

INSPECTION REPORT

STANTON BRIDGE PRIMARY SCHOOL

Coventry

LEA area: Coventry

Unique reference number: 103653

Headteacher: Mrs M Stuart

Reporting inspector: Mr C Smith
25211

Dates of inspection: 20th – 23rd May 2002

Inspection number: 194575

Inspection carried out under section 10 of the School Inspections Act 1996

INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior School

School category: Community

Age range of pupils: 3 to 11 years

Gender of pupils: Mixed

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Appropriate authority: The Governing Body

Name of chair of governors: Mr F C Davoes

Date of previous inspection: May 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Stanton Bridge is a large primary school close to the city centre of Coventry. The area served by the school is amongst the most disadvantaged communities in England and movement into and out of the area is very high. There are 326 pupils; 140 boys and 186 girls and the school has a 52 part time place nursery. Forty-three per cent of pupils are white. The other ethnic origins consist of 18 per cent Pakistani, 13 per cent Indian, 3 per cent Bangladeshi, 2 per cent Black African and several other small groups who have mainly arrived as refugees. English is an additional language for 156 pupils (45 per cent) and of these 103 pupils are at an early stage of learning English. The free school meal figure of 53 per cent is much higher than the national average. One hundred and twenty-two pupils have special educational needs (37 per cent), which is also much higher than average, of which 8 pupils have statements. Approximately 60 per cent of the pupils with special educational needs have moderate learning difficulties and 40 per cent have emotional, social and physical difficulties. Pupils enter the school with very low attainment.

HOW GOOD THE SCHOOL IS

The school provides a sound education for its pupils. Pupils achieve steadily in most subjects but because of the effects of high mobility and large numbers of pupils with special educational needs and English as an additional language, the standards reached in English are low and are well below average in mathematics and science. Teaching is satisfactory and pupils behave well and enjoy learning. The headteacher, senior staff and governors together provide sound leadership. The learning of all pupils is carefully monitored and very well supported. This enables pupils with special educational needs and those learning English as an additional language, to make good progress. The school provides satisfactory value for money.

What the school does well

- Good teaching in the nursery and reception classes enables children to achieve well in all areas of learning;
- Teaching is generally good in the infant classes and as a result, pupils achieve well in religious education, science and mathematics;
- Pupils achieve well in information and communication technology (ICT) and music because of the good teaching;
- Pupils with special educational needs and those with English as an additional language benefit from the very good support they receive and make good progress;
- Pupils have good attitudes to learning and behave well in and out of the classroom;
- Pupils' welfare and personal development are very well catered for.

What could be improved

- In English, pupils' reading for understanding and the content of their writing could both be improved.
- In mathematics, there is scope to improve mental mathematics and problem solving skills and the learning of the more able in some classes.
- In science, pupils' enquiry skills are not as good as their knowledge and understanding and the learning of the more able pupils could be better.
- Pupils' learning could be further improved in all subjects if teaching was more rigorously monitored and evaluated to identify and remedy the weaknesses.
- Less than half of the pupils are able to swim the 25 metre standard by the age of 11.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Satisfactory improvements have been made since the school was last inspected in May 1997. Results in English, mathematics and science have improved at the national rate, despite the high turnover of pupils and increasing number of pupils with learning difficulties. The good teaching in the nursery and infant classes has been maintained and there is much less unsatisfactory teaching in the junior classes than at the time of the last

inspection. The weaknesses in ICT have been remedied and pupils now have suitable opportunities to investigate and find out for more for themselves. The leadership of the school continues to provide a positive climate for learning but not enough has been done to monitor and evaluate teaching and learning. Although the school has both the commitment and the capacity to make improvements, a more thorough understanding of its strengths and weaknesses would help it to move forward more quickly.

STANDARDS

The table 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				Key
	All schools			Similar schools	
	1999	2000	2001	2001	
English	E	E*	E*	E	Well above average A Above average B
Mathematics	E*	E	E	D	Average C Below average D
Science	E*	E	E	D	Well below average E

Although results in English are amongst the lowest 5 per cent nationally, and in mathematics and science are well below the national average, standards are improving in line with national trends in all core subjects. Results have improved by 10 per cent in mathematics and over 20 per cent in science over the last two years. The targets set for English and mathematics were reached in the year 2001. The targets set for 2002 are 10 to 15 per cent higher and evidence from the inspection indicates that the school will not fall far short. This is a notable achievement in view of the high number of pupils moving into and out of the school. By the age of 7, results in reading and writing are very low and in mathematics and science are well below average. Results at 7 and 11 are lower than they are in similar schools in all core subjects. However, many pupils have to overcome significant barriers to learning.

Children enter school with very low attainment. They achieve well in the nursery and reception classes because teaching is consistently good. By the end of the Reception year, most children reach the levels expected in their creative and physical development. However, very few children are on course to reach the levels expected in language and literacy and mathematical understanding. Their personal and social development and knowledge and understanding of the world are lower than expected for their age.

In general, pupils achieve well in the infant classes and make steady progress in the junior classes. Although pupils achieve well in the speaking and listening aspects of English, many struggle to read with good understanding and find difficulty in writing with fluency and imagination. Pupils achieve well in mathematics in the infant classes but by the age of 11 many pupils find difficulty in using their skills to solve mathematical problems. In the knowledge and understanding elements of science, pupils achieve steadily, but they are slower to acquire the skills of investigation. Pupils now achieve well in ICT to reach the standards expected. In religious education, pupils achieve steadily to reach the standards expected in Coventry schools at age 7 but not by the age of 11. Pupils achieve steadily in art and design, design and technology and physical education to reach the standards expected by the age of 11. Pupils also achieve steadily in history and geography, although they fall short of reaching the standards expected at 7 and 11. Pupils achieve well in music and reach higher standards in singing and playing than in many schools. Pupils with special educational needs make good progress because of the good quality support they receive. Pupils with English as an additional language also make good progress because their learning and language needs are well provided for. However, although the very highest attaining pupils make satisfactory progress in response to the school's recently improved provision, more able pupils in general do not achieve their full potential because the work they are given is not always sufficiently demanding.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good; pupils are keen to learn and apply themselves well.
Behaviour, in and out of classrooms	Good; much improved since the last inspection and pupils now behave well in lessons and around school.
Personal development and relationships	Satisfactory; relationships between pupils of many diverse background are very good and pupils are gradually taking more responsibility for their own learning.
Attendance	Well below average; but a significant improvement since the last inspection.

Pupils with special educational needs and those with English as an additional language are well behaved, attentive and keen to answer questions.

TEACHING AND LEARNING

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

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

Although over half of the teaching observed in lessons during the inspection was good, pupils' work in their books and folders indicates that the quality of teaching is satisfactory overall. The good teaching is mainly in the nursery, the reception class and in Year 2 classes but there is some good teaching in most of the other classes. However, teaching in the junior classes is not as good as it is in the infant classes because it is weaker in one of the Year 4 classes. In this class, the pace of learning is too slow and pupils are not sufficiently challenged. In the nursery and the reception class, teaching is good because activities are very carefully planned and well matched to children's needs and interests. This helps children to learn skills, such as recognising letters and counting and sorting numbers, successfully. The teaching of mathematics and science is satisfactory overall but good in the infant classes. Although the basic mathematical skills are suitably taught, there is scope to make the mental starter in numeracy lessons more challenging and to reinforce pupils' understanding of how to solve numerical problems, particularly in the junior classes. The teaching of English is satisfactory throughout and although the basic skills are soundly taught, there is room for improvement in the teaching of writing and of reading for understanding. ICT and aspects of music are taught well. Teachers manage pupils well and have high expectations of their pupils' capacity to learn. They usually set work of a good level of challenge for most pupils but more could be done to extend the learning of the more able pupils. All staff have a good understanding of teaching English as an additional language. Classroom assistants make a valuable contribution to pupils' learning and are particularly successful in helping pupils with special educational needs and those with English as an additional language to make good progress.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory; teachers are guided well in what and how to teach and a good range of visits, extra curricular activities and personal and social education programmes enrich pupils' learning but the provision for more able pupils could be better.
Provision for pupils with special educational needs	Good; their learning needs are quickly identified and effective support programmes and good quality adult help ensures successful learning.

Provision for pupils with English as an additional language	Very good; an expert team of teachers and support staff assess and record pupils' progress meticulously to ensure that their language needs are carefully considered in every lesson.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Good; pupils' spiritual and social development is well catered for. Pupils' curiosity and sense of wonder are nurtured and they have good opportunities to work and play together. Pupils' moral and cultural development is very carefully fostered to encourage mutual respect and celebrate the rich cultural diversity of the school community.
How well the school cares for its pupils	Pupils' welfare and well being is paramount. The learning and personal development are carefully assessed but this information is not yet converted into targets to show pupils what they need to do to improve.

The partnership between home and school is satisfactory. The school works very hard to keep parents well informed and encourages them to become involved, but the response is limited.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory; a positive climate for learning has been established and the school copes well with many problems created by changing pupil numbers. Priorities have been correctly identified but the development plan is fragmented, which makes it difficult to evaluate the outcomes.
How well the governors fulfil their responsibilities	Satisfactory; governors are keen to be involved and some valuable initiatives are emerging but they have yet to decide on a means of monitoring the work of the school.
The school's evaluation of its performance	Satisfactory; results are carefully analysed in English and mathematics and the progress made by different groups of pupils is examined. However, teaching is not monitored well enough to ensure that weaknesses are identified and remedied.
The strategic use of resources	Satisfactory; the finances available are put to good use. Parents are consulted when changes are pending and the school is beginning to compare itself with others in order to ensure that it gives best value.

The accommodation is satisfactory and levels of staffing and learning resources are good.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school and behave well. • The teaching is good and pupils make good progress. • Pupils are expected to work hard and are developing responsible attitudes. • Parents are kept well informed. 	Some parents have concerns about the amount of homework provided.

The inspection team agrees with the parents' positive views. Teaching is good in the infant classes but satisfactory in the junior classes, and pupils make steady rather than good progress overall. The amount of homework provided is satisfactory and parents' concerns are not justified.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Many children start nursery with very low levels of knowledge and understanding of numbers, letters or words and cannot express themselves as clearly as most children of this age. In both the nursery and the reception classes, they achieve well, particularly in speaking and listening. Through the many rich opportunities children have to explore, talk and listen to interesting stories, they gain self-confidence, learn to work and play together and improve their spoken language. Good quality experiences in handling materials, such as glue-sticks, paint and construction equipment, help children to improve not only their physical and creative skills but also their social and language skills. Children achieve well in all areas of learning even though, by the end of the reception year, their language, communication and mathematical skills are still well below the levels expected and their personal and social development and their knowledge and understanding of the world is still at a low level. Their physical and creative abilities, by the time they enter Year 1, are much improved and are not significantly different from most children of this age.
2. In general, pupils continue to achieve well in Years 1 and 2 because of the good teaching. Each year 80 to 85 per cent of pupils reach the levels expected when they are tested at the age of 7. Fifteen to 20 per cent of the pupils are a long way behind. Some of these pupils are only just learning to understand English and others have special educational needs. These pupils, not surprisingly, fall well short of reaching the levels expected, particularly in reading and writing, even though most of them make good progress. Their results have the effect of lowering the average test scores of the year group as a whole. This is why results were very low in reading and writing and well below average in mathematics and science when the last tests for 7 year olds were conducted in 2001. These results are lower than those of similar schools, but not all schools have to cope with such a wide range of barriers to learning. In Years 1 and 2, pupils are achieving as well as they can and results have improved in line with national trends since the school was last inspected.
3. When pupils move into the junior classes they achieve steadily overall. In one of the Year 3 classes, where the teaching is particularly good, they achieve well. They make sound progress in the other classes, apart from one of the Year 4 classes where the teaching is weak. Pupils make steady gains in learning in English, mathematics and in science but the standards they achieve, by the age of 11, are still very low in English and well below average in mathematics and science. Results have improved in line with national trends in all three subjects since tests for 11 year olds were introduced. However, the gap between Stanton Bridges' results and schools nationally has not closed and this is proving to be extremely difficult in English, where results are well below those in similar schools. Results are also lower than those of similar schools in mathematics and science, despite the school's considerable efforts to provide extra lessons and set challenging targets, which are encouraging teachers and pupils to raise their sights. The low standards are, for the most part, the result of adverse factors. A third of the pupils have special educational needs. Although they are well supported and make good progress in relation to the targets set for them, they do not reach the

standards expected by the age of 11. Well over a third of the pupils are learning English as an additional language. They receive help from very capable support staff and once they have mastered the mechanics of reading and writing, their learning accelerates and many achieve as well as any pupils in the school. However, not all of them are able to learn so quickly and in particular the English assessments prove a high hurdle for their, as yet, fragile language skills. By far the most telling obstacle to achieving higher standards is the high rate of pupils transferring in and out of the school. The problem is intensified because 10 per cent of these pupils are from refugee families who have recently arrived in the country and whose knowledge of English is severely limited. If the pupils who had transferred into school over the last 4 years were not counted in the statistics, then the results would be 5 to 10 per cent higher in mathematics and science and 20 per cent higher in English. This would put standards in a very different light, to at least equal those obtained by pupils in similar schools.

4. Despite the difficulties the school faces, more could be done to improve learning and raise standards in English, mathematics and science, particularly in the junior classes. In English, most pupils make good progress in learning how to listen and to express themselves because of the good opportunities and encouragement. By the age of 11 they answer teachers' questions clearly and have the skills to explain their ideas. In both reading and writing, they master the basic skills of phonics, spelling and punctuation, but struggle to read with good comprehension and write with fluency and imagination. In these areas, more could be done to increase their understanding of how to analyse passages and gain a clearer picture of what the text is telling them. Some of the weaknesses in comprehending what they read make it even harder for them to understand what the questions on test papers require of them. In writing, more could be done to improve pupils' presentation of their work but stronger teaching of the techniques to review and re-shape their work are key factors on the road to improvement. Reading and writing skills are developed to some extent in other subjects but in history and geography, for example, worksheets are used too much. This limits opportunities for pupils to research their own information, craft their own written accounts and thereby improve their reading and writing by using and refining these skills.
5. In mathematics, pupils achieve well in Years 1 and 2. Their knowledge of numbers increases at a good rate and through good teaching, they are beginning to understand how to set about solving numerical problems. Pupils achieve steadily in junior classes. They acquire the skills to handle numbers and learn effectively how to add, subtract, multiply and divide whole numbers and decimals. However, the good start made in learning to solve problems in the infant classes is not continued strongly enough. Pupils are not sure which operation to use to solve the problem. An examination of end of year assessment results shows that whilst many pupils make satisfactory progress, those identified as more able have not improved quickly enough in the past. There are effective teachers in Years 3 and 4 but there are also less effective ones who do not challenge the more able pupils enough.
6. In science, some improvements have been made since the last inspection and pupils are receiving more practical work. This is helping them to conduct experiments and record their findings using the scientific method. Pupils achieve steadily in all aspects of science in Year 1 and they achieve well in Year 2 where the teaching is particularly

good. They gain valuable experience in making predictions and observing what happens when simple experiments are carried out. This helps most of them to acquire a sound understanding of living things, materials and forces by the age of 7. Pupils achieve steadily in junior classes and well in Year 5 classes. Their knowledge and understanding of scientific ideas, such as growth and reproduction of plants and animals, changes in materials and the effect of forces, develops at a steady rate because topics are carefully planned to help pupils to build on what they have learnt earlier. Although pupils are more proficient than they used to be in the practical skills of science and know how to follow and record their findings using the scientific method, teachers guide them too much in carrying out the experiments. As a result, by the age of 11, pupils are not able to plan and carry out their own fair tests and the more able pupils, particularly, are held back because the tasks are not sufficiently challenging.

7. In the infant classes, pupils achieve very well in religious education to reach the standards expected at age 7. For their age, they do well to explain the meaning behind religious stories. Pupils achieve steadily in junior classes but, by the age of 11, standards are below the levels expected. Older pupils are not able to speak with confidence about holy books or places of worship because they have not had enough first hand experiences.
8. Pupils achieve well in ICT throughout the school. From a very low starting point pupils gain the necessary skills and reach the standards expected at ages 7 and 11. Pupils achieve well in some aspects of music and steadily in art and design, design and technology to reach the standards expected by the age of 7 and 11. They also achieve steadily in geography and history, although they fall short of reaching the standards expected at 7 and 11. Pupils make satisfactory progress in physical education to reach the standards expected at 7 and 11. However, less than half of the pupils are able to swim the national standard of 25 metres by the age of 11.
9. The school has recently identified its gifted and talented pupils and strategies, such as teaching them with older pupils, are being introduced and evaluated. Currently, they are achieving satisfactorily. More able pupils do not always make the progress of which they are capable. In mathematics in Year 3 and 4, for example, better progress could be made and in science, history and geography, more challenging work could be provided to raise their attainment.

Pupils' attitudes, values and personal development

10. Since the last inspection, there has been a marked improvement in pupils' attitudes, behaviour and personal development, which are now good. There is a happy and purposeful atmosphere in the school and this has a positive effect on pupils' attitudes to school life and to their learning. A priority of the headteacher and the governing body has been to improve pupils' attitudes and behaviour and in this, they have been successful. Most parents agree that the school is helping their children to become mature and responsible.
11. Most pupils are enthusiastic about their learning. They work hard and show good levels of personal motivation to improve their work. This makes a significant contribution to the progress they make. For example, in a Year 2 personal and social

education lesson, pupils were eager to share ideas on when they have to exercise self-control. A pupil said, 'It is when you want to watch television and you know you have to do your homework'. Children in the Foundation years have good attitudes to their work. They settle quickly into nursery and school, respond well to the adults who work with them and enjoy exploring new learning. Pupils from refugee families and those children for whom English is an additional language are fully included in all aspects of school life. They are attentive in lessons and respond well to the efforts teachers and support staff make to encourage them. Pupils with special educational needs display good attitudes to learning and are well supported by other pupils and staff. Those who were showing signs of disaffection are learning to cope with relationships because of the positive influence of the learning mentors.

12. Pupils' behaviour is good and is fostered through the school's consistent expectations and its emphasis on positive praise. In lessons most pupils behave well, although there are some examples of a few pupils attempting to distract others. Teachers and other pupils do not allow this to interrupt the flow of the lesson. Pupils behaved very well, for example, in a Year 6 geography lesson when more able pupils helped others with their research project. This ensured that the main focus on collaborative group work was successful. Pupils have a clear understanding of what is acceptable behaviour and most comply with the standards set. Pupils move to and from lessons sensibly and behaviour around the school and in the playground is good. No evidence of unkind behaviour or harassment was observed during the inspection. Year 6 pupils confirmed that most children get on well together and are tolerant of those who find it difficult to conform to the school's high expectations. There have been no exclusions from school in the year prior to the inspection.
13. Pupils make good progress in their personal development and relationships throughout the school are very good. This is seen in the way pupils from a range of cultures work together in harmony. As a result, this raises the quality of pupils' learning and of the life of the school. Pupils respond well to opportunities to take responsibility for duties around the school and readily volunteer for these. A renewed focus on such opportunities is a feature of the recently produced and very effective personal and social education programme. Pupils have shown by their good attitudes and behaviour that they are capable of accepting more responsibility for their own learning. Although there has been some improvement in opportunities for independent learning, this is not currently a feature of all lessons. Year 6 pupils said that they felt well prepared for their transfer to secondary school but would be sad to be leaving their primary school.
14. Although pupils like coming to school, the school's attendance figures are well below the national average. There has been good improvement on the attendance of pupils since the last inspection when it was reported as a cause for concern. The rate of unauthorised absence is very high. School records show that holidays taken in term time, particularly those which extend well beyond the 10 days allowed, account for a large proportion of pupils' absences from school. Although most pupils arrive at school on time, there is still a small number of pupils who find it difficult to do so. Pupils settle quickly to lessons allowing a prompt start to the school day.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

15. The quality of teaching is satisfactory as it was at the time of the last inspection. Teaching is almost always good in the nursery, the reception classes, Year 2 classes and in one of the Year 3 classes, and is often good in the Year 1 classes. Teaching in the junior classes was often good during the inspection but the work in pupils' books, over the year, indicates satisfactory teaching overall. The amount of unsatisfactory teaching has been reduced because lessons are no longer interrupted by pupils' misbehaviour. Teachers and pupils enjoy good relationships and pupils are well managed. As a result, a well-disciplined and positive atmosphere for learning is evident in almost all lessons. There is still some unsatisfactory teaching in one of the Year 4 classes. In this class, the work is not always suitably matched to pupils' different learning needs, the pace of lessons is often slow and pupils are sometimes given work to complete without the necessary teaching beforehand. As a result, pupils in this Year 4 class make very slow progress and fall behind.
16. Teaching in the nursery and reception classes is consistently good. Teachers and support staff work well together to plan and prepare a stimulating range of learning activities, such as observing insects and making models of them. When children start in nursery many have very little spoken language or understanding of words. To counter this, stories are read and experiences are discussed extensively. Every opportunity is taken to widen children's knowledge and improve their use of language. For example, in one lesson, children were encouraged to talk about their caterpillar designs, sing songs about insects and act out the movements of bees. The richness of language particularly benefits children who are learning English, and all children derive great enjoyment from such active learning. Activities to promote children's understanding of number, their physical skills and their creative and personal development are just as effective and account for the good progress they make in all areas of learning.
17. The planning of lessons in infant and junior classes is satisfactory and usually good in literacy and numeracy. Teachers usually explain what pupils are expected to learn at the start of the lesson and question them to ensure that they understand their work before setting them off on individual and group tasks. In literacy, teachers take account of pupils' different learning needs and plan activities that are suitably matched to their levels of understanding. However, although this happens in most classes in numeracy, it does not always happen in Year 4 classes. Similarly, in subjects other than literacy and numeracy, pupils' different learning needs are not consistently planned for. This is particularly true in science, and in history and geography where the same worksheets are given to pupils, irrespective of their different starting points. This shows that teachers do not expect enough of the more able pupils and explains why so few reach the higher levels when they are tested.
18. Teachers have a sound grasp of the subjects they teach and a good understanding of how to teach ICT, which is why pupils achieve well in this subject. Teachers often exchange classes for specific subjects so that they can extend their expertise. This is very pronounced in music, where the teacher's knowledge of music from other cultures is invaluable in widening pupils' experience. New ideas are usually well explained in most subjects and teachers use resources imaginatively to fire pupils' curiosity and to help them to understand. In a science lesson in Year 2, for example, the teacher used the video clip 'eggsporing eggs' very effectively to generate discussion about life cycles. The methods teachers used are more varied than at the

time of the last inspection, although there is potential for further improvement. Pupils are encouraged to find out for themselves, particularly in the infant classes and sometimes in junior classes. For example, pupils in Year 6 used encyclopaedias and CD-ROMs to gather information about rain forests, and Year 5 pupils scratched samples of rock to find out which was the hardest. These approaches are helping pupils to achieve more independence in their learning, although in some classes worksheets, which tell pupils exactly what to do, are used too much as this restricts opportunities pupils have to take responsibility for their own learning.

19. Teaching of the basic skills is satisfactory overall and, in literacy, speaking and listening skills are taught well throughout the school. Teachers know how important it is for pupils with poor linguistic skills to have new vocabulary explained and lots of opportunities to express and explain their ideas. The basic skills of both reading and writing, such as blending letters to make new words and constructing sentences correctly are taught soundly and regularly. However, the higher levels of skills, including reading for understanding and writing extended accounts are not as well provided for and an issue to improve. Similarly, more could be done to teach pupils how to present their work more carefully. Although the basic skills of numeracy, such as adding and multiplying, are taught effectively, there is room for improvement in teaching pupils how to calculate mentally quickly and accurately, and to know how to draw on these skills to solve mathematical problems.
20. There are significant strengths in the teaching of pupils who, for various reasons, find learning difficult. Pupils with special educational needs are taught well. In almost all lessons learning support assistants work alongside them and even in whole class teaching situations adult helpers speak quietly to these pupils to ensure that they understand the content of the lesson. They are given intensive support in small groups where they have good opportunities to give answers and make mistakes without fear of failure. There are also many pupils with English as an additional language. Some have only recently arrived in the United Kingdom and are unable to communicate in English. They benefit from very good support from specialist teachers and assistants. Additional work is provided for them to learn the language, such as matching pictures to words and sounding out letter combinations. Their confidence is growing each day but the younger pupils, particularly, are still a long way off reaching the standards expected.
21. Other aspects of teaching, such as the way that pupils' learning is assessed and the use of homework, are satisfactory. Pupils' learning is often assessed during the discussion sessions held at the end of the lesson. Pupils' work in their books is carefully marked, although some of the worksheets in their folders have not been checked. Encouraging comments and pointers to help them to improve are often written on their work. However, apart from writing, where targets are set for whole groups to aim for, very few targets are set to help individual pupils to improve and there is scope to take this form of target setting further. Although a sizeable number of parents disagree, a reasonable amount of homework is set to help pupils to practise and improve their skills. Home reading is encouraged but teachers are often disappointed by the response.

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

22. The quality of the curriculum provided is satisfactory, as it was at the time of the last inspection. The provision for pupils with special educational needs and English as an additional language continues to be good.
23. A good curriculum is provided for children in the nursery and reception classes. The variety and richness of activities significantly broadens children's experiences and helps them to develop ideas, learn new skills effectively and make good progress. For pupils in infant and junior classes the curriculum provided is satisfactory. Guidelines help teachers know what to teach in all subjects, without any gaps being left or any unnecessary repetition.
24. Satisfactory strategies are in place for teaching the skills of literacy. Opportunities for pupils to develop their speaking and listening skills are good, although more could be done to improve pupils' reading comprehension. An over reliance on worksheets restricts the opportunities pupils have to improve and extend their own writing.
25. Sound strategies have been introduced to enable pupils to gain numeracy skills. There are good opportunities for pupils to acquire the basic skills, such as subtracting and multiplying. However, there is scope to improve the pace of learning in the mental mathematics sessions and more purposefully teach pupils how to solve mathematical problems. Good use is made of computers to support learning in mathematics. Teachers identify where the curriculum needs improving and take appropriate action.
26. The science curriculum is satisfactory. Teachers develop pupils' knowledge and understanding effectively based on what they already know. However, opportunities for pupils to plan and carry out their own investigations could be improved and the level of work given to the more able pupils could be significantly increased.
27. Pupils' personal, social and health education is very well provided for and is having a positive effect on children's behaviour, attitudes and understanding of themselves and others. Pupils are now taking more responsibility for their own actions as a result of their discussion sessions. Good provision is made for pupils' sex education and good opportunities are provided to enable pupils to learn about the dangers of drugs.
28. Very good provision is made for pupils whose first language is not English. New language is carefully taught and lessons are adapted to ensure that they understand the terms used. Refugee children are given an effective introduction to English when they enter the school to enable them to participate fully in daily lessons.
29. Pupils with special educational needs benefit from a carefully prepared curriculum. Their needs are fully considered when lessons are planned to ensure that they have access to all aspects of learning. However, the needs of the more able children are not always planned and their learning in some lessons is not sufficiently extended. The school has recognised this and promising developments are taking place to support the learning of the very able and gifted pupils. These pupils have been identified and a trial is taking place where two of them are being taught alongside pupils a year older. Children who find it difficult to cope with the normal school day are supported well by 'Learning Mentors' funded through the 'Excellence-in-Cities' project.

30. Provision for extra-curricular activities is good and teachers show commitment to the school and the pupils by offering a wide range of clubs during lunchtime or after school. Links with the community are very good and contribute significantly to pupils' learning and to their personal development. Visits out of school are planned to compensate for the very limited home experiences many pupils have. These include museums, education centres and links with local businesses. There are many initiatives to help to raise pupils' self esteem and provide good opportunities to improve their sporting skills and their understanding of teamwork. These links help to develop pupils' skills and knowledge across the curriculum and widen their understanding of the world.
31. The school's provision for pupils' spiritual and social development is good and for moral and cultural development is very good. This is a significant improvement since the last inspection. Assemblies contribute well to pupils' spiritual growth. They are planned and organised well and fully reflect the diverse spiritual needs of the school community. The organisation is often class based and teachers prepare for these well, noting the theme for the week. Pupils are respectful and well behaved during the assemblies taking full advantage of the opportunities offered for quiet reflection. Teachers make assemblies a joyful and happy occasion. This was seen, for example, when pupils reflected on moments of happiness in their lives, during an assembly for younger pupils. All pupils receive 'certificates of happiness' for work or effort. There is a very detailed policy which guides teachers and adults on how to include aspects of spirituality within the curriculum. Examples of the guidance were reflected in a Year 2 design and technology lesson, when the beauty of the sparkling colours enchanted pupils as they used glitter and fingerprints to decorate a picture frame.
32. The provision for pupils' moral development is very good. There is an expectation of good behaviour in the school and all except a minority of pupils respond positively. The school rules are well known by pupils as they and their parents have been consulted about the behaviour policy. Pupils are encouraged to talk about their misdemeanours and reflect on their actions. Stories are used to promote ideas of right from wrong and moral issues are actively promoted through the personal and social lessons. Issues like the misuse of drugs, bullying and its effect on others are explored. The provision is giving pupils the skills and knowledge to make decisions about their lives in and out of school.
33. Social development is good and is promoted well in the school. Pupils are encouraged to work and play well together in a fully inclusive learning environment. Pupils for whom education in this country may be a new experience are made very welcome and settle down quickly. Pupils with a special educational or language need are supported by other pupils and make good progress. Pupils are given opportunities in some lessons to develop negotiation and team building skills. This was apparent in a Year 4 history lesson when pupils prepared questions to ask the actor who will portray Queen Elizabeth I when they visit Kenilworth Castle. After discussion, a list of questions was agreed, the most popular one being 'were you sad when Mary was executed'?
34. The provision for cultural development is very good and celebrates the rich cultural heritage of the school community. Pupils celebrate the traditional feasts and festivals of a range of cultures and displays indicate that pupils have a real awareness of life in other lands. Pupils in Year 3 participated in Tahitian and Polynesian dancing, giving

them a rich experience of dance in other cultures. The visual stimulus of a Gauguin painting inspired pupils when preparing a Tahitian dance. In music, very good provision is made for pupils to study and perform the music of other cultures. Work is also done on the thoughts, feelings and emotions inspired by particular pieces of music, as seen when Year 2 pupils captured the speed of a train by listening to the changes in rhythm. Pupils make a study of features of their own locality and visits to museums and places of interest raise their awareness of life in the past.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

35. There are very good procedures in place for child protection and for ensuring pupils' welfare including their health and safety. The procedures for monitoring and promoting behaviour are very good and are good for promoting and monitoring attendance and for pupils' personal development. All these good or very good features show a significant improvement on those found at the time of the last inspection. Teachers listen to pupils and show them that they are valued. Their high expectations of behaviour and consistent application of rewards and sanctions ensure that pupils are becoming mature and responsible.
36. The school's procedures to ensure health and safety and child protection are clear and effective. The school is vigilant in ensuring that child protection procedures are followed and that staff are fully aware of the action to take if they have a concern. The designated teacher keeps her training up-to-date and shares her expertise with all adults who work in school. There is a detailed health and safety policy, which outlines the responsibilities of all who work in the school. The site committee of the governing body and key members of staff have been trained to conduct risk assessments and this is an improvement since the last inspection. There is one member of staff fully qualified in first aid procedures. The personal and social education programme, which includes sex education, is working well. Pupils are made aware of the dangers of drug abuse and the need for personal safety. The school takes advantage of a range of external support agencies on behalf of pupils.
37. The procedures for promoting and monitoring behaviour are very good and applied consistently by all staff. There have been no exclusions from school reflecting the school's determination to support any pupils who have problems conforming to the school's high expectations of behaviour. Pupils value the rewards they receive for continued and improved behaviour and understand the sanctions imposed when they step out of line. Unkindness and bullying are strongly discouraged and pupils confirm that any instances would be dealt with swiftly and effectively. Procedures for promoting and monitoring attendance are good and have been successful in improving attendance since the last inspection. Absences are quickly followed up and parents are made aware of the effect of poor attendance on pupils' achievements. Most pupils arrive at school on time and for those who have difficulty in achieving this and for all other pupils; the school is starting a breakfast club.
38. There are very good procedures for promoting pupils' personal development. The personal and social education lessons are mainly good. Pupils have the opportunity to think about the 'inner self' and how they interact with others. This was seen when pupils in Year 4 were willing to share their feelings of fear when confronted by anger in another person. In the final summing up, pupils made the decision that

reconciliation not retaliation was the answer. Older pupils act as ‘befrienders’ to younger children in the dining hall and in the playground. During a lesson on their topic on insects, children in the foundation years formed a circle to act out the movements of bees. Some of them were seen helping those children with little or no knowledge of the English language to perform the same actions and, as a result, they made good progress. Pupils throughout the school support and help children from refugee families and are very caring about others who may have a special educational or physical need.

39. Assessment procedures to check and analyse pupils’ progress are good in English and in mathematics. In these subjects, assessment results are carefully analysed and any weaknesses in pupils’ learning are tackled in future lessons. However, this is not the case in science and this could be improved. In addition, the school uses a good range of annual and half-termly tests for mathematics, English and science to track pupils’ learning. These represent significant improvements since the last inspection and the purpose and the use of assessment are now much clearer. For example, pupils’ learning in every subject is now assessed and recorded in folders, which are then passed on to the next teacher. Teachers check pupils’ progress suitably in lessons by discussion, through written answers on whiteboards and by comparing completed work to what was expected. The needs of different groups of pupils have been identified and addressed as a result of this information and used well to change teaching arrangements in Years 3, 5 and 6.
40. Despite the improved assessment procedures, the school still has some way to go to share the information collected with pupils. Although there is a good amount of information, it is not always used consistently so that pupils know what they need to do to improve. Teachers do not draw well enough on the information to agree learning targets with individual pupils so that the pace of learning can be increased. In addition, the learning needs of the more able pupils are not always identified in mathematics and science and as a result, these pupils are not always provided with sufficiently challenging work. Similarly, in the Foundation Stage, teachers do not use the wealth of information collected to set individual targets to enable children to achieve more.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

41. Parents view the school as a good school, which their children are happy to attend. They consider that their children see school as a worthwhile place to go. They also consider that the school is an improving school which works hard to ensure that children of all abilities are helped to learn and make progress. Some parents are not happy with the amount of homework that their children receive but the inspection team finds this to be satisfactory. Parents have received a copy of the Home/School Agreement, which sets out guidelines for homework.
42. The information sent out to parents is good and is an improvement since the last inspection. The prospectus is informative and the school offers translation services in a number of languages so that parents can understand the school documents. Many letters go home informing parents of events and activities taking place in the school. Parents receive information each half term about what their children are learning. They are given a range of information leaflets to support this, for example on how to

help children with reading and mathematics. There is a behaviour partnership book and a home school diary. There are three consultation evenings each year with a report on pupils' progress given to parents at the summer meeting. The reports contain useful information on attainment in subjects and also set targets for improvement. Teachers write perceptive personal and social comments, which show that they know their pupils very well.

43. As noted at the time of the last inspection, parental involvement in children's learning and the impact it has on their learning is satisfactory. The school makes good efforts to involve parents but the response is variable. For example, initiatives like 'Footsteps into Books' for parents of Year 1 pupils and 'Together into Books' for parents of foundation children help them to understand how children learn and how they can offer good support. Two parent governors have been instrumental in encouraging more parents to be involved with children's reading. Despite these valuable initiatives, parental involvement often declines after the first one or two sessions. The NSPCC hold meetings for mothers from the ethnic community to share ideas on how to help their children with play activities. There is a community room in the school in which all these activities take place. Contact with parents begins with a home visit before younger children start in the nursery or school. Parents confirm that there is a good induction pack, which helps them to prepare their children for school life. A number of parents have completed the 'Together into Computers' course. Despite all these good efforts to involve parents, the take up is slow and the school is considering new ways of involving parents in children's learning and making their links with the school more effective.

HOW WELL IS THE SCHOOL LED AND MANAGED?

44. Leadership in the school has been successful in creating a welcoming, friendly and secure environment for pupils from many different cultures and traditions. The climate for learning is enhanced by the high standards of behaviour expected by the staff and accepted by the pupils. However, there are shortcomings of management, particularly in monitoring the standards of teaching and learning throughout the school.
45. The leadership and management provided by the headteacher and key staff are satisfactory. The headteacher has been extremely resourceful in attracting and introducing a wide range of initiatives to the school. Specific grants are well used and have benefited the pupils in many ways. For example, pupils who have English as an additional language, now receive regular, good quality individual tuition. The headteacher is the driving force behind the school's positive ethos. This is seen in the quality of provision for the pupils' personal development and reflected in the way the pupils support and encourage one another. The headteacher has also fostered a good team ethos amongst the staff. This has proved a strength of the school during a period of rapid change.
46. The senior management team has effectively delegated powers to implement the policies, changes and new initiatives as they are introduced. The team provides a strong and effective link between the headteacher and the staff and has been responsible for raising standards of behaviour and learning. Consequently, it has played a significant role in ensuring that the school's aims and values are well

reflected in the behaviour and the work of its pupils. It has been only partly successful in raising standards of teaching. Teacher performance is now monitored annually by members of the senior management team and by the co-ordinator of the Foundation Stage. However, some weaknesses in teaching have not been remedied and the headteacher, in particular, does not evaluate the quality of teaching sufficiently. Opportunities to raise teaching standards and to ensure better continuity in learning through the school are therefore missed. This partly explains the weaknesses in teaching in Year 4 and the lack of challenge for more able pupils. This was an issue identified at the previous inspection. Although improvements have been made and systems are now in place, they are not yet rigorous enough to ensure that standards are raised significantly. The monitoring, evaluation and development of teaching by the headteacher and key staff, remains a weakness.

47. Teachers with subject responsibilities play a satisfactory part in raising standards. They are eager to promote their subjects and undertake an annual review of what has been achieved and what needs to be done. These analyses form the main evidence base upon which the school's annual improvement plan is developed. Subject managers are also responsible for maintaining their annual budgets and this is largely why the level of resources is good. They also lead effective training sessions within the school. Since the previous inspection, class teachers have been provided with better guidance on what to teach and how best to teach it. In most subjects the quality of leadership is sound. Teachers with responsibility for English and mathematics know about standards right through the school. However, for the most part, the leaders in other subjects know what is happening in the key stage in which they teach but lack a strategic view of work across the whole school. They are given weekly sessions, out of their classes, to develop their subjects but are given little guidance on how this time is to be used to best effect.
48. The governing body fulfils its responsibilities satisfactorily. Significant changes of governors have occurred recently. The governors are strongly supportive of the headteacher and staff. Many play an active part in the school. The headteacher keeps them informed about school life and pupils' levels of achievement. They are aware of its main strengths and weaknesses. The governors are keen to raise standards. For example, two of them run a weekly reading club in the school. Their aim is to encourage more parents to take responsibility for developing their children's reading standards. They are beginning to visit classes and have designed an observation sheet to help them to focus on specific aspects of the lesson. They are not yet involved in laying plans for school improvement at an early stage. Consequently, they tend to endorse the recommendations of the headteacher and senior management team, rather than shape the direction of the school. They monitor the school's spending patterns via the monthly budget sheets, but have no system for analysing the outcomes of their spending decisions. They are well aware of the budget surplus and have already planned to reduce it by half this year.
49. The annual school improvement plan is drawn up as a whole school exercise. As a result, it is very inclusive and contains many elements. Priorities are established by the senior management team and ratified by the governors. The right priorities, raising standards in English, mathematics and science, are foremost. Many other targets are set across the curriculum subjects. However, other than in establishing the goals, the improvement plan lacks important information. For example, it is not made clear

exactly how standards will be raised; how improvements will be measured; what the timeframe is within which the targets are set; or, who has responsibility for monitoring how successfully each target has been achieved. Costs are not built into some of the action plans, so financial planning is made more difficult. No one holds a monitoring brief and keeps a regular check on how the disparate elements of the plan are developing over the course of the 12 months, prior to the next plan being drawn up. Within the school, there is a strongly shared commitment to raise standards. However, this failure to manage change effectively, limits the potential for significant improvement.

50. The staff is aware of the needs of different groups of pupils and meets most of them well. However, the provision for different groups of pupils varies. For those with English as an additional language, provision is very good. Leadership in this area is of a high order. When new pupils arrive they are made to feel welcome. They have regular contact with a teacher, a support assistant or a pupil, and often all three in the same lesson! The school is now very experienced in helping these pupils to gain a quick, rudimentary grasp of English, prior to a more sophisticated understanding of the complexities of grammar and spelling. The universal languages of music, art, dance and mathematics are more quickly understood. For pupils with special educational needs, the provision is good. Leadership by the special educational needs co-ordinator is satisfactory. Many pupils have individual programmes of work, which are well taught by the classroom assistants. The provision for gifted and talented pupils is satisfactory. These pupils have only been recently identified and the levels of their particular abilities are still being assessed. In many lessons, they still undertake the same challenges as most of their classmates.
51. Arrangements for the support and induction of new staff are satisfactory. Teachers newly arrived become familiar with the routines and expectations of the school, working alongside experienced teachers and support assistants in parallel classes. Newly qualified teachers receive similar support to that seen in most schools. This enables them to develop their skills well and to raise their levels of confidence across the full subject range. They know that if they need help, it will be forthcoming.
52. The accommodation is satisfactory and allows an appropriate curriculum to be taught. There are advantages in two classes per year group working side by side. For example, teachers work together as teams, especially in those classes where support staff work alongside class teachers. However, noise from one open area makes it difficult for pupils in the adjoining classroom to hear what is said.

THE PROVISION FOR AND STANDARDS ACHIEVED BY PUPILS WITH ENGLISH AS AN ADDITIONAL LANGUAGE

53. The provision for children who have English as an additional language is very good and is a strength of the school. It enhances the education provided for all pupils. This aspect of teaching and learning is well managed and co-ordinated by a group of four skilled and dedicated teachers who are funded especially for this purpose. They keep their professional knowledge up to date by regular attendance at training courses. They also draw on additional expert help from the Local Education Authority and other local specialist groups whenever the need arises.

54. Almost half the school population comes from ethnic minority groups. The multi-cultural nature of the school means that pupils benefit from the rich diversity of cultures, languages and experiences of the children for whom English is an additional language. Twenty-two languages are spoken in the school. These include Punjabi, Urdu, Bengali, Gurjarati, Farsi, Somali, Albanian, Arabic, Baluchi, Turkish, Polish, Kosovan, Chinese, Russian and Spanish. Forty-five children are asylum seekers. Most of the children are at an early stage of learning English.
55. When children first arrive in school there is a well thought out system to help them settle into school. Correspondence with parents and carers is sent out in the family's own language, and home visits are made whenever there is a need. Interpreters and bi-lingual support are available to help them understand about school and the progress their children make in lessons and to help sort out any problems that may arise in school. For example, when a child was in pain due to a septic finger, a bi-lingual classroom assistant rang the child's mother to explain the problem and advise about what to do. The staff know that confused and frightened children cannot learn and take great pains to overcome any barriers to learning. This is especially important for children of asylum seekers who have often suffered great emotional trauma. They work closely with a visiting advisory teacher to ensure that their needs are met both in school and out.
56. As a result of good pastoral care and skilled teaching, no one ethnic minority group achieves better standards than any other. All children make good progress in learning. However, even the pupils who start school in the nursery and reception classes do not acquire sufficient fluency in English to achieve as well as most indigenous children by the age of 7. By the age of 11, however, their command of English equals that of children who have always spoken English by the age of 11. However, there are a large number of children who do not start school in this country until they are older. These pupils do not have sufficient time to become fluent in English prior to taking the Standard Assessment Tests at the age of 11 to enable them to achieve at the same level as pupils whose first language is English.
57. All staff have a good understanding of teaching English as an additional language and those who are appointed especially to help these pupils are particularly skilled at supporting children new to English both within the classroom and when working with children in small groups. Some of the classroom assistants are bi-lingual which is a great advantage in helping children to understand what is being taught. For children who speak other languages, staff have compiled a list of useful words and phrases in children's own languages to enable all staff help children settle into school.
58. The specialist teachers of English as an additional language are fully involved in planning lessons together with the class teachers. They spend some of their time in classes supporting teachers in classrooms to help ensure that children understand what is being taught, at other times they teach the class while the class teacher provides help for groups. As a result of skilled intervention in children's learning, all pupils make good progress in lessons; this progress is carefully observed and recorded.
59. Most of the children who start in the nursery and who remain at the school, progress from the stage of watching, imitating and repeating English words and phrases to a point at which they are able to take part in all subjects of the curriculum. This is usually achieved by Year 3, providing support is given for reading and writing. For example, during a literacy lesson, a group of eight pupils were supported by one of the

teachers specially appointed to work with those for whom English is an additional language. With her encouragement and support, they were able to discuss confidently occasions when they had written letters in their first language to cousins overseas. They read extracts of these letters to the rest of the pupils who were very interested and respectful. The teacher helped them to rewrite the letters in English giving praise and encouragement for their efforts. As a result, the children were fully involved in the lesson and achieved standards only just below that of the rest of the class.

60. There is a wide range of attractive, practical and well-organised resources to support children's learning, the use of these enhances and enriches the curriculum for all pupils in the school. Throughout the school, diversity of language, culture and custom is valued and celebrated and the children help each other to understand about different lifestyles, customs and experiences. Teachers help children understand about the reasons people move from one part of the world to another. Issues of prejudice are discussed openly in the lessons designed to develop pupils' personal, social and health education. As a result, harmonious relationships between all races and groups are evident and children work and play happily together both in the classroom and out in the playground.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

61. The headteacher, staff and governors should now;

- a) Raise standards in English by:

- using the opportunities available in guided reading sessions more purposefully to develop pupils' capacity to understand what they read;
- encouraging pupils as young as 5 and 6 to write independently about their own experiences;
- teachers and pupils composing pieces together as an example of how to tackle writing;
- using worksheets less and encouraging pupils to write their own accounts in other subjects;
- improving the way that pupils' present their work.

Paragraphs 4, 19, 24, 67, 75, 80 and 106

- b) Raise standards in mathematics by:

- increasing the pace and challenge of the mental starter sessions in numeracy lessons;
- continuing the work already started on teaching pupils strategies for solving mathematical problems;
- targeting the more able pupils in Years 3 and 4 to increase their rate of progress.

Paragraphs 5, 19, 25 and 89

c) Raise standards in science by:

- teaching pupils how to plan and carry out their own fair tests;
- planning work to extend the learning of the more able pupils.
- analysing the results of assessments and making teachers aware of the areas to concentrate on.

Paragraphs 6, 9, 26, 39, 92, 94 and 95

d) Raise the quality of teaching and learning in all classes to match the quality of the best by:

- senior staff and subject leaders monitoring and evaluating teaching and learning regularly and feeding back information to enable teachers to know how they can improve.
- communicating the priorities identified from monitoring the work of the school and the actions needed to make improvements in a clearer school development plan.
- using the information gathered from assessing pupils' learning to set individual targets to help pupils to know how they can improve.

Paragraphs 15, 17, 21, 40, 46, 47, 49, 84, 100, 104, 107 and 120

e) Improve standards in swimming by:

- providing sufficient opportunities for pupils, still unable to swim 25 metres at end of Year 5, to improve their swimming in Year 6.
- seeking to secure the support of parents in helping their children to learn to swim.

Paragraphs 8 and 117

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	82
Number of discussions with staff, governors, other adults and pupils	42

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	14	30	35	1	1	
Percentage	1	17	37	43	1	1	

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 slightly more than one percentage point.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR– Y6
Number of pupils on the school's roll (FTE for part-time pupils)	21	326
Number of full-time pupils known to be eligible for free school meals		173

FTE means full-time equivalent.

Special educational needs	Nursery	YR– Y6
Number of pupils with statements of special educational needs	0	8
Number of pupils on the school's special educational needs register	2	122

English as an additional language	No of pupils
Number of pupils with English as an additional language	156

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	77
Pupils who left the school other than at the usual time of leaving	50

Attendance

Authorised absence	%
School data	8.4
National comparative data	5.2

Unauthorised absence	%
School data	1.4
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	19	24	43

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	9	11	14
	Girls	17	18	24
	Total	26	29	38
Percentage of pupils at NC level 2 or above	School	60 (54)	69 (57)	78 (85)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	10	15	11
	Girls	19	21	19
	Total	29	36	30
Percentage of pupils at NC level 2 or above	School	67 (57)	84 (85)	70 (57)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	15	11	26

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	7	10
	Girls	5	6	9
	Total	11	13	19
Percentage of pupils at NC level 4 or above	School	42 (43)	50 (46)	73 (57)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	7	10
	Girls	5	6	9
	Total	11	13	19
Percentage of pupils at NC level 4 or above	School	42 (37)	50 (43)	73 (49)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	6
Black – other	4
Indian	36
Pakistani	49
Bangladeshi	9
Chinese	1
White	128
Any other minority ethnic group	33

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)	20.3
Number of pupils per qualified teacher	18.1
Average class size	23.3

Education support staff: YR– Y6

Total number of education support staff	16
Total aggregate hours worked per week	431

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1.3
Number of pupils per qualified teacher	16.2

Total number of education support staff	3
Total aggregate hours worked per week	75

Number of pupils per FTE adult	4.9
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FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	2.0
Number of teachers appointed to the school during the last two years	4.0

Financial information

Financial year	2001
	£
Total income	1,002,490
Total expenditure	1,004,415
Expenditure per pupil	3,101
Balance brought forward from previous year	88,594
Balance carried forward to next year	86,669

Total number of vacant teaching posts (FTE)	1.0
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	368
Number of questionnaires returned	108

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	68	31	2	0	0
My child is making good progress in school.	55	42	1	1	2
Behaviour in the school is good.	55	32	5	4	4
My child gets the right amount of work to do at home.	31	32	18	8	10
The teaching is good.	60	35	1	1	3
I am kept well informed about how my child is getting on.	52	35	8	3	2
I would feel comfortable about approaching the school with questions or a problem.	50	29	9	6	6
The school expects my child to work hard and achieve his or her best.	59	31	3	1	6
The school works closely with parents.	44	35	9	5	7
The school is well led and managed.	43	40	6	5	7
The school is helping my child become mature and responsible.	54	39	2	0	0
The school provides an interesting range of activities outside lessons.	44	33	9	2	11

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

62. Forty-two children attend part time in the nursery and 50 children attend full time in the two reception classes. When the children start in the nursery their knowledge skills and understanding are very much lower than expected for their age. Approximately two thirds of the children have English as an additional language and most are in the very early stages of speaking English.
63. Children make good progress in the nursery because good teaching and stimulating activities significantly improves their learning and also helps them to acquire English. By the time the children move into the reception classes, they have made good gains in all six areas of learning. Children continue to make good progress in the reception classes, but a significant minority of children who are new to English joined the reception classes throughout the year. Four additional English-speaking pupils arrived recently who also have special educational needs. As a result, despite the good progress made by the children who started school in the nursery, the standards of the pupils by the end of the reception year are well below those expected for their age in communication language and literacy, and in mathematics. In personal, social and emotional development, and in knowledge and understanding of the world, levels are below those expected. In creative and physical development pupils' attainment is in line with that expected for their age. Planning of lessons is of a high quality and interesting activities linked to well loved stories such as 'The Very Hungry Caterpillar', and 'Sleeping Beauty' are used very effectively to foster the children's progress. A great deal of thought is given to establishing routines and providing interesting activities. This good provision has been maintained since the last inspection.

Personal, social and emotional development

64. Children make good progress during their time in the nursery and reception classes because of the staff's high expectations and good teaching and organisation. They encourage children to take care of their own needs, to take turns, listen to each other and to share and play happily with one another. However, the children's lack of confidence to initiate ideas and to speak in large and small groups means that most children will not meet the standards expected in this area by the time they leave the reception class.
65. Nursery children settle quickly into routines that help them to feel secure enough to leave parents and carers. For example, most children remember to put the card with their name on it on the display board so that the staff can quickly check which children are in nursery that day. Many children remain involved in activities for a good length of time when an adult is present to support them, but quickly lose interest if the adult moves away. At snack time children take turns to get the tables ready and the nursery staff sit with the children to encourage discussion and to help extend the children's spoken vocabulary. In the nursery and reception classes, the children are almost always well behaved because the teachers and support staff ensure that children know what is expected of them. Children join in happily with rhymes and songs they have learned,

but many of the reception children still need a great deal of adult help and support when working in groups and to maintain concentration. Teachers and support staff observe children closely and encourage them to join in and to persevere with activities. Because of this warm supportive environment, the children try hard to please and usually respond well. For example, a little girl, who rarely speaks to anyone in the classroom, whispered a one-word answer when asked a question about a story she had heard. Most children are not yet sufficiently confident to fetch what they need for themselves. When asked to sequence some pictures about the story, they waited passively for the glue to be passed to them.

Communication, language and literacy

66. In relation to the very low starting point for the majority, children make good progress. This is due to high quality teaching and support, particularly in the areas of speaking and listening. All adults working in the foundation stage are skilled in meeting the needs of children who are learning to speak English. However, most children do not reach the standards expected in this area of learning by some margin.
67. Very good bi-lingual support and additional help with learning to speak English is provided in both the nursery and reception classes. This help is vital to enable the children to communicate. A high priority is given to developing children's spoken language. A rich range of experiences is provided for them and stories are used extensively. In the nursery, when re-telling a story, the teacher encouraged the children to join in. By the end, all children repeated the refrain of 'munch, munch, munch;' and the three most articulate children were anticipated what was going to happen next. Children are making good progress in learning to read. In the nursery, most children are able to recognise their own name and the letters that are the same as those in their name or at the start of their friend's. When the teacher introduced the word 'Wednesday' one child said 'that looks like Wafa's name!' In the reception classes, children listened to taped stories that the teacher had previously read to them. As they listened, they followed the words in the book. At the end of the story, a nursery assistant asked the children about the story and discussed the words and pictures. More able children in the reception class are beginning to recognise some familiar words in storybooks. Children are encouraged to take simple reading books home to share. Children in the nursery and reception classes use pens and pencils to practise writing by tracing over or under an adult's writing. In the reception classes, children complete a great many worksheets. On evidence seen during the inspection, limited opportunities for children to write on their own are provided and, as a result, children's 'free' writing is often spidery and uncontrolled. Only a minority of children will attain the level expected in writing by the end of the reception year.

Mathematical development

68. Although the children make good progress, they start from a very low level and, by the end of the Foundation Stage, the attainment is still well below that of most children of a similar age in all areas of mathematics. In counting, recognising numbers and simple practical addition, however, about half the class are achieving the levels expected, but most children do not have enough technical language to explain what they know and understand. Most are not able to discuss mathematical ideas when playing with large and small construction toys, or when experimenting with sand and water.

69. The teaching of number skills is good. In the nursery, good and varied opportunities are provided for children to practice counting. For example, they count the number of children present each day and take turns to write the number on the board. They sing number songs and rhymes, and, at snack time count the children round the table and hand out the right number of cartons of milk. In the reception classes, teachers plan and match work carefully to children's differing abilities and they use the nursery and classroom assistants well to help different groups of children to concentrate on and understand the activities provided. In the lessons observed, the more able children were able to add together two numbers correctly to make seven and are beginning to be able to record their answers. Most of the children could count and clap accurately to 20, the least able successfully completed a selection of number games and puzzles involving counting and matching to ten.

Knowledge and understanding of the world

70. On starting school, many children have had very limited experience of the world around them. Their general knowledge is very low. By the end of the reception year, although attainment in this area is below the expected level for children of this age, they have made good progress. The teachers plan a range of interesting and appropriate activities to enable the children to explore and widen their experience. For example, when following the story of 'The Very Hungry Caterpillar', the nursery teacher surprised the children by bringing in a jar of newly hatched caterpillars. The children looked at the caterpillars through a magnifying glass and were fascinated by the way they moved. A nursery assistant then taught the children about the life cycle of the butterfly using plastic replicas of eggs, caterpillars, larvae, chrysalis, and butterflies. Later that day, when playing outside, the children were pretending to be caterpillars they crawled into a chrysalis made from climbing apparatus covered in curtains, curled up, and, after a short 'sleep' they emerged as 'butterflies' and 'fluttered' around the garden. They re-enacted the process several times showing clearly that they had understood what had been taught.
71. In the reception classes, the majority of the children show a satisfactory level of skill when using the computer mouse to click on icons to manipulate their way around a programme about parts of a castle. They were also skilful in using cardboard boxes, scissors glue and masking tape to produce model castles. With the teacher's support, they worked hard on these, learning the words rectangle and cylinder as they did so. A visit to Coombe Castle had been planned. Before the trip, the teacher asked what the children remembered from their previous visit last autumn. The children talked excitedly about the way the trees had looked then, and remembered collecting leaves to bring back to school. The teacher then showed the class a video of their previous trip. The children were delighted when they saw a 'red tree'. She then asked the children if they would see the red tree this time. A few children knew that the trees would be 'all green now' and one said 'That's 'cos its summer now.' The teaching of knowledge and understanding of the world is good. Activities are well planned and organised to build on previous learning and supportive adults help children to use the appropriate vocabulary to describe their experiences.

Physical development

72. Teaching is good and children make good progress in this area of learning, during their time in the nursery and reception classes. Most of them achieve the standard expected by the end of the reception class. Children experience outdoor play almost everyday and the staff provide a high level of supervision. In the nursery the children ride tricycles with good control and move in a variety of ways as when being caterpillars and butterflies. The adults join in with children's play and move their learning forward very well. During the outside play session observed in the reception classes, the staff were less involved in children's play and sometimes opportunities to help the children learn were missed, such as when a little boy was trying to count the number of bricks he had used to make a 'long line'. However, in the dance lesson observed, the staff took an active part acting as role models and help children to develop their own movements to match the speed, tempo and mood of the music. The children enjoyed the lesson, tried very hard and made good progress. Every day the children have valuable opportunities to use classroom equipment that helps them to improve their control of the finer movements needed to use scissors pens, paintbrushes and glue with increasing dexterity.

Creative development

73. Children start from a low level of skill. Good teaching and effective provision ensures that children make good progress both in the nursery and reception classes so that, by the end of the foundation stage, most children reach the level expected. In the nursery, children become engrossed in drawing, painting, making collage pictures and printing and experimenting with textures and techniques. During the inspection children made flour and water caterpillars on fabric, and used a mixture of techniques, such as collage and printing to make interesting butterfly kites. In both these activities, the nursery nurses supported the children well by helping them not only to use tools and techniques effectively, but also to develop their language and descriptive powers. In the reception classes, children build upon the skills they have learned in the nursery and weave patterns using both coloured paper and wool. They draw self-portraits, create colourful paintings and enjoy drama. During the inspection, children acted out the story of Sleeping Beauty almost perfectly. They dressed up and really entered into the spirit of the story. One boy firmly told the smiling fairy not to look so happy because she had got to 'be bad'. However, not all children are as articulate as this and these children are helped to join in by the skilled intervention of the nursery assistants.

ENGLISH

74. Standards in reading and writing are very low when pupils are tested at the age of 7 and are well below average by the age of 11. Standards are well below those obtained in schools where a similar number of pupils are entitled to free school meals. However, other circumstances make it more difficult than usual for the school to raise standards. For example, the majority of children enter school with very poor communication and language skills. In addition, almost half of the pupils did not start in the nursery but joined the school in the infant and junior years and some of these pupils speak very little English. Also a high proportion of pupils under seven years of age are at the early stages of learning English as an additional language. The school has not been deterred by the increase in barriers to learning and has employed a raft of measures to raise standards. Small but significant improvements are feeding through into pupils' work this year. As a result, the work completed by the current Year 6 pupils shows an improvement on the very low results of 2001. A slowly improving

picture is emerging which mirrors national trends, although results remain at a level lower than the national picture. Leadership of the subject is good. Teaching and learning are monitored satisfactorily and the right priorities to promote improvements have been identified. However, despite the school having two leading teachers of literacy, effective teaching methods are not shared sufficiently to ensure that standards rise at a quicker rate.

75. Previously identified unsatisfactory teaching has been tackled and the improvements made are having a positive impact on pupils' achievement. Regular checks on pupils' work and teachers' planning throw light on what needs to be done. This is resulting in more purposeful grouping of pupils and better writing opportunities. The effect of these measures is reflected in a slight increase in the number of 11 year olds reaching higher than expected levels in the 2001 tests. Given the very low standards on entry to school, there are promising indicators that new ways are being found to raise standards. These include additional teaching groups to boost reading and writing skills in Years 3 and 6. Added to this, members of the local business community hear children read regularly. However, there is still more to do before pupils can read critically and in depth and write extensively in English and in other subjects. This is recognised by the subject leader who is committed to making further improvements.
76. Standards in speaking and listening are below average at 7 but are broadly average by the age of 11. This represents good achievement in infant and junior classes. Opportunities provided for pupils to improve their speaking and listening reflect the high value given to pupils' thoughts and feelings. There are lots of activities where pupils work in pairs and groups to talk and listen to each other. Pupils are encouraged to talk about their work, particularly at the end of lessons when they are given time to make a considered response. For example, in Year 3, more able pupils acted as 'envoys' carrying historical information about the lives of Anglo-Saxons from fact-finding groups to the rest of the class.
77. Pupils who have special educational needs make good progress. Teaching assistants are well briefed. They are sensitive to pupils' specific learning needs and have a good grasp of their next learning steps. Pupils' progress is checked carefully against detailed targets often by careful observation and assessment of pupils' achievement. Additional resources, including the good range of books, are well matched to pupils' needs.
78. Pupils for whom English is additional language often achieve well in a short period of time. This is because the school provides very good support and pupils are keen to learn. Bilingual and support staff are particularly skilful and responsive to individual pupils' needs. They promote involvement in the full range of activities, backed up by specific language support from a very good specialist teacher. Teachers never assume that pupils will understand the words used and are determined to improve and extend pupils' spoken language. This is beneficial for all pupils, but is especially effective for English as additional language learners. As a result, a good proportion of pupils who have learnt English as an additional language since they started this school, reach the standards expected in English by the age of 11.
79. Teachers in the Infant classes work particularly hard to raise standards in reading. They ensure that the basic skills of reading are taught systematically and that all pupils

are made aware of word patterns and letter sounds. Teachers are effective in showing pupils how to blend letter sounds to read unfamiliar words. More able Year 1 pupils use these skills well to read and spell simple words such as 'heat' and 'bleat' using rhyming sounds. More able Year 2 pupils begin to read more complex letter sounds such as 'au, augh' and spell them correctly. They are encouraged to read books that make demands upon their skills and talk about the characters and events in stories well. Less able pupils have a very limited knowledge of letter sounds and rely heavily on pictures for understanding. By the age of 11, standards of reading are well below average. A minority of more able pupils read fluently, demonstrate good understanding of the author's use of language and have secure reading strategies to establish underlying meanings. Although less confident pupils know how to tackle unfamiliar words, they read with little expression and have difficulties in understanding complex sentences. The range of books has been increased to tempt pupils to read. All pupils take part in well-planned shared reading sessions at the start of the literacy hour. However, these are not always built on well enough later in the lesson. For example, not enough use is made of reading in small groups where pupils can analyse and discuss passages to sharpen their comprehension skills. These missed opportunities slow the rate of pupils' progress and reduce standards overall.

80. Standards in writing are very low in the infant classes and are well below average in junior classes. Although the basic skills of spelling and handwriting are soundly taught, teachers and pupils do not compose and then discuss sentences together. This makes it harder for pupils to know what a good sentence looks like. In addition, there are not enough opportunities for Year 1 pupils to write about their own experiences. This delays pupils' handwriting skills and their ability to write their own thoughts independently. By 7 years of age, only half of the pupils can write independently, using full stops and capital letters correctly. Pupils who can do this often show delight in their writing. For example, when writing 'how to make an Easter Bonnet', Year 2 pupils used a diagram and explained the instructions well, using words such as, 'next...then...now' to sequence their ideas. Most pupils have appropriate knowledge of letters and sounds, making it possible for them to spell simple words correctly. However, many pupils are still in the very early stages of writing. They write short phrases and sentences but with little punctuation. In the junior classes, pupils' limited vocabulary limits their achievement. Since the previous inspection, the range of writing experiences has improved. In Year 5, for example, pupils read persuasive texts and then try to use similar features in their own writing. The direct teaching link between reading and writing enables pupils to see the purpose and effect of language. Where teachers regularly write with pupils, guiding their personal efforts, a greater proportion of pupils achieve more because teaching is sharply focused on this reading and writing link. However, in most classes teachers do not plan enough opportunities to guide pupils' writing. Instead, too many worksheets are handed out to be filled in. Pupils' handwriting is satisfactory overall but writing in a cursive style is slow to develop. The school has brought in new teaching resources to establish a step-by-step approach to remedy the present fragmented approach. Pupils' spelling strategies build steadily. Presentation of pupils' work is satisfactory in their books but often untidy and careless in their topic folders where not enough attention is given to the appearance of the work.
81. The quality of teaching is satisfactory overall, with several examples of good teaching, particularly in the infant classes and in Years 3 and 6. Teachers focus well on

promoting speaking and listening. Marking is satisfactory. Teachers have sound subject knowledge and plan carefully mapped out lessons that focus on letter-sound knowledge, spellings, punctuation and the use of language. Pupils generally learn well in Years 3 and 6. Teachers manage pupils well, using good strategies that pupils understand and this helps to ensure that learning is effective. Classroom assistants provide lots of encouragement, particularly for the few pupils who require additional support in order to make progress. However, teachers do not plan group activities in reading and writing sessions well enough to deal rigorously with learning needs, despite the additional curriculum time. Teachers have a good range of assessments to track pupils' progress but this is still not used well enough to plan the next learning stages. Where this is especially good, in Year 6, there is a sharply identified link between what teachers expect of pupils and the progress they make towards it.

MATHEMATICS

82. Standards are well below the national average at 7 and 11, as they were at the time of the last inspection. However, standards are improving each year at the national rate and last year, for the first time, a few pupils in Year 6 reached the higher levels. These improvements are attributable to the subject leader's good management. She has analysed test results thoroughly and provides each teacher with a breakdown of any weaknesses. For example, she found that pupils in infant classes were not reading questions carefully enough. When asked '19 is 1 more than __,' too many pupils wrote 20. Pupils are now taught to read the question carefully.
83. The National Numeracy Strategy has been effectively implemented and a strong emphasis is placed on teaching the correct mathematical vocabulary and incorporating the use of ICT. Resources are good, accessible and well organised, contributing well to the progress made. Pupils are taught mathematics in ability groups throughout the school. Whilst this is helping to raise standards, it is not as effective as it could be in the juniors because work is not always planned to challenge the more able pupils in the set. Initiatives, such as additional classes for pupils needing an extra boost to reach average standards, are also helping to raise attainment.
84. Although teachers' planning is regularly checked, the actual teaching is not monitored often enough. As a consequence, some unsatisfactory teaching has gone unchecked and the teaching of the first part of the lesson, to develop pupils' mental mathematics skills, is not always taught well. Assessment is good and much accurate information is gathered and used well to place pupils in appropriate groups and provide extra classes. However, the information is not used to check on the progress of individual pupils over time or to provide individual targets for pupils to aim for.
85. There are several barriers to learning, which the school works hard to overcome. For example, many pupils start school with very little knowledge and understanding of number and, within each year group, a significant percentage of pupils have special educational needs or are learning English as an additional language. In addition, many pupils arrive or leave the school throughout the year, including children from refugee families. Despite these adverse factors, pupils achieve steadily. However, their progress is uneven, the best progress being made in the infants.
86. Pupils with special educational needs make good progress throughout the school. They receive good quality help from learning support assistants and their work is matched well to their levels of understanding. For example, bus timetables were imaginatively used to make learning more meaningful for Year 5 pupils who would otherwise struggle to understand.

Pupils were given help to read and understand the instructions and given clock faces to help them to work out the answers. Pupils with disabilities are always considered and well catered for, for example a pupil with a visual impairment had worksheets in large print and an individual screen to watch so he could successfully complete his work.

87. Pupils who are learning English as an additional language make good progress. They are supported by very competent staff who provide the extra help they need. For example, in a Year 1 lesson, a small group of pupils, still learning English, used real money to buy objects from a shop and get change from 10p. The support assistant made sure they understood and used the correct vocabulary as they completed the same work as the rest of the class. Progress made by individual pupils is noted and discussed with the teacher at the end of the lessons so that the next lesson can be planned to build on what they have learnt.
88. In the infant classes, pupils of all abilities achieve well. Despite the fact that over a third of the pupils have difficulties with learning, most reach the national average by the age of 7 and over 10 per cent reach higher levels. Pupils in both ability groups make good progress in the lessons because of the good teaching, especially in Year 2, where it is very good. Basic mathematical skills are taught well and any identified difficulties that pupils are experiencing, are concentrated on. For example, pupils in Year 2 learn effectively how to solve mathematical problems. They are taught how to approach these problems by identifying the important numbers and words and how to calculate the correct answer.
89. Junior pupils achieve steadily but not enough is expected of the more able pupils. They are not always given sufficiently challenging work to do, particularly in Years 3 and 4. The tasks specially planned for them are usually more of the same, rather than harder work. Teaching is satisfactory overall, but there is some unsatisfactory teaching in the Year 4 higher set, which limits the progress they make. In half of the lessons observed, the mental starter was too slow. The pace dragged because individual pupils were asked to answer questions. Consequently, other pupils just listened, were not actively involved and missed opportunities to improve their mental mathematics skills. Pupils are now being taught how to tackle mathematical problems, particularly in Years 2 and 6. However, pupils still find this very difficult and more needs to be done to increase their confidence and understanding of how to solve one and two step problems.
90. Teaching is good in the infants and satisfactory in the junior classes. Teachers manage pupils well, resulting in good behaviour and a pleasant working atmosphere in the classrooms. Relevant ideas are explained well with the result that pupils understand what they are learning. Daily plans are evaluated after each lesson and teachers are able to adapt their work according to how well pupils have learnt to build on this and extend it. The work is usually adapted for a range of different abilities but this is not always successful for the more able pupils. Pupils respond well, they enjoy the lessons, and usually work hard, co-operating well in mixed ability, gender and race groups. However, written work is often carelessly presented and pupils are often insecure as learners and lack confidence, thus relying too much on adult help. The last part of the lesson is sometimes rushed and so the opportunity is lost to check and summarise what has been learnt. Homework is set each week to provide extra practice in what has been learnt in school. Parents are informed of what their children are expected to learn next, to enable them to help at home.

91. In the best lessons teachers use a variety of strategies and methods well to help pupils learn. For example, white boards are used to encourage pupils to ‘have a go,’ without fear of failure. Pupils are all involved, their concentration is extended and by writing their ideas on white boards teachers can see who does not understand. Questioning is used well to encourage pupils to explain their thinking and the lessons are brisk and varied. Teaching is very good and sometimes excellent in Year 2. In both of the Year 2 lessons observed, the mental start to the lesson was brisk, which kept all pupils involved and interested. Questions were varied to help pupils appreciate the many ways of asking for information. For example the teacher asked ‘how many groups of 2 are there in 12,’ ‘what is 2 more than 6’ and ‘why do we put a zero here?’ The key vocabulary for the lesson was written on the board, all read it and the teacher ensured all understood. Pupils used fans with pictures of coins on, to make up amounts of money. They enjoyed using these and although the tasks were challenging they tried hard and were able to make up £1.23 using at least three silver coins. Work was adapted for three ability groups and the more able pupils really enjoyed a challenging money game on the computer, while the less able group had adult help and the use of real coins to help them solve word problems. In response to such good teaching, pupils are achieving well.

SCIENCE

92. Standards in science have kept pace with national improvements and pupils achieve steadily, even though standards remain well below than national average at the ages of seven and 11. Standards are also lower than they are in schools with a similar number of pupils eligible for free school meals. However, in this school, many additional barriers to learning have to be overcome which make it harder to raise standards and to improve results. That said, there is scope to improve teaching and learning. Since the last inspection, satisfactory improvements have been made in stepping up opportunities for pupils to carry out scientific experiments but there is still more to do before pupils can plan and undertake their own investigations. In addition, the results of national assessments are not analysed as they are in English and mathematics. Consequently, teachers are not as aware as they could be of what to concentrate on to improve results. Furthermore, the work provided for more able pupils does not challenge them enough and this is why very few of them reach the higher levels. These weaknesses are not identified because the teaching of science is not monitored, as well it should be. However, subject leadership is satisfactory overall because other aspects, such as the guidance provided for teachers, the increase in opportunities for pupils to engage in practical work and the provision of resources, are good.
93. Pupils achieve steadily in Year 1. At this age, few pupils are able to write their own accounts. Consequently, there is much cutting, sorting, sticking and colouring of pictures to show what they have learnt. There are signs, from the labels they write, that pupils’ use of scientific language is developing well, however it is difficult to judge their progress because their work is recorded in topic books, containing work of several subjects. Pupils achieve well in Year 2 and by the end of the year standards have been lifted. Over 80 per cent of pupils reach the standards expected but the remaining pupils are a long way behind, largely because they do not understand English or have special educational needs. In Year 1, some ambitious investigations are attempted. For example, pupils have dropped balls of plasticine from different heights and examined the ‘splat pattern’ made where they land. The results have been

graphed using ICT, which has significantly helped them to make generalisations such as 'the further an object falls, the harder it lands.' By the age of seven, over four fifths of pupils have a sound grasp of living things, forces and how materials change. Their ability to predict what will happen and observe what actually happens is developing well.

94. On the whole, pupils achieve steadily in the junior classes. In one of the Year 3 classes, pupils achieve particularly well because a string of exciting investigations is provided. Under these circumstances, the learning of the more able pupils takes off because they have such good opportunities to think, plan and draw conclusions. Their understanding of ideas such as predicting, fair testing and recording results accelerates. In Year 5, where the subject leader takes both classes for science, pupils achieve well in extending their knowledge and understanding. The foundations are laid for pupils to consider many of the scientific ideas they will be tested on in their final year. The Year 5 teacher introduces question sheets, which prompt pupils not only to learn scientific ideas, but also to try to explain them, such as why some substances change character when they are heated and cooled and others do not. Pupils also take important steps in learning to be methodical in their work by setting out their findings in a logical order. However their understanding of the meaning of fair testing does not progress at the same rate. In other junior classes, pupils progress steadily but work is often set at the same level for all pupils, irrespective of their different learning needs. As a result, not enough demands are made on the learning of the more able pupils, and those who find learning difficult are sometimes over-challenged and make mistakes or produce very little. Pupils with special educational needs, however, make good progress because learning assistants work alongside them and encourage them to talk about their work and record their ideas accurately. Pupils with English as an additional language also benefit from good support. They are never left to struggle with the vocabulary and specially trained teachers and assistants provide vital support with the reading and writing tasks.
95. Teaching is satisfactory overall and there is good teaching in Years 2, 5 and in one of the Year 3 classes. Teachers manage pupils well. This sets the climate for positive learning in which pupils listen attentively, observe carefully and discuss new ideas. In Year 2, the level of challenge is high and the work is rooted in well-organised practical activities, which hold pupils' interests. There is a strong emphasis on introducing the correct scientific language, although this is true in all classes. In a Year 2 lesson, for example, a group of pupils, still at the very early stages of learning English, were given jigsaw pieces to sort into pictures. This activity very successfully brought out their attempts to use the correct words to describe the life cycle of various creatures. Resources are used imaginatively to prompt pupils to think and reason. In Year 4, for example, pupils were asked to sort and classify flowers into the male and female parts. The activity was further enhanced by the use of white boards on which pupils could note down their ideas and rub them out when a more profitable idea emerged. However, in this lesson and in many others, pupils' learning is sometimes held back when teachers tell pupils exactly what to do rather than encouraging them to explore and learn for themselves. Consequently, pupils can follow instructions well enough and conduct an experiment, recording the answers using the scientific method. This is exactly what happened in Year 5 when pupils carried out scratch tests to find the hardest rock. However, very rarely, are pupils asked to solve a problem

themselves, setting out the stages, selecting resources and deciding if the test is fair. This is where more work is needed to raise standards in science.

ART AND DESIGN

96. Standards at seven and 11 are at the levels expected as they were at the time of the last inspection. The subject leader has planned a good range of activities to increase pupils' skills as they progress from one class to the next. The improvements are reflected in pupils' use of different media, their use of tools and in the work they produce. The good variety of resources is particularly well matched to the activities across the school and link well with other subjects in the curriculum.
97. Achievement in infant classes is satisfactory. Pupils achieve best when they observe objects closely, explore different materials and media and draw on this to plan their work. This happened in a Year 1 lesson when pupils explored the effects of fabric paint on cloth to design their own fish and background. However, techniques, such as mixing primary colours to create different shades, are not always carried over into their work. Lessons observed and work displayed, indicates that pupils achieve steadily in most junior classes. Pupils in Year 3 achieve well. They produce fine examples of repeated patterns and interesting shapes by combining print with brush strokes. Year 5 pupils show good drawing techniques and some flair in their use of charcoal and pastels to reproduce Egyptian figures.
98. Pupils with special educational needs achieve as well as their peers. This is because support assistants are sensitive to their needs. Pupils with English as an additional language achieve well because terms such as texture and tone are explained alongside pictures and objects that pupils can see and touch. Pupils who are talented in art are recognised and are often asked to explain how they achieved desired effects. Sketchbooks have been introduced to good effect and pupils are beginning to experiment with different techniques to produce variation in line, tone, shape and form. The knowledge and skills gained are helping pupils to extend ideas in three dimensions and to understand and interpret the work of different artists.
99. Teaching is satisfactory. Teachers continue to improve their knowledge and skills with the good support of the subject leader. An example of very good teaching was evident in Year 2, where thoughtful and detailed planning and very effective organisation gave the lesson a sense of excitement and anticipation. Pupils explored different and previously unknown fruit and went on to make detailed clay models. This was further developed as pupils used their sketchbooks to try strokes of colour in preparation for the next stage. After the lesson, one child returned to ask if he might have a seed to take with him, clearly eager to discover more. However, not all of the teaching is this effective. In some lessons teachers tell pupils too much and do not encourage them to explore and learn for themselves.

DESIGN AND TECHNOLOGY

100. Standards are at the levels expected by the time that pupils reach the ages of seven and 11. Although the picture is similar to the one presented at the time of the last inspection, improvements have been made in the way pupils are expected to assess their work and make it better. This is helping them to learn from their experiences.

Subject leadership is satisfactory. The subject leader provides valuable guidance for teachers and encourages them to assess pupils' learning. However, there is scope to improve the way pupils' learning in different classes is monitored. Although pupils achieve well in some classes, the very few examples of completed work in Year 4, indicate that pupils make only slow progress over the year.

101. Pupils achieve steadily in Year 1 but their work is not collected in folders, which makes it more difficult for teachers to assess their progress. However, when planning and making items, such as fruit salads, pupils draw recognisable sketches of their ideas and write brief comments to show that they think about their work. Pupils achieve very well in Year 2. For example, the glove puppets are made to a good standard and closely resemble the original designs. When asked to look for ways to improve their work, pupils write comments such as, 'I am pleased with my puppet but if I had to make it again I would make the wings bigger.'
102. Pupils achieve steadily in junior classes but progress is variable. In Year 3, they achieve well. The detail of their designs has progressed well to include labels, the materials needed and instructions for making. Their designing, making and evaluating is more systematic. They disassemble boxes to find out how they are made and incorporate these ideas into their own work. With the exception of Year 4, pupils continue to achieve steadily and there are some good examples of moving toys, using rotating cams, in Year 5 and mechanised roundabouts in Year 6. The use of computers is limited and teachers often miss opportunities to incorporate ICT into projects where planning leaflets and decorating photo frames would benefit from graphic design.
103. Teaching is satisfactory and it is often good in Years 2 and 3. Lessons are well prepared and carefully organised. The use of tools and care of materials is effectively demonstrated. This ensures that pupils work safely and with greater accuracy in measuring and cutting. In Year 2, where teaching is good, a wide range of materials is provided. This encourages pupils to make choices and design with more originality than in other classes where pupils are given the same size, shape and texture of paper to work with. Pupils with English as an additional language benefit from the very good support they receive and they make good progress. New vocabulary is carefully taught and they are encouraged to add their own cultural perspective to their work. For example, when designing moving models using air power, two pupils made a miniature Indian Temple. As the balloon expanded, the lid opened and an Indian God was raised. Pupils with special educational needs also make good progress because they are taught to measure and cut accurately. However, the same care in matching the work to the needs of the more able pupils is less evident and they are not always challenged enough. This mainly happens when teachers tell the pupils too much rather than encouraging them to research and experiment with their own ideas.

GEOGRAPHY

104. Standards are below the levels expected at seven and 11. However, in view of the children's low starting point, they achieve steadily throughout the school. Standards are similar to the time of the last inspection. Teachers make sensitive choices about which places to study and contrast. These include a village in Pakistan and a river study in Kenya. This appeals to pupils from different ethnic groups and helps pupils to respect and understand other cultures. Subject leadership is satisfactory. The subject leader monitors planning and samples pupils' work but the weaknesses in teaching are not identified because lessons are not observed.
105. Although Year 2 pupils talk knowledgeably about their local area and recognise the attractive and unattractive features, they find difficulty in reading simple maps or following plans and routes. In Years 1 and 2, the recording of their work in general topic books, covering geography, history and science, makes it difficult for teachers and the pupils themselves to see the progress they have made. Progress is easier to detect in junior classes because their work is contained in books or geography folders, although these are sometimes poorly presented. Pupils in Year 6 have good knowledge of the countries of Europe and know many of the capital cities. They talk in depth about the Amazon Rain forest project. They use geographical language well to explain the herb layer, under storey, canopy and emergent layers of a rain forest. Satisfactory use is made of ICT to reinforce learning. For example, pupils know how to search for information on the Internet.
106. Teaching is satisfactory. Teachers prepare resources well and always explain the meaning of any new vocabulary, such as 'urban' and 'environment'. Pupils are encouraged to discuss and explain their ideas, which significantly improves their speaking and listening skills. Pupils with English as an additional language benefit from these opportunities and make good progress. Teachers also provide well for pupils with special educational needs. Work is adapted for them and they are often paired with more able pupils. These factors enable them to make good progress. Teaching is good in Year 6 where children are encouraged to develop their research skills, using reference books, atlases, CD-ROMs and the Internet. Pupils in Year 6 work well in groups with more able pupils taking on the responsibility for supporting the less able. They negotiate the jobs they will do within the group and how they will tackle the task. This helps them to take more responsibility for aspects of their own learning. Learning is less effective when pupils are given too much instruction, in the form of worksheets, and do not have the opportunity to select their own resources and find out for themselves. This holds back the learning of the more able pupils.

HISTORY

107. Pupils begin school with low levels of knowledge and understanding of the world. They achieve steadily throughout the school but the standards they reach are still below the level expected at seven and 11. The subject is soundly led. The subject leader has identified opportunities for group work, discussion, drama and role play for each year group. She has a clear understanding of what makes good teaching and learning in history and has carried out detailed monitoring of planning and children's work. However, very few lessons are observed and weaknesses in the teaching and learning are missed.

108. Pupils achieve steadily in the infant and the junior classes. Good opportunities are provided for pupils to acquire historical language. For example, in Years 1 pupils gained much for their discussion prior to visiting the city transport museum. Pupils study history effectively through artefacts, videos, books and CD-ROMs. However, enquiry skills are not well developed in Years 1 and 2. Reading material is not always adapted for their limited reading levels and information in books or from the Internet is often too difficult. As a result, pupils record information without always understanding the content. The presentation of their work in general topic books does not provide a clear picture of their progress. In Years 3 to 6 photocopied worksheets are used too often. This limits opportunities pupils have, particularly the more able ones, to write their own accounts and gain a clearer understanding of life in the past. Learning takes place more effectively when children are asked to do a variety of tasks such as pretending to be a historical character and write from his/ her point of view. This was successfully achieved when Year 5 pupils acted the role of Carter discovering Tutankhamun's tomb. Work is not always planned to cater for pupils' different learning needs. When this happens, the learning of the more able pupils is not sufficiently extended. However, pupils with special educational needs make good progress because tasks are simplified for them and they benefit from good support from classroom assistants. Pupils with English as an additional language also make good progress and are learning to record in sentences rather than single words. The presentation of pupils' work is poor in some years with the use of homemade folders, which become disorganised when the work is not dated and sequenced.
109. Teaching is satisfactory overall and there are examples of good teaching in the junior classes. Throughout the school, teachers have a good knowledge of their area of history and plan lessons well. Teaching is particularly effective when imaginative methods are used. For example, in one lesson, pupils were asked to occupy the 'hot seat' and defend the actions of a well-known historical character. This was very successful during a Year 4 lesson on the Tudors. In this lesson, pupils were encouraged to ask questions of Queen Elizabeth 1, such as, 'Most people can't read and write so why did you learn these skills?' Teaching is also effective when two or three teachers work together to offer a well-sequenced range of activities for pupils to experience. By making links between the activities pupils are able to further their understanding. Sharing children's work with the class as examples of good practice helps children to improve the standard of their work. Visits to places of interest such as Kenilworth Castle are used well to reinforce learning and help to make history real and relevant to pupils' lives.

INFORMATION AND COMMUNICATION TECHNOLOGY

110. Pupils start school with very little experience of ICT. They achieve well to reach the standards expected by the ages of seven and 11. This is an improvement on the last inspection when standards were too low. The subject leader is competent and enthusiastic and has been successful in raising standards. The teaching is good, teachers have all received training and so have sufficient knowledge to teach ICT effectively. The most has been made of teachers' expertise because one teacher from each year group teaches both classes. All classes have a computer and there is a suite of computers that is available for group use and is used by each class at least once a week. This provides pupils with suitable opportunities to practise and improve their

skills, as does a computer club that runs after school and includes parents. Problems noted in pupils' learning are swiftly acted upon. For example it was noticed that pupils were having problems using the mouse. To remedy this children were encouraged to practise regularly in the nursery, reception and infant classes. As a result, pupils now have reasonable competence for their age. A technician has been recently appointed. This is effective in keeping all the computers working and allowing the subject leader to spend more time developing the subject.

111. ICT is being increasingly used to support work in other subjects. For example, pupils in Year 5 used CD-ROM to research the Victorians in history lessons and Year 3 pupils sent emails as part of their work in English. This is helping pupils to improve their confidence and their skills. Presently the teachers in each year group use the national guidelines to decide what to teach and the subject leader checks to ensure the full national curriculum is being taught. However, there is no overall plan that tells teachers what skills pupils have already learnt or what specific skills are to be taught that year. There is scope to improve the planning to ensure that as pupils move through school they can build on what they have learnt earlier.
112. Pupils of all abilities achieve well. More able pupils have suitably challenging work planned for them, which they enjoy. Pupils with special educational needs make good progress. Work is often adapted to an appropriate difficulty level and they receive help from expert support assistants who encourage them to try and work out how to complete the work themselves. There are various useful aids to help pupils to follow computer procedures, such as prompt sheets to show how to print work and change letter sizes. Pupils who are learning English as an additional language make good progress. They receive very good support from specialist teachers and assistants, who are well prepared and ensure pupils understand and complete the work successfully. The clear demonstrations in all lessons and the stress on important vocabulary, which is clearly explained, help all pupils to learn.
113. Teaching is good. Lessons are thoroughly planned to cater for pupils' different learning needs. For example, in Year 6, the teacher set pupils the task of finding information from a web site. More able pupils were expected to log on and navigate the full web site, sifting the answers for themselves. Average and less able pupils were paired together, requiring one to explain and the other to learn. Their learning was supported well. For example, they had fewer questions to answer and only needed to use part of the web site. Teachers build well on previous learning to provide a secure foundation for their work in ICT. For example, in a Year 1 mathematics lesson, pupils completed a chart of their favourite flavours of crisps in mathematics. They entered the information into the computer and added labels and a title. They worked hard, with concentration and perseverance, despite their slow and tentative use of the keyboard. Pupils enjoy using the computers; they listen well, try hard and behave well. However, they are often insecure especially when starting to learn a new skill and need much adult reassurance. Once their confidence is gained, which is fostered by the good relationships between the pupils and staff, they work competently and complete work accurately.

MUSIC

114. Music plays a significant role in the life of the school. It provides a bond that unites the many different cultures and races that give the school its unique richness of diversity. All pupils achieve well in music throughout the school. The subject is well

led. The subject leader is a music specialist. Her role is central as she teaches most classes. As well as benefiting from high quality tuition, the pupils gain much from playing a very good selection of wonderful sounding multi-cultural instruments. These include exotically named drums from around the world, such as the djembe and the dhol, the mirdang and the dumbek, as well as the hypnotic chimes of the Tibetan singing bowl. Pupils express themselves with confidence as they explore various rhythms and textures. They enjoy opportunities to perform.

115. By the ages of seven and 11, pupils reach the levels expected for their age. Standards are better than at most schools in singing and in instrumental playing. Infant pupils enjoy music. They quickly pick up new rhythms and songs but do not have the language skills to explain how the music makes them feel. By the age of 11, pupils sing well in unison and in two parts. They have a well-developed sense of rhythm. These findings are similar to those found at the last inspection. Standards are improving because a new scheme of work is being introduced. This ensures that all aspects of the subject are developed in a sequence. There are good opportunities for pupils of all abilities to play a full part in lessons. Those who have special educational needs benefit from very good individual support. Those with physical difficulties benefit from extra opportunities to play instruments. The needs of pupils with English as an additional language are particularly well met. They are encouraged to bring tapes of their own musical traditions for the other pupils to hear. This helps them to feel accepted and respected for their own contributions. For example, two girls, newly arrived, taught their classmates Somali rhythms and drumming techniques. They also taught them dances associated with the drumming. This was their initial link with their fellow pupils!
116. Teaching is satisfactory overall but often good of junior pupils. As well as possessing expert knowledge on multi-cultural music, the teacher has a passion, for its rich sounds and rhythms that is transmitted to the pupils. However, pupils in Year 6 are less aware of western classical music, have limited understanding of musical notation and have had little experience of producing scores for the compositions they have produced. The school choir performs at annual concerts and recorder playing is taught to pupils in the lower juniors. However, some opportunities are missed to allow pupils to perform both to other classes and to parents. Pupils benefit from listening to visiting musicians periodically, such as a jazz trio and a World Music group of instrumentalists. Good links are also made between music and other subjects, such as dance, geography and history. For example, Tudor music is currently being heard and sung prior to a visit to Kenilworth Castle. Good links are also made with other schools in the area for joint 'Music Mornings' where mass singing and playing is linked to individual school ensemble items. This enriches the school's own provision and allows other schools to benefit from the various skills and talents that exist at Stanton Bridge Primary School.

PHYSICAL EDUCATION

117. Standards are at the levels expected at the age of seven and 11, as reported at the time of the previous inspection. However, less than half of the pupils are able to swim 25 metres by the time the swimming lessons cease at the end of Year 5. This is partly because very few pupils have opportunities to visit the swimming pool with their families. The subject is satisfactorily led. The subject leader encourages many local

organisations, such as Coventry Crusaders basketball club and Coventry Leisure Services to provide additional sports opportunities for pupils. However, lessons are not observed and weaknesses go undetected.

118. Pupils achieve steadily as they move through the school. Young pupils capture the different movements of the fairy and the prince in the dance of Sleeping Beauty well, and make suggestions about how to improve their work. They copy each other's actions accurately and perform simple dance patterns competently. In Years 3 to 6, they transfer the skills they have learnt, with control and co-ordination, when using large apparatus and in group games. Pupils in Year 5 have developed very good body control in gymnastics and by demonstrating and discussing sequences they are able to improve the standard of their own work. Pupils work well in groups and help those with special educational needs to perform safely. Pupils with special educational needs make sound progress because their efforts are recognised and praised and their learning needs are well supported.
119. Teaching is satisfactory. Teachers have good understanding of the skills that pupils need to learn and they provide valuable opportunities for pupils to practice them. Teaching is good in Year 3 and Year 5 because pupils are given the freedom to develop movements and ideas on their own, in pairs or as part of a group. When teachers take an active part in the lesson, pupils have a good example to follow and they make better progress as a result. By following the teacher's lead, Year 3 pupils performed the Hawaiian dance confidently. Teachers focus well on helping pupils to improve their performance. They question them well, make good use of demonstrations and ask pupils to comment on their work and others. These factors enable pupils to know what to aim for. One poor lesson was taught to Year 4 pupils in which a pre-recorded broadcast was used unimaginatively. The material was not well matched to the pupils' learning needs, they were given too many instructions and the pace of the lesson was very slow. In this lesson, pupils had no opportunity to express their own ideas and little was learned.

RELIGIOUS EDUCATION

120. Religious education is taught throughout the school according to guidelines established for schools in Coventry. Pupils are introduced to the full range of faiths. Strengths in the subject include the very clear direction provided by the subject leader; the high quality resources that help pupils to be better aware of the sacredness of religious objects; and the imaginative assessment structure that enables teachers to be aware of the learning that has taken place. However, no one gains an overview of how well the teaching and learning develop through the school. Consequently, weaknesses are not identified. For example, some teachers rely on worksheets that occupy rather than challenge pupils; and, opportunities for extending spiritual awareness are missed.
121. Pupils achieve very well in the infant classes to reach standards that are similar to those expected of seven-year-olds. As well as naming three Bible stories, pupils identify their favourite, and explain why. They express their own thoughts regularly to make their learning more meaningful. For example, when considering 'My Special Places' one pupil aptly represented the priorities of his own generation by selecting, 'My friend's house – because he has a Play Station.' Pupils achieve steadily in the juniors where standards are below those expected of 11-year-olds. Standards at the top

of the school are not as high as at the last inspection. The current Year 6 pupils have not benefited from the same range of first-hand experiences of other religions as former pupils did. As their learning has been more dependent upon textbooks and worksheets, they are not able to speak with confidence about the holy books and the places of worship of religions other their own.

122. The best achievement is in Years 1, 2, 3 and 5. Invariably, it is seen when pupils interpret their learning for themselves. For example, one Year 5 pupil considered the theme, 'Do not judge others', and explained, 'I think this means don't judge people by the colour of their skin or religion or their looks or by what they can or can't do.' Too few opportunities are given for this type of mature reflection to develop new insights into the guiding principles for life. Pupils with special educational needs achieve as well as their classmates because of the extra support which they receive. Pupils with English as an additional language also achieve well and sometimes are able to provide first-hand accounts about their own faiths. For example, religious festivals are celebrated and discussed across different religions as they occur annually.
123. Teaching is good in the infant classes and satisfactory in the junior classes. Some teachers set pupils imaginative tasks that fire their imagination. For example, a Year 3 war correspondent for 'The Old Testament Times' wrote of one encounter between David and Goliath, 'I don't know how he was defeated. Spear - its point as thick as a man's arm. Very long sword. But the boy only had a sling shot. Amazing hey?' In other classes, however, the work lacks this same vitality and involvement. Work is too often presented poorly in books or stored in disorganised files. This could convey to pupils that religious education is not a subject in which they need to feel a sense of enquiry, achievement or pride. Pupils are well assessed at regular intervals. In some classes, these assessments take many forms, including poetry, art or drama. This is the result of good planning policies devised by the curriculum leader. These are very thorough and include exact instructions on how to display, and even how to store correctly, the very sacred objects of different faiths.