comfortable when chatting to teachers about their work and personal issues. There are high levels of mutual respect. Pupils are honest and trustworthy. Pupils are willing to accept responsibility. There is a school council with two elected members from each class serving for a term. Pupils act as classroom helpers throughout the school. However whole-school responsibilities are held by Year 6 pupils who act as librarians, run the tuck shop which has its own management committee, set up for assemblies and show visitors around the school. Opportunities for pupils to use their initiative and take

responsibility for their own learning are provided but some inconsistencies were noted between year groups.

14. Attendance is broadly in line with the national average but has fallen slightly since the previous inspection as more parents are taking annual holidays during term time. Most pupils arrive punctually for school allowing lessons to start on time and continue without interruption.

HOW WELL ARE PUPILS TAUGHT?

15. At the time of the last inspection, the quality of teaching was a key issue and a weakness of the school. Although a high percentage of good teaching was seen during this inspection, examination of teachers' planning, records and pupils' prior work indicates that teaching overall is now satisfactory. Furthermore, the percentage of unsatisfactory lessons has fallen from 25 to seven per cent. This represents significant improvements in some areas of teaching. In the lessons observed 93 per cent were satisfactory or better including 49 per cent that were good or better. Thirteen per cent of all lessons observed were very good. This has been achieved through the committed introduction of the national strategies for literacy and numeracy, demonstration lessons, observations of lessons with guidance for improvement and carefully planned professional development courses.
16. The teaching in the Foundation Stage is satisfactory with all lessons observed satisfactory or better. No unsatisfactory teaching was observed and in a quarter of the lessons it was judged to be good. This consistency of teaching makes a major contribution to the progress children make and represents an improvement since the previous inspection. Teachers have an appropriate knowledge of the agreed Early Learning Goals for children of this age and an understanding of how young children learn. Appropriate use is made of whole-class and group activities so that children learn not only from the teacher but also from each other. Groups of pupils of very differing prior attainments begin their work on the National Curriculum at the appropriate time due to the careful use of assessment. The range of activities is always good and pupils are always working at the task set and appropriately challenged. The teacher maintains a brisk pace and uses interesting activities to keep children's interest. In this context, the school has done well, but it is intent on improving the provision, and teaching systems are in place to track children's progress. However, the school has identified the need to make more use of the national guidance to develop ongoing assessment procedures to more easily identify individual needs.
17. The last inspection report identified the need for the headteacher and governors to:
 - provide further in-service training to develop subject knowledge, improve the quality of planning,
 - raise teachers' expectations and their level of expertise in the classroom;
 - develop formative assessment to inform planning.

This has largely been achieved through the hard work of individual teachers and the caring and diligent way they work together.

18. The overall quality of teaching enables pupils to make sound progress in their classes in both key stages. Most teachers are aware of the very differing needs of pupils. The use of classroom assistants to support pupils is good. Most teachers are experienced and use a suitable range of appropriate strategies to develop pupils' learning. This was very apparent in a number of literacy and mathematics sessions

when the teachers moved from whole-class exposition to group work. Teachers' use of timed tasks - and the resulting brisk pace to the lesson - was very effective.

19. The good teaching at Key Stage 1 reflects the overall good subject knowledge across the curriculum. The provision for all subjects is adequate. The teachers have implemented the literacy and numeracy initiatives well overall. Planning is good and identifies clearly how groups of pupils of differing prior attainment are to be taught. For example, in mathematics, the Key Stage 1 teachers plan a variety of practical work, which pupils can undertake independently. Classroom management is good and the activities selected are appropriate to the identified aims in teachers' plans.
20. Overall, the teaching in Key Stage 2 is satisfactory, with strength in the provision for English and mathematics. This good teaching is characterised by good subject knowledge and understanding, and very clear planning generally. The links between different subjects that the teachers make at this stage produce activities that are particularly valuable. Pupils learn satisfactorily overall. The very effective teaching in Years 3, 4 and 5 is an example of where the considerable individual teaching strengths of these teachers have been used to the very best effect through their individual use of assessment and planning of the three core subjects. Pupils in these classes are interested in their work and work hard, responding well to the individual targets set by their teachers. Their ability to use language and recall mathematical facts has improved a great deal; for example, because of the effective way that the national strategies are being used. Pupils in these classes acquire new skills, knowledge and understanding effectively through the provision of a wide range of interesting activities in English, mathematics and science.
21. All lessons observed in Key Stage 2 were satisfactory or better and 52 per cent were good or better. This includes 12 per cent that were very good. Teachers' knowledge and understanding of the subjects of the National Curriculum are at least satisfactory. The weakness of subject knowledge is seen in Year 6 where the school has two temporary teachers who have not had a full induction. However, the lack of subject knowledge noted in the last report is no longer a general weakness. This allows basic skills to be taught well. Literacy and numeracy are taught effectively and teachers make sure that specific language is used correctly in different subjects. This language is noted in the planning for lessons, which is generally satisfactory. In most lessons clear learning objectives are planned and are shared explicitly with pupils, by being written on the board, being emphasised by the teacher in the introduction to the lesson. In some lessons time is lost by the pupils in writing these objectives down as the title for their work. Although this helps pupils to be clear about what they are learning and why, it is a time wasting exercise.
22. Throughout the school, class discussions are lively and challenging. Questions are well focused and designed to bring all pupils into the discussions. Teachers use a good range of methods and groupings that are well matched to the lesson's purpose. The quality of whole-class teaching in the literacy and numeracy sessions is generally good. The good use of the numeracy strategy ensures appropriate emphasis on the methods pupils use to solve problems. However, a lack of training of some teachers, (Year 6) results in inconsistency in the way the numeracy strategy is delivered. Teachers lead discussions well, introducing new ideas with care and clarity. All teachers present themselves as good role models, and the most effective teaching ensures that other pupils are also used in this way.
23. Teachers maintain good relationships and this generally results in good management of pupils and good behaviour. They use praise well to modify behaviour and reward

good work. Instructions given to pupils are very clear, and teachers listen carefully to pupils' replies and questions, and show that they value them all. Teachers manage pupils very effectively, which results in increasingly good behaviour. The emphasis all the teachers make on good behaviour and co-operation is having a very beneficial effect overall on their level of progress. The weaknesses in teaching are highlighted in Year 6 where the teachers are insecure in subject knowledge and behaviour management. The lack of proper induction for these teachers means that they do not have the necessary guidance for following the school policy on behaviour. Although behaviour management overall is good, in those lessons where pupils are not challenged sufficiently behaviour becomes a problem and pupils do not learn effectively. This is a key factor in some of the satisfactory, and most of the unsatisfactory teaching observed, for example in a numeracy session where pupils were presented with work that they had previously completed and their behaviour became unacceptable and little learning took place.

24. Assessments using informal strategies to gauge pupils' understanding are apparent in many lessons. Groups of pupils are well supported in their classes by the special educational needs assistants. They use a range of strategies usually organised by the class teacher. However, the form and style of assessment matching the needs of the pupils are different for each teacher. This lack of consistency prevents them from making the necessary comparisons and joint decisions. Marking is also inconsistent overall. Some teachers use the school's marking scheme well and enable their pupils to understand what needs to be done to improve. Homework is used appropriately to support pupils' progress throughout the school.
25. There is a good level of awareness of the needs of the full range of pupils with special educational needs amongst all teaching and support staff, and in-service training has enhanced this. Teachers and assistants work closely together to plan support in the classroom as well as work for pupils when they are withdrawn from class. Assistants in some classes are given prompt sheets that effectively direct pupils' observations in withdrawal groups. A particular strength in provision is the work done by assistants with pupils who have Statements of Special Educational Need. They provide discrete support that enables these pupils to play an active role in class and make notes on their pupils' achievements to feed back to teachers.

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

26. The curricular opportunities provided to pupils are good overall, and the range of extra-curricular opportunities are a strength of the school. All statutory requirements are in place.
27. The breadth, and relevance of the curriculum is good at the Foundation Stage and in both Key Stages 1 and 2. However, the balance between particular subjects is to be reviewed. During the inspection most classes allocated a little too much time to the literacy and numeracy strategies. There is no effective mechanism in place to ensure that all subjects receive an appropriate length of time, although the school does have written guidance which pre-dates the new Curriculum 2000. This is particularly important as the school has adopted the practice of 'blocking' time for some foundation subjects in some classes which makes the task of ensuring balance between subjects, harder.
28. Good schemes of work are in place for all subjects of the National Curriculum and religious education. Planning detail now focuses on what children are to learn and the

activities that will facilitate that learning. This is an improvement since the last inspection. Weekly planning which is shared between classes of the same year group, continues this process in more detail but the quality of this planning varies throughout the school. Planning is monitored regularly in accordance with the rolling programme that the school has agreed in the school development plan.

29. The school is not meeting the requirements of the Code of Practice for special educational needs fully in providing a relevant curriculum for all pupils with a Statement of Special Educational Need. One pupil who has a Statement of Special Educational Need is not receiving the allocated support designated for him. This is because the assistant provided has recently left and a replacement has not yet been appointed. In all other cases the school is meeting the necessary requirements and provision for all other pupils with special educational needs is satisfactory. A register of special educational needs is in place and is reviewed regularly in compliance with the recommendations of the local education authority. The school involves support from outside agencies and this assistance is used effectively to ensure that what is provided is appropriate.
30. Teachers have received recent staff training in the ensuring that all pupils have equal access to the whole curriculum, and the writing of an inclusion policy is planned for the near future.
31. The provision for high attainers is satisfactorily achieved successfully in some lessons by the provision of extension activities. This is an improvement since the last inspection, but the practice is not consistent throughout the school.
32. The teaching of literacy is good. Teachers use the national literacy framework to guide their planning and write detailed plans for the different groups of pupils in their classes. Teachers' knowledge of the literacy strategy is good and as a result pupils are gaining skills in spelling and reading accurately. Particularly good use is made of individual literacy targets and they are often referred to both in lessons and in marking. The plenary part of the lesson is used effectively and as a result opportunities to improve speaking and listening skills are enhanced.
33. Teachers are using the National Numeracy Strategy well to guide mathematics teaching and as a result pupils are achieving well in mathematics at both key stages. In Year 2 the high level of challenge and lively presentation engages all the pupils who are eager to learn and reluctant to end the lesson. Mental mathematics lessons are lively and exciting; for example, in Year 2 they can count backwards and forwards in twos, threes, fives and tens, and do addition and subtraction sums involving numbers with two digits rapidly. In Year 6, the strategy is not as well implemented due to lack of training for the teachers.
34. The provision of extra-curricular activities is a strength of the school. There is a wide range of sport and music activities, involving many children. The pupils, learning and personal development is substantially enhanced by the Key Stage 2 residential trips to the Kingswood Centre and York. The 'before and after' school clubs, provide very good extra-curricular opportunities for 38 pupils, including a range of structured activities and displays.
35. The addition of 'philosophical enquiry' to the curriculum as part of the European initiative, Comenius, and SAPERE (Society for Advancing Philosophical Enquiry and Reflection in Education), has enabled many pupils to advance their speaking and listening skills, which has had a noticeable effect across the curriculum, including

religious education, literacy, history and science. Pupils debate issues with confidence and clarity, contributing creative and sometimes quite abstract ideas. In one lesson Year 3 pupils discussed whether older people always gave better advice and reliable information, and what actually makes a person. In a Year 5 religious education lesson, pupils discussed how the same event can affect different people in different ways, and how special experiences can lead to turning points in people's lives.

36. Provision for pupils' personal social and health education is effective, and issues such as drug abuse are covered in a programme of more general health education, during which experts from the local community are brought in to help when appropriate.
37. Other links with the local community contribute to the quality of the curriculum offered to pupils and include, the new 'grandparents computer club' where pupils and older members of the community learn new skills together and support each other, and the close association the school has with the Guide Dogs for the Blind.
38. Links with two of the local secondary schools are making a considerable impact on number of aspects of the curriculum. The local technology college provides expert assistance with information and communication technology and design and technology, and Year 6 pupils have been assisted in the making of personal logos manufactured on the college's milling machine. The North Leamington School is planning a series of dance drama opportunities, which will particularly focus on boys.
39. There is good involvement with the local community. Opportunities to meet with key people from the community, such as community police officers and the fire service, enable pupils to have a better understanding of life outside school. The Brookhurst Players, comprising parents and friends, puts on an annual pantomime and provides funds for visiting artists, drama groups and theatre visits to enhance the curriculum for pupils. Through the provision of European funding the school has established links with schools in other European countries to promote pupils' philosophical enquiry. Some staff are involved in a research project to evaluate these thinking skills.
40. The links with the Caterpillar Nursery are good with staff visiting the nursery regularly and the management committee of the nursery consisting mainly of parents with children at the school. The school has built up a good relationship with one of the main receiving secondary schools and classes are able to use the information and communication technology facilities where technical support and classroom activities are provided. There are also links with other schools in the area including North Leamington School where children in the Foundation Stage of their education have been able to take part in a dance workshop. The school takes students on initial teacher training from Warwick University and those from Warwickshire College are welcomed into the school.
41. Overall the school makes good provision for the personal development of pupils, which includes their spiritual, moral, social and cultural development. This broadly reflects the views expressed by parents and the judgements made at the time of the previous inspection. Provision of this quality makes a significant contribution to the attainment and progress pupils make as they move through the school.
42. The provision for pupil's spiritual development is satisfactory overall. Teachers and support staff consistently encourage pupils to share their ideas and feelings and unfailingly respect and value them. This support for the self-esteem of all pupils has a

particularly positive impact on pupils who have special educational needs. In areas of the curriculum such as English, history and religious education pupils have opportunities to consider the beliefs, values, customs and feeling of peoples of other times, places and cultures and to make personal responses from their own experiences. For example pupils in Year 5 were able to make appropriate diary entries in the role of a soldier in the Athenian army. The varied range of daily assemblies provides opportunities to experience a sense of belonging, to celebrate achievement and consider moral issues. However too few opportunities are provided for pupils to quietly contemplate important ideas about life in the context of collective worship. The requirement to provide a daily act of collective worship is not met.

43. Good provision is made for the fostering of pupils' moral development. The school places a high priority on this aspect. The school behaviour policy is expressed in very clear and positive terms. It provides suitable guidance to ensure that teachers, support staff and helpers have a consistent approach and equally high expectations of pupils' behaviour. From entry into reception class pupils learn to recognise right and wrong, as well as honesty and fairness. This is achieved through the personal example of all staff who work in the school, in stories, in discussions of issues as they arise and in assemblies. This was well illustrated in a Year 2 assembly where the fun of squeezing out the contents of a tube of toothpaste was readily related to the effect of words spoken in anger. The introduction of well planned philosophy sessions has greatly enhanced the opportunities for pupils to make personal, reasoned responses when reflecting on values or dilemmas common to us all and to refine their views in the light of what others say. Pupils are encouraged to consider the consequences of their actions both on themselves and others. Positive behaviour is consistently acknowledged and incidents of unacceptable behaviour are managed discretely and sensitively. This approach is particularly well used in supporting pupils who have emotional and behavioural difficulties.
44. The provision for pupils' social development is good. This has a particularly positive effect on the progress made by the youngest children and on those pupils who have special educational needs. All members of staff consistently show considerable respect for pupils. They provide good role models in demonstrating social conventions and how relationships are sustained. These features, coupled with the sensitive use of direct teaching opportunities, make a considerable contribution to the development of pupils' social skills and the quality of relationships throughout the school. The day-to-day interaction when working in whole-class or group activities and in extra-curricular groups supports the development of inter-personal skills well. The development of responsibility is fostered well through opportunities to help with class and school routines such as returning registers to the office, taking turns as class helpers and membership of the school council. Older pupils gain much from opportunities to support younger pupils, experience residential visits and the direct involvement in enterprises such as managing the Big Bite Tuck Shop. Pupils' understanding of the special responsibility of representing the school in the wider community is effectively fostered. They gain experience from a suitable range of educational visits, welcoming visitors to the school, and from links with elderly residents in the area.
45. Good provision is made for pupils' cultural development. Through subjects such as English, art, music and religious education pupils' knowledge and understanding of a range of cultures are developed. For instance pupils gain experience of British culture through traditional and modern stories, poetry and songs. They learn to empathise with people of other times in history when for instance studying the Tudor period. Through religious education they learn about the Christian influence that permeates

British heritage. The work in this subject also ensures that pupils know about the beliefs, values and customs associated with the major faiths practised in Britain today. This is significantly enhanced by visits to several places of worship and visitors such as an Asian dance group. The willingness of parents to share the varied aspects of their own culture makes a major contribution to pupils' understanding of the multicultural society in which they live.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

46. The school has a sound range of assessment procedures in English and mathematics. These are used to identify pupils' attainment and plan work based on their needs. For example, the implementation of the action plan for Key Stage 1 has raised standards in English and mathematics this year. Teachers test pupils on a regular basis; for example, on spellings and mental arithmetic but all staff do not consistently record these which produces inconsistency in planning a curriculum to meet the needs of each pupil. Pupils in Years 3, 4 and 5 take non-statutory tests in English and mathematics set by the Qualifications and Curriculum Authority (QCA). Teachers make a thorough analysis of these test results and set targets for the end of the year, which are then used to set key stage targets for individual pupils. They are also used to group pupils by attainment in Year 6 to ensure they receive an English or mathematics curriculum suited to their needs. Pupils' progress towards set targets is monitored to ensure they are making suitable progress.
47. The quality of reports is very good. They contain not only what pupils know, understand, and can do but also what is needed to enable pupils to improve. The reports are used, not only to inform parents of their child's abilities, but also by the next teacher to set challenging work and support where necessary. The reports are informed by 'gold sheets' on which teachers record pupils' strengths and weaknesses in each subject. However, these are not consistently completed for all subjects and the procedures in science, the remaining non-core subjects, and religious education are less secure than those for English and mathematics. Where adopted, science and the non-core subject standards are informed by the QCA expectations. However, this is also inconsistent. To improve assessment procedures a systematic approach to recording the information summarised on the 'gold sheets' is essential to enable more effective planning of work based on pupils' prior achievement across all subjects. This would help raise standards further.
48. The school has maintained the caring environment and effective support for pupils. The teachers know their pupils well taking care of their individual needs. Most parents are happy with the support and guidance offered to their children and value the caring ethos of the school.
49. Procedures for monitoring and promoting good behaviour are good and have improved since the previous inspection. The school's behaviour policy has been reviewed and clearly defines standards and expectations with an effective range of rewards and sanctions used consistently by the majority of teachers and very well by lunchtime staff. Issues relating to bullying and unacceptable behaviour are monitored carefully through activities such as circle time. Parents agree staff deal with any reported incidents of bullying swiftly and effectively.
50. The school has good procedures in place for monitoring attendance. Registers are called at the beginning of every session. Parents are regularly reminded of the need for punctuality and good attendance. The education welfare officer works closely with the school where there is perceived to be a problem with attendance.

51. The school has an appropriate child protection policy. Procedures comply with those of the area child protection committee and staff are aware of these procedures. However, the named members of staff with responsibility for child protection issues have not undertaken appropriate training for some time.
52. The school has a comprehensive health and safety policy and the appropriate checks on electrical equipment and fire appliances have been carried out. However, regular risk assessment has not been undertaken and a number of health and safety issues were apparent during the inspection which have been drawn to the attention of the school. The arrangements for first aid including the recording of accidents and informing parents are good. Lessons on sex education and drug awareness form part of the school's programme for personal, social and health education which is well supported by outside agencies.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

53. The school continues to have strong links with the majority of parents, most of whom have confidence in the school's ability to meet the needs of their children. The information provided in newsletters and handbook for parents is useful. The school prospectus and governors' annual report to parents are detailed and useful. However parents do not receive details of the curriculum to be studied each term. The school provides very good annual progress reports which include information on the curriculum covered, children's attainment and any areas for development. There are parent-teacher consultation meetings in the autumn and summer terms and meetings for the parents of reception children to explain assessment and reading methods. Details of the homework policy and behaviour policy as well as being included in the handbook for parents form part of the home-school agreement. However, this has not been fully ratified by parents. The homework diary introduced in the autumn term is not yet used consistently either by staff or parents, which has a negative effect upon the partnership with parents and the school in raising pupil standards.
54. The school makes every effort to work closely with parents and many make a useful contribution to the life and work of the school. They help in classrooms and around the school with games lessons, with classroom activities for the youngest children and as part of the grounds project for improving the outside environment.
55. The Brookhurst School Association is open to all. It is very active in organising fund-raising and social events. Good support for activities such as the annual carnival and bonfire enable considerable amounts of money to be raised to assist with school resources to help raise standards.

HOW WELL IS THE SCHOOL LED AND MANAGED?

56. Overall the management of the school is satisfactory with more strengths than weaknesses. However there are a number of key areas for improvement.
57. Leadership and management have improved since the time of the last inspection. The school is soundly led by a professional and competent headteacher who has a clear educational vision and a sound understanding of the strengths and weaknesses of the school. Since her appointment, just before the last inspection, she has developed a new senior management team structure that comprises the deputy headteacher and key stage managers. This team is effective in leading the school forward as a result of the way in which the different strengths and skills of the members complement each other. The other members of the senior management

team fulfil their responsibilities appropriately and support the headteacher in the day-to-day management of the school.

58. The role of the subject managers has been revised since the last inspection and all subjects are now managed appropriately but the implementation of the changes is not complete. As a result some subject managers are not yet suitably involved in the monitoring and evaluation process. Overall the provision for literacy and numeracy are effectively managed. The management of information technology is effective. The subject manager has a clear understanding of what needs to be done to raise standards of attainment and has a clear development plan for the use of the new equipment provided under the National Grid for Learning initiative.
59. Significant changes have taken place in the governing body since the time of last inspection; many of the appointments are very recent. The governors are very supportive of the school and aware of their roles. The aims of the school are broadly met. However, the governing body is not yet working effectively as a team to the benefit of the school. The chair of governors has a good understanding of the role and is aware of what needs to be done. Despite this, at present the governing body does not have appropriate procedures for monitoring the work of the school or ensuring that they are meeting statutory requirements. They are not involved enough in setting the strategic direction of the school or addressing some of the issues. For example, at the time of the last inspection a key issue was to ensure the health and safety of pupils. The premises committee of the governing body has not addressed this issue effectively. As a result the school, still has a significant number of health and safety issues that need addressing. A particular weakness is the fact that the committee does not undertake regular risk assessments of the site or have a member designated to do so. Most statutory requirements are met apart from the requirement to hold a daily act of collective worship and the full provision of one pupil's Statement of Special Educational Need.
60. The last audit report indicated that the finance committee did not share information with the full governing body on a sufficiently regular basis. Changes in the membership of this committee have occurred since that time and this issue has now been addressed. Budgets are suitably planned and are based upon the needs of the school. Money is spent wisely to the benefit of the pupils and all funds delegated for specific purposes are spent appropriately.
61. The management of special educational needs is satisfactory. The pupils' individual educational plans have specific short-term targets and teachers use these well when planning class work. When they are withdrawn from class for special work, care is taken to ensure that pupils do not miss important parts of the curriculum. The special educational needs register is up to date, reviews take place regularly and good efforts are made to keep parents fully informed. Reviews show that pupils make satisfactory and sometimes good progress. Support staff make a significant contribution to the learning of pupils with special educational needs and are suitably qualified. The governor who has responsibility for special educational needs has been appointed very recently and has yet to become familiar with the duties of her post. The coordinator for special educational needs has insufficient time to monitor the needs of the pupils and to carry out the administrative work and advise and support new and existing colleagues.
62. Staffing levels are generally satisfactory although turnover of staff is quite high for a number of reasons beyond the control of the school. Teachers are appropriately qualified and most are satisfactorily deployed in relation to their responsibilities.

However the initial qualifications of staff are biased towards English and arts subjects. Currently no member of staff has a qualification in mathematics and no member of staff has received any extensive training in mathematics beyond a five-day course. This limits opportunities for further development in this subject. A generous number of learning support staff provide good quality support to teachers. The competent administrative staff provide high quality unobtrusive support that ensures that day-to-day administration is smooth and effective.

63. Suitable procedures exist for the induction and support of new teachers but these have not been set down in a written form that is clear to all. Consequently, the induction of new staff has been inconsistent over the last six months and this has affected the attainment and progress of some pupils. Performance management procedures are in place and professional development is linked to the needs of teachers and of the school.
64. Most resources are used effectively. Teachers are deployed satisfactorily and good use is made of the accommodation but the use of time is underdeveloped. The management of time and timetabling has a limiting effect upon the curriculum offered. One of the inhibiting factors is the way that the pattern of the day at Key Stage 2, where the blocks of time are not matched well to the needs of the curriculum. This fact should be weighed with the fact that the school has introduced philosophy to the curriculum, which also requires additional time in the curriculum. This means that it is difficult to ensure that all subjects of the curriculum have an appropriate time allocation despite the best efforts of the teachers. This is particularly noticeable when pupils receive instrumental music tuition. This often requires pupils to be withdrawn from lessons in the core curriculum. The management of time and the way in which the curriculum is organised to provide equality of access to all pupils is a minor area for improvement.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

65. This school has made satisfactory improvement since the last inspection. In order to continue that improvement and build on the good work done, the governors headteacher and staff should now:-
- (1) Raise standards in English, mathematics, science by:
- improving teachers' knowledge and understanding of the National Literacy and Numeracy Strategies; (paragraphs 3, 6, 22)
 - making more effective use of assessment data to identify areas for improvement in English, mathematics and science; (paragraph 16)
 - analysing in depth the test results of pupils at age seven so that appropriate targets may be set for the pupils matching their predicted scores at age 11; (paragraph 6)
 - ensuring that lessons contain enough pace and challenge for all pupils by basing planning on the assessed needs of pupils; (paragraph 23)
 - providing professional development for all staff in the use of information technology as a tool to aid teaching; (paragraph 7)
 - ensuring that all lesson plans identify learning objectives for the potentially higher attaining pupils; (paragraph 21)
 - creating a balance of time in the curriculum for subjects.
- (2) Raise standards in information technology by:

- increasing the supply of hardware for the school so that there are enough computers to allow pupils sufficient time to use computers in all areas of the curriculum; (paragraph 120 & 125)
 - ensuring that pupils have sufficient access to computers to allow them to complete all elements of the National Curriculum Programmes of Study (paragraph 7)
 - providing professional development to increase subject knowledge and confidence in using the new computers; (paragraph 125)
 - developing the other subject schemes of work to contain enough guidance of areas where computers can be used to support learning. (paragraph 125)
- (3) Ensure that all statutory requirements are met by:
- the school complying with the statutory requirements for collective worship; (paragraph 59)
 - ensuring that the school meets the provision within all the statements for pupils with special educational needs. (paragraph 29, 59)
- (4) Improve the governors' strategic view of the school by:
- considering the role of the governing body so that they consistently monitor, appraise and evaluate the work of the headteacher and all staff so that they help to shape the direction of the school and act as the necessary 'critical friend'; (paragraph 59)
 - developing further all aspects of monitoring within the school especially that of the premises committee. (paragraph 59)

A number of issues of health and safety were pointed out during the course of the inspection and a number of minor issues that the governors may wish to consider in their action plan are identified in paragraphs 27, 57, 58, 60, 61, 62.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	62
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	13	36	44	7	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	Nursery	YR – Y7
Number of pupils on the school's roll (FTE for part-time pupils)		366
Number of full-time pupils known to be eligible for free school meals		23

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y7
Number of pupils with statements of special educational needs		3
Number of pupils on the school's special educational needs register		104

English as an additional language	No of pupils
Number of pupils with English as an additional language	27

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	7
Pupils who left the school other than at the usual time of leaving	11

Attendance

Authorised absence

	%
School data	5.0
National comparative data	5.2

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2000	25	29

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	18	19	21
	Girls	22	25	27
	Total	40	44	48
Percentage of pupils at NC level 2 or above	School	74 (86)	81 (85)	89 (93)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	21	22	23
	Girls	27	28	29
	Total	48	50	52
Percentage of pupils at NC level 2 or above	School	89 (86)	93 (95)	96 (95)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2000	27	31

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	24	25	24
	Girls	25	21	27
	Total	49	46	51
Percentage of pupils at NC level 4 or above	School	84 (81)	79 (83)	88 (85)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	24	25	25
	Girls	24	21	26
	Total	48	46	51
Percentage of pupils at NC level 4 or above	School	83 (83)	79 (83)	88 (85)
	National	70 (68)	72 (69)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	3
Black – African heritage	1
Black – other	2
Indian	18
Pakistani	0
Bangladeshi	1
Chinese	0
White	300
Any other minority ethnic group	1

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y7

Total number of qualified teachers (FTE)	14.5
Number of pupils per qualified teacher	25.2
Average class size	28;1

Education support staff: YR – Y7

Total number of education support staff	10
Total aggregate hours worked per week	140

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	n/a

Total number of education support staff	n/a
Total aggregate hours worked per week	n/a

Number of pupils per FTE adult	n/a
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FTE means full-time equivalent.

Financial information

Financial year	2000
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	£
Total income	603,527
Total expenditure	608,946
Expenditure per pupil	1,664
Balance brought forward from previous year	37,545
Balance carried forward to next year	32,126

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	368
Number of questionnaires returned	127

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	60	29	10	1	0
My child is making good progress in school.	33	52	9	3	2
Behaviour in the school is good.	24	59	13	1	3
My child gets the right amount of work to do at home.	11	43	31	12	2
The teaching is good.	28	60	7	2	3
I am kept well informed about how my child is getting on.	16	35	40	8	1
I would feel comfortable about approaching the school with questions or a problem.	32	48	15	3	2
The school expects my child to work hard and achieve his or her best.	20	62	13	2	2
The school works closely with parents.	13	39	38	9	1
The school is well led and managed.	10	41	28	17	3
The school is helping my child become mature and responsible.	28	57	13	1	2
The school provides an interesting range of activities outside lessons.	13	43	26	9	9

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

66. Children enter reception at the beginning of the school year in which they will become five. Currently there are 43 pupils in the Foundation Stage. The oldest 13 are in a mixed-age class with Year 1 pupils and the remaining 30 are in a separate reception class. Most children have had some pre-school experience, many having attended the private nursery housed within the school grounds. At the time of entry these children showed a wide range of ability in the full range of stages of development. The results of the local authority baseline assessment tests indicate children's overall attainment to be average. However, the test results for 2000 show a fall in overall attainment on entry when compared with those since the previous inspection. This may well be associated with the demographic decline in numbers of pupils on roll. All children make satisfactory progress so that most reach the agreed Early Learning Goals and make a successful transition to the work of the National Curriculum by the time they transfer to Year 1. Children with special educational needs and those for whom English is an additional language are identified promptly and given sensitive support.

Personal, social and emotional development

67. Children's development in this area is good. The support given to it by the staff permeates all activities. The well-organised induction programme enables most children to enter full-time education with a good measure of confidence. By the end of reception they have an appropriate understanding of social conventions. They relate well not only with each other and adults who work with them but, for instance, can confidently approach a relatively unfamiliar visitor to share the pleasure of demonstrating how to organise a computer to print. The younger children play alongside others and co-operate well within a pair or small group. This was well illustrated by two children negotiating how best to build their mixing machine. When seeking how to improve its appearance they were able to settle for a compromise. Because adults consistently respond positively to expressions of need or feelings, children confidently seek help and have a growing awareness of their own worth and that of others. Teachers and support staff set clear boundaries for behaviour so that most children have a well-established understanding of right and wrong, and an increasing understanding of the consequences of their actions. The suitably planned purposeful tasks enable children to settle to self-chosen and teacher-directed activities and sustain concentration for reasonable periods. Children enjoy responsibilities such as returning the register to the office, finding equipment and helping to clear up.

Communication, language and literacy

68. Development in this area is broadly in line with the nationally agreed Early Learning Goals for children at the end of the reception year. Particular emphasis is placed on promoting speaking and listening skills. The progress children make owes much to the consistent support given by staff, extending their vocabulary and familiarity with simple grammatical structures. Most children talk to each other and adults who work with them to explain their ideas and experiences. They listen to each other and are able to make appropriate responses. For example, when discussing the differences between living and non-living things found in their play area they readily confirmed or questioned the correctness of each other's suggestions. By the end of reception children know how books are organised, recognise the conventions of print such as

the hidden instruction for reading heavily or oversized printed words in a story. They enjoy browsing through books for pleasure and, with support, find information, for instance, about animals in hot countries. They enjoy reading as a group with the teacher. The advice of the National Literacy Strategy is suitably used to promote the learning of letters and associated sounds. Most children recognise initial letter sounds and many use a reasonable range of frequently occurring words and clues found in illustrations to read simple texts. Higher attaining children are developing fluency and expression well. Children make appropriate progress in recording their ideas through pictures, letter-like symbols and copied words. Most children hold a pencil appropriately to form letters and take real pride in identifying their work by writing their name. Higher attaining children use their extending knowledge of sounds to write simple words independently as, for example, when labelling their drawing of 'mini-beasts' found in the grounds, or when explaining where scorpions and tigers live.

Mathematical development

69. By the end of reception most children's mathematical development is in line with the agreed Early Learning Goals for children of this age. Through a suitable range of practical activities all pupils are enabled to make progress systematically. The children practise counting, matching and sorting in a range of contexts. Most count effectively to 20 and many effectively count in twos. They recognise the numerals related to numbers to ten. In practical tasks such as sharing out their fruit salad or combining two groups or taking away blocks from a tower children develop an appropriate understanding of basic mathematical operations. They understand what it means to make an estimate and enjoy the fun of guessing the number of toy cars in a basket. They eagerly explain how they estimated the particular number. They recognise and name two-dimensional shapes and in practical situations identify the basic features of simple three-dimensional shapes as when choosing to discard a cylindrical block to support a model because '...it keeps rolling away'. Most children recognise that a symmetrical pattern 'is the same on both sides'. They gain an understanding of the language associated with comparing measures of size and quantity through planned activities using sand and water and when comparing the three bears by weight or size of bed needed for each. The progress made owes much to the balance of teacher-directed and self-chosen activities planned so that children can practise newly acquired skills, and repeat experiences in order to establish understanding and reinforce skills as they need.

Knowledge and understanding of the world

70. Children's development in this area is broadly in line with the agreed Early Learning Goals. Children are given a range of practical experiences through which to investigate and observe for themselves. In these activities adults are good at questioning the children about their work and this helps them learn better. Children act as 'explorers' in the school grounds identifying and, with appropriate support, naming the living things they find. They make suitable observational records by drawing the 'minibeasts' they find, and use their early writing skills to 'annotate' their work. In subsequent activities they identify non-living things and think about the similarities and differences. They readily offer reasons for their ideas such as "...it doesn't grow". Visits such as those to The Doll's Museum, the local church and time spent with a visiting baby, foster the understanding of how change takes place over time. Children develop an awareness of the differences in the properties of materials when, for instance, designing a collage picture, making a model fire-engine or discussing why the soles of shoes are made of rubber that is non-living. Most

children use construction equipment and small toys to illustrate what they know about the world, and through role-play express their ideas about the role adults have in society. This was well illustrated by four children engrossed in role play in the 'veterinary surgery'. Teachers teach basic computer skills effectively, children make good progress in using a mouse to operate programs and more able ones successfully organise a printout of their work.

Physical development

71. By the end of reception, children's physical development is broadly in line with the Early Learning Goals. Manipulative skills are appropriately developed through daily opportunities to handle pencils, scissors and to manage small construction equipment. Progress is supported by the well-timed intervention of teachers and support staff to directly teach strategies to improve control. When changing for games or swimming most children manage the fastenings on clothes effectively. They move confidently and with good awareness of space and others in it both in and out of doors. They are enthusiastic when practising throwing and catching skills and know they need to watch the ball closely and position both hands together when catching. Children understand the need for rules to ensure safety. For instance when at the swimming pool all children know the rules for entering the pool and behaviour in it. Most children are willing to put their faces in the water but few attempt to blow out under water. They confidently use a float and propel themselves forward and backwards across the pool by a kicking action. They respond well to instructions and sensibly take turns to climb out of the pool at the end of the session. The lack of access to a secure and suitably equipped outdoor area for these children to engage frequently in vigorous and imaginative play has a limiting impact on the progress they make.

Creative development

72. Children have a suitable range of opportunities to develop their creativity. Often natural links between areas of learning are successfully used to support children's creative ideas. By the end of reception children's development is in line with what is expected for children of this age. Interesting opportunities are provided for children to engage in imaginative role play. Those observed attending the veterinary practice were able to sustain their role for a relatively long period and collaborate well to develop the ideas further. Children enjoy recording their ideas and what they observe in a range of media. They are careful when drawing bears or spring flowers from close observation. They enjoy experimenting with mixing paint for instance to complete portraits of 'people who help us', and to record personal ideas and experiences. However, opportunities to teach basic techniques of applying paint are often overlooked. Children experiment with a range of coloured papers in the style of Matisse. They use different fabrics to create a collage to illustrate what plants need to grow, or design an outfit for a bear. It was not possible to observe music making activities but planning documents indicate that children have a suitable experience of singing and that they explore the sounds of non-tuned instruments.

QUALITY OF EDUCATION IN THE FOUNDATION STAGE

73. Overall, the quality of teaching is satisfactory. No unsatisfactory teaching was observed and in a quarter of the lessons it was judged to be good. This consistency of teaching makes a major contribution to the progress children make and represents an improvement since the previous inspection. Teachers have an appropriate knowledge of the agreed Early Learning Goals for children of this age and an

understanding of how young children learn. Appropriate use is made of whole-class and group activities so that children learn not only from the teacher but also from each other. In the most successful lessons clear learning objectives are set and there is a suitable balance of teacher-directed and self-chosen purposeful activities. This ensures that children are able to explore or consolidate knowledge, skills and understanding as they need and at a suitable pace. Teachers and support staff consistently make good use of questions to encourage children to share ideas and to extend understanding. Teachers make very good use of the experienced and committed support staff.

74. The management of provision for the Foundation Stage is satisfactory. The curriculum is appropriately broad and suitably balanced and takes account of the nationally agreed curriculum advice. The scheme of work is currently being revised to better support medium-term planning. Children are appropriately assessed on entry and the results are analysed to inform school target setting. Systems are in place to track children's progress. However, the school has identified the need to make more use of the national guidance to develop ongoing assessment procedures to more easily identify individual needs. Overall, the accommodation and resources are satisfactory. However, the school has wisely identified the need to provide an appropriately equipped, and secure outdoor area.

ENGLISH

75. At the end of Key Stage 2 statutory tests results in 2000 show that, overall, attainment in English is above average when compared with all school and average when compared with similar schools. When compared with schools who have the same results for the tests these pupils took at the age of seven, attainment is above average.
76. At the end of Key Stage 1, the results of the 2000 national tests indicate that standards in reading are average when compared with all schools. When compared with similar schools standards are well below average. Standards in writing are below average when compared with all schools and well below average when compared with similar schools. The trends over time show a decline in standards. However the results of recent tests, for which there are no comparative figures, show an improvement in the proportion of pupils attaining at the expected Level 2 and above in both reading and writing.
77. Inspection evidence indicates that, at the end of both key stages, attainment in speaking and listening and reading is above average and in writing it is average. This represents improvement at both key stages when compared with the previous inspection report. The major change since the last inspection has been the introduction of the advice provided in the National Literacy Strategy.
78. Overall, standards of speaking and listening are above average at the end of both key stages. Pupils make good progress as they move through the school. The good development in this aspect of English owes much to the value teachers and support staff place on pupils' oral contributions and the emphasis given to extending pupils' working vocabulary across all areas of the curriculum. This is particularly so for pupils with learning difficulties. Pupils enter Year 1 with standards of speaking and listening that are well in line with those expected of pupils of that age. They listen attentively to stories and instructions. This is clearly illustrated by the appropriate responses made to questions and the promptness with which they disperse to group activities and settle to tasks. Throughout the key stage pupils are systematically

introduced to an increasing range of technical vocabulary associated with all areas of the curriculum. Because they are consistently encouraged to use it, they quickly gain confidence. By the end of Year 2, pupils explain their thinking and show an awareness of holding the attention of the listener by including interesting detail. They confidently raise questions to clarify their understanding and readily explain their views on topics raised in the recently introduced philosophy sessions. As pupils move through Key Stage 2 most maintain good listening habits. The planned approach to exploring words, their meanings and how speakers and writers use them to good effect, has a positive impact on pupils' personal vocabulary. In discussions pupils offer considered opinions, readily listen to the ideas of others and use what is said to further develop and refine their own thinking. This is well illustrated in philosophy sessions that have a significantly positive impact on the quality of thinking and speaking skills. However, the development of skills associated with speaking to a range of audiences is not sufficiently structured. The school has already identified this as an area for development.

79. The attainment in reading at the end of both key stages is above average. Most pupils enter Year 1 with an appropriate range of early reading skills. All pupils make satisfactory progress with many making good progress. This level of progress owes much to the practice of direct teaching of specific skills and strategies and daily opportunities to talk about what is read with the teacher in whole-class and guided reading sessions. Pupils in Year 1 enjoy reading. They increase the range of words they recognise on sight. They know single letter sounds and an increasing number of combinations to make one sound and begin to use these and clues found in pictures to establish meaning. Year 2 pupils know a range of phonic rules and strategies to tackle unfamiliar words. They recognise punctuation conventions and use them to support fluency and comprehension. They talk about the plot and characters and can suggest what might happen. Higher attaining pupils make relatively mature inferences from the text. Most pupils recognise fiction and non-fiction texts and know the purposes and organisation of tables of contents and indexes. However, their practical experience of using a library is underdeveloped.
80. At Key Stage 2 the direct teaching of complex letter strings and irregularities is systematically continued. The range of texts pupils have opportunities to read and discuss with the teacher is extended. Pupils in Year 3 readily name books they have enjoyed and make comparisons, explaining their preferences. By the end of Year 4 pupils studying an historical text identify factual evidence and the writer's opinions. They make appropriate inferences from the illustrations such as, 'The group of men are probably plotting the queen's execution'. Pupils in Year 5 are aware of the main features of the language and structure specific to a range of genre such as science fiction, legends and poetry. By the end of the key stage most pupils are effective readers of a range of texts. They show an understanding of themes and the nature of characters and readily refer to the text to support their opinions. They have an appropriate understanding of information retrieval skills but opportunities to use the library for independent research activities in areas across the curriculum are often overlooked.
81. At the end of both key stages attainment in writing is broadly average. Most pupils entering Year 1 have established writing skills appropriate to pupils of that age and throughout the key stage they make satisfactory progress. Pupils in Year 1 continue to practise handwriting skills and most form and space letters appropriately. When recording a visit to 'The Dolls' Museum' or their favourite food or retelling the story of Little Red Riding Hood, pupils use pictures and make good use of their knowledge of sounds and copied words to make simple sentences. At the end of the key stage

most pupils are developing a joined script and write for a suitable range of purposes. They use appropriate structure and sequence of ideas when writing a fireworks poem or a letter to Grandma. Most pupils show that they know about the basic rules of grammar and punctuation, and higher attaining pupils add interest to their writing by introducing dialogue and more interesting vocabulary such as "...crept in like a shadow" to interest the reader. Spelling is taught systematically and many pupils use their knowledge of sounds to attempt unfamiliar words but they have difficulty remembering common irregular spellings.

82. Throughout Key Stage 2, progress is satisfactory. Spelling, grammar and punctuation conventions continue to be taught systematically but often a significant minority fails to apply them in independent work. Pupils extend their range of formal and informal writing. Through direct teaching they become increasingly aware of how established writers structure their work and use words and sentences in interesting ways to hold the reader's attention. Year 3 pupils explore ideas to set the scene for a story and use short sentences such as "It was like a dream. We had the feeling of..." They devise a poem using personification and a wanted poster. Written argument to support a premise such as, 'A woman's place is in the home' are prepared by pupils in Year 4 and they make an historian's comparison between the life of the rich and poor in Tudor times. In Year 5 pupils develop characters as their story unfolds, as in, "...He continued in this boastful manner." At the end of the key stage they take on the role of a news reporter to prepare and conduct an interview with 'celebrities' to furnish material for a newspaper report. Throughout the school pupils use word-processing programmes appropriately to present their work. However, handwriting and presentational skills are insufficiently developed.
83. The quality of teaching is good overall in both key stages. No unsatisfactory teaching was observed. In Key Stage 1 three out of four of lessons were judged to be good and in Key Stage 2 five out of eight were judged to be good or very good. This consistency of teaching makes a major contribution to the attainment and progress of all pupils. It represents a significant improvement since the previous inspection. In the most successful lessons the planning identifies what the pupils should know, understand and be able to do by the end of the lesson. This is shared with the pupils so that activities have a clear focus, are purposeful and a brisk pace is maintained. Introductions to the lessons catch pupils' attention and the teacher clearly demonstrates good subject knowledge and personal enthusiasm. Appropriate links are consistently made between reading, writing, speaking and listening. When marking pupils' work teachers' provide useful individual advice but too often fail to provide examples of good handwriting. Very good questioning techniques use pupils' responses to move learning forward. Good relationships, built on mutual respect, are the basis for good class management. This is a significant support for those pupils who present with challenging behaviour.
84. The management of the subject is satisfactory overall. The co-ordinator has successfully overseen the introduction of the National Literacy Strategy and specific funding has been used appropriately to support implementation. Assessment procedures are in place to assess attainment and monitor progress although the current portfolio of work samples is insufficiently annotated to effectively support all staff. The monitoring of teaching and learning has been instituted but, currently, the time available to the coordinator has a limiting effect on the range of information on which evaluation can be made. Resources are satisfactory overall but the library is significantly under-used and this has a negative impact on the development of independent learning.

MATHEMATICS

85. In the national assessment tests for 11 year olds in the year 2000, pupils' attainment was average, but when compared with that in similar schools, attainment was judged to be below average. This has been significant decline in standards since the last inspection when attainment was judged as well above average. Teacher assessments of pupils' attainment at the age of seven in the year 2000 was, overall, close to the national average, but not enough pupils reached the higher level three in the national tests. Consequently, the proportion achieving Level 2 and above was below average.
86. Inspection evidence confirms that the current cohort of pupils in Year 6 is are on target to meet national expectations, whereas there has been an improvement in standards in Key Stage 1 since last year, with a considerable rise in the proportion of pupils attaining Level 3. Although there has been an improvement in standards recently in Key Stage 1, standards overall have fallen since the last inspection at the end of both the key stages. The current Year 6 has had a number of different teachers during the year, which has had an unsettling effect, and a negative impact on the standards in these classes. The school has recognised the need to raise attainment in mathematics, especially for the higher attaining pupils. When teachers ensure that work is appropriately matched to pupils' ability, pupils are sufficiently challenged and standards rise. Inspection evidence shows that standards in Years 3, 4 and 5 are improving, and standards currently in Year 5 are above average, so this bodes well for standards to rise next year. There is no significant difference in attainment between boys and girls. When the National Numeracy Strategy is delivered well, it gives pupils good opportunities to enhance their abilities to manipulate numbers quickly, and accurately when solving mental calculations. Unfortunately, there are inconsistencies in the way teachers deliver the strategy, and this has not been sufficiently monitored by the coordinator.
87. The current Year 2 pupils' achievement is satisfactory in relation to their attainment at the end of the reception class. They progressively develop their number skills throughout Key Stage 1, and by the end of Year 2 the majority of pupils have a secure understanding of numbers to 100. They can count backwards and forwards in twos, threes, fives and tens, and do addition and subtraction sums involving numbers with two digits. They understand the terms odd, even and multiple and use their previous understanding of number to very effectively form and complete sequences identifying the rule. Pupils' achievement by Year 6, however, is unsatisfactory in relation to their level of attainment at the age of seven. Their knowledge and skills have not been sufficiently developed for them to reach their full potential. Pupils with special educational needs generally receive appropriate additional help, and their achievement is satisfactory including pupils who have English as an additional language.
88. The quality of teaching in Key Stage 1 is never less than satisfactory, and is good overall. This generally good teaching is having a positive impact on standards within the key stage, as teachers have high expectations of behaviour and ability and work is well matched to the needs of the pupils. Teachers encourage pupils to work collaboratively, helping and supporting each other. This enhances the pupils' personal development. Pupils are quite clear about what they are to learn, show interest in the activity, concentrate hard, and show a pride in their learning. These positive attitudes ensure pupils make the most of the learning opportunities offered to them. In Key Stage 2 the quality of teaching is much more variable, and ranges from very good to unsatisfactory, but overall it is satisfactory. In the best lessons the pace

of working is brisk, time is used well, challenging activities are set for all abilities, and every opportunity is used to extend learning. Teachers' subject knowledge is good, enabling them to set continual challenges for some very able pupils. This results in good standards of work. Teachers use mathematical vocabulary well, and good relationships within the class mean pupils want to learn. The numeracy strategy is implemented well, and plenary sessions are used very effectively to reinforce learning. In the least successful lessons teacher expertise is less secure, and insufficient challenge is set for the pupils resulting in them becoming bored and not concentrating well. Inappropriate tasks are set which do not match the abilities of the pupils. Sometimes tasks are too difficult, and sometimes they are far too easy. In these lessons the lack of high expectations of behaviour results in some disaffected behaviour, which interrupts the flow of the lesson and limits the learning opportunities for the rest of the class. In a few lessons the National Numeracy Strategy is not implemented well, and plenary sessions do not effectively reinforce learning.

89. There is satisfactory coordination of the subject. The coordinator has started to monitor the quality of teaching and learning in the subject, but insufficient help has been given to those teachers who are insecure in the way the numeracy strategy should be delivered. There is a need for some specialist training in mathematics, as there is no member of staff with specialist mathematical expertise to give support to staff with insecure subject knowledge. Action has been taken to raise standards, which is reaping benefits lower down the school. However, planning which is inconsistent has not been sufficiently monitored to check that activities are set to extend pupils' learning throughout the school. Assessment procedures are in place to track pupils' progress, and ensure they reach their predicted targets. Examples of pupils' work are kept, but these are not sufficiently annotated to describe the level of attainment, so they are of limited use as guidance to help teachers recognise the criteria for assessing the level of pupils' work. There is a lack of information technology to support mathematics. This is a deterioration since the last inspection when the use of information technology was praised.

SCIENCE

90. In the year 2000, teachers assessed pupils' standards at the end of Key Stage 1, to be above the national average. At the end of Key Stage 2 in the year 2000, pupils attained standards that were similar to the national average but well below average when compared with similar schools. The results for 2001 at Key Stage 2 are not available but preliminary teacher assessment indicates standards are similar to the national average. Standards of work in the school show the current Year 2 pupils in line with national expectations. The higher results in 2000 are due to cohort differences. Year 6 pupils meet expectations for their age, however Years 3, 4 and 5 are above expectations. The lower standards in Year 6 are due to lack of consistency of teaching staff for this cohort of pupils. Since the last inspection standards overall have been maintained, however there has been a significant improvement in the amount and quality of investigative science.
91. Year 2 pupils carry out a range of investigations; for example, what affects the rate of melting of an ice cube and the effect of adding extra batteries or bulbs to a circuit. They explore the environment and use lenses and binocular microscopes effectively to record the mini-beasts they find systematically. Pupils in Year 6 investigate the rate water drains through different soils and the effect of different shapes of objects on their rate of descent in liquids. They are able to explain the rate of descent of parachutes in terms of the balance between the force of gravity and the force of air

resistance. The vast majority of pupils understand that plants make their own food and higher achieving pupils explain this through the process of photosynthesis.

92. Although support for science does not feature on the individual education plans for pupils with special educational needs, these pupils are well supported by teachers and support staff and make sound progress.
93. In the majority of classes the contribution of science to literacy is through pupils recording their investigations. A good contribution is also made to speaking and listening through class discussion and good questioning by teachers. The contribution science makes to the development of pupils' numeracy skills is through, for example, the recording and graphing of results from investigating changes in pulse rate in Year 5. However, the use of information and communication technology to support science is limited and does not exploit, for example, data-logging. However, good use of information and communication technology is made in Year 3 with simulations to support pupils' work on magnets.
94. Pupils' attitudes are good overall. They enjoy the practical aspects of science and the challenges they create. Overall teaching is satisfactory at both key stages. One good and one satisfactory lesson were seen at each key stage. Teachers' strengths are where they use their knowledge and understanding to question and challenge pupils' thinking and understanding. For example Year 3 pupils were challenged about their predictions that all metals are magnetic. Through well-planned practical work they then learnt that some metals are different even when they look the same because one is magnetic and the other not. Teachers plan well and include a range of expectations for pupils of different abilities. However overall teachers' planning does not use pupils' prior achievement sufficiently to ensure pupils of all abilities are fully challenged. Marking is good and informs pupils how to improve their work.
95. While pupils make good progress overall through Key Stage 1 and Years 3 to 5 at Key Stage 2, pupils' achievements, although well summarised in reports, are not sufficiently detailed to inform teachers' planning based on pupils' prior achievement. However, this is being addressed through clearer record keeping based on the level descriptions of the Programmes of Study of the National Curriculum for science. The subject is well led by a very knowledgeable co-ordinator who has a good understanding of the needs of the subject including raising the profile and standards in investigative science, and raising standards to meet those in similar schools. Resources are good and good use is made of an excellent conservation area.
96. In order to improve the subject further assessment procedures are planned to be more closely linked to the scheme of work to ensure pupils' knowledge, understanding and skills. These procedures are to be built on systematically from one year to the next so work is clearly based on pupils' prior achievement and matched to their individual needs.

ART AND DESIGN

97. At the time of the last inspection, the teaching of art was found to be unsatisfactory at both key stages. Since then, a new coordinator has been appointed. She has art as her main subject and the subject is successfully managed. Pupils in both key stages, including those with special educational needs are making satisfactory progress.
98. During the inspection only one lesson was observed. Evidence was gathered from samples of work, an interview with the coordinator and displays around the school

and discussions with pupils. Standards of attainment in art are in line with that expected for pupils aged seven and 11.

99. In Key Stage 1, pupils use a range of materials and media to express their ideas. Year 1 pupils use textiles to match colour. Year 2 pupils describe in detail how they collect leaves, draw round them and add colour using oil pastels. They then apply a colour wash and complete their picture by highlighting some of the detail with charcoal sticks.
100. In Key Stage 2, pupils build upon the skill they have acquired earlier. They pay more attention to detail, for example, in drawing, painting and in three-dimensional work. Pupils in Year 4 discuss the work and techniques of the artist, Georges Seurat, and have created pictures using the technique of pointillism. A colourful display by pupils in Year 5 demonstrates their skills in tapestry, embroidery, and weaving. Good use is made of the kiln and in Year 6, pupils' sketchbooks show how the clay pots they have made evolve from their original designs which were refined.
101. Lessons are well planned. Planning clearly identifies what pupils are intended to learn. Good use is made of learning support staff. The quality of teaching seen is satisfactory. Techniques are well demonstrated, for example, the process of colour wash. Pupils are encouraged and praised appropriately.
102. Pupils have good attitudes to art. This has a positive effect on their achievements. They concentrate well in lessons and are very proud of the work they produce.
103. The subject is very well managed. The coordinator has worked hard and succeeded in leading the drive to improve standards in art throughout the school. She has developed an art policy and scheme of work, which provides a rich variety of artistic experiences for children. She leads by example. She plans alongside teachers, providing ideas and pointing them to appropriate resources of which there is now an adequate supply for all areas of the subject. These are to be found both in individual classrooms and in a central store where they are clearly and tidily displayed. She regularly holds workshops for staff and time has been allocated for the coordinator to offer in-class support to colleagues thus enhancing the quality of pupils' learning and staff confidence. As new staff arrives she offers expert advice and guidance, which are much appreciated. The coordinator keeps a record of excellence, which is used effectively to assess pupils' work and to show progress over time.
104. An issue from the previous inspection, which was linked to the art curriculum, was to improve the quality of the learning environment. This is still not happening in all areas and classrooms throughout the school. For example, there are inconsistencies in display. Where display is effective, there is a good balance of pupils' work and teacher explanation, which challenges pupils and promotes further learning. When display is less effective, opportunities to display a good balance of pupils' work across the curriculum are too often overlooked. On these occasions, display does not celebrate pupils' achievement sufficiently to aid further learning.

DESIGN AND TECHNOLOGY

105. At the end of both key stages, standards in design and technology are in line with the expected levels for pupils aged seven and 11. There are some examples of good standards of work, particularly at Key Stage 1.

106. At Key Stage 1, pupils begin by drawing designs of models and later extend this activity by building a model from the drawing. This helps to develop their design skills. They make a range of models such as, 'a bed for teddy', playgrounds, musical instruments and vehicles. Using a variety of modelling materials and kits, they learn simple joining and fixing skills. In Year 2 they test their vehicles in science and begin to evaluate their work critically. They successfully use junk materials and structured kits to make winding mechanisms to their own design.
107. At Key Stage 2 pupils extend their making skills through puppets, clay pots and learn to use more tools safely. In food technology, they progress from making sandwiches to designing biscuits with packaging appropriate to Christmas time. They evaluate their designs to particular criteria such as, 'are the materials appropriate and does it perform the task it was designed for'. They link their design skills to other subjects such as information and communication technology, where they design personal logos which they email to the neighbouring technology college to be milled using a computer aided manufacture process.
108. Teachers keep photographic evidence of the pupils' work which helps them to ensure that pupils progress well and acquire design and making skills progressively.
109. The coordinator for design and technology is successfully helping teachers to improve the standards. Teachers also encourage pupils to transfer the skills they have learned, such as, learning from mistakes, safety in work, problem solving, working as a team and critically evaluating work, to other subjects.

GEOGRAPHY

110. During the inspection only two lessons in Key Stage 2 were observed. However, an interview with the coordinator, scrutiny of pupils' workbooks, discussion with pupils and work on display indicates that progress is satisfactory in both key stages. Pupils with special educational needs also make satisfactory progress.
111. The work seen indicates that standards in both key stages are in line with those expected for pupils aged seven and 11. By the age of seven, pupils use sketch maps skilfully to draw big maps of features of the local environment. They eagerly explain how the land is used and the importance of the railway, which runs alongside the school. Pupils at the end of Key Stage 1 are able to identify north, south, east and west. By the age of 11, pupils have built on their knowledge and skills and are able to compare land use in Leamington Spa and Castleton and give reasons for the differences. They can identify physical features of the landscape and discuss the different industries between the two places, in the past and in the present. Pupils apply their mathematical skills effectively in geography lessons when they use six figure grid references to identify routes.
112. In the two Year 6 classes where lessons were observed, assessment of pupils' attainment is not used systematically to inform the next stage of learning. Consequently, the work set for higher attaining pupils is insufficiently challenging, and opportunities are missed for these pupils to acquire new knowledge and skills. In these classes, classroom management and control are unsatisfactory. The work set is inappropriate, since the planning of the lessons does not take account of pupils' existing skills.

113. Attitudes to geography are positive in all classes except in the Year 6 classes where for a greater part of the lessons observed, pupils were not engaged on the tasks set. Although pupils were eager to learn initially, a significant number of pupils were displaying bad behaviour and opportunities were missed for progression in their learning skills. Elsewhere in the school, pupils display keen interest in their work and are proud of their achievements and eagerly discuss how they have completed activities. Parents actively support pupils on fieldwork activities. Resources for geography are adequate and tidily stored.
114. Since the last inspection, the current coordinator has produced a new, clearly set out policy and scheme of work. She lacks non-contact time to manage the development of the subject and to work alongside new members of staff. Monitoring and checking of the curriculum and the assessment of pupils' progress are still not fully established. Although pupils' work is regularly marked, the marking rarely comments on the geographical content of the work. Recently, a new member of staff has been appointed who has geography as her main subject. She is to take on the role of curriculum coordinator for geography and further develop the leadership of this subject.

HISTORY

115. Evidence indicates that pupils at both key stages attain standards that are generally in line with those expected. Progress is satisfactory. This is a similar position to that at the time of the previous inspection.
116. Although only two Key Stage 2 lessons were observed, from discussions with pupils and scrutiny of displays and work, teachers successfully encourage an interest in history. Teaching generally is satisfactory with a good emphasis on using as much real evidence as possible. In the actual lessons seen, the teaching was judged to be good. In the Year 5 lesson, where philosophical enquiry was successfully used, the teaching was very good. This particular lesson showed how the pupils used their skills gained in philosophy to help develop their historical skills. The good use of speaking and listening skills also served to show how the cross-curricular approach helps pupils develop a variety of skills. Teachers successfully develop six and seven year olds' understanding of change over time by studying familiar everyday objects. For example, pupils compare "Toys Then and Now". The pupils in Key Stage 1 visit a dolls' museum and study houses looking at the old and new.
117. Teachers make good use of opportunities to develop speaking and listening skills when using historical enquiry to gain information of the social fabric of the studied time by researching famous people such as Henry VIII. They build up interesting character profiles that demonstrate some understanding of the period and of the changing role of society. The frequent well-planned visits, use of artefacts, old photographs and pictures, ensure that pupils learn that evidence is found in primary sources. For example, pupils make good use of visits to the Ashmolean Museum in Oxford when investigating the Greeks and other periods in history.
118. The subject is soundly managed at present by the headteacher whilst the coordinator is on maternity leave. Good organisation of the planning ensures that the key skills of interpretation, enquiry, chronology and interpretation are taught consistently through the school. A programme of visits to places such as the dolls' museum, Old Milverton church, Ashmolean Museum are particularly beneficial as they extend pupils' appreciation of the past. Monitoring of teaching and standards is still underdeveloped.

There is no effective assessment of pupils' skills and consequently the coordinator is unable to measure how well enquiry skills are developing. The lack of assessment means that teachers do not plan with sufficient attention to the needs of different abilities.

INFORMATION AND COMMUNICATION TECHNOLOGY

119. The last report in 1997 found information technology to be above expected standards. Since that time significant changes have taken place:
- the laptop project that the school was involved in has ceased;
 - most of the laptops available at that time are no longer working properly;
 - the school has changed the information technology platform from Apple Mac to PC requiring the training of teachers in the new format;
 - there are now fewer resources at this particular time because the school is developing and installing new computers suitable for the revised curriculum;
 - the required curriculum in information and communication technology has been revised significantly and expectations of what pupils should achieve have risen considerably.
120. The school has worked hard to maintain the standards noted in the last inspection but for the reasons above (most of which are outside the control of the school) this has not been possible. Nevertheless, standards of attainment are in line with expectations at Key Stage 1 and throughout part of Key Stage 2. For the oldest pupils in Key Stage 2 standards of attainment are variable. The limited access to Internet ready machines means that many of these pupils do not have sufficient experience of using email, and only limited experience in other aspects of the Programmes of Study. Standards attained at the end of Key Stage 2 are therefore just below expectations for this age group. This is because not enough of the pupils have reached the required standard. However, for those pupils who have had sufficient access to the machines, standards are satisfactory. This judgement must be set against the fact that the well-structured scheme of work means that younger pupils in Key Stage 2 are already working at the appropriate levels. As a result standards overall are improving and those observed with pupils in Years 3 and 4 are already in line with those expected of pupils at this age, and standards in Year 5 are approaching the required level. If the current rate of progress is maintained then standards at the end of Key Stage 2 should be satisfactory by the end of the next academic year.
121. It was only possible to observe one actual lesson during the course of the inspection. However, discussions were held with pupils who demonstrated their skills on the computers and the work held on the file server was examined for all year groups. Pupils were observed using computers in several situations for short periods.
122. At Key Stage 1 the youngest pupils are introduced to an appropriate range of programmes and taught the essential skills such as use of keyboard and mouse. They use programmes such as "Splosh" to produce simple drawings and use "Textease" to write in a variety of situations; for example, setting out an index in the correct order during a literacy lesson or writing accounts of a walk through the school conservation area. By the end of the key stage pupils are confident when using computers. They switch on, log on to the network and access their own files into which they save work. Pupils are confident using drop down menus in a variety of situations and the most able discuss the use of these confidently. Year 1 pupils are taught how to recognise the printer icon and can print their own work. Pupils learn how to use information technology in a range of situations.
123. As they move through Key Stage 2 pupils are building on the skills already learnt in a systematic manner. They use an increasing range of programmes including simple desktop publishing and spreadsheets. Pupils in Year 3 begin to access the Internet to send and receive emails. In Year 4 some pupils use the Internet and CD ROMs to

research information for history although much of the information is copied out without editing. Throughout the school pupils use Textease to word process, often adding pictures with Clipart or enhancing the work with WordArt. Examples include personified poems and short articles such as "What I have enjoyed this term". In all of this work pupils demonstrate that they can change font, style, colour and layout.

124. Current Year 6 pupils have worked with a receiving secondary school to design a personal logo. The completed designs were emailed to the secondary school where CAD/CAM software was used to programme a machine to produce the logos in plastic. Pupils have also used PowerPoint to produce a simple presentation. In most cases this is a very basic one-screen design but more able pupils have added sound and animation to their presentation. Digital cameras are used to record events in the life of the school and some pupils are starting to use 'Logo' to develop their thinking skills and to control external events. These activities are supported by work at the Kingswood centre which pupils visit.
125. However, at present insufficient use is made of information technology as a tool for supporting learning in other areas of the curriculum. This is due to several factors:
 - there are not enough computers to allow pupils enough time to use computers in all areas of the curriculum;
 - some teachers are still developing confidence in using the new computers;
 - subject schemes of work do not contain enough guidance of areas where computers can be used to support learning.
126. The coordinator is aware of this and has carried out an audit of need that has been used to plan training under the National Opportunities Fund. A good quality three-year plan for the development of information technology has been produced and resource needs have been identified. The school now waits for the local authority to release the money for their hardware.
127. Much of the pupils' work is stored on disc. This is good use of technology but has yet to be extended to allow drafts of work in progress to be stored. At present only completed work is stored which makes it difficult to judge the progress made in completing the work or how much help a pupil may have required. The coordinator has developed a record sheet to support assessment and recording but this is not fully operational. A downside of storing almost all of the work on disc is that very little pupils' work in information technology is on display. This limits opportunities to celebrate pupils' successes or to share good examples with other pupils.

MUSIC

128. The standard of music in both key stages is broadly in line with that found in other schools. The extra-curricular music provision is a particular strength.
129. At Key Stage 1 pupils sing well in tune and with a sweet tone. They can copy simple four beat rhythms after one hearing, and sustain a steady beat. They listen to a variety of styles of music and are developing a good sense of whether music is modern or old. For example, Year 2 pupils listened carefully to a medieval chant and to 20th century instrumental music and were not only able to identify the voices and instruments, but expressed how the music made them feel. They identify a range of instruments from their sound and make explorations into simple composition using tuned and untuned percussion instruments.

130. By the end of Key Stage 2, pupils sing difficult syncopated songs with confidence, including Rap, and can maintain a three-part round, with very good tuning and sweet tone. They extend the range of music they listen to, and learn new composition techniques. They compose in simple forms such as ternary, and develop their own style of graphic scoring. They use ostinati to build up complicated cross-rhythms as a group.
131. Pupils from both Key Stages 1 and 2, have many opportunities to sing, and listen to music during assemblies as well as music lessons. There is an excellent range of extra-curricular music activities including, tuition in keyboard, brass, woodwind, and stringed instruments and guitars. A number of pupils play recorder, including treble and tenor. The choir is well attended and they perform with great enthusiasm, and to a good standard. Pupils who have mastered basic skills in their instruments meet weekly to play orchestral pieces arranged for them by their conductor.
132. Although the school no longer employs a music specialist, there are a number of musicians amongst the staff, who are helping to maintain standards within the classroom.

PHYSICAL EDUCATION

133. By the ages of seven and 11 pupils' attainments in gymnastics, dance and games are broadly in line with the expected standards for pupils of this age group. Very nearly all pupils reach the expected standard in swimming by the age of 11. Good use is made of the outdoor swimming pool to help pupils gain confidence.
134. All of the teaching seen was never less than satisfactory. In Key Stage 1 teaching is good overall, whilst in Key Stage 2 teaching is judged to be satisfactory. Teachers are well prepared for lessons and chose appropriate activities to develop skills. In a Year 4 activities lesson, using a parachute to develop co-operative skills helped most pupils increase their awareness of how to use limbs, and control their speed. One or two showed very good understanding of others and signs of good team work. Teachers balance the lessons well, providing a time for pupils to share each other's efforts. In a Year 2 lesson pupils demonstrated how they could bounce the ball on the bat demonstrating hand-eye coordination. The pupils gain inspiration from watching each other. Teachers do not always give pupils enough opportunities to comment on and evaluate their own and others' performance. This is a weaker element in the teaching of physical education and consequently opportunities for pupils to develop speaking skills, to develop their movement vocabulary or to recognise elements of what makes good practice, are missed.
135. Teachers encourage pupils to co-operate, and the teaching assistants are used well to help pupils in swimming as in the reception class and the Year 1 swimming lesson. Teaching assistants support those with special educational needs well as was seen in a Year 4 lesson where pupils are given direct support to ensure that all the pupils participate in the lesson.
136. Pupils work with enjoyment and enthusiasm in physical education lessons, and this helps develop their positive attitude to school. They change into appropriate clothing, and in this are encouraged by the example set by teachers. The curriculum for physical education is broad and balanced. There are a good number of extra-curricular activities such as football, netball, athletics and 'team building'. These opportunities make a good contribution to pupils' social and cultural development.

137. The standards and quality of the curriculum have been maintained by the coordinator since the last inspection. The coordinator has great enthusiasm for the subject. She monitors teachers' plans and advises colleagues on techniques to apply in lessons and training courses to attend to further their expertise. She has given advice to colleagues in the use of parachute games, from which pupils learn collaborative skills. The enthusiastic and well-qualified coordinator is overseeing the revision of the physical education policy document to comply with Curriculum 2000, and is currently using the Qualifications and Curriculum Authority scheme as a basis for long-term planning. She is keen to monitor teaching of physical education focusing on the issues of matching tasks to pupils' ability.
138. In the main the school has appropriate resources for physical education. Resources for physical education are satisfactory overall. The playground is appropriate for games. The school hall is used for lunches, assemblies and physical education. The lack of storage space in the school means that tables and chairs are stacked around the outside of the hall and teachers have to carry out a risk assessment before each lesson. The school has good field facilities with a large grassed area and heated outdoor swimming pool.

RELIGIOUS EDUCATION

139. Overall, at the end of Key Stage 1, pupils' standards of attainment meet the requirements of the locally agreed syllabus. Pupils know many facts about some of the world's major faiths. They know about the features of a church, and what things are special for Christians. They also know about the importance of Mecca for Muslims, and that the special place of worship is a mosque. Although only one lesson was observed during the inspection in Key Stage 2, discussions with pupils show that, by the end of the key stage, pupils' attainment is above the expectations of the syllabus. Not only do they have a good knowledge of the major world faiths, but they have a good understanding of key issues that affect their lives. Recently philosophy has been introduced into the curriculum, and during these lessons pupils engage in reasoned debate about issues such as cloning, and the creation of the world, and this has had a major impact on the way pupils think about the meaning behind religion, and the way religion affects people's lives. They discuss turning points in people's lives, and recognise that events 'touch' lives in different ways. The pupils' good speaking and listening skills, and the thought-provoking questions that the pupils discuss, mean that the achievement of pupils in Key Stage 2 is good. This is an improvement since the last inspection.
140. Insufficient lessons were seen in Key Stage 2 to make judgements on the quality of teaching, but the teaching in Key Stage 1 was good overall. Teachers have secure subject knowledge, and enthuse their pupils with a desire to learn. They respect all the contributions that pupils make, thus helping them to respect each other and their different beliefs. Good questioning is used to reinforce previous knowledge before introducing new learning. Pupils are well managed and thoroughly involved in the activities. For example, pupils' ideas were used effectively to create a celebratory dance in recognition of Muhammad's birthday. They used coloured streamers to create a regular pattern, reflecting patterns in Islamic art. There was a good cross-curricular approach to these lessons, linking music, dance and art with religious knowledge.
141. The coordinator is new to the subject, and has had no opportunities to monitor teaching and learning in the subject. As yet she does not monitor planning to ensure that the syllabus is covered. The subject is often taught in blocked periods, but there

is no check made on whether appropriate amounts of time have been allocated to religious education lessons. Philosophy is taught weekly, but there are often long periods of time when religious education is not taught. Although there is much good oral work done, there are missed opportunities to use religious themes to enhance extended writing skills, particularly for the oldest, most able pupils. Opportunities to celebrate pupils' work through display are not used, as no pupils' work was displayed anywhere in the school. There are no assessment procedures at present, so it is difficult for teachers to gauge the attainment or progress of the pupils.