

# INSPECTION REPORT

**Wolvey C of E (VC) Primary School**  
Wolvey

LEA area : Warwickshire

Unique Reference Number : 125677

Headteacher : Mr G Gaskell

Reporting inspector : Mr A C Jolly  
T8750

Dates of inspection : 29<sup>th</sup> November – 2<sup>nd</sup> December 1999

Under OFSTED contract number: 707856

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

Type of control : Voluntary Controlled

Age range of pupils : 4 to 11

Gender of pupils : Mixed

School address : Bulkington Road  
Wolvey  
Nr Hinckley  
Leicestershire  
LE10 3LA

Telephone number : 01455 220279

Fax number : 01455 220279

Appropriate authority : Governing Body

Name of chair of governors : Mr G Lewis

Date of previous inspection : 29<sup>th</sup> April – 2<sup>nd</sup> May 1996

## INFORMATION ABOUT THE INSPECTION TEAM

<b>Team members</b>	<b>Subject responsibilities</b>	<b>Aspect responsibilities</b>
Mr A C Jolly, Registered Inspector	English, Modern Foreign Language, Physical Education	Attainment & Progress, Teaching, Efficiency, Section 11, Equal Opportunities
Mrs L Halls, Lay Inspector		Attitudes, Behaviour & Personal Development, Attendance, Support, Guidance & Pupils' Welfare, Partnership with Parents & the Community
Mr I Barker, Team Inspector	Science, Information Technology	Curriculum & Assessment, Special Educational Needs.
Mrs C Bond, Team Inspector	Design & Technology, Art	Under Fives, Leadership & Management.
Mr Colin Edwards, Team Inspector	Maths, Music	Staffing, Accommodation & Learning Resources
Dr T Watts, Team Inspector	History, Geography, Religious Education	Pupils' Spiritual, Moral, Social & Cultural Development

The inspection contractor was:

Weatheroak Inspections Ltd  
39 Weatheroak Close  
Webheath  
Redditch  
Worcs.  
B97 5TF  
Tel. (01527) 401595

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## MAIN FINDINGS

### What the school does well

- Standards in French, physical education and music are good.
- Pupils have very good attitudes to work and behave well.
- There is very good provision for pupils' moral, social and cultural development.
- Links with the community are very good.
- The support and guidance available to pupils are very good.
- Relationships throughout the school are good.

### Where the school has weaknesses

- I. Standards are below average in English at the age of 11.
- II. Standards are below average in information technology at the age of 11.
- III. The monitoring of teaching and the curriculum is unsatisfactory.
- IV. The curriculum for the under-fives is too narrow.
- V. Able children are not sufficiently stretched.
- VI. Standards are below average in design and technology

The weaknesses are outweighed by what the school does well but will form the basis of the governors' action plan, which will be sent to all parents, or guardians of pupils at the school.

### How the school has improved since the last inspection

The school has overcome several of the weaknesses pointed out in its last inspection in 1996 and is better overall than it was. Standards have improved throughout the school in religious education, art and specifically music and physical education where they are good. Standards have also improved in Key Stage 1 overall where the attitudes of pupils and their behaviour are now a strength rather than a weakness. In information technology standards are better in Key Stage 1 but remain unsatisfactory in Key Stage 2, as they do for design and technology. Able pupils are still not consistently attaining the standards of which they are capable. Most significantly standards have fallen in Key Stage 2 in English since the last inspection. The school is soundly based to improve further as it has a clear understanding of what needs to be done, having identified priorities in the school development plan.

### Standards in subjects

The table shows the standards achieved by 11 year olds in 1999 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools
English	E	E
Mathematics	D	E
Science	D	E

Key	
	Well above average
•	Above average
B	
•	Average
C	
•	Below average
D	
•	Well below average
E	

This table shows that standards in English were well below average when compared nationally and with similar schools. Standards in mathematics and science were below average when compared nationally but well below average for similar schools. Last year's cohort was untypical in that there were twice as many boys as girls, which had a disproportionately unfavourable influence on attainment in English where

boys' performance was significantly inferior. It is also important to note that over two-thirds of last years final year cohort did not start their education at Wolvey Primary School because a significant proportion of the pupil population is transient. Standards in information technology are average in Key Stage 1 but below average in Key Stage 2. Standards are sound in religious education throughout the school. Standards are good in music, French and physical education but are still unsatisfactory in design and technology.

### Quality of teaching

Teaching in:	Under 5	5 - 7 years	7 - 11 years
English	Satisfactory	Satisfactory	Satisfactory
Mathematics	Satisfactory	Satisfactory	Satisfactory
Science		Satisfactory	Good
Information technology		Satisfactory	Satisfactory
Religious education		Satisfactory	Satisfactory
Other subjects	Satisfactory	Good	Good

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

Teaching is at least satisfactory in 92 per cent of all lessons. In 14 per cent of lessons it is very good but in 8 per cent it is less than satisfactory.

### Other aspects of the school

Aspect	Comment
Behaviour	Good.
Attendance	Attendance is generally good and most pupils arrive punctually to lessons.
Ethos*	Relationships are good and pupils have very good attitudes to work. However, there is an insufficient focus on raising pupils' achievements.
Leadership and management	Satisfactory. Governors provide valuable support to the headteacher, whose day-to-day management is good. However monitoring and evaluation of the curriculum and teaching are unsatisfactory.
Curriculum	Sound. Planning is generally thorough but the curriculum of the under-fives is insufficiently balanced.
Pupils with special educational needs	Sound provision. Pupils make sound progress and are generally well managed with an emphasis on literacy.
Spiritual, moral, social & cultural development	Very successfully promoted by the school and has improved in all respects.
Staffing, resources and accommodation	Satisfactory overall. Resources are unsatisfactory in a few subject areas, but money has been spent recently on information technology and literacy.
Value for money	Sound

*\* Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

## The parents' views of the school

<b>What most parents like about the school</b>	<b>What some parents are not happy about</b>
VII. How their involvement in school life is encouraged. VIII. The approachability of the school. IX. That their children like school. X. The pupils' behaviour in the school. XI. The school's positive values.	XII. The information provided about the work  XIII. Homework arrangements.

Inspectors could clearly recognise the high level of parental involvement in the school and that pupils seemed happy. They agree that pupils behave well and the school promotes positive values. Inspectors judged that more regular information, particularly when pupils start school, would be helpful to parents. The inspectors agree with parents that, although the new homework policy is helpful, homework arrangements and demands are inconsistent between different classes.



## KEY ISSUES FOR ACTION

In order to raise standards further the headteacher, staff and governors should:

**XIV. Raise standards in English in Key Stage 2** (paragraphs 7,9,13,16,117,118,199,120,124,130,131 and 189) **by:**

- \*analysing more carefully the Standard Assessment Test papers to identify the skills which need developing or improving;
- \*identifying clear targets for improvement when marking children's work;
- \*planning work to focus more on the needs and interests of boys;
- \*discussing the features of good writing more clearly with pupils to identify what is required to improve texts;
- \*providing more consistent opportunities for pupils to write at length.

**XV. Improve standards in information technology in Key Stage 2** (paragraphs 14,154,155,157 and 161) **by:**

- \*providing more regular planned access to computers;
- \*devising a whole school approach to the use of software programmes to support the needs of other subjects;

**XVI. Monitor the curriculum and teaching more effectively to identify clear strategies to raise standards** (paragraphs 41,61,63,64,65,131,142,151,153,161,191 and 206) **by:**

- \*ensuring curriculum evaluation is based on systematic classroom observation;
- \*developing a long-term planned programme of release to enable co-ordinators to monitor the teaching of their subjects throughout the school so they can provide appropriate advice and support for colleagues;
- \*establishing a common policy for monitoring and evaluating the curriculum;
- \*using assessment information more systematically to plan pupils' future work;

**XVII. Improve the progress of higher attaining pupils as required in the previous report** (paragraphs 16,28,36,116,125,130,135,139,151,152,165,181,183 and 190) **by:**

- \*planning extension work within lessons to address those pupils' needs;
- \*ensuring all teachers have sufficiently high expectations of their pupils;
- \*identifying, when marking higher attaining pupils' work, how they can achieve above the generally expected level.

**XVIII. Improve the breadth and balance in the early years curriculum** (paragraphs 83,86,89,95,101,109,111,112 and 113) **by:**

- \*providing and supporting opportunities which more closely reflect all the Desirable Learning Outcomes for children under five years of age;

\*structuring pupils' experiences in imaginative and creative play.

**In addition to the key issues the following less important weaknesses should be considered for inclusion in the action plan:**

\*standards in design and technology (paragraphs 15,172 and 173);

\*the supervision of pupils before the start of school (paragraph 50)

\*the Annual Governors' report to Parents (paragraphs 56 and 61).

## **INTRODUCTION**

### **Characteristics of the school**

1. Wolvey school is situated in the small village of Wolvey with an annexe for some of the infants based in the former Shilton and Ansty Infant School three miles away. There are 243 pupils, of whom 33 are identified as having special educational needs and 15 come from homes where English is not the first language. The pupils come from a wide area including Wolvey village, other neighbouring villages, the local army barracks at Bramcote, with some pupils of Nepalese origin, and pupils from the travelling community in the area. There are only 11 pupils eligible for free school meals, which is below the national average and the local area has a higher percentage of high social class households than the national average. The pupil population however, is quite transient. The standard of pupils' attainment on entry is average.
2. The school aims to maintain its emphasis on soundly based relationships with everyone in the school community, while absorbing the planned changes to the national curriculum and the need to continually improve standards.

## Key Indicators

### Attainment at Key Stage 1<sup>1</sup>

Number of registered pupils in final year of Key Stage 1  
for latest reporting year:

Year	Boys	Girls	Total
1999	16	25	41

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	16	16	16
	Girls	23	25	22
	Total	39	41	38
Percentage at NC Level 2 or above	School	95(77)	100(87)	93(83)
	National	82(77)	83(81)	87(84)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	15	16	16
	Girls	24	23	23
	Total	39	39	39
Percentage at NC Level 2 or above	School	95(85)	95(90)	95(95)
	National	82(81)	86(85)	87(86)

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<sup>1</sup>

Percentages in parentheses refer to the year before the latest reporting year

## Attainment at Key Stage 2<sup>2</sup>

Number of registered pupils in final year of Key Stage 2  
for latest reporting year:

Year	Boys	Girls	Total
1999	25	12	37

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	13	16	18
	Girls	9	9	10
	Total	22	25	28
Percentage at NC Level 4 or above	School	59(60)	68(60)	76(88)
	National	70(65)	69(59)	78(69)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	14	16	18
	Girls	10	9	11
	Total	24	25	29
Percentage at NC Level 4 or above	School	64(62)	67(60)	79(80)
	National	68(65)	69(65)	75(71)

## Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year	Authorised Absence	School	5.0
		National comparative data	5.7
	Unauthorised Absence	School	0.3
		National comparative data	0.5

## Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year:

	Number
Fixed period	0
Permanent	0

## Quality of teaching

Percentage of teaching observed which is :

	%
Very good or better	14
Satisfactory or better	92
Less than satisfactory	8

## **PART A: ASPECTS OF THE SCHOOL**

### **EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL**

#### **Attainment and progress**

3. In 1999 the Key Stage 1 Standard Assessment Results rose significantly in reading, writing and mathematics. The percentage of pupils achieving the expected level when compared nationally was very high in writing and reading and well above average in mathematics. When compared with similar schools, the percentage attaining the expected level remains very high in writing, is well above average in reading and average in mathematics.
4. In contrast the percentage exceeding the expected level in Key Stage 1 is average for reading, writing and mathematics. When compared with similar schools the percentage exceeding the expected level is below average in mathematics and reading and average in writing.
5. The three year trend for attainment has been upwards in the Key Stage 1 Standard Assessment Tests which is better than that found nationally. There was no clear difference in performance related to gender or ethnicity.
6. The three-year pattern from 1996 to 1998 had also been upward overall for Key Stage 2 results, which have broadly stayed in line with the national pattern. However, in 1999 the Key Stage 2 Standard Assessment Test results fell in science so that the percentage attaining the expected level was just below the national average. While the percentage attaining the expected level remained the same for English, this was below the national average and against the national pattern of improved performance. Standards rose in mathematics in line with the national average.
7. When these results are compared with similar schools, the standards are well below average in mathematics, English and science. The percentage of pupils attaining above the expected level is also well below average in all three subjects both nationally and when compared with similar schools.
8. There are a number of extenuating circumstances to be taken into account when analysing the 1999 Key Stage 2 Standard Assessment Test Results. First of all, less than one third of the last cohort in Year 6 had been at the school for all their education, emphasising the transient nature of a significant proportion of the pupils. Secondly, there is clear evidence that there was a higher than normal percentage of pupils with special educational needs. Finally the English Test result was influenced by the fact that there were twice as many boys as girls in the cohort and the boys performed significantly less well than the girls.
9. Significant issues still remain concerning the under achievement of both the boys, and higher attaining pupils in the school. Additionally less than one pupil in four attained the expected standard in writing in the Key Stage 2 Standard Assessment Test.
10. Baseline tests show that attainment on entry to the school is average. The under fives make sound progress to attain the expected standards in all areas of learning, with particular strength in personal development.
11. The findings of the inspection are that attainment in mathematics, science and English is average at the end of Key Stage 1. Attainment is also average at the end of Key Stage 1 in information technology and religious education, where it meets the requirements of The Locally Agreed Syllabus.
12. The attainment on entry to the school is average and therefore these standards reflect sound

progress throughout Key Stage 1 and an improvement since the last report.

13. Standards of numeracy are sound throughout the school. Standards of literacy, however, are sound in Key Stage 1 but unsatisfactory in Key Stage 2. Standards of speaking and listening are good and standards of reading are sound throughout the school. However, the relative quality of writing, spelling and handwriting deteriorates from a sound foundation overall in Key Stage 1 to an unsatisfactory standard by the end of Key Stage 2. Thus progress in English is sound in Key Stage 1 but unsatisfactory in Key Stage 2.
14. Attainment in mathematics and science is average at the end of both key stages and pupils make sound progress throughout the school. Attainment in information technology remains unsatisfactory at the end of Key Stage 2 but it is now improved to be sound in religious education, fulfilling the requirements of The Locally Agreed Syllabus.
15. Standards in art and music were unsatisfactory in the last report but now standards are sound in art and good in music, reflecting a significant improvement. Standards are also good in physical education and French. However, standards remain unsatisfactory in design and technology. In geography and history standards remain sound.
16. Progress is therefore sound overall in Key Stage 2. Pupils with special educational needs make sound progress but the progress of higher attaining pupils is unsatisfactory as they often do not achieve the standard of which they are capable.
17. Boys perform significantly less well than girls in English with a difference exceeding 20 per cent in the 1999 Standard Assessment Test. However boys perform at least as well as girls in other subjects. There is no clear pattern of differing attainment by any other group including those for whom English is an additional language and travelling children. Nevertheless the transient nature of a significant proportion of the pupils clearly has a negative effect on results at the end of Key Stage 2.

### **Attitudes, behaviour and personal development**

18. This aspect of pupils' education continues to be a strength of the school. Pupils' attitudes to learning are very good and have a positive effect on their progress. At the meeting prior to the inspection, and in the questionnaires, parents express high levels of satisfaction with the attitudes and behaviour of the pupils. Pupils with special educational needs generally have positive attitudes to their work and feel involved in all aspects of school life. All groups of pupils are well motivated and show high levels of interest in their work. They sustain concentration well, both in group work and when working independently. They are keen to ask questions and take part in class discussion, and invariably show pride in their work. They work well co-operatively and effectively as a team when required to do so. They are confident and happy to talk about what they are involved in.
19. Behaviour in class and around the school is generally good. As a result there is an effective working atmosphere in most lessons. Pupils have a well-developed sense of right and wrong. They uphold the school code of conduct and class rules and move quietly and efficiently around the building. They show respect for property and treat equipment and books with due care. Pupils are very polite and well mannered which makes the school a pleasant place in which to work. Lunchtimes are well-ordered and pleasant social occasions. Behaviour at playtimes is good. No evidence of bullying was seen during the inspection and pupils expressed confidence that staff always deal with any rare incidents promptly and effectively to eliminate further occurrence. There have not been any exclusions in the past year.
20. Relationships between staff and pupils are good. Pupils support each other very well and are understanding of those with special needs. Pupils from different ethnic groups and travelling children are integrated appropriately into classes and form constructive relationships with staff and other

pupils. In lessons, the pupils show interest and respect for the views of others. They celebrate and applaud the successes of their peers. They relate well to staff and feel comfortable taking their problems to them.

21. Personal development is good. The personal and social development of the under fives is good on both sites. Pupils are eager and willing to take responsibility in class and in activities around the school, for example preparing the hall for assembly. When given the opportunity, they work well independently and demonstrate maturity and initiative in lessons. The monitors and house captains carry out their duties conscientiously. Their commitment and active involvement have a positive effect on the team spirit and support of the school community. Pupils perform in concerts and school productions, both in school and in the wider community. They participate in sporting matches and other extra-curricular activities. Every year pupils are involved in helping to pick up litter in the village. Their involvement in other activities and success in them have a beneficial effect on their personal development

## **Attendance**

22. Attendance is good. Levels of attendance at 94.7 per cent are slightly above the national average. This has a positive effect on pupils' attainment and progress. Authorised absence is due to sickness or holidays taken during term time. There is very little unauthorised absence. Punctuality is generally good. Most pupils arrive at school in good time and this enables a prompt start to the day.

## **QUALITY OF EDUCATION PROVIDED**

### **22. Teaching**

23. Teaching is at least satisfactory in over nine-tenths of lessons. It is good in one third and very good in just under one-seventh of the lessons. Teaching is unsatisfactory in only one in twelve lessons.
24. The teaching of the under fives is predominantly satisfactory, occasionally good and sometimes very good. The teachers have a good understanding of the needs of the age group and relate well to the children. They make good use of both support assistants and parent helpers. However, too little attention is given to the children's developmental needs and there is insufficient understanding of the need for structured play.
25. In Key Stage 1 the quality of teaching has improved since the last report, where criticisms were made of too many activities taking place at the same time. This is not now the case and the teaching is predominantly satisfactory and occasionally good. The management of pupils is now a strength and pupils' attitudes to work are good.
26. There is a greater range in the quality of teaching in Key Stage 2 although again it is predominantly satisfactory. There were occasional examples during the inspection of good and very good teaching but there were also examples of unsatisfactory and poor teaching, albeit in smaller numbers. The major determinant of this variability is the teacher's subject knowledge and understanding. There was a clear strength in the teaching of French as a result of which pupils confidently spoke the language and listened attentively, enjoying the subject. In music the quality of teaching varied most significantly according to the knowledge of the teacher, with very good teaching influenced by confidence in the subject. In physical education good specialist knowledge allowed clear teaching points to be made to enable good progress for all pupils. Thus in French good standards have been maintained while in music and physical education standards have clearly improved.
27. The best teaching in Key Stage 2 has a purposefulness, which comes from strong subject knowledge, soundly based relationships and clear objectives. In both indoor and outdoor lessons in physical education very clear guidance was given so that pupils understood exactly what was



needed to improve.

28. When teaching is less satisfactory the major features are the slow pace of the lesson and the low expectations, particularly of the higher attaining pupils. This is particularly evident at times with the oldest pupils, although there are instances in all years where insufficient consideration is given to the need to extend the challenge for pupils of greater potential.
29. The marking of pupils' work is also variable. Teachers generally acknowledge pupils' work but too rarely add comments to give pupils clear targets for improvement. This is particularly noticeable for the oldest pupils in English. Some parents reported dissatisfaction with homework arrangements. Provision is generally satisfactory in both Key Stage 1 and the under fives. However, in Key Stage 2 although a school policy has been circulated to parents, it is not consistently adhered to in all classes. This inconsistency makes it difficult for parents to understand homework arrangements and support the school fully.
30. Good support for pupils for whom English is an additional language is given by assistants in withdrawal groups, as individuals and within lessons. A member of the Inter Cultural Support Service assesses pupils on entry to the school to ascertain the level of support needed. Detailed records are kept to help set individual targets and to assist with general planning. The school has been successful in integrating Nepalese children and providing effective support for their learning.
31. The school also receives good support from the West Midlands Consortium Education Service for Travelling Children, which is to be further enhanced by the temporary employment of a full-time member of staff in the Spring Term for older children. The painstaking efforts to track travelling children and support their needs were evident during the inspection week when eight new pupils were admitted to the school on one day.
32. Throughout all the teaching the dominant positive feature is the quality of relationships, which also has a beneficial influence on attitudes to learning and the ethos of the school

### **The curriculum and assessment**

33. The curriculum for children under five is soundly planned and takes account of the nationally recommended Desirable Learning Outcomes for children under five. Although a broad curriculum is offered it lacks balance.
34. At Key Stage 1 and 2 the planned curriculum is broad and balanced. This is an improvement on the findings of the last inspection report. The school meets the statutory requirements in teaching the National Curriculum, religious and sex education.
35. The curriculum generally reflects the ethos of the school and promotes very successfully the spiritual, social and cultural development of the majority of its pupils. Procedures for promoting a good standard of behaviour in the pupils are good and the school has strong links with the local community as evident during inspection week when the padre from the local army barracks brought a piper on St. Andrew's day. There are no pupils who have a statement of special educational need.
36. A key issue from the previous inspection report was the development of policies and schemes of work in all subjects. This issue has been successfully completed. Long term planning, identified as a weakness in the previous inspection report, has also been reviewed and is now satisfactory. Other planning is thorough apart from the lack of regular provision, across both key stages, for higher attaining pupils, which affects the progress and attainment of these pupils. The generally good quality of the planning helps to ensure that much of the teaching is sound.
37. The school ensures that pupils for whom English is an additional language and travellers' children take part in the full range of activities. Pupils' needs are quickly identified on entry into the school and

their progress is monitored. Their integration into school is well managed.

38. Provision and support for pupils with special educational needs are sound and pupils make satisfactory progress. The curriculum meets the Code of Practice regarding the special needs register. There is a comprehensive special needs policy and individual education action plans are targeted at English and Mathematics, the latter especially in Years 3 and 4. The special needs co-ordinator liaises effectively with the class teachers to identify pupils causing concern and in the drawing up of Individual Education Plans for these pupils. A good systematic system for reviewing progress is in place. However, given her range of responsibility, she has limited time for monitoring the quality of learning for pupils with special educational needs.
39. The Governing Body has established a curriculum committee that is fully involved in the development of curriculum plans and meets several times a year. Parents are kept informed of school events by letter and a newsletter is produced periodically. There is a formal opportunity to meet teachers once per term although some parents feel they are not well enough informed about what is taught. A homework policy exists but a significant minority of parents suggested that it is inconsistently applied. The inspection confirmed this.
40. The school offers a satisfactory range of extra-curricular activities that include handbells, choir, two recorder groups; cross-country, soccer and netball teams. Pupils regularly meet other schools to take part in sporting events. Pupils' musical abilities are helped by the visiting peripatetic music service. The curriculum is further enhanced with opportunities for pupils' in Years 4,5 and 6 to participate in outdoor and adventure activities each year. Good use is made of local visits and visitors to the school.
41. The procedures for assessment are being reviewed. They are currently satisfactory. For the Under fives there is a baseline assessment programme that offers valuable information. Teachers at Key Stage 1 and 2 have identified key learning objectives for all subjects and their success criteria. There is an assessment policy that has yet to be fully implemented. The very full collection of pupils' work moderated at agreed National Curriculum levels needs updating and reviewing urgently. Little assessment work of this nature has taken place since 1997. Work portfolios are being developed in several subjects. The end of year tasks and tests help inform assessment but these are not sufficiently analysed and evaluated to have a significant influence on future planning. There is a marking policy but this is applied inconsistently throughout the school. Pupils' work is not marked in such a way as to help pupils focus on their learning to improve it. This applies to both key stages. This inconsistency was a criticism of the previous inspection and there has been no improvement. The school operates a comprehensive Record of Achievement file for each pupil. Certificates and a Record of Achievement Book acknowledge pupil achievements. This helps to raise the self-esteem of the pupils'.

### **Pupils' spiritual, moral, social and cultural development**

42. The school very successfully promotes these areas of the pupils' development. The provision was considered to be good in the previous report, and the school has improved its provision in each separate aspect. This judgement is supported by the parents' views that their children like coming to school, and that the school is promoting positive values and attitudes.
43. The pupils' spirituality is developed through lessons in religious education and in other subjects, and in assemblies. The quality of collective worship was inspected separately by the Coventry Diocesan Authority. Provision is good overall. In learning about Christianity and other religions, they are encouraged to think about the meaning of their lives and of the lives of others. They learn about having clear values and the reasons for holding those values and attitudes when they are based on religious or cultural beliefs. Some lessons have explored pupils' feelings about light and dark, and these have been linked with science, literacy and religious education. Major religious and cultural events such as Christmas, Easter, Harvest Festival and Diwali are enjoyed and are used as a focus

for thinking about spiritual matters. A demonstration baptism and a visit to a Sikh temple have helped pupils to develop a broader perspective, and to see a different view of life.

44. Pupils' work with poetry and stories in Literacy gives new perspectives on the wider meanings of life and how it can be viewed. Music, especially, makes a very good contribution, through singing and music lessons, and in assemblies. Pupils are very responsive to melodic and harmonious songs and hymns. Art makes a good contribution, for example, through drawings of natural things such as flowers, leaves and seeds. The small displays of flowering plants in some classes around the school are a source of beauty that pupils have commented on, and the presence of pets in school, such as a guinea pig, gerbils and fish, encourages a greater appreciation of nature. Pupils are given opportunities to reflect on their feelings in prayers, and in quiet moments in assembly.
45. Provision for pupils' moral development is very good; it was good in the previous report, and the school has done well to improve it further. The school has its own Code of Conduct, based around the letters of the school name, that is prominently displayed in classes and corridors. Staff refer to this Code of Conduct when with the pupils, and ensure that pupils are very aware of it. In lessons that were a combination of English, history and religious education, pupils have considered where rules come from, who makes them, and why some of them are needed. They have drawn up their own lists of rules and thought about which ones might be easy or hard to obey. Staff set good examples, and take opportunities as they arise to reinforce societal values such as honesty and not cheating at games or in class work. Classes have their own rules displayed as well; these are the pupils' own expansions of the school rules that they think are applicable to their own rooms; for example, being kind to each other (and to the pets), working quietly, and keeping tidy. Teachers trust their pupils by using real coins for their maths lessons, and this helps to increase pupils' honesty and high values. These factors all help to build up a sense of moral values that are part of living together. Looking after other creatures, especially the guinea pig, helps to encourage a greater sense of moral responsibility in pupils. Many pupils have one or more pets at home, and say that they help to look after them themselves.
46. Pupils' social development is very good overall. In the previous report it was good, and this is a further improvement by the school. Throughout the school there is good encouragement of pupils working together well, from the sand tray in the earliest classes, to the residential weeks and weekends away at the top of the school. Pupils play together well, whether in pairs of small groups, or in a game of playground football, and there is rarely any trouble. In encouraging pupils to feel part of the same school society, and to share their achievements and pleasures, certificates are given for achievements in good behaviour and good work, and these are often displayed prominently in rooms and the corridors. Similarly, samples of pupils' work are displayed around the school, often alongside the certificates of achievement; there is the "We are all Special" display in the hall, and a foyer display of the school's teams' achievements in football, rounders and indoor athletics. All of these help the pupils to develop a sense of mutual support, of being one society, and being proud of that society. A discotheque is held bi-monthly which former pupils are specifically encouraged to attend, in addition to pupils and parents, generating good community spirit.
47. Pupils are encouraged to take responsibility in many ways as they grow through the school. They can be daily helpers in some classes, looking after the class routines and the pets. Older pupils can become House Captains and Vice Captains. They take on responsibilities around the school, including, for example, organising their house teams for sports events, monitoring the doors at break times, manning the office telephone at lunchtime, organising the provision of drinks at break time, or calling in the next class for their midday meal. Groups of older pupils volunteer to help in other classes at lunch time, or on "wet playtimes", or at car boot sales in aid of school funds, or to pick up litter around the school grounds and even around the village. Pupils have made generous donations of gifts at harvest time, and have distributed them locally to homes, a hospital and a care lodge. Each year they collect money to go to at least one charity, including a national leukaemia organisation, and, currently, a children's society

48. Pupils' cultural development is very good. In the previous report it was considered to be satisfactory. The school has done particularly well to improve its provision in this respect in raising awareness both of pupils' local and British culture, and in the awareness of other cultures and ways of life. With regard to British culture, pupils have considered great people from the past, such as Elizabeth I and Sir Winston Churchill, as well British inventors and explorers. They have studied great periods in British history such as Elizabethan and Victorian times, and pupils have visited local science and motor museums and a theatre. They have been on school trips and residential visits to field work centres in the local area and into Derbyshire. Some pupils have been "ball persons" at football matches involving a professional team, and have visited the ground of another professional team. Involvement in local cultural events also includes visiting the nearby army barracks to see the "Beating the Retreat" ceremony, and having a Gurkha soldier in school to play the bagpipes for St. Andrew's day.
49. Pupils' awareness of multi-cultural issues is also very well provided for. There are significant numbers of children from travelling families and children from Nepal – the children of Gurkha soldiers - in the school. Regardless of their length of stay, all of these pupils are well integrated into the full life of the school, and make their own contributions in return. The school has, for instance, successfully held a Nepalese week, and the pupils presented a short drama based on Nepalese folk culture. In design and technology pupils have made models of traditional gypsy caravans. The libraries and in-class collections of books contain a sound range of books referring to other cultures, religions and countries. Different religions and cultures are studied in religious education, history and geography and often in cross-curricular topics such as a project on the Ancient Greeks, which included their concept of democracy, with the pupils' thoughts on it as well. Modern Greece has also been studied, along with other areas of the World, especially ones that the pupils have visited on holiday, or their own homes abroad. Pupils have visited a Sikh temple (a Gurdwara), and have looked at the Hindu and Sikh celebrations of Diwali, the festival of light, including holding Diwali assemblies. Pupils from another school have visited to demonstrate Hindu dancing. The beliefs of Ancient Egypt have been studied, alongside the art and the myths of Australian aborigines, and the sculptures of Picasso have inspired pupils' artwork.

### **Support, guidance and pupils' welfare**

50. The school makes good provision for the welfare, support and guidance of all pupils, in a caring and supportive environment. This has a beneficial effect on pupils' learning and gives them the ability and confidence to cope very effectively with school life. Parents expressed the view that the school provides consistently good support to their children and is a caring place. Inspection evidence confirms these opinions. However, there are no systems in place to ensure the safe supervision of pupils in the short notified time before the school day begins.
51. Staff provide good role models and have a very good knowledge of individuals which they use well to provide comprehensive policies and procedures that are appropriate to meet the academic and social needs of all pupils.
52. Procedures for monitoring and promoting personal development are good. Pupils with special educational needs are supported well in class and when given specialist support. Appropriate individual education plans are written by teachers, which meet their needs. Pupils with special educational needs are integrated well into the school. The pupils often work in small groups that are supported effectively by teaching and non-teaching staff. Their progress is monitored well and achievable targets are set for improvement.
53. Procedures for monitoring and promoting attendance are good. Parents are generally conscientious in notifying the school and staff to follow up any absences when no notification has been received. Punctuality is monitored closely. There are good procedures in place for child protection and promoting the well being and health and safety of all pupils. There is a high level of staff awareness of the issues. The school liaises closely with other agencies when required. The school is clean,

well maintained and health and safety checks are carried out regularly.

54. The school has effective measures to promote and maintain good discipline and behaviour, with a reward system which pupils understand and value. A clear set of rules is established right from the start and the school works closely with parents through the home school agreement and letters home if there are individual concerns. Thus arrangements are good. Procedures for dealing with bullying should the need arise are in place.

#### 54. **Partnership with parents and the community**

55. There is a good partnership with parents and the community. Parents emphasised their strong support for the school during the pre-inspection meeting and through their answers to the questionnaire. Parents comment that they are made to feel welcome and that staff are very approachable. The school has consulted with parents in its implementation of a 'Home School Agreement' and homework policy. However, parents say that there are inconsistencies between classes in the amount of homework set. Parents are encouraged to be partners in their children's learning through signing home school books and homework diaries Parents are invited to attend Friday assemblies and parents evenings twice a year and have appropriate opportunities for both formal and informal discussions with staff.

56. The quality of information provided to parents is satisfactory. Information for new parents is limited but otherwise they are generally kept well informed through monthly newsletters and provided with information on the topics their children are studying. However, parents comment that insufficient detail and notice is sometimes given for important events. Inspection evidence confirms that communication is not always good. The school prospectus has been recently updated but provides little detail about the school's provision for children under five. The Governors' Annual Report to Parents lacks detail and does not fully meet with requirements. Annual reports to parents are generally good and report what children know and can do in all areas of the curriculum. A good number of parents and some grandparents help with visits, swimming and in classes. There is a very active 'Parent Teacher Association' which has raised considerable funds for the school through social and fund-raising events.

57. There are very good links with the community, which contribute well to the curriculum and pupils' personal and social development. These include strong links with Bramcote Barracks, local schools, teacher training colleges, places of worship, police and senior citizens in the neighbourhood. The school participates in community projects and has performed in venues in the wider community.

58. There is very good involvement with local businesses and the school has benefited from sponsorship for special projects. For example every year Galliford provide the refreshments and protective clothing for the Wolvey Village Litter Pick. Local areas of cultural, historical or geographical interest are visited and visiting speakers and travelling theatre groups visit the school. Pupils' awareness of international, national and local needs are promoted through fund-raising that benefits selected charities.

## **THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL**

### **Leadership and management**

59. The school has experienced some significant changes since the last inspection. In 1996 the school was a middle and first school, catering for children aged 4 to 12 years, based on one site only. Over the past three years, the school has taken on responsibility for the education of the Key Stage 1 children who attend a nearby infant school. The main site school has also changed its age range to cater for children aged 4 to 11 years. Alongside this, the school has warmly welcomed the children of families based at the local army camp who have English as an additional language.

60. In all this, the head teacher has shown sound management and leadership, enabling the staff to develop appropriate working practices to minimise the disruption that such changes might have caused, and maintaining the good ethos that was recognised in the last report. As a result, teachers have combined their skills to plan jointly, ensuring an equality of opportunity in the curriculum, additional bi-lingual staff have been employed, and accommodation has been increased by the addition of a temporary classroom. An increase in teaching hours has also been funded, to cater for greater numbers on the main site, and to extend children's learning opportunities at the Annexe effectively.
61. The governors continue to be supportive of the school, meeting termly as a governing body. They have their full complement, and have developed three vigorous committees to carry out the majority of their duties. There are now clear and detailed terms of reference which support their role appropriately, and they have appointed a special needs governor. This is an improvement since the last inspection. However, as yet they have not made sufficient progress in monitoring teaching, the curriculum and pupils' attainment, but they have taken steps to remedy this recently by considering curriculum policies and pupils' assessment results more thoroughly. There is no system of teacher appraisal in place, and the Governors' Annual Report to parents contains too little information about special educational needs. In all other respects, the school complies with statutory requirements.
62. The school has a set of aims that are largely reflected in the educational practice seen during the inspection. There is an appropriate set of policies covering the curriculum and pupils' welfare, and many of these are well written. They are understood by the staff but have yet to be fully implemented. The school has recently purchased sets of published schemes of work in several subjects. These contain key learning objectives. Teachers are beginning to use these, and this is developing teachers' understanding of progression in pupils' learning.
63. The school development plan is an ambitious document, which identifies management tasks and time scales. Most of these relate to the current academic year, covering almost all areas of the curriculum as well as other matters. The tasks have linked resource implications, but are not closely correlated to financial planning. Targets are set for monitoring teachers' planning including key learning objectives. As a result, the school has made progress in reaching targets identified in the last inspection report, but at present support and monitoring of teaching and the curriculum remain unsatisfactory.
64. The school development plan serves a useful purpose in bringing forward many necessary tasks in a systematic way. It now requires reviewing to bring into sharp focus the school's priority areas, with clearly defined action to move the school forward appropriately, specifically in monitoring teaching more closely and developing assessment strategies that identify individual learning needs more effectively.
65. Co-ordinators roles are still not clearly understood. No time is made available for curriculum co-ordinators to monitor teaching and learning in their subjects. This is limiting the school's potential to move forward through evaluating and supporting pupils' attainment, and undermines the school's stated commitment to high achievement. Nevertheless, the school maintains a positive leaning environment, where children work hard and with great enthusiasm.

### **Staffing, accommodation and learning resources**

66. The school has a satisfactory number of suitably qualified and experienced teachers to provide reasonable class sizes and meet the demands of the national curriculum. Teachers are well supported by classroom assistants and volunteer helpers. Staffing in the annexe allows two small classes except on three afternoons a week when they combine for registration to make one class of potentially, 31 pupils from reception to Year 2 which is undesirably high for this age range. The children then divide into two groups with the classroom assistant taking the reception children, while

the teacher takes Year 1 and Year 2 children. Arrangements for the professional development of staff are sound and a register shows a full programme of recent in service training for teachers and support staff, appropriately matched to the needs of the school. Further training is required in the teaching of the National Numeracy Strategy, information technology, music and design and technology. The school has an evaluation policy for the induction of new members of staff which includes a commitment to classroom release for newly appointed teachers, but this has not occurred regularly this term.

67. There is an experienced and qualified co-ordinator for special educational needs who makes good arrangements for all pupils on the special needs register. These pupils are well supported by a special needs support assistant as well as other classroom assistants.
68. The main school buildings are very well maintained and provide satisfactory accommodation for a full range of learning. Classrooms are a reasonable size and have adjacent areas suitable for group activities. There is a large hall well suited to physical education and able to house all pupils at assemblies. There is a school's music room that is comfortable and well equipped and a library room, with space for pupils to study, but this was underused during the inspection. Good use is made of one portable classroom for teaching pupils with special educational needs. The arrangement whereby a newly qualified teacher uses the only portable classroom used for class teaching is unsatisfactory and unnecessarily isolates her from her colleagues. Outside there is a large playground and sports field, well-maintained and attractive gardens and a useful conservation area for environmental education.
69. The school annexe, at some distance from the main school, provides satisfactory accommodation for two small Key Stage 1 classes, their teachers and support staff. The two classrooms, hall, office and kitchen are in good condition and are enlivened by colourful displays of pupils' work. There is a small flourishing library thanks to the expert help of a parent volunteer. There is too little storage space to house the full range of equipment necessary for early years' education and, in consequence, opportunities, particularly for the physical and social development of pupils under five, are restricted. The small playground is just sufficient for present numbers.
70. Overall the resources for the school are satisfactory and are good for music. The long awaited computer equipment together with new software is in use and should lead to improved standards. Resources for teaching the National Literacy Strategy are in place and increased resources are planned in order to teach the Numeracy Strategy effectively. More equipment and books are needed to replenish resources for design and technology, history, geography and religious education. The main school library has a small stock of suitable reference books but the encyclopaedias are out of date.

### **The efficiency of the school**

71. The total income per pupil is above average compared with the average for metropolitan, shire and unitary authorities. The expenditure last year was below average but it has increased for this year with the appointment of an additional teacher. This has resulted in an excess of expenditure over income of just over five per cent for the current financial year. This has been cushioned by a carry forward of twenty three per cent of last year's budget. The school intends to use this carry forward to further cushion the budget for the next few years and to finance a significant investment in information technology. Although these are clear medium term investments, it is difficult to justify such a large carry forward to the potential detriment of pupils currently in the school. The governors and headteacher have given prolonged consideration to this issue and have mapped out the long-term development of the school, believing this cautious approach to be justified, although they understand all the counter arguments.
72. In the last auditor's report, financial systems and controls were considered effective with the exception of a few recommendations for necessary action. The school has since responded

positively to all the recommendations.

73. The administration of the school is good. The headteacher manages the day-to-day budget well, with the support of the school secretary. The Chairman of the Governors has regular oversight of the school's finances and the school has purchased the services of a Local Education Authority Support Officer as a further mechanism to monitor the budget.
74. The Finance and Buildings Committee meets at least once a term, when it monitors the current budget and identifies priorities for the future, considering proposals from the headteacher. Thus educational developments are supported through long-term planning. The additional funds provided for pupils with special educational needs are used soundly to finance support assistants to aid the pupils' learning.
75. The school makes satisfactory use overall of resources, accommodation and time. There are times, however, throughout the week when the assistance offered by the educational support staff is not used to the maximum advantage, particularly at the start of lessons. The library was also insufficiently used during the period of the inspection.
76. Taking into account the average attainment on entry, the school's context, the very good attitude and good behaviour which the school promotes, the good personal development of the pupils, the satisfactory education and standards overall, balanced against its above average income, the school is providing sound value for money.



## **PART B: CURRICULUM AREAS AND SUBJECTS**

### **AREAS OF LEARNING FOR CHILDREN UNDER FIVE**

77. Since the last inspection, the school has amalgamated with an infant school in the neighbouring village of Shilton, now called the Annexe. Children aged four to seven years attend the school nearest to their home for their Key Stage 1 education. There is one class of 25 reception age children attending the main site school, and at the Annexe the nine reception age children are in a class of mixed age groups. For most of the week, the Under Fives at the Annexe are taught with five Year 1 children, supported by a classroom assistant or a parent helper. On Tuesdays, a teacher from the West Midlands Travellers' Service gives additional support. During three afternoons each week, there is one teacher for the 31 children in the Annexe, assisted by a classroom helper. The reception age children who attend the main site are taught in a single age class, with classroom helper, a bi-lingual assistant and parents supporting learning for a large part of each week.
78. The educational provision made on both sites for children under five is satisfactory. It enables most children to achieve the national standards expected of them in all areas of learning. The two class teachers, using the Desirable Learning Outcomes and the National Curriculum to inform the content, plan the curriculum soundly. Recently the national strategies for numeracy and literacy have also been incorporated into the planning. There are no children in the reception classes who have been identified as having special educational needs.
79. None of the reception age children on either site has yet attained the statutory age for starting school, although two children at the Annexe and four children at the main site have recently had their fifth birthday. All children are admitted to school in the September after their fourth birthday. They attend for half days only for the first two weeks of term, and most children visit the school or Annexe once in the term before they are admitted. There are no home visits by staff to help children settle into school, and information for new parents is very limited, relating only to starting dates and school administration. However, meetings are held on both sites for new parents and their children. A proportion of children have had no pre-school experience, although most have attended playgroups or nurseries, particularly those admitted to the main site school.
80. Children's Baseline Assessments for 1999, using Warwickshire's accredited scheme, indicate that attainment on entry to full-time education is generally in line with that expected in other schools in the country. There are differences in attainment on entry between the two sites, and between boys and girls in the Annexe, where attainment on entry is lower.

### **Personal and Social Development**

81. Children's attainment and progress are good in most aspects of this area of learning in both school sites. Children entering the school quickly settle into the friendly and welcoming atmosphere provided by the staff. They are well behaved, follow instructions appropriately, and are able to organise themselves to complete tasks with good concentration and perseverance. An example of this occurred when the children were asked to join in with older children for singing. They were determined to show how well they knew the words of the carols, and how they could respond to guidance on developing good singing skills. The children are confident, and most have high levels of self-esteem. This is encouraged by the appropriately warm use of praise, particularly over response to behaviour reminders, when children are also thanked for their co-operation. They relate well to adults and are sensitive to each other's needs. This is evident in sessions on the carpet, when children need to see the Big Book. They often notice whether other children can see, and take care not to tread on each other when moving around to respond to the teacher's questions. Children work and play well together, co-operating over the use of equipment and sharing tools or pencils without adult intervention. They have a well-developed sense of right and wrong, stopping others from tipping sand on to the floor or reminding each other of the need to be quiet and listen.

82. Children take care of their own and other people's property; for example, by tidying up willingly or sweeping up sand carefully. Their personal independence is generally good, enabling them to dress and wash themselves and to follow toilet routines. They play happily in the playground, alongside older children. However, in the classrooms, children have very limited opportunities to develop their initiative appropriately, or to extend their learning in purposeful play. The daily routine is planned round teaching specific concepts, which are taught to small groups in turn. Other children are then directed to activities where there is rarely any adult support or intervention. This limits children's opportunity to explore new learning or to find solutions to practical problems. Although children seek help with their structured learning, the lack of adult support in other activities provided limits the effectiveness of those tasks.

83. The children are actively encouraged to respect people from other cultures. Through planned topics, they have the opportunity to respond to relevant cultural and religious events, such as Christmas and Divali.

84. Children respond constructively to this area of learning. The teaching, which promotes their social and personal development, is generally satisfactory. Adults provide good role models who actively teach the principles of courtesy and fairness. Staff treat children with respect, valuing their ideas. Day-to-day assessment is recorded in notes and transferred to children's files, but this is unsystematic as yet, and is not used effectively to inform planning to answer subsequent learning needs.

#### 84. **Language and Literacy**

85. Children's attainment in language and literacy meets national expectations for the age group. Whilst attainment in speaking and listening is above average for a small group of children, for the majority of children in both reception classes it is below the expected level as children approach the age of five. Early literacy is also below nationally expected levels for a significant number of the children.

86. The educational programme includes small and large group sessions during which almost all children talk confidently, answering questions which recall earlier learning or offering contributions from their own experience. Several have immature speech, however, and limited language development. There is bi-lingual support for children whose first language is not English. All children listen attentively and with interest to the contributions of others, and take turns appropriately. They are beginning to ask as well as respond to questions and use a growing vocabulary with delight. For example, children used the words *crunchy* and *delicious* appropriately when describing the tastes of carrots and crisps, and some refer to *beginning* and *end* when discussing their story writing. Children take part in role-play in the *caravan* or the *doctor's surgery* with enthusiasm, but much of the play is individual and short-lived. There is insufficient structure to these activities, and limited adult intervention. Children lose valuable opportunities for development of their language skills and imagination, as they make fleeting use of some limited resources. Confidence and concentration in these areas are below average for children of this age, as they are when children use finger puppets to re-tell familiar stories. Progress in speaking and listening is satisfactory overall, however, as children learn to respond to each other and their teachers.

87. Most aspects of literacy development are given a high priority by the school, where the National Literacy Strategy is followed for all year groups, including reception. Children learn to handle books with care, holding them the right way up and turning pages correctly. Most can distinguish text from pictures and predict what might happen next. Some children try to tell the story from the pictures, and several recognise familiar words and letters in the text. They respond enthusiastically to a range of stories, songs and rhymes and become actively involved in lively story-sharing sessions. Most can read their own names and pick out their own initial letter; some can also pick out the names of others in their group. During the inspection, a group enjoyed an extended 'fishing game,' collecting familiar words from the reading as they recognised them, identifying initial sounds and even spelling

some of the words. As yet, however, few are making systematic connections between letter sounds and words.

88. Most children can write their own names, some with appropriate use of upper and lower case letters, but there is a lack of confidence and some children's letter formation is hesitant and shaky. Writing tends to be in response to a story or other listening activity, or to encourage pencil control through the use of printed work sheets. Some higher attainers are beginning to communicate their ideas independently by using letters or words. Most rely on adults to write their thoughts for them, after children have drawn pictures to capture their thinking. Several are able to write over an adult's script, and a few are able to copy underneath.
89. Progress in literacy is satisfactory overall, but some specific emergent reading and writing skills are not sufficiently developed. This is particularly true of the lower and middle achievers and is generally the result of a lack of focused input on activities which would link the curriculum with each strand of the *Desirable Learning Outcomes*. Although these are identified in teachers' long-term planning, too little emphasis is placed on them in the daily routine. This is having an adverse effect on children's progress in both classes.
90. The teaching of language and literacy observed during the inspection was generally sound. The teachers and their support staff are consistently calm and encouraging. Resources are well prepared, and children follow the routine for their Literacy sessions well. Children's understanding of the purposes of reading is effectively promoted, and teachers question skilfully to probe children's knowledge in the course of some well-structured whole-class sessions. There is insufficient evidence of the use of every day activities to promote children's learning, for example, sharing reading other than in Big Book times, or selecting days of the week or words to describe the weather. Although there is paper hung in the *caravan* for children to write on, literacy development is generally not embedded in imaginative play. The provision of a corner where children can browse through some appropriate books or listen to a story-tape is a good feature in both classes. There are also some suitable reference books to support children's learning in topic work. Parents are effectively involved through a home reading system, with guidance available over children's reading development.
91. Planning for this area of learning follows the National Literacy Strategy. There is reference to the *Desirable Learning Outcomes*, but provision does not integrate the two elements satisfactorily. The curriculum is consequently too narrow, limiting opportunities for development, particularly for children who have little or no pre-school experience, or those with immature language skills. Assessment strategies are developing, and staff know children well. As yet, however assessment procedures are insufficiently focused to chart individual progress in all aspects of literacy from the start.

## **Mathematics**

92. Provision for mathematics is satisfactory, relying heavily on the National Numeracy Strategy for planning and delivery of the curriculum. This results in a satisfactory blend of direct input during whole-class teaching times and structured practical work in group times that together promote satisfactory mathematical development. There is a lack of well-planned free-choice activities where children can extend their learning while playing, and a lack of clear reference to the *Desirable Learning Outcomes* in the activities children experience. Children do make satisfactory progress, however, and attainment is in line with expected learning targets for five-year-olds in most aspects of this area.
93. Children's use of mathematical language to describe the world about them is securely established, and they refer naturally in the course of their activities to the size, weight, capacity or shape of the objects they encounter. When they fill buckets with sand, they describe them as full up or half empty, and some children can appropriately match 'full' and 'empty' labels. They compare the weight of different containers as they fill them with water, and can match and sequence sets of numerals and

number value cards.

94. Most children can count to five, some can count well beyond accurately. They are beginning to write numerals and experience number operations as they work out how many children are away after the register has been taken. There are opportunities to match items of equipment in a mathematical way as they share dressing-up clothes, and some early development of pattern recognition as they make big and little cakes for 'the rabbit's party.' Children learn number songs and rhymes in their music sessions, and are familiar with traditional stories that support mathematical development, such as *Three Billy Goats Gruff* and *The Three Bears*.

95. This area of learning is not yet clearly understood by the staff, and although teaching is generally sound, there is not sufficient use made of situations that exploit mathematical development across the school day. Planning does not always include structured activities for children to choose to do. The potential for mathematical learning across a wide range of such activities is insufficiently recognised. Children enjoy the oral work on the carpet, and generally respond well to teachers' encouraging questions. However, while many show a positive attitude, the lack of provision for early mathematical development affects the confidence of some children.

96. Children's achievements are generally assessed by observation of their response in group times and in their books. There is no systematic recording of progress as yet, and consequently no clear evidence that these assessments inform future planning. The National Numeracy Strategy has been introduced to the school this term, and will take time to be fully operational.

96. **Knowledge and Understanding of the World**

97. Attainment is average and progress generally satisfactory in this area of learning. The children observe and explore their environment, developing their knowledge of their senses. During the inspection, for example, they experienced the taste of different foods, identifying fruit, vegetables and chocolate and selecting their favourite to draw. Earlier in the term, they had explored some of the elements of sound, listening to noises and recording the scene. They know that they need ears to hear and eyes to see, and experienced an enjoyable activity of 'peeping,' which they recorded in their topic books. They use construction toys to discover how things work and ask each other questions about why things happen. Children help one another to build models, which they display on a table nearby and discuss together.

98. Photographs of the children as babies reflect an earlier topic on 'Ourselves', which gave them an opportunity to talk about their families and experiences outside school. They linked this in their play with play-doh, making a birthday cake for a ten-year-old sister who featured on the displayed pictures. Children's skills in model making are enhanced by opportunities to re-create characters from stories they hear; one child made tiny tears to indicate that his model rabbit was unhappy.

99. Computers are used confidently by some higher attaining children, who guide others in 'undressing' Teddy on the screen. They know how to drag with the mouse, and there are examples of printed work. They are learning to use the keyboard, and to follow the screen guidance by clicking on icons. Most children use the tape recorder and head-phones with confidence when they want to hear a story on tape.

100. Children's response to this area of learning is satisfactory. They display a curiosity and natural interest in their environment. They listen attentively, observe closely and ask questions to clarify their understanding.

101. Teaching is satisfactory. The planning and organisation of individual sessions is good, ensuring all children are involved. However, the overall planning for this area of learning pays insufficient heed to children's learning needs as outlined in the *Desirable Learning Outcomes*, with limited structure in activities that are not directly supervised by adults. This limits children's learning opportunities

significantly. The resources that are provided for planned activities are satisfactory. Resources for other activities are limited. Assessment is at an early stage of development in this area.

101.

### **Physical development**

102. Overall attainment is about average for the age in this area of learning and most children make steady progress towards the expected learning outcomes for five-year-olds. Progress in the development of manipulative skills is good, but the lack of an appropriate outdoor play area and suitable equipment at both sites restricts children's opportunities for further development in large muscle control, although progress is satisfactory in aspects that are taught.

103. Many children display a mature pencil grip when writing their name or holding a piece of chalk. They colour in well, and can follow dotted lines to complete pictures skilfully. They are developing good control in manipulating construction equipment, or when handling tools for play-doh. Scissor control is average, and some children show sufficient control over the computer mouse to demonstrate programs to others. Children concentrate well and manage drinks at snack time efficiently with few spills.

104. Outdoor play provides opportunities for children to learn to be aware of space and to avoid each other, and physical education sessions in the hall give children good experiences of balancing and travelling in different directions. They learn to put out apparatus, and to move in different ways as they follow instructions.

105. The teaching that was observed during the inspection was good, and thoughtfully planned. Resources are limited by the design of the accommodation in the annexe, but those that were used are of sound quality.

106. Children respond well. They listen well to instructions, taking care to follow them, and concentrate hard on co-operating with others and completing their given task.

### **106. Creative development**

107. Attainment is average and progress in this area of learning is satisfactory for this age. Children's appreciation of music is a particular strength in both classes, and is contributing much to their personal and social development.

108. For both classes, there are effective opportunities to listen to classical music and respond to it in an imaginative way. Children interpreted 'The Nutcracker Suite' through responsive body movements as they explored the sounds of castanets and identified a piano playing. During a 'Singing Assembly', children heard African music, and talked about the differences between that and some Mozart music they had heard earlier. Children in both classes sing well, learning the words with enthusiasm and showing a well-developed sense of rhythm. They enjoy these activities, showing delight at the praise they receive.

109. During the inspection, children showed limited creative response in the imaginative play areas of the classroom. However, in the Annexe, a doctor's surgery is appropriately equipped to encourage children's interpretation of their own knowledge and experiences. Little time is planned for children to enjoy this activity, but some younger children were able to organise a list of 'poorly people' for the doctor to see, and one child began to telephone for an ambulance before time ran out. In the class on the main site, children enjoy opportunities to play in the *caravan*, where they can use dressing up clothes, a telephone, or put the dolls to bed. Children generally play independently, pretending to be a dog, pushing a pram round the classroom, or dressing up as a nurse with no-one to care for. There was very little co-operative play, and children were unable to sustain their activity for long. Behaviour deteriorated then, and although it was quickly and appropriately dealt with, the opportunity for development of this imaginative play was lost.

110. Children's experiences of painting or collage work were limited during the inspection week; most work displayed is chalk or crayon. These show that their drawing skills are appropriate for their age group. In a recent topic on Materials, children had sorted out different types for different purposes, and learned appropriately about textures. They work confidently at these activities and tidy up after themselves.
111. The teaching that was observed was generally sound, although music teaching was consistently good. Planning for creative activities, as for the other areas of learning, does not sufficiently reflect the *Desirable Learning Outcomes*, limiting children's opportunities to experience an appropriate curriculum. There is too little purposeful intervention in children's activities, and limited stimulating structure to the routine of the school day.

### 111. The Quality of Teaching

112. The quality of teaching for children under five is satisfactory overall, with examples of good teaching observed in both classes. Teachers have a good knowledge of how to relate to young children, and long-term planning indicates that they also have a satisfactory understanding of the *Desirable Learning Outcomes*. Their subject knowledge of the National Literacy Strategy is developing well, alongside a satisfactory development of their knowledge of the National Numeracy Strategy. As yet, the curriculum does not sufficiently combine the key aspects of all these documents. Too little attention is given to the developmental needs of the majority of children, many of whom will not be five until after next Easter. This affects the progress of all reception children, but particularly the middle and lower attainers, and those who have had no pre-school experience.
113. Teachers have high expectations of children's behaviour, and of many aspects of children's learning. However, some of their expectations are unrealistic, particularly for immature or inexperienced children. The staff has insufficient understanding of the need for structured play in learning activities, and of how adults can influence this learning by their close and knowledgeable involvement. Short-term planning is insufficiently focused for many of the activities that take place in the classroom each day, and the planned curriculum is too narrow.
114. Relationships are very good in both classes, and there are appropriate methods used for the structured group activities. Resources for lessons are well prepared and managed, although the quality of resources is only just satisfactory. The pace of lessons is generally appropriately brisk, and in consequence children have developed very good attitudes to their learning.
115. Assessment is developing but as yet there is no formal system that enables teachers to be aware of children's individual needs. Although teachers know children well, and record aspects of their learning, this is not yet being used effectively to plan for their future learning needs.

### 115. ENGLISH, MATHEMATICS, SCIENCE, RELIGIOUS EDUCATION AND INFORMATION TECHNOLOGY

#### English

116. The performance data gives a clear picture of improvement in English in Key Stage 1 over the last two years, evident in high numbers attaining the expected level for both writing and reading in the 1999 Standard Assessment Tests. All pupils attained the expected level in reading, which is a very high figure when compared with similar schools and the percentage for writing was also well above average by this comparison. However, when compared with similar schools the percentage of pupils attaining above the expected level was average in writing and below average in reading for the 1999 Key Stage 1 National Tests. This pattern was even more evident in Key Stage 2 where only five per cent exceeded the expected level, in contrast to the national average of 22 per cent. Thus

pupils of higher potential performed relatively poorly, particularly in Key Stage 2.

117. The percentage attaining the expected level in English in the Key Stage 2 National Assessment Tests fell by one per cent against a national increase of five per cent. The school's results are well below average when compared nationally and very low when compared with similar schools.
118. Just over one pupil in every four attained the expected standard in writing and the number attaining the expected standard in reading was also below average. There was a marked gender difference at Key Stage 2 with boys performing significantly less well than girls. This difference, which exceeded 20 per cent, had a disproportionate effect on the overall results, as there were twice as many boys as girls in last year's cohort. It is important also to note the transient nature of a significant proportion of the pupils who took last year's Key Stage 2 tests. Thus the test results give a particularly negative view of pupils' attainment at the end of Key Stage 2 last year.
119. The Key Stage 2 test results have fluctuated in the last four years but in 1999 the number attaining the expected level was only seven per cent above the 1995 figure published in the last report. In the same period the national average has risen by 21 per cent. In contrast the Key Stage 1 results have remained steady and improved last year.
120. Standards in language development are average overall when pupils join the school. Satisfactory progress is made so that by the end of Key Stage 1 standards remain average. This progress is less consistently maintained and is unsatisfactory overall in Key Stage 2. Standards are below average by the time pupils leave the school, reflecting weaknesses in writing, handwriting and spelling. This is a deterioration from the findings of the last report for Key Stage 2. Standards of literacy are thus sound in Key Stage 1 but unsatisfactory by the end of Key Stage 2.
121. Standards are good in speaking and listening throughout the school. Pupils are confident speakers and polite, attentive listeners. One feature of the introductions to Literacy Hour sessions is the perceptive, articulate responses by pupils to questioning.
122. Standards in reading are sound throughout the school. Pupils in Key Stage 1 develop a good grasp of phonic strategies and benefit from strong parental support to read regularly. Pupils in Key Stage 2 often read very fluently and confidently, giving clear emphasis and expression. They discuss readily favourite authors such as Dick King-Smith and Roald Dahl and they can articulate why they like their books. Pupils do not read sufficient non-fiction or use the library to develop research skills.
123. The school is addressing its own identified weakness in pupils' spelling but while the standards are sound in Key Stage 1, the spelling in pupils' writing in Key Stage 2 is often inaccurate. There are some sound approaches, using the *look, cover, write, check* method but there is no consistent response to the errors pupils make in their work. Handwriting similarly is sound in Key Stage 1 but more variable in Key Stage 2 where presentation is often unsatisfactory.
124. Most writing by the end of Key Stage 1 is in correct sentences. There are examples of good standards, particularly when pupils use writing frames for stories. This is continued when extended writing is timetabled in Year 3. One Year 3 pupil began her story 'Dark clouds scudded across the moon as...'. The provision for extended writing, however, is inconsistent in Key Stage 2 and expectations are too low for the oldest pupils. Standards of writing are unsatisfactory at the end of Key Stage 2.
125. Expectations are generally too low for higher attaining pupils and they make unsatisfactory progress. There has been no improvement since the last report in the emphasis given to their needs. However, pupils with special educational needs are well planned for in most lessons and make sound progress.
126. Pupils attitudes are good. They are interested in their work and are able to sustain their

concentration for extended periods of time. They listen attentively during the introductions to lessons and in sentence or word level work during the Literacy Hour. They work co-operatively as part of a group and sensibly as individuals. They are willing to show initiative and take responsibility, but only limited opportunities are provided.

127. The overall quality of teaching is satisfactory and is sometimes both good and very good in Key Stage 1 and Year 3. Teaching is least effective in Year 6, which has a detrimental effect on the overall progress in Key Stage 2 and attainment at the end of the key stage.
128. The main positive feature of the teaching is consistently good planning with clear objectives, in both the medium term and in good weekly plans. There is a consistent adherence to the structure of the Literacy Hour that works well in practice. There is good teaching of phonic skills, particularly in Key Stage 1. There is a sound focus on teaching punctuation in context.
129. Support assistants give effective help during the group work sessions. However there are long periods of time when they are not actively engaged in the lessons, in spite of all good intentions, so that their potential value is not fully exploited during the first parts of the lessons.
130. When teaching is less effective, it is often because the introductions to lessons are too prolonged, losing the pupils' interest. The major weakness in the unsatisfactory lesson observed is the lack of pace in the lesson and the low expectations of pupils. The quality of marking is variable and, for the oldest pupils, it is unsatisfactory. Opportunities are not taken to give pupils clear targets for improvement and too often work is merely ticked or at best given a brief summative comment. Teachers insufficiently address the needs of both boys and higher attaining pupils in many lessons.
131. The co-ordinator has an extensive Literacy File and there are sound policies for all aspects of English. Planning is of a consistently good standard. The school has a sound system for assessing pupils' attainment, although the information is not always used fully to plan future work. Documentation is consistently good with effective systems for monitoring planning. However, this has not been sufficiently extended to monitor and influence teaching. Inconsistencies remain in both the quality of marking and the emphasis given to extended writing. Although future targets have been set and last year's Standard Assessment Test results have been carefully collated, there has been insufficient attention given to analysing precisely the weaknesses so that strategies can be developed to promote improvement. Statutory requirements are met and equal opportunities are given to all pupils.
132. The school has sound accommodation. The location of the library offers good opportunities for learning but it was not used to its best advantage during the inspection week. The resources are generally sound although dictionaries were not available in all lessons to aid the pupils' writing.

## **Mathematics**

133. Pupils' attainment at the end of Key Stage 1 in national tests was above the national average with 95 per cent of pupils attaining the expected level or better and, of these, 24 per cent achieving the higher level. These results are in line with those of similar schools nationally. These scores are an improvement over the school's performance at the time of the last inspection when 78 per cent reached the expected level. Scrutiny of pupils' work and classroom observation show that most pupils in Year 2 are close to the level expected for their age but that there are few pupils performing at a higher level. In lessons, most pupils are confident of their number bonds to 10 and some are able to cope with addition to 20 and are beginning to understand place order working with larger two digit and occasionally three digit numbers. They are quick to identify simple number patterns and predict their development and understand mathematical language such as *odd* and *even*, and *multiples*.
134. The percentage of pupils attaining the expected level at the end of Key Stage 2 in 1999 tests was in



line with national averages, but attainment was below that seen in similar schools nationally, with 68 per cent of pupils reaching the expected level including 11 per cent achieving the higher level. The 1999 scores are similar to those seen at the last inspection in 1995. However, at that time, the school's results were 10 per cent above the national average. The work of the present Year 6 pupils is broadly in line with national expectations with a good proportion of pupils working at a higher level. They have a good knowledge of the relationship between fractions, decimals and percentages and are able to suggest a variety of methods for calculating the areas of compound shapes. Most can recall or calculate all the factors of two digit numbers and understand how decimals can be multiplied and divided by 10 or 100. Whilst some pupils are fluent with their number bonds and times tables, about half the class are less certain and this restricts them during the daily mental arithmetic sessions.

135. Pupils at both key stages are making satisfactory progress. In all classes there is a good quantity of written work that shows daily and weekly progression across the full range of the National Curriculum. The progress of pupils during the daily extended oral maths sessions, which are a feature of the National Numeracy Strategy, is variable. Too often higher attaining pupils are not sufficiently challenged, and pupils with special educational needs are not fully involved, leading to unsatisfactory progress.
136. Overall the response of pupils to their maths lessons is good but it can vary according to the quality of the teaching. When pupils are fully occupied and challenged they show a lively response and enjoy their lessons. In other lessons, pupils' attention wanders and they are easily distracted. Behaviour in class is good and pupils usually settle quickly to their task and are able to work with a minimum of supervision. They co-operate with each other and have a pleasant rapport with their teachers. Pupils' behaviour and honesty are demonstrated by the fact they are trusted to use large quantities of real coins during their lessons.
137. The school has recently adopted the teaching methods of the National Numeracy Strategy that emphasises direct teaching and extended sessions of mental arithmetic. Whilst almost all of the teaching across the school is at least satisfactory and a third is good, most teachers are experiencing some difficulties with the organisation and strategies required in the extended mental arithmetic sessions.
138. Class control is good and during the main part of each lesson teachers are able to help individuals or groups and good progress is made. Work is marked promptly although with too few comments of encouragement or advice. Difficulties during the extended direct teaching and mental arithmetic sessions stem from some inefficient classroom organisation combined with teachers' inexperience in teaching mathematics to the whole class of pupils with a wide range of abilities. In several lessons at Key Stage 1 pupils are clustered together and are sometimes unable to see the teaching aids or use equipment to respond to questions. At these times, the cramped conditions often lead to pupils distracting each other. In both key stages, teachers' preparation does not anticipate the wide range of questions and strategies necessary to involve every pupil. In particular teachers need to develop ways of ensuring that pupils' answers can be seen rather than merely asking pupils to raise their hands.
139. Teachers often miss opportunities to extend the higher attaining pupils. For instance in a Key Stage 2 lesson on factors the session was devoted entirely to questions concerning pairs of factors which were understood by all the class. However little attempt was made to extend this towards multiple factors or to pose open ended questions to promote greater understanding. Whilst all lessons had an introduction and a plenary session these failed to set out the objectives of the lesson clearly enough or to review thoroughly what had been learnt and what was yet to come. Although all teachers use homework at times, there is no whole school system to ensure that all pupils receive increasing amounts of regular homework to support class work.
140. The school has decided to re-write the subject policy and programme of study in the spring of 2000

when teachers will have had experience of teaching the National Numeracy Strategy. In the interim, the school is using a recently published commercial scheme which closely follows the Strategy. The scheme provides a framework for medium and long term planning as well as detailed lesson plans. This is a sensible temporary arrangement that ensures full coverage of the national curriculum. The scheme provides record keeping and assessment procedures but it is too early to assess how successfully they are being used. The school has a portfolio of pupils' work but it is out of date and should be replenished to provide annotated examples of pupils' work to illustrate expected levels of attainment. Pupils' progress is assessed using annual tests and whilst these provide useful whole school information there is insufficient regular testing to support and advise the teaching of individuals or groups of pupils.

141. Mathematics lessons make a valuable contribution to pupils' moral and social development. In all lessons pupils are encouraged to work hard and persevere when faced with difficulty. During whole class sessions they are developing the capacity to explain and promote their ideas and to appreciate other people's point of view. Group and individual activities encourage teamwork and provide opportunities for pupils to behave sensibly.
142. The leadership and management of the curriculum are unsatisfactory. There are no systems in place to enable the co-ordinator or senior managers to monitor the teaching of mathematics or for the systematic evaluation of standards achieved. Although the school has set targets for whole school improvement, they do not extend to targets for groups of children or individuals. Whilst pupils with special educational needs are identified and catered for, the school needs to pay more attention to identifying high attaining pupils, setting targets for them, and tracking their progress.
143. There are sufficient teachers and support assistants but further training is required for all staff to ensure the successful implementation of the National Numeracy Strategy. Good use is made of support assistants during the main part of each lesson but they are underused during the direct teaching and mental maths sessions. The accommodation and storage facilities in the main school are suitable for the subject and allow a variety of teaching methods. Subject resources are of mixed quality and quantity and will be part of the subject's review in 2000. The classrooms in the annexe are only suitable for small classes and storage space for equipment is restrictive.

## Science

144. National Curriculum Teacher Assessments at the end of Key Stage 1 indicate that the proportion of pupils achieving the national expectation was well above average and, when compared to similar schools, attainment was average. The proportion of pupils attaining the higher level was well above the national average. The 1999 National Curriculum test for pupils at the end of Key Stage 2 showed that the proportion of pupils attaining the nationally expected standard was broadly in line with the national average, while the proportion of pupils attaining the higher level was below the national average. Test results, when compared with those of pupils from similar backgrounds in other schools, were well below average. From 1996 to 1999 attainment in the national tests has improved year on year to be now broadly in line with the average.
145. Attainment is average by the end of Key Stage 1. Pupils have begun to develop experimental and investigative skills. They use their observational skills effectively when carrying out investigations and they record what they discover using pictures and words. For example, in finding out how to make an electric circuit, pupils recorded their discoveries in a diagrammatic form. Pupils have a secure knowledge of light and electricity appropriate to their age. They can identify different sources of light and a good proportion are beginning to understand and use appropriate vocabulary such as *transparency*, *translucence*, and *shadow*. Pupils are also attempting to predict and come to conclusions about their observations. For example, they could predict whether or not shadows change size when the light source is moved further away from an object.

146. Attainment at the end of Key Stage 2 is average. Most pupils have a secure knowledge and understanding of physical processes. They know how to make a simple electrical circuit and that a circuit must be complete for a device such as a bulb to work. Progress is satisfactory overall in Key Stage 2 in the development of scientific knowledge and understanding but progress in using investigational and experimental skills is not satisfactory especially for the higher attainers in Years 5 and 6. Pupils do not have a good understanding of the scientific principles of prediction, fair testing and evaluation when undertaking practical investigations. Little opportunity was given to pupils to initiate and plan their own experiments and predict outcomes. Pupils' do not use literacy skills sufficiently in structuring clear reports of these investigations and mathematical skills in the construction of accurate graphs. Where measurements had been made, the opportunity to analyse and evaluate these measurements was missed.
147. In lower Key Stage 2, pupils make sound progress in developing investigational and experimental skills; they predict, consider fair testing and construct with guidance simple tests on rocks. However there is no common teaching structure for the teaching of these skills in the classes. In upper Key Stage 2 a good lesson was seen on light reflection where pupils were plotting the number of images seen in angled mirrors. A good proportion of pupils were using scientific vocabulary satisfactorily. There was evidence of information technology being used to produce angle measure charts. In lower Key Stage 2 pupils' understanding of the physical properties of materials was being developed through a study of rocks.
148. In both key stages, pupils with special educational needs are making satisfactory progress. The few higher attaining pupils are making unsatisfactory progress. This is because the work is too easy for them in some lessons and there are insufficient activities or tasks to extend their learning.
149. Pupils in both key stages behave very well in lessons and have positive attitudes to scientific work. They particularly enjoy practical experiments. They listen attentively and settle down to work quickly. Pupils handle simple equipment with respect and care. Working in small groups they co-operate well. They are willing to answer questions and to contribute constructive ideas. For example, a Year 2 pupil showed how a bulb could be lit in different ways after explaining his ideas. However the presentation of work is variable, especially at Key Stage 2, and sometimes inaccurate.
150. Overall the quality of teaching in Key Stage 1 is satisfactory and good in Key Stage 2. The lessons observed in lower Key Stage 2 were good. Lessons are well planned with clear learning objectives. On the whole, teachers have a secure subject knowledge but pupils' expectations are sometimes not high enough. Relationships with the pupils are good. Due attention is paid to Health and Safety matters in the classes. Displays of an interactive nature are a feature in Year 1 and Year 2.
151. Teachers have a good scheme of work to use but throughout the latter part of Key Stage 2 pupils are given insufficient opportunity to record their own conclusions. Too often all pupils in a class are given the same work and the higher attaining pupils are not sufficiently challenged. Teachers' marking of pupils' work is inconsistent and limited in nature. Overall the marking of pupils' work is used insufficiently to guide day-to-day assessments. Attention to presentation of pupils' work is variable, particularly so at Key Stage 2.
152. The science curriculum is broad and balanced and meets the statutory requirements. It makes a good contribution to pupils' social development through the effective use of group work. The procedures for the assessment of pupils' attainment are being currently reviewed and re-developed; current practice is to test at the end of a series of lessons in a work unit. Regular use of these assessments is an important element of future planning. The lack of consistency in the use of assessments and shortcomings in teachers' marking has a negative influence on the

progress made by more higher attaining pupils.

153. The co-ordinator of science has developed a good scheme of work. Planning is thorough. Key learning objectives are clearly outlined in plans and this is a strength. However there has been little opportunity for monitoring the subject and staff training has been limited. Little progress has been made in monitoring the subject since the last inspection. A portfolio of work at Key Stage 1 is being collected but it needs moderating; the previous portfolio was an effective document but little work has been done on it since 1997. The quality and quantity of resources are sound. The library book resources are good; the practical equipment varies in quality and quantity. Regular homework in this subject was given in Year 3 only.
153. **Information Technology**
154. Pupils attainment at the end of Key Stage 1 is in line with expectations, but at the end of Key Stage 2 it is unsatisfactory. This is an improvement since the last report in Key Stage 1 but it remains below average in Key Stage 2.
155. Pupils make satisfactory progress in Key Stage 1 and early Key Stage 2; in the lessons observed progress was always at least satisfactory. Since the last inspection a new policy and scheme of work have been introduced. Progress at Key Stage 1 is now rapidly improving. However in Key Stage 2 progress is unsatisfactory as the pupils are currently covering the same work with very little increase in skill in the later years. Information technology [IT] is not fully integrated into the other areas of the curriculum although a start has been made in art and science. A Year 4 class produced some Australian aboriginal paintings and Year 5 produced some scientific diagrams. Control technology is not well developed.
156. Information technology is introduced to the reception class and all pupils have the opportunity to acquire keyboard skills and mouse control by the end of the reception class. By the end of Key Stage 1 most pupils are beginning to use the mouse, space bar, and return accurately. In using the mouse they are proficient enough to give instructions to the computer. For example, when reading a rhyme from the computer screen they use the cursor to point to words and to instruct the computer to highlight and remove text. They are beginning to use IT to organise and represent data such as bar graphs to illustrate playtime food and their height. However there is insufficient opportunity for all pupils to develop these skills.
157. Pupils in Year 3 use simple word processing systems to communicate text and Year 4 pupils use a program for art. Pupils in Year 4 have also learnt to print their name in different fonts and move images around on the screen. There are not enough opportunities for pupils at Key Stage 2 to access information via CD-ROMs and the school is not yet connected to the internet. Pupils who have access to computers at home have well-developed skills in accessing information. However pupils who do not have the advantage of access to these systems out of school are making much slower progress.
- 157.
158. Pupils' response to IT is good. They are eager and enthusiastic. The pupils treat the computers with care and are considerate of each other when working in pairs. They take turns well and support each other in their work. They maintain a high level of concentration.
158. All the teaching seen during the week of the inspection was satisfactory. Lesson objectives were clearly stated and teachers made sound use of demonstration techniques. A review of the previous lesson, linking work to the floor turtle and the screen turtle using a software program called *Super Logo*, was thorough. Teachers' confidence in their knowledge of the subject is variable but has been improved by recent staff training. Lessons at present are taught in a variety of ways but are not effective enough to allow pupils regular practice to improve their skills and knowledge.

159. Resources are satisfactory overall to meet the requirements of the National Curriculum. The arrangements for the use of computers only gives a limited opportunity for all pupils to develop their skills on a regular basis. IT is not used in the support of pupils with special educational needs. In the support of all other curriculum areas it is being developed.

160. The IT co-ordinator is hardworking and has a clear vision for the subject. The co-ordinator has good subject knowledge and has worked hard to improve the quality of provision and raise awareness of the subject across the curriculum. These initiatives, together with the policy and scheme of work are designed to improve the teaching of the subject. Staff training is beginning to have an impact on the standards of attainment, particularly at Key Stage 1. There are appropriate plans for further investment in computer technology. However, as outlined in the last inspection report, the school still needs to raise attainment for all pupils in IT. There is now a policy and scheme of work; computer provision has improved; staff training has been introduced effectively by the co-ordinator. Effective monitoring, however, has yet to be introduced.

#### 161. **Religious Education**

161. Standards are in line with the requirements of the Locally Agreed Syllabus at the end of both key stages. Pupils are making satisfactory gains in their religious knowledge, and in their interpretations of religion. By the end of Key Stage 2, they have a sound understanding of religious matters; they have a good spiritual awareness of life; and they make moral, social and ethical decisions which may have their roots in the different religions that they have learned about. This is a considerable improvement on findings in the previous report, which noted low attainment and insufficient progress throughout the school.

162. In both key stages, pupils learn about Christianity as the major British religion, and about the main religions of other countries and cultures. They have, for example, visited local churches, and attended services at the main festival times of Christmas and harvest- time. A padre from the nearby army camp has visited, and so has the vicar from a nearby church. They have given talks, conducted prayers, and held a demonstration of a baptism in school. Pupils learn about the Bible and the major people and events in it, and they look at these people and read stories to understand what lessons can be learned from them. Similarly, pupils have also looked at other religions, including Hinduism, Buddhism, Sikhism and Judaism, and have looked at their beliefs, personalities and ceremonies. They have learned the story of Rama and Sita, for instance, and have taken part in Diwali services for the Festival of Light.

163. Pupils respond well during their religious education lessons and visits. Their behaviour and their attentiveness are always at least satisfactory and are often good. They are respectful when handling artefacts from different religions, when in churches and temples, and when watching religious ceremonies. They listen carefully to what they are told, and take heed of each other's opinions and points of view. They collaborate together well when doing their research and written work.

164. The teaching of religious education is satisfactory in both key stages. Teachers plan their lessons soundly, and they prepare and use artefacts and resources well in the main, whether from the school's limited range, or items borrowed from a loan service, or brought in from pupils' homes. Lessons are structured well so that pupils can understand what is characteristic about each religion, and what is different. Pupils' behaviour is controlled well. Teachers encourage them to think about what they have learned, and to relate their own experiences to ways of thinking and behaving that are exemplified in various religions. Teachers make good use of open questions to develop their pupils' reasoning skills and to give them opportunities to reflect on what they have learned. When it is time to produce any written work, however, teachers have lower expectations, and there is insufficient emphasis on pupils' extended writing, or its neatness, spelling or grammar. The higher attaining pupils are not stretched by additional work when they have completed the first tasks that are set for them.

165. The subject is managed soundly, although the co-ordinator has insufficient time to watch other members of staff teaching. The Locally Agreed Syllabus for religious education has been adopted. The co-ordinator has recently undertaken further training in the subject, and has plans to develop resources adequately. The newly constructed scheme to assess pupils' progress has not been in operation sufficiently long to guide teachers' plans for what they will be teaching in the future, nor how they will carry out their teaching.

## 166. **OTHER SUBJECTS OR COURSES**

### **Art**

166. Attainment and progress in art is satisfactory overall. This is an improvement since the last inspection, although the range of experiences that pupils have is still too limited, particularly in Key Stage 2.

167. There are examples of good work in art in the displays around the school. Pupils have experience of painting, observational drawing, collage and texture. They are taught different techniques such as colour blending, smudging by tapping, and the representation of reflections on water. They use an appropriate variety of resources – chalks, wax crayons, paint – and different qualities of paper. They discuss perspective spontaneously, and some Key Stage 1 children are able to use this skill in their drawings. Some younger children are developing visual literacy as they learn that colours and styles can influence mood, and suggest ideas about how they can express feelings.

168. These skills are not sufficiently developed across Key Stage 2, however. Pupils lack the range of opportunities that will build on earlier learning. They have experiences that enable them to develop an understanding of an artist's work, for example, Cezanne's style of still-life pictures, and there are some good observational drawings in pencil where pupils have taken care with their work. However, much of the art displayed in Key Stage 2 reflects the limited range of opportunities offered, and indicates a lack of pride in the finished product. One exception to this is the excellent work on Aboriginal art, where pupils have investigated a culture different from their own.

169. In the lessons that were observed during the inspection, the teaching in art was sound, sometimes very good. Teachers have developed their subject knowledge well, and display real enthusiasm. They take care to ensure that pupils understand what they have to do, giving them confidence to try. Pupils' perseverance in those lessons was above average - for example, colouring in an appropriate colour blend until the reflection of the rising sun was across the whole of a page. Lessons are well-planned and carefully prepared. Resources are well organised, enabling the lesson to flow at a brisk pace, so that pupils have the maximum time to concentrate on their learning. Pupils' attitudes are good and behaviour was consistently good. Assessment systems are insufficiently developed, and do not take sufficient account of the progression of skill development.

170. Since the last inspection, a comprehensive policy has been developed which gives clear guidance to teachers on the progression in pupils' learning. As yet, this is insufficiently implemented across the school. The school has also begun to use a published scheme of work. There is a school portfolio of pupils' work, annotated to show the context for learning, but there is no indication of the skills, knowledge and understanding involved. Resources are satisfactory, although protective aprons are in short supply, which limits opportunities for some aspects of learning.

## 171. **Design and Technology**

171. The previous report identified shortcomings in pupils' attainment and progress across the school, particularly in the development of designing skills. There has been some improvement in this area

since then, but attainment overall remains below average, and progress is still unsatisfactory.

172. By the end of Key Stage 2, pupils are able to draw a design, select materials, make an object and consider how they might improve it. They can propose a sequence of actions, for example, when making the sole of their shoe, and clarify their ideas through discussion with a partner. This enhances their designing skills appropriately. They know that the next step will be to measure, cut out and shape their shoe before assembling it, having previously selected their materials. Pupils lack opportunities to develop their knowledge and understanding further, however. They have little experience of, for example, using mechanisms to test out structures, or of learning about the higher skills that relate performance to function. This limits the progress that pupils make in applying their skills, and indicates unsatisfactory improvement since the last inspection.
173. Very little teaching of design technology was observed during the inspection, but there were several examples of pupils' work around the school, and a portfolio to demonstrate the range of pupils' recent achievements. Teachers had made the most of pupils' enthusiasm for Picasso's paintings by encouraging them in the production of some excellent models, interpreting Picasso's work. These were attractively displayed alongside a booklet containing some brief evaluation by the pupils. The school portfolio shows photographs of Year 4 with their individual didgeridoos, and pupils' enthusiasm is very evident. The finished products were of a good standard. Teachers' expectations are high for these isolated examples. However, the lack of co-ordination across the school limits opportunities to build on this learning.
174. There is a very good policy now to guide teachers' planning, which is a significant improvement since the last inspection. The school has also acquired an appropriate published scheme of work covering all year groups, which is designed to enhance teachers' subject knowledge. Most of the staff lack confidence in this area of the curriculum. Resources, although of satisfactory quality, are limited, reducing pupils' opportunities to experiment with their own ideas.
175. Assessment systems are very limited. They relate insufficiently to the development of pupils' skills, knowledge and understanding, reflecting mainly the activity and pupils' attitudes.

176.

## **Geography**

176. Pupils make satisfactory progress throughout the school, and at the end of each key stage, pupils are achieving a satisfactory standard. This is a slight decline since the previous report, in which Key Stage 2 pupils were making good progress. The school, has, however, had to reduce the amount of time devoted to this subject because of pressure to expand time for Literacy and Numeracy, and it has done well to maintain a sound rate of progress and level of attainment among all pupils.
177. Pupils are learning their basic skills in the early years at school by studying the school itself, the different buildings and the materials they are made of. They learn how to draw maps of the rooms within the school, and of the school grounds. They progressively learn to draw maps of the local area, including their route to school, and the important buildings on the way. They begin to relate these to aerial photographs of the school and village area. As their skills and levels of understanding develop, pupils learn to apply their knowledge to wider themes and areas. They conduct simple surveys of the types of buildings that are found locally, and the range of transport vehicles they observe. As they build these research skills, they apply them to wider areas, such as working out the kinds of facilities that towns and cities would have, as opposed to their own village. They study maps that cover a wider area, and look at the different kinds of land use and employment possibilities, including, for example, farming areas and holiday destinations. Pupils gain a sound grounding in the major elements of geography.
178. By the time they leave the school, pupils take an active part in using their skills by studying specific towns such as Castleton, where they widen their experience and practical skills in observing and recording, in conducting surveys, drawing and writing, and organising their findings. These skills are

further developed as pupils compare features in Britain with other countries. After studying the characteristics of rivers, for instance, they have learned about the River Severn, and then about great rivers abroad, such as the Nile and the Mississippi. These have linked in well with other topics such as the historical study of the ancient Egyptians. Similarly, pupils have a sound understanding of areas that they have chosen to do research into, such as the English Lake District, the European Alps and the Himalayas. Pupils with special educational needs make sound progress.

179. Pupils have a good and positive attitude to geography. They are very interested in the class discussions and in the research they do. They interact well, and collaborate together in a friendly way. Pupils tend to be less willing to put as much effort into their writing as they do into their research and interpretative work.

180. The teaching of geography is satisfactory in Key Stage 2, and was not seen in Key Stage 1. Teachers have a sound grasp of the main elements of what geographical skills involve, and they apply them well to their lesson plans. They prepare and organise their work well, and have good control of the pupils. The research aspect of the subject is dealt with well, with a good emphasis on observing and classifying and the interpretative features in the environment, as is seen in the research work done into different mountain areas across the World. Teachers do not, however, expect pupils to maintain the good pace of the research and discussion lessons in their writing. There is often a lack of well-planned additional work to stretch the higher attaining pupils when they finish their first task. There is also a lack of expectation that pupils will write extended passages about the research they have done; and there is little emphasis on good presentation of their work, for example neat handwriting, good grammar or correct spelling.

181. The subject is managed soundly. Geography does not occupy a major section of the timetable any longer, but the newly adopted scheme of work covers the essential elements of the subject and allows for a reasonable coverage of major themes during pupils' time in the school. The new scheme to assess pupils' progress has not been in place long enough to guide teachers on how they might change what they will teach in the future. The co-ordinator has insufficient time to monitor either the teaching of geography through the school, or lesson plans. Resources for geography are being developed, but are currently unsatisfactory. Good use is made of the local environment, however, and of more distant places that pupils have visited, and have stayed at during residential trips.

## 182. **History**

182. Pupils make satisfactory progress through the school, and their standards of attainment are satisfactory at the end of each key stage. The school has done well to maintain this level of attainment, and rate of progress since the previous inspection in view of the considerably shorter amount of time given to history now that Literacy and Numeracy have a greater emphasis. The higher attaining pupils are still not being stretched sufficiently, however, as noted in the last report.

183. Pupils are learning their earliest skills of looking at historical "evidence" by, for instance, looking at teddy bears to see how old they look, and deciding how old they might be, and what new ones look like. They further develop these basic skills by looking at a wider range of everyday items and routines around the home, such as bath-time, toilets and lights. Old and new homes are looked at, with pupils considering how they were built and what their distinctive features are. Pupils gain sound skills in the approach to history when it is combined with geography topics and they look at buildings and other environmental features around the local area,.

184. Higher up the school, pupils have learned to look at the lives of famous people such as Samuel Pepys and Sir Winston Churchill, and understand what they tell us about the times they lived in. This is combined with studies of particular periods in British history such as the Elizabethans and the Victorians. Pupils are learning to look at the sources of evidence, why people said and wrote what they did, and the reasons for acting as they did. They consider the reliability of the evidence in



studies of the ancient Greeks and their relationships with Sparta, and how the victors in conflicts might affect the way events are seen afterwards.

185. By the end of Key Stage 2, pupils have developed sound critical skills, and carry out basic research into different aspects of the people, events and periods they have studied. They have a sound understanding that all things that are written may not be entirely true, and that it is wise to be cautious about some sources of information. They have developed a sound knowledge of many aspects of life during several important periods in British and World history, from the ancient Egyptians to Britain since the 1930's.
186. Pupils have good attitudes to history. They are interested and attentive. They are very positive and eager in discussions when they are considering different points of view and coming to decisions. At times, they are less willing to write down their thoughts and to summarise on paper the knowledge they have gained.
187. No lessons were seen in Key Stage 1. The teaching of history in Key Stage 2 is good overall. No unsatisfactory lessons were seen.
188. Teachers plan their lessons well, based on a good knowledge of what the subject involves. They have clear aims and high expectations that pupils will develop skills focused on the approach to historical enquiry. There is, however, little support of Literacy in lessons: there is too little regard to pupils producing any extended writing about what they have learned, and there are low expectations with regard to neat presentation, spelling and correct grammar. In a lesson about the Greeks and Spartans, for instance, pupils gained a good awareness of the differences between the two city-states, and could sensibly discuss their preferences for one or the other. The teacher, however, did not keep up the high expectations when setting a writing task, and the pace of the lesson declined.
189. Pupils' behaviour is managed well, and lessons are generally well organised, with good use of a limited range of resources. However, teachers do not always plan well to give the higher attaining pupils additional work that will stretch them when they have finished the first work that was given to them.
190. The subject is managed soundly, although it does not now occupy a major part of the curriculum. The co-ordinator has insufficient time to monitor other teachers in their history lessons, nor to monitor the planning or teaching. The curriculum has sound breadth, and is well balanced in the long term, particularly with the emphasis on a good approach to historical research. The resources for the subject are unsatisfactory, but these are being built up. Good use is made of items that are brought in by pupils and by local people. Visits to places of interest locally, including museums, complement the school's own resources.

## 191. **Modern Foreign Languages**

### 191. **French**

191. Pupils study French in Year 5 and Year 6. Standards are above average, confirming the findings of the last report. Pupils of all abilities, including those with special educational needs, make good progress.
192. Pupils are able to respond quickly and fluently to greetings in French. They can speak their name and identify common classroom objects with a sure grasp of the language. They can understand simple commands, short statements and questions. Many pupils can ask questions of others and some confidently use idiomatic phrases. All the pupils have little difficulty understanding French spoken clearly or from a good quality recording.
193. The pupils participate enthusiastically in lessons and give confident verbal responses. They are well-behaved and motivated, enjoying the active involvement and lively pace of lessons.

194. Teaching is very good. Expectations are high and the excellent accent of the teacher and constant use of French ensure all the pupils enjoy the subject and make good progress. The teacher makes use of a commercial scheme but also uses her own resources as appropriate.

#### 195. **Music**

195. Standards in music are good which is a marked improvement since the last inspection when standards were judged to be unsatisfactory. During lessons pupils of all ages listen attentively to music and appreciate the variety of mood and character conveyed. The oldest pupils can identify instruments of the orchestra and are gaining a good knowledge of the works and lives of famous composers. Pupils from Year 2 know many songs and are able to follow a conductor. They sing with expression and control and from Year 3 are able to sing and play in rounds relating their contribution to that of other performers. The oldest pupils are able to use a variety of tuned and untuned instruments co-operatively and have begun to write their compositions using simple notation. Pupils at the end of Key Stage 1 have begun to learn to play the recorder and later at Key Stage 2 they perform during assemblies and concerts. There are currently more than thirty pupils learning to play brass instruments, violins, keyboards and woodwind instruments. Pupils throughout the school are making good progress and are gaining experience of the music of other cultures; during the inspection the children heard a Nepalese soldier play the bagpipes.

196. Children enjoy their music lessons. They are very well behaved and work well together.

197. Teaching is usually good, especially when it is taught by the subject's co-ordinator. During these lessons the teacher's expertise provides a wide range of activities and skilled piano accompaniment leading to a well-balanced lesson with high standards of performance. The only less than satisfactory teaching seen resulted from the teacher's lack of subject knowledge and experience when teaching pupils how to work together to compose short pieces of music.

198. The subject co-ordinator provides valuable support to other teachers and has worked hard to provide an excellent policy and programme of study leading to raised standards across the school. Pupils are encouraged to make use of the local authority's peripatetic music staff's instrumental instruction and arrangements exist to support the necessary tuition fees to ensure that there are equal opportunities for all pupils.

199. Music makes an important contribution to pupils' spiritual, moral, social and cultural development. Through music, children learn to respond to beauty, co-operate with each other, appreciate diverse cultures and give pleasure with their performance.

#### **Physical Education**

200. Standards in physical education are good at the end of both key stages, which is an improvement on the previous inspection. All pupils make good progress, including those with special educational needs. During the inspection it was possible to observe gymnastics, dance and games. The school is fortunate to have the use of a swimming pool at the British Army Base at Bramcote. However, swimming did not take place during the inspection week and parents expressed concern about the infrequent use of this facility.

201. In gymnastics, the youngest pupils can travel in different ways with good skill and control for their age. By the end of Key Stage 1 they can form and hold low, wide and high shapes. There is clear progression by Year 6 where pupils perform high quality forward, linear and backward rolls. The control in their movements is good and there is a clear emphasis on high quality by the teacher.

202. In games in the final two years, pupils can catch a ball confidently, with good technique when it is thrown from a distance. They judge well when to use a chest pass a bounce pass or a long overarm

throw when playing a game of netball. Pupils are also aware of the need to take up a good position to receive a pass and limit the chance of an interception. The team skill of supporting other players is thus well developed.

203. Pupils have consistently good attitudes to the subject, which they view enthusiastically. They are invariably well-behaved and attentive, sustaining their activity for extended periods of time. They work well both individually and in small groups. In all lessons, pupils can discuss what they have done and in the most effectively taught lessons they evaluate both their own movements and those of others.
204. Teaching is good. It is always satisfactory and occasionally good or very good. When the teaching is at its best there is a clear focus on high attainment. For instance, in gymnastics with the oldest pupils, clear guidance was given about the features of effective movements and pupils were encouraged to closely evaluate their own work. In a very effective outdoor games lesson, activity was maintained for all pupils but this was interspersed with very clear coaching points. The activity developed working with a partner through small-sided games to larger team games, so that the skills learnt were integrated into actual games.
205. The school has a clear subject policy and relies on a commercial scheme of work. Expectations are identified for particular ages in games, gymnastics and dance to ensure continuity and progression. There is full equality of access and opportunity and mixed teams play at both football and cricket. Assessment takes place for the end of year reports but is used insufficiently to plan pupils' future activities. There is also insufficient monitoring of both planning and teaching.
206. Resources for physical education are both adequate and accessible. The school has a large hall, good playground facilities and extensive grounds, which enable a full range of indoor and outdoor activities to take place.
207. A number of practices are held at lunchtime, including cross-country, netball and football. Further activities are provided after school by parents and external groups. Competitions and matches take place with other neighbouring schools and the school holds the Bedworth Area Schools Football Trophy for 1999. The school also won the Area Cricket Championship and went on to take part in the County Finals.

## **PART C: INSPECTION DATA**

### **SUMMARY OF INSPECTION EVIDENCE**

208. A team of six inspectors including a lay inspector inspected the school over a period of four days amounting to 20 inspector days in all. A total of 70 hours 20 minutes was spent in observing classes, discussions with pupils and evaluating the work they had done. In addition, interviews and discussions were held with the headteacher, teachers with curriculum responsibilities and members of the Governing Body. A representative sample of pupils was heard to read from all classes. There was an intensive scrutiny of pupils' work in every subject.
209. Inspectors attended assemblies and checked school registers and records. Before and during the inspection all necessary documentation was studied, including the school development plan, details of the school budget and policies and minutes of Governing Body meetings. An analysis was made of 61 questionnaires completed by parents and the views of the 17 parents at the pre-inspection meeting were taken into account.

## DATA AND INDICATORS

### Pupil data

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y6	243	0	34	11

### Teachers and classes

#### Qualified teachers (YR – Y6)

Total number of qualified teachers (full-time equivalent)	10.8
Number of pupils per qualified teacher	22.6 :1

#### Education support staff (YR – Y6)

Total number of education support staff	8
Total aggregate hours worked each week	121

Average class size:	24.3
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## Financial data

Financial year:

1999
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	£
Total Income	451,527.00
Total Expenditure	387,169.00
Expenditure per pupil	1,512.38
Balance brought forward from previous year	40,825.00
Balance carried forward to next year	105,183.00

## PARENTAL SURVEY

Number of questionnaires sent out:

256

Number of questionnaires returned:

61

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

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	51	44	5	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	56	38	2	5	0
The school handles complaints from parents well	25	44	25	5	2
The school gives me a clear understanding of what is taught	23	59	8	10	0
The school keeps me well informed about my child(ren)'s progress	28	51	13	8	0
The school enables my child(ren) to achieve a good standard of work	39	51	8	2	0
The school encourages children to get involved in more than just their daily lessons	34	49	15	0	2
I am satisfied with the work that my child(ren) is/are expected to do at home	30	51	7	11	2
The school's values and attitudes have a positive effect on my child(ren)	38	54	7	2	0
The school achieves high standards of good behaviour	39	54	5	2	0
My child(ren) like(s) school	56	38	3	0	3

### Other issues raised by parents

Parents had mixed views about the quality and sufficiency of the information provided when children start school. Some parents were concerned that the pupils did not have sufficient opportunities to go swimming.