

# INSPECTION REPORT

## **MANOR PARK PRIMARY SCHOOL**

Cheylesmore, Coventry

LEA area: Coventry

Unique reference number: 103691

Headteacher: Mr A Hewett

Reporting inspector: Mr W Goodall  
15127

Dates of inspection: 22 – 26 April 2002

Inspection number: 194576

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	3-11
Gender of pupils:	Mixed
School address:	Ulverscroft Road Cheylesmore Coventry
Postcode:	CV3 5EZ
Telephone number:	024 7650 1736
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs J Richmond
Date of previous inspection:	19 May 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
15127	Mr W Goodall	Registered inspector	Art and design Design and technology	What sort of school is it? The school's results and pupils' achievements What should the school do to improve further?
11072	Ms S Elomari	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
23584	Mrs J Moxon	Team inspector	Music Religious education	How well is the school led and managed?
27292	Mr J Calvert	Team inspector	Mathematics Geography History	Equal Opportunities
32088	Mrs M Carter	Team inspector	Science Information and communication technology	How well are pupils taught?
7336	Mrs L Howard	Team inspector	English English as an additional language	How good are the curricular and other opportunities offered to pupils?
2787	Mr R Wonnacott	Team inspector		Foundation Stage Curriculum
11419	Mrs P Underwood	Team inspector	Physical education	Special educational needs

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## **REPORT CONTENTS**

	<b>Page</b>
<b>PART A: SUMMARY OF THE REPORT</b>	<b>7-11</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>HOW HIGH ARE STANDARDS?</b>	<b>12-18</b>
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
<b>HOW WELL ARE PUPILS TAUGHT?</b>	<b>18-22</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>	<b>23-26</b>
<b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>	<b>26-28</b>
<b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?</b>	<b>28-29</b>
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	<b>29-33</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>33</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>34-39</b>
<b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b>	<b>40-67</b>

## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Manor Park is a very large primary school situated one mile south of the centre of Coventry. It teaches children from three to eleven years old and has 504 children in the main school and a further 76 part-time in the nursery. Attainment on entry to the school is broadly in line with the national average. The children come from private and local housing association homes from a wide area around the school. The social and economic circumstances of the immediate locality are about average. The number of children who claim free schools meals, nine per cent, is lower than the national average, as is the number of children with special educational needs, six, and those with statements, 0.4 per cent. The proportion of the children with English as an additional language is high, at 12 per cent. The largest minority group of pupils is of Indian heritage. There are many more boys than girls in the school, over 12 per cent more. Attendance is well above the national average, and unauthorised absence is very low, and there have been no exclusions. The school was awarded Training School status for initial teacher training in September 2001.

### **HOW GOOD THE SCHOOL IS**

This is a very effective school. The children come to the school with broadly average ability and from broadly average backgrounds. They are introduced to education very effectively in the nursery. The school has around the national average level of resources but enhances these with initiatives and projects that bring in extra money, support and experience to support the children's learning. The teaching provided is very good, leadership and management are very good and standards of achievement are good overall. The pupils develop excellent relationships and positive attitudes to learning. The school has very good strategies to promote educational inclusion and equal opportunities for all. It provides very good value for money.

#### **What the school does well**

- The very good leadership of the headteacher, senior staff and governors, establishing clear educational direction and very good management.
- The outstanding relationships, positive attitudes and very good behaviour of the pupils, creating a very good atmosphere for learning.
- The high quality of teaching and learning.
- The Nursery provides a very good start to school life for the children.
- The school works very well with parents, the wider community and partner organisations.
- Extra-curricular activities, particularly music.

#### **What could be improved**

- The consistency of use of teacher assessment to inform the next stage of learning, particularly in the foundation subjects, involving the subject co-ordinators in monitoring standards and evaluating the teaching and learning.
- Using the school development plan as an effective tool to focus on school improvement, including the role of the senior managers in school self-evaluation.
- The provision of a daily act of collective worship for all pupils.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in May 1997. At that time the school was judged to be satisfactory in most aspects, with many good features and several strengths. This is now a very good school. Standards have improved and they are now good throughout the school. Teaching has improved, it is now very good overall. The curriculum planning and management has been improved and there are now challenging classroom activities across all subjects. The systems of assessment in the core subjects that were being put into place at the time of the last inspection are now working well, although assessment in foundation subjects has still some way to go. The school has been very pro-active in developing new initiatives and raising funds to support the children's learning. This has now been recognised in its status as a training school. The school clearly has the capacity to continue this improvement.

## 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			
	all schools			similar schools
	1999	2000	2001	2001
English	B	B	B	D
mathematics	B	A	D	E
science	B	A	C	D

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

The group of pupils taking the tests at the end of Year 6 in 2001 was identified as a lower achieving one throughout their time in the school. Even so they still did not achieve as well as their targets predicted in mathematics, although they exceeded them in English. The targets for this year are much higher, they are challenging, and the pupils are on course to meet them. Judged against schools with a similar proportion of pupils eligible for free school meals, the pupils' results were just into the below average category for English and science and well below for mathematics. The pupils who took the tests at the age of seven achieved well above the national average points scores in reading, above average in writing and in line with the national figures in mathematics. In the free schools meals benchmark group the scores were average but the mathematics score was below average. In science, the teacher assessments indicated that the pupils were achieving above the national average. The overall trends have been positive, keeping steadily above the national rate of improvement in both the infants and the juniors. Despite the drop in 2001, trends in mathematics and science have been very positive. More of the seven-year-olds achieved the higher Level 3 than the national average, despite there being many more boys in the year than girls. Both boys and girls achieved similar results, although at eleven the boys are actually doing slightly better, which is not the case nationally. In the Foundation Stage, the majority of children are in line to achieve their early learning goals. Standards are now good in English, mathematics and science in both the infants and juniors and at least satisfactory in all other subjects of the



curriculum. They are good in both the infants and juniors in art and design, religious education, music, history and design and technology and in the juniors in geography. All pupils, including those with special educational needs and with English as an additional language, are achieving well.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to learning are very good throughout the school.
Behaviour, in and out of classrooms	Behaviour in lessons and around the school is very good.
Personal development	Personal development is very good and relationships are excellent.
Attendance	Attendance is well above the national average and unauthorised absence is rare.

The pupils' attitudes to learning are very positive and this helps them to improve their standards of attainment and focus on their learning. They behave very well in all classes, they know what is expected of them and respond very positively to the encouragement and praise given to them. Attendance is very good and there have been no exclusions this year.

## TEACHING AND LEARNING

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

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

The overall quality of the teaching and learning observed during the inspection was very good, with many strengths that far outweighed the areas for development. In four out of every five lessons seen the teaching was good or better and in two out of every five it was very good or excellent. Evidence collected from the teachers' planning records and from the pupils' books indicates that the teaching observed during the inspection is typical of that usually found in the school. The teaching in English and mathematics, including that of the basic skills of numeracy and literacy, is good in the infants and very good in the juniors. Strengths include the teachers' subject knowledge, planning, enthusiasm and high expectations. They use questions well to help pupils develop their ideas and use information and communication technology to support teaching and learning very well. In the very few lessons where teaching was less successful, the lessons were too long and the work was not matched closely enough with all pupils' abilities. Overall the school meets the needs of all its pupils very well. Pupils' learning is very good, helped by their very positive attitudes and relationships.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum meets statutory requirements but the balance of subjects is very heavily weighted towards English and mathematics, affecting the time for other areas.
Provision for pupils with special educational needs	Provision is very good and lower achieving pupils also receive very good support.
Provision for pupils with English as an additional language	Provision is very good, few have major difficulties with English, but all are very well supported to enable them to take a full part in all activities.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Overall provision is satisfactory, provision for social development is very good, for moral development it is good and for spiritual and cultural development it is satisfactory.
How well the school cares for its pupils	The school cares very well for all its pupils, although assessment, particularly in the foundation subjects, needs further development.

The school works very well in partnership with parents. They appreciate what the school is doing for their children and they support it regularly. The curriculum is satisfactory overall; it provides for all subjects of the National Curriculum and religious education. The core subjects, especially English, have a very high time allocation and some other subjects have a lower allocation than is usual. Extra-curricular activities are well provided for, especially music. The school provides pupils with opportunities to reflect in class and group assemblies, but does not provide an act of collective worship for them every day. Overall the school provides a good level of care. Teachers and support staff are accessible, caring and considerate of pupils' welfare and relationships between pupils and with the staff are excellent. Procedures for assessment are satisfactory and have improved since the time of the previous inspection but need to be used more to improve planning, especially in the foundation subjects. The procedures for child protection are good.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Both leadership and management are very good and are strengths of the school.
How well the governors fulfil their responsibilities	The governors fulfil their duties very well. The committees are very well organised and monitor the work of the school efficiently.

<b>Aspect (continued)</b>	<b>Comment (continued)</b>
The school's evaluation of its performance	The processes the school uses to identify strengths and weaknesses are successfully in place in English, mathematics and science in the juniors but are not as well developed in the infants and in other subjects.
The strategic use of resources	The resources available are used well.

Leadership and management are very good. They are strengths of the school. The headteacher's style of leadership results in a shared vision, which puts children at the heart of school improvement. The governors and the senior management team work very well with him and provide strategic direction based on the school's aims. This shared vision is reflected in the ethos of the school and the excellent relationships enjoyed by all who learn and work within it. Valuing children, and promoting personal and social education and respect for others, are very well reflected in the work of the school. Staffing accommodation and learning resources are satisfactory and used well to support teaching and learning. The school uses the principles of best value very effectively.

#### **PARENTS' AND CARERS' VIEWS OF THE SCHOOL**

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• Their children like school.</li> <li>• The children are expected to work hard and are making good progress.</li> <li>• Behaviour is good and the school is helping the children to become mature and responsible.</li> <li>• They would feel comfortable approaching the school and are kept well informed.</li> <li>• The school works closely with them.</li> <li>• The school is well led and managed and teaching is good.</li> <li>• The school provides an interesting range of activities outside lessons.</li> </ul>	<ul style="list-style-type: none"> <li>• The amount of work their children are given to do at home.</li> </ul>

The replies to the questionnaire were overwhelmingly positive, with the exception of the amount of work done at home. The inspection team reviewed this and, although it is inconsistently set, the work enhances that done in class and is overall satisfactory. Other concerns, particularly about the mixed-age classes, were expressed in the parents' meeting. The school is very aware of the need to set different work appropriate to the age and ability of each pupil. The team saw many lessons that were very effective in doing this and a few that were not. Overall the situation is satisfactory. There was some concern that library books could not be changed when finished but this was not a major problem.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and pupils' achievements**

- 1 The inspection took place at the beginning of the Summer term of 2001, just before the Year 2 and Year 6 pupils were to take the national tests and assessments, although all the pupils were continuing with their normal lessons. Ninety-three lessons were observed overall, 16 in the Foundation Stage, 29 in the infants and 48 in the juniors. Pupils' mobility is not a significant factor in affecting the standards the pupils achieve. The school received a national School Achievement Award last year for the standards it had maintained.
- 2 Evidence from assessments made when children enter the Nursery indicates that overall their performance is close to the national standard. At the time of the inspection, two terms later, the attainment of the majority of children was higher than that found nationally for the age group. Children make good progress in the Nursery so that by the time they enter the reception classes their attainment is above the national expectations, with skills in reading and writing particularly high.
- 3 In the reception classes, children continue to make good progress. The evidence from observations suggests that by the time the children join the main school they will almost all have attained the early goals and many will have exceeded them. The majority of children enter the Year 1 class with attainment above that which is typical for their age and maintain good progress overall. This is better progress than at the time of the previous inspection.
- 4 Evidence gathered during the inspection, through observing lessons, examining pupils' books and talking to pupils, shows that current standards in English, mathematics and science are above those typically found at the end of Year 2. Trends in the school over time in the infants have been erratic but consistently above the national average. There was a much larger proportion of boys than girls taking the tests in 2001 but both achieved similar results.
- 5 In the 2001 national tests for seven-year-olds the school's results, calculated by the number of points scored by pupils, were well above the national average for reading and above it for writing. They were in line with the national averages in mathematics. When compared with schools that had a similar proportion of free school meals, results were overall close to the national average but just below it in mathematics. The percentage of those pupils attaining the higher level, Level 3, is well above national expectations for both reading and writing but average for mathematics. Science assessments were above the national average.
- 6 In the infants, pupils' speaking and listening skills are well above the national standards expected. Frequent question and answer aspects of lessons, within literacy and in other subjects, encourage pupils to use and extend their speaking and listening skills. They are able to explain themselves well. Standards in reading are also well above those nationally expected. Pupils in Year 1 are able to join confidently in

reading books, in Year 2 pupils read with expression, building up the suspense of a story. Teachers hear groups read in the guided reading session during the literacy lesson. Here pupils read challenging text with understanding. Standards in writing in Year 2 are well above national expectations for more able pupils and in line with them for the less able pupils. All pupils can write a story in sequential sentences with correctly used full stops and capital letters.

- 7 Current standards seen in mathematics in the infants are slightly above the national average as they were in the 2001 tests. When compared with schools with a similar proportion of free school meals, these results are close to the average. There were many more boys, who usually achieve lower than girls, taking these tests in 2001. Since 1998 results have shown annual variations but the overall trend is positive and in line with the national figures.
- 8 Learning in mathematics is very good overall in the infants. Progress was seen to be better in Year 1 than in Year 2. The younger pupils build well on previous experiences and listen and respond very well to answer questions quickly. The lower attaining group of pupils in Year 1 demonstrate a good knowledge of vocabulary relating to addition and subtraction. Higher attaining pupils in Year 2 are able to subtract a two-digit number from a larger two-digit number and learn to check their answers by using the inverse operation. They know how to add successfully three two-digit numbers up to 100 and can clearly and confidently explain the various methods they use.
- 9 Inspection evidence indicates that the attainment of the pupils is good in science at the end of the infants and good progress is maintained in the classes seen. Work in pupils' books shows that continuity and progression in learning in experimental and investigative science is having a positive impact on achievement. Older infant pupils are recording investigations by including details of their hypotheses and methods. The younger pupils record their findings on a less sophisticated level but a focus is maintained on scientific recording using appropriate vocabulary. In science lessons, Year 2 pupils know about their bodies, what they need to do to keep healthy and the differences between living organisms and things that have never lived.
- 10 Overall standards of the pupils in English, mathematics and science in the junior classes are good and above the national expectation by the age of eleven. The group of pupils who took the national tests at the end of Year 6 in 2001 was identified as a lower achieving one throughout their time in the school. Nevertheless, they did not achieve as well as their targets predicted in mathematics, although they exceeded them in English. The predictions were for 76 per cent of the pupils to gain a Level 4, the national expectation, in English and in fact 82 per cent achieved this. In mathematics, which was recognised as a weakness, 78 per cent were targeted to attain a Level 4 but only 62 per cent actually did so. Ninety per cent of the pupils attained Level 4 in science, which is around the national average.
- 11 The proportion of free school meals at the time, 7.8 per cent, put the school right on the borderline of the benchmark group for comparing similar schools. It is presently nine per cent and the comparative scores for that benchmark group would have been two grades higher, above average in most categories. Compared with these pupils'

attainment at the end of the infants, in 1997, their overall performance is just about in line with predictions. The trends in performance of the pupils in the school have been positive, keeping steadily above the national rate improvement in both the infants and the juniors. Despite the drop in 2001, trends in mathematics and science have been very positive and the school exceeded its target for attainment in English by 6 per cent. The school has set challenging targets for this year's tests, 15 per cent higher than last year, and inspection evidence suggests that they will be met.

- 12 In the juniors, pupils' speaking and listening skills are well above the national standards expected by the age of eleven. In a Year 6 class debate about whether wearing school uniform should be compulsory, pupils presented well-reasoned arguments from the point of view of themselves and parents. Pupils from higher and average ability groups in Year 6 show attainment in reading that is higher than that expected nationally from eleven-year-olds, while the standards of pupils from lower groups are in line with national expectations. Higher attaining pupils read accurately, fluently and with expression. Pupils with typical levels of attainment can explain what they are reading about and what they do if they are unable to understand a word. Standards in handwriting throughout the school are in line with national expectations. Pupils are taught the skills of handwriting throughout the school in a specifically designated lesson but much of what is done is unsatisfactory. As a result there is insufficient progress in handwriting. Attainment in spelling is above that expected nationally of pupils in Years 2 and 6. They make good progress, with weekly spelling lists to learn at home and focused work in class.
- 13 The standard of mathematics work in the juniors is on course to be above average at the end of Year 6. This represents good improvement since the previous inspection when attainment was judged to be in line with national expectations at the end of both the infants and juniors. Pupils are grouped according to age and ability for the daily teaching of mathematics, which has a positive effect upon the quality of teaching and helps to develop the high standards seen during the period of inspection.
- 14 In the 2001 national tests for eleven year olds, at the end of the juniors, the school's mathematics results were below the national average and well below that of schools with pupils from similar backgrounds. In these tests the proportion of pupils attaining the expected level, Level 4, was noticeably smaller than the average, whereas the proportion exceeding expectations and reaching Level 5 was larger than that found nationally. The boys achieved slightly better than the girls. This group of pupils had been identified as being weak in mathematics since the infants; even so they performed below the targets set for them and the school made the teaching of mathematics a priority for this year. Over the past four years there is clear evidence of year-on-year improvement from average to well above average standards, despite the marked dip in the 2001 tests.
- 15 In the 2001 national tests for science for eleven-year-olds, the school's results in science were close to the national average. When compared with similar schools, using pupils' prior attainment, the results were also close to the average but it was below average when compared with schools with similar numbers of free school meals. A similar picture occurs when the percentage of pupils who attained the higher Level 5 is examined. There has been a significant upward trend in science

achievement from 1997 until 2001, when there was a dip in performance. The school had predicted this would occur because of the level of attainment of this cohort at the age of seven. Work in the present Year 6 books indicates that standards for this year are higher and the results should be better. The majority of the pupils will achieve the nationally expected Level 4 and significantly more pupils will achieve Level 5. By the time pupils are in the upper juniors they are able to predict outcomes and set their own fair tests on a variety of problems and correctly predict the outcomes. Pupils are able to set up an experiment to compare the heat retention of different mugs, and correctly predict the outcomes.

- 16 Pupils with special educational needs have individual education plans that outline a detailed programme of support in each subject. They are supported by learning assistants and through class work. This enables these pupils to make good progress. Generally boys' attainment is similar to that of girls but in English it is consistently slightly better. This is different from the national situation. The national strategies for developing pupils' skills in literacy and numeracy have been well established throughout the school. Evidence gathered during the inspection shows that this has strengthened the teaching, improved consistency and has had a very positive impact on raising the quality of teaching and standards. Both strategies are used well across the curriculum in other subjects and help to raise standards.
- 17 All the pupils are grouped according to ability within their year groups for English and mathematics and also for science in Years 5 and 6. Provision of an extra teacher to enable each year group to have three slightly smaller classes has a positive effect on progress and attainment. Pupils of all abilities have good access to learning, including those with special educational needs and English as an additional language. Work in each set is focused on the needs of pupils and on teaching that shares clear expectations for pupils. The sets are reviewed regularly and pupils change sets both during and at the end of each year if needed.
- 18 The school has set targets for the Year 6 pupils to achieve 91 per cent Level 4s in English and 93 per cent in mathematics in the national tests this year. This is much higher than those for 2001. The targets have been set by careful analysis of the pupils' scores at seven and their progress since then. The teachers are confident that these challenging targets will be met and inspection evidence supports them in this view. The school uses performance data in English and mathematics well to compare itself with other schools, to identify the achievement of particular groups and to see what aspects of the subjects need attention. It is less expert at doing this in other subjects. The school has identified correctly the priorities to develop in teaching and learning and the standards in mathematics, science and art and design have improved as a result.
- 19 Most pupils attain standards in information and communication technology, both in the subject and across the curriculum, that are broadly typical of those found nationally at the ages of seven and eleven. Many pupils attain higher standards for their respective ages. As pupils move through the school they make very good progress in developing their knowledge and skills. All pupils have opportunities to become familiar with computers and their uses, through working in the school's well-appointed computer network suite as well as on the computers located in all

classrooms. The use of information and communication technology in other areas of the curriculum is very good. It is used extensively to enhance the pupils' learning in literacy and numeracy. Evidence from the scrutiny of pupils' work shows information and communication technology being used in the teaching of geography, history, art and design, design and technology, science and religious education. Pupils' work is stored electronically in individual folders and there is a whole-school portfolio of work to demonstrate progress across the school. The school is shortly planning to implement a local education authority pilot programme to assess and record pupils' attainment in information and communication technology.

20 Standards in religious education are good at the ages of seven and eleven. Pupils in both phases achieve above the expected levels according to the Coventry Agreed Syllabus and the nationally recommended levels for religious education. However, by the age of eleven, standards of achievement in *Learning from Religion* are higher than in *Learning about Religion*.

21 In other subjects of the curriculum, standards are good overall. In art and design and in design and technology they are good at the end of both the infants and juniors. The two subjects are planned and taught together in the infants and share a timetable slot in the juniors. Much art and design work is exciting and creative, especially when the staff are confident and have developed their own ideas. There has been an emphasis on developing art and design since the last inspection, where it was identified as weak. This has been very successful and, by the age of eleven, the pupils are achieving high standards in a good range of projects. There has been a very successful science and technology week, which has enhanced the pupils' opportunities to develop their skills in design and technology. Standards in geography are satisfactory in the infants but good in the juniors and in history standards are good in both. The subjects come together in topic work in the infants and the pupils are progressing well in both subjects, especially when they go on visits and have personal experience of buildings and environments. Standards in music are good throughout the school and extra-curricular opportunities for performance and practice enable many pupils to raise their personal standards even higher. Little physical education was seen during the inspection and it was not possible to make a judgement about standards in the infants but, in those lessons observed, standards were generally satisfactory and pupils knew about the need for a thoughtful approach to physical development. Many clubs and teams are organised and there is a good range of activities for pupils to choose from.

### **Pupils' attitudes, values and personal development**

22 In the lessons observed during the inspection, pupils' attitudes to learning were very good throughout the school. Behaviour in lessons and around the school was very good. The pupils know what is expected of them and respond very positively to the encouragement and praise given to them. Attendance is well above the national average and unauthorised absence is rare.

23 Children are very keen to come to school from their early days in the nursery or reception class and throughout their time in school. They enjoy their lessons and join in activities enthusiastically. Their personal, social and emotional development is good by the end of the Foundation Stage. Virtually all the parents who responded to



the questionnaire stated that their child liked school. Pupils come to school prepared to work. They settle quickly to work and listen very attentively to their teacher and to one another. They try hard to complete the work set and concentrate very well, even when the lessons are very long. For example, in a Year 3 and 4 science lesson lasting two hours, pupils were reluctant to finish their work even when it was time to go home. Pupils take a pride in their work and in their achievements. Pupils with special educational needs and with English as an additional language share the positive attitudes that pervade the school and are fully included in every aspect of school life. Throughout the school the very positive attitudes to learning have a significant effect on the progress pupils make. The school has been successful in improving the quality of the pupils' attitudes to learning, which was good at the time of the previous inspection.

- 24 Behaviour in lessons is very good overall, an improvement on the good standards noted in the previous inspection report. Pupils respond very positively to the high expectations of staff. During the inspection no unsatisfactory behaviour was observed in lessons. In the nursery and reception classes, where 16 lessons were observed, behaviour was judged to be good in six lessons, very good in eight and excellent in two. In Years 1 and 2, behaviour was very good or excellent in 18 of the 30 lessons observed and in Years 3 to 6 it was very good or excellent in 30 of the 49 lessons observed. This represents an extremely high proportion of very good and exemplary behaviour. Pupils come to school well prepared to learn. The school successfully fosters a purposeful working atmosphere where all pupils are enabled to give their best. The very high quality of behaviour means that the pace of lessons is good because teachers do not have to spend time managing unacceptable behaviour. This in turn ensures that pupils learn well. Pupils show respect for the feelings of others and value opinions that may differ from their own. Often they display very high levels of maturity as, for example, when a group of Year 6 pupils were able to explain clearly to an inspector the importance of respect in the context of their own and others' faiths. Pupils look after the school's resources very well. They take care of their own and other people's property.
- 25 Behaviour at playtimes and lunchtime is very good. Pupils play very well together in the playground and take care to avoid bumping into others when running around. Pupils look after one another, for example, by helping when someone falls over and by including others in their games. In particular, they ensure that pupils new to the school are befriended. Lunchtime is noisy due to the echoing dining halls but is a pleasant social occasion. Movement around the school is extremely quiet and orderly. There is a calm atmosphere in the school. There have been no exclusions in the last year.
- 26 The school provides a good range of opportunities for pupils' personal development. Almost all those parents who returned the questionnaire indicated that school helped their children to mature well. The youngest children settle quickly and are encouraged to grow in self-confidence, particularly through the respectful way staff listen to their ideas and value their input into activities. All pupils are expected to share in tidying up the classroom and specific jobs, such as register monitor, are allocated to all in turn. One pupil from each class, from Year 1 upwards, is elected to represent the class on the school council. Pupils take this responsibility very seriously and are proud of

the achievements of the council. In each class, pupils help to write the classroom rules and they were also involved in the development of the school's Code of Conduct. Pupils enjoy the many opportunities they have to work together in pairs or small groups. They work sensibly together and frequently help one another with their work as well as sharing equipment equably. In literacy and numeracy lessons they are able to work in small groups independently, without disturbing the teacher's work with other pupils. Pupils' mature attitudes enable them to benefit from the many opportunities they have to work independently. In some lessons, pupils were able to use their initiative, for example, in a reception class, a child was sent, with a teaching assistant, to see if the playground was too wet for play. She reported back to the rest of the class rather than the adult doing it for her. Opportunities for independent learning, collaborative work and for pupils to take responsibility were judged satisfactory at the previous inspection. The school has expanded and increased opportunities in all three areas.

- 27 Relationships throughout the school are excellent, characterised by very high levels of mutual respect between staff and pupils. Teachers and other staff support pupils very well and teachers consistently use praise to good effect. Pupils co-operate very well together and develop a very mature understanding of the impact of their actions on others as they move through the school. Bullying occurs rarely and is not tolerated. A Year 1 pupil summed up the pupils' feelings about school very clearly when she commented, "*We all look after one another here and there are no meanies*". The outstanding quality of the relationships is a major strength of the work of the school and makes a very significant contribution to the very high standards of behaviour achieved. There is also no evidence of oppressive behaviour such as racism and sexism.
- 28 Pupils are given a range of opportunities to help others. Older pupils are expected to take care of the younger ones and do so willingly. The system of splitting the school into two "pastoral halves", for assemblies and other events, encourages pupils to form relationships with those in other year groups. Pupils raise money for charity and the school council has recently decided to nominate a charity of the year. Pupils are happy to help their teachers by distributing equipment and are enthusiastic at tidying up at the end of lessons. They also ensure that any pupil joining the school is included in games and activities so that they quickly make friends.
- 29 Attendance is consistently high, at around 95 per cent, and well above the national average. Attendance figures were similar at the time of the previous inspection. Almost all absence relates to illness and the level of unauthorised absence is very low. Pupils routinely attend on time in the morning, although some time is lost during the day as pupils move to and from their set groups.

## **HOW WELL ARE PUPILS TAUGHT?**

- 30 The overall quality of the teaching observed during the inspection was very good, with many strengths that far outweighed the areas for development. Ninety-three lessons were observed, and very good teaching was seen in all three stages of education. Four out of every five lessons were good or better, including five which were particularly outstanding, and 33 which were very good. Only two of the lessons observed were

unsatisfactory. This represents a considerable improvement in the quality of teaching since the last inspection. Evidence collected from the teachers' planning records and from the pupils' books indicates that the teaching observed during the inspection is typical of that usually found in the school.

31 There are 19 classes in the school. The Nursery and three Reception classes make up the Foundation Stage. There are five classes in the infants and ten in the juniors. Classes are organised into four "phases", each with their own phase leader and team of teachers who plan and deliver the lessons. There are five classes of mixed Year 1 and 2 in the lower phase, five classes of Year 3 and 4 in the middle, and five classes of Year 5 and 6 pupils in the upper phase. For English and mathematics, and for science in the upper phase, the five classes are made into six by the use of an extra teacher, either a part-time teacher, or for this term, a graduate trainee teacher who has just qualified. Pupils are selected on the basis of assessments and teacher knowledge into lower, middle and higher ability bands. Most pupils will, however, be average attainers, there will be a few lower attainers and pupils with special educational needs in the lower band, and a few gifted and talented pupils and higher attainers in the top band.

32 Common strengths that were identified in the lessons observed where teaching was judged to be at its best were:

- the teachers' subject knowledge;
- the detail in the teachers' planning to provide different tasks for the ages and abilities within each class;
- the way teachers use questions to help pupils develop their ideas;
- the teachers' high expectations of the pupils in terms of behaviour and work output;
- the pace of the lessons;
- the enthusiasm of the teachers, who provided pupils with high quality stimuli;
- the use of information and communication technology to support the teaching and learning;
- the teaching of the basic skills of literacy and numeracy.

These strengths play a major part in the good progress made by the pupils.

33 In the lessons where teaching was unsatisfactory, the weaknesses were:

- poor use of time, resulting in the lesson being too long;
- work not matched to pupils abilities, most having similar tasks to do;
- insufficient resources for the pupils.

34 The quality of teaching observed in the Foundation Stage was good. In total 15 lessons or part lessons were observed. In two lessons the teaching was judged to be excellent; in five lessons the teaching was very good; in five lessons it was good and in the remaining three lessons teaching was judged to be satisfactory.

35 The teaching observed in the Nursery class was consistently of a good quality, and frequently very good and excellent. The teacher is well supported by two qualified nursery nurses who were clear about their roles and had a positive impact on the

progress made by the children. In a lesson where teaching was judged to be excellent, the nursery teacher made very good use of the book about a dustbin, and a real dustbin filled with objects that made sounds, to help children develop reading and speaking and listening skills. The children were fascinated and made very good progress. In the three Reception classes the teaching observed was always at least satisfactory and often good or very good. In a lesson judged to be excellent, the teacher used dance as a medium for children to show how seeds develop into plants. Where teaching was judged to be less effective the purpose of some of the many activities offered was sometimes not clear.

- 36 Overall, the quality of teaching that was observed in the infant classes was good. In total, 30 lessons or part lessons were observed. In seven lessons teaching was judged to be very good; in 14 lessons it was good; in seven lessons teaching was judged to be satisfactory and in one lesson it was unsatisfactory.
- 37 Very good teaching was observed in the Year 2 classes when teachers were developing the pupils' skills in literacy and numeracy. In each lesson the teachers made very effective use of the new national guidance for English. The lessons were well planned and the clear structure in the sessions enabled pupils to make very good progress. In a lesson where pupils were developing their numeracy skills using the computers in the information and communication technology suite, the teacher used a range of strategies to help them. As a result, the pupils were able to complete the tasks confidently and accurately. In all lessons when the pupils moved to group activities, the clear instructions given by the teacher meant that pupils got on with the task with no fuss and they were able to work independently.
- 38 Good teaching was observed in nearly all the infant classes. In these lessons the materials provided for pupils were stimulating and the pupils were keen to be involved in the activities and as a result they made good progress. In a Year 1 and 2 music lesson, pupils were learning a song about number. The teaching methods used ensured the pupils made good progress as well as enjoying the activities. In the unsatisfactory literacy lesson that was observed, the pace was too slow and pupils did not have access to appropriate reading resources.
- 39 Overall, the quality of teaching that was observed in the junior classes was very good. In total, 48 lessons or part lessons were observed. In three lessons teaching was judged to be excellent, in 21 lessons very good; in 19 lessons good; satisfactory in three lessons and unsatisfactory in one lesson.
- 40 Teaching in English is good in both the infants and juniors. Very good teaching was observed in all year groups, and in a number of subjects including mathematics and English. In these lessons the work given to the pupils took account of their past learning and enabled pupils to make further progress. In a Year 6 class, pupils were being taught the features of discussion text. They made good progress in the lesson and were able to construct their own high quality texts on "*Changing The Countryside*". Teachers' secure subject knowledge was a strength in all lessons. This earned the pupils' respect and confidence. The pace was animated and very well established classroom routines meant that not a moment was wasted. In the unsatisfactory lesson seen in physical education there was an issue about pupils'

safety.

- 41 The teachers are successfully implementing the Literacy Hour. The lesson organisation and suggested teaching strategies are securely in place. Overall, teaching is better in the literacy lessons than in reading and handwriting lessons and in all but one year group some very good teaching was observed during the literacy lessons. Good attention is paid to teaching pupils the elements of writing from the National Literacy Strategy. There is an emphasis on teaching skills which develop pupils' use of vocabulary and sentence structure. Specific English skills were seen being taught to Year 2 pupils with English as an additional language.
- 42 The good and very good lessons share many features of effective teaching, with good relationships and effective behaviour management, so that pupils are keen to learn. Teachers have high expectations of pupils and share these with them frequently. They know what their pupils can do, and match activities to their differing levels of attainment to challenge pupils and ensure good progress. They plan effective tasks that interest pupils, are relevant and promote independence. The pace is brisk in lessons, with pupils making good progress. Good use is made of interactive questioning and explaining, so taking pupils' thinking and learning forward. For example, in a Year 2 English lesson about the setting of the story '*Can't you sleep, little bear?*' pupils suggested '*cosy and comfortable*' and '*safe and secure*' in response to the teacher asking how little bear wanted to feel. In junior classes teachers share the objectives of the lesson and pupils are keen to ensure that they meet them. The time limits given for specific tasks ensure that pupils work at a good pace.
- 43 The range of learning opportunities enables pupils to learn about different times, places and social contexts, such as the use of a text from the Caribbean in a Year 5 lesson. Here, sensitive questioning and explaining strengthened pupils' moral and social development, but these instances are often incidental and not planned. There was no opportunity to strengthen spiritual awareness.
- 44 The school is making good use of the National Literacy Strategy in raising standards in reading and writing. The good teaching seen showed good subject knowledge supported by high quality planning. Teachers ensured that pupils are aware of the learning expected from them. Teachers made particularly good use of the strategy when teaching writing and speaking and listening. Questioning was used very effectively to ensure pupils understood what was being taught. The school has decided to arrange pupils in attainment groups for literacy lessons. This arrangement has proved to be very effective in raising standards of literacy. Resources are used well and support staff deployed effectively to enhance the pupils' learning.
- 45 The teaching observed in mathematics was good in both the infants and juniors. The school is making good use of the national strategy for raising standards in numeracy. A common characteristic of the good teaching was the way that the teachers used questions that made pupils think about their answers. For example, in a Year 5 lesson where pupils were developing their multiplication skills, the teacher asked questions that helped pupils develop their knowledge about the relationships between numbers. '*What are the factors of 30? How do these fit into your knowledge of your tables?*' The school has decided to arrange pupils in attainment groups for numeracy lessons.

This arrangement has proved to be very effective in raising standards of numeracy. Teaching resources for numeracy are used well and support staff deployed effectively to enhance the pupils' learning.

- 46 Teachers' subject knowledge and confidence in information and communication technology has improved since the last inspection. Examples of good and very good teaching of the subject were observed throughout the school during the inspection. The teachers make very good use of information and communication technology to support literacy and numeracy and other curriculum areas such as mathematics, science and design and technology.
- 47 Overall, in all the other subjects of the curriculum, the teaching observed was judged to be good with some very good and excellent teaching observed in both the infants and juniors. There were no significant variations between subjects. This is an improvement since the previous inspection. The work of the co-ordinators and phase teams in developing the planning and personal expertise of all the teachers has been very effective. In art and design the teaching seen was very good in the juniors, where the effects of the enthusiasm and involvement of the co-ordinators has encouraged several of the teachers to attempt exciting projects. Some of the infant teachers are still less confident, but the teaching was still good overall. In design and technology the teachers are introducing the subject well, involving a good range of materials and processes which are well planned for, as they are in geography, where teaching is also good. The teachers have good subject knowledge in history and they organise their lessons well. Even the non-musicians are teaching music lessons well and make lessons interesting and enjoyable. Physical education is taught well; the different aspects of physical activities are included in all the lessons seen.
- 48 The progress made by pupils as they move through the school is good. Children enter the Foundation Stage with average levels of attainment. They make good, and at times very good, progress to reach standards in line with, and in some cases above, those expected nationally for five-year-olds when they transfer to the infant classes. The good progress continues in these classes so that many pupils are attaining standards in line with, and some above, those expected for seven-year-olds. This progress also continues in the juniors where the great majority of pupils are attaining standards around or above those expected by the age of eleven. The progress made by pupils is a reflection of the quality of teaching. Work in the pupils' books shows that over a period of time they are developing their knowledge, skills and understanding in all areas of the curriculum. However, the quality of marking varies. It rarely focuses on specific objectives or gives pupils clear feedback on what they need to do to improve.
- 49 Pupils who have been identified as having special educational needs generally make good progress as they move through the school, as do those pupils for whom English is not their first language. These pupils are taught expertly to overcome the difficulties they may have so that they can access the whole curriculum. Pupils are provided with structured opportunities that enable them to build on their past learning.

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

- 50 The curriculum provided for the pupils is good. It is broad and meets the statutory requirements. All the aspects of the subjects of the National Curriculum and the locally agreed syllabus for religious education are covered. The time provided for English overall is more than in similar schools; the school teaches literacy for an hour or more each day together with 20 minutes daily for reading and a weekly 30 minutes for handwriting. The development of handwriting and writing are priorities for this school year. Time for foundation subjects is at the lower end of advised allocation but the National Curriculum is covered and standards are at least satisfactory and are good in some subjects. Time is identified as being used for such activities as changing for physical education, library, story-time and choir. This is a larger amount of time than similar schools allocate for such activities. Also some time is lost as pupils have to move between the different classes they are in for English, mathematics and other subjects. The curriculum meets the range of interests, aptitudes and needs of all pupils, including those with special educational needs and those for whom English is an additional language, through carefully planned worthwhile opportunities.
- 51 Curriculum planning for each subject is done in the four two-year phase groups through which the school is managed. The teachers in that phase plan together, they devise the curriculum and delegate individuals to take responsibility for a subject. Each phase has a leader who monitors the overall curriculum. The quality of this planning is good. Continuity and progression is ensured by the subject co-ordinator who monitors the planning for each phase, adapting and advising as necessary. This is sometimes done at a late stage in the development of the planning, and the co-ordinators' expertise could be used at the beginning to greater affect. Some of the co-ordinators are more pro-active than others and provide an overall audit of the curriculum for their subject to guide the phase teams.
- 52 The quality of the curriculum for the children in the Foundation Stage is good. It is planned through the six areas of learning, each of which is given appropriate time. The planned activities enable the children to work through the 'stepping stones' to meet, and sometimes to exceed, the early learning goals. Many opportunities are used to enhance and inter-link the early learning goals so that the children are constantly being challenged.
- 53 The strategies for teaching the basic skills of literacy and numeracy are used very well. These skills are taught effectively through the literacy and numeracy lessons and reinforced through planned opportunities in the foundation subjects. Writing and reading are promoted well in many subjects such as history, geography and religious education. There is good use of numeracy skills in science, geography and design and technology.
- 54 The school provides a good range of extra-curricular activities outside the school day. There are opportunities for pupils to study sport and music in the main, but also mathematics, art and design, and to learn more about the environment and computers. Pupils visit museums and places of historic interest, such as the Black Country Museum and Coventry Cathedral to support learning in such subjects as history and

geography. Visitors to the school, such as the local clergy, police and fire services, help to develop pupils' sense of citizenship, while visits from music, drama and art groups support their appreciation of the arts. During the inspection a visit from *Lady Godiva* enlivened the history lesson for pupils in Years 3 and 4. Pupils in Year 5 have a residential field trip and those in Year 6 enjoy a five-day residential experience of outdoor and environmental activities. These support pupils' curriculum learning as well as their social development.

- 55 The school ensures that all pupils have access to all that the curriculum offers and that, if necessary, they are supported through extra resources such as classroom assistants. Pupils with English as an additional language are supported in class and sometimes through withdrawal groups by the teacher funded through the Ethnic Minorities Achievement Grant. Pupils with special educational needs have individual education plans that enable teachers to plan to help them meet their targets. The school has taken care to ensure that pupils who have instrumental lessons do not miss the same part of the same lesson each week. However, a few pupils do miss personal, social and health education and/or their class assembly at least once a week when they are withdrawn for specific teaching to meet their individual targets.
- 56 The policy for the provision for pupils' personal and social education, including health education and attention to drug abuse, has been in place since the beginning of the school year. The policy is coherent and appropriate to the ages and needs of the pupils. Pupils have at least one half-hour lesson each week during which time there are opportunities for worthwhile discussions of the topics. Pupils have a sound knowledge and understanding of health issues, especially about healthy eating, and apply this knowledge to help them make sensible choices.
- 57 Clergy from several local churches visit the school on a regular basis. A Christian group take an assembly once a fortnight for the oldest pupils. This usually takes the form of enacting Bible stories in a style that captures the pupils' attention and enhances their knowledge of these stories. The school supports Cheylesmore Age Concern through visits and performances that the pupils themselves organise. There are satisfactory links with some car factories, such as Jaguar and Peugeot, through the Partnership in Industry scheme. The school participates in the Comenius programme linking with schools in Italy, Finland, Sweden and the UK. The school welcomes the community in to use its facilities for classes in martial arts, gymnastics and French and for a 100-strong choir to practise. Many children and their parents avail themselves of these opportunities. The costs of these lettings are kept down to help these groups offer tuition that is affordable to all. The out-of-school club meets daily before and after school. It is self-financing, offers high quality provision and care to children from Manor Park, and is a model of good practice for the local education authority.
- 58 The school has strong curriculum links with the local secondary schools to which the pupils transfer and other, more social, links that go on throughout the year. Foundation Stage staff have built up links with many of the pre-school settings that children attend prior to the nursery. These links ensure that children entering and leaving the school feel secure and confident to face new challenges.



- 59 Teachers' good quality curriculum planning helps to ensure the very effective development of pupils' knowledge and understanding as they move through the school. It also makes very good allowance for pupils with special educational needs and those for whom English is an additional language, particularly in the core subjects of mathematics and English. The school makes suitable provision for pupils' equal access to the whole curriculum, with the staff making sure that all pupils are involved as far as possible in a full range of structured activities. In making sensitive efforts to include all groups of pupils in planned activities, the school allows most pupils to achieve well academically, whilst it enables social development to be very good. Because the school recognises the importance of the provision of equality of access to the whole curriculum, it has recently appointed a co-ordinator with specific responsibility throughout the school. There is a draft policy, and the action plan for equal opportunities outlines identified priorities for development. The policy reflects the school's aims to value each member of its community and to develop relationships which are based upon respect and consideration. Staff attitudes, expectations and behaviour towards all pupils and each other promote equality of opportunity.
- 60 Overall the provision that the school makes for the spiritual, moral, social and cultural development of the pupils is satisfactory, with strengths in moral and social development. A member of the teaching staff has been given responsibility for developing this aspect of the curriculum. There is now a written policy that explains what is expected in these areas but it does not give strategies to help teachers address them. This policy and its implementation has not yet been incorporated fully into curriculum schemes of work, therefore much of what happens, although valuable, is incidental and unplanned. This is the same as at the time of the previous inspection.
- 61 The provision for pupils' spiritual development is satisfactory. It is developed through religious education lessons and in some art and design and music lessons. Opportunities in other lessons are not exploited enough. There is no provision for an act of worship every day. Therefore, the school does not meet the statutory requirements for a daily act of collective worship. The acts of worship which do take place for the whole and half school assemblies are well planned and follow a theme. These often concentrate on moral themes, such as caring for the environment, and make a strong contribution to pupils' understanding of these issues. However, there is too little time allowed for pupils to reflect on what they have heard and to make a personal response. During the inspection there were examples of pupils being given opportunities to think about the wonders of our planet. For example, when a stick insect was placed on the overhead projector and magnified to several times its real size, all pupils showed a sense of awe and excitement.
- 62 The provision for pupils' moral development is good. All the pupils distinguish right from wrong. Incidents of unkind or thoughtless behaviour are rare. When asked, pupils could not think of any such incidents but said, '*We look after each other here. There aren't any meanies*'. Pupils look after new children who come to the school '*No-one gets left out here*'. '*It's safe and friendly*.' The pupils understand why their school is a pleasant place to be in, and how they can keep it like that.
- 63 The provision for pupils' social development is very good. All the groups within the school work harmoniously together. Even the youngest pupils understand the need to

work and play together in a friendly way. Teachers remind pupils about the rules of the school and pupils articulate well the reasons for such rules. The way the school is organised and run establishes strong bonds between the pupils of different ages who support each other and relationships between them are very good. The relationships with the staff are very positive, which creates a strong ethos for learning.

- 64 The provision for pupils' cultural development is satisfactory. It is encouraged through the curriculum, in history, geography, religious education, art and design, and in music. Visits to art galleries, museums, visits from performing arts groups and visitors to the school also encourage the pupils' cultural development. However, the multicultural, multi-ethnic nature of society is insufficiently promoted. The school displays the usual posters of welcome in many languages but around the school there are very few examples of photographs, artefacts, posters and displays that promote people from a variety of ethnic backgrounds in a positive way. In the Foundation Stage classes there are too few home-corner articles with which young children from ethnic minority backgrounds can identify, neither are there enough texts using alphabets with which they could be familiar. The beliefs of the major religions of the world are well taught in religious education lessons. The school is co-ordinating the Comenius project, a European Community initiative across several countries. This provides the teachers with contacts and resources that are shared with the pupils, such as the book from Finland that arrived from a partner school during the inspection week and which was displayed with one from Italy in the corridor.

#### **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

- 65 Overall, the school provides a good level of care for its pupils and has built on the standards noted in the previous inspection report. Teachers and support staff are accessible, caring and considerate of pupils' welfare. Procedures for assessment are satisfactory and have improved since the time of the previous inspection. However, the school does not make sufficient use of the information gained from assessments when planning the next stage of learning for pupils.
- 66 The arrangements for ensuring the welfare of pupils are good. The excellent quality of relationships throughout the school helps to ensure that staff know the pupils very well. This promotes high standards of care for all pupils. The procedures for child protection are good. The headteacher is the designated person responsible and has received relevant training, regularly updated. The school has thorough policies and procedures covering health and safety policy and staff pay good attention to issues of health and safety in lessons and when pupils go on school trips. Regular health and safety checks are carried out and the caretaker deals promptly with any issues that are reported on a day-to-day basis. There are regular fire drills and equipment such as electrical appliances is tested in accordance with requirements. Clear procedures are in place for any pupil who becomes ill in school and for dealing with accidents. There are clear procedures to ensure safety in making connections on the internet.
- 67 Throughout the school there is very good support for pupils with special educational needs. Their needs are identified at an early stage and are well met. Individual education plans are clear and well focused so that pupils are able to make good progress. The special educational needs co-ordinator works with teachers to ensure

that every pupil, whether identified as having special educational needs or just attaining lower than others in the class, is supported well.

- 68 The school promotes the importance of prompt, regular attendance well. Absence is monitored regularly, ensuring that levels of attendance are consistently good. All unexplained absences are followed up but in almost all cases parents are meticulous about informing the school. Lateness is also monitored. Any emerging patterns of lateness are followed up promptly.
- 69 Procedures for monitoring and promoting good behaviour are very good. The behaviour policy provides a clear framework for achieving and maintaining very good behaviour. The pupils understand what they are expected to do as they were involved in writing the school Code of Conduct and their own class rules. They are well motivated by the high expectations placed on them as well as by the praise, stickers and certificates they receive. Staff explain why some behaviour, such as running in the corridors, is unwise and this enables pupils to take responsibility for their own behaviour. Teachers monitor behaviour and consult early with parents when there are concerns. The school also uses the behaviour support service when appropriate. Teachers and other adults provide very good role models for pupils. Procedures for monitoring and eliminating bullying, sexism and racism are excellent and securely based on the respect pupils are encouraged to show to their peers. Pupils and their parents are confident that, when bullying does occur, it is dealt with promptly and effectively. The school is successful in integrating pupils who join during the school year with identified behaviour problems, enabling them to attain high standards of behaviour. Two pupils who attend the attached speech and language unit are re-integrated into the main school each Friday and the other pupils work along side them and play with them at break and lunchtime. The excellent relationships and mutual respect evident throughout the school play a significant part in ensuring that behaviour is consistently very good.

### *Assessment*

- 70 In the Foundation Stage there are good arrangements for assessing children's attainment and progress. In the infants and juniors the assessment of pupils' progress is satisfactory overall, with some weaknesses.
- 71 There are some satisfactory whole school systems in place to track how well pupils achieve in English, mathematics and science. Systems to assess progress and attainment in the foundation subjects are newly in place. Teachers know their pupils very well and are very committed to giving them the work they need to help them improve, including targets in English and mathematics. Teachers keep their own records of attainment and progress in the core subjects. Weekly planning in the core subjects contains a column for assessment but not all teachers use it well. In Year 6, pupils are very well aware of what they are doing well and what they need to do to get them to the expected level in English and mathematics. In the juniors, teachers also analyse test results to highlight individual weaknesses in English, mathematics and science. A computerised system managed by the assessment co-ordinator provides useful information about the progress made each year by groups and individuals.

- 72 Although the systems are in place and the teachers' knowledge of their pupils contributes well to their progress, the use of day-to-day assessment to secure what pupils need to do next is inconsistent and is not effectively combined with outcomes of tests. There is insufficient consistent recording of ongoing progress. Results are used to group pupils in sets but are not used rigorously enough to target groups and individuals who need to make more rapid progress. Analysis of assessment leads to some target-setting by teachers. However, progress towards the school's targets is not tracked consistently enough by senior managers or used to set challenging targets for each year group to raise standards even higher by age eleven.
- 73 Records of progress in the foundation subjects are in place but the results are not recorded in a way that enables them to be passed on from year to year. As so many pupils change classes each year, teachers are dependent upon discussions with colleagues to receive information about how well their new pupils achieve in a variety of subjects. Individual pupil records do not provide ongoing recognition of progress from year to year in all subjects and the reports for parents do not provide enough detail of progress being made in each subject. It is therefore difficult for staff to differentiate well from the start of the year and build effectively on what has been learned before. The use of ongoing assessment to guide curricular planning is currently unsatisfactory.
- 74 In the best examples, marking is used to tell pupils how well they have done and what they need to do to improve but the quality of teachers' marking is inconsistent and not always in line with school policy. Marking is not making enough difference to pupils' learning. The reports to parents meet requirements, apart from the reporting of personal, social and health education, they are generally satisfactory and are being improved after consultation with parents.

#### **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

- 75 The responses to the parents' questionnaire and comments at the parents' meeting indicate that parents are extremely supportive of the school. Almost all state that their child likes school and is making good progress. They feel that the teaching is good and they are very satisfied with the standards achieved by their children and with the information they received from the school. Parents feel comfortable to approach the school with questions or problems. They value the high standards of behaviour in the school, and the way that their children are helped to become mature and responsible individuals. Inspection evidence bears out these positive views. Parents did not raise any significant concerns, although a minority do not feel that their child gets the right amount of homework. Some parents at the meeting expressed concern that pupils in Years 1, 2 and 3 were not able to change their reading books frequently enough, resulting in boredom when books had to be read and re-read. Inspection evidence shows that homework is set regularly but pupils are not free to change their books whenever they are ready to do so.
- 76 The school has established a number of effective links with parents. The home-school agreement is well established. Parents are encouraged to help children at home and are provided with information on the curriculum every half term to enable them to do so. Parents have a range of opportunities to consult with their child's teacher,

including one meeting with the teachers for their child's literacy and numeracy class. They are also welcome to talk to the teacher at any time, by arrangement. Staff keep parents informed of any concerns regarding learning, behaviour or attendance.

- 77 The Parent Teacher Association (PTA) is a successful group that holds events throughout the year and raises a significant amount of money to support the work of the school. Although a small group organises most of the events, other parents become involved on a less frequent basis, for example, by organising the annual bonfire party. Support for the events is very good. The committee is fully involved in decisions about how the money raised is spent. When the school set up its computer suite, for example, the PTA paid for the computer benches. PTA members also support the school in other ways, such as providing refreshments at the school sports day.
- 78 The school provides a good range of quality information for parents. The school prospectus and Governors' Annual Report to parents contain the full range of required information. Both are very well-presented, attractive documents. Newsletters are frequent and informative, celebrating achievements as well as providing information about forthcoming events. Half-termly curriculum information keeps parents well informed about the work their child is doing. Parents of pupils with special educational needs are well informed and involved at all stages.
- 79 The quality of the annual progress reports on pupils to their parents is satisfactory overall. In the Nursery and reception classes, reports cover the six areas of learning and provide a very good picture of the child's attitude to learning and of the work covered. In Years 1 to 6, comments on English, mathematics and science are usually detailed and provide a clear picture of attainment. However, there is variation between teachers in the usefulness of the comments and some focus more on attitude than attainment. Comments in other subjects are brief and do not consistently provide sufficient detail about the standards the pupil has achieved. Although the reports give a clear picture of what each pupil knows and can do, there are few comments to help parents understand the progress made by their child. Currently, personal development and personal, health and social education are not reported, which is a weakness. The school has recognised the weakness in the reporting of progress and, following a working party, new guidelines are in place to ensure improvement. Parents have the opportunity to discuss their child's progress in detail at the subsequent consultation meeting. Attendance at this is very high.
- 80 Parents and carers are welcome to help in school in a variety of ways but the number of parent helpers is steadily declining as more return to work. However, parents are very willing to help on visits. They are also keen to attend events such as class assemblies and school productions.
- 81 Overall, the school has maintained the positive partnership with parents reported after the previous inspection.

## **HOW WELL IS THE SCHOOL LED AND MANAGED?**

- 82 Leadership and management are very good. They are strengths of the school. The

headteacher's style of leadership results in a shared vision, which puts children at the heart of school improvement. Together with the governors and the senior management team, he gives a firm steer to the work of the school and provides strategic direction based on the school's aims. Staff and governors are aware of the headteacher's intention to provide all children with the skills and knowledge they need to make the most of their ability and to become mature and caring citizens. This shared vision is reflected in the ethos of the school and the excellent relationships enjoyed by all who learn and work within it. Valuing children, promoting personal and social education and respect for others are very well reflected in the work of the school.

- 83 The headteacher has established an effective and logical management structure which empowers the senior managers to contribute well to the development and day-to-day running of the school. Delegation of responsibilities and the headteacher's commitment to a collegiate approach to management results in shared ownership of school improvement. Clear lines of communication exist between staff and senior management through the phase leader system. All staff are able to contribute ideas to the developments of the school and feel they have a part to play in school improvement. The provision of non-contact time enables co-ordinators to lead their subject more efficiently. They are beginning to develop skills and experience in monitoring and evaluation.
- 84 The senior management team, which includes the deputy headteacher, the assistant headteacher and other phase leaders, contributes ideas to the school development plan, as do all subject co-ordinators. There is wide consultation, including that with governors. The current plan contains a large number of areas prioritised for development and including plans for some subject areas. All subjects have their own plans for development. Some priorities are clearly linked to measurable pupil outcomes but others have success criteria which are less well defined. The majority of staff and governors are agreed about the school's need for school improvement in certain areas. However, the plan does not highlight the main priorities clearly enough and separate them from the other, less crucial developments. The current plan has resulted in improvements in many areas, but often the actions taken have been more detailed and wide-ranging than the plan suggests. Monitoring has taken place, but it is not clear in the plan who will monitor the outcomes and how the success of the action will be evaluated.
- 85 The senior management team provides strong, united leadership and ensures that communication with all staff is effective. The team meets regularly and is a channel for the exchange of information and forward planning. Members of the management team share the vision of the headteacher and are very committed to their role. All senior managers have received initial management training. The headteacher and his deputy have been trained in school self-evaluation, but the other senior staff who contribute much to shaping the direction of the school are not yet as skilled in monitoring and using information to define strengths, weaknesses and necessary actions.
- 86 The governing body is very active and contributes much of value to the work of the school. Governors fulfil their statutory duties very well. Committees are very well

organised and monitor the work of the school efficiently. Governors receive and act upon information from the headteacher and senior managers. Governors take their role very seriously and receive regular training. They have a very thorough understanding of the school's priorities and have taken an active role in the improvements since the last inspection. Governors with specific responsibilities spend time in school and receive reports from the senior managers and subject co-ordinators to enable them to find out for themselves how well progress is being made.

- 87 The headteacher monitors the quality of teaching of all staff and the procedures for performance management ensure that staff develop their practice in line with requirements. Senior managers and subject co-ordinators also observe teaching but have not received sufficient training to enable judgements against criteria to be made effectively and acted upon. The school's analysis of data in the core subjects enables target-setting against prior performance. Weaknesses in achievement in the core subjects have been successfully identified and improved, for example, in English and mathematics. Most areas of weakness identified in the previous inspection have been successfully dealt with, including those mentioned within the main body of the report which were not key issues, but were felt by the school to be important. Areas of weakness in teaching identified in the previous report have been addressed through staff training and development, particularly through the National Literacy and Numeracy Strategies. The provision of initial teacher training in the school's role as a training school and the training of graduate teachers has recognised the expertise of the teachers and further helped with developments in the quality of teaching. Some staff are involved in research initiatives which enrich their classroom practice, much of which is already very good. These initiatives include modern foreign languages in Year 6 and the perceived "dip" in standards in Year 3 and 4.
- 88 The school has good procedures in place for the induction of new staff through the support of the deputy headteacher linked to his role as Training School Co-ordinator. The school has been awarded the status of a Training School by the Department for Education and Skills, as recognition of its very successful provision of initial teacher training and its links with Warwick University. It takes about 12 students a year, who are very well monitored and organised in their training year.
- 89 The governing body has put arrangements in place for the performance management of staff including the headteacher. These are managed well.
- 90 The school sets realistic, but challenging targets for pupils aged eleven. In consultation with the local education authority, the school uses data to identify targets in English, mathematics and science. Targets take account of the ability of groups and individuals. Major areas for improvement are correctly identified and suitable actions put in place to improve them. For example, standards in English and mathematics have improved since this was identified as an area for action last year. Successful initiatives have been introduced to improve reading levels. Progress towards the numerous actions identified in the School Development Plan is reviewed by the headteacher and senior management team and reported to the governing body. The processes the school uses to identify strengths and weaknesses are successfully in place in the core subjects in the juniors but are not as well developed in the infants

and in other subjects.

- 91 The areas for improvement identified in the development plan are allocated appropriate finance. Targeted spending has a direct effect on raising standards, for example, in literacy and mathematics and information and communication technology. This is particularly evident in information and communication technology where the provision of a suite and training for staff has dramatically improved standards since the last inspection. A “raising achievement group” has been established to bring teachers with different responsibilities together to identify initiatives to raise overall standards.
- 92 The school finances are efficiently managed and administered. The Administration Officer has a very thorough understanding of the school’s procedures for financial management and works effectively with the headteacher and staff to ensure efficient use of systems. She provides regular informative reports to the governing body. Efficient information and communication technology systems are in use in the school’s administration, including the increasing use of electronic mail.
- 93 The school is in receipt of a number of additional grants, including income from its status as a training school and as a recommending body for graduate teachers. All grants are designated to purposes linked to the raising of achievement. Grants to support pupils with special educational needs and those for whom English is an additional language are used to best effect and result in good progress being made by these pupils. Other grants, such as the one to evaluate interactive whiteboards, are successfully used to support areas of improvement identified in the school’s planning.
- 94 The principles of best value are consistently applied to the purchasing and use of resources. The school compares its spending and achievements with those of similar schools and schools nationally. It considers best value when buying contracted services and consults widely.
- 95 The number of teachers enables pupils to be taught in classes below 30. Teachers are all suitably qualified to undertake their responsibilities. The school benefits from a number of staff who are musicians and who contribute well to the high standards achieved. Teaching assistants support pupils well, enabling those with special educational needs and those for whom English is an additional language to have equal access to the curriculum and to make good progress. They receive training to help them deliver additional teaching support. Non-teaching staff also make a valuable contribution to the work of the school. They are enabled to contribute ideas and feel valued; for example, the site manager has offered ideas which have saved the school money and conserved resources.
- 96 Staff are well supported through the phase management structure. They plan and work together in teams but retain autonomy in deciding how they teach the agreed content of the curriculum. The leadership style of the headteacher enables staff to develop professionally. Staff are supportive of the headteacher and feel valued. The provision of regular non-contact time has raised morale and reduced staff absence.
- 97 The school building and grounds provide satisfactory accommodation for the delivery



of the curriculum. However, there are no spare spaces when the setting for the core subjects results in the use of the libraries as classrooms. The school's information and communication technology suite is an asset and has made it possible to integrate the use of information and communication technology in a range of subjects. The outdoor play area in the Nursery is an excellent resource and enhances learning for the youngest children.

- 98 The age of the building and the nature of its design impose restraints and make it costly to maintain and improve. Small classrooms, some with poor quality storage, sinks and display units, detract from the quality of the learning environment. In many areas, good quality display, carpeting and storage units enhance the climate for learning and celebration of pupils' work but there are areas where the standards of display, furniture and decoration are not as good and do not reflect the high quality of work taking place in classrooms. The outdoor areas have the potential to be an attractive and stimulating resource for learning and play, but some are currently unattractive and neglected. The school has plans to develop the outdoor areas and has started a programme of improvement.
- 99 The school is well resourced in information and communication technology and has two adequately stocked libraries. Resources for music are good. In other subjects resources are satisfactory. The libraries promote reading and encourage pupils to have a love of books. However, the promotion of good quality literature in classrooms and other areas of the school is limited by the range of good quality books available outside of the library and by the quality of the furniture for storage and display in many classrooms. The resources in terms of staff, resources and accommodation available to deliver the curriculum are satisfactory overall.

#### **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

- 100 In order to build on the already very good provision and the very good progress being made, the headteacher, governors and senior staff should:
- (1) develop the consistent use of teacher assessment to inform the next stage of learning in all subjects, particularly the foundation subjects, and support the subject co-ordinators in their role of monitoring standards and evaluating the effectiveness of teaching and learning (see paragraphs 72, 73, 74);
  - (2) extend the use of the school development plan as an effective tool to focus on school improvement and the role of the senior managers in school self-evaluation (see paragraph 84);
  - (3) provide a daily act of collective worship for all pupils (see paragraph 61).

## PART C: SCHOOL DATA AND INDICATORS

### *Summary of the sources of evidence for the inspection*

Number of lessons observed	93
Number of discussions with staff, governors, other adults and pupils	100

### *Summary of teaching observed during the inspection*

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	5	33	38	13	2	0	0
Percentage	5	34	39	13	2	0	0

*The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching.*

### *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)	38	506
Number of full-time pupils known to be eligible for free school meals	0	41

*FTE means full-time equivalent.*

#### **Special educational needs**

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	6
Number of pupils on the school's special educational needs register	4	31

#### **English as an additional language**

	No of pupils
Number of pupils with English as an additional language	63

#### **Pupil mobility in the last school year**

	No of pupils
Pupils who joined the school other than at the usual time of first admission	15
Pupils who left the school other than at the usual time of leaving	20

## Attendance

### Authorised absence

	%
School data	4.6
National comparative data	5.6

### Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2001	39	28	67

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	37	36	38
	Girls	28	26	28
	Total	65	62	66
Percentage of pupils at NC level 2 or above	School	97 (97)	93 (96)	99 (97)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	37	38	38
	Girls	28	28	28
	Total	65	66	66
Percentage of pupils at NC level 2 or above	School	97 (96)	99 (94)	99 (97)
	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)***

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2001	38	35	73

<b>National Curriculum Test/Task Results</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC level 4 and above	Boys	30	30	37
	Girls	28	15	29
	Total	58	45	66
Percentage of pupils at NC level 4 or above	School	82 (83)	62 (81)	90 (92)
	National	75 (75)	71 (72)	87 (85)

<b>Teachers' Assessments</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC level 4 and above	Boys	33	32	37
	Girls	25	16	29
	Total	58	48	66
Percentage of pupils at NC level 4 or above	School	79 (86)	66 (81)	93 (95)
	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	8
Black – African heritage	0
Black – other	1
Indian	61
Pakistani	7
Bangladeshi	3
Chinese	1
White	312
Any other minority ethnic group	41

*This table refers to pupils of compulsory school age only.*

### ***Teachers and classes***

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	22.1
Number of pupils per qualified teacher	23.1:1
Average class size	28

#### **Education support staff: YR – Y6**

Total number of education support staff	14
Total aggregate hours worked per week	218.5

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	1.2
Number of pupils per qualified teacher	39.1:1
Total number of education support staff	2
Total aggregate hours worked per week	108.4
Number of pupils per FTE adult	13.1:1

*FTE means full-time equivalent.*

### ***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.*

### ***Financial information***

Financial year	2000-1
	£
Total income	1,004,684
Total expenditure	1,007,263
Expenditure per pupil	1,883
Balance brought forward from previous year	38,677
Balance carried forward to next year	36,098

***Recruitment of teachers***

Number of teachers who left the school during the last two years	4
Number of teachers appointed to the school during the last two years	5
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

## ***Results of the survey of parents and carers***

### **Questionnaire return rate**

Number of questionnaires sent out	544
Number of questionnaires returned	172

### **Percentage of responses in each category**

	<b>Strongly agree</b>	<b>Tend to agree</b>	<b>Tend to disagree</b>	<b>Strongly disagree</b>	<b>Don't know</b>
My child likes school.	70	28	2	0	0
My child is making good progress in school.	58	39	2	0	1
Behaviour in the school is good.	53	45	0	0	2
My child gets the right amount of work to do at home.	34	43	13	3	7
The teaching is good.	53	45	1	0	2
I am kept well informed about how my child is getting on.	49	42	7	1	1
I would feel comfortable about approaching the school with questions or a problem.	66	30	2	1	1
The school expects my child to work hard and achieve his or her best.	59	38	2	0	2
The school works closely with parents.	33	56	9	0	2
The school is well led and managed.	66	30	1	0	2
The school is helping my child become mature and responsible.	60	37	2	0	1
The school provides an interesting range of activities outside lessons.	46	28	7	3	16

### **Other issues raised by parents**

Some parents had concerns about the mixed-age classes and how their children were taught in them.

**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**

- 101 The Foundation Stage of education includes children who are three, four and five years old. The majority of children in these classes are on course to reach the expected targets for the end of the Foundation Stage; many of the pupils will attain at an even higher level. Overall, provision for the Foundation Stage of education is very good. The quality of resources in the Nursery is good, in the Reception classes the resources are satisfactory, but some are of poor quality.
- 102 Children enter the Nursery in the September of the year they become four years old; they attend for a morning or afternoon session. Evidence collected from examining assessments made when children enter the Nursery indicates that, overall, their development is close to the national standard. At the time of the inspection, the development of the majority of children was higher than that typically found nationally for the age group. Very good teaching in the Nursery means that children make good progress so that by the time they enter the reception classes, their attainment is above the national expectations and skills in reading and writing are often high.
- 103 In the Reception classes children continue to make good progress. The teaching observed in the three classes was consistently of a good standard and in several lessons it was judged to be very good or excellent. Where teaching was at its best the teacher focused the children's activities so that they made clear progress in learning. On the other hand, in some classes too many activities were provided for children and as a result it was not clear what they had learned. For example, in one class where pupils were practising the forming of the letters "b" and "h", there were 14 activities for 19 children and some were still forming the letters incorrectly as the teacher and assistants worked with other groups.
- 104 Throughout the Foundation Stage, a strength of teaching is the way staff work together as a team, each playing a full part in teaching and supporting the children. Everyone knows their role and understands what the children are to do and what they should learn. Routines are clearly understood and consistently implemented so that children feel secure and know what is expected of them.
- 105 Curriculum planning is being effectively developed to meet the requirements set out in the national guidance for this age group. Consequently all aspects of the curriculum are properly covered and the majority of activities planned are appropriate for the development of the children. Assessment procedures are thorough. Staff assess each child when they join the Nursery and make two other assessments as children move through the school year. The same set of procedures continues when pupils enter the reception classes. However, across the Foundation Stage the information gathered from these assessments is not being used in a consistent way to plan what children need to do next to advance their learning further.



## **Personal, social and emotional development**

- 106 By the end of the Foundation Stage, nearly all children reach standards in this area that are in line with national expectations and many reach a higher standard. They have made good progress in relation to their attainment on entry to the school.
- 107 In this area of the children's development, teaching is good, routines are well established and children rapidly learn what is expected of them. For example, children in the Nursery are clear about what is required of them at the end of a session and they clear up equipment with little fuss. The Nursery is well organised and activities well prepared so that children move confidently from one activity to another. Children persevere and become very engrossed in activities, for example, when learning to use the computer mouse. They show real enthusiasm and enjoyment when activities catch their imagination, for example, when playing in the 'Vegetable Shop' role-play area. On occasions they become restless and lose interest when they are not sufficiently actively involved and are kept too long sitting on the carpet. For example, in a Reception class, pupils became distracted when the teacher took too long to explain how the puppet theatre was to be used. Teachers, the nursery nurse and other supporting adults are caring and sensitive to the children's needs so that they feel able to seek help and support as they need it and relationships are positive. Staff acknowledge and praise children who behave well and work hard; they remind children about what is expected. Consequently, behaviour is usually good and often very good in class and in the large secure outside area. Pupils dress and undress themselves well for work in the hall and look after their own hygiene well.

## **Communication, language and literacy**

- 108 Children's attainment is at present in line with national expectations and frequently much higher. The children's levels of attainment in speaking and listening are particularly high; the majority of children in the reception classes are able to hold a sustained conversation with adults. For example, one child was able to explain in some detail how he had travelled to London by train and then '*Frightened the birds in the centre of London*'. The five or six children who had problems with English at the beginning of the year are now fully involved in all activities as they have made excellent progress and their standards of speaking and listening are similar to the rest of the group.
- 109 Nursery staff use a range of well-prepared and appropriate practical activities to extend children's vocabulary. They talk to the children about the activities using the relevant vocabulary, encouraging the children to join in. For example, when making bread, the support assistant encouraged the children to use the correct language and they could explain that it was the yeast that had made the bread grow.
- 110 Teaching in this area of the children's development is good. The Nursery and reception classes provide children with every opportunity to be involved in the written word. Children are encouraged to have a go at writing and spelling words. In a lesson where children were making a list of the ingredients needed to make bread, the teacher used very good techniques to help children sound out and attempt to spell words. The relationship between the teacher and children was very good and as a result children

were prepared to have a go at quite difficult words, for example 'oil' and 'seeds'. By the end of the session the higher attaining children were making their own lists with the majority of words spelt correctly.

- 111 Children are attaining higher than expected standards in reading. The majority of children in the reception classes are able to recognise a good number of words. Many of the children are able to use a range of strategies when they are not sure about words and therefore progressing well. The higher attaining children have a good knowledge of letters and the sounds they represent and are starting to recognise more complex letter combinations. One child was able to identify the double 'e' sound in the word 'seed'.

### **Mathematical development**

- 112 By the end of the Foundation Stage, children's mathematical development is at least in line with national expectations and a significant number of children are attaining at a higher level. Children make good progress overall in relation to their attainment on entry to the school.
- 113 The teaching observed where pupils were developing their mathematical ideas was at least satisfactory and at times good in both the Nursery and reception classes. During the Foundation Stage, children experience a wide range of relevant mathematical activities including number work and counting, shapes, shopping and learning the days of the week and the months of the year. Classrooms have a suitable range of mathematical equipment for counting and sorting. Number lines and friezes are displayed for the children to refer to and art work is used creatively to demonstrate "large" and "small".
- 114 Where activities are well matched to the learning needs of the children, they learn well. For example, in a Nursery lesson the teacher used the 'Vegetable Shop' to good effect to help children understand that numbers from one to ten come in a particular order. There was clear progress in their understanding during the session. Reception classes were practising the use of tens and units to show the teacher the correct sequence of numbered cards in numbers such as "24" and "42". They did this very well, most getting it right first time and the others learning quickly with help from the assistants or by watching their friends.
- 114 Children develop their mathematics skills in all areas of the curriculum. For example, when learning about the different types of traffic that pass the school, children have used a simple tally system to produce a graph of the types and numbers of vehicles they observed.

### **Knowledge and understanding of the world**

- 115 Children are at present on course to reach the expected national standards, and some beyond them, by the end of the year. The majority of children make good progress in relation to their attainment on entry to the school.
- 116 Children are introduced to computers in the Nursery, where they learn to use the

mouse when moving and positioning objects on the screen. They use counting and matching programs to practise and develop their mathematical skills. Children are provided with opportunities to use a computer-controlled toy, a Roamer, to help them understand that their actions do have an effect on the way the machine moves.

- 117 Teaching and provision in this area are generally good. Children learn about the world about them through a range of well-planned themes. For example, at the time of the inspection the Reception classes were using the story of *The Little Red Hen* as a focus for the work. Children were able to explain that seeds were planted to produce a crop and that the seed was then taken to the mill to be changed into wheat. The highest attaining children were also able to explain that the yeast in the bread helped to make it grow and that air was also needed, this is why they had to knead the mixture. The pupils showed very good knowledge when teachers had buried potatoes overnight in the vegetable plot; the children discovered these and dug them up. They transported them to the shop and others baked them on a barbecue. They explained this process sensibly and confidently. Teaching is most effective in this area when children are given practical activities that are specific in nature and then the teacher intervenes to ensure that tasks are being completed. In some of the lessons observed during the visit children were left for too long with tasks that were not related to their learning.

### **Physical development**

- 118 Children's physical skills are above those found nationally for this age group at the end of the Foundation Stage. Children benefit from the use of a hall and a well-equipped and secure outdoor classroom and play area. The teaching observed in this area of learning was very good overall and children achieve well in relation to their attainment on entry to the school.
- 119 In the Nursery, provision for this aspect of the children's development is very good. There is a large outdoor play area that is well equipped with a very good range of bicycles, tents and other exciting opportunities for the children. This space is used to best effect when the adults focus the attention of the children on a specific task. For example, all the bicycles are numbered and have a numbered parking space; at the end of the day a nursery nurse helped children park the bicycles in the correct spot, talking to them about the numbers on the wall. When children are given the opportunity to ride the different bicycles they all ride the same way around the marked areas and stop for pedestrians at the crossings. They are reminded of road safety and care for others.
- 120 Although the Reception classes do have the opportunity to use their own outside area, the range of equipment available is more restricted and the opportunities for development are more limited. During the inspection no sessions were observed when the Reception classes were using the wide range of equipment available to the Nursery class, which is a missed opportunity. The classes used the hall well to practise and develop movements to show the way a seed would grow in the *Little Red Hen* story. They were shown the seeds they had planted growing in a plastic cup, and then asked to imagine they were a seed under the heavy soil, forcing their way up to the sun. The teachers and assistants took a full role in the movements, the children practised their ideas, then did them to music, good examples were acted in front of the

rest, and then they became “*shocks*” of wheat, growing and inter-twining. The children were given the choice of being groups or lines of wheat seeds so that they could try different group movements. This was linked to warm up and cool down activities where the children knew that “*moving around makes you hot and red*”. They moved around the school to and from these activities in silence and with impeccable behaviour.

- 121 Children’s manipulative skills are developed through the use of pencils, pens, brushes and a range of tools which they generally handle correctly. Some children struggle to use scissors when the materials are too difficult for them to cut, but most manage very well. Children also have access to a variety of large and small construction toys and to modelling materials such as clay and plasticine.

### **Creative development**

- 122 For the majority of children, attainment in this area of learning is above that expected for this age group. Teaching is good overall and sometimes very good in the Nursery and children make good progress based on their development on entry to the school.
- 123 A variety of interesting experiences are available to the children and they are given the opportunity to explore materials, such as play-dough, and to try out their own ideas. For example, when making cakes for the ‘Baker’s Shop’, children experimented with stretching the dough and making it into a range of shapes. Children are given the opportunity to mix different colour paints together and use the outcomes to develop their own paintings, which are sometimes based on the work of artists they discuss in class.
- 124 Imaginative play is well promoted in the Nursery. Role-play areas, such as a ‘Vegetable Shop’, are well equipped, they are stimulating and support children as they play and begin to take on different roles. In the Reception classes the ‘Baker’s Shop’ is used well by children and they were observed using the areas to develop their understanding of making lists and buying items in the different shops. These activities also contribute well to the development of their speaking and listening skills.
- 125 Children are keen to join in familiar songs and rhymes. They know many of the words by heart and successfully match their actions with the songs. The Reception children join in the whole school and pastoral assemblies, they sing very well on these occasions, joining in with the older children; this also helps their social development in the school.
- 126 Management and leadership in the Foundation Stage are good. The phase leader has a clear understanding of the way the teaching and learning needs to be developed to reflect the new national guidance. There has been some monitoring of teaching in all the classes. The reports produced as a result of the monitoring do not contain enough detail about how teaching could be improved.
- 127 Overall, these judgements are similar to those reported following the last inspection, where the Foundation Stage was described as a strength of the school.

## ENGLISH

- 128 Twenty-six lessons were observed in English, and children's work from all the classes was reviewed.
- 129 Overall the standards in English are judged to be above the national averages for their age. In the 2001 national tests for seven-year-olds the school's results were well above the national average for reading and above for writing. When compared with similar schools, results were close to the national average. The percentage of those pupils attaining the higher level, Level 3, is well above national expectations for both reading and writing. Evidence gathered during the inspection, through observing lessons, examining pupils' books and talking to pupils, shows that standards are above those typically found at the end of Year 2. The majority of pupils enter the school with attainment broadly in line with that typical for their age and make good progress overall. This is better progress than at the time of the previous inspection.
- 130 In the 2001 national tests for eleven-year-olds the school's results were above the national average. When compared with schools that have a similar proportion of free school meals, results were below the average for their benchmark group. This was as expected from the teachers' predictions and the targets set for these pupils. They exceeded the targets for the proportion of pupils gaining the national expectation, Level 4, by six per cent. The percentage of those pupils attaining the higher level, Level 5, was slightly above national average. Evidence gathered during the inspection, through observing lessons, examining pupils' books and talking to pupils, shows that standards are above those typically found at the end of Year 6 and pupils of above average ability are attaining higher standards. They continue to make good progress. This is also better than at the time of the previous inspection.
- 131 Generally boys' attainment is consistently slightly better than that of girls. Trends in the school over time have been steady for English, in line with national trends, but scoring above them. The school has set challenging targets for this year's tests and inspection evidence suggests that they will be met. The National Literacy Strategy for developing pupils' skills in reading and writing has been well established throughout the school. Evidence gathered during the inspection shows that this has had a very positive impact on raising the quality of teaching and the standards the pupils attain.
- 132 All the pupils are grouped according to ability within their year groups for English. Provision of an extra teacher to enable each year group to have three slightly smaller classes has a positive effect on progress and attainment. Pupils of all abilities have good access to learning, including those with special educational needs and English as an additional language. Work in each set is focused on the needs of pupils and on teaching that shares clear high expectations with pupils. Overall, there is good progress throughout the school in English.
- 133 There are good opportunities in all lessons for pupils to develop their speaking and listening skills. Pupils are confident and keen to speak in front of their classmates. They speak in well-constructed sentences using a wide vocabulary. In the infants, pupils' speaking and listening skills are well above the national standards expected. Frequent question and answer aspects of lessons, within literacy and in other subjects,

encourage pupils to use and extend their speaking and listening skills. They are able to explain themselves well. In a Year 1 class, when asked about where speech marks go, one girl replied, “*You can’t put them anywhere, you have to think first.*”

- 134 In the juniors, the pupils’ speaking and listening skills continue to be well above the national standards expected. Able Year 4 pupils talking about the story ‘*Cheat*’ used phrases such as ‘*a slight feeling of guilt*’ and ‘*a sparkle of joy*’. In a Year 6 class debate about whether wearing school uniform should be compulsory, pupils presented well-reasoned arguments from the points of view of themselves and parents.
- 135 Standards in reading throughout the school are well above those nationally expected. Pupils in Year 1 are able to join confidently in reading the book ‘*Not now Bernard*’, enjoying the repetition of a simple text but also understanding the sophistication of the plot. In Year 2, pupils read ‘*Can’t you sleep, little bear?*’ with expression, building up the suspense of the story. Teachers hear groups read in the guided reading session during the literacy lesson. Here pupils read challenging text with understanding. For example, in Year 2, a group was reading a short biography of Martin Waddell, the author of ‘*Can’t you sleep, little bear?*’. They correctly read words such as ‘*professional*’ and ‘*inspired*’ and understood them from the context. Infant pupils also read for about half an hour each day after lunchtime. During this time pupils choose to read any fiction or non-fiction book while the teacher hears individual pupils read their reading scheme book. This ensures that pupils read books that are pitched at their individual level so that they make steady progress. Pupils choosing their own reading materials are asked to focus on the characters, or, in non-fiction books, to say what new fact they have found.
- 136 Pupils from the higher and average ability classes in Year 6 show attainment in reading that is higher than that expected nationally from eleven-year-olds, while the standards of pupils from lower groups are in line with national expectations. Higher attaining pupils can talk about their favourite books, expressing a preference for adventure and magic, for example, or a preference for an author such as Anne Fine. They can give reasons for choices and explain the plot and describe the role of characters in a story. They read accurately, fluently and with expression. Pupils with broadly average levels of attainment read accurately and with expression and can explain what they are reading about and what they do if they don’t understand a word. They can find factual information from fiction and non-fiction and use research skills, such as skimming, for specific information. They can use an index or table of contents and find specific information on the page. The opportunity to borrow and read library books, whilst being regularly available in school, is not sufficiently used. Teachers deliver the guided reading session outside the literacy lesson. Junior classes also spend 20 minutes reading at the beginning of afternoon school. Pupils read their books, complete their reading journal or read in a group with the teacher. While this is valuable time spent developing good reading habits, some pupils do not focus as well as they should when they are not reading with the teacher. The libraries are used well for research and reference in other subjects of the curriculum but their use is limited to the afternoons as both are timetabled for lessons in the mornings.
- 137 Pupils with special educational needs have individual education plans that outline a detailed programme. They are supported by learning assistants and through class

work. This enables these pupils to make good progress. A reading challenge programme rewards pupils with a graded certificate when they have read a number of books from a given list. This helps pupils to read a wider variety of styles and authors than they might. Pupils who have English as an additional language now have few problems as they are quite fluent and working at a similar level to the other pupils.

- 138 Standards in writing in Year 2 are well above national expectations for more able pupils and in line with them for the less able pupils. All pupils can write a story in a sequence of sentences with correctly used full stops and capital letters. Average pupils write interesting descriptions of characters, while the more able pupils write with humour and use a wider vocabulary of words such as '*terrified*'. They know that a story has a beginning, middle and end. During the inspection they were learning how to use words to create the setting of the story. They write in a range of styles: poetry, letters, instructions and stories. Able pupils wrote a list of word meanings: one pupil wrote '*dog - a hairy animal with a long tongue*'.
- 139 In Year 6, pupils are able to use their reading skills to skim and scan a text to find the connectives. They have good recall of technical vocabulary, for example: *connectives, structure, formal, debate* and *emotive language*. They understand that statements can uphold or oppose an idea and can identify which are which. They can write in a range of genres – *poetry, letters, story, non-fiction, play-script, review* and *argument*. They use interesting vocabulary and adapt their work for different audiences. They write in paragraphs using a range of punctuation correctly. All of the middle and upper classes and about one-quarter of the lowest set are writing at the nationally expected level, Level 4. Three-quarters of the highest set write at a level that is already above that expected of them for the end of Year 6, Level 5. The remainder, except for the very small number of pupils with special educational needs, reach standards that indicate they are already secure in Level 3.
- 140 Standards of handwriting throughout the school are in line with national expectations. Pupils are taught the skills of handwriting throughout the school in a separate lesson. These lessons are taught in the mixed age classes at two different levels. This means that some pupils are waiting while the teacher teaches one age group and the pupils practising their writing are not supervised in their letter formation because the teacher is teaching the other group. This is unsatisfactory. As a result there is insufficient progress in handwriting. Some of the pupils in the infants hold their pencils incorrectly and this is hampering the development of a smooth writing style. Some pupils in the juniors who can join up their writing do not do so consistently and this spoils the presentation of all their written work. The handwriting policy states that pupils who use their left hands to write should sit at the left hand side of a desk. However, during the inspection, several left-handed pupils were seen sitting at the right hand desks. This means both pupils have insufficient room to write comfortably.
- 141 Attainment in spelling is above that expected nationally of pupils in Years 2 and 6. The pupils make good progress, with weekly spelling lists to learn at home and focused work in class. When writing, pupils apply the spelling rules they know and most common words and those that have regular spelling patterns are spelt correctly. Pupils make good attempts to spell irregular words and are often correct.

- 142 The pupils' confidence in literacy is enabling them to progress well in other subjects of the curriculum such as geography, history, religious education and the written aspects of art and design, design and technology and physical education.
- 143 Overall, the quality of teaching observed in English lessons was good in the infants and very good in the juniors. In total 16 literacy, three reading and six handwriting lessons were observed. Specific English skills were seen being taught to Year 2 pupils with English as an additional language. In the infants, teaching was judged to be very good in three lessons, good in five lessons, satisfactory in two lessons and unsatisfactory in one lesson, of which two were for pupils with English as an additional language. In the juniors, teaching was judged to be very good in five lessons, good in seven lessons and satisfactory in two, one of which was a handwriting lesson. The teachers are successfully implementing the National Literacy Strategy. The lesson organisation and suggested teaching strategies are securely in place. Overall, teaching is better in the literacy lessons than in reading and handwriting lessons and in all but one year group some very good teaching was observed during the literacy lessons. Good attention is paid to teaching pupils the elements of writing from the National Strategy. There is an emphasis on teaching skills which develop pupils' use of vocabulary and sentence structure.
- 144 There is effective teaching in the good and very good lessons, and these share many positive features. There are excellent relationships and effective management of the classroom and behaviour so that pupils are keen to learn. Teachers have high expectations of pupils and share these with them frequently. They know what their pupils can do and match activities with their differing levels of attainment to challenge pupils and ensure good progress. They plan effective tasks that interest pupils, are relevant and promote independence. The pace is brisk in these lessons, with pupils making good progress. Information and communication technology is used well in many classes to enhance the teaching and learning, interactive whiteboards and projectors allow teachers to explain things clearly and expressively and the computer suite is an excellent resource for groups to be taught skills and develop an understanding of different techniques. Good use is made of interactive questioning and explaining so pupils' thinking and learning develops. For example, in a Year 2 lesson about the setting of the story '*Can't you sleep, little bear?*' pupils suggested '*cosy and comfortable*' and '*safe and secure*' in response to the teacher asking how little bear wanted to feel. In junior classes teachers share the objectives of the lesson and pupils are keen to ensure that they meet them. The time limits given for specific tasks ensure that pupils work at a good pace.
- 145 The good range of learning opportunities enables pupils to learn about different times, places and social contexts, as in the use of a text from the Caribbean in a Year 5 lesson. Sensitive questioning and explaining helps pupils' moral and social development. These develop from the activities, which is good, but they are often incidental and not planned so the development is inconsistent. There were few opportunities to strengthen spiritual awareness in the lessons.
- 146 At present the majority of assessment is the result of testing the levels of pupils' attainment at the end of the school year. These scores enable teachers to predict the levels pupils are likely to attain in national tests. Formal ongoing assessment has



recently been developed. There is a checklist of writing skills for each year group for teachers to identify those who have reached the targets. There is a programme of writing assessment tasks – two for every term of every year – so that progress over time can be seen. Teachers make evaluations and assessments in a variety of ways after lessons. This is not done in a consistent way across the school and, although some teachers use the information to inform planning for the next lesson, not all do.

- 147 There are two co-ordinators for English, one each from the infants and the juniors. They meet each half term to discuss the progress of the subject throughout the school. The co-ordinators have not yet seen all the teachers across the school teach a literacy lesson. When a lesson is observed, both oral and written feedback is given. They look at examples of work, such as handwriting, from a cross-section of classes. The co-ordinators are enthusiastic and knowledgeable, delivering in-service training on new initiatives and correctly identifying priorities within the subject.
- 148 The resources for English are satisfactory. There are two libraries, one for the infants and the other for the juniors, both well-organised and inviting. The junior library had a stimulating display of books and artefacts about the Second World War. However, most of the stock is stored with the spine outermost. This limits the impact books can have on the younger pupils when they are browsing along the shelves. During the mornings the libraries are used for literacy and numeracy teaching, limiting their availability for pupils to do research to support their literacy work. However, during the inspection, classes, groups or individual pupils did not use the library during the afternoons either. This is a waste of good resources and accommodation. Resources for literacy teaching are good, well organised and readily accessible. Reading scheme books are stored in cupboards and along corridors and are easily available to pupils.

## **MATHEMATICS**

- 149 Seventeen lessons were seen in mathematics, and pupils' work in books and folders was reviewed and analysed. The overall standards in mathematics are good, and above national averages. Current standards seen in the infants are slightly above the national average for seven-year-olds. The standard of work in the juniors is on course to be above average at the end of Year 6. This represents good improvement since the previous inspection when attainment was judged to be in line with national expectations at the end of both the infants and juniors. Pupils are grouped according to age and ability for the daily teaching of mathematics, which has a positive effect upon the quality of teaching and helps to develop the high standards seen during the period of inspection. Since the 2001 national test results, the school has made mathematics a priority and set clear targets for improvement in teaching, learning and attainment in mathematics, which has resulted in higher standards overall.
- 150 Results for seven-year-olds in the 2001 national tests were in line with the national average for points scored, although below that of schools with a similar proportion of pupils who are eligible for free school meals. In these tests the proportion of pupils attaining the expected level, Level 2, was above the national average whereas the proportion attaining the higher level, Level 3, was around the national average. There were many more boys, who usually achieve lower than girls, taking these tests in 2001. Since 1998, results have shown annual variations but the overall trend is

positive and in line with the national figures.

- 151 In the 2001 national tests for eleven-year-olds, at the end of the juniors, the school's results were below the national average and well below that of schools with pupils from similar backgrounds. In these tests the proportion of pupils attaining the expected level, Level 4, was noticeably smaller than the average whereas the proportion exceeding expectations and reaching Level 5 was larger than that found nationally. The boys achieved slightly better than the girls. Over the past four years there is clear evidence of year-on-year improvement from average to well above average standards, despite the marked dip in the 2001 tests due to the lower abilities of that group of children in mathematics.
- 152 The school's commitment to raising standards in mathematics is reflected in the lessons where pupils are usually working at levels that match their ability and enjoy suitably challenging activities. Overall, all pupils, including those with special educational needs and English as an additional language, throughout the school make very good progress. This is due to a number of reasons, such as the arrangement of grouping pupils into three broad ability bands, which allows work to be more closely matched to pupils' ability. The teachers can challenge higher attaining pupils to achieve their best and ensure that lower attaining pupils keep up with expectations. All groups of pupils are well motivated and are very interested in their work, which results in very good achievement particularly in the juniors. The National Numeracy Strategy is well understood and effectively used by teachers so that pupils experience a wide range of learning opportunities which suit their needs. The school also arranges additional booster groups during the spring term for Year 6 pupils to raise standards further in the subject, by targeting pupils whose attainment does not currently reflect their mathematical ability. Similarly, there is a weekly Numeracy Club for the higher attaining pupils in mathematics to experience more challenging tasks and work towards higher than average targets at the end of the juniors. The school uses previous assessment information to target lower attaining younger junior pupils, and the school has adjusted the curriculum focus in Year 6 to target the weaker areas of learning as a result of the examination and analysis of formal testing. The teachers build effectively upon prior attainment and maintain a focus upon continuity of teaching and learning between the infants and juniors.
- 153 Learning is very good overall in the infants. Progress was seen to be better in Year 1 than in Year 2. The younger pupils build well on previous experiences and listen and respond very well to answer questions quickly. The lower attaining group of pupils in Year 1 demonstrate a good knowledge of vocabulary relating to addition and subtraction. Higher attaining pupils in Year 2 are able to subtract a two-digit number from a larger two-digit number, for example, they know  $61-52=9$  and learn to check their answers by using the inverse operation. They know how to successfully add three two-digit numbers up to 100, for example,  $24+64+11$  to equal 99. They can clearly and confidently explain the various methods they use.
- 154 In Year 6, pupils show an increasing confidence in their ability to handle numbers. Their mental skills are strong and they use a variety of suitable strategies well. They are able to transfer computational skills to solve problems well, as they know to estimate their answer and identify which operation they must first use to calculate the

answer. Many pupils are exact and precise as they articulate how they choose to solve a given problem expressed in words. Through regular and effective teaching of various strategies, their skills are increasing. The continued focus on word problems enables pupils to widen their understanding of number. They improve their ability to use a range of strategies and methods to answer and solve challenges set in their number work. Upper junior pupils have a good understanding of their own learning and can explain their targets and how they can be achieved. They write each lesson's objectives into their exercise book before commencing work. Higher attaining pupils understand percentages of number quantities and know for example how to calculate 8% of £30 and 25% of £9.60. The majority of pupils understand and use the written method for long division and long multiplication and lower attaining pupils are able to round numbers to the nearest ten, one hundred and one thousand. Similarly they can round decimals such as 7.61kg to the nearest whole number, 8kg.

- 155 Although some teachers are developing the use of computers to enhance learning effectively in mathematics, there is limited evidence of information and communication technology being used extensively to support and improve learning throughout the school in the subject. Each mathematics group is allocated one lesson each month in the ICT suite. Provision for pupils with special educational needs and English as an additional language is very good overall, particularly where individuals are identified within mathematics groups and the work and support is clearly matched to their particular needs. Pupils work very well in groups, maintain a high level of concentration and very many are seen to support each others' learning. Overall, pupils throughout the school organise and present their work with care and pride. Each mathematics group has termly targets, which are shared with parents. Behaviour is very good because pupils are fully occupied and enjoy their learning. Homework is used effectively to enhance the work in class.
- 156 Opportunities for pupils to apply their skills in other subjects, for example, science, geography, history and art and design have continued to develop. Pupils have opportunities to experience all aspects of mathematics, whilst currently the school has identified a need to maintain a focus upon shape and measure. Since the previous inspection, the school has fully and successfully implemented the National Numeracy Strategy, which is used skilfully by teachers to continually reinforce mental skills and challenge pupils' mathematical thinking. For example, where the discussion session is well used, skills of reflection and evaluation are increased to enable pupils to know what and how they learned. Subsequently they identify how their learning might be improved. The National Numeracy Strategy has brought a structure to the subject that has increased teachers' knowledge and understanding and helped them plan far more effectively. Good in-service provision has raised staff confidence and expertise. Resources are generally used well to support teaching and learning.
- 157 The high quality of teaching is a strength of the subject. In lessons seen during the inspection, teaching ranges between good and excellent and overall is very good throughout the school. The main strengths include:
- Clear objectives for the lessons are shared with pupils.
  - The teachers' knowledge and understanding of the subject.
  - The teaching of basic skills.
  - High expectations.

- Effectiveness of teachers' planning to set work for pupils' different abilities.
- The management of pupils.

Areas for improvement:

- The quality and use of ongoing assessment – including the use of marking, which is inconsistent across the school. Comments on work acknowledge each pupil's achievement and give praise for effort but rarely extend their thinking. Similarly there is insufficient guidance for pupils on how to improve their work or move them on to their next stage of learning.

158 Because of the very good teaching, learning is very good. Although individual teachers' planning is good, the arrangements and procedures for overall planning currently lack cohesion. This is vital as three part-time staff teach the subject. Teachers modify their half-termly and weekly planning to meet the needs of different attainment groups but teachers do not plan together for a year group of pupils. A common planning format is used, which allows teachers to record objectives met by pupils and notes their evaluations. Each teacher provides activities to match the differing needs and abilities within each respective attainment group. With few exceptions, lessons have a brisk, focused start and the teachers build successfully upon existing skills and achievements, maintaining a good pace to the lesson.

159 Assessment processes are being developed to enable more effective monitoring of pupils' progress and provide better information to inform the teachers' planning. Although the school has recently introduced a system to track pupils' attainment and progress throughout the school, this is yet to be formalised to allow teachers to keep, access and update assessment information. Although teachers have good knowledge of pupils' learning and know their pupils well, the co-ordinators are aware that the school needs to adapt and extend existing assessment arrangements to fully incorporate teachers' assessment of the pupils' ongoing performance. Teachers currently do not meet to discuss samples of pupils' work and match them to National Curriculum levels. Some monitoring has already taken place and the two experienced co-ordinators, who work well together, are now ready to extend their role to enable them to identify the standards of pupils' work and the quality of teaching throughout the school. The current subject action plan already identifies and prioritises areas for development. The school is now in a strong position to build upon its achievements, continue to raise the profile of mathematics and improve standards further throughout both the infants and juniors. Resources are good and used well throughout the school.

## SCIENCE

160 Four lessons were observed in science and pupils' work in books and folders was analysed. There were also several discussions with pupils and teachers. Standards in science are overall above those expected nationally by the age of seven and eleven. Pupils experience a good range of scientific activities and they make good progress throughout the school.

161 The teacher assessments in science for seven-year-olds in 2001 showed that the percentage of pupils reaching the standard expected, Level 2, was above the national average. The number of pupils attaining the higher Level 3 was close to the national average and overall the standards calculated by points scored were about in line with

the national average. Inspection evidence indicates that the attainment of the pupils is good at the end of the infants and this good progress is maintained. Standards of work in pupils' books indicate that continuity and progression in learning about experimental and investigative science is having a positive impact on achievement. Older pupils are recording investigations by including details of their hypotheses and methods. The younger pupils record their findings on a less sophisticated level but a focus is maintained on scientific recording using appropriate vocabulary. The school has made good efforts to improve the practical aspects of pupils' work in science. Pupils are now provided with greater opportunities to gain skills, improve confidence and work together with their fellow pupils. This level of investigative work shows good improvement since the last inspection.

- 162 Pupils in Year 2 know about their bodies, what they need to do to keep healthy, and the differences between living organisms and things that have never lived. In Year 4, pupils have compared the properties of everyday materials in detail and related these to everyday use. In Year 6, pupils know about the direction that light travels and how shadows are formed. By the time pupils are in the upper juniors they are able to predict outcomes and set their own fair tests on a variety of problems and correctly predict the outcomes. For example, the Year 5 pupils were able to set up an experiment to compare the heat retention of different mugs and correctly predict the outcomes. Where pupils make good progress it is linked to the teacher's enthusiasm, high expectations and good questioning techniques. Pupils who have special educational needs or have English as an additional language are provided with good support, which enables them to make good progress.
- 163 In the 2001 national tests for science for eleven-year-olds, the school's results in science were close to the national average. When compared with similar schools, using pupils' prior attainment, the results were also close to the average but were below average when compared to schools with similar numbers of free school meals. The percentage of pupils who attained the higher Level 5 is also around the national average. There has been a significant upward trend in science achievement from 1997 until 2001, when there was a dip in performance. The school had predicted this would occur because of the level of attainment of this cohort at the age of seven. Work in the present Year 6 books indicates that standards for this year are higher and the results should be better. The majority of the pupils will achieve the nationally expected Level 4 and significantly more pupils will achieve Level 5.
- 164 Overall, the quality of teaching observed during the inspection was good. Four lessons were observed and teaching was judged to be very good in one lesson, good in two lessons and satisfactory in the remaining lesson. There was no unsatisfactory teaching observed. A feature of the very good teaching was the way teachers used questions to help pupils use language to explain what was happening. For example, in a Year 6 lesson, pupils were experimenting with torches in a darkened room to make shadows. The teacher helped the pupils to use the correct scientific language to draw conclusions about the effect distance from the light source had on the size of the shadows. By the end of the lesson there were clear gains in the pupils' knowledge and use of scientific language. In the good and very good lessons the objectives are shared with the pupils at the beginning of the lessons and staff ensure that they are met by the end. Teachers have good subject knowledge and always use the correct scientific

vocabulary. This ensures that pupils develop the appropriate knowledge and understanding of the different terms. The planning of lessons is good and well matched to the ability of the pupils. Staff use assessment in lessons to assist pupils to improve their work and to support those who need help. The marking of work tends to be inconsistent between teachers and at times does not inform pupils how to improve. Pupils use a variety of methods to record their results, including graphs, charts and diagrams, which contribute effectively to develop their data-handling skills.

- 165 The very good relationships between pupils and staff, and the very good attitude of the pupils to the subject, make a significant contribution to their learning. Pupils' behaviour is very good. They are attentive to their teachers, listening to instructions and explanations, and tackle the work enthusiastically. Resources are looked after and used effectively. They share equipment sensibly and co-operate when working in groups.
- 166 There was good use of information and communication technology to support the teaching and learning in science. Pupils in Year 1 and 2 classes worked on the computer to produce a very good graph of the mini-beasts they had found. Year 3 and 4 pupils were using the internet well to find out about Isaac Newton and his work on forces. Pupils in Year 6 were using the interactive whiteboard effectively to experiment with light and shadows.
- 167 Procedures for assessment in science are satisfactory, meeting statutory requirements for reporting at the end of the key stage and for reporting to parents. Teachers keep ongoing records of pupils' progress throughout the school. There is conscientious co-ordination of the subject by the two enthusiastic and knowledgeable co-ordinators. They have a commitment to raising standards in science and have developed an action plan, which forms part of the School Improvement Plan. They, together with the technology co-ordinator, organised a whole school science and technology week with the theme of flight. The evidence from the good quality pupils' work during that week shows that it was very successful in developing knowledge and understanding of various forms of flight. The co-ordinators have not yet monitored the quality of teaching in science, but this features in the School Improvement Plan for later this term.
- 168 Resources for science are good, covering all topics and programmes of study outlined in the schools scheme of work. They are easily accessible to staff and are used well to support teaching and learning. The school grounds are a valuable resource for the teaching of science and are used to good effect in the study of life and living processes.

## **ART AND DESIGN**

- 169 Six lessons were observed in art and design. In addition, work in progress was examined in folders, in sketchbooks and on display. In the infants much of this work is planned together with design and technology and in some classes the two subjects are taught at the same time; this does not help the teachers to focus on the differences between the two subjects and their approach to activities. Some work illustrating history and geography topics is colourful and vigorously painted and is displayed well

in the classrooms.

- 170 The observation of lessons and the scrutiny of infant pupils' art and design indicate that their standards are above those typically expected for their age, which is an improvement since the previous inspection. The recent project using batik techniques on fabric has been very successful. The co-ordinators have introduced the project and teachers have taken this on and extended it and the pupils have produced high-quality images in vibrant colours which are displayed on the windows outside each classroom. They also make competent portraits and collages using an adventurous range of materials and techniques. They use pencils and paint well to make observational drawings with some accuracy and talk about their work with confidence. Pupils show skill and thoughtfulness when they are given time to develop their work in lessons. Where pupils are left to complete similar paintings of *The Great Fire of London* outside the classroom with a parent, they produce very similar scenes of low quality with the limited range of colours mixed for them. However, when parallel groups are given a wide range of coloured drawing materials to imagine and sketch the scene, they produce lively work that is of a high standard and shows their personal interpretation of what the fire might have been like. Pupils of all abilities, including those with special educational needs and with English as an additional language, are progressing well.
- 171 Standards of art and design work in the juniors are above that expected by the age of eleven. There is a good range of activities in all classes. The situation is much better than that at the time of the last inspection, when art was a concern. An example is the excellent work in the Year 3 and 4 classes in investigating and observing chairs from different ages and made from different materials. This project challenged the pupils to see an everyday object with fresh eyes. The level of understanding was high, with pupils discussing designers and materials as they considered the marvellous selection of chairs collected for them. Their drawings showed a detailed understanding of construction and space and the exercise considerably improved their observational and drawing skills. All pupils are investigating and making objects well, in both two and three dimensions, and on different scales. The Year 5 and 6 classes are making interesting and detailed clay tiles based on the rainforest project. The teachers have practised the techniques beforehand to improve their skills and provide examples for the pupils. In this situation the different ages and abilities in each class are given modified tasks with different expectations but, in most classes, all the pupils have similar work. Sketchbooks are used throughout the school and most are used well. Some have regular work of high quality in them, including homework and research, which are used as a basis for further work, but others are used less often. Some research, such as the very detailed mark-making experiments, are displayed in class for the pupils to discuss and evaluate.
- 172 The teaching of art and design is good overall. Some teachers have taken time to practise their own skills and they show enthusiasm and involvement in the subject. Those who are less confident are still attempting the different techniques and materials that are being planned for. The planning of work for art and design is now based partly on the guidance from the Qualifications and Curriculum Authority. The subject co-ordinators are working well with the phase teams who put together the schemes of work for each group of five mixed-ability classes. The co-ordinators

extend the projects with exciting and stimulating variations and most teachers are further adapting these to suit their classes. The best teaching takes place with enthusiastic and confident teachers who motivate the pupils to try hard and produce their best. The co-ordinators give very good support and have attended relevant high quality courses that have enhanced their own skills and enabled them to develop those of the other teachers. Assessment is still relatively weak. The schemes of work are linked to three different levels of expectation and there are assessment opportunities being built into each project but the staff are not yet sure of how they link to the eight national levels of attainment. Marking is mainly done at the end of a project and pupils find out how well they are doing from the comments from the teacher.

- 173 Standards are enhanced by the very good range of materials and resources for art and design. There are resources in each class and extra materials held centrally for specific projects. Many reproductions and books are provided to extend pupils' knowledge of artists, craftspeople and designers beyond the usual painters but not so many as to give them experience or awareness of the diverse cultural heritages around them. The timetabling of several art and design lessons at the same time makes the sharing of these resources more difficult, although teachers co-operate very well and help each other in the planning and delivery of the projects. The accommodation is variable, some of the classrooms are poor spaces to teach practical subjects. Space is limited, sinks are too small, the lighting is poor and there is not enough storage space for three-dimensional work. There is a kiln, which is used well in the juniors. The library has a good selection of books to support the subject and teachers have a very good range of resources available in classrooms for particular projects. Information and communication technology is used regularly in art and design, individual pupils produce competent images and research confidently on the internet. They have a suitable range of software and adequate equipment, including a digital camera and scanner.

## **DESIGN AND TECHNOLOGY**

- 174 Although only two lessons were observed in design and technology, a wide range of work was reviewed from the pupils' folders and displays around the school and the co-ordinator and other staff provided examples of completed projects. In the infant classes the subject is usually planned and taught with art and design and in the juniors the subject alternates with art and design in one block on the timetable. This sometimes makes a demand on equipment and resources that have to be shared between classes. Some design and technology aspects, such as work on the characteristics of materials and healthy food, are covered under the heading of science. The school has recently held a science and technology week where an excellent range of activities and stimulating projects was attempted by the pupils.
- 175 The review of work in the infant pupils' design books and the displays in classrooms shows that the standards of their work are above the national expectation by the age of seven. Their knowledge of materials and components is good and they generate and develop their ideas through discussion. However when they are presented with limited opportunities to make individual work, such as cutting out a ready-made template for a puppet and joining the parts where marked, their work is all similar and restricted. They have produced good personal work on playground designs and travel



posters, showing their ideas and thoughts, and the different classes work on slightly different aspects of the same general theme. They design well, taking various factors into consideration, although their products do not always follow their plans. Teachers are working hard to cover all the elements of design and technology despite the close link to art and design in the planning and the other priorities they have in the core subjects.

- 176 Standards of attainment in the junior classes are above that expected for the age of eleven. They complete a number of well-planned and taught projects that develop their skills of planning and communication. The science and technology week has been very successful in concentrating attention on the subject. The pupils have produced powered rollers and flying machines, showing enthusiasm and an understanding of the importance of design in developing ideas and solutions. The design and technology books are used well to record initial thoughts and possible areas of research and the results are displayed clearly and logically in classrooms and the corridors. Pupils talk about their work, showing confidence and understanding of the processes involved. They use information and communication technology well in researching and analysing projects.
- 177 The teaching of design and technology is good overall. Teachers are introducing the subject well and many are confident in using a wide range of materials and approaches with the support of the co-ordinator. He is doing a very good job of developing and monitoring the teachers' schemes of work. These are loosely based on national guidelines and are being adapted and refined by the three phase teams in consultation with the co-ordinator. He could have more direct influence if this consultation were earlier in the process so that he could give the phase teams information about recent developments and resources being developed by the local and national advisors. Examples of pupils' work are kept for reference and to support assessment, However, assessment is still weak as teachers are still unfamiliar with the levels of attainment and have had no training or standardisation in using them. Most marking is done at the end of projects so pupils do not know how well they are doing apart from discussions with the teacher.
- 178 The good range of resources and equipment available for all teachers is enhancing the standards being achieved in design and technology. Some classrooms are limited areas for practical activities, with little space to work on a large scale or with complex materials. The library has an adequate range of books to support the subject but the co-ordinator has provided a good range of references and materials to help teachers to plan for the subject. The school has several good links with local industry and commerce, including the very beneficial one with "*Partnerships in Industry*", which gives pupils opportunities to work with more complex and sophisticated materials and in a different environment.

## **GEOGRAPHY**

- 179 During the inspection only two lessons of geography were observed. They were both in the juniors and were of good quality, work in books and in topic folders in the infants was also analysed. Plans and schemes of work were reviewed and there were discussions with teachers and pupils about the work in geography.

- 180 Standards in geography are good overall. Standards seen are in line with what is expected nationally in the infants, at the age of seven. In the Year 1 and 2 classes their topic is closely linked with their history study. The pupils learn about different types of homes within the local area. They know the difference between ranges of housing types and can explain them confidently. In Year 3 and 4 classes, the pupils use mapping skills effectively. Within a study they use maps of the United Kingdom to locate main cities accurately. This includes an interesting visit to Birmingham Airport and has led to work which is linked to other subjects, such as art and design, information and communication technology, English, mathematics and science. Pupils can name some countries and their capital cities and many features of the United Kingdom.
- 181 Standards are above expectations at the end of the juniors. Year 5 and 6 pupils link their knowledge of local geography well to their history studies of the period since the 1930s in Britain. Similarly, pupils have a good knowledge and understanding of their learning, for example, they know the purpose of their visit to North Wales, where they compare and contrast the Welsh locality with that of Coventry. Activities are modified to enable all pupils to successfully undertake compass work and map-reading tasks. They experience activities to enhance map-reading skills using grid references and enjoy a beach study to learn about the effects of coastal erosion. Current work on the Amazon rainforests provides pupils with the opportunity to demonstrate a very good use of mapping skills as they identify the distribution of other rainforests on the world map. Good quality displays are prominent in Year 5 and 6 classes, which underline pupils' perceptions of what the climate is like in the Amazon rainforest. Pupils know the different layers of the rainforest and write about plants, animals, camouflage and their adaptation to the environment and they are able to describe these confidently using the correct geographical vocabulary. They clearly recognise the difference between the rainforest temperatures and overall climate to that of the United Kingdom. All pupils, including those with special educational needs and English as an additional language, make good progress. This represents an improvement since the previous inspection and the use of national subject guidance has been adapted effectively to support teachers' planning to help all pupils to achieve well.
- 182 The quality of teaching seen is now good; it has improved since the previous inspection, when it was described as "variable" in the report. From the available evidence, the main strengths in teaching are:
- The purposeful level of joint planning and preparation.
  - The effective use of new technology.
  - The careful choice of tasks to match the capabilities of differing ability and age groups.
  - Good attention to relevant geographical vocabulary, which enables pupils to extend their learning.
- 183 The curriculum is of good quality and contributes to the good progress in pupils' learning by the end of the juniors. Similarly, curriculum planning makes a worthwhile contribution to standards because it avoids repetition through an established cycle of topics. This is to be further enhanced by placing a greater emphasis on improving the

pupils' skills of enquiry to help them to become more confident learners in geography. Very good use is made of visits to stimulate and consolidate pupils' learning, although the co-ordinator has identified the need to develop the use of fieldwork skills to raise standards further. Planning and scrutiny of work show the use of the immediate environment has improved since the previous inspection.

- 184 Although there are now new assessment procedures in place, the new co-ordinator acknowledges they are not yet helping teachers to use information from assessments to inform their planning consistently. They do not yet have enough useful information about each individual's attainment or progress throughout the school. The portfolio of work provides a sample of pupils' work, which indicates the range covered by each age group, but as yet does not identify how these pieces of work compare to National Curriculum levels. The co-ordinator shows a clear understanding of the provision for geography and has already prioritised areas for further development. The role of co-ordinator in systematically monitoring the quality of teaching and learning is currently underdeveloped.

## HISTORY

- 185 Six lessons were seen in history and work from a variety of sources was analysed, including topic books in the infants and folders of work in the juniors. There were several discussions with teachers and pupils. Standards overall are good.
- 186 Standards are above national expectations by the end of the infants. They have improved since the last inspection. Pupils in Year 1 and 2 classes have good knowledge of the subject, although their skills in historical research were not consistently developed in the lessons observed. They know about past times and have begun to make comparisons with their own lives and times. For example, in their study of homes, which is linked to their geography topic, the pupils look at life in the Victorian home and compare this with how we live today. There are several prominent displays in the Year 1 and 2 classes which detail their study of houses and homes based upon their worthwhile visit to the Avoncroft Museum. They demonstrate the close links with other subjects, such as English, science, art and design and mathematics, when they communicate what they have learned through writing, labelled drawings, collage activities, computer designs and graphs. Infant pupils show an interest and curiosity in famous events such as the Great Fire of London.
- 187 Standards are also above the national expectations by the end of the juniors, which represents an improvement since the previous inspection. Pupils show a good sense of chronology, having experienced coverage of all the historical periods required in the National Curriculum. They enjoy dressing in period costume as part of '*Our Victorian Day*' and join with their teachers in a variety of classroom and school activities. This provides opportunities for empathy and deeper understanding of how pupils at that time would feel and were expected to behave. Year 6 pupils know about Queen Victoria's reign and are aware of her influence on their own times.
- 188 Teaching ranged from satisfactory in the infants to good overall in the juniors. The main strengths in the lessons seen are:

- Good subject knowledge coupled with good organisational skills.
  - Good planning, preparation and resourcing.
  - Use of prior experiences and knowledge to extend learning and challenge thinking.
- 189 The main areas for improvement:
- To develop skills of historical research.
  - To involve pupils in opportunities for extended discussion and enquiry.
  - To use time more effectively.
- 190 Pupils respond well to instructions, listen carefully and show consistently good attitudes to their learning. They are capable of working well together and independently of their teacher in such a way that they support each other's learning. For example, a small group of Year 4 pupils prepared a play based upon the story of Lady Godiva, following the visit to the school of an actor playing the role of the famous character in Coventry's history. All pupils, including those with special educational needs and English as an additional language, took a full part in all activities and they make good progress when judged against their prior attainment.
- 191 The history curriculum is carefully organised to avoid repetition of topics within classes of mixed-aged pupils. Clear, concise planning for infants and juniors is now in place and the subject's scheme of work has been revised to take into account national guidance for history. Assessment procedures are in place, although they are not yet fully developed so that all teachers can use the assessment information to develop their planning and measure an individual pupil's progress. The school has compiled a portfolio of pupils' work, which provides a record of activities and topics undertaken by respective year groups but as yet does not identify good examples of the standards to be expected.
- 192 The recently appointed co-ordinator believes the subject's profile can be raised and has a clear vision of how to improve the pupils' performance in the subject further. The role of co-ordinator is being developed to enable her to work alongside colleagues in the classroom, so that expertise is shared and teaching and learning monitored in a systematic way.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

- 193 Four lessons were seen in information and communication technology. Portfolios of work were reviewed and pupils and teachers interviewed. Information and communication technology (ICT) work in other subjects was also analysed. Most pupils attain standards in ICT that are broadly typical of those found nationally at the ages of seven and eleven. Many pupils attain higher standards for their respective ages. As pupils move through the school they make very good progress in developing their knowledge and skills. All pupils have opportunities to become familiar with computers and their uses through working in the school's well-appointed computer network suite, as well as with the computers located in all classrooms.
- 194 Standards in the infants are satisfactory overall, with many attaining high standards.

From an early age pupils have the opportunity to become confident users of the keyboard and mouse. Infant pupils use their word-processing skills to support their literacy and numeracy learning, they add pictures to text, using a word bank, and label and classify their work.

- 195 Standards in the juniors are also at least satisfactory and often good. Year 6 pupils are able to produce animated slides with imported pictures and photographs for a *Power Point* presentation. They have developed good word-processing skills, including the use of different fonts and sizes for different purposes. They can use CD ROMs and internet web pages skilfully to access information and retrieve this using cutting and pasting techniques, creating e-mails to send. Pupils use a digital camera expertly to record images and then reproduce them with accompanying text to present information. They also use graphics programs to create repeating patterns. The school policy for the subject aims for the pupils to have “*excitement and fun*” and a “*positive attitude*” and these aims are fulfilled. Pupils talked enthusiastically about their work.
- 196 In general, progress is very good. Pupils make consistent progress throughout the school, enjoying the rich and interesting learning opportunities presented to them. Pupils with special educational needs take a full part in lessons and make good progress and those whose first language is not English have no problems accessing all the work. Higher attaining pupils are challenged and extended by the activities. In Year 6, gifted and talented pupils are able to access a lunchtime computer club, which produces a half-termly newspaper.
- 197 Overall, the quality of teaching observed is judged to be very good. During the inspection six lessons were observed where ICT skills were being taught. In three of the lessons teaching was very good and it was good in the other three lessons. Positive features of teaching included well-planned and well-organised activities; a good mix of teacher demonstration and pupils’ practical activity; a good pace to teaching and learning; well-managed pupil behaviour and pupils working co-operatively together in pairs or threes. For example, in several lessons, teachers used the data projector effectively to demonstrate key teaching points. In doing so they used appropriate technical language and exhibited good to very good subject knowledge.
- 198 The teachers’ use of ICT in other areas of the curriculum is very good. It is used extensively to enhance the pupils’ learning in literacy and numeracy. Evidence from the scrutiny of pupils’ work shows ICT being used in the teaching of geography, history, art and design, design and technology, science and religious education. For example, Year 1 pupils were using ICT to draw pictures of the Great Fire of London, Year 2 were using a CD ROM to search for information about animals, Year 3 were using *Microsoft* to organise an account of the life of Lady Godiva, Year 4 could use “Creative Writer” to write poetry, Year 5 were creating a “PowerPoint” presentation on the Amazonian rainforest and Year 6 were using the interactive whiteboard to create and measure shadows.
- 199 Pupils’ work is stored electronically in individual folders and there is a whole school portfolio of work to demonstrate progress across the school. The school is shortly

planning to implement a local education authority pilot programme to assess and record pupils' attainment in ICT.

- 200 The ICT subject co-ordinators have developed a clear policy statement for ICT and a comprehensive scheme of work, which draws appropriately upon national guidance. They are knowledgeable, enthusiastic and have a clear vision for the development of the subject throughout the school. Their informal monitoring of teaching and learning now needs to be formalised with a systematic and rigorous monitoring programme to ensure standards are maintained.
- 201 The resources for the subject are very good. Information and communication technology has been a major priority for the school and governors have identified funding from the school's budget as well as government grants to improve resources, including the development of the ICT suite and the provision of two computers in every classroom. The school has three interactive whiteboards and there are plans to increase this number to seven by the end of the year.
- 202 The school has implemented an intensive programme of staff training through the New Opportunities Fund and in-house training by the co-ordinators. This has improved teachers' confidence and expertise in using ICT across the curriculum, particularly in relation to developing pupils' literacy and numeracy skills.

## **MUSIC**

- 203 During the inspection, three lessons were seen and interviews took place with the co-ordinator. Lunchtime recorder, drum, wind and strings groups were observed. Past performances were observed on video and past musical activities were seen in photographs and displays.
- 204 Standards in music are good. Pupils achieve beyond the expected levels by the end of both the infant and junior phases. By the age of seven, pupils can sing in tune as part of a group and alone in front of the class. They know a good range of songs by heart and enjoy singing them and clapping to a beat. Most pupils can make up words to tunes they know and play percussion instruments to accompany songs in a performance. In a Year 1 and 2 class, pupils thoroughly enjoyed making up their own lines to a song about mini-beasts and sang them alone with confidence when it was their turn and then joined in the chorus, keeping time by clapping. All pupils, including those with special educational needs and those with English as an additional language, make good progress.
- 205 By the age of eleven, pupils can compose pieces and perform them using a range of instruments to represent mood and emotion. They invent notation and interpret it with accuracy and care. Pupils can listen to music and recognise moods and effects, then reproduce them in their own work. They can work in groups and as a class to combine melody and accompaniment, recognising texture and dynamics. In a Year 5 and 6 class pupils composed pieces to represent their feelings when entering a rainforest. They used a range of instruments skilfully, including some they had designed and made themselves. Each group produced very clear notation in a simple music score and performed their compositions confidently. All pupils make good

progress. More able musicians are encouraged to extend and use their skills in class music lessons and their teachers expect more of them. Standards have improved since the last inspection, when they were satisfactory.

- 206 The school has many able musicians and its extra-curricular music provision is a strength. Standards achieved by pupils in the extra-curricular music groups are very good. Many pupils take part in choirs and instrumental groups in their own time and the standards of performance are high. Recorder, wind band and string players enjoy playing pieces with expression and skill. They read music and perform well, keeping good time and demonstrating techniques they have learned to improve their playing. For example, the string group plays pieces from memory in two parts, changing the bowing technique and altering their posture to help them '*feel the freedom*' in the music and play with expression.
- 207 The teaching of music is at least good in both the infants and juniors, with some examples of very good teaching. Lessons are well planned and teachers are confident in teaching the various aspects of music even if they are not musicians themselves. Lessons are interesting and enjoyable. Teachers know their pupils well and support the less able and younger pupils but expect more from those who play instruments and read music. Planning for different levels of achievement is developing in lessons, but could be more effective with more regular assessment being used to keep track of what pupils can do and need to do next. Good pace and preparation by teachers help pupils to make good progress, particularly as the lessons are short. The teaching by the peripatetic music services contributes very positively to the standards achieved in the school. The '*mornings of music*' organised by the school provide valuable opportunities for pupils to learn new pieces and perform with pupils from other schools.
- 208 Pupils thoroughly enjoy music lessons. They work together well and support each other when composing and performing. Behaviour is never less than good. In Years 1 and 2, pupils help each other to think of ideas for words for a mini-beast song and wait patiently for their turn. In Years 5 and 6, pupils work very well in groups to compose soundscapes and perform them. They are able to comment on each other's work and offer advice without hurtful criticism.
- 209 Music makes a good contribution to social and cultural development. As pupils work in mixed-age classes and play in music groups they socialise well and have a mature attitude to working with others. The wide range of opportunities offered by the school to enjoy and learn about music contributes well to cultural development. Pupils enjoy visits from musicians offering a variety of music from Jazz to Classical and attend musical events to perform and compete.
- 210 Leadership and management of the subject are good. The co-ordinator has influenced the planning and delivery of the subject and standards have risen since the last inspection as a result of the training and support she has provided. She is highly committed to her subject and is rightly proud of what the school has achieved. The method adopted by the school of encouraging teachers to plan their own lessons rather than have the co-ordinator decide and plan exactly what is taught demands rigorous monitoring of coverage, quality and standards. Although the opportunity for the co-

ordinator to monitor provision and standards is in place, she requires more training to enable her to evaluate standards more rigorously and use the information to raise attainment even further.

- 211 Curriculum planning is good. Plans of the topics cover the objectives from the National Curriculum but also link well with other subjects being taught at the same time. For example, in Year 5 and 6 the links with geography, citizenship and design and technology in the rainforest theme make the learning more relevant to the pupils. The time allocation for music is low. Arrangements for assessment in music are in place but ongoing assessment is not recorded consistently or used well enough. Teachers know their pupils very well and plan for their different learning accordingly but the information about the range of musical ability in each class is not passed to the next teacher in a formal way. Resources for teaching music are good and there are a significant number of teachers who are musicians and contribute to the high standards achieved in extra-curricular music.

## **PHYSICAL EDUCATION**

- 212 During the inspection four lessons were observed in physical education. Insufficient evidence was gathered to make a judgement about the standards achieved in the infants. In the juniors limited evidence was available but standards achieved, including those in swimming, are judged to be in line with expectations by the age of eleven. Pupils, including those with special educational needs and those with English as an additional language, make satisfactory progress throughout the school.
- 213 Pupils in the infants show how well they can co-ordinate hand and eye by bouncing balls to each other and catching them with ease; there were no loose balls being chased around the hall. The younger junior pupils show developing control and co-ordination of body movements, rolling, sliding, crawling and balancing in a variety of ways, but found transferring similar balances to the large apparatus more difficult. There was insufficient opportunity to practise on the apparatus before trying to devise a sequence of movements and balances. On the games field another group of younger juniors show how they are developing the skills of throwing, catching and batting. Only half the pupils are very skilful and accurate in both throwing the ball and catching it or in using a bat. Older pupils are beginning to develop the appropriate skills for producing an acceptable standing long-jump, with good body control and an understanding of how to use both arms and legs to extend the length of the jump.
- 214 Pupils enjoy their physical education and games sessions and all participate with enthusiasm. They work well together and share ideas, such as, during a Year 3 and 4 lesson, when pupils in groups of four had to devise a simple bat and ball game. Some of the games were quite inventive. Pupils are very well behaved and enjoy the challenges set. They are proud to demonstrate what they have been doing to their peers and respond to praise and encouragement.
- 215 The quality of teaching was generally good and very good. Where teachers give correct and effective demonstrations of skills to be learned, they enhance the quality of teaching and influence the rate at which pupils learn. In a Year 5 and 6 class the teacher demonstrated the correct technique for a standing long-jump so pupils could



see exactly what was required, and they responded well. Some teachers have good knowledge and understanding of the subject and are able to use this knowledge to extend pupils' standards through building progressively on previously learned skills. All lessons begin and end with appropriate warm up and cool down sessions. Teachers all have good relationships with their groups so pupils feel confident to show the class what they have produced. In the one lesson that was less satisfactory there was insufficient attention given to safety; safe ways of carrying apparatus and mats were stressed but safety for the pupils in supporting each other was ignored. Pupils were often unaware of the correct way to support a partner, for example, when performing a headstand.

- 216 The co-ordinator is enthusiastic to develop the subject further throughout the school. Monitoring of planning, lesson observations and staff training opportunities are in place, helping to ensure all teachers have good subject knowledge in all aspects of the subject: dance, athletics and games. Swimming is organised satisfactorily; it takes most of an afternoon to take the class to the baths and return and the deputy headteacher, who is trained in swimming instruction, does this.
- 217 The school provides a wide range of extra-curricular activities including gymnastics, athletics, rounders, football, netball and basketball, for which it receives additional funding as a centre for the sport. Pupils are involved in a variety of sporting competitions. Residential visits for Year 5 and Year 6 pupils provide orienteering and outdoor adventure such as canoeing and climbing and these help to enhance the pupils' PE curriculum. There are adequate resources in good condition and the halls have a good range of apparatus, including recently purchased large gymnasium equipment, which is of very good quality and is used well. The grounds have large grass and hard-surfaced pitches, they are spacious and provide many opportunities for lessons outside, although some of the marking is faint and the conditions poor.

## RELIGIOUS EDUCATION

- 218 During the inspection four lessons in religious education were seen and pupils' work was examined from each year group. Discussions took place with the co-ordinator and with a group of Year 6 pupils. Teachers' plans and the religious education policy were scrutinised and inspectors had access to a range of photographs and records of work that had taken place.
- 219 Standards are good in both the infants and in the juniors. Pupils in both phases achieve above the expected levels according to the Coventry Agreed Syllabus and the nationally recommended levels for religious education at the ages of both seven and eleven. By the age of eleven, standards of achievement in '*Learning from Religion*' are higher than in '*Learning about Religion*'.
- 220 By the age of seven, the majority of pupils have a good knowledge of stories from a range of religions and can talk about their meaning. They know that religions have symbols and can name some of them. They know about a range of festivals from Judaism, Sikhism, Hinduism and Christianity and can say how they are celebrated. The majority of pupils can reflect on their own experiences in the context of religious education lessons. They can compare the Christian celebration of the harvest in

Britain with the importance of harvest in Africa and empathise with those who are poor. Pupils in Years 1 and 2 can compare special places and talk about their own special place and why it is special to them.

- 221 By the age of eleven, the majority of pupils can explain how religion makes a difference to people's lives and talk with confidence about their own beliefs. They understand the need for respect when discussing their own and other faiths, and can recognise the value of religious education in preparing them to consider their own beliefs now and in later life. Some pupils can talk very knowledgeably about their own beliefs regarding unanswerable questions such as the existence of God and the causes of war. For example, one pupil reasoned that unanswered questions are important because; *'If you knew the answer to everything in life, there wouldn't be any anticipation or surprise'*. Many pupils know the symbols of the major world faiths and can explain the meaning they hold for the believer.
- 222 All pupils make good progress in religious education. Those pupils who have a faith commitment claim that religious education lessons give them a deeper understanding of their own faith as well as knowledge about other religions.
- 223 Standards have improved since the last inspection when they were considered satisfactory. Very good schemes of work are now in place and resources have improved.
- 224 The quality of teaching in religious education is good and sometimes very good. Teachers plan their own lessons with clear objectives using the schemes of work. Resources are well used to interest and involve pupils in their learning. An interactive whiteboard was used very well in Years 1 and 2 to provoke gasps of awe and delight as pupils were shown special places of outstanding beauty. In Years 3 and 4 a local newspaper article was used well to compare the story of the "Good Samaritan" with real life. In Years 5 and 6, a range of artefacts from the Sikh religion was used successfully to enable pupils to investigate and learn about belief and symbolism. Teachers set appropriate levels of work in mixed-age classes adequately because they know their pupils well but day-to-day assessment is not used and recorded effectively enough. The pace of lessons is good and pupils attain well as a result, although the time allocated to religious education is less than that recommended in the Coventry Agreed Syllabus. Good relationships allow discussion to take place freely and pupils are encouraged to reflect and respond in an atmosphere of acceptance and respect created by their teacher.
- 225 Attitudes to religious education are usually very good and sometimes excellent. Pupils enjoy religious education and show respect for the beliefs and feelings of others. They behave very well in lessons. The mature attitudes and values of some Year 6 pupils are outstanding. They talk with great sincerity about the respect that is needed when learning about religion, listen to each other's thoughts and beliefs, willingly express their own values and encourage others to do the same. There is racial and cultural harmony evident in discussions. Pupils who withdraw from religious education are accepted by other pupils and not made to feel inferior or different. Religious education makes a very valuable contribution to spiritual, moral, social, cultural and personal development.

226 The religious education co-ordinator has been in charge of the subject since September and is providing good leadership and management. She has established guidance for the use of artefacts and has supported staff in using them well in lessons. Time is given for monitoring the subject. However, training is needed in order to enable the co-ordinator to rigorously evaluate standards in attainment, teaching and learning and to use the information to raise standards even further. The model adopted by the school of the phase teams planning what is taught rather than the co-ordinator, requires the co-ordinator to be able to monitor what is covered and the standards attained in the subject overall. Assessment systems are in place but the information is not used effectively enough to record the attainment of individuals in their present class and to provide information for the next teacher. Teachers set appropriate tasks for their pupils by knowing them well. There is insufficient use of recorded ongoing assessment. The time allocation for religious education is used well but is below the recommended time to deliver the content of the syllabus. The main objectives are taught but short lessons often result in unfinished work. Resources for religious education are satisfactory.