

INSPECTION REPORT

TEMPLE GRAFTON C. E. PRIMARY SCHOOL

Temple Grafton, Alcester

LEA area: Warwickshire

Unique reference number: 125647

Headteacher: Mr R Gowland

Reporting inspector: John Earish
23216

Dates of inspection: 25 – 27 February 2002

Inspection number: 193988

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior
School category: Voluntary controlled
Age range of pupils: 4 to 11 years
Gender of pupils: Mixed

School address: Temple Grafton
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Warwickshire

Postcode: B49 6NU

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Appropriate authority: The governing body

Name of chair of governors: Mr A Sparkes

Date of previous inspection: May 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
23216	J Earish	<i>Registered inspector</i>	Science; Information and communication technology; Physical education; Equal opportunities.	What sort of school is it? The school's results and pupils achievements. How well is the school led and managed? What should the school do to improve further?
19374	Dr T Clarke	<i>Lay inspector</i>		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?
7336	L Howard	<i>Team inspector</i>	Mathematics; Art and design; Design and technology; Religious education.	How good are the curricular and other opportunities offered to pupils?
10214	B Milton	<i>Team inspector</i>	English; Geography; History; Music; Special educational needs.	How well are pupils taught?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Temple Grafton Primary School is situated in the centre of the village of Temple Grafton, not far from Stratford-upon-Avon. The original buildings date from 1874, and they have recently been extended to provide new classrooms and a gymnasium. It is a very popular school and not only serves the village itself but draws pupils from a wide area. The school is smaller than most. There are 106 pupils on roll, taught in four classes. There is a single-age class for Reception, and mixed aged classes for Years 1 and 2, Years 3 and 4, and Years 5 and 6. Sixteen per cent of pupils are identified as having special educational needs, mainly for moderate learning difficulties. This proportion is below the national average. Two pupils have statements of special need, which entitle them to extra help. There are no pupils eligible for free school meals. All pupils are of white, UK heritage. Children are admitted to the Reception class at the beginning of the year in which they reach the age of five years. Shortly after admission, children are assessed by means of a nationally accredited 'baseline assessment'. Results of assessments show that the most recent group of children tested was above average. Overall, attainment on entry is above average.

HOW GOOD THE SCHOOL IS

This is an effective school. It successfully develops the potential of its pupils, so that by the ages of seven and eleven they are confident and achieve very good academic standards. Pupils are eager to learn, are interested in their work and behave very well. The quality of teaching is good. The headteacher, staff, governors and parents all work closely in partnership. Pupils are friendly and well mannered. Although the school has above average income, it provides good value for money.

WHAT THE SCHOOL DOES WELL

- Standards in English, mathematic and science are well above average by the age of seven and eleven.
- Provision for children in the Foundation Stage is very good.
- Teaching is good overall, and eight out of the ten lessons observed during the inspection were good or better.
- Pupils' very good attitudes to learning and very good behaviour contribute to the very good relationships within the school.
- The school plays an important part in the life of the community and has developed very good links with parents.
- The school cares for its pupils very well. Its provision for pupils' spiritual, moral and social development is very good.

WHAT COULD BE IMPROVED

- Standards in information and communication technology.
- Outdoor play for children in the Foundation Stage¹.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Overall, the school has made very good progress since its last inspection in 1997. The key issues identified in the inspection report have all been addressed. These issues related to:

- raising standards and progress of pupils aged five to seven years;
- raising the quality of teaching;
- meeting the statutory requirements to implement staff appraisal;
- improving policy and practice for the under fives;
- improving the monitoring of pupils' attainment and progress and of the quality of teaching throughout the school.

Standards have improved considerably in all subjects for pupils aged five to seven years, and they are making good progress. There have also been considerable improvements to the quality of teaching. Eight out of ten lessons were judged to be good or better, and no unsatisfactory teaching was observed. At the time of the last inspection just under a third of lessons were judged to be unsatisfactory. Teachers' expectations have been raised, and lesson plans identify appropriately challenging work for pupils of all abilities. A policy and scheme of work for the under fives, now known as the Foundation Stage, have been agreed and put into practice. These are of very good quality, and represent a significant improvement since the last inspection. The school has invested in a range of new play equipment, but there is still no separate outdoor play area for children under five. The headteacher effectively monitors the quality of teaching across the school, and has implemented good procedures for monitoring the attainment and progress of all pupils.

STANDARDS

The table below shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

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

Key	
<i>well above average</i>	A
<i>above average</i>	B
<i>average</i>	C
<i>below average</i>	D
<i>well below average</i>	E

Results of the national tests in 2001 show that the average scores achieved by 11 year olds were average in English and well above average in mathematics and science. When the school's results are compared with those of similar schools, standards are well below

¹ The Foundation Stage begins when children reach the age of three. Children complete the Foundation Stage at the end of the reception year.

average in English, and above average in mathematics and science. Over the previous two years, results in English, mathematics and science have been well above the national average. The school is on course to achieve the targets set for improved performance in 2002.

Inspection evidence shows that the standards achieved by seven and eleven year olds are well above average in English, mathematics, and science. In history, attainment is better than in the other foundation subjects,² and is well above what is expected of seven and 11 year olds. In all other subjects standards are above average. However, standards in information and communication technology are below average. This is because pupils do not have enough opportunities to practise and develop their skills. In physical education, no lessons were observed in Year 6 and therefore no judgement about attainment can be made. However, swimming records show that standards in this area of the physical education curriculum are well above average. In religious education, pupils' attainment is above the requirements of the local Agreed Syllabus. Over time, pupils throughout the school make good progress in all other areas of the curriculum except information and communication technology.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are responsive, responsible and eager to learn.
Behaviour, in and out of classrooms	Very good throughout the school, in lessons and at all other times.
Personal development and relationships	Relationships are very good. Pupils relate very well to one another and to adults.
Attendance	Good.

Pupils' very good attitudes, behaviour, and personal development contribute strongly to the quality of learning and the good progress made in lessons.

TEACHING AND LEARNING

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

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.

At the time of the previous inspection there were significant concerns about the quality of teaching, with just under a third of all lessons judged to be unsatisfactory. This is no longer the case, and eight out of ten lessons observed during the inspection were good or better, with one in five being excellent. No unsatisfactory teaching was seen. For the Foundation Stage in Reception, teaching was consistently very good or better, with just under half of the lessons excellent. For pupils aged five to seven years, the majority of lessons were at least good, and a third were very good or excellent. Almost all of the lessons were good for pupils aged seven to eleven years and half of the lessons were very good or excellent.

² Foundation subjects are those other than the 'core' subjects of English, mathematics and science.

Children in the Reception class are provided with many opportunities to explore, investigate and make their own choices and initiate their own learning. Lessons are very well planned and teachers have high expectations of what pupils should achieve. Pupils are well managed and relationships are very good. Very good use is made of staff expertise, particularly in the Year 5/6 class, where all teaching is of a very high standard. Relationships are very good and pupils made good progress in a secure and happy environment.

Teachers have high expectations of pupils' work and behaviour, as well as very good knowledge of each individual's strengths and weaknesses. A particularly good feature of teaching is the very good quality of planning which ensures that lessons are interesting, varied and challenging to pupils of all abilities. As a result, learning is enjoyable, lessons generally develop at a good pace, and pupils work hard. Lower-attaining pupils are given extra help and higher-attainers are provided with challenging work in most lessons. Pupils with special needs are taught very well when withdrawn for sessions as individuals, or in small groups, or when working in class alongside a support teacher. This has a positive effect of pupils' attitudes to work, and they learn very well. Teaching of English and mathematics is good across the school. Basic skills in numeracy and literacy are well taught, and teachers give pupils good opportunities to practise these skills in other areas of the curriculum.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum is broad and balanced and caters well for the wide range of pupils' backgrounds, interests and abilities. The Foundation curriculum is very good.
Provision for pupils with special educational needs	Pupils with special educational needs are very well supported and make very good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The school makes very good provision for pupils' moral, and social development. Arrangements for developing pupils' cultural awareness and personal development are good.
How well the school cares for its pupils	Arrangements for child protection and ensuring pupils' welfare are very good.

Provision for pupils' personal, health, and social education is very well planned and fully integrated into the overall curriculum framework. The school's partnership with parents is very effective.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good overall. The personal leadership of the headteacher is very good. He sets high standards, and provides purposeful leadership. The staff and governors work well together as a team, and are committed to school improvement.
How well the governors fulfil their responsibilities	Very good. Governors have an excellent understanding of the school's strengths and weaknesses, and are effective in supporting and guiding the school's work.
The school's evaluation of its performance	Very good. The school is very good at analysing overall strengths and weaknesses, and using this information to set priorities.
The strategic use of resources	Good. The school uses its staff, accommodation and equipment well, and makes good use of funds allocated for specific purposes. The headteacher and governors have a good understanding of strategic financial planning.

Staffing ratios are good. The governors are beginning to apply the principles of 'best value' well when making decisions. However, children in the Foundation Stage lack a separate play area, and opportunities for them to develop their physical skills are therefore more limited than in some schools.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children work hard to achieve their best. • Behaviour in school is good. • The school is well led and managed. • Children like school. • There is a range of interesting activities outside lessons. • The school works closely with parents and helps their children to become mature and responsible. • Teaching is good, and children make good progress. • The school keeps parents well informed and they find the teachers approachable • Their children get the right amount of homework. 	<p>There were no significant areas for improvement.</p>

Inspectors' judgements support all the positive views expressed by parents. Pupils enjoy school, and form very good relationships with their teachers and with each other.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Results of the national tests in 2002 show that the average scores achieved by 11 year olds were well above the national average in mathematics and science, and average in English. When the school's results are compared with those of similar schools, with about the same proportion of pupils eligible for free school meals, standards are above average in mathematics and science, but well below average in English. Over the previous three years, results have been above or well above the national average in all three subjects, apart from a dip to average standards in science for 2000. Overall, the trend in the school's average points for the three subjects was below the national trend.

2. Conclusions drawn from these results may not be reliable, since the groups of pupils assessed at the end of Years 2 and 6 were very small. This means that a considerable percentage change can occur through a movement of one Level by a single pupil. Similarly, an analysis of trends in results over the past four years shows some variations, since the year-on-year differences in the attainment of a very small number of pupils are magnified when each individual pupil represents a large proportion of the overall total. For example, the dip in scores for English in 2002 can be explained by the movement in levels of a very small number of pupils who had particular strengths and weaknesses in writing.

3. Results of the national tests for seven year olds in 2002 show that the average scores achieved in reading and writing were well above the national average, while in mathematics standards were above average. When the results are compared with those of schools in similar circumstances, standards are above average in reading and writing, and average in mathematics. Results have improved considerably over the previous four years. For example, standards in reading were average in 1998, and below average in mathematics and well below in writing. Again, the results need to be treated with a degree of caution because the numbers of pupils tested in some of the years were small.

4. Inspection findings broadly reflect the results of the national tests in the core subjects of English, mathematics and science. The attainment of 11 year olds is well above average in English, mathematics and science. In the other subjects, attainment is above average in art, design and technology, geography, music, well above average in history, and below average in information and communication technology (ICT). No judgement can be made about attainment in physical education (PE), because no lessons were observed in the Year 5/6 class. However, records of pupils' achievements in swimming show that standards in this element of PE are well above average. In religious education (RE), standards are above those expected in the locally Agreed Syllabus.

5. The attainment of seven year olds is also very good. Standards in reading, writing, mathematics and science are well above average. In the Foundation subjects, attainment is above average in art, design and technology, geography, music, well above average in history, and below average in ICT. Again, no judgement can be made about attainment in PE. In RE, standards are above those expected in the locally Agreed Syllabus.

6. These findings represent very good improvement on the standards reported at the time of the previous inspection. In particular, standards by the age of seven were described in the report as unsatisfactory, and provision for the Foundation Stage was not appropriate to the age group. Pupils now made good progress because the teachers are better at using assessment information to plan what the pupils are to do next, and have higher expectations of what they can achieve.

7. Shortly after children start school in the Reception Year, their skills in reading, writing, speaking and listening, in mathematics, and in personal and social development are assessed by means of a nationally accredited 'baseline assessment'. Data from the most recent assessments show that attainment on entry is above average.

8. Children quickly settle into school because of the good induction procedures. Overall, they make good progress in the Foundation Stage Year, and children are given very good opportunities to develop independence and initiative. However, the lack of a separate play area for these youngest children results in fewer opportunities for outdoor learning than in some schools.

9. Overall, pupils make good progress over time as they move through the school. This is because teachers are good at using information gained from their assessments of pupils to plan what they are to do next. The school had identified the need to provide more challenges for its higher-attaining pupils, and is effectively using a variety of strategies to ensure that all pupils have work that is both demanding and well matched to the rate at which they learn. For example, the mixed age Year 1/2 class is taught separately for numeracy and literacy, and there is very good use of support staff throughout the school to support pupils with special educational needs (SEN).

10. Pupils make good progress in developing skills in literacy in Years 1 and 2. All pupils listen well, and show understanding by being able to follow instructions. By the age of seven, pupils speak clearly, and those with higher attainment can often articulate their views at greater length. Skills in speaking develop well as pupils grow in confidence and maturity, and by the age of 11 most achieve very good standards, using formal language appropriately and technical terms correctly. Skills in reading develop well throughout the school. Pupils aged seven and eleven have very good understanding of what they read, and the reading books are generally well matched to their ability. By the age of 11, the majority of pupils are very confident readers and are able to cope with a range of texts in a variety of contexts. Skills in writing develop well throughout the school. By the age of seven, the majority can write well, using a very good range of vocabulary, and most pupils express themselves clearly. In Years 3 to 6, pupils learn to write for an increasingly wide range of purposes, including letters, stories, book reviews and news reports. Poetry plays a big part in the work in English, and emphasis is placed on pupils' planning, redrafting and proofreading their own work.

11. Pupils' skills in numeracy develop well throughout the school. Pupils' understanding of number and their skills in using numbers are regularly practised in a range of subjects in Years 1 and 2. They are able to perform mental calculations quickly and accurately, and can explain how they arrived at their answers. Many pupils can explain how to do a calculation in more than one way. Pupils in Years 3 to 6 continue to extend their mathematical concepts and language with regard both to number and to shape, for example in the calculation of perimeter and the recognition of regular two- and three-dimensional shapes. Most Year 6 pupils have very good levels of skill across most elements of mathematics, and are confident at using and manipulating numbers.

12. Skills of scientific enquiry develop well throughout the school. Year 1 and 2 pupils develop a very good understanding of scientific principles, and learn how to record their

answers in a logical way. In Years 3 to 6, pupils develop a very good understanding of what 'fair testing' means, and confidently make simple hypotheses as part of their work. They make good use of basic literacy and numeracy skills to support their scientific understanding.

13. Standards are below average in ICT throughout the school. This is because previously there was not enough direct whole-class teaching of skills, and because pupils did not have regular enough opportunities to use computers. New ranges of skills are being successfully introduced including use of the Internet, but there has not been sufficient time for these improvements to have an impact on standards across the school.

14. Pupils with special educational needs make very good progress. Their needs are carefully identified as soon as possible after entry to the school so that clear individual education plans can be designed for them. Targets in these plans are specific and suitably challenging for their academic and personal development. Careful monitoring of their progress leads to regular adjustment of the targets so that good quality learning is sustained.

Pupils' attitudes, values and personal development

15. Pupils' attitudes to the school, and their behaviour, personal development and relationships, are all very good. This is an improvement on the last inspection, when they were judged as good. This aspect is now a strength of the school. Attendance, which was good at the last inspection, is now very good.

16. Pupils' attitudes to the school are very good. They enjoy coming to school, a fact confirmed by 96 per cent of the parents in their answers to the questionnaire. On arrival, pupils are eager to get into their classrooms, but still have time to greet visitors in the playground with a cheerful 'hello'. They are very enthusiastic from the time they arrive at the school, and quickly get down to their classroom tasks after registration. In lessons they are keen to show off their work, of which they are clearly proud. Pupils are both cheerful and friendly.

17. Behaviour is very good, both in the classroom and in the school at large. Pupils behave well on arrival in the morning and at break times and in the dining hall. They are polite and courteous to each other and to adults. For example, they hold doors open for adults and for one another, and say 'thank you' when doors are held open for them. There have been no exclusions during the 14 years the headteacher has been at the school. He regards support for pupils with behaviour problems as part of the school's inclusion policy. An excellent feature of the very good behaviour at the school was the apparent total absence of oppressive behaviour, such as bullying, racism or sexism. Parents say that if bullying ever does occur, it is dealt with promptly, usually the same day.

18. Pupils have a very good understanding of the impact of their actions on others, and learn to respect very well the feelings, values and beliefs of others. There was evidence of this from the attention of pupils in an assembly when the subject was 'Faith and Trust'. The understanding and respect nurtured at the school is underpinned by the very good paired support of the older pupils for the younger ones, which is very much a part of the ethos running through the school's personal, social and health education curriculum (PSHE).

19. The ethos is partly responsible for the very good relationships seen across the school. For example, Year 5 pupils are paired with Reception pupils, and Year 6 are paired with those from Year 1, for reading, mathematics, science and physical education. These partnerships last for two years. The relationships develop beyond lessons, for example when paired pupils exchange Christmas and birthday cards. Like the relationships between pupils, those

between pupils and adults are very good, which is partly a function of the school being small and the staff knowing all the pupils well.

20. Attendance is very good, and well above the national average. Both authorised and unauthorised absences are below average. Pupils usually arrive on time and no lateness was seen during the inspection, although in one morning registration a few pupils arrived as the registers were being called. The high level of attendance and the prompt arrival of pupils have a positive impact on pupils' attainment and progress.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

21. There has been a very good improvement in the quality of teaching since the last inspection in May 1997. At the time of the last inspection, teaching ranged from very good to poor, with just under a third of the lessons judged to be less than satisfactory. All the concerns expressed at the last inspection have been fully addressed, and teaching is now deemed to be good overall. Four out of every five lessons seen were good or very good, with six examples of excellent teaching. No unsatisfactory teaching was observed during the inspection. Teaching is very good in the Foundation Stage and in history and geography in Years 3 to 6, and good in all other subjects. There were not enough opportunities to observe teaching in information and communication technology, music, physical education and religious education. Excellent teaching was seen in English, mathematics and the Foundation Stage.

22. The very good teaching in the Foundation Stage represents a marked improvement since the last inspection, when it was described as broadly sound. Teachers' expertise in meeting the developmental needs of these children is reflected in the very good medium-term planning. They teach the basic skills needed for literacy and numeracy very well, and all adults have the very highest expectations of the children's behaviour and learning. The two part time teachers plan very well together, and work as a team alongside the learning support assistants. The management of the children is excellent. Children are taught the class rules and systems, and all adults remind them, in context, of how they should behave and co-operate.

23. In all years, teachers' lesson planning is also very good. Long-term planning frameworks are in place, defining which parts of the National Curriculum are to be taught in each of the two years pupils spend with a teacher. These are divided into termly medium term plans that are the basis for weekly lesson plans. Clear learning objectives are described, and these are shared with the pupils. In most lessons teachers revisit the learning objectives at the end of the lesson. A number of different teachers take the Year 5/6 class, all of whom have responsibility for different areas of the curriculum, and the very good planning ensures continuity and progression in all subjects. Teachers have high expectations of pupils' performance and behaviour. In a Year 1/2 science lesson the teacher set the challenge "to light the bulb" and then allowed pupils to test their own ideas about electrical circuits and learn from their mistakes. She profitably used her time to go from group to group, challenging, clarifying and moving pupils on to the next task. In most lessons, pupils make good or very good progress. They behave very well, and are

keen to learn. For example, in a Year 3 dance lesson, pupils created a dance sequence linked with the story of The Iron Man. The teacher managed the lesson very well, and the relationships between pupils and teacher were very good. The pupils responded very well and were able to evaluate their performance and suggest improvements.

24. Teachers have good subject knowledge. A history lesson observed in Year 1/2 ably demonstrated how an enthusiastic teacher, who shares her knowledge and understanding with the pupils, can encourage them to ask questions which develop their historical knowledge and skills well. Pupils in Year 5/6 developed their enquiry and research skills even further by examining an extensive range of historical sources to evaluate the impact of the bombing of Coventry during the Second World War. They enthusiastically searched for references and examples, and were able to support their conclusions by reference to these sources. The teaching of basic skills is good, and the development of vocabulary is an important feature of all subject teaching. A scrutiny of pupils' work showed they use a wide variety of exciting language when writing in history, geography, religious education and science. Numeracy is also used well in science and geography. For example, in a Year 5/6 science lesson, pupils accurately measured temperatures, recorded their findings, with the use of a grid, and were able to use the data to support their hypotheses. However, the use of information and communication technology is underdeveloped in most areas across the school.

25. Teachers are skilled at making sure that all pupils are working at an appropriately high level for their ability. They use a variety of techniques to ensure that all pupils have work that is both challenging and well matched to the rate at which they learn. For example, the school has provided additional funding so that pupils in the mixed aged Year 1/2 class are taught separately for numeracy and literacy. This provides good value for money, since it reduces class sizes and enables pupils to attain high standards by the end of Year 2. This is a significant improvement on the finding of the previous inspection report. In a mixed age Year 3/4 literacy lesson, additional support for Year 3 pupils was provided by the very good use of support staff to help the less able to undertake the work. Those pupils who were able to work independently were encouraged to do so by suitably challenging tasks they could tackle on their own. There is a very good whole school commitment to the inclusion and integration of all pupils with special educational needs. These pupils are supported very well in all lessons, and special work is prepared for them when it is necessary. Teachers' expectations of achievement for pupils with special educational needs are appropriately high, and effectively match those for all pupils. Planning generally includes specific consideration of this special group of pupils; consequently, they make very good progress towards the targets on their Individual Education Plans (IEPs). They are also very well supported by classroom assistants, who guide, reassure, clarify, and celebrate their achievements.

26. Teachers manage their pupils very well. They create an orderly atmosphere in which pupils find it easy to learn. Their relationships with pupils are excellent and this creates an ethos where pupils feel comfortable in expressing their ideas, can share gentle humour, and generally enjoy learning. Pupils are keen to ask and answer questions because they know their contributions will be valued. The quality of the teaching is the main reason for the high performance of the pupils across the school.

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

27. The Foundation Stage curriculum for the children in the reception class makes very good provision for all areas of children's learning. Overall, the curriculum provides the children with a good education that promotes their intellectual, physical and personal development, and prepares them for the next stage of their education in the school. The planning meets the requirements as outlined in the Foundation Stage curriculum.

28. The curriculum for pupils aged five to eleven years is broad, balanced and relevant, and meets the statutory requirements of the National Curriculum and religious education. The quality and range of the curriculum is good for all subjects except ICT, where it is satisfactory. The curriculum consists of at least one hour per day for literacy and an hour for numeracy, and the time allocated for teaching other subjects is appropriate. An emphasis on English, mathematics and science throughout the school reflects the importance placed on the core subjects. History, geography, art and design and design and technology are usually taught alternately on a half termly basis.

29. There are policies for all the subjects, some of which contain schemes of work. Some of these policies have recently been updated and others have been reviewed to take account of the recent curriculum changes. The school has adopted national guidance for most of the subjects, and these schemes are being modified to suit the school's needs. There is a curriculum map, which sets out a long-term plan for the delivery of the curriculum in the three mixed aged classes, and identifies when each of the units of work will be taught. The medium-term plans cover different aspects of each subject. The school has fully implemented the National Literacy and Numeracy Strategies, and teachers use the planning frameworks appropriately.

30. The curriculum is supported and enriched by a wide range of educational visits and a good range of extra-curricular activities. Pupils of all ages gain valuable historical, geographical, scientific and cultural stimulus and experience, which cannot be gained within the classrooms, from visits locally and further afield. These include visits to the local museums and to historic houses. Many visitors come to the school to share their expertise. For example, a local policeman, a missionary, the Bishop of Warwick, and a competitor in the Para-Olympics have recently visited the school to work with the pupils. Visiting music and theatre groups further broaden the pupils' musical and cultural experiences. A wide range of after-school clubs is available for pupils. Activities include team games of football, netball and short tennis, as well as athletics, 'kwik' cricket and 'multisports'. Pupils take part in inter-school matches and tournaments and have won trophies for their efforts. There are other clubs, such as art and craft and computers, which run for part of the school year, as well as extra-curricular music. Many pupils learn to play the recorder, and then move on to wind, brass, percussion and stringed instruments. About a quarter of the pupils play in the school orchestra.

31. The programme for personal, social and health education is very good. Assemblies and class discussion times are used effectively to give pupils opportunities to explore a variety of topics, including how to deal with difficult situations and issues that arise in their lives. The school deals with sex education issues through the science curriculum, and by responding to younger pupils' queries individually as they arise. Visiting health professionals support the delivery of health and sex education; for example a school nurse visits to talk about personal hygiene and adolescence. The police come to school to offer programmes about drugs awareness and other anti-social activities, such as 'joy riding'.

32. The provision made for children with special educational needs is very good. The school fully implements the present national Code of Practice. The identification procedures are carefully followed, and pupils' needs are reflected in their individual teaching and learning programmes. Pupils are generally well supported, and make very good progress. The school is fully committed to equality of access and opportunity for all pupils, and has due regard to all statutory requirements.

33. The contribution of the community to the pupils' learning is good. A number of visitors come into school to support and enhance learning and promote pupils' awareness of their role in the local community. Pupils learn to relate to different groups in the community and develop their understanding of differing needs, such as by listening to representatives from Christian Aid and the National Society for the Prevention of Cruelty to Children. Pupils learn about citizenship through talks from the police and parish councillors, and from visiting an organic centre. They are well prepared for the next stage of education.

34. Overall provision for the spiritual, social, moral and cultural development of pupils is very good. The provision for spiritual development is good. It is mainly promoted through assemblies and religious education. Pupils have a range of opportunities to reflect on their own experiences and those of others. They experience awe and wonder in assemblies through well-told stories, supported by activities that are relevant to the pupils' experiences. For example, the local vicar enthralled the pupils by using a collection of soft toys as a focus for his talk on 'being left out'. They listened intently and were eager to participate in the story. Religious education provides a secure foundation for the study of the Christian faith. Pupils are taught respect for other religions, and develop a good understanding of religious beliefs.

35. Provision for moral development is very good. The consistent application of the school rules by all the staff ensures a good framework for the pupils' moral development. Moral issues are discussed in assemblies and in lessons. The school provides clear teaching of what is right and wrong. Pupils are encouraged to understand the consequences of their actions, to be honest and to contribute to the welfare of others in the immediate and the wider communities. They also offer practical support for less fortunate people, through charitable appeals. Adults provide good role models for this, and parents recognise that these values have a positive effect on their children's development.

36. The provision for social development is very good. The inclusion of pupils with special educational needs has resulted in a good degree of consideration and empathy shown to them by others. This empathy is reflected in the excellent relationships around the school. Pupils are encouraged to help each other in class and to support each other in games.

37. The provision for the cultural development of pupils is good. The curriculum offers a good range of activities to develop pupils' local knowledge and cultural awareness. Knowledge of local culture is developed through subjects such as history and geography. A wider cultural awareness is developed through other curriculum areas, but this does not generally extend to raising awareness and understanding of cultural diversity. Music from a variety of cultures and places, by both traditional and contemporary composers, is played in assemblies. However, the only artists studied are white, European men. Pupils visit places of worship in other religions, such as the Gudwara, and study the customs and traditions of other faiths in religious education lessons.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

38. The school's procedures for child protection and ensuring pupils' welfare are very good. Those for monitoring academic performance and personal development are good. The pupils receive their education in a secure, warm and caring environment, and are given good support and guidance, both educationally and in personal terms.

39. The school has appropriate child protection procedures in place, with one of the school's senior teachers acting as the designated adult. She has received training and ensures that all staff are kept up to date with new developments during school training days. This was well exemplified during an interview with learning support assistants, when the registered inspector asked them what they would do if they suspected child abuse, and all knew to whom they would report and the measures they would take.

40. The school has very good procedures for ensuring pupils' welfare through the health and safety policy and the way the school manages injuries and sickness. The procedures for health and safety are very good because the staff and governors are involved in regular inspections and risk assessments. When accidents happen they are entered properly in the accident book. The health and safety issues raised at the time of the last inspection have now been addressed through the recent building programme. Supervision during break and lunchtimes is very good.

41. The very good arrangements in place for monitoring attendance ensure very good attendance levels. The school administrator enters registration details into the computer weekly, enabling a detailed analysis of attendance to be made. Parents normally inform the school if a pupil is going to be absent through sickness or any other reason, and the school operates a first day contact policy if this does not occur.

42. The procedures for monitoring and promoting good behaviour and for eliminating oppressive behaviour are very good, and this reflected in the very good behaviour and lack of bullying across the school. The school's behaviour policy is very good, with the emphasis on rewards, such as the award of stars, which are displayed on the classroom walls. Sanctions are available for inappropriate behaviour but seldom need to be used, because of successful early intervention by staff. Parents do not see bad behaviour as an issue at the school. The school also has a very good anti-bullying policy in place.

43. The school monitors the personal development of pupils very well, and staff know their pupils very well. Problems are identified very quickly, and are then discussed by all the staff at their regular meetings. Each year pupils write about their successes and achievements, as well as things they could improve, as part of the annual report to parents. This provides a very good record of a pupil's development year on year. The personal development of pupils is underpinned by the very good personal social and health education curriculum.

44. Good procedures are in place for monitoring and supporting pupils' academic progress. The school has introduced a system to record and monitor individual achievement and progress for each pupil. Teachers record what pupils can do and understand, and they also identify where improvements could be made. This provides a comprehensive picture of pupils' progress, as they get older. However, monitoring of academic progress is less consistent in the Foundation subjects and in information and communication technology.

45. The procedures for assessing pupils' attainment and progress are good. Detailed information is collected from statutory and optional tests, commercial tests and the performance of individual pupils and cohorts, particularly in numeracy, literacy and science. However, some of this data is not always identified or recorded in terms of National Curriculum levels. The careful analysis of assessment data has been successful in raising standards and improving progress in all subjects, particularly in Years 1 and 2.

46. The quality and use of assessment in the Foundation Stage are very good, and it is used well to plan individual work and to develop the curriculum. This underpins much of the very good work that is provided for children at this stage.

47. The monitoring of special educational needs is very good. The current arrangement gives the special educational needs co-ordinator (SENCO) adequate time to monitor the progress of pupils. Individual education plans are reviewed every term and new targets are set. Parents or carers work in partnership with the school to enable pupils to reach their targets. Pupils with statements of special educational needs receive the type of daily or weekly provision set out on their statements. The school is sensitive to the needs of these pupils and in one case provides the opportunity for a pupil to work with a different age group, as this is more suited to his needs.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

48. The school continues to maintain very good relationships with parents, and these are reflected in the very positive comments about the school from the questionnaire, parents' pre-inspection meeting and interviews with parents during the inspection. Inspectors support parents' positive views. However, a small number of parents had concerns about being kept well informed of their children's progress, as there were only two formal opportunities each year to meet with class teachers.

49. The school has very effective links with its parents. Parents speak of the openness of the school and feel confident in approaching teachers with concerns. The information provided for parents is good, overall. There is a comprehensive, and well-presented prospectus, as well as a detailed annual report from the governing body. Parents who attended the meeting with the registered inspector valued the governors' annual report and many felt that it was 'one of the highlights of the school year'. The school sends out regular newsletters, informing parents of school activities and parents' meetings. Pupils' annual reports are of good quality and clearly set out what pupils know, understand and can do, especially in the core subjects of English, mathematics and science.

50. There is a very active parent teacher association, which gives the school very good support. The association arranges a number of fundraising events during the year, which raises considerable sums of money for the school. School events, such as the school concert, are always well attended.

51. Parents make a very good contribution to pupils' work both at school and at home. A number of parents come into school to help in the classroom, for example to listen to pupils read, a father helps with technical design projects, and others help with netball, football and sports days. Parents say they can be involved as much as they want in all school activities. Some parents at the parents meeting had concerns about the amount of work pupils had to do at home. However, analysis of the questionnaires shows that the great majority of parents were satisfied with the amount of homework set.

HOW WELL IS THE SCHOOL LED AND MANAGED?

52. The quality of leadership and of management is good overall. The personal leadership of the headteacher is very good, and it has enabled the school to address successfully the serious weakness identified at the time of the previous inspection. In partnership with the governors, he provides clear direction to meet these challenges by celebrating achievement, remedying weaknesses and introducing good procedures to enable staff to raise standards. Temple Grafton is a reflective school, and is very good at evaluating its own performance and taking effective action to achieve improvements. The success of these strategies can be measured in the good progress that pupils are now making across the school, and the very significant improvements that have been made to the quality of teaching and learning.

53. The governors have an excellent understanding of the strengths and weaknesses of the school. They are diligent in their support of the headteacher and staff. Together with the headteacher, they manage the school effectively, and ensure that its stated aims are reflected in all that it does. Governors are eager to celebrate the success of teachers and pupils, and are perceptive in their support of the headteacher's drive to maintain and improve standards.

54. Following the previous inspection, a detailed action plan was prepared in response to the key issues identified for future development. The school has successfully addressed these key issues as follows:

Key Issue 1: Raise attainment and progress by the pupils in Key Stage 1 by:

- ***targeting more effectively the needs of the pupils in each year group;***
- ***adopting a consistent whole school approach to assessment which ensures that assessment procedures inform the teaching and planning process.***

55. Progress has been very good. Inspection evidence shows that attainment in English, mathematics and science is well above average by age of seven years, and that pupils make good progress. This is a significant improvement on the findings of the previous inspection report. Assessment procedures have been reviewed, and are now consistent across the school. The needs of individual pupils are being met by the effective use of assessment data to plan challenging work for pupils of all ages.

Key Issue 2: Raise the quality of teaching by:

- ***raising levels of teachers' expectations to challenge pupils of all ages and abilities;***
- ***ensuring that the work set is differentiated to challenge pupils of all ages and abilities;***
- ***improving standards of classroom management and organisation.***

56. Progress has been very good. At the time of the last inspection just under a third of the lessons seen were judged to be less than satisfactory. Plans for improving the quality of teaching have been successfully implemented, and during the present inspection four out of every five lessons observed were good or very good, with six examples of excellent teaching. No unsatisfactory teaching was seen. Planning is of a consistently very good quality across the school, classrooms are well organised, and pupils are well managed.

Key Issue 3: "Meet the statutory requirements to implement staff appraisal."

57. Progress has been good. The statutory requirements for staff appraisal are in place.

Key Issue 4 “Improve the provision for the under fives by

- **establishing policy and practice appropriate to the age group”**

58. Progress has been good. A new purpose-built Early Years Unit has recently been opened, and a new scheme of work has been implemented thoroughly, ensuring very good provision, all areas of children’s learning. Procedures for assessing children’s achievements have also been improved. The children have access to an outdoor play area, but this is used by all Year 1 and 2 pupils at playtime and lunchtime. Moreover, a van passes through the play area each day to deliver school lunches. This limits the places where permanent outdoor apparatus can be installed.

Key Issue 5: Improve the management and leadership by:

- **adapting strategies for monitoring attainment, progress and the quality of teaching throughout the school.**

59. Progress has been good. The headteacher has reduced his teaching responsibilities in order to monitor the quality of teaching and learning in the classroom, and this has proved to be successful in raising standards. Teaching is now regularly monitored, and the outcomes are shared with staff as part of the school’s professional development programme. This arrangement also gives the headteacher a very good view of any strengths to be shared and weaknesses to be remedied. Good new procedures have also been introduced to track the attainment and progress of individual pupils.

60. The leadership and management of special educational needs are very good. Although the coordinator is not a full time class teacher, she has played an active role in raising the profile of special educational needs throughout the school. The appearance of special educational needs as a regular item on staff meeting agendas each week has successfully raised awareness of pupils’ needs. The special educational needs governor is very supportive, and is a regular and welcome visitor to the school. She is well informed and up to date with current policy and practice. Documentation is well presented and informative, but the policy has yet to be updated to take account of the new Code of Practice.

61. The school improvement plan is of good quality and clearly maps out future development. It is based on a thorough analysis of the school’s context, and sets out precise and measurable targets for the future. Details of the personnel responsible, the likely cost, and the way in which success is to be measured, are all carefully tabulated.

62. The day-to-day management of the school is effective. The school secretary is hardworking and efficient, and enables teachers to focus on their work in the classrooms rather than spend time on routine administrative tasks. She is a good ambassador for the school, as she is responsible for greeting visitors and parents, and for dealing with school routine when the headteacher is in the classroom.

63. Finances are carefully managed. Accounts are regularly scrutinised to ensure that spending limits are followed, and funds for specific purposes, such as the additional money for special educational needs, are used well. The school had a carry forward figure of about nine per cent last year. However, these funds had previously been put aside as the governors’ contribution towards the refurbishing programme of the old school buildings, after the recent completion of two new classrooms and a gymnasium. The projected carry forward figure for the current financial year is around four per cent, and is broadly within national guidelines.

64. The school makes good use of its resources, and staff are effectively deployed. A number of part time teachers are employed to provide specialist knowledge in areas such as science, information technology and physical education for the oldest pupils. This is proving to be successful, and is having a direct effect on standards that are achieved and on the rate at which pupils make progress. The premises have recently been extended to include two new classrooms and a gymnasium as part of a redevelopment of the site. The quantities of books and equipment are satisfactory, are in good condition and are easily accessible. The number of computers has recently been increased to match national guidelines. However, there are insufficient books and artefacts to support work in religious education, art and design, and too few good quality modern storybooks for children to read alongside the Foundation Stage reading scheme.

65. A wide range of indicators, including the quality of teaching, the quality of leadership and the very good improvement made since the last inspection, show that the school is effective and, when its expenditure per pupil is considered, it provides good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

66. In order for the school to improve further, the headteacher, staff and governors should:

- Raise standards in ICT by:
 - * rigorously implementing and evaluating the school plan for developing capability in information and communication technology;
 - * providing more opportunities for pupils to practise and develop their skills through work in other subjects.
- Review the arrangements for outdoor play for children in the Foundation Stage.

Other issues that should be considered by the school:

- Consider ways of simplifying the recording of assessment data so that pupils' progress can be easily identified in term of National Curriculum Levels, particularly in English, mathematics and science.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	29
Number of discussions with staff, governors, other adults and pupils	18

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	6	8	10	5	0	0	0
Percentage	20.7	27.6	34.5	17.2	0	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 three percentage points.

Information about the school's pupils

Pupils on the school's roll	YR– Y6
Number of pupils on the school's roll (FTE for part-time pupils)	106
Number of full-time pupils known to be eligible for free school meals	0

Special educational needs	YR– Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	17

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	4
Pupils who left the school other than at the usual time of leaving	1

Attendance

Authorised absence

	%
School data	4.1
National comparative data	5.6

Unauthorised absence

	%
School data	0.1
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	N/A	N/A	12

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	*	*	*
	Girls	*	*	*
	Total	*	*	*
Percentage of pupils at NC Level 2 or above	School	100 (100)	100 (100)	100 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	*	*	*
	Girls	*	*	*
	Total	*	*	*
Percentage of pupils at NC Level 2 or above	School	100 (100)	100 (100)	100 (100)
	National	85 (84)	89 (88)	89 (88)

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

* Results of boys and girls are not reported separately because numbers are small, and the scores of individuals may be identified.

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	N/A	N/A	13

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	*	*	*
	Girls	*	*	*
	Total	*	*	*
Percentage of pupils at NC Level 4 or above	School	85 (88)	92 (94)	92 (100)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	*	*	*
	Girls	*	*	*
	Total	*	*	*
Percentage of pupils at NC Level 4 or above	School	85 (88)	92 (82)	92 (94)
	National	72 (70)	74 (72)	82 (79)

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

* Results of boys and girls are not reported separately because numbers are small, and the scores of individuals may be identified.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	106
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes:

YR Y6

Total number of qualified teachers (FTE)	5.5
Number of pupils per qualified teacher	19:1
Average class size	27

Education support staff:

Y3 – Y6

Total number of education support staff	5
Total aggregate hours worked per week	91

FTE means full-time equivalent.

Financial information

Financial year	2000/2001
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	£
Total income	235,641.00
Total expenditure	237589.00
Expenditure per pupil	2285.00
Balance brought forward from previous year	25259.00
Balance carried forward to next year	23312.00

Recruitment of teachers

Number of teachers who left the school during the last two years	1.5
Number of teachers appointed to the school during the last two years	2.1
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
Number of questionnaires returned

106
55

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	71	25	4	0	0
My child is making good progress in school.	56	36	4	0	4
Behaviour in the school is good.	58	40	2	0	0
My child gets the right amount of work to do at home.	45	44	7	2	2
The teaching is good.	62	3	4	0	4
I am kept well informed about how my child is getting on.	42	44	11	2	2
I would feel comfortable about approaching the school with questions or a problem.	73	20	5	2	0
The school expects my child to work hard and achieve his or her best.	60	40	0	0	0
The school works closely with parents.	42	53	4	2	0
The school is well led and managed.	71	25	4	0	0
The school is helping my child become mature and responsible.	67	27	5	0	0
The school provides an interesting range of activities outside lessons.	36	60	2	0	2

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

67. The Foundation Stage comprises the children in the Reception class. Most of the children attend playgroup or a Nursery before they come to school. All children enter school in the September after they are four and attend part-time for a few weeks. By half term in their first term the majority are ready to stay at school all day. The class is taught by two part-time teachers.

68. Children enter the school with levels of attainment well in line with those expected of children of this age. On the local education authority's baseline assessment they score above average in communication, language and literacy, mathematical development and in personal, social and emotional development. Children's physical and creative development and their knowledge and understanding of the world are not tested, but appear to be above average. They make good overall progress during the time they spend in the Reception class, although in many lessons they make very good progress. While almost all children are on course to meet the Early Learning Goals in all areas of the Foundation Stage curriculum by the time they enter Year 1, about a third of them are already meeting them in many aspects of communication, language and literacy, mathematical development and knowledge and understanding of the world, and are likely to achieve well above the national learning goals. This is very much better than at the time of the last inspection.

69. Teaching is very good for all the children in the Reception class. This, too, is much better than at the time of the last inspection. Of the 10 lessons taught by the two Reception class teachers, three lessons were excellent, two were very good and three were good. Teachers' expertise in the developmental needs of these children is evident in the very good medium-term planning to meet the Early Learning Goals. The teachers provide a range of stimulating activities that help the children learn the skills they need, and they teach extremely well the basic skills needed for literacy and numeracy. All adults have the very highest expectations of the children's behaviour and learning. The two teachers plan very well together, and work as a team with the learning support assistants. They use their individual strengths to decide which areas of the curriculum they should concentrate on. This ensures that the quality of teaching is very good, and children make very good progress during lessons. Teachers have a very good range of teaching methods. They work with large and small groups and individuals on planned tasks, interact with children working on 'self-chosen' tasks, and move children on in their learning through skilful questioning. The management of the children is excellent; children are taught the rules and systems in the classes, and all adults remind them, in context, of how they should behave and interact.

70. Resources for most areas of the curriculum are good. However, the class has no access to a secure, discrete outdoor play area for the whole day. All Year 1 and 2 pupils and Reception children use the hard-surfaced area outside the classroom at playtime and lunchtime, but this is also used by the school lunch delivery van. No permanent apparatus can therefore be installed, and this is unsatisfactory. The class has a good range of toys and equipment to develop coordination, and teachers make good use of the space outside the classroom when it is available. However, long term 'building' activities such as the 'little

pigs' houses' have to be cleared away before play and lunch times. This limits the children's learning and the development of their concentration span. There are also too few good quality modern storybooks for children to read alongside the reading scheme books. The quality of and use of assessment is very good, however, and is used well to plan work and to develop the curriculum.

71. Children have very good attitudes to learning, learn well and make good progress overall. They quickly acquire skills, knowledge and understanding in all areas of the curriculum. The children make great efforts to learn, and work hard and at a good pace. The children are very interested in all the activities, learn to concentrate for increasing lengths of time, and become independent. They are proud when they have learnt a new skill, whether it is to make a 'mouse nest' from paper and wool or to understand how to subtract for the first time.

72. The Foundation Stage is very well led and managed. The two Reception class teachers realize that the curriculum for the Reception class needs careful planning to ensure that it will lead to the Early Learning Goals and the beginning of the National Curriculum for those children who are ready to cope with it.

Personal, social and emotional development

73. Children rapidly feel safe and secure in their new environment as a result of the caring and supportive environment created by the adults. They make very good progress and soon gain confidence to relate to adults and to co-operate with one another. Most children can dress and undress themselves at the beginning and end of the day. Some need help when they go swimming, but they are becoming increasingly more adept at drying themselves. They are responsible for collecting their own lunch-boxes and book bags, go to the toilet independently, and remember to wash their hands afterwards.

Communication, language and literacy

74. Provision for this aspect of learning is very good. Children develop their skills in listening and speaking through a range of role-play activities such as the doctor's surgery and through taking part in class discussions. They are able to listen with understanding and enjoyment to stories and rhymes, and enjoy recounting their out of school experiences to the other children, who listen politely and wait patiently for their turn. Children interact well with adults and other children, using appropriate language for their age.

75. All children enjoy looking at print, pictures and books, and are aware that print goes from left to right. They gradually build up a sight vocabulary of words in the early reading books, and learn the letter sounds of the alphabet. During the inspection they learnt the sound 'ig', understood what rhyming meant, and were able to compile a list of words including 'pig, wig and big'. They used this knowledge to write simple sentences with most words spelt correctly. Children hold their pencils properly, and most are beginning to form their letters correctly. All write their first name, and some write their surname from memory.

Mathematical development

76. Children can add and take away from ten, and many can count and understand numbers to twenty. Most children can apply their developing number skills in a range of activities, for instance when playing skittles or counting the spots of a dice. Many children are beginning to solve simple problems without the need for practical activities to help them to see what they need to do. Once a week each child is paired with a pupil from Year 5 or 6 for mathematical activities, and during the inspection the focus of the activity was measuring. In their pairs they measured salt trails, told the time, filled containers with water and papered the playhouse. One group played 'What's the time Mr. Wolf?' and another played a dice game about the days of the week. There was excellent co-operation between the partners, and very good relationships were formed. During the plenary session at the end of lesson the older pupils urged their partners to answer and took great pride in their success. One pupil was overheard to say 'It's seven days 'til we come again,' counting the days of the week on his fingers and holding them up for his partner to see. This was an excellent example of planned personal, social and mathematical development, successfully extending the knowledge and confidence in the younger children and a sense of responsibility in the older pupils.

Knowledge and understanding of the world

77. Children enter school with good general knowledge. They show an interest in their environment and in the visitors in the classroom. Children learn about the world through activities connected with their topic. For example, they experimented with a range of construction sets to build walls with different brick bonds, and tested them to see which bonds were strongest. They also tried to make houses with straw and sticks, and test them by using a hairdryer to represent the huff and puff of the wolf. The children co-operate well in their groups, and encourage and support each other through discussion. Most children have good computer mouse skills, and can click and drag objects to the right place.

Physical development

78. Almost all children have good manipulative skills, handling small objects with skill and care. They use scissors and crayons well, and are able to join materials using a glue stick or sticky tape. Two girls spent half an hour engrossed in the sand tray. They carefully filled their buckets with sand, carefully patted it down, and then turned it over and watched breathlessly as the resulting 'castle' was revealed. Good intervention by an adult stimulated the girls to fetch some shells to decorate the castles and they then talked about their experiences at the seaside. There is less opportunity for children to develop their co-ordination skills as there is no apparatus immediately outside the classroom where they can climb, hang and travel in a variety of ways. Children use pedal tricycles and give others rides on the trailer. They found it hard to pedal up the slight incline in the playground, but persevered to reach the top.

Creative development

79. Children enjoy singing and playing instruments. Some show good rhythmic ability, and can keep the beat of a song by clapping on their knees. They choose and play musical instruments to illustrate the story of the Three Little Pigs, and know exactly what instrument they need to make the sound they want. Children enjoy singing simple songs such as

'Twinkle, twinkle, little star' and 'Who built the ark?'. They had very good recall of the songs they had learnt for the Christmas play and how they had used musical instruments to tell the story of 'The Bear Hunt'. Children enjoy drawing and painting, and demonstrate care in such activities. Some children show increasing skills when painting recognisable pictures.

ENGLISH

80. Standards achieved by seven and eleven year olds are well above average in reading, writing, speaking and listening. This is an improvement on the last inspection.

81. The good start in developing early literacy skills in the Reception class provides an effective foundation for their future learning. Pupils make good progress throughout the school. Pupils with special educational needs make very good progress. They are given appropriate work, and are very well supported by class teachers, the special educational needs co-ordinator and classroom assistants.

82. Pupils throughout the school have good opportunities to develop their speaking and listening skills and are very self-assured during whole class and group discussions. For example, in the Year 3/4 class pupils recite The Pied Piper of Hamelin with gusto and control. A group of pupils in the Year 5/6 class work independently during a literacy lesson, and at the end of the session present a rendition of The Listeners that has involved them in organising a group as well as learning a poem. During paired activities Year 5/6 pupils learn to talk to and support younger pupils. Pupils throughout the school are able to discuss their work with confidence.

83. Reading is promoted well throughout the school. Times are set aside both for independent reading and for group reading during the literacy hour. Volunteers play a part in supporting reading, and home-school reading records are well maintained. Pupils learn appropriate strategies, and are able to use their phonic knowledge to pronounce unfamiliar words, as well as using picture and context clues to help them. By the age of seven the majority of pupils are able to read with growing confidence. They understand plot, and can talk about the characters in the stories.

84. By the age of 11 the majority of pupils are very confident readers, and are able to cope with a range of texts in a variety of contexts. For example they are able to read poems with expression and feeling, interpret articles about the bombing of Coventry, and use a range of information including texts and maps to find out about the River Avon. Reading books often relate to pupils' interest, and can include stories about ponies as well as magazines on skate boarding. The school has a good range of fiction books housed in classroom libraries. Early reading is based on a reading scheme that is well supplemented to ensure a good range of reading material. The school also uses the County Library Service to provide additional books for Year 1 and 2 pupils.

85. Handwriting throughout the school is good, and by the age of 11 the majority of pupils have a handwriting style that is joined, clear and fluent. Pupils in Year 1 and 2 are provided with many opportunities to practice their writing. They progress from simple sentences to well-written work that is structured, imaginative and clear. For example, pupils in Year 2 are able to take a sentence and improve it by using wide variety of adjectives. Using the story "All Pigs Are Beautiful" pupils have prepared detailed fact files about pigs, using well-developed descriptive language.

86. In Years 3 to 6, writing is used extensively to support all areas of the curriculum. Topic folders for history and geography show good examples of developing skills. Classes prepare their own anthologies of poems they have written as well as anthologies of their favourite poems. They are able to write for a range of purposes, such as stories, advertisements, letters, and poems. Poetry plays a big part in the work in English. Often pupils choose poetry books for personal reading, and there were good examples of poems written by the pupils. Work on alliteration in Year 5/6 led to phrases such as “silent silver slugs” and “black bouncing bloodhounds”. Spelling is generally accurate, and teachers’ marking encourages pupils to take note of their spelling mistakes.

87. The teaching of English ranges from satisfactory to excellent, but is judged to be good overall. The good and excellent teaching is based on very good management techniques and excellent relationships. The lessons are very well structured and a good pace is maintained. Pupils are well challenged and work is set which is appropriate to the ability of the pupils. The satisfactory lessons have many strengths. They are very well planned, and objectives for learning are clear and shared with the pupils. Areas for development include the pace of the work and the way groups of pupils are managed.

88. The introduction of the National Literacy Strategy has improved standards across the school. The last inspection report remarked upon the lack of a consistent approach to English teaching. A consistent approach is now in place, and it has provided good challenge to all pupils, particularly the more able, who now make good progress.

89. Assessment in English is based upon a range of commercial tests together with optional SATs. The school is beginning to use a target tracking system for monitoring progress in writing against National Curriculum Levels. This will give the school a clear picture of individual attainment and progress. Measuring pupils against National Curriculum Levels needs to be further developed.

90. The school has a new library which is very attractive and has a reasonable selection of non-fiction books. This needs augmenting in some subject areas. It was not possible to see how well the library was used during the inspection, but conversations with pupils showed that they understood how to use the system and that they also used the library on a regular basis.

MATHEMATICS

91. Evidence gathered during the inspection indicates that pupils’ standards in mathematics are well above the national average by the age of seven and eleven years. This is better than at the time of the last inspection. All pupils make good progress in all areas of the mathematical curriculum. Pupils with special educational needs make very good progress. They are given appropriate work and are very well supported by class teachers, the special educational needs co-ordinator and classroom assistants.

92. By the end of Year 2, many of the pupils can identify odd and even numbers, explore relationships in number patterns, add and subtract, measure using metres and centimetres, and identify halves and quarters. Higher attaining pupils understand the value of hundreds, tens and units, and are developing an awareness of the passage of time. By the age of seven, average pupils can understand place value to tens and read and write the numerals to 100. Most pupils know the properties of two and three dimensional shapes, recognise halves and quarters, and tell the time to the hours, half hours and quarters. They carefully collect data using tally marks, convert this information into bar graphs and pie charts, and use these to identify trends and to answer questions. Pupils know how to calculate the perimeter and

area of regular shapes, and more able pupils calculate them for irregular shapes. Most pupils are developing mental strategies for solving problems, are able to perform accurate mental calculation, and can explain how they arrived at the answer. Some children can explain how to do a calculation in more than one way.

93. By the end of Year 6, the majority of pupils use the four rules of number competently. They express fractions as percentages, find fractions of whole numbers and cancel down to the simplest fraction. All pupils understand how to construct a bar chart, and many can calculate the radius, diameter and circumference of a circle. They understand and use correctly terms such as mean, median, mode and range when referring to mathematical problems. Lower attaining pupils work with numbers to 1000 for addition and subtraction, and to 100 for multiplication and division. They understand co-ordinates, line and reflective symmetry and rotation. The presentation of their work is very neat, and this prevents them from making careless mistakes.

94. Pupils are generally keen to do well. This is reflected in the very good levels of sustained concentration seen during lessons. Pupils listen carefully for long periods of time, are actively involved in answering questions, and co-operate well during group activities. Their very good attitude to work and their generally very good behaviour has a positive effect upon the progress they make in lessons throughout the school.

95. Pupils also have good opportunities to develop their numeracy skills in other areas of curriculum. There is evidence in science that pupils compile and use graphs, and in geography that they use their knowledge of co-ordinates in map work. However, there were few examples of information and communication technology being used by the pupils during the inspection, and there was little evidence of its application in the pupils' previously completed work.

96. The overall quality of teaching is good throughout the school. In Years 1 and 2, one lesson was good and one was excellent. In Years 3 to 6, one lesson was satisfactory and one was excellent. The excellent teaching is characterised by a clear understanding of pupils' needs, effective behaviour management and high expectations of pupils. A common feature of the teaching is the way the teachers use good questioning skills to ensure that pupils fully understand the work, and closely match the task to pupils' capabilities. This ensures an appropriate degree of challenge for pupils of all ability levels. For example, in a Year 5/6 lesson, the teacher, through challenging and supportive questioning, helped younger pupils to understand the difference between mode and range in sets of numbers, while challenging higher attainers with sets of fractions and decimals.

97. The good pace and high expectations of teachers ensure that pupils learn quickly and attain well. The rigorous and supportive ethos in Years 5/6 ensured that all pupils worked hard to use their learning about the rules of data interpretation to complete their tasks. In Year 2, the teacher had very high expectations of the pupils' attainment. The introduction to the lesson was brisk, and the amount of work to be completed was large, but pupils rose to the challenge. They completed the task and their work was accurate and neatly presented. Very good relationships between teacher and pupil are seen in almost all lessons and this helps pupils to make good progress over time. Teachers use praise constructively, so that pupils know how and why they have done well. Tasks are well matched to the wide ability range within the classes, and pupils are therefore able to make good progress within lessons and to feel successful. When teaching was only satisfactory, the teacher did not ensure that all pupils were listening and taking part during the mental arithmetic session.

98. Pupils enjoy their mathematics lessons, and try hard to improve their skills. They like practical activities, and learn well through them. Pupils generally work well together, co-operating and remaining on task, even when the task is difficult. All pupils make good progress over time and some pupils make excellent and very good progress within lessons. This is directly linked with the quality of teaching they receive. Throughout the school pupils with special educational needs generally make very good progress, as a result of the very good quality of support they receive.

99. The co-ordinator is enthusiastic about mathematics and has tried very hard to raise its profile in the school. She has analysed data from national tests and end of year tests to ensure that there is adequate coverage of all the attainment targets. She has noted areas where pupils are having particular difficulties, discussing her findings with other staff so that teaching can take account of them. Monitoring of the subject is done by the headteacher, who observes lessons and looks at the pupils' work. Resources for the subject are very good.

SCIENCE

100. Standards achieved by the seven and eleven year olds are well above average, and pupils make good progress. This represents a very good improvement on the findings of the previous inspection report, when standards were described as below average at the age of seven and above average at 11. Pupils with special educational needs are very well supported and make very good progress.

101. Pupils of all ages make good progress because they are well taught. By the age of seven, pupils have a good understanding of topics across the breadth of the science curriculum and are developing a good scientific vocabulary. For example, they have a good understanding that an electric current is a 'form of energy' which needs a circuit in order 'to flow'. The very good use of questions by the teacher challenges pupils' understanding, and ensures that tasks are well matched to pupils who work at different rates. A very good emphasis on practical work, together with a lot of discussion between teachers and pupils, provides good opportunities for pupils to try out new ideas, and to learn from their mistakes.

102. Pupils continue to make good progress in Years 3 to 6, and high-attaining pupils continue to be sufficiently challenged. Pupils' skills, knowledge and understanding are well developed as they progress through Years 3/ 4 and 5/6, and in these classes work is usually closely matched to the different abilities of pupils. By the age of 11 years, most pupils are achieving well above nationally expected levels in investigative and experimental work, life processes and living things, materials and their properties, and physical processes. Teachers work very hard to provide a good range of practical activities despite the cramped working conditions for the oldest pupils.

103. Throughout the school pupils make good progress in developing skills of scientific enquiry, and learn to make simple hypotheses as part of their work. Pupils make good use of basic literacy and numeracy skills. For example, numeracy skills are well used when pupils gather and analyse data, and present their findings clearly by using tables and graphs. Opportunities to exploit ICT are less well developed. However, pupils have used the Internet to find out facts about the planets, and to record results by using their skills at word processing. Pupils of all ages and abilities are able to offer hypotheses and to draw simple conclusions from their work. Older pupils in particular have a good understanding of the principles of fair testing.

104. Overall, pupils' responses to science lessons are very good. Their positive attitudes contribute greatly to the quality of learning. Pupils are well behaved and listen carefully to what their teachers have to say. Collaborative working in pairs or small groups is a positive feature of the teaching and learning, and makes a very good contribution to pupils' social development. All pupils concentrate well over extended periods of time. Standards of presentation of work are generally above average.

105. One lesson was observed in Years 1 to 2, and three in Years 3 to 6. Evidence from the lessons and the scrutiny of pupils' previously completed work indicates that teaching is good overall. The single lesson in class 1/2 was judged to be very good. In Years 3 to 6, two lessons were good and one was very good. The very good lesson with the oldest pupils involved a part-time teacher supporting older pupils with special educational needs. During this activity, the teacher's very good subject knowledge helped her to sustain a high quality dialogue with the pupils and this resulted in some very thoughtful exchanges. For instance, one pupil observed that it sometimes took time for the temperature of the water in a pan to rise when it was first heated. He explained that "you have to heat the pan as well as the water.... once the pan gets hot the heat goes directly to the water, and it will get hotter more quickly". The teacher had high expectations of what pupils could achieve, and enjoyed a relaxed, but disciplined, relationship with this group. The very good quality lesson in Year 1 and 2 focused on investigative work, with the use of a variety of different electrical circuits. In this lesson, the teacher's skills in questioning helped pupils to clarify their ideas. Pupils responded well to the high level of challenge presented by the activity, and by the end of the lesson most had a very good understanding of different ways of lighting a bulb, using simple series and parallel circuits.

106. The co-ordinator has a good knowledge and understanding of the subject and of the needs of the pupils. Test results are analysed, and the information obtained is used to inform the planning of science, particularly in Year 6. A new system of assessment has been introduced, and this is also a useful tool for the identification of individual strengths and weaknesses. The use of computers to support learning in the subject is underdeveloped.

ART AND DESIGN

107. Two lessons were seen during the inspection, one in Years 1/2 and the other in Years 3 /4. Judgements about attainment were made from a scrutiny of teachers' planning and pupils' work in displays and in their sketchbooks. Standards attained by pupils aged seven and 11 years are above those expected of pupils of this age. This is the same as at the time of the previous inspection for 11 year olds, but better for seven year olds. Pupils with special educational needs are very well supported and make very good progress.

108. In Years 1/2, pupils use a variety of media effectively, such as crayons, poster paint and pencil. In the lesson seen, pupils were creating a picture in the style of Mondrian. They listened carefully to the teacher's explanation of the task, and eagerly recalled the differences between primary and secondary colours and how they could mix them to good effect. Pupils also used their mathematical knowledge well to say whether the images they made from coloured paper shapes were symmetrical.

109. Pupils in Years 3 to 6 continue to build on the good start they have made in the earlier years. They use pastels, pencils and paint skilfully, and are introduced to a good range of western artists such as Kandinsky. They study examples of these artists' work, and develop an understanding of the range of styles and techniques. Pupils then experiment by creating their own paintings using these styles. Pupils in Years 5/6 experience a wide range of art in a variety of media, including poster collage, paint, watercolours, crayon, and pen and ink. They

produce a good range, including lively imaginative paintings, posters, still life, sketches and studies of shape, shade and colour. All pupils keep a sketchbook to record experiences, objects and textures, and to start drafting their work.

110. The quality of teaching in the two lessons seen was good. This is better than at the time of the previous inspection. Teachers explain clearly what they want pupils to do, drawing on the work of well-known artists and the pupils' prior knowledge to help them understand the task. Teachers support individual work through skilful use of questions and discussion, and often explain a point to the whole class using illustrations from the work in progress. Good use is made of praise and encouragement, and pupils enjoy art lessons. They listen well to the teacher, and apply themselves to the task in hand with concentration to produce their best work.

111. Resources for practical work are satisfactory, but there are not enough books, posters and artefacts to help teachers deliver lessons. The school concentrates on western artists, and there were no examples of work from artist of African, Asian, American or Aboriginal heritage. This omission hinders the pupils' cultural development. The use of computers to support learning in the subject is underdeveloped.

DESIGN AND TECHNOLOGY

112. Standards achieved by seven and eleven year olds are above national expectations. This is a significant improvement in attainment since the previous inspection. It was possible to see only one lesson during the inspection, which was a combined art and design and design and technology lesson for Years 1 and 2. Evidence of previous work, discussion with teachers and pupils, and an analysis of pupils' work on display and their notebooks indicate that standards are good. There was insufficient evidence to make a secure judgment on the quality of teaching.

113. In Years 1 and 2, pupils learn how to join materials, using glue, paper fasteners, sticky tape, string and thread. For example, they designed a calendar, and suggested a number of sewing and gluing techniques to aid construction. They referred to their designs to ensure that they were following them properly, and evaluated how successful they had been. Pupils use a good range of materials; for example, Year 2 pupils had designed a 'bone and tooth' necklace with pasta and beads. After each project, pupils complete an evaluation sheet to explain the features of the finished design, and explain how and why it could be improved. This emphasis on design, making, and evaluation develops well in Years 3 to 6. Pupils in Year 3/4 have designed Christmas cards and boxes to hold a Christmas pudding, and these activities provide good links with their mathematical skills of measuring and the construction of nets of solids. Pupils in Years 5/6 have made Anderson shelters from corrugated card to support the study of the Second World War. Pupils make good progress over time as well as within lessons.

114. Teaching was good in the combined art and design and design and technology lesson in Years 1/2, and this represents a significant improvement on the findings of the previous inspection. The teacher gave very clear instructions to all of the groups so that they were able to set to work quickly and make good progress. There were high expectations of the quality of pupils' work. Planning was detailed and supported pupils' learning. However, on some occasions the support from the adults prevented the pupils from developing their independence. For example, an adult always 'fastened off' the sewing thread. Pupils enjoy the lessons and make good progress in lessons and over time.

115. The school has adopted the National Curriculum guidance, and a scrutiny of teachers' planning shows that the programmes of study are covered and National Curriculum requirements are met. The resources for design and technology are satisfactory, and this is better than at the time of the last inspection. However, they are not appropriately stored, and tools are jumbled together in drawers. The use of computers to support learning in the subject is underdeveloped.

GEOGRAPHY

116. Standards achieved by seven and eleven year olds are above national expectations. This is an improvement on the last inspection, when standards were unsatisfactory at the end of Year 2. Pupils with special educational needs are well supported and make good progress.

117. Pupils at age seven are able to draw a map and use simple co-ordinates to locate features. They understand about direction and know the points of the compass. Pupils are developing a geographical vocabulary, and correctly use terms such as man-made, natural, horizontal, vertical, terraced, semi-detached, plan and oblique view. They learn about the geographical features of their locality, and have devised a trail around the village. Pupils can use a map of Britain well, and know what countries make up the British Isles. By the age of 11, pupils have studied a range of geographical topics and have a growing understanding of physical and human geography. They understand, for example, about the course of a river such as the Avon, and are able to use the correct terminology to explain how its features change before it reaches the sea. Pupils have a well-developed knowledge of maps and can use atlases and Ordnance Survey maps with confidence. They have used these skills well to develop a strong knowledge of the local area, and identified ways in which man has changed the environment. Pupils' knowledge of other countries is also good, and they can compare and contrast lifestyles and physical features.

118. Two lessons were observed, and the quality of teaching was good in Years 1 and 2, and very good in Years 3 to 6. Pupils' attitudes to learning were very good in both lessons because of the very good relationships with the teacher, and the pupils showed good levels of concentration. Pupils in the Year 5/6 class were able to work for long periods on a study of the River Avon. Expert voluntary help was well used by the teacher to support the higher attaining pupils. In the Year 2 lesson, pupils developed their knowledge and understanding of co-ordinates well because activities were well matched to their individual abilities. For example, the more able pupils were able to design their own maps. Resources were well prepared for both lessons, and teachers used a good range of teaching styles to clarify ideas and to challenge pupils' thinking.

119. The subject coordinator works hard to develop the subject, but has no opportunity to monitor teaching. She is also aware that there is a need to develop the study of a contrasting area in Great Britain. Geographical fieldwork is currently limited to the local area.

HISTORY

120. Standards in history are well above expectations for pupils at the age of seven and eleven. This is an improvement since the last inspection, when standards were below average at seven and average at eleven. Pupils with special educational needs are very well supported and make very good progress.

121. Pupils in the Year 1/2 class learn about objects from the past. Through careful questioning they are able to put smoothing irons in chronological order of their manufacture. They understand that material such as plastic, and the use of electricity for heating, are more modern inventions, and use this evidence to decide which irons were the oldest. Pupils also learn about a good range of famous people, who are linked with other curriculum areas. For example, during literacy work on lighthouses they hear the story of Grace Darling, and develop a feeling for the past.

122. A study of homes also helps them understand how people lived in the past, and pupils are able to devise a pictorial timeline that develops their concept of historical chronology. Pupils in the Year 3/4 undertake topic studies, and scrutiny shows that they have a good understanding of, for example, the Saxons and Romans. They explore aspects of everyday life and the key features of the period. There is a good emphasis on first-hand experience. For example, experts on the Vikings visited the school during the inspection. Pupils were able to view clothing and jewellery, chain mail and weapons at first hand, and see how they were made. Pupils in Year 5/6 develop very good historical habits of enquiry, using primary and secondary sources when studying the 1930s and the Second World War. Many of the pupils had carried out interviews with relatives and others who remembered the war. They referred to other sources, such as newspapers and letters, and listened carefully to tapes and watched videos.

123. Two lessons were observed and the quality of teaching was good in Years 1 and 2 and very good in Years 3 to 6. However, a scrutiny of pupils' previous work and teachers' planning shows that the quality of teaching and learning is very good throughout the school. Teachers use their own very good understanding of history to encourage pupils to develop enquiring minds. For example, when the pupils were examining the smoothing irons their attention was drawn to the shape of the electrical plugs (square pin and round pin) "Does this give us a clue to when was it invented?" Through this type of study pupils are able to use a range of information to answer questions about the past; they show a sense of chronology, and recognise that the past can be divided into different periods. The Year 5/6 lesson was successful because the teacher used a wide range of resource material to encourage empathy with a very emotive subject, 'The Blitz'. Most fittingly, the lesson closed with a former teacher from the school telling of her war experiences as a child.

124. The school has a good store of historical artefacts and these are supplemented by visits to Warwick, Oxford, Coventry and Portsmouth. Visitors to school provide expert support for the study of Anglo-Saxons, Egyptian, Romans and Vikings. The use of computers to support learning in the subject is underdeveloped.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

125. Standards achieved by seven and eleven year olds are below those expected nationally. This represents a decline in standards reported at the time of the previous inspection. National requirements have increased significantly in recent years, and the school has not managed to keep pace with these changes. The school has identified ICT as one of its priorities for improvement, and the number of computers has recently been increased in line with national recommendations. A satisfactory new scheme of work is being adopted across the school, and a part time specialist teacher is leading and advising on its implementation. There were limited opportunities to see the direct teaching of ICT during the inspection, and there is insufficient evidence to make a secure judgement about its quality. Additional evidence was gathered through some observations of pupils using ICT equipment, from scrutiny of pupils' work and teachers' plans, and through discussion with pupils.

126. Progress over time is unsatisfactory. Previously, the lack of sufficient computers of good quality reduced the opportunities for the effective class teaching of skills. This resulted in a narrowing of the range of study, and inhibited the progress that pupils could make. The staff and governors are very aware of these deficiencies, and all the unsatisfactory elements are being addressed well, including staff development and curriculum development. New ranges of skills are being successfully introduced, including use of the Internet, but there has not been sufficient time for these improvements to have a significant impact on standards across the school. The school is currently considering the development of a computer suite to improve opportunities for the class teaching of ICT skills.

127. Pupils have previously not been given enough opportunities to use spreadsheets and to monitor and collect data, or use sensors. Progress in the use of information technology to capture, store and retrieve, analyse, and present information, is further inhibited because previously it was not securely integrated within the planning of other subjects, particularly in English, mathematics and science. However, this has improved, and teachers are now identifying opportunities within their planning. For example, in English, there was very good use of computers by the oldest pupils to produce poetry anthologies. The covers were carefully designed with clip-art images that were merged with text, and the poems were presented using a range of fonts which had been chosen to complement the text. In mathematics, pupils have learned to use a control protocol to draw mathematical shapes, and pupil have rotated or reversed images when experimenting with reflective symmetry. In science, they have accessed the Internet to find facts about the planets, and practised making electrical circuits using simulation software.

128. Whenever pupils are seen working on the computers, their response is always good. They are enthusiastic and work well together, supporting each other. They receive help from knowledgeable classroom assistants, but many have gained their knowledge from working at home on personal computers. Pupils with special educational needs are well supported by knowledgeable and caring classroom assistants.

129. Assessment is unsatisfactory. There is no whole school system for tracking progress and for analysing the performance of particular individuals, groups or cohorts. However, teachers make satisfactory use of ongoing assessment to support pupils' learning and plan subsequent work for them. The school is starting a portfolio in information and communications technology to ensure the accuracy and consistency of teachers' assessments.

130. Leadership and management are good. The senior staff and governors have a very realistic view of the strengths and weaknesses within this subject, and have a clear view for its development. They are already taking effective action to improve standards. There have been significant improvements to the numbers of computers of good quality, a new scheme of work is being adopted across the school, and subject coordinators are starting to identify links within their areas of responsibility.

MUSIC

131. Very little music was observed during the inspection, and there was not enough evidence to make a secure judgment about the quality of teaching. The only direct evidence was the observation of pupils singing and playing during the school assembly, and the hymn practice involving pupils from across the school. However, the indications are that by the

age of 11 pupils achieve above national expectations. This judgement is based upon the extra-curricular work in the recorder club and the school orchestra, a record of performance work by Year 5/6 pupils, and tape and video recordings. It was not possible to make a judgement about attainment at the age of seven years.

132. Singing in assembly is tuneful, and pupils sing with expression. The hymn practice was satisfactory, but there were missed opportunities to improve phrasing and dynamics. However, a significant strength is the standard of instrumental playing in assemblies and in the school orchestra. The orchestra consists of 23 players, which is nearly a quarter of this small school. The enthusiastic music teacher, who teaches music across the school, has encouraged pupils to perform to a good standard. Both descant and treble recorder playing is of a very good quality, and is well supported by a range of pitched and unpitched percussion. There is also peripatetic teaching of violins, and lunchtime guitar classes taken the co-ordinator.

133. Music composition is very well developed across the school. Pupils are able to create and develop their own musical ideas. Groups of pupils who were practising at lunchtime were able to improvise and develop melodic and rhythmic compositions. Themes were chosen for this work, and voices were added to increase the dramatic effect. Musical resources are very good in both quantity and quality.

PHYSICAL EDUCATION (PE)

134. During the course of the inspection, it was possible to observe only one PE lesson, and therefore no overall judgement can be made about standards or the quality of PE teaching. However, standards in swimming are well above average. Other judgements about the subject are supported by further evidence obtained from discussion with teachers and the scrutiny of planning.

135. The school succeeds in providing its pupils with a good curriculum, which is broad and balanced and meets all statutory requirements. Good extra-curricular provision, well supported by teachers, complements the programmes of activities in lessons. These include team games such as football, netball and short tennis, as well as athletics, 'kwik' cricket and 'multisports'. There is good provision for equality of opportunity, with girls and boys alike taking part in these activities.

136. In the single Year 3 dance lesson observed during the inspection, pupils achieved above average standards. Very good use was made of the new gymnasium to give pupils the opportunity to develop their dance skills, using their study of "The Iron Man" as a stimulus. Pupils' very good behaviour, together with their very good skills in listening, enabled the lesson to progress at a good pace. The very good teaching placed emphasis on the correct way to construct and perform a simple dance sequence using a range of movements suggested by the character of "The Iron Man". The quality of learning was also very good, and pupils responded very well by concentrating hard as they practised and composed a series of actions confidently and creatively. They showed good levels of control, and were able to evaluate each other's work sensible and sensitively.

137. Attainment in swimming is well above average. Records provided by the co-ordinator show that by the time they leave the school all pupils have achieved the national target of being able to swim at least 25 metres, and can confidently use three different strokes. Six out of ten can swim over a 100 metres, and nine out of ten can swim confidently underwater.

138. There is good co-ordination of the subject. Good arrangements for inclusion are a feature of all lesson plans, and all pupils have equality of opportunity to take part in the activities. A wide range of activities, including swimming, is offered to pupils, and these are well publicised by effective displays of photographs and posters in the hall and around the school. Teachers are good at recording and assessing what pupils understand and can do, and this practice is well linked to the scheme of work. Resources are good and well stored. The school makes good use of the new gymnasium, the playground and school field to promote physical activities.

RELIGIOUS EDUCATION (RE)

139. It was not possible to see religious education (RE) lessons being taught during the period of the inspection. Judgements are based on an analysis of school documents, teachers' planning and pupils' work. Pupils' attainment at seven and eleven years is above the standards expected in the local agreed syllabus. No judgement on attainment or teaching was made at the time of the previous inspection. Pupils with special educational needs are very well supported and make very good progress.

140. In Years 1 and 2, pupils understand the idea of belonging to a family and a community such as the school or their class. They know that Christians celebrate festivals such as Christmas and Easter, and realise that there are other significant days in the religious calendar, such as Shrove Tuesday. Pupils empathise with those people who are less fortunate than themselves, and are aware of the importance of 'People who help us', such as the police and nurses.

141. There are good links between history and RE. For example, pupils in Years 3/4 compare and contrast Christian beliefs about worship with the veneration of gods at the time of the Roman Empire. More recently they have studied the parables that Jesus told, and are able to recount in detail the events and significance of stories such as the 'Prodigal Son'.

142. The oldest pupils have studied leadership, and have written accounts of the lives of a number of people, including Florence Nightingale, Mother Teresa and Diana, Princess of Wales. They use their literacy skills well, and write in a wide range of genres, including letters, newspaper articles, and writing in the first person. The writing shows great sensitivity and maturity for their age. Pupils have also learnt about other religious festivals and celebrations such as the Chinese New Year and the Hindu festival of Holi. A particularly impressive feature of older pupils' work has been their ability to empathise with the events of September 11th 2001. They have discussed the background to this horrific event, and have moved on to discuss how we should be fair to all sides in everyday life.

143. All the religious education lessons are taught by the subject co-ordinator. She is very knowledgeable and enthusiastic. Comments written in the pupils' books record how well the pupils understand the topic and their contribution to class discussion. These comments helpfully summarise what pupils can do well, as well as suggesting areas for further thought and analysis.

144. The school uses the locally agreed religious education syllabus, and is also trialling a draft scheme of work that has recently been produced by the local authority. The co-ordinator gives good leadership in the subject, attending many meetings and courses to extend her knowledge. However, there are too few reference books for pupils to use for research, and the co-ordinator uses her own books and artefacts to support her teaching. The subject makes a good contribution to the spiritual, moral and cultural development of the pupils.

