

INSPECTION REPORT

**ALL SAINTS CE PRIMARY SCHOOL AND
NURSERY**

Nuneaton

LEA area: Warwickshire

Unique reference number: 125653

Headteacher: Mrs S Kaminski-Gaze

Reporting inspector: Graham Bate

Dates of inspection: 21st – 25th January 2002

Inspection number: 193972

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Controlled
Age range of pupils:	3 to 11 years
Gender of pupils:	Mixed
School address:	Knebley Crescent Nuneaton Warwickshire
Postcode:	CV10 7AT
Telephone number:	024 7638 2123
Fax number:	024 7632 0531
Appropriate authority:	The governing body
Name of chair of governors:	Mr D Craddick
Date of previous inspection:	May 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
20926	Mr G Bate	Registered inspector	Science Art and design Design and technology Physical education Equal opportunities Special educational needs	What sort of school is it? How high are standards? The school's results and pupils' achievements How well are pupils taught? What should the school do to improve further?
14214	Ms G Smith	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
23610	Ms J Denton	Team inspector	Mathematics Information and communication technology Religious education Foundation Stage	How well is the school led and managed?
25281	Miss J Peek	Team inspector	English Geography History Music English as an additional language	How good are curricular and other opportunities offered to pupils?

The inspection contractor was:

Bench Marque Limited
National Westminster Bank Chambers
Victoria Street
Burnham-on-Sea
Somerset TA8 1AN

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33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

All Saints' Primary and Nursery School is located in the former mining town of Nuneaton. It is a Church of England Voluntary Controlled school, taking all pupils from the immediate area, from three to eleven years of age. There are 184 pupils on roll of whom 26 now attend the nursery full-time. There are currently 23 children in the reception class. Whilst there is an overall gender balance, there are currently over three times more girls than boys in the reception class and twice as many boys than girls in Years 4 and 5. The previous pattern of pupils leaving at the end of Year 2, which continued after the gradual change of status, over the last five years, from a first to a full range primary school, has almost ceased. The standard of attainment on entry of the majority of pupils in the school, of which only the current reception year has had the benefit of full-time nursery provision, has been very low. Nearly 60 per cent of pupils are currently on the register of special educational needs, which is very high compared with the national average. Forty-two per cent of pupils have individual education plans and three per cent have statements of special educational needs, both figures are above the national average. Unemployment, particularly male, in the area is high and it is a predominantly low wage economy. About 50 per cent of pupils are known to be eligible for free school meals, which is about two and half times the national average. Forty per cent of pupils enter or leave the school on occasions other than at the usual first admission or leaving times. Currently the school has no pupils who speak English as an additional language. A small number of pupils from the travelling community attend the school. The school has experienced recent difficulties in recruiting staff and turnover has been high with five full-time teachers leaving and seven appointed in the last two years. There has been a complete change of teaching staff since the last inspection in 1997. The school has the highest intervention and assistance level for support within the local education authority.

HOW GOOD THE SCHOOL IS

After an extensive period of considerable difficulties, All Saints' gives an acceptable education to its pupils and is now an effective school. Although standards are low, the pupils now achieve satisfactorily and make progress. As a result of the good behaviour management skills of the teachers and support staff, the pupils show interest in their activities and the majority display positive attitudes. Relationships within the school are good, which are having a positive impact on pupils' learning. The headteacher, staff and governors are working well together to improve the curriculum, provide a stimulating and inclusive atmosphere in which to work and strategies to raise standards. They also ensure that the very high percentage of pupils with special educational needs is well and effectively supported. There is very good provision for the pupils' personal, social and health education. The pupils are very well cared for and there is very good provision made for their spiritual, moral and cultural development. Provision for the pupils' social development is outstanding. The school seeks to enlist the support of parents and keeps them well informed about their children's progress. There are very good strategies in place to improve attendance. More work is required to gather assessment information about pupils' progress, use this information to guide curriculum planning and to ensure the progressive development of skills in all subjects. The marking and presentation of pupils' work also needs improving, as does the teaching of literacy. The relatively newly appointed headteacher provides very good leadership, well supported by other key staff and the governing body. The school's policies and practices ensure that all pupils are valued and included in every aspect of school life. The school has addressed well the majority of the action points in the last report. It is now in a good position to raise standards. The school provides satisfactory value for money.

What the school does well

- The teachers manage their classes well.
- Relationships in the school are good, which are having a positive impact on learning.
- Pupils with special educational needs are well supported and they make good progress.
- The headteacher is a very good leader. She is supported well by the governing body and all the staff.
- The provision for pupils' social development is outstanding and they are very well cared for. All pupils are valued and included in all aspects of school life.
- There is very good provision for the pupils' spiritual, moral and cultural development and for personal, social and health education.
- The pupils attain standards in gymnastics above those normally expected by the age of eleven.

What could be improved

- Standards in all subjects, especially in English, mathematics and science.
- The assessment of pupils' progress. Use of assessment information to guide long-term planning of the curriculum.
- Planning of work in all subjects to ensure there is clear build up in the development of pupils' skills.
- The consistency and quality of the marking of pupils' work.
- The standard of presentation of pupils' work.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in May 1997 when it catered for children from the reception age to Year 4. Since then the school's status has changed. It is now a full range primary and also has a full-time nursery. Direct comparison with the last report is, therefore, difficult. Following the previous inspection, the school almost immediately entered a period of considerable uncertainty and disruption to the management structures. As a result, standards, particularly of attitudes and behaviour, dropped considerably to unacceptable levels. This period of turbulence was compounded by much instability and changes in the staffing position. It is only since last September that the school has enjoyed a period of consistent stability and upon which it has begun to build very necessary improvements. From an exceptionally low base, the standard of the pupils' behaviour and their attitudes have improved to a point where, in lessons, they are virtually all satisfactory and just over half is good or better. This is a significant achievement. Overall standards, whilst still low, are improving at better than the national average in English, mathematics and science. Most pupils are now achieving and making progress, although this is currently slow. These improvements have mainly come about as a result of strong and coherent leadership and a shared determination to improve standards. The school's very good procedures for monitoring and improving attendance are also beginning to have a positive impact on achievement. The school has successfully dealt with the majority of the action points raised in the last report, which included performance management procedures, the provision of a statutory information technology curriculum and an effective foundation curriculum. The school is also benefiting from the improvements in accommodation.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 (eleven-year-olds) based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	E*	E*	E	E
mathematics	E*	E*	E*	E
science	E*	E*	E*	E*

Key

well above average A

above average B

Average C

below average D

well below average E

very low E*

The standard of attainment on entry to the school is very low. The results in the national tests for 2001 show that standards in English are well below average and in mathematics and science very low when compared with all schools nationally. When compared with similar schools, that is those having between 35-50 per cent of pupils known to be entitled to free school meals, performance in science remains very low and English and mathematics are well below average standards. The underlying trend in performance has been up since 1999, at a rate that is better than the upward national trend; the gap has been closing a little. Results for Year 2 (seven-year-old) pupils in 2001 show a similar pattern of very low performance. However, similarly, the trend too since 1999 has shown improvement at a rate better than the national. During the inspection, standards of work seen in English, mathematics and science were well below average. This was also true of information and communication technology, predominantly

due, until recently, to the absence of appropriate equipment. In all other subjects, standards are below average, except for physical education and music where they are in line with expectations at seven. Standards are above expectations at eleven in physical education. Children in the reception class are on course to attain the national targets for learning in all areas, except language and their knowledge and understanding of the world. These standards, although below average, do show that there is achievement from a very low base through the school. Comparison with the previous report is not valid owing to the school's changed status.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	The pupils' attitudes to school are satisfactory overall. Most enjoy coming to school and are interested in the activities. Some of the oldest pupils find concentration difficult.
Behaviour, in and out of classrooms	Behaviour is satisfactory overall. In lessons, more than 50 per cent of behaviour is good, especially in Year 1-2 and nursery and reception. Pupils are welcoming and polite to visitors.
Personal development and relationships	Relationships throughout the school are good. There is now much mutual respect between adults and pupils. Pupils are given small responsibilities to undertake, which raises their self-esteem.
Attendance	Attendance is very low compared with the national average. Unauthorised absence is high. The school's strategies to improve attendance are very good. The number of exclusions is falling. There were no permanent exclusions during the last school year.

The quality of relationships, the improving behaviour and the slowly improving attendance are having a positive impact upon the pupils' learning.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Satisfactory	Satisfactory

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

The overall quality of teaching is satisfactory. There was only one unsatisfactory lesson. The teaching of numeracy skills is satisfactory throughout the school. Whilst some of the literacy teaching is very good, there is an inconsistent approach which reduces overall effectiveness. The teachers manage their classes very well and use an effective range of teaching methods linked suitably to clearly stated learning objectives. They have high expectations for the standards of behaviour, quality of relationships, and the inclusion of all pupils and, in some subjects, the extension of the pupils' vocabulary. Expectations for the quality of handwriting, presentation and completion of work are not always high enough. The teachers work exceptionally well with the learning support assistants and other agencies, which benefits the pupils' learning considerably. The teachers support well the work of pupils with special educational needs but there is sometimes insufficient variation in tasks set to meet the requirements of all pupils. Subject knowledge is generally satisfactory. The teachers of children in the nursery and reception have a good understanding of how children of this age learn. Homework is beginning to be used, whilst the standards of marking is inconsistent and does not support pupils' learning well. The teachers work exceptionally hard and successfully to improve the pupils' self-esteem.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The learning opportunities in the nursery and reception are good. The curriculum provision for Years 1-6 is satisfactory, with some subjects needing development in certain areas. There is satisfactory provision for extra-curricular activities.
Provision for pupils with special educational needs	The provision for these pupils is good. They are very well supported and the provision is well managed.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for the pupils' social development is excellent. For all other aspects it is very good. The provision is a reflection of the school's good policy of inclusion.
How well the school cares for its pupils	The pupils are provided with very good personal support and guidance. All the staff know the pupils well. Assessment of both pupils' progress, especially in science, and of the curriculum requires improvement.

The school strives hard to work in partnership with parents by, for example, providing good quality reports, three opportunities a year for formal consultations and establishing an attractive room for informal exchanges.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher has a clear vision for the educational direction of the school. She is a very good leader who is supported well by the deputy head. The subject managers are confidently developing their roles.
How well the governors fulfil their responsibilities	The governing body is almost entirely new since last September. It is setting up new committee structures to extend its effectiveness. Statutory duties are fulfilled satisfactorily.
The school's evaluation of its performance	Effective analysis is undertaken of the school's performance in the national tests and of assessments on entry to the school. Monitoring of teaching is well developed.
The strategic use of resources	Resources are well deployed and used effectively. The school development plan is now fully costed.

The teaching staff offer a good mix of experience and subject expertise. The support staff are efficient, effective and well deployed. The school has a satisfactory level of resources. The principles of best value are applied. The administrative and cleaning staff are efficient and effective.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • The teaching is good. • Good progress is made. • School expects their children to work hard. • The school helps my child to mature. • The improved behaviour. • The welcome at the school – ‘appreciation’ of parents. • Improved attitudes. • The efforts to improve attendance. • Easy to sort out problems with school. 	<ul style="list-style-type: none"> • Some of the behaviour. • The amount of homework. • The number of extra-curricular activities. • How the school is managed. • Information on children’s progress.

The inspection findings broadly agree with what pleases parents most. There has been a significant improvement in behaviour and most pupils behave well. The school constantly reviews homework requirements and most tasks are appropriate. The provision for extra-curricular activities is similar to most schools of this size. The school is now very well led and the quality of the reports to parents is good with good opportunities for formal and informal consultations about children’s progress.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Standards in the 2001 national tests for eleven-year-olds (Year 6), based on the average points scored by all pupils, were well below average in English and very low in mathematics and science. When compared with similar schools, that is those having between 35 per cent and 50 per cent of pupils known to be eligible for free school meals, English and mathematics were well below average and science very low. However, the trend since 1999 has been upward in all three subjects at a rate that is better than the national trend. Whilst still having some way to go, the gap is currently narrowing. Taking the three years, 1999-2001, results show that both boys and girls fall below the national average, with girls slightly further away from their average than the boys. However, overall there is little gender difference in performance.
2. The performance of seven-year-olds (Year 2) in the 2001 tests, based also on the average points scored by all pupils, are well below average in reading and writing and very low in mathematics. When compared with similar schools, all the areas of learning remain as above. As with the eleven-year-old pupils, the seven-year-olds results have shown an upward trend since 1999, which is again better than the national trend. There is little gender variation in performance.
3. Over a number of years, the attainment of pupils when they enter the reception year has been very low. Analysis of data covering the last three years confirms this, as does the current nursery class. Attainment on entry to the reception class this year is closer to average. The current reception class has received enhanced provision for the first time in nursery education, which has contributed to the higher attainment achieved. While in the nursery, children make satisfactory progress in mathematical development and good progress overall in all other areas of learning. However, vocabulary and fluency of speech often lower their ability to communicate well. Reception children are now on course to achieve the expected national targets in personal, social and emotional development, mathematical development, physical development and creative development. All pupils are not yet fully on course to achieve the national targets in communication, language and literacy or knowledge and understanding of the world.
4. Children in the reception year listen attentively to shared stories but often lack confidence in speaking in a large group. They handle books carefully and the most able read a simple sentence matched to a picture, while others talk about pictures and make a story. About half of the children recognise sounds, but not all link them to associated words. The higher attaining children use sounds to 'write' words. The most able children count to nine and know values of money to twenty-one pence. Others count confidently to five and match the symbols, while children with special educational needs are supported to achieve these. Most understand mathematical language for measures, size, shape and the passing of time.
5. Inspection evidence confirms that standards of work seen in English, mathematics and science were well below average in Years 1-6. The school is setting realistic targets for improvement and it is clear that the pupils' levels of achievement are now satisfactory, although progress is slow. Progress is being aided by the very significant improvement in behaviour, the raising of self-esteem, better attitudes and improving teaching. Pupils with special educational needs make good progress in relation to their individually set targets. Their progress and attainment are generally aided by the suitably small steps set for learning and by the teachers' and support staff's good understanding and knowledge of their needs. The majority of these pupils, because of the good quality of support, which enables them to experience success, show positive attitudes towards

school. These aid their progress and improves self-esteem.

6. The school has identified the need to improve pupils' spoken language, which is well below average. The regularly planned discussion times are slowly improving both spoken and listening skills. Currently, most pupils have very restricted vocabularies. Standards in reading are improving but they are well below those expected for their age. However, the range and, significantly, the quantity of books read are insufficient to raise standards. Reading at home is more unsuccessful for Years 5 and 6 pupils. Many pupils do not read with understanding, which affects adversely their work in other subjects. This is also true with writing, which is often poorly spelt, lacks basic punctuation and imagination. Drafting skills are weak and underdeveloped. Some improvement in writing has resulted, for the oldest pupils, since they became aware of the targets to achieve specific National Curriculum levels. Handwriting and presentation have not improved since the previous inspection.
7. The school is trying hard to improve the pupils' skills in mental calculation, for example in Year 6 the introductory activity is based upon their homework. However, in the lower group of two in Years 4, 5 and 6, virtually all the pupils had to resort to the use of number squares to answer orally questions about the 2, 3, 4, 5 and 10 times tables. Some of the lowest attaining pupils found the use of a number square difficult. The notion of place value is reasonably well established in Years 3-6, as is early work on fractions, decimal notation in money and the notion of, for example, the mean. The understanding of shape and symmetry is not well developed but the Year 5 and 6 pupils show a better than average understanding of probability.
8. Pupils carry out simple, but generally effective, practical investigations in science, with the Year 5 and 6 pupils having a sound understanding of the need to vary factors if a test is to be fair, and prediction. However, their ability to record accurately and interpret the results is underdeveloped. The amount of work covered, however, reflects the slow pace at which many of the pupils work. This, inevitably, has an adverse impact on standards. Some of the higher attaining pupils are gradually acquiring a good range of technical vocabulary. Overall standards in information and communication technology are below expectations as the computers were only available just before the inspection and pupils are currently having to work at lower levels than would normally be expected, for example they are slow when using the keyboard, as they have not yet developed this expertise. Attainment for both Year 2 and Year 6 are below the expectations of the local agreed syllabus for religious education. Whilst the Year 1 pupils have a satisfactory understanding of, for example, religious celebrations, they find difficulty in recalling a visit to the local church. Year 6 pupils display an uncertainty about where in the Bible the stories of Jesus may be found. They know that the Cross is an important Christian symbol but their knowledge of the sacred books and symbols of other faiths is unsatisfactory. The pupils find it difficult to reflect on learning from religion and how it applies to everyday life.
9. Generally, standards are below those expected of Year 2 in design and technology, history and geography. In Year 6, standards are also below expectations in art and design, history, geography and music. The exceptions are physical education, where standards at Year 2 are in line with expectations and at eleven where they are above, and music at Year 2 where they are close to those expected. In art and design at Year 2 and design and technology at Year 6, there was insufficient evidence to make a firm judgement. In the two design subjects, there is a developing sense of the design and evaluation process. However, skills, for example the use of tools, such as a hacksaw, are underdeveloped. In music, Years 1 and 2 are gaining confidence on the control of rhythm and pitch in singing, a skill not firmly established by Year 6. Year 1 and 2 pupils have a simple understanding of their environment and make a reasonable attempt to use an atlas. However, whilst Years 3-6 pupils use plans and maps and contrast areas, their sense of location is not well developed. There was limited evidence in history but

pupils have a knowledge of some significant events and people, but recording of historical information is weak. In physical education, the pupils show good control of movement and considerable imagination, especially in Years 3-6, in the creation of fluent and expressive co-ordination of movement on the floor and when using apparatus.

Pupils' attitudes, values and personal development

10. The last inspection reported that pupils' behaviour was satisfactory but this was almost immediately followed by a steep decline to unacceptable levels. It has now returned to overall satisfactory levels and is often good. Pupils' attitudes to school are also satisfactory but relationships between pupils and with members of staff are good. Despite a concerted effort on the part of the school, however, attendance has been very low compared to the national average for at least the last three years. The number of unauthorised absences is high. The very poor rate of attendance, coupled with the unsatisfactory behaviour of a small minority of the Year 5 and 6 pupils, adversely affects the progress that some pupils are able to make. The school sees the resolution of these difficulties as fundamental to its drive to raise standards and is working very hard to bring about improvements.
11. Pupils' attitudes to school are satisfactory overall. Most of the pupils enjoy coming every day and they are interested in the various clubs and activities that have recently been introduced. Children in the nursery and reception classes and pupils in Year 1 and 2 usually have good attitudes to their work and to each other. This helps to create a stable atmosphere within which the majority learns effectively. Older pupils however, especially those in Years 5 and 6, have experienced a very unsettled period during which they have been taught by a succession of temporary teachers. It is only recently that they have had a regular class teacher and, for a significant number of pupils, this lack of continuity has resulted in some disaffection for school life. Many of these pupils find it very difficult to settle down and have only a short concentration span. For example, during an art lesson when pupils were designing a container to contain a secret wish, pupils became increasingly distracted as the lesson progressed. Although the teacher managed the pupils very well, their unsettled behaviour hindered learning and around half the class failed to complete the work that had been planned.
12. The overall standard of behaviour during lessons and around the school is satisfactory and often good. Outside the classroom, however, pupils' behaviour is usually good. In the dining hall, pupils queue patiently while they are waiting to be served and they are very friendly and welcoming towards visitors.
13. As part of its drive to improve the standard of behaviour, the school has adopted a firm stance against bullying and aggressive or abusive behaviour. This approach led, initially, to a rise in the number of fixed period exclusions since the last inspection, but this number is now falling. There have been no permanent exclusions during the last school year. Although parents and pupils indicate that some bullying does occur, they are confident that such behaviour is dealt with firmly and effectively. Relationships between pupils and with adults are good.
14. Pupils' personal development is satisfactory and pupils relish the various opportunities they have to adopt responsibilities around the school. For example, pupils in Years 6 may become prefects or team captains and they also help younger pupils when they go to church. During lessons, however, some pupils lack self-confidence and appear embarrassed and awkward when asked to address the rest of the class.
15. Despite a concerted effort by the school staff and the education welfare officer, attendance is very low compared to the national average. Some pupils have exceptionally poor attendance and, because the school is relatively small, their

absences have a disproportionately large impact upon the overall figures. When pupils are absent, it is usually because they have been ill or have incurred an unauthorised absence. There is no significant difference between the attendance of boys and girls.

16. The school is working exceptionally hard to improve attendance and regularly stresses to parents and pupils the importance of regular attendance and good punctuality. These efforts are meeting with some success. Whole-school attendance rose above 90 per cent during the term preceding the inspection and there has been a significant reduction in the number of pupils who arrive late. Time keeping during the day is good and this helps pupils to make good use of their time at school.

HOW WELL ARE PUPILS TAUGHT?

17. The overall quality of teaching is satisfactory. Ten per cent of the lessons seen were very good, 33 per cent good and the remainder satisfactory, except for one unsatisfactory lesson. The teaching in the nursery and reception is the most consistent. It is impossible to make a valid comparison with the last inspection owing to the school's changed status. Additionally, all the teachers are new to the school since the last report. Over a quarter of the teachers are very inexperienced and the school has only had the benefit of a consistent and stable staffing position since last September.
18. Teaching is good overall in the nursery and reception classes. Teaching of personal and social activities is good in both the nursery and reception. Staff work well together and are good role models to promote skills of sharing, taking turns and consideration for one another. Good attention is given to developing children's language and skills in speaking and listening. A love of books is fostered through the good role models of the staff in the nursery and good involvement of children with 'Big Books' in the reception class. There is good planning for teaching children to use the senses of sight and touch and extend their language, resulting in better use of vocabulary. Learning in activities such as imaginary play is effective because adults talk about make-believe situations, which are further developed by the children. Very good teaching, planning and activities provided in skills to develop control of tools for writing, drawing, painting and sticking and use of them in creative work, are strengths in the nursery. As a result, pupils in the nursery and reception classes achieve well and often make good progress.
19. The majority of pupils with special educational needs make good progress towards their personal targets. The pupils' learning receives very effective support within the class, either individually or in groups. In the best lessons the teachers' planning takes account of their needs, with tasks matched to their ability. For many pupils their learning is based on individual education plans devised by the class teachers, learning support assistants (LSA), frequently guided well by the special education needs co-ordinator (SENCO) and the Learning and Behaviour Support Service. The majority of the individual education plans are well constructed with small and achievable targets for the pupils to attain and experience success. Some targets are too general for progress to be effectively measured. The school is aware of this defect and the teachers and SENCO are working hard to improve the precision of the targets. Most of the support that the pupils receive is properly directed towards improving their language and mathematical skills and emotional and behaviour problems. However, the LSAs and other support staff and helpers provide good quality assistance in other subjects. The effective teaching and support given to the special educational needs pupils helps to ensure that all pupils feel included in all aspects of school life. The small number of pupils from the travelling community is assisted well by the travellers' support teacher.
20. There is clear evidence to show that the school's major priority over the last eighteen months has been to create a framework of discipline and appropriate behaviour within which learning may take place. In this aim the school has been very successful. This

has been achieved by the good classroom management skills of the teachers, with the very effective assistance of the support staff. As a result, learning is improving. The support staff are well deployed by the teachers and the sharp focus given to their tasks ensures their skills are very effectively used to support learning and behaviour. The team work of the teachers and other support staff is a strength of the teaching. The teachers have established good relationships with their classes resulting in the pupils' improving level of interest in their work and growing opportunities for more independent learning. On occasions poor levels of concentration adversely affect the pupils' learning. This is usually linked to ineffective use of time and a prolonged period spent on one activity. This was apparent in Years 3-6 where virtually a whole afternoon in one class is given over to science. Generally, however, the teachers use time well, changing activities and tasks to maintain the pupils' interest and motivation.

21. In most lessons pupils' learning is assisted by the setting of clear objectives, derived from teachers' planning, or the use of well-focused questions at the beginning of sessions. Where teaching is at its best, these objectives are referred to during the lesson and used as a basis for evaluation of learning as part of the conclusion. This process was well illustrated in a design and technology lesson when the teacher led the pupils to think about the problems they had in attaining the design objective and how they might now proceed. Whilst the overall quality of planning is satisfactory, the lack of sufficient variation, related to their ability, in the tasks the pupils were asked to undertake in some lessons, meant they did not reach the desired objective, as shown, for example, in some of the pupils' history work.
22. The teachers also vary effectively the methods used, with an appropriate balance of whole-class teaching, group and independent work. Where work is in groups to match the abilities of the pupils, the teachers use their time well to support the learning and not just to exhort or maintain discipline. This was seen in a very effective Year 3 numeracy lesson. The teaching and learning support assistant maintained a good overview of all the groups, but the sharp focus she maintained with the target group greatly assisted their learning and achievement.
23. The teachers have high expectations for pupils' behaviour. In physical education lessons, for example, the pupils respond immediately to instructions, thereby ensuring activities are performed safely. These high expectations were also clearly seen in assembly, where a calm, thoughtful and well-behaved atmosphere prevailed throughout. The teachers also work very hard to establish good relationships with their classes and to encourage them between the pupils. Their high expectations for this aspect of school life are generally successful and certainly improving. As a result, in most lessons pupils feel able to contribute to lessons without fear or rebuff. In an assembly, for example, a number of pupils felt able to offer an extempore prayer in front of the whole school. In some of the teachers' planning extended technical vocabulary is identified, such as 'anther', 'filament' and 'reproduce' in science. The pupils respond by showing pleasure at being able to respond to these high expectations for technical language. However, expectations are generally not high enough for the increase in the pupils' vocabulary and, in speaking, many pupils are frustrated by their inability to express themselves.
24. The teachers' expectations for the quality of the pupils' handwriting, presentation and completion of work are also too low. Acceptance of poorly presented, untidy work does not support the growth in the pupils' self-esteem at which, in other ways, the school is very successful. As a result, the pupils' learning in these respects is unsatisfactory. Learning is also not well supported by the overall quality of marking, which is inconsistent and generally does not follow the school's current policy. A present focus in the school is to improve spelling. It is not well supported by marking when spelling errors, which should be within the individual's capabilities, are not corrected. Similarly, pupils' learning is not assisted by the acceptance of incomplete work and the absence

of any action points for improvement, which are then followed up. Statements, such as 'this is not complete' and which remain so, do little to improve learning.

25. Teachers have a sound knowledge of the skills to be taught in mathematics. The teachers are careful to plan and emphasise the appropriate mathematical language related to the topic. Concluding sessions are well managed to review understanding and reinforce basic skills, which are, overall, satisfactorily taught. The teaching of basic literacy skills is not fully effective, as there has been insufficient guidance to assist teachers to adopt the National Literacy Strategy to meet the school's needs, for example the extension of the range of methods to improve spelling. Lessons are, however, clearly planned with objectives that are shared with the pupils. This factor greatly helps the pupils' learning. Tasks are sometimes set for completion at home. This practice is in the early stages of development but is not consistently applied.

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

26. The quality and range of learning opportunities are good for children in the nursery and reception classes, and promote their learning well. This is a good improvement since the last inspection. The school now has an appropriate framework for children's learning that builds on the recommended steps towards the targets set for the end of the reception year. It provides a balance across the different areas of learning, including a suitable range of outdoor activities in the improved, securely fenced in play area. The school gives a high priority to promoting children's personal, social and emotional development and to extending their speaking and listening skills. This focus effectively meets the needs of all pupils, including those with special educational needs and travellers.
27. The school provides a satisfactory curriculum for pupils in Years 1-6. It meets statutory curriculum requirements in all subjects, including music and information and communication technology, an improvement since the last inspection. However, particularly in Years 3-6, the range of learning opportunities planned for several subjects is not broad enough, notably information and communication technology. The school knows that it has not fully addressed this issue since the previous inspection and has appropriate plans to accelerate pupils' learning. Other weaknesses in the school's planning are because the school has not sufficiently adapted national guidance to meet the particular needs of its pupils in all National Curriculum subjects. For instance, how to build on the skills and knowledge of the very high percentage of pupils with special needs and fully challenge the more able pupils. Current planning often lacks these details and it does not fully support the high proportion of new teachers who do not know what the pupils have learned previously, in order to improve pupils' learning and progress. In Years 3-6 there are insufficient planned opportunities for pupils to learn about areas such as analysis of data from investigations in science, signs and symbols in religious education, settlements in geography and composition in music.
28. The school now makes more effective use of teaching time. The time allocation for different subjects broadly follows recommendations, with high priority given to developing the skills of literacy and numeracy. Less time than expected is spent on religious education and music. However, the time allocated to topics in the long-term curriculum plan for subjects, such as geography and design and technology, is too broad to ensure it matches up to the teaching time available.
29. The school is not fully effective in its strategies for teaching literacy skills. Pupils do not make consistent progress in all year groups and so standards are well below expected levels. Although the school has worked hard to improve literacy and numeracy standards, the effect of additional intensive support and training for teachers in literacy

skills has been reduced by staff changes and difficulty in recruiting suitably qualified teachers. Some teachers have insufficient knowledge of effective methods to teach skills such as handwriting and spelling. The quality of planning is variable at Years 3-6, for example, whilst following the recommended format it sometimes lacks focused spelling and vocabulary work or have insufficient variety in planning group work to meet the needs of all pupils. The school has not yet made sure that the national literacy strategy is adapted effectively to meet the needs of pupils who enter school with poor communication, language and literacy skills. Strategies for teaching numeracy skills are satisfactory as the planning is adapted and structured effectively to support teaching and learning. Recent monitoring of teaching and learning are starting to improve progress through introducing effective strategies such as some limited grouping by ability for mathematics.

30. The school is firmly committed to the principle of ensuring that all pupils have equal opportunities to be included in all areas of the curriculum. In order to ensure all pupils have access to the curriculum, the school has budgeted to provide learning support assistants (LSAs) for each class. They have, as their major task, the support of the very high numbers of pupils in each class with special educational needs. When pupils receive special tuition from, for example, the teacher from the Learning and Behaviour Support Service, the LSA is at hand to ensure that the pupil is aware of the work carried out during their absence. In this way they receive the benefit of much needed extra support but maintain access to the curriculum. This has a beneficial impact upon the progress these pupils make. Regular checks are made by the travelling communities support teacher so that the small number of traveller pupils has suitable support for them to gain curriculum access.
31. The school makes very good provision for personal, social and health education and citizenship. It has improved since the previous inspection. The high priority and additional time spent on improving pupils' self-esteem, confidence and sense of responsibility have successfully improved their learning attitudes and sense of responsibility as members of a school community. Effective initiatives introduced by the school include training staff, for example, to help pupils use mediation skills to solve their conflicts. Staff skilfully manage the regularly planned class discussions, called circle time, to talk over issues in every day life, such as bullying, keeping healthy and safe. They are developing a well-structured school programme, closely linked to other areas of the curriculum to make it more meaningful. For example, when studying celebrations in religious education, pupils learn that families and friends should care for each other. The school has introduced individual social and behavioural targets so pupils know clearly what is expected of them. Planned class snack times effectively provide opportunities to develop manners, healthy eating and discuss issues such as how to solve playtime problems. They provide appropriate health, sex and drug education, effectively supported by visits from the school nurse and a 'life caravan'.
32. The school enriches the curriculum by providing a satisfactory range of extra-curricular activities mainly for sport and music, and participation in outside events such as the county music day and concert. The range is better for pupils in Years 3-6 than Years 1 and 2. It has recently improved the provision, and now offers lunchtime and after school clubs for football, computers, drawing, choir, recorder and ocarina clubs. The school also supports learning effectively outside the school day by supporting community run clubs such as the homework and 'Smiley' clubs. A strength is the use of educational visits and visitors to broaden pupils' learning experiences. For example, visiting music, theatre, dance, historical and an environmental group to demonstrate willow weaving.
33. Good links with the community make a useful contribution to pupils' learning. As a church school high priority is paid to reflecting Christian values, for example in carefully chosen themes for the acts of collective worship such as 'We are all special to God'. The local vicar regularly leads acts of worship and very effective pastoral care is funded

by a Christian charity. An education business partnership programme supplies reading volunteers. Plans are in place to introduce a business enterprise project for Year 5 and 6 where they will plan, make and evaluate a product's effectiveness. The Mayor has visited the school to increase pupils' understanding of citizenship. Opportunities to use the Internet as a means of linking with others around the world are at a very early stage of development.

34. There are good, constructive links with partner institutions. The school is improving opportunities for pre-school children and their carers by participating in initiatives such as Sure Start, who provide funding for 16 afternoon places in the school's nursery that is successfully improving young children's learning. The school plays football matches against teams from local schools. Improving links with the local secondary school for events such as a creative arts day, concerts, meeting staff and using their sports facilities help to ensure a smooth transfer for its pupils. Useful working links with colleges, who provide additional training for the school's nursery nurses and learning support assistants, has effectively improved their skills. The school provides work experience for several senior schools and helps to train students and registered teachers through a partnership with Warwick University.
35. The provision for pupils' spiritual, moral, social and cultural development has improved since the last inspection and is now very good. The school's mission statement is clearly reflected in the very effective way in which pupils' personal development is promoted. Success in this area is considered to be of fundamental importance to the school's drive to raise pupils' self-esteem and the standard of their work.
36. Provision for pupils' spiritual development is very good. The school places a high value on pupils as individuals and upon their work and achievement. Assemblies, religious education and personal, social and health education lessons give pupils regular and well-planned opportunities to reflect upon aspects of their lives as well as wider issues. For example, during inspection week, pupils were considering how they can be misled by appearances and how people can have a lot in common even though they may look quite different. During lessons, pupils reflect upon issues such as the qualities that make a good friend and upon the things that make them happy or sad. The development of pupils' spiritual awareness forms an integral part of the school day. For example, during a science lesson pupils were stunned to learn that some insects die after mating, while others are eaten by their partner. Such lessons involve pupils actively and reinforce an understanding of the interdependence and relationships between all living things. Religious education not only gives pupils factual information about being a member of a faith community, such as Christian or Hindu, but also explains how having a faith has an impact upon people's lives. Pupils have regular opportunities to develop their spiritual understanding through art, music and dance. In partnership with the receiving secondary school, pupils have recently enjoyed a creative arts day and they produced fabric representations of winter scenes such as snowflakes and falling leaves. These events are very popular and give pupils very good opportunities to express themselves artistically and to wonder at the vibrancy of colour and shape.
37. The provision for pupils' moral development is very good. During lessons, they have the opportunity to consider and discuss the impact of issues such as bullying and how they would feel if someone in the class ignored them. Teachers constantly reinforce moral principles and use praise very effectively to support these ideals. They lead by example, treating all within the school with respect and providing very good examples of how to behave. Pupils know their class and play time rules well and understand why they are important.
38. Provision for pupils' social development is excellent. From the time they join the school in nursery or reception, each child is made to feel both individual and part of the school

community. The school provides an exceptionally wide range of experiences to promote pupils' social development. These range from helping in the classroom and looking after the school pets, to the possibility of becoming a prefect or head boy or girl in Year 6. Every so often, the school runs a 'good manners week' and this is accompanied by a renewed focus on considering others and being polite. Pupils are encouraged to make decisions and are given a 'voice' in the running of the school. For example, the head boy and girl help to dismiss pupils at the end of assembly and the whole school is involved in deciding where the new playground rule boards should be situated. The Christian charity, Schools Outreach, provides a pastoral care worker who offers the pupils unconditional friendship and support. Amongst many other initiatives, he runs a very popular and informal club at lunchtime called the 'Smiley Club'. Pupils are able to play games and learn to observe rules. He also helps pupils on a one-to-one and group basis and provides anger management sessions and peer mediation training sessions for pupils in Year 6. He provides pupils with excellent personal support, making an outstanding contribution to pupils' social development and to their self-esteem.

39. Arrangements for pupils' cultural development are very good. Pupils learn about and participate in the richness of traditional British and worldwide culture through art, geography, history, music and religious education. They visit local museums, such as the Black Country Museum and Lunt Roman Fort, and dance and drama groups visit in order to put on plays and pantomimes. Pupils learn about the Chinese New Year and, during the inspection, they enjoyed listening to African music. At snack time, pupils were given the opportunity to try unusual fruit from other countries, such as star fruit and mango. This very well considered provision gives pupils a very good awareness of the wider world and the cultural diversity of the modern, multicultural society of the twenty first century.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

40. All members of staff have a wholehearted and sincere commitment to pupils' welfare and they provide the pupils with very good personal support and guidance during the school day. Four out of five of the parents who responded to the pre-inspection questionnaire feel that their children like coming to school and they are confident that their children are well looked after during the school day. Good teamwork ensures that pupils' day-to-day needs are met in full and that the time they spend at school is happy and enjoyable. The school serves an area of high unemployment and economic deprivation and the local population is not settled. Around one-fifth of the pupils leave or join during the school year. Procedures for monitoring these pupils are very good, however, and the school is able to ensure that they are well supported from the moment they arrive. A high standard of care and guidance helps to ensure that these pupils are helped to settle quickly and to make progress in their work. The part-time pastoral care worker provides excellent support for pupils who are experiencing social and emotional difficulties. All members of staff are familiar with child protection and arrangements comply with local authority guidelines. The majority of routine health and safety procedures are very effective, although regular risk assessments are not undertaken.
41. The school is keen to recognise and celebrate pupils' academic success. Teachers consistently praise pupils' improvements and achievements. Pupils value the stars and stickers they receive and are proud to have their efforts acknowledged during the weekly achievement assembly.
42. Assessment procedures in the nursery are very good. As well as recording children's achievements against targets set for them termly, a profile of achievement is kept on each area of learning for each child. This is contributed to well by all adults who have a systematic way of collecting information. The profiles are supplemented by targets for

the acquisition of reading and writing skills to be passed through the school. Information gathered is used well to adapt the curriculum for the following term or to add new challenges for children where they are needed.

43. The procedures for checking and supporting pupils educational and academic progress in Years 1-6 are unsatisfactory overall. In English and mathematics there is a good range of procedures to check on pupils' progress in reading, writing and mathematical skills including the use of optional national tests. These are used well to identify future targets and reviewed to check if progress is maintained at the expected rate. Targets set in literacy are identified in most pupils' books and discussed with them but not those in mathematics. There is sometimes inconsistency between classes in how well the information collected and targets set are used to influence individual planning.
44. In all other subjects there are no formal procedures for checking pupils' academic performance, except in religious education. This is unsatisfactory because it precludes pupils from having an understanding of the targets to which they should be working. The lack of formal procedures hinders information being available to assess the relevance of the curriculum and subsequently the relevance of what should be taught in future years.
45. Pupils with special educational needs and those from the travelling community are well cared for. They are well known by their class teachers, but also by the learning support assistants (LSAs) and the special educational need co-ordinator (SENCO). The pupils' specific needs are reviewed regularly, frequently by the class teacher, LSA and SENCO jointly, which helps considerably to ensure good levels of support and care.
46. Although the monitoring of pupils' personal development is largely informal, procedures are good. Relationships between pupils and members of staff are good and teachers are sensitive to pupils' 'ups and downs'. These help to ensure that any emerging problems are identified and addressed at an early stage. During lessons, LSAs monitor the way in which pupils respond during lessons and teachers use this information to see how each individual is developing. The high quality personal support provided helps to ensure that pupils enjoy their time at school and maintain a positive frame of mind. They use their time at school productively and caring teachers constantly encourage them to do their best. These factors have a very positive influence on pupils' attitudes to school and to their work and help to motivate pupils to do their best. Teachers in the nursery and reception classes work effectively and systematically to identify as soon as possible any children who may be experiencing unusual difficulties. This strategy is very well supported by the effective records that are kept of children's development. This early identification of need ensures that appropriate support is in place as soon as possible. All the staff are alert to the need for special help for pupils from time to time and the school's systems effectively and efficiently provide it.
47. The school's procedures for monitoring and promoting behaviour are very good. There is a well-known set of school rules and teachers are also able to award merits to pupils who have worked or behaved especially well. Under the house system, the house captains read out the total number of merits for their house each week and pupils eagerly listen to find out if they have won. Pupils may also add up their own merits and receive certificates in recognition of their good work and effort. The school's procedures for eliminating bullying and other oppressive behaviours are very good. Detailed records are kept and any such incidents are dealt with very firmly. The school is very successful in ensuring social and educational inclusion.
48. Procedures for monitoring and promoting attendance have improved since the last inspection and are now very good. Teachers complete registers carefully and accurately and the education welfare officer provides the school with very good support. In order to encourage good attendance, the school has introduced a number of

reward schemes. For example, individual pupils with very good or improved attendance receive certificates or extra playtime. The class with the highest weekly average receives a cup and becomes temporary custodian of the school teddy bear. Although the overall level of attendance is very low compared with the national average, there are signs that it is starting to improve. Many of the pupils' absences reflect their personal circumstances and these are beyond the control of the school. Each and every absence is carefully followed up and, when classifying absence, the school stringently applies local authority guidance. The very high number of unauthorised absences is a reflection of this conscientious approach.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

49. This school sees a close partnership with parents as fundamental to its work and is keen to involve them as much as possible. To this end, a family room has recently been provided and a useful range of information is available for parents to read. Parents appreciate this open approach and the majority of those who have voiced an opinion indicate that they find members of staff to be approachable. Indeed, analysis of the pre-inspection questionnaire, coupled with comments made at the parents' meeting, indicate that most of the parents are pleased with many aspects of school life. The majority feels that the standard of teaching is good and is confident that the pupils are making good progress. Inspectors broadly agree with these positive comments. Parents, however, also expressed several concerns about the following: the standard of behaviour, the amount of homework, the quality of information provided, the partnership between home and school, the way the school is led and managed and the range of activities provided outside lessons. Inspectors, however, feel that there is no basis for these concerns and that extra-curricular provision is similar to, or better than, other schools.

50. Links between home and school are satisfactory overall. Links with parents are good in the nursery and reception classes and home visits are undertaken as part of the introductory process. Parents are given useful information booklets about the school and in turn provide information about their children that is incorporated into an entry profile. Parents attend with their children for a series of visits and many offer regular voluntary help. The extent to which parents help their older children with their learning varies widely. Some parents provide very reliable support and their encouragement motivates their children to learn and to do their best. Although there is a formal opportunity each term to speak with their child's class teacher, attendance at these meetings is low. Parents of pupils with special educational needs are invited to review meetings of their child's individual education plans. The parents of these pupils are kept fully informed about the needs of their children. Although relatively few parents book family holidays during the term, around one-quarter of the pupils are effectively absent for one day each week. The school works hard to make up for this lost time, but these absences seriously disrupt the pupils' education and could well place them at a disadvantage in the future.
51. The quality of information provided to parents is good and the school regularly provides interesting newsletters. These help to keep parents informed about the day-to-day life of the school. The nursery also supplies a very helpful booklet that provides parents with comprehensive information about what their children will learn and how they will spend their time once they have started school. Pupils' annual reports give clear information about what pupils can and cannot do, along with interesting comments about their personal development. Pupils and their parents agree targets for improvement and parents are given a clear indication of how well their child is progressing in relation to the national average. The school prospectus and the governors' annual report to parents contain lots of useful information, although they do not yet contain all the information they should.

HOW WELL IS THE SCHOOL LED AND MANAGED?

52. There have been several changes in the leadership and management since the last inspection in 1997 and the school has changed its status from a first school to a primary school and added a nursery.
53. The leadership and management of the school are good overall. The headteacher gives very good leadership and provides a strong direction for the school. She came to the school at a very turbulent time for both staff and pupils and has rightly guided the school to a calmer, disciplined atmosphere with better relationships within the school family. This is now slowly raising standards. After managing staff turbulence she now has had a stable staff since last September. Continual changes of staff has affected the continuity of leadership in all subjects and this is now more settled. She has a very good, clear understanding of the strengths and weaknesses of the school and how these should be prioritised for a more efficient use of time and staff and governor involvement. As a leader she sets a good example to staff in presentation of teaching and the taking of assembly. The aims of the school are well reflected in its daily working pattern except for some lack of challenge for the highest attaining pupils. The Christian foundation of the school is evident in the way it treats and encompasses both adults and pupils.
54. The deputy headteacher has a full-time teaching commitment in the nursery class and is Foundation Stage manager. She also successfully fulfils the roles of assessment and literacy co-ordinator and is now reviewing the retraining requirements for the National Literacy Strategy following the complete change of staff. She makes a good contribution to the leadership of the school in having a priority for raising standards. This is through a range of strategies to guide analysis of results and lead target setting.

She leads the school improvement project to challenge the most able pupils. Together with governors and the headteacher, and in consultation with staff, she has effective input to the school development plan. The school has a performance management programme of which she is part and she has led staff curriculum development. This is an improvement against the issues for action in the last inspection but staff to whom it applied are no longer part of the team.

55. Due to the number of changes in staff there have been areas of the curriculum with no manager. However, a balance has been arranged so that a subject has a manager when it becomes a priority issue. All areas are now managed at least satisfactorily with co-ordinators having a satisfactory understanding of the strengths and weaknesses of the subject. Co-ordination of numeracy is good because analysis of the curriculum and taking action on the findings has resulted in focused management of the subject and in adaptation of the curriculum and grouping by ability of pupils in Years 4/5/6. There is a firm, shared commitment among the staff to raise standards in all subjects in the school.
56. The headteacher, together with the literacy and numeracy co-ordinators, have a good and effective strategy for monitoring teaching and learning in the school. Its effect has been diluted through changes in the staff but inspection evidence found improved teaching strategies to identify suitable work for more and less able pupils. This is not always consistent, however, as found in work in mathematics books in a Year 5/6 and 4/5 class. Very good analysis of standards by the mathematics co-ordinator has resulted in an adapted curriculum to meet the needs of pupils. Good strategies for reading and writing used by the literacy co-ordinator are enabling pupils to understand some of the targets they should be working towards.
57. In recognition of the need to establish a systematic framework to support special educational needs, the co-ordinator is appropriately given management time to organise this significant task. She is also given time to assist in the review of pupils' progress and to work, as required, with high priority pupils. This has proved a highly effective management strategy.
58. The overall effectiveness of the governing body is satisfactory. All but three of the governing body are new since last September and are settling into their responsibilities, including the chair of governors. The current governing body fulfils its statutory duties satisfactorily and now holds the school to account in the work it does and standards it achieves and reports these to the parents. It has undergone some training and has future plans for development of this, to make it more efficient. Regular committee meetings such as curriculum, accommodation and finance, take place in order to work more closely with the headteacher. A recent review included looking at how attendance affected performance and ways that this could be addressed. The vice chair of the governors regularly helps with reading in school. Good support is given to the school by the special educational needs governor. She is well briefed about the new Code of Practice, has drawn up an effective personal action plan, which includes involvement in writing the new special educational needs policy. It is clear that special educational needs is very much part of the governing body's agenda. The current priority for the governing body is to work together with the headteacher to have a better long-term, costed development plan, which encompasses all areas and involves contributions from the current staff and governors.
59. The systems of financial management are satisfactory, as is the strategic use of financial resources. Until recently, the school development plan has not been fully costed but financial planning is increasingly linked to school priorities as specified in the plan. Satisfactory use is made of best value principles, not only in seeking quotations, but also in comparing the school's performance and expenditure with other schools. For example, the school recently managed to reduce the cost of refuse collection

through the invitation of competitive tenders. Specific grants and additional funding are used correctly. In view of the education provided, the standards achieved and the effectiveness with which resources are used, the school gives satisfactory value for money. The budget surplus from previous years has been earmarked, primarily for the provision of the very recently installed computer suite.

60. The numbers of teaching and support staff are appropriate to the needs of the school. There is a good mix of experience among the teachers and there is a satisfactory match between their qualifications and the subjects they teach. The school has experienced considerable difficulties, however, in establishing a stable teaching staff. These difficulties have lowered the quality of education provided for these pupils and this is reflected in some unsettled approach to work. The school is fully aware of this and has worked successfully and hard to improve the situation. Learning support assistants work closely with the teachers and support pupils well in their learning. Teachers are effectively deployed and ensure that pupils with special needs are well supported. This guidance makes a positive contribution to their learning.
61. The standard of accommodation has improved since the last inspection and is now satisfactory. New facilities include a family room, two new classrooms and a new information technology and computer suite. Furthermore, the perimeter fence has improved the security of the school site as pupils can no longer gain access to the canal that runs alongside the playground. Accommodation in the nursery is good. The covered play area intended for the children in nursery, reception and Year 1 is too small.
62. The school's learning resources are generally adequate for the school's curriculum although in geography, for example, there are insufficient suitable atlases, particularly for the youngest pupils. The recent arrival of fifteen computers in the new suite means that pupils now have full opportunities to follow the programme of learning for information and communication technology and use them to support learning across the curriculum. Until this term the lack of computers has significantly affected standards. The library is appropriately organised and catalogued. Currently there are barely enough books in both the fiction and non-fiction sections or in class book corners. The school does not have a wide range of books with plenty of illustrations to attract the less able readers, fiction books, particularly to appeal to older boys and non-fiction books to support the curriculum topics and to be used for personal study. The library has only just re-opened with improved facilities that are effectively encouraging pupils to enjoy browsing through books. Few Year 5 and 6 pupils borrow books to read widely at home for pleasure and information in order to improve reading standards.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

63. The governing body, headteacher and staff should:

- (1) Raise standards in all subjects, but especially in English, mathematics and science by, for example:
 - a) developing speaking skills by identifying new vocabulary in all subjects for pupils to practise and use;
 - b) improving pupils' reading by setting individual targets and encouraging more opportunities to read a wide range of books;
 - c) improving pupils' writing by giving more emphasis to consistent teaching of the skills of spelling, punctuation and fluent, legible handwriting;
 - d) using numeracy skills more effectively in other subjects;
 - e) ensuring that there is better match of work in numeracy, especially in Years 4-6, of task to ability;
 - f) improving the quantity and quality of acceptable work in science.
(Paras: 1, 2, 3, 5-9, 23, 24, 29, 69, 79, 80, 81, 83-87, 91-98, 100, 102, 104, 109, 111, 116, 121, 126, 138)
- (2) Establish a framework for assessment in science and the foundation subjects to monitor pupils' progress; using this information to guide long-term curriculum planning.
(Paras: 43, 44, 105, 110, 115, 125, 131, 137, 142)
- (3) Meet, within the subjects' schemes of work, the needs of the pupils by clearly identifying a structured build up of skills.
(Paras: 27, 29, 43, 80, 83, 85-88, 90-92, 97, 100, 102, 104, 110, 113, 115, 117, 123, 125, 131, 137)
- (4) Improve the consistency and quality of the marking of pupils' work, by reviewing the current policy and observing agreed guidelines.
(Paras: 24, 91, 97, 104, 114, 119)
- (5) Improve the standard of presentation of pupils' work.
(Paras: 6, 24, 80, 88, 104, 114, 119)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	44
Number of discussions with staff, governors, other adults and pupils	46

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	4	13	22	1	0	0
Percentage	0	10	33	54	3	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than two percentage points.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	26	158
Number of full-time pupils known to be eligible for free school meals	0	64

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	0	88

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	31
Pupils who left the school other than at the usual time of leaving	36

Attendance

Authorised absence

	%
School data	8.2
National comparative data	5.6

Unauthorised absence

	%
School data	3.9
National comparative data	0.5

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

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	17	13	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	7	9	9
	Girls	10	11	9
	Total	17	20	18
Percentage of pupils at NC level 2 or above	School	57 (44)	67 (50)	60 (50)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	7	12	15
	Girls	10	10	13
	Total	17	22	28
Percentage of pupils at NC level 2 or above	School	57 (50)	73 (72)	93 (94)
	National	85 (84)	89 (88)	89 (88)

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

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	8	7	15

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	1	0	2
	Girls	4	3	4
	Total	5	3	6
Percentage of pupils at NC level 4 or above	School	33 (24)	20 (29)	40 (29)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	2	1	2
	Girls	4	4	4
	Total	6	5	6
Percentage of pupils at NC level 4 or above	School	40 (47)	33 (47)	40 (47)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	134
Any other minority ethnic group	2

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White	17	
Other minority ethnic groups		

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	6
Number of pupils per qualified teacher	26.3
Average class size	26.3

Education support staff: YR – Y6

Total number of education support staff	7
Total aggregate hours worked per week	170

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0.7
Number of pupils per qualified teacher	18.6
Total number of education support staff	2
Total aggregate hours worked per week	30
Number of pupils per FTE adult	4.8

FTE means full-time equivalent.

Financial information

Financial year	2000/2001
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	£
Total income	487,665
Total expenditure	478,476
Expenditure per pupil	2,866
Balance brought forward from previous year	21,517
Balance carried forward to next year	30,706

Recruitment of teachers

Number of teachers who left the school during the last two years	5
Number of teachers appointed to the school during the last two years	7

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

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	184
Number of questionnaires returned	39

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	49	33	5	5	8
My child is making good progress in school.	46	36	10	5	3
Behaviour in the school is good.	21	44	33	0	3
My child gets the right amount of work to do at home.	33	41	18	8	0
The teaching is good.	44	41	10	3	3
I am kept well informed about how my child is getting on.	31	36	23	10	0
I would feel comfortable about approaching the school with questions or a problem.	54	23	15	8	0
The school expects my child to work hard and achieve his or her best.	51	38	3	3	5
The school works closely with parents.	18	49	21	10	3
The school is well led and managed.	28	38	18	10	5
The school is helping my child become mature and responsible.	28	54	10	5	3
The school provides an interesting range of activities outside lessons.	23	23	38	8	8

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

64. Children enter the nursery in the September of the year in which they will be four. Those satisfying the local education authority's agreed definition of 'need' attend full-time after a staggered entry to assist settling into the school. Afternoon sessions are part funded through the 'Sure Start' scheme and places allocated through its criteria. No children in the nursery have yet been formally designated as having a special educational need. They move to reception year in the September of the year in which they will be five. There are five children with special educational needs in the current reception class. Very few children have had any pre-school experience. Over a number of years, records show that children's attainments on entry to the reception class have been consistently very low. The overall attainment on entry of the current reception class is closer to average. Some contributory factors to this standard are that there is an unusual balance of 75 per cent girls against 25 per cent boys and the majority of this group have had the benefit of full-time nursery education for the first time. Their learning has been enhanced because of a newly structured programme of activities and learning at school and with learning packs for home use as well as stability of teaching and nursery nurse staff.
65. The attainment of children who entered the nursery in September 2001 is very much lower than that usually expected for this age range, but they make good progress in all areas of learning, particularly in personal and social development. Until this year, children's standard of attainment, on entry to reception, has remained well below that expected for their age, particularly in literacy and numeracy skills and knowledge and understanding of the world, after full-time nursery education. On entry to the reception class this year, children have the expected skills for their age in personal and social development, physical development and close to the expected skills for literacy, numeracy, knowledge and understanding of the world and creative development. Most children have restricted language skills, which precludes them from fully attaining all the targets in these other four areas of learning.
66. During their time in the reception year, children continue to make good progress overall, with an emphasis on developing language skills in all areas of learning.

Personal, social and emotional development

67. Children are making good progress in this area and are on course to achieve the nationally expected standards by the end of the reception year. They confidently make choices about choosing a task and concentrate well. This confidence is seen when choosing an alphabet game on the computer or decorating a box designed as a home for a sick animal at the 'vets'. They are independent in changing for indoors physical activity and for their own personal hygiene. They behave well in large groups for story time or teaching sessions in the mixed-age group and take turns to answer the telephone in the 'vets' reception role-play area. They demonstrate their understanding of care and feelings when caring for toy animals which may have been 'hurt'. When playing with wheeled toys, they show a developing understanding of sharing and taking turns. They have developing social skills in small group situations such as snack time. The highest attaining children show sensitivity to the less able when looking at books. In a mixed-year activity morning, nursery children gain confidence by visiting another classroom freely and those in reception gain self-esteem by helping younger children or sharing activities with them.
68. The quality of teaching and learning in both the nursery and reception classes is good.

Staff, including nursery nurses and LSAs, in both classes work very well together to promote the children's thought for each other in skills of sharing and taking turns. This is seen well in the mixed activity morning. Adults set good examples in their treatment of each other and model the behaviour they want children to develop. These examples are demonstrated at snack times in helping children to take small responsibilities and saying 'please' and 'thank you'. Good questioning prompts children to consider how to respond in a conflict situation. The involvement of adults in role-play and activities ensured children are managed well and constantly supported in both classes to make decisions and choices. These are shown well in practical activities of handling tools such as scissors safely in the nursery and role-play in the reception class. Skills for leaving an activity tidy after using it are not consistently developed well enough in the nursery. Very good records are kept of children's development against targets set for them.

Communication, language and literacy

69. Children make good progress in this area in both nursery and reception classes. A minority is on course to achieve fully the targets expected by the end of the reception year, in speaking and listening, reading and writing skills. All children are on course to achieve the expected skills in listening, such as when hearing the story of Noah's Ark, but not in speaking as they lack the expected range of vocabulary. Most speak in short sentences, but many have very immature speech. The highest attaining children read a simple sentence when matched to a picture and retell the story fluently, whilst the lowest attaining children and the majority of nursery children handle books well and enjoy stories through pictures, but the lowest attaining children in the reception class do not consistently talk about the pictures. Both higher attaining children who are of average ability know some letter sounds and the highest attaining children are using these in their writing. Lower attaining children and nursery children all indicate an understanding of writing. For example, they record marks for appointments in books at the 'doctors' or 'vets' reception areas. The most able and average attaining children form recognisable letters through copying or tracing, whilst the least able do so with adult support. All children are gaining an understanding that writing is a form of communication through role-play activities and use of a computer keyboard to 'type' words and use of the computer mouse to make words appear on screen.
70. The quality of teaching and learning is good overall in both the nursery and reception classes. Teaching of vocabulary is a particular strength that is developed through a good range of direct teaching and practical activities and role-play. This results in children of both classes being eager to be involved to find articles made from wood, find something shiny or find out the names of domestic and wild animals. In the nursery the method of self-registration is well organised to develop name recognition. Good role modelling by adults with 'Big Books' enthruses children to want to know the stories and handle books correctly, while in reception class good direct teaching ensures that they learn about the title and author of the book. The practice of getting children to repeat repetitive words involves all attainment levels. Good planning ensures children are given activities at a level that matches their ability, resulting in higher attaining children being challenged and the lower attaining children being supported through adult assistance. Care is taken to use books and equipment supplied through the traveller service, which ensures that all children develop self-esteem and confidence within their learning. Very good care is taken to record children's level of understanding in literacy and use this information to make more challenging plans for other lessons. The use of homework packs and the practice of taking home books for parents to share is being promoted well.

Mathematical development

71. Children make satisfactory progress overall in this area and are on course to achieve the expected targets at the end of the reception year. They confidently count to nine and most identify the correct number symbol. The most able count in tens and know that 21p is 2 x 10p and 1p, or that 2 x 5p make 10p. Others correctly match coins to the right number symbol. With support, those with special educational needs count to five and match symbols and amounts. Nursery children are beginning to recognise shapes such as square and triangle in building equipment and count children at lunch. They sort groups of objects by colour, kind or shape. Reception children demonstrate sound understanding of size such as large or small, when talking about the toy animals. Through correctly sequencing pictures about planting and growing, they show a correct understanding of the passage of time.
72. The quality of teaching and learning is satisfactory overall. The planning of direct teaching and checking its success is good. Good questioning in language, that is understood by the children, and the use of a teaching toy helps concentration and enthusiasm in a reception class lesson. Planning of activities to support the learning, is satisfactory because these, whilst interesting and varied, do not always support the maximum reinforcement of the earlier teaching. For example in lessons seen, reception children could not check their counting because there were no number lines close enough to hand to help a group working independently, nor could they check the price of their 'shopping'. Whilst nursery children are provided with a good number of counting experiences, the activities do not always promote number learning or recognition unless an adult is present, because they have no pattern or tally cards to challenge them, or promote concentration. When children are confident about their work, they concentrate well, such as when the special educational needs children work with a support assistant in the reception class. The different abilities are well planned for in the reception class and promotion of the language of shape, size, time and distance is diligently reinforced in both the indoor and outdoor play areas and through songs and rhymes with number.

Knowledge and understanding of the world

73. Children make good progress in this area in both the nursery and reception classes, but are not on course to reach the expected targets in these areas. The majority do not readily show curiosity of the world about them without adult support, but make good gains in the nursery when they explain materials using sight or touch. The reception children know how well their bulbs are growing, or the fact that animals and people need the right kinds of food. By listening to the story of Noah's Ark, reception children have a sound knowledge of a rainbow in the sky, linked to one seen the previous day. Nursery and reception children are making good gains about places in the locality, through visits undertaken, such as to the local church. The most able children have a clear understanding of the sequence of time, through their development and growth from a baby to now and others know they were at home before going to nursery and then reception. The most able children ably construct buildings by joining construction toys, while others explore the joining of different kinds of construction materials or roll dough into different shapes and cut with shaped tools such as when making letter forms. Higher and average attaining children show confidence in use of a computer and a few children are fully competent with a tape recorder.
74. The quality of teaching and learning in both nursery and reception classes is good. This is because thorough planning means a range of role-play activities are provided to match experience children will meet in everyday life and develop new language in each situation by adult involvement. For example, this is seen in the 'doctor's surgery' in the nursery and the 'vet's practice' and pet food shop in the reception class. Adults ask challenging questions to promote children's thinking, or model an aspect such as recording information as the doctor's 'receptionist'. Acceptance of other cultures is adequately promoted through stories such as those told about Diwali and the

preparation of dressing up clothes for Chinese New Year. Good organisation of groups and checklists ensures that all children experience challenge in the different activity areas, as well as their success against targets set for them. Children with special educational needs are well supported, while the most able children are encouraged to explore through their senses or help organise role-play situation.

Physical Development

75. The majority of children make good progress in this area, particularly in handling tools for painting or drawing. By the time they are in the reception, they have the expected skills for their age and are on course to achieve the expected national targets at the end of this class. The majority of children move freely and are able to run, jump and climb with some control and use wheeled toys confidently. From a low standard at entry, they learn to handle scissors, glue sticks and paint brushes well. They show good concentration in copying or tracing letters and numbers. The highest attaining children confidently form their own letters with good pencil control. They are aware of each other in more cramped spaces such as the 'doctor's' corner or the 'wild life information centre' in the outdoor play area. When catching beanbags, they have the expected skill for their age. Through well promoted snack times with milk, biscuits and fruit, children are developing a sound awareness of eating foods that keep them healthy, as well as sharing and taking turns in their social development.
76. The quality of teaching and learning in this area is good in both classes. Planning ensures that the children build on the skills they learn, particularly in the use of tools to draw, paint, cut and stick. These skills result in higher attaining children becoming skilful and independent and lower attaining children being given support and all children concentrating well. Through well-focused questions, children learn safety when using ride-on toys. Very good records are kept to ensure children's development is continually challenged.

Creative development

77. Children make good progress overall from low prior attainment in this area. Nursery children make very good progress in the use of tools for drawing, painting, cutting and writing, as well as exploring with their hands paint, cornflower, dough and jelly. They readily paint pictures and use a range of materials confidently, to stick pictures or find soft, shiny or hard fabrics. Higher attaining children know the names of colours and that some change when mixed together. By the time they leave the nursery, they are on course to meet the targets set for the end of the reception year. Reception children continue to make satisfactory progress in this area. From a low prior attainment, all children make good progress in imaginative play, such as finding out how to treat patients at the doctors, or animals at the vets, or cross the road safely with the lollipop lady. All have the expected skills for their age to move to music and try music patterns with simple instruments and sing songs and rhymes to support their learning.
78. The quality of teaching and learning in this area is very good in the nursery and satisfactory in the reception class. In the nursery, planned activities continually support the promotion of skills in working with tools and hands, which is very well supported by the co-operation of the adult team. As a result, children are eager to learn and try out new experiences. In the reception class, children do not have as many opportunities to practice these skills, as emphasis on the curriculum changes to, for example, the development of language skills and organisation and presentation of materials is not so exciting. Children learn role-play effectively in both classes because of the good intervention of adults. Children with special educational needs are well supported to ensure that they have an equal access and experience all activities, while higher attaining children are encouraged well to develop their skills of speaking in role-play.

ENGLISH

79. Standards of work seen in English are well below average for seven (Year 2) and eleven-year-olds (Year 6). After the last inspection, standards for pupils aged seven significantly dropped in the 1998 national tests. Since then, for the past three years these standards have consistently improved. Standards in the national tests for eleven-year-olds improved significantly from 2000 to 2001. For the first time, in 2001, one pupil attained an above average level in these tests.
80. When pupils enter the school they lack confidence and have very poor speaking and listening skills. Reading skills are very poorly developed and very few pupils have sufficient pencil control skills to enable them to write. A very high proportion of pupils have identified special educational needs. This means that, although pupils have well below average skills of speaking, listening, reading and writing, most pupils achieve satisfactorily overall through the school, regardless of their gender, ability or whether they are travellers' children. However, across the school there is some variation in achievement. This reflects the staffing difficulties the school has experienced. Pupils' achievement in writing in Years 3-6 is not good enough and teachers' expectations for presentation in particular are too low. Most teachers have a difficult task because they have to adapt their methods to make up for lost progress when pupils' learning was interrupted in the past. There are significant weaknesses in all the basic skills of handwriting, spelling, punctuation, grammar and presentation. Nonetheless, recent action taken by the school is having a beneficial effect and the school is on track to raise achievement in writing.
81. The school recognises that English standards are too low. The subject is well led and managed so there is a good understanding of the areas that need improving. It has correctly identified the reasons why there is inconsistency in pupils' progress. However, in spite of the school receiving intensive support and teacher training from literacy advisers and the high priority given by the school to literacy, these have not yet been fully effective in raising standards. This is due to the high turnover rate of teachers. This has led to a review being undertaken to establish retraining needs, for example the teaching of literacy in the light of these significant changes. Now that staffing has stabilised and pupils' behaviour has improved, indications are that their progress is improving.
82. Teachers have introduced effective school strategies to help pupils become good listeners, so that pupils make good progress and quickly learn to listen carefully when others are speaking. For example, pupils in Year 3 know that they must look at the speaker. 'Good listening' is a clear target for pupils and is often praised by staff throughout the school. Teachers use questions skilfully to check the weaker area of 'listening with understanding' that makes standards below average.
83. Pupils' speaking skills are well below average throughout the school. The school has identified a need to improve pupils' spoken language. Good teaching methods that successfully develop pupils' speaking skills are the improved use of drama and opportunities to perform in front of an audience throughout the school. For instance, in a Year 5/6 literacy lesson pupils took it in turns to stand and pretend to be a character in their story in front of the class, so others could practise asking questions in order to find out what happened in the story. All classes now have planned discussion times, sitting in a circle, as part of their personal and social education, when all pupils contribute. In Year 2 pupils discussed whether playtime had been fun, they listened carefully to each other and the teacher and responded with some interesting thoughts. Such methods have effectively improved pupils' confidence and they show good achievement in speaking clearly to others. Less effective methods are when teachers do not identify the new vocabulary to be taught in their planning for all subjects of the

curriculum. For example, it is effectively done in mathematics and science, but not in English, history or geography. Even when new vocabulary is introduced, pupils do not have sufficient opportunities to repeat, practise and use the vocabulary, so that they retain it. Apart from two or three more able pupils in each class who speak fluently at the expected levels, most pupils have a vocabulary that is too limited for them to express themselves and their ideas fluently and clearly. They find this frustrating.

84. Standards in reading throughout the school are well below those expected, although they are improving slowly. Teachers now regularly assess pupils' reading and monitor their progress. This has improved their knowledge of pupils' standards. Whilst pupils read books at the correct level of challenge, the range and quantity of books read are insufficient to raise standards. The school is encouraging more pupils to read at home. Pupils from Years 1 to 3 regularly take home their school reader and often a library book as well. The use of home/school reading diaries is slowly improving. Reading homework is less successful in Years 4 to 6 and books get left at home.
85. Pupils in Years 1 and 2 are becoming enthusiastic readers. The school has purchased new reading books to interest pupils and this is improving their enjoyment of reading. By the age of seven, pupils are steadily improving their confidence to read simple texts, but they lack the accuracy and understanding expected for their age. They find it difficult to use their knowledge of letter sounds to build up and tackle words that are unfamiliar to them. Many Year 3-6 pupils lack confidence, accuracy and fluency when asked to read aloud, although with encouragement they try hard to do their best. They do not always read with understanding. For instance, Year 3 pupils improved their confidence and enjoyment when reading a poem in pairs to their class. However, they had not understood why the crocodile 'welcomed little fishes in with gently smiling jaws'. The weak reading and understanding skills of the average, below average and special educational needs pupils, cause difficulties as they affect many subjects in their ability to carry out individual research. For example, pupils know how to use the contents and index when looking for information in non-fiction books, but most require support when scanning the text for information.
86. Pupils' standards in writing are well below average throughout the school. They are very poor in the class for Years 4 and 5 where all pupils have completed insufficient written work this school year and so have made unsatisfactory progress. Teachers ensure that pupils experience writing in a range of forms, such as poetry, stories, letters, captions to their drawings and newspaper articles. However, the quality of writing is poor and shows little awareness of who might be the reader. Pupils have poor spelling skills and their knowledge and use of basic punctuation, such as capital letters and full stops, are poorly developed throughout the school. These mean that from Year 2 onwards most pupils lack confidence when asked to write, as they say they do not know how to spell and they do not enjoy writing. They find it difficult to write imaginatively and organise their ideas. For example, nearly all pupils in Year 6 required two lessons and much support to complete a simple story plan with characters and an outline of the plot. They seldom draft, revise and edit their own writing because they are not able to check their draft for spelling and punctuation errors independently. The absence, until very recently, of suitable computers to practise some of these skills has also hindered progress. A recent improvement, where pupils are given the criteria necessary for them to achieve the standard of a National Curriculum level, is making them more aware of what they have to do to improve their work.
87. The school has correctly identified a need to improve pupils' spelling. Teachers have introduced a wide range of initiatives, such as giving pupils a few of the most frequently used words to learn off by heart. However, during the inspection no examples were seen where teachers used the school method of 'look, cover, write and check' to help pupils learn their spellings. Teachers have made word-walls of common words in Years 1 and 2, but they are not used enough to support pupils' learning. Pupils cannot

spell by themselves and teachers do not encourage them to use a dictionary or a thesaurus. When asked, pupils take a long time to find a word.

88. Handwriting and presentation throughout the school is poor. It has not improved enough since the previous inspection. Teachers' expectations are not high enough so they accept scrappy, unfinished work. These affect pupils' attitudes and they take insufficient care to present their work neatly. Teachers lack knowledge of effective methods of teaching handwriting, for example to ensure pupils practise only correct letter formation. Letters are mostly correctly formed at Years 1 and 2, but they are inconsistent in size and capital letters are wrongly used. Most of the Years 3-6 pupils write in ink, but they do not write in a consistently neat, fluent, joined script. Pupils are only just starting to use computers for word-processing and printing their writing due to the previous lack of resources.
89. The school has identified that groups of pupils are underachieving in literacy skills, for example, below average pupils in Years 1 to 4. The extra time and good quality support that they receive from trained learning support assistants as part of additional literacy support schemes, successfully boosts their progress; they develop confidence and skills in reading and writing. Pupils enjoy the structured methods. For instance, pupils in Year 3 delighted in chanting a rap about vowels to their classmates.
90. Pupils with special educational needs have their needs identified in reception and receive good levels of support in English lessons. This support enables them to take part in whole class literacy work that in turn boosts their confidence. Their progress in literacy lessons is less effective during group work. For example, pupils may supply the ideas to a learning support assistant who scribes for them. They are too dependent on extra adult support to supply spellings for them to copy to complete their written tasks. The school has not identified any gifted and talented pupils. It is starting to improve standards of more able pupils by giving them individual targets.
91. The quality of teaching and learning is satisfactory overall, but it varies from being unsatisfactory, based upon a review of some pupils' work, to examples of very good teaching. Teachers' planning clearly identifies learning objectives that are shared well with pupils so that they know the focus of their learning. At the end of lessons, teachers review the success of pupils' learning and use it effectively to devise future lesson planning. Although this is the third year of the National Literacy Strategy the school has only just started to collect teachers' planning for future use. New teachers have currently received insufficient guidance about how to adapt national planning to meet the needs of the school's pupils. Teachers' marking contains positive comments but it lacks consistency and too often there is insufficient guidance given. It is most effective, for example, in Year 6, when the teacher provided detailed, helpful comments about how pupils could improve their work, linked to the learning objective. There are examples of unsatisfactory practice in Years 4 and 5, where pupils' work has not been corrected for considerable periods of time. The time many teachers spend on marking is not always as effectively used as it could be because pupils do not learn from their mistakes by doing corrections. Teachers have recently started to involve pupils in evaluating their work and setting targets for future improvement. These are helpful in improving their knowledge of their learning. Teachers manage their pupils effectively so that the behaviour of most pupils is good. They choose texts to interest pupils. They encourage all pupils, including those with special needs and travellers' children, to take a full part in lessons through carefully spread questions around the class, which leads to active involvement. For instance, in Year 3 pupils performed their poems in pairs with a less confident pupil supported by a more confident pupil.
92. Teaching of the basic skills of literacy, such as spelling, reading and handwriting, is not fully effective because teachers lack knowledge of methods involving all the pupils' senses. For example, in handwriting, following the teacher's demonstration, pupils just

copy rather than forming the letters in the air whilst repeating words to guide their letter formation, before writing the letters in their books.

MATHEMATICS

93. Standards found during the inspection from examining work, observing lessons and talking to pupils indicate that at the end of Years 2 and 6 attainment is well below that expected for the age groups against national targets but both groups make satisfactory progress overall.
94. The majority of pupils in Year 2 have an understanding of addition and subtraction to 20 but with lower numbers than expected for the age group. They understand the cost of two items and change left over from 20 pence. The majority correctly form numbers, although lower attaining pupils often reverse them. They find halves and the double of a number and odds and evens to 50 confidently and use their knowledge of halves when working with shapes and times on the clock. They have a satisfactory understanding of straight and curved measures to 24cm. Both average and higher attaining pupils place numbers correctly on a hundred counting square. Higher attaining pupils have similar skills, but use higher numbers, multiply confidently with two and ten and recognise odd and even numbers to one hundred. They measure in metres and centimetres and halve more complex shapes. When working with money, they solve more complex money problems. Lower attaining pupils generally add and subtract with numbers to ten, but cannot complete half past on a clock. They do not always complete the amount of work set, which restricts their learning. The whole class counts in tens, orally, from a given number, sometimes using a 100 square resource.
95. Pupils in Years 4/5/6 work in two groups set by ability. The majority of pupils work with numbers well below that expected for their age. Whilst most have an understanding of place value to six figures, they generally add, subtract, multiply and divide up to one thousand. They have a clear understanding of decimal notation in money and change fractions to decimals of two places and as percentages of a number. Their understanding of fractions is as expected for their age. They recognise and use words such as 'mean', 'median' and 'mode' and give examples of their problem solving in this area of work. When working in a series of numbers, they demonstrate an understanding of how to use brackets around numbers. When finding the answer with relatively low numbers, they show an understanding of perimeters, use of the 24 hour clock, but now have little experience of the measures on instruments or working with complex shapes, symmetry and rotation. The majority of pupils have a higher than average understanding of probability and chance when solving practical problems, but do not find it easy to plot their findings on tables or graphs. Higher attaining pupils order number almost to one hundred thousand and generally do calculations with higher numbers, but much of their work is similar to the average group in the class, but they complete all of it. They have a wider understanding of parallel lines, perpendicular lines and right angles and solve problems with the 24 hour clock. Lower ability pupils have an understanding in the same range of work and some smaller numbers or pictures to solve problems, but are not consistently accurate with their calculations.
96. The quality of teaching and learning is satisfactory overall, but in Year 2 it is good where there is very focused teaching at a good pace to match the precise abilities of pupils. Teachers have sound subject knowledge, but in Year 1, some activities are too challenging for independent learning, which slows progress for that group. Work is well matched to the different abilities of the pupils in both Years 1 and 2 and practical activities effectively develop the understanding of the year groups. Teachers are careful to emphasise mathematical language, resulting in better understanding. Although some marking is helpful, it does not consistently support pupils' learning by giving examples or explanations. Pupils are well managed in ability groups and work together amicably. Good use is made of learning support staff to help pupils with special educational

needs. Regular checking of pupils' attainments is satisfactorily used to plan the next area of work. In a very good lesson seen in Year 2, good quality home-made resources were tailored to the precise needs of pupils. Very good questioning provoked thought and challenge and involved pupils of all abilities. Innovative presentation with 'magic' and surprise resulted in pupils being desperate to answer a question and totally absorbed in the lesson and very well behaved.

97. Teaching in Years 3 to 6 is satisfactory overall and a good lesson was seen in Year 3. In this lesson, there was a good pace and structure, together with a good match of activities to the needs of pupils. These resulted in the pupils being purposeful and well behaved in their work and being eager to learn. The review time at the end of the lesson recapped learning well, but also extended pupils' thinking in calculation of number. Teachers have a satisfactory understanding of the skills to be taught in the Years 4-6 classes, but tasks are not consistently matched to pupils' abilities. Consequently, lower attaining pupils do not always finish their work. This is not remedied at a later date and so reduces achievement. Worksheets are sometimes the same for the whole ability range and may be too hard for lower attaining pupils and not challenging higher attaining pupils enough. Management and organisation of pupils are generally satisfactory and pupils work co-operatively in pairs and groups when required to. The use of computers in a Year 4/5/6 group enthused pupils to explore speed in multiplication. However, the management of the whole class at the time meant that average attaining pupils did not work at their full mathematical level, but did progress in using different strategies for multiplication, while the highest attaining pupils made good progress in their work. Regular assessment of pupils' progress is satisfactory, but it is not always used well enough to set more challenging work. Homework in Year 6 consolidates work undertaken in the classroom mental calculation time.
98. There is some use of mathematical activities in other lessons. In geography, for instance, pupils measure puddles after rain and draw in the ratio of 1:10 and Year 2 pupils measure fifteen centimetre strips of wood before sawing to make a strengthened square framework. In science, pupils record statistics in tables and graphs. Too few opportunities exist on a regular basis to enhance numeracy in other subjects. The national numeracy strategy has been satisfactorily implemented and adapted to suit the needs of the pupils. Standards have risen slowly but consistently over the last three years.
99. The co-ordinator has a very good understanding of the strengths and weaknesses of the subject and these are well documented. There is a good range of assessment procedures, which are regularly checked and evaluated to promote progress, but information gained is not used well enough by individual staff to promote better standards. Realistic targets have been set for pupils and the school and these are regularly checked against predictions and attainment. She examines the planning for the school, observes teaching and reports back on her findings to the staff and discusses how to address the findings in order to raise standards. From the school plans for mathematics, she checks and reports on the strengths and weaknesses of its implementation. Good use of local education authority consultants has been made to support the drive for better standards.

SCIENCE

100. The overall quality of teaching is good and, as a result, most pupils achieve satisfactorily in relation to their previous level of attainment. There is, therefore, slow but steady progress through the school in the subject. The very effective support given to pupils with special educational needs helps them to make good progress towards their targets. However, standards of work seen were well below average at the ages of seven (Year 2) and eleven (Year 6). Whilst valid comparison with the previous report is impossible for eleven-year-olds, owing to the school's changed status, this finding

suggests a drop in standards by pupils aged seven. The pupils are frequently held back by their very weak literacy skills. However, a small number of the higher attaining pupils, with improved language skills, show an increasing oral science vocabulary using accurately terms such as 'anther, filament and reproduce' in relation to the pollination of flowers. These standards are not generally reflected in their written work.

101. The teachers have a good knowledge and understanding of the subject. As a result they show enthusiasm and confidence which stimulate generally positive attitudes and interest from the majority of pupils. There are significant factors in the pupils' achievement. Teachers also manage their classes well, consequently the demanding behaviour patterns of many pupils are very well controlled and satisfactory learning can take place. For example, in a good Year 2 lesson on the sources of electricity, the introduction was stimulating and considerable enthusiasm and excitement were generated. However, by skilful classroom management the teacher ensured that pupils had a clear understanding of the classroom plan before commencing to 'hunt' for electrical sockets. Without such careful management and preparation learning would not have been so effective. However, the pace of learning dropped during the concluding session as many pupils found it difficult to express their findings. This was also true when Year 1 pupils needed very considerable prompting to suggest the word 'melt' when describing the change of the state of cheese when it was heated.
102. In the last report it was noted that the pupils made good use of simple scientific equipment in the practical aspects of the subject. Scrutiny of the pupils' recent work indicates that the emphasis on the investigative approach has continued. This approach to many areas of the work is good practice and helps most of the pupils to have a greater understanding of their work. This knowledge was clear in some effective Year 6 work on dissolving and the making of solutions. From this work a clear understanding of such important aspects of science as prediction and fair testing were well established, with higher attaining pupils learning how to select one factor at a time in order to produce a fair test. The mathematical skills of the pupils are used well in the tabulation and graphical representations of results. However, they are frequently poorly presented making interpretation difficult, undermining this very important scientific skill. A good range of practical activities was evident in the previous work of most classes, for example absorbency tests in Year 5 and taste testing in Year 2. In the best practical investigations the conclusions are clearly evident indicating good learning; this is not always the case.
103. Most lessons proceed at a good pace, with suitable changes in activity in order to maintain the pupils' interest, many of whom have very short attention spans. The teachers use the support staff well and there is a clear sense of teamwork in the approach to learning. This joint working helps the achievement of all pupils, but especially those with special educational needs. The matching of work to the needs of pupils is generally well planned, for example in a good Year 3 lesson on the diet of different animals, a range of different research activities was organised. As a result, all pupils had a sense of achievement and made good progress. The pupils also co-operated well in doing their research; a growing attribute that was observed in a number of lessons. The teachers have good question and answer skills. They are all particularly effective in ensuring all pupils are included, not just the small minority of confident, articulate speakers.
104. The school currently follows national guidance, adapted to the needs of the school, which ensures coverage of the National Curriculum. However, the pace at which pupils record their work is generally slow and frequently work is left unfinished. This is unsatisfactory and there is an absence of strategies to support subject coverage as the school tries hard to develop and improve the pupils' literacy skills. The teachers' marking of work is inconsistent with little evidence of targets or action points for improvement indicated. Weak spelling is often not corrected, even to the level indicated

in the school's agreed marking policy. Poorly presented work is often accepted. The teachers' expectations for the standard of presentation are not usually high enough.

105. The subject is well led. The monitoring of science is good and is leading to a more coherent and confident approach to the teaching. A useful development, for example, was a practical topic, on the 'strength of bags', which was undertaken from the nursery right through the school. This was followed by an evaluation by all the teachers. Such a strategy is a good example of how the school is striving hard to improve consistency and standards. Assessment, however, is a weakness. The school recognises this and is beginning to develop a whole-school approach. Currently, whilst there is effective analysis of results, pupils' progress is not appropriately tracked. Similarly, there is no clear long-term strategy or framework for amending the curriculum in the light of experience. The subject has recently benefited from an improvement in the level of resources, which is now good.

ART AND DESIGN AND DESIGN AND TECHNOLOGY

106. It proved possible to observe only one lesson in each of these two subjects, art and design in Year 5/6 and design and technology in Year 2. Where it was available, examples of pupils' previous work, displays and relevant documentation were also examined. However, there is insufficient evidence to make a firm judgement about standards in design and technology in Year 6 and art and design Year 2.
107. Although standards in design and technology are the levels expected of seven-year-olds, the pupils are achieving and making steady progress in their ability to use a range of materials, including fabric when making elves' clothes, cardboard in truck construction, papier maché puppets and wood in the construction of a framework for 'Incey Wincey' spider to climb up. This broadly maintains the position in the last report. In the one observed lesson, most pupils used their mathematical skills well to measure and mark, with reasonable accuracy, the desired length of wood. These skills were not, however, matched by their ability to control a saw and cut effectively and accurately. This weakness made the subsequent joining activity more difficult. The teacher very effectively reinforced the pupils' early understanding of the design process when discussing the problems of fixing a wooden axle to a cardboard truck. Learning was also well supported by the teacher's discussion with the pupils about how the design may develop. However, the pupils' weak language skills inhibit their ability to evaluate clearly what they have considered. The pupils show enjoyment doing the activity.
108. There was evidence that older pupils in Years 4 and 5 have a developing understanding of the design process. Scrutiny of current work showed that they were considering this element when making a papier maché piggy bank. The pupils show good skills in layering the paper onto a balloon. Higher attaining pupils ponder how they will know when they have pasted on the required five layers. Satisfactory progress in the joining of wood was evident in some well-constructed Tudor houses, as accuracy was much improved.
109. Standards in art and design in Year 6 are currently below expected levels. In view of the change of status of the school since the last inspection, it is not possible to judge whether standards have or have not improved. The good classroom management skills of the teacher in the observed Year 5/6 art and design lesson ensured that learning was satisfactory. A small number of the higher attaining pupils made perceptive comments about why their proposed design for a container might be difficult or unrealistic to make. This was an indication that learning about evaluation is gradually becoming part of their design thinking. However, a significant number of pupils found it difficult to concentrate for an extended period on the designing element of their work and, as a result, learning suffered. The effective review session did ensure that most pupils evaluated their proposed designs. The school has only recently introduced sketchbooks. It was,

therefore, not possible to evaluate progress, but some effectively displayed observational pictures of plants, by Years 5 and 6, show satisfactory achievement in the development of fine line precision drawing. Planning indicates a wide range of thematic artistic experiences for these year groups including, for example, in Year 3, sculpture in public buildings and space. There was, however, little evidence to indicate that pupils had an understanding of, for example, painting in different artistic styles.

110. The overall quality of teaching in both subjects is satisfactory. The teachers generally use effective teaching methods which relate well to the needs of pupils. Planning indicates a growing awareness of the need to develop skills in both subjects, for example the handling of tools, a multi-media approach to art and an ability to make choices about the best brushes to use for different artistic tasks. The headteacher is temporarily overseeing design and technology co-ordination. She and the art co-ordinator have a good understanding of the needs of the subjects. The art co-ordinator has recently rewritten the policy. Both see the subjects as significant in developing the school's aim of placing creativity at the heart of the curriculum. Some steps have been successfully taken along this road, for example the establishment of a cross-year creative arts day, the results of which are good and well displayed around the school. The school is aware that there is no formal assessment of the gradual build up of pupils' skills or systematic long-term amendment of the curriculum following evaluation.

GEOGRAPHY

111. Standards in geography are below average for pupils aged seven (Year 2) and eleven (Year 6). Since the last inspection standards for pupils aged seven and nine have declined. This decline is because there was a period with little geography teaching and learning before the recent arrival of the current headteacher and so standards dropped. Standards are now steadily improving. However, inspection evidence shows that although pupils, including those with special educational needs and travellers' children, make broadly satisfactory progress, they could achieve more with better planning.
112. Pupils in Years 1 and 2 enjoy carrying out geographical enquiry, but their learning is restricted by a lack of resources, currently on order. For example, Year 1 pupils enthusiastically try to use a world map in an atlas to locate England, Italy and Africa. However, the task is made difficult because the atlases are aimed at older children and there are not enough. No picture resources were provided to help pupils find out about Italy. This slowed their understanding, for example, of how people travel by boat around Venice. Pupils are interested in their own neighbourhood and have a simple knowledge of the main features, such as houses and shops.
113. Pupils in Years 4-6 make inconsistent progress in developing their geographical skills, knowledge and understanding. It is satisfactory in Year 3. Pupils make and use plans and maps, for instance, they mark their route to school on a local street map, but such work is too simple for their age. Pupils in Years 4 and 5 make unsatisfactory progress. They use secondary sources of information, such as photographs, to describe and compare features of living in a village in Kenya with their own lives in Nuneaton. The quality of their discussion and recording of their findings in a comparative list are well below standards expected. For instance, they rubbed out their written notes instead of using them to copy neatly in their books and so had an unsatisfactory amount of unfinished, poor quality writing. Pupils in the class for Years 5 and 6 make satisfactory progress in acquiring new knowledge, such as the water cycle, through receiving effective methods of teaching. For instance, they carried out an investigation to answer questions such as whether rain puddles vary in size and number according to their location on the school site. They used their numeracy skills effectively to measure puddles. Their knowledge of other places in the world is too limited.
114. The overall quality of teaching and learning is satisfactory, with a very small percentage

of unsatisfactory teaching. A strength of teaching and learning is that teachers have good relationships with their pupils and manage them well so that teaching time is fully used for learning. Teachers mostly use effective methods, such as setting them geographical questions to investigate, 'What makes you think the weather may be different in Kenya than here?' They carefully structure their questions to guide pupils' understanding. Weaknesses in teaching and learning are when teachers have insufficient resources prepared to clarify and inspire pupils' learning. They do not match the task set to meet the needs of pupils, for example, Year 1 pupils were asked to match sentences that were too difficult for them to read and understand. Teachers' expectations throughout the school are not high enough for the presentation, quality and range of recorded work, which is frequently untidy and unfinished. They are not marking and assessing pupils' work thoroughly and using assessment to help and encourage pupils to overcome difficulties.

115. The manager for humanities is very new to the post and she has made a satisfactory start in meeting the needs of the subject. She has focused on improving essential resources, such as picture atlases and local aerial photographs to improve teaching and learning. The school is following national guidance in its planning. However, it has not adapted this to meet the needs of the school's pupils. It does not take account of the fact that most pupils enter school with very low knowledge and understanding of the world and the high proportion of pupils with special educational needs. The scheme of work lacks enough details in Years 1 and 2, for example, exactly where in the world Barnaby Bear will be so that enough resources can be available. It lacks balance in Years 3-6, for instance too much time is spent on the theme of water compared to settlements. This adversely affects pupils' learning. The priorities given to literacy and numeracy mean there have been no opportunities to monitor teaching, learning and standards of work in geography.

HISTORY

116. During the inspection no history lessons were seen in Years 3-6 due to timetable arrangements. Evidence of standards was obtained from looking at pupils' work, photographs and from interviews with them. Standards are below average for pupils aged seven (Year 2) and eleven years (Year 6). Standards of pupils' written work in history are well below average as they are affected by their low literacy skills. Since the last inspection standards for pupils aged seven and nine have declined. This is because there was a period of little history teaching and learning before the arrival of the current headteacher. Standards are now improving. Pupils, including those with special educational needs and travellers' children, show satisfactory achievement, particularly in their knowledge and understanding of some of the main events and people they have studied. This is due to the activities, such as drama, that teachers use to bring pupils' learning alive.
117. Years 1 and 2 pupils know about famous people such as Florence Nightingale and Guy Fawkes. They find out, with support, about past events, for instance, the Great Fire of London from a range of sources of information. In a Year 2 lesson the teacher made very good use of two drawings of the same street before the Great Fire and nowadays, for pupils to investigate and compare the past with the present. This interested pupils greatly, but because they have poorly developed observation skills and limited vocabulary they found it difficult to describe differences accurately. They lack the confidence to ask questions about the past to further their understanding.
118. In Years 3-6 pupils know that the past can be divided into different periods of time such as the Aztecs and Victorians. Only a few more able pupils in Year 6 place the periods studied in chronological order and they are inaccurate when using dates. Pupils find out about the past from a range of sources, for example, videos, photographs, looking at artefacts such as a gas mask, and learning information from visitors. A good example

was when pupils in Year 6 learned what it was like for children in the Second World War from a teacher's mother. A weakness in standards is pupils' recording of information. Too often work is incomplete.

119. Insufficient lessons were seen during the inspection to make an overall judgement of the quality of teaching and learning. A strength in teaching is that teachers approach history in a lively manner and pass on their enthusiasm to their pupils. They use drama effectively, which also improves pupils' speaking skills. As a result, pupils think history is exciting and they enjoy learning. Teachers make good use of visits to local historic places. For example, pupils experienced life in a Victorian school at a local heritage centre and others visited a Roman fort. These activities effectively stimulate pupils' interest and improve their knowledge. Teachers provide good opportunities for pupils to find out about how people lived by inviting in visitors, such as a Tudor group in costume. Less effective aspects of teaching are that teachers' expectations for written work are too low and pupils, particularly those in Years 4, 5 and 6, have completed insufficient written work over time. Teachers' planning of activities is not varied enough to meet the needs of different pupils. Too often the same task is set for all pupils, so more able pupils are not fully challenged and less able pupils may only write the title. Teachers are not marking and assessing pupils' work thoroughly and using assessment to help and encourage pupils to overcome difficulties.
120. The school is determined to raise standards. Recent initiatives to improve pupils' learning, such as the successful training for all teachers to develop their skills of using drama and creative arts in history, are proving effective. Pupils are already enjoying using the new computers to research information with support on the Internet but there has been insufficient time for them to have an impact on standards.

INFORMATION AND COMMUNICATION TECHNOLOGY

121. Standards are below those expected nationally in both Year 2 and Year 6. These standards are similar to the last inspection findings for Year 2 but there was no Year 6 in the previous inspection with which to compare. Standards are less than expected because of a lack of computers to use and the very recent installation of the new computers and suite. These issues were compounded by the loss of staff with expertise to the school. As a result of this new provision, all groups of pupils now make at least satisfactory progress in their learning in lessons seen. Statutory requirements are met. The use of computers is not sufficiently established in all other areas of the curriculum, because of the lack of opportunities to develop this effectively.
122. In Year 2, pupils are able, with support, to log onto the Internet. About one-third do this independently. The more able help the less able to achieve this target and pupils with special educational needs are well supported to achieve it also. All confidently use a mouse to explore choices and move items on the screen when exploring 'Bob the Builder' tasks. They are able to repeat this skill and knowledge with support, when looking for information on the Great Fire of London for a history lesson. In this aspect of the work, they reached standards of learning expected for their age. They know that a range of equipment can be controlled, such as television and cooking appliances. However, they do not have the expected skills to type at length on the computer, or to save and retrieve their work. They have very little experience of exploring imaginary situations on screen, other than giving instructions in the recently used Internet programmes. They have not had opportunity to collect data and to present the facts in different ways. Pupils in Year 1 are working within the expected levels for their age. They have a satisfactory understanding of how to use the mouse, move objects on the screen and make the computer 'talk' to identify words to match the ingredients on their 'pizza.' Most pupils work well together in pairs and treat each other and computers with respect.

123. In Year 6, although the standards are well below that expected for the age group, pupils made at least satisfactory progress in the acquisition of new skills during the inspection. They follow instructions carefully and record these for future reference so that they can access the Internet. They open a 'word' programme with supported instructions and confidently change letter size and style. Their use of the keyboard is slow because they do not have the expected skills in this aspect. Pupils in the most able group type with both hands and are able to work independently and help the less able. Most pupils have some experience of presenting text on screen, but do not have the expected skills to draft and amend their work, or store and retrieve it independently. They are aware of a limited amount of computers controlling devices in everyday life, such as traffic lights, but have not the expected experience to explore this on the computer. Pupils in a Year 4/5 class satisfactorily followed instructions to explore a paint programme and develop pictures in the style of Seurat by 'painting' with dots. Pupils in a Year 4/5/6 setted mathematics group explored multiplication facts through being able to log on to an address on the world-wide web. However, the majority of pupils generally do not have enough skill yet to use the computers independently, but higher attaining pupils in Year 6 independently researched for information about the composer Greig.
124. Teaching and learning are satisfactory overall. Where information and communication technology is the discrete focus for teaching, the overall quality is good. There is little evidence of quality from previous work, but teaching in information and communication technology to support other subjects is satisfactory. In the two good lessons seen in Year 5/6 and Year 2, pupils made good progress because teacher knowledge is good and management of pupils is well organised. Planning ensures that pupils are taught focused skills precisely at a good pace for maximum learning. In these lessons, teachers have high expectations of pupils to achieve new learning quickly and use support staff well to ensure the needs of all abilities are met. Sound analysis of pupils' progress in these lessons enhances the teaching. This is not so evident in Years 4/5 and 5/6 when computers are used to support work in other subjects and pupils do not make as much progress. In a satisfactory lesson in Year 1, clear instruction was given, but pupils' grasp of language meant that some did not fully understand the instructions and had no opportunity to gather together to have this reinforced on screen during or at the end of the lesson.
125. The school has an effective scheme of work based on national guidance, but has been unable to implement it fully prior to this term, because of the lack suitable machines and the late arrival of the computer suite. They have made good use of local authority expertise to ensure the suite was quickly in operation. Staff are receiving training under a nationally recognised scheme and this is already benefiting pupils. There has been no co-ordinator during the past two years due to staff changes. Currently, the headteacher is the temporary manager, with additional expertise provided by a registered teacher under training. Together they have a satisfactory plan for the future development of information and communication technology, which includes increasing the use of computers across all subjects. Overall resources are now good for teaching information and communication technology skills, but further development is needed to ensure a match of research and practical materials to enhance the wider curriculum. There are no formal assessment procedures for this subject, other than matching against current learning objectives. There has been no recent monitoring of teaching and learning. It is recognised by the school that this is needed.

MUSIC

126. Standards for pupils aged seven (Year 2) are close to those expected for their age. Standards are below those expected for eleven-year-olds (Year 6). Nonetheless, although comparison is difficult, since the last inspection standards throughout the school have improved significantly. The school has thoroughly addressed the issue to

improve music standards. They brought in a music teacher from the county music service and appointed a new music co-ordinator with a strong commitment to raising standards. She has increased opportunities for pupils to make music. For example, all pupils have opportunities to take part in performances, such as the Christmas productions, that have improved their confidence and skills of performing. Standards of singing were weak and they are now satisfactory overall. On occasions they are good, such as in the whole school hymn practice led by the music manager. In order to improve pupils' interest and enthusiasm for music, she has started three new lunchtime clubs this term: choir and recorders for Year 3-6 pupils and ocarinas for Year 1 and 2 pupils.

127. Pupils throughout the school enjoy making music. The school ensures that all pupils, including those with special educational needs in the school and traveller children are fully included in music activities. Their different needs are effectively met by the practical approach of music. The result is that pupils' progress and achievement through the school have improved from unsatisfactory to satisfactory overall.
128. Pupils in Years 1 and 2 are gaining confidence in singing simple songs from memory, with satisfactory control of pitch and rhythm. They are developing a satisfactory understanding of simple dynamics, such as loud and soft. They earn praise from their teachers when they listen carefully to extracts from classical music. They find it difficult to describe accurately the sounds they hear, due to their limited language skills. They are not sure of the names of percussion instruments, but with encouragement they play the instruments confidently to create an effect matched to a picture, such as a rattle for a snake.
129. By Year 6 pupils sing a satisfactory range of songs mostly in unison. When they try to sing a simple two-part song in class they have limited success, as they require more teaching guidance with rhythm and pitch. They know that they have to practise to improve their performance before it can be presented to an audience. For example, pupils tried very hard to sing their best during their performance of 'Joseph and his Technicolour Dreamcoat'. Pupils listen with concentration and attention to music, such as a South African chant in assembly. Their appraising skills of explaining ideas and feelings about music using expressive language are limited. Some of the oldest pupils enjoy trying to play a simple melody on a recorder and from letter names on a keyboard. They lack confidence, but with encouragement and support from staff they perform to the class. Pupils have not yet been taught to make written records of their music compositions using symbols or invented notation.
130. The overall quality of teaching and learning in music is satisfactory. It varies according to the skills and confidence of the teacher in their musical knowledge. During the inspection teachers made good use of the music skills of a trainee teacher to plan and teach lessons. The visiting music specialist, who works alongside class teachers for three lessons a term in order to develop their confidence and music skills, was not in school during the inspection. Teachers throughout the school have good relationships with their pupils and manage pupils effectively. They keep them fully involved and interested by making good, improved use of musical instrument resources, so that there is a clear focus on learning. Less effective aspects of teaching are when teachers are not fully confident in technical aspects of music. For example, pupils learned a new song without having enough guidance to maintain accurate pitch.
131. Music is strongly led. The music manager has good knowledge of how to continue to improve standards. She has recently introduced a commercial scheme of work written for non-music specialists. This is improving planning and effectively guiding teaching and learning. However, it is not clear exactly how teachers will assess and monitor pupils' progress in order to ensure that when revisiting topics, possibly for three years, they will build on previous skills. All pupils have good, improved opportunities to hear

performances from visiting musicians, for instance, jazz and Mexican groups. These, together with opportunities for older pupils to join in a singing day at the town hall, and experience playing brass instruments and recorders effectively broaden their music knowledge. The use of information and control technology in music is limited mainly due to a lack of computers.

PHYSICAL EDUCATION

132. No lessons, during the week of the inspection, were planned for dance, games or other outdoor activities, as the focus was on gymnastics. In this aspect of physical education, standards were in line with those expected of pupils aged seven. Standards in gymnastics were above expectations for eleven-year-old pupils, although direct comparison with the last inspection is not possible. Pupils with special educational needs are effectively supported and achieve similar levels. Although it was not possible to observe swimming, the school reports that last year all pupils achieved the National Curriculum 25 metres target and that it is usual for a minimum of 95 per cent to do so.
133. The framework for the curriculum indicates that a broad curriculum is followed. This is supplemented by some extra-curricular sporting activities, including five-a-side football, a recently introduced gymnastics club, cross-country and inter-school football matches.
134. The good management of their classes by all the teachers greatly assists the pupils' learning, as they respond quickly to instructions. It ensures that lessons are conducted safely, for example in the movement and carrying of any apparatus used. Effective management maintains a good pace to the lesson and the pupils' learning was particularly effective in the one Year 5/6 lesson observed, where the quality of teaching was good. In this lesson the pupils were clear about the learning objectives and the teacher very effectively used pupil demonstration to highlight significant skills. The pupils' self-esteem is supported well by the teacher who uses the positive reinforcement of success, even for the less gymnastically skilled. The award of 'merit stickers' at the conclusion of this lesson was an additional and considerable pupil motivator.
135. All the teachers plan their lessons well. Occasionally they are 'over-planned', allowing insufficient time for the full potential of each activity to be achieved. The systematic development of gymnastic skills is greatly assisted by the use, particularly for those teachers who have less confidence in the subject, of an effective commercial scheme of work. This guidance helps to ensure that the overall quality of teaching Years 1 and 2 is satisfactory. The clear structure to lessons throughout the school includes the 'warm-up' and 'cool-down' sessions. However, in some lessons this initial warm-up was insufficiently vigorous in comparison with the main activity. Similarly, too little time was sometimes planned for a relaxing cool-down session at the conclusion of the lesson.
136. The good relationships that exist in the lessons encourage pupils to try creative and imaginative movement, safe in the knowledge that the teachers or their peers will not ridicule their efforts. As a result, in all lessons, pupils show confidence and enjoyment in their bodily movement. The Year 5/6 pupils produce good sequential movements including paired mirror activities that flow well and show very effective co-ordination and planning. Some pairs of pupils show very good precision, control and fluency in their gymnastics. Year 1 pupils show confidence in performing controlled star jumps from apparatus and forward rolls on the mats and try hard to improve the standard of their performance. The majority of pupils in a Year 2 lesson show satisfactory control of a racquet when using a beanbag. With the effective encouragement of the class teacher, they produce an interesting variety of games, using racquet skills and other small apparatus. Progress in the development of skills is assisted by the teachers'

encouragement of pupils to evaluate performance, either their own or others.

137. The subject manager has a good understanding of the subject and provides effective leadership. She is aware of the areas where some of her colleagues lack confidence, for example the systematic development of gymnastic and dance skills and is beginning to give appropriate help. There is currently no framework for the assessment of key skills or changes to the curriculum in the light of experience. The overall level of resources is satisfactory, although the number of gym mats is small and balls are in short supply, as a canal runs adjacent to the main play area.

RELIGIOUS EDUCATION

138. At the last inspection, attainment at the end of Year 2 was judged to be in line with the locally agreed syllabus for religious education. There was no Year 6 in school for the previous judgement. Currently, the attainment of both Year 2 and Year 6 is not in line with the expectations of the locally agreed syllabus.
139. Pupils in Year 2 have a satisfactory understanding of religious celebrations such as Diwali and Christmas. Higher attaining pupils give good accounts of the Christmas story. Most know that Christmas is about the birth of Jesus and a few know that Diwali is about good and bad in the story of Rama and Sita, though they are able to recall the story with uncertainty. Through making divas they remember that it is connected with light. By visiting a church, they have an understanding of 'worship' at special times and infant baptism taking place. They have less than expected recall for names such as 'font' and refer to it as a 'sink' but remember its' function. They show a sound understanding of prayer as petitions for people who are sad, linked to the terrorism in New York. As a reflection of its status as a church school, pupils also reflect on the contributions they make to the life of the class and school and consequently develop a simple understanding of happiness, sadness, right and wrong. Higher attaining pupils are satisfactorily challenged to record their work well and reflect on their learning. Less able pupils are well supported to record some of their work pictorially to achieve in line with other pupils. Work in Year 1 provides a sound base of knowledge on which Year 2 pupils build but without adult support or prompts too few pupils are able to recall their learning over time consistently.
140. In Year 6, pupils have a satisfactory understanding of worship and that this is different according to the faith group. They recognise there are different rituals and special clothing used in these ceremonies but have a very superficial knowledge of them. They thoughtfully describe how they presented their learning about pilgrimage to Mecca in an assembly. They have a sound knowledge of the Bible as an Old Testament and New Testament collection of books and name characters, but are unsure where stories of Jesus can be found. Their knowledge of other sacred books is unsatisfactory. Many demonstrate a casual approach when writing prayers linked to the caring of families, but higher attaining pupils present these thoughtfully. Pupils do not have the expected knowledge nor understanding of a range of religious symbols from other faiths, but do know that the cross belongs to Christianity. Their ability to reflect on learning from religion is below that expected for their age. Through the current aspect of 'living like saints', pupils are able to reflect suitably on life, rights and responsibilities in the community in which they live.
141. Based upon the lessons observed and an evaluation of the pupils' previous work, the quality of teaching overall is satisfactory in Years 1 and 2, but in Years 3-6 it is unsatisfactory. In Years 1 and 2, planning is consistent so those pupils cover a sound range of thoughtful experiences and stories from Christianity and Hinduism. Teachers have sound subject knowledge and ask well-focused questions to provoke thought and reflection. For example, in Year 1 the teacher sensitively helped pupils talk about

members of family no longer living with them and developed understanding that values of people depend on what is felt inside, not what appears outside. The teacher rephrased questions to ensure less able pupils had adequate understanding after analysing their earlier response. Consideration is given to the recording methods of different ability groups, which enables them to work at the same pace as each other and have appropriate challenge. For example, the highest attaining pupils in Year 2 write the Christmas story in sequence but the least able sequence pictures and add simple text. Teachers ensure they are building on recent previous knowledge by recapping previous learning. In Years 3-6 teaching is unsatisfactory and learning below expectations for a number of reasons. Pupils in Year 5/6 have had many teachers due to instability of staffing, which has affected their learning over time. Year 4/5 has no recorded work because they have only experienced role-play and discussion. Year 3 pupils have suffered staff absence. Current planning in Year 5/6 has been inadequate to cover in sufficient depth, all aspects of a topic which includes aspects of the Jewish faith. However, previous satisfactory learning enabled pupils to recount the story of Diwali. During the inspection, a good lesson was seen in Year 3. In this well paced lesson, the teacher conveyed the learning objective clearly and clarified the meaning of new words. Good knowledge and understanding and co-operation between adults, contributed to the good modelling of the concept of resolving conflict and prejudice when considering 'Living like Saints.' These factors resulted in pupils making good gains in their learning and behaving very well when working in a group with an adult, presenting a role-play activity and being able to discuss its implications through thoughts and feelings.

142. There has been no co-ordinator recently due to staff changes, but the headteacher is now taking responsibility as subject manager. She is very well aware of the strengths and weaknesses of the Year 3 - 6 teaching and past provision. With agreement of staff, the new locally agreed syllabus has been introduced and is in its trial term. This syllabus is felt to be more manageable than the previous scheme of work and has a built in assessment system, which has not yet had time to affect standards. There has been no recent checking of teaching and learning on a consistent basis. The subject has an adequate range of resources and artefacts, but there are insufficient books on a specific topic if they are needed as reference for a whole class. The school does, however, have good access to artefacts from the local authority.