

INSPECTION REPORT

PADDOX PRIMARY SCHOOL

Rugby

LEA area: Warwickshire

Unique reference number: 130885

Headteacher: Sandra Roberts

Reporting inspector: John Heap
18824

Dates of inspection: 10 – 13 September 2001

Inspection number: 194745

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: 4 – 11 years

Gender of pupils: Mixed

School address: Fareham Avenue
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Appropriate authority: Governing Body

Name of chair of governors: Mike Iredale

Date of previous inspection: June 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
18824	John Heap	Registered inspector	Science Physical education	What sort of school is it? School's results and achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
9649	Jean Smith	Lay inspector		Pupils' attitudes, values and personal development How well does the school work in partnership with parents?
31166	Philip Garner	Team inspector	Mathematics History English as an additional language	How well does the school care for its pupils?
22482	Bruce Potter	Team inspector	Art and design Design and technology Music Special educational needs Equal opportunities	

27777	Robin Greenall	Team inspector	English Information and communication technology Religious education	How good are the curricular and other opportunities offered to pupils?
14706	Brenda Knowles	Team inspector	Areas of learning in the foundation stage Geography	

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7
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	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	12
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	15
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	17
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	21
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	23
HOW WELL IS THE SCHOOL LED AND MANAGED?	24
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	28
PART C: SCHOOL DATA AND INDICATORS	29
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	33

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This is a community primary school that caters for pupils aged four to 11 years. It is situated close to the centre of the town of Rugby. There are 410 pupils on roll: 212 boys and 198 girls. This is above the average size of schools nationally. This roll has fluctuated over recent years and is lower than at the time of the last inspection. Children are admitted into the reception class in the year in which they are five. Pupils are organised into 14 classes: all cater for one year group. There are 26 per cent of pupils on the register of special educational needs and this is broadly in line with the national average. A statement of special educational needs is held by 1 per cent of pupils, which is also broadly in line with the national average. There is a range of special needs, with the majority having moderate learning difficulties. In the current reception class, attainment on entry is broadly average but this has been a variable trend in recent years. The majority of pupils come from the local area. Most pupils are white and the remaining pupils come from Indian and Black-Caribbean ethnic heritages. Thirteen pupils have a mother-tongue other than English. There is evidence of some (11 per cent) pupil mobility, with more moving in than out. The proportion of pupils eligible for free school meals is 16 per cent which is close to the national average.

The school has two distinct sites, which is evidence of the two schools that were amalgamated in 1996. The grounds of the two sites are extensive. The local area is residential and there are few obvious signs of socio-economic deprivation.

HOW GOOD THE SCHOOL IS

This is a satisfactory school. Standards are average and pupils achieve soundly, overall. Teaching is satisfactory and the school is providing well for increasing numbers of pupils with special educational needs. Pupils have good attitudes to the school and their work and behaviour is very good. The policies and actions of the school promote educational inclusion successfully. Given the average expenditure per pupil, the school provides satisfactory value for money.

What the school does well

- Results in national tests at age 11 have improved well since the amalgamation of the infant and junior schools.
- By the age of 11, standards in design and technology, physical education, music and information and communication technology are above expectations.
- The quality of teaching in the Foundation Stage is good.
- Pupils with special educational needs receive effective support and make good progress.
- Pupils are very well behaved, form very good relationships and have good attitudes to school.
- The provision for social development is very good and it is good for moral development.
- Links and relationships with parents are effective and parents have positive views of the school.

What could be improved

- The judging and monitoring of pupils' attainment is unsatisfactory.
- The development of pupils' investigative skills in mathematics and science is unsatisfactory.
- Pupils' skills in information and communication technology are not used sufficiently across the curriculum.
- The monitoring of teaching and learning by subject co-ordinators is unsatisfactory.

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 June 1997. Since that time there has been satisfactory improvement overall, with some significant successes but with some areas that have made little progress. In relation to the key issues identified, sufficient progress has been made in relation to providing greater challenge in the classroom and in developing the curriculum. Monitoring of teaching has improved, particularly with the impetus provided by performance management, however, there are too few opportunities for subject co-ordinators to monitor their own subject. Assessment has not sufficiently improved, even though there is some good practice in the school. The whole enterprise is inconsistent and does not provide the quality of information on a systematic basis that will enhance lesson planning and guide the framing of appropriate learning objectives.

The quality of teaching has improved; and the level of resourcing in information technology has improved greatly, as a result of commissioning the computer suite. Further progress is needed, so that skills can be used in other curriculum areas. Results in national tests at both key stages have improved. The downturn in 2000 has much to do with a significant increase in the number of pupils with special educational needs. The 2001 results are encouraging for the school and vindicate its recent focus on the higher attaining pupils. Provision for special educational needs has developed favourably and the pupils are making more progress. On the basis of the work seen in the school, improvements have been made in music, design and technology and information and communication technology. Standards and the quality of teaching have become more consistent in physical education.

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1998	1999	2000	2000	
English	C	C	C	E	well above average A above average B average C below average D well below average E
mathematics	C	B	C	E	
science	C	C	D	E	

By the age of 11, pupils have made satisfactory progress from the average start to their school career. In relation to all schools, standards are average in English and mathematics and below average in science. Results are poor when compared to schools with similar proportions of free school meals, because English, mathematics and science results are well below average. However, this group of pupils contained in excess of 30 per cent of pupils with special educational needs. Once this is taken into account the results are as they should be. The trend in results since 1998 shows significant improvement year-on-year. Early indications from the national tests of 2001 show improved results for the higher attaining pupils, most particularly in science. There has been no significant difference in the attainment of boys and girls. Targets are realistic and the school is managing to improve on them in English, but not in mathematics.

On entry to the nursery, attainment is broadly average. Results by the age of seven are above average in reading and writing and below average in mathematics when compared to all schools. In comparison to similar schools, the results are below average in reading, well below average in mathematics and average in writing. Over the last three years results have been above average. There has been no significant difference in the results of boys and girls. Standards have progressed since the last inspection.

Overall, standards of work seen during the inspection are in line with national expectations by the end of Key Stage 2. This represents satisfactory achievement by the majority of pupils. Those with

special educational needs make good progress in relation to their prior levels of attainment. Pupils learning English as an additional language make similar progress to the majority of pupils. These judgements confirm the overall picture presented in national test results in 2000.

Across the school, pupils make satisfactory progress in literacy and numeracy.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are enthusiastic and keen learners who appreciate the many opportunities provided for them.
Behaviour, in and out of classrooms	Very good. Pupils are self-disciplined and act in an orderly manner whether in or out of the classroom. There has been one fixed-term exclusion.
Personal development and relationships	Very good. Pupils show respect and courtesy for each other, staff, visitors and property. Relations between pupils from diverse ethnic backgrounds are positive and friendly. Pupils take responsibility well.
Attendance	Very good. The attendance rate is well above the national average.

TEACHING AND LEARNING

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

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

In 99 per cent of lessons teaching was satisfactory, or better. 7 per cent were very good, or better and one per cent was unsatisfactory.

The quality of teaching in the Foundation Stage is good. In Key Stages 1 and 2 the quality of teaching in English and mathematics is satisfactory. Literacy and numeracy skills are taught soundly.

The teaching of pupils with special educational needs is good. Much of the credit for this is the quality of the partnership between class teachers and learning support assistants. Teaching, for those learning English as an additional language is satisfactory.

Children in the Foundation Stage have only just started at the school and it is not possible to make a judgement about learning. Learning in Key Stages 1 and 2 is satisfactory. Pupils learn the basic skills of English and mathematics well. They produce a lot of work at a satisfactory pace. Learning in most aspects of physical education is good, most particularly in swimming. Since the opening of the computer suite pupils are learning well and becoming very skilful at a brisk pace.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Throughout the school, the quality and range of learning opportunities are satisfactory. Statutory requirements are met for all subjects. Improvements are needed in the provision for investigative work in mathematics and science, the use of information and communication technology skills in other subjects and in formalising a policy and scheme of work for personal, social and health education.
Provision for pupils with special educational needs	Good. Pupils are well taught and supported in the classroom. Individual education plans are well written and contain achievable targets which help to raise pupils self-esteem.
Provision for pupils with English as an additional language	Satisfactory.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Overall good. Provision for social development is very good and effective for moral development. Cultural development is satisfactory, but even greater emphasis on diversity issues would be welcome.
How well the school cares for its pupils	Although child protection procedures comply with local education authority guidelines, the updating of knowledge and understanding is unsatisfactory because training has not been refreshed for several years. The monitoring of pupils' academic progress and the judging of attainment are unsatisfactory. Procedures relating to attendance and behaviour are effective.
Relationships with parents	Parents' views of the school are good. Links with parents are effective. Parents have a very positive impact on the school. The quality of information is satisfactory.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory. The school is led by a competent and caring headteacher. She is soundly supported by the senior management team. The headteacher delegates some responsibility but not enough. Consequently there is evidence of inconsistent practices, particularly in relation to whole-school compliance to policies.
How well the governors fulfil their responsibilities	Satisfactory. The governing body fulfil the majority of their statutory responsibilities and they are developing measures and practices that will help them hold the school to account. The committee structure is effective.
The school's evaluation of its performance	Overall, satisfactory. Particularly strong in terms of identifying weaknesses and planning to overcome them. Unsatisfactory in the monitoring of teaching; few opportunities for co-ordinators to see practice in their subject throughout the school.

The strategic use of resources	Overall, financial management is satisfactory. Educational priorities are appropriately costed and funded. Earmarked funds and grants are appropriately used. The adherence to the principles for achieving value for money in the buying of services and resources are adequate.
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The school benefits from excellent accommodation. Staffing and resources are adequate.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • They feel comfortable approaching the school. • The expectations placed on the child to work hard. • The way the school is helping their child to become more mature. • The good teaching. • Their child's progress. • The quality of behaviour. • The quality of the leadership and management. 	<ul style="list-style-type: none"> • The range and interest of activities provided by the school. • The provision of homework. • Information about their children's progress. • The closeness of the home/school relationship.

Overall, inspectors agree with the positive comments. In relation to the activities provided by the school, the range is successfully designed to enrich the curriculum. Homework is entirely satisfactory and the diary is helpful to busy parents because it is an aid to remembering and a useful channel of information between home and school. The information about children's progress is generally sound. However, the annual reports of pupils' progress are inconsistently written. Inspectors judge the closeness of the home / school relationship to be good. A good recent example is the much appreciated home-visiting by the reception staff. A small number of forms also carry individual messages, none of which pointed to unsatisfactory provision or practice.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

- 1 Early assessments of children entering reception have shown above average attainment in recent years. However, the number of pupils entering the school with special educational needs is growing. Consequently, overall attainment on entry is presently average and this is confirmed by inspection evidence. On the basis of the very limited evidence to hand at such an early age in the children's schooling, attainment is broadly average in personal, social and emotional development; communication, language and learning; knowledge and understanding of the world; mathematical, physical and creative development. It is far too early to judge pupils' achievement.
- 2 Overall, standards of work seen during the inspection are in line with national expectations. The majority of pupils achieve satisfactory. Pupils with special educational needs make good progress in relation to their prior levels of attainment. Pupils learning English as an additional language make satisfactory progress in relation to their prior levels of attainment.
- 3 By the age of 11, results in the 2000 tests were average in English and mathematics and below average in science when compared to all schools nationally. Compared to schools with similar proportions of free school meals, the results in English, mathematics and science were well below average. However, the number of pupils with special educational needs was much higher in 2000 and amounted to around a third of the pupils in Year 6. This depressed the overall standards for that group of pupils. Average numbers of pupils achieved the higher Level 5 in English and mathematics, but in science the numbers are well below average. Early, unconfirmed results from 2001 show that attainment, particularly for the higher attaining pupils, has improved. This is most noticeable in science where almost a third of the pupils achieve the higher Level 5 and a small number achieve the even higher Level 6. Over the last three years, results in all subjects have improved.
- 4 By the age of seven, standards are above average in reading and writing and below average in mathematics when compared to all schools. The comparisons with schools having similar proportions of free school meals are mixed; above average in writing, average in reading and below average in mathematics. There is a similar mixed picture in the number of pupils achieving the higher than expected Level 3. Teacher assessments in science show below average attainment. Over a three year period results in reading and writing are above average and broadly average in mathematics.
- 5 Throughout the school, there are no significant differences in the attainment of boys and girls. Comparison with national trends show results for 11 year olds to be similar to the norm. Seven year olds' attainment fluctuates year on year, particularly in writing and mathematics. Nevertheless, standards have progressed well since the inspection in 1997.
- 6 Overall, targets set are ambitious. In English, the 2001 marker was reached, but in mathematics the results were below the expected level. A reason for this is the inconsistent use of the teachers' judgements of pupils' attainment.

- 7 By the age of seven and 11, standards of work seen during the inspection are in line with expectations in English, mathematics and science. Standards in religious education are in line with the expectations of the locally Agreed Syllabus. In information and communication technology, (ICT) standards are at the expected level for seven year olds and above expectations for 11 year olds.
- 8 In English, standards of speaking and listening at ages seven and 11 are at the expected level. The majority of pupils speak clearly and skilfully and listen well. Achievement is satisfactory, but would be better if there were more activities for the pupils to take part in. Reading standards are above expectations throughout the school. Pupils are well supported by the systems and resources and they have a firm grasp of the relevant basic skills. Good levels of interest are sustained by activities such as book fairs and author visits. Throughout the school pupils reach the expected standard in writing and attainment has risen in this aspect, due to the impact of the school's actions.
- 9 In mathematics, pupils throughout the school are achieving the expected standards in the majority of aspects covered. The exception is practical and investigative work where standards are lower because insufficient attention is paid to this aspect. Pupils have satisfactory mental mathematics, knowledge, skills and understanding.
- 10 Standards in science are improving and this is emphasised by the results of higher attaining pupils in the 2001 national tests. By the age of seven, pupils have the expected levels of knowledge and understanding of living things, materials and how to learn from simple experiments. Their observational skills are adequate. By the age of 11, pupils have sound knowledge and understanding of the main strands of study. However, they are less comfortable with experimentation because they do not have sufficient opportunities to carry out their own investigations.
- 11 Standards in ICT are improving and this is due to developments in teaching, management and resources. Nevertheless, pupils have too few opportunities to use their knowledge, skills and understanding whilst doing their work in other subjects. By the age of seven, pupils confidently use computers to reproduce pencil drawings by changing colours and with the marks on the screen. They save and print their own work. By the age of 11, pupils work successfully on producing a multi media presentation. This involved combining text, pictures, movement and sound. Pupils are ready, willing and able to share their work with the class, mainly by projecting their work on to a screen for all to see.
- 12 In religious education, insufficient evidence was available to make a secure judgement about the attainment of seven-year-olds. By the age of 11, pupils know about a variety of world faiths, places of special interest, holy books, symbols and celebrations. Throughout the school, attainment is enhanced by visits, visitors and activities such as role play. Standards will improve when the judging of pupils' work is consistently used in the planning of further lessons.
- 13 Standards in literacy and numeracy are satisfactory, enhanced by the effective implementation of the national strategies. Skills, knowledge and understanding in both literacy and numeracy are consolidated and extended by their good use in other subjects such as religious education, history, geography, design and technology and science.

- 14 By the ages and seven and 11 standards in design and technology and physical education are above expectations. Standards in art and design, geography and history meet expectations. In music, standards at seven are typical and above expectations at 11.

Pupils' attitudes, values and personal development

- 15 Pupils have positive attitudes to school and make good use of all the opportunities it offers, including the good range of extra-curricular activities. Pupils speak with enthusiasm of the visits and visiting speakers and other special events they have enjoyed and what they have learnt on these occasions.
- 16 Pupils throughout the school are keen learners. Younger pupils are very responsive to their teachers and to support staff. They are good listeners and even when they have to sit on the carpet for extended periods, most retain their concentration and are eager to answer questions. Pupils throughout the school show a good level of concentration, even when, on occasion, they find the tasks they are given unchallenging.
- 17 Pupils show particularly positive attitudes when they are actively involved in their own learning and are given opportunities to work independently. In a science lesson, Year 6 pupils were excited by their investigation into the action of sugar on yeast and responded well to the challenge. They worked sensibly in groups, handling resources with care and sensibly discussing amongst themselves what they discovered. Some Year 5 pupils told inspectors that they find design and technology and history particularly interesting and demanding because of the independent skills they have to use. A very positive aspect of pupils' attitudes to learning is their ability to listen to instructions carefully and to follow them sensibly so that little time is wasted on organisation. For example, in a Year 5 physical education lesson pupils responded very promptly to their teacher and worked hard at developing hockey skills despite difficult windy conditions.
- 18 Pupils' behaviour is very good. All pupils, including the youngest, respond very well to the school's well established routines and to teachers' high expectations of good behaviour. They display a high degree of self discipline in the way they move calmly around the school. There are well established routines for morning registration and pupils get down to their work quietly and sensibly without having to be reminded. In a Year 3 swimming lesson behaviour was exemplary throughout, and was also very good on the journey to and from the pool.
- 19 Pupils are extremely courteous to visitors, chatting in a friendly and natural manner. They are also very courteous to staff and to each other. For example pupils often thank their colleagues appropriately when they hold the door open for them. Pupils want to please their teachers and behave well because of the very good relationships they have with them and with support staff and because of the high level of mutual respect which exists. To help give pupils ownership of the school rules each class devises their own class rules or code. One such code is that chosen by Year 5 pupils: "to treat other people with the respect that we would like to be treated with". In the last school year there was one fixed term exclusion of a pupil with serious behavioural problems. The school has worked hard to provide appropriate support for this pupil.
- 20 Pupils' personal development is very good and is a strength of the school. Relationships among pupils and between pupils and adults are very good. Pupils

from different ethnic backgrounds work and play together in a friendly and natural manner. In lessons, pupils work well in pairs and groups and frequently help each other in a considerate manner. For example in a Year 6 information technology lesson pupils were paired so that those with a good level of ICT skills were able to help their partners who had less; they did this in a very sensitive manner. Bullying is an infrequent occurrence and is always dealt with firmly and promptly by the school.

- 21 Pupils respond very well to the opportunities that are provided to take responsibility. Younger pupils who are given jobs to do in the classroom do these very sensibly. Reception children are given the responsibility of feeding the rabbit. Older pupils have a wide range of responsibilities including looking after the office at lunchtime, doing cloakroom duty, and participating in litter picking and pond cleaning rotas. There is an active school council and representatives feel that the school takes their views and requests seriously. In lessons, however, there are limited opportunities for pupils to use their initiative and to organise their own work. When opportunities are offered pupils respond to the challenge well. For instance, good examples of project work done as homework were seen.
- 22 Attendance is very good. Pupils enjoy school and the attendance rate is well above the national average. Punctuality is good and the registration period provides a well organised, calm and productive start to the school day.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

- 23 Overall, the quality of teaching is satisfactory and this promotes satisfactory learning for the majority of pupils. Particular strengths in the teaching are:
- teachers have good knowledge and understanding of the subjects they teach;
 - the management of pupils is effective;
 - homework is used well to support learning.
- These strengths are balanced by two basic areas for improvement, that are very closely linked:
- too often the learning objectives identified in teachers' planning are vague. For instance, in Year 4 the literacy lesson objective was 'to improve pupils' writing';
 - the quality and use of ongoing judgements about pupils' attainment is inconsistent and therefore unsatisfactory, overall.
- 24 Clearly, the strengths in the teaching outweigh the areas for improvement. This means that, overall, there has been satisfactory improvement in the quality of teaching since the last inspection. There are, now, fewer unsatisfactory lessons and fewer very good lessons. Particular improvements have been made in the following areas:
- there are, generally, greater expectations, particularly of the higher attaining pupils. This has led to improved proportions of pupils gaining the higher Level 5 and, for a few, Level 6 in the 2001 national tests;
 - the management of pupils' behaviour.
- 25 In the lessons observed, 99 per cent of lessons were satisfactory, or better; seven per cent were very good or better and one per cent was unsatisfactory.
- 26 The children entering reception were joining the school at the same time that the inspection began. Consequently, the activities going on were very much concerned with settling in and giving the children a confident start to their school career. Overall, teaching is good in the Foundation Stage. On the basis of a relatively small sample, all of the lessons were judged to be effective. The strengths include:

- teachers' very good knowledge and understanding of how young children learn;
 - very good planning;
 - very effective use of time and, resources and non- the teaching staff.
- 27 In Key Stage 1, teaching is satisfactory. In 39 per cent of lessons teaching was good and the rest was satisfactory. In the best lessons, the main strengths are:
- teachers' good knowledge and understanding of the subjects, which promotes pupils' learning by encouraging them to talk about prior learning. For example, in a Year 1 religious education lesson about sharing: all pupils know that it is important to share a smile, wave or hug;
 - the management of pupils is effective and means that they waste little time and settle quickly to their work. This fosters good attitudes and behaviour throughout the key stage;
 - learning support assistants are well deployed, show competent skills and have a good impact on pupils' learning. For instance, in a Year 2 ICT lesson the assistant helped pupils to develop their work from previous lessons and ensures that they settle down quickly.
- 28 Improvements are needed in the planning of lessons and in the quality and use of day- to-day judgements of pupils' attainment. This would increase the pace of lessons and learning, for instance in a Year 2 numeracy lesson the introductory mental activity was laboured and this reflected that the expectations were not sufficiently high.
- 29 Teachers provide sufficient opportunities for the development of literacy and numeracy skills in other subjects:
- literacy: good, skilful questioning in subjects such as art and science lead to accurate labelling and interesting written pieces of work. Pupils were encouraged to use a range of adjectives to describe what their senses were telling them in a Year 1 science lesson.
 - numeracy: counting and sharing samples of different tastes in science. In a Year 2 lesson, data handling skills were appropriately developed in the recording of favourite foods on a block graph.
- 30 In Key Stage 2, teaching is satisfactory. Very good teaching was seen in 11 per cent of lessons, 53 per cent were good, 34 per cent satisfactory and 2 per cent unsatisfactory. In the very best lessons the particular strengths included:
- challenging lesson objectives. For example, in a Year 5 literacy lesson pupils were clear about the focus for learning and the effective questioning assists pupils in their understanding of report writing;
 - using previous learning to match tasks to individual learners. In a Year 6 information and technology lesson, pupils prior learning in writing, was used effectively to demonstrate the qualities needed to produce a good multi-media presentation;
 - good management of pupils. For example, when moving to the computer suite and providing pupils with opportunities to work on their own initiative.
- 31 Throughout the key stage, improvements are needed in the setting of learning objectives. Too often the focus of lessons is vague and this leads to pace being slower than it ought to be and, on occasions, expectations are not high enough. For example, in a Year 4 literacy lesson, the objective of 'improving pupils' writing' lacks sufficient focus, and is essentially an aim for a term, the year or even a key stage. As a consequence, the lesson lacked opportunities for pupils to question each other about the written passage and opportunities were lost to improve analytical thinking

and the general answering of questions. Although expectations were adequate, the majority of pupils ought to have been pushed harder. The vagueness of the lesson objectives makes the judgement of pupils' attainment very difficult and this has a weakening effect on planning subsequent lessons so that they match the individual needs of pupils. In contrast, very good lessons have highly focused objectives, these are conveyed to the class at the start of the lesson. A very good example being a Year 5 music lesson:

- detailed recap of previous learning;
- teacher tells class that by the end of the lesson they will know what 'rondo form' means;
- tasks are explained clearly and expectations are obvious enough.

Pupils' learning is very good and they remain highly motivated throughout the lesson.

32 Teachers provide adequate opportunities for pupils to use literacy and numeracy skills in other subjects:

- in geography, Year 6 pupils use appropriate vocabulary effectively, such as 'physical location', 'environment', and 'relief';
- in ICT, the development of data handling skills;
- following a written design brief in Year 4 technology;
- in history, the reading of sources about Victorians in Year 6 and in Year 3 developing a view about the place of the Egyptians on a timeline.

33 The teaching of pupils with special educational needs is good and serves their needs well. The impact of the teaching is seen in :

- the interest they show in their work;
- the amount they produce and the pace at which they work;
- the new knowledge and skills they acquire resulting in good progress.

An important factor in the quality of teaching is the use and involvement of support staff who work well in partnership with the classteachers. An improvement since the last inspection is the improved monitoring by teachers of pupils' progress. This is helping to ensure improved target setting for class work. This successfully addresses the comment made in the main findings of the previous inspection report.

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

34 Overall, the school provides a satisfactory curriculum. Areas of particular strength are:

- effective provision for the full integration and good progress of pupils with special educational needs;
- a good range of extra-curricular activities;
- the very good learning opportunities gained from links with other schools, and with industry and the community.

Features in need of improvement are:

- provisions for developing pupils' skills in scientific enquiry, and in using and applying number;
- the use of pupils' developing skills in ICT to support learning, both in these aspects of mathematics and science and in the other subjects of the curriculum;
- the coherence and consistency of the school's programme for personal, social and health education (PSHE).

- 35 All pupils experience a satisfactory range and quality of planned learning opportunities. The curriculum includes all subjects of the National Curriculum, together with religious education and a PSHE programme that incorporates adequate provision for health and sex education and for drugs awareness. The school has implemented the national strategies for literacy and numeracy. It has also adopted national guidance for pupils in the reception classes and for most subjects. Work in religious education complies with the Warwickshire framework, although uncertainties in the revision of the agreed syllabus have delayed developments at school level. Overall, the school's arrangements meet statutory requirements and ensure that all pupils have satisfactory breadth, balance, coherence and progression of learning experience as they move through the school.
- 36 Satisfactory improvements since the previous inspection have strengthened provisions in several aspects of the curriculum, including the features then judged unsatisfactory. A sound homework policy now supports key areas of pupils' learning across the school. Teaching time conforms to national norms at both key stages, and its allocation gives due weighting to literacy and numeracy whilst providing a fair balance across other subjects. The use of national frameworks and agreed whole-school planning procedures have brought better consistency and continuity to all areas of the National Curriculum. Management has also improved understandings between the two sites, although communication difficulties still lead to inconsistencies. As a result of its own evaluations and its steady commitment to higher standards, the school has improved its provision for writing, and for groups of differing prior attainments. It is exploring various ways of grouping pupils by attainment, especially in English and mathematics, and many teachers show a keener recognition of different needs in their planning and teaching. In addition, selected pupils in Year 3 benefit from a programme of Additional Literacy Support, whilst the use of special 'booster' classes raises attainment in Year 6. Although these developments show that the school pays greater attention to the quality of the curriculum, the system for identifying areas that need strengthening is still not rigorous enough. For example, in mathematics and science, the key skills of using and applying number and of scientific enquiry are not effectively developed throughout the school.
- 37 The school has implemented successfully the national strategies for literacy and numeracy and continues to give the highest priority to promoting these skills. Developments in both areas have boosted the confidence, expertise and teamwork of all staff and improved the quality and use of assessment information. As a result, planned activities more sharply challenge different levels of attainment, and standards are rising. This rise is more marked in literacy because of the use of 'booster' classes and of extended provision for writing. However, both strategies would be made more effective by a concerted policy to ensure that all pupils practise and develop their skills in literacy and numeracy through planned work in other subjects. ICT provides a prime example. Provisions and standards have improved significantly since the suite came into use a year ago. The use of relevant skills to support learning in all subjects is the main aim in the very good subject development plan, but much remains to be done to realise this aim.
- 38 The range of learning activities meet effectively the interests and aptitudes of pupils with special educational needs. These pupils are included in all aspects of the curriculum and make good progress. Teachers help to write pupils' individual plans and use them well to plan suitable tasks, resources and support. Most individual plans are of good quality with clear and achievable targets. Some targets, however,

are too distant, and smaller, more specific steps would more effectively plot and measure each pupil's progress.

- 39 Provisions to enable all pupils to have equality of access and opportunity are good. Staff take care to see that all pupils, irrespective of gender, race, age or attainment, have equal access to the whole curriculum. Pupils who have special educational needs, and those few for whom English is an additional language, benefit greatly in this respect from the extent and quality of the support they receive. The school provides a good and appropriately broad range of worthwhile activities which meet the interests and aptitudes of pupils with special educational needs. Generally, individual education plans have appropriate and achievable targets. There are occasional cases where the target is too difficult and smaller steps would ensure progress being made and the development of the pupil's self esteem.
- 40 The taught programme of PSHE makes a satisfactory contribution to the school's effective range of provisions for promoting pupils' personal development. The programme makes good use of visiting 'experts', particularly in relation to aspects such as health and safety, and awareness of harmful substances. However, work in PSHE lacks co-ordination and evaluation, not least in terms of its links with other subjects, and is inconsistent. As a result, older pupils have confused recollections of what they have done and learned.
- 41 Overall, the school provides a good range of activities to extend and enrich pupils' learning experiences beyond the basic curriculum. Many parents expressed concern about the range of activities outside lessons, and indeed the range of lunchtime and after-school clubs is narrow given the school's excellent facilities. However, the school works hard to provide a wide range of experiences which benefit all pupils by supporting their personal development as well as their work in the curriculum. This is achieved by an annual programme of visits and visitors. For example, pupils in Key Stage 1 visit the sorting office as part of their project on letters. Visiting librarians, police and fire officers teach them to use a library and to practise road and fire safety. Pupils of all ages benefit from planned outings, for instance to the town hall, nearby churches or the local canal and lock system. Pupils in Key Stage 2 also work with the Fire Service and the Police, to train in cycling proficiency for example. They have also benefited from a residential trip to France. In Year 6, pupils have an annual four-day residential visit to York and benefit greatly from activities linked to local industry and schools.
- 42 Vigorous efforts to involve the wider community in the work of the school have developed very good links locally that contribute significantly to pupils' learning, both within and beyond the academic curriculum. These links are of particular benefit to older pupils. For example, pupils in Year 6 visit the Gaydon Technology Centre, where they see how computers are used in an industrial setting and have good opportunities to develop their skills in control and data-logging. The Education Business Partnership also enables pupils in Year 5 to spend a day at the Alstom factory. Here they learn about health and safety, see turbines being built and spend time with young apprentice workers. These pupils also meet staff from British Telecom as part of a project in which they plan alternative uses for land currently occupied by telecommunications masts. All pupils benefit from the school's close ties with the church. Local clergy lead assemblies, give talks on aspects of Christian practice and belief, mount church exhibitions for pupils and host visits for pupils to study places and objects of worship. Pupils in Key Stage 1 benefit from planned visits to local shops and businesses, and from practical links with the Post Office, the Fire Brigade and the local Police.

- 43 Very good partnerships with other schools in the area enhance, both directly and indirectly, the range and quality of pupils' learning opportunities. E-mail correspondence with Year 7 pupils at the nearby secondary school helps pupils in Year 6 to prepare for the next stage in their education. This process is also supported by planned contact between Year 6 and high school students who visit Paddox on work experience to help with classes. Rugby College runs courses in the computer suite. The free training sessions that accrue from this are taken up by staff and parents, and pupils gain indirectly as a result. Good liaison with the local play schools and nursery prepares children well for full-time schooling.
- 44 Overall, the school provides effective provision for pupils' spiritual, moral, social and cultural development. Acts of collective worship meet statutory requirements with opportunity for prayer and the acknowledgement of the existence of the Deity.
- 45 The provision for pupils' spiritual development is good. Pupils reflect on their own experiences in day-to-day activities in the life of the school and in some lessons such as religious education, PSHE, and assemblies. During the inspection, reflection on key issues of life and death resulted from the news of the terrorist attack in New York. This was sensitively dealt with as teachers listened to pupils. When pupils are angry or have special needs, teachers are on hand to give spiritual or emotional support. In academic matters, targets are shared with pupils especially in Key Stage 2 and effective support given especially to special needs children. Pupils' ideas are valued and taken into account. This is exemplified by the work of the school council which was developed from pupils' initiative, is run by elected representatives and brings about change, for example in the provision of a litter bin. Pupils are aware of their place in the world and posters announce, "We share our world". In their geography study in inspection week there was good understanding of changes in the environmental use. A pond was being filled in to create a car park. The arrival of families from other parts of the world provides opportunities for sharing the customs and knowledge of where they lived.
- 46 The provision for pupils' moral development is good. From reception, the school enables children to distinguish right from wrong and to know what is acceptable and unacceptable behaviour. Rules are expressed in positive terms, for example, "walk" not "don't run". Rules are agreed by classes and form the basis of behaviour. One class had discussed respect as a basis for their rules and wrote an acrostic poem to exemplify different areas where respect is needed. Pupils are skilfully dealt with in disputes by staff for example when dealing with conflict, the first word of a response by either child has to be "I". Fairness is actively demonstrated and staff are asked to obey the same rules as children, for example not talking when coming into assembly. Pupils are instructed in the value of truth and when trouble occurs although they do not like trouble, to lie is worse. For dealing with anger when the child feels that he is against the world, they use effective mechanisms for resolving the anger and avoid future incidents. There is a behaviour book agreed and signed by both parties with parents informed. Good understanding is shown.
- 47 The provision for pupils' social development is very good. Emphasis is placed on care and consideration for each other. Their contribution to the school and the use of initiative is acknowledged in the award of a special prize to a Year 6 pupil for his effect on the life of the school. This is apart from any academic achievement he may have made. Self-discipline is taken seriously, with adults as role models. Even reception children are seen putting away their toys and taking seriously the responsibility of looking after the school rabbit. On the school's difficult site, efforts

to unite are effective as seen in the summer picnic. Older pupils take responsibility for a younger class arranging games and activities for them. The family ethos of the school is well developed. Charitable activities play a part in the school life. For example for harvest this year, tins of food will be collected for the refugees in Coventry. For all charitable activities, emphasis is placed on pupils' contribution from their own money. Pupils raise funds for a school in India in Thandigudi, receiving letters and photographs from the children and replying in the same way. The school council is a good means of pupils feeling they have a voice in school matters and it is being adopted locally by another school. The social development of pupils is well fostered as they take responsibility in taking on duties such as looking after the office at lunch times, dealing with telephone calls and queries.

- 48 The provision for cultural development is satisfactory. As in the last inspection, pupils are taught to appreciate their own culture and traditions. This was evident in their study of a local geography where good work was seen about the local canal with its special decorative art. In areas relating to the ethnic and cultural diversity of British society, fewer opportunities exist at present to broaden the pupils' experience. There are a few examples of some pupils attending a multi-cultural festival or being involved in African drumming and dance. More use could be made of opportunities to develop pupils' multi-cultural experience.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

- 49 There are many strengths in the school's provision of care and support. All staff work hard to provide a calm and caring learning environment. Pupils feel happy and secure in school and are confident that they have someone to turn to if they have problems. Parents express confidence in the care which the school takes of their children.
- 50 The school has a well structured programme to help new pupils settle when they join the reception class. The close links which the school has with pre-school provision, as well as the home visits made by reception staff, help to ensure a smooth transition to school. Reception children started school in the inspection week and reception staff worked hard to ensure they had a secure and happy start to school life. The school has good lunch time procedures and routines. Staff with first aid qualifications are on hand on both sites to deal with minor playground accidents. Lunch time supervisors take good care of pupils and the recently introduced logging system which they use to record playground incidents is an effective means of tracking and discouraging poor behaviour.
- 51 The school's child protection procedures are unsatisfactory. The head teacher, who is the designated teacher with responsibility, last received training on procedures three years ago. The school's written child protection procedures comply with local authority guidelines but there has been no staff training on procedures for three years. Governors should ensure that these weaknesses in child protection arrangements are rectified.
- 52 Most aspects of the school's procedures for ensuring pupils' health and safety are good. All teachers show a high regard for safety and remind pupils about safe practice in lessons such as science, design and technology and physical exercise. Governors play a significant role in ensuring the premises are safe. In addition to the annual risk assessment of the premises performed by the local authority, the governor with responsibility for health and safety makes an annual check of the premises and provides the head teacher with a written report. The caretaker

provides very good assistance to the school in maintaining the school as a safe place. Governors should now ensure that the school's health and safety policy is regularly monitored and that it is made specific to the school. Within the curriculum teachers provide guidance on topics such as healthy eating. Key Stage 1 circle time also provides opportunities for guidance. However, the school does not at present monitor its provision of PSHE so has no way of ensuring continuity of coverage.

- 53 The school promotes good behaviour well. All staff have consistently high expectations of pupils' good behaviour and are skilful in behaviour management. Their generous use of praise and the use of rewards helps to motivate pupils to work hard and behave well. The headteacher ensures that there are strategies in place and appropriate support to help the few pupils who have behaviour difficulties. A review of the school's discipline policy took place about a year ago following some incidents of disrespect to support staff. Following consultation the discipline policy has been amended to include lunchtime discipline procedures and these are effective. The school should now consider bringing its behaviour and discipline policy up to date by integrating the two parts and making it a clearer document.
- 54 The strongly upheld ethos of consideration for others which permeates the school and the good moral guidance provided for pupils help to counter harassment and bullying. Parents and pupils agree that when infrequent incidents of bullying occur the school deals with them promptly and effectively. Despite the good practice which exists the school does not at present have a policy on bullying and governors should ensure that one is drawn up. The school has good procedures for monitoring and promoting attendance. Absence is properly followed up and good attendance is rewarded.
- 55 The school promotes pupils' personal development effectively in a variety of ways. Teachers boost pupils' self esteem and confidence through their praise and encouragement and pupils' achievements are celebrated in achievement assemblies. The responsibilities given to pupils, including the school council, help to foster pupils' sense of their own worth. The Year 6 residential trip, as well as the wide range of other extra-curricular activities, also helps to promote pupils' personal development. A large majority of parents consider that the school is helping their children to become mature and responsible. Informal monitoring of pupils' personal development is based on teachers' good knowledge of pupils, but there is no system for the formal monitoring of pupils' personal development.
- 56 Staff know individual pupils well and informal procedures for assessment are used effectively. Staff respond well to the pupils and are committed to supporting them in the classroom situation. More formal procedures for collecting data have been implemented as part of the school assessment policy but this information has not been effectively used to improve pupils' performance and improve their learning. The data consists of information from national tests and other published test material but this data has not been analysed efficiently to focus on particular groups of pupils who need further support and modified lesson planning. The introduction of target books for individual pupils in addition to target setting is an improvement since the last inspection and has made pupils more aware of what they can do and what they need to do to improve further. The introduction of a marking policy is a further improvement but this policy is insufficiently detailed and inconsistently applied with too few indications of how well the pupils have done and what they need to do to further improve their work. Work is not always corrected and classes vary in the way they approach these corrections. Pupils with special educational needs are supported with individual education plans and their specific targets are

based on what they can do and what they need to do to improve. The school should refine their assessment procedures to ensure that all staff can assess their pupils' strengths and weaknesses and record the information regularly allowing for rigorous analysis of data to identify individuals and groups who need further support. This information needs to be easily available and used by subject co-ordinators to modify planning and improve pupil attainment.

- 57 The school provides effective care and guidance for pupils with special educational needs. Scrutiny of statements show :
- that reviews are up to date;
 - that provisions outlined in the statements are implemented;
 - parents are consulted and involved;
 - additional staffing as outlined in the statement are in place.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

58 Parents and carers strongly support the school. The parents' questionnaire reveals a high level of confidence in most aspects of the school's work. Parents feel comfortable approaching the school. They are pleased with the way the school is helping their children to make good progress and to become more mature. They are pleased with the quality of teaching and of leadership. A significant minority of parents think that the school does not provide an interesting range of activities outside lessons. Inspection findings do not support this view. After school and lunchtime activities include French, chess, netball, and football and mathematics clubs. There are a wide range of appropriate visits and following the national tests the school arranges several activities for Year 6 pupils, including first aid training and a residential visit. The school participates in book and art weeks and many visiting speakers come to school to talk about their work, for example, county councillors and planners have talked to pupils about the development of a local site. A significant minority of parents have concerns about the school's provision of homework and about the information they receive about their children's progress. Inspection findings do not support the concern about homework. However, inspectors agree with parents that there are inadequacies in the school's procedures for reporting on pupils' progress because of the level of inconsistency which is evident in annual reports. Further supporting evidence for these findings is included in the following paragraphs.

59 The school has good links with parents. These are established right from the beginning of children's school life by the home visits which reception staff make and the good informal relationships established between reception staff and parents. The school keeps parents well informed through regular newsletters and a clear and informative prospectus. However, the prospectus fails to meet statutory requirements because it does not include national comparative data on National Curriculum tests and does not contain pupil absence rates. The school holds meetings to keep parents informed about the curriculum and other matters; these include maths workshops and meetings on 11 plus procedures. Parents of pupils with special educational needs are properly involved in reviews of their children's progress. Approximately every two years the governors send parents a questionnaire to gather information on parents' views of the school. This is a good practice.

60 Parents value the two annual consultation evenings on their children's progress and these are well attended. At Reception and Key Stage 1, there are regular opportunities for informal contact and exchange of information between teachers

and parents. The quality of annual reports on pupils' progress is inconsistent. There are some examples of reports which give a full picture of pupils' attainment and progress and include useful and specific targets for improvement in numeracy and literacy. However, many reports consist of a list of what pupils can do but do not give a clear outline of weaknesses in attainment or targets for improvement in numeracy and literacy. The school needs to monitor the quality of reports in order to identify and extend good practice.

- 61 The close involvement which parents have in the work of the school is one of its strengths. About thirty parents give regular help. They help to run the shared reading scheme and also help with cookery, swimming, the bookshop and after school football. The Friends of Paddox School is an active and well supported organisation which raises useful sums of money for resources. The school has a clear recognition of the important part parents play in supporting their children's progress and it works hard to encourage parents to support the learning their children do at home. Reception teachers hold annual meetings to explain the shared reading system and most parents regularly listen to their younger children read. The commercial mathematics scheme is a useful way of involving parents in supporting their children's development of mathematical understanding in everyday situations. There is a clear homework policy and timetable and pupils have homework diaries which can be used for communication.
- 62 The school maintains good links with parents whose child has got special educational needs. There is plenty of evidence to show that:
- reviews are up to date;
 - provisions outlined in the statements are implemented;
 - parents are consulted and involved.

HOW WELL IS THE SCHOOL LED AND MANAGED?

- 63 The leadership and management of the headteacher and key staff are satisfactory. The headteacher has been at the school since the amalgamation of the infants and juniors schools five years ago and she has presided effectively over a large school on two sites. She has confronted significant challenges such as low academic performance in the early days and has seen the standards rise at a rate higher than the national trend. She has shown that she can delegate responsibility and recognises the need to analyse, monitor and act in areas such as standards and teaching and good progress has been made in these aspects. However, this evidence of good practice is not present in all the areas of leadership and management. For example, some elements of policy making are inconsistent, such as marking and homework.
- 64 The senior management team are successfully involved in performance management, particularly the monitoring of teaching, and they are increasingly involved in the management of test results and standards overall. The deputy headteacher has been crucially involved in many of the recent initiatives, most particularly the policy making for behaviour, homework and assessment. This has been helpful support of the headteacher, but the lack of consistency has rightly concerned some parents. At present, the school has yet to overcome the challenges presented by the two sites.
- 65 The headteacher monitors the quality of teaching and learning through formal classroom observations. Curriculum development is monitored through the regular cycle of staff meetings and from the curriculum plans submitted to the headteacher

and subject co-ordinators. In consultation with staff and governors, curriculum co-ordinators have produced whole school policies and schemes of work which support teachers in teaching the National Curriculum. Co-ordinators are responsible for managing their subject and providing curriculum support. They monitor their curriculum area informally through examining teachers' planning. Opportunities for them to monitor and support teaching and learning through visiting classrooms are weak.

- 66 Leadership and management of special educational needs is effective. There is a nominated governor who is well informed and active. The co-ordinator is a full time class teacher who has overall responsibility, and to help him with the role he is released one morning a week from his classroom. He is confident, knowledgeable and hard-working. There is a further teacher with responsibility for higher attaining pupils. This is a recent innovation and the effects of the teacher's work are yet to be measured. The Annual Report to parents fulfils statutory requirements in regard to reporting on special needs and special needs has a regular place on the governing body meetings.
- 67 Daily administration and financial management are good. The administrative staff work hard to assist in the smooth day-to-day working of the school, which has a positive effect on the quality of learning and standards of achievement.
- 68 The governing body is fully supportive of the work of the school. The Chair of Governors frequently visits the school and has regular discussions with the headteacher in relation to day-to-day issues. Individual governors are providing effective support and monitoring of initiatives such as communication and in connection with special needs and equal opportunities. The governing body has fulfilled its role adequately in relation to strategic planning and it is involved in drafting the school development plan which seeks to address a range of strategic planning issues. This plan targets issues and involves a range of staff in its development. The school meets statutory requirements in most respects and particularly in relation to the National Curriculum and collective worship, but the governing body does not meet requirements to provide all necessary information to parents. For example, there are omissions from the annual report to parents and prospectus.
- 69 The aims and values of the school are reflected in its work and parents see this as a strong feature; most particularly:
- the expectations the school has of hard work and achievements;
 - the help that their children are getting to become mature and responsible;
 - the good behaviour of their children.
- 70 There are sufficient qualified and experienced full and part-time staff to meet the needs of the curriculum both for under fives and in main school. All staff, including the special educational needs co-ordinator, have clear job descriptions. There is a satisfactory balance amongst the staff in terms of qualifications and experience, all of the curriculum areas have a subject co-ordinator and provide an appropriate breadth of experience and expertise.
- 71 The complement of non-teaching staff is above the average of schools of similar size and they contribute well to the progress pupils make, by giving effective support in the classroom. Parents, at their meeting with inspectors, were very complimentary about the quality of support provided by staff to their children. The

headteacher receives administrative support from two conscientious secretaries for 55 hours per week, which is about the level for schools of similar size.

- 72 There are effective arrangements in place for mentoring new staff. Staff performance management is operating effectively. Adequate records are maintained, which identify individual professional targets. Procedures are practical and useful in identifying needs and matching support to the school's development priorities. The school supports a substantial programme of in-service training, maintaining an appropriate balance between individual staff and school needs. These are appropriately matched to the priorities identified within the school development plan and the in-service training budget. This provision has a positive impact upon teaching, for instance in raising standards in ICT.
- 73 Spending on learning resources is in line with the norm in comparison with most schools and there are few deficiencies. In all curricular areas the level of resourcing is at least satisfactory. There is a sufficient range of resources for special needs, and provision for the Foundation Stage is adequate in all areas. Levels of non-fiction and fiction books in classrooms are satisfactory. Resources are readily available and accessible to staff and pupils.
- 74 Overall, the school uses the money it receives efficiently. It benefits from satisfactory financial planning and control. Spending is appropriately managed and controlled by the headteacher and the governors through an effective finance committee. Income per pupil is around the national average and expenditure in recent years has been generally controlled by prudent planning. Specific grants for training are used efficiently for professional development. They have been particularly beneficial in improving the teaching. Funds for pupils with special educational needs are well spent and there is good provision for these pupils. Internal financial records are kept very efficiently by the school administrators, who also provide highly effective clerical support.
- 75 Fund-raising has provided several valuable items of equipment for the school. Teaching support staff are well deployed throughout the school. In the foundation stage, particularly effective use is made of non-teaching staff. Accommodation and learning resources are used effectively. In terms of the amount of money the school receives, the satisfactory quality of education provided and average standards achieved, the school is judged to give satisfactory value for money.
- 76 There is extensive accommodation to allow the curriculum to be taught effectively. Class bases are generally of a good size. Library space is large and allows for whole class lessons to take place. The building is in a satisfactory state of repair. However, governors are concerned that both buildings are ageing and they may not have sufficient funds to activate appropriate maintenance. External provision is extensive. The outdoor grassed areas provide more than sufficient space for games lessons and to support other curriculum areas such as geography and science. There are appropriate hard areas for pupils and these are suitably marked with games for pupils to play or with appropriate areas to sit. Displays are bright and stimulating, often reflecting the importance staff place on pupils' efforts. The site supervisor is to be commended for the good standard of cleanliness of the building and also for the satisfactory standard of internal repair which creates a bright and welcoming environment conducive to learning, encouraging pupils to treat the area with respect.

77 Resources are, on the whole, adequate for the delivery of the curriculum. They are satisfactory in quantity, quality and accessibility in physical education, music, religious education and science as well as mathematics and English. ICT is well resourced in hardware- computers, printers, listening centres but as yet the lack of the provision of software is a weakness. Resources are needed to support more practical activities in mathematics. Design and technology is well resourced. History and geography have few books to support areas of study or research. The Foundation Stage is adequately resourced to support the early learning goals except in the provision for outdoor play, for example climbing apparatus with soft landing, wheeled toys in an area with access to the classroom.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

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

- (1) Improve the use of assessment information to inform planning and teaching by:
 - identifying and using more widely the good examples being used in the school that focus on and promote high achievement;
 - making the use of procedures consistent;
 - ensuring that records are used to inform the setting of learning objectives;
 - introducing a system of monitoring pupils' attainment throughout their time in school through the establishment of targets and measuring whether pupils attain better or worse than expected.
(Paragraphs: 23, 28, 31, 55, 56, 105, 106, 110, 140)
- (2) Improve pupils' investigative skills in mathematics and science by:
 - increasing the range and frequency of practical activities in lessons;
 - expecting pupils to work independently and in small groups to solve problems that are challenging.
(Paragraphs: 9, 10, 34, 110, 114, 115)
- (3) Develop the use of pupils' skills in information and communication technology by :
 - identifying opportunities in the schemes of work of other subjects;
 - establishing small banks of computers in all classrooms;
 - implementing the useful subject development plan.
(Paragraphs: 11, 34, 37, 109, 136, 140)
- (4) Increase the opportunities for subject co-ordinators to monitor teaching and learning in their subject by:
 - arranging regular time out of the classroom;
 - setting a programme that includes all subjects;
 - devising a system for co-ordinators to report back to senior managers and governors.
(Paragraphs: 65, 117, 135, 154.)

79 In addition to the key issues above, the following less important areas for improvement should be considered for inclusion in the action plan:

- developing a policy and scheme of work for personal, social and health education. (Paragraphs: 34, 40)
- updating and refreshing the training and procedures for child protection. (Paragraph: 51)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

72

Number of discussions with staff, governors, other adults and pupils

36

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	5	39	27	1	0	0
Percentage	0	7	54	38	1	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		410
Number of full-time pupils known to be eligible for free school meals		16

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs		4
Number of pupils on the school's special educational needs register		107

English as an additional language

	No of pupils
Number of pupils with English as an additional language	13

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	26
Pupils who left the school other than at the usual time of leaving	20

Attendance

Authorised absence

	%
School data	3.9
National comparative data	5.2

Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	32	30	62

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	26	29	28
	Girls	30	30	30
	Total	56	59	58
Percentage of pupils at NC level 2 or above	School	90 (92)	95 (97)	94 (92)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	27	28	30
	Girls	30	29	30
	Total	57	57	60
Percentage of pupils at NC level 2 or above	School	92 (93)	92 (92)	97 (92)
	National	84 (82)	88 (86)	88 (87)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	37	24	61

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	30	28	33
	Girls	20	16	20
	Total	50	44	53
Percentage of pupils at NC level 4 or above	School	82 (76)	72 (80)	87 (83)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	22	28	29
	Girls	14	13	17
	Total	36	41	46
Percentage of pupils at NC level 4 or above	School	59 (71)	67 (68)	75 (76)
	National	70 (68)	72 (69)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	0
Black – other	0
Indian	13
Pakistani	0
Bangladeshi	0
Chinese	0
White	345
Any other minority ethnic group	0

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)	17.1
Number of pupils per qualified teacher	24
Average class size	29.3

Education support staff: YR – Y6

Total number of education support staff	10
Total aggregate hours worked per week	212

Recruitment of teachers

Number of teachers who left the school during the last two years	1.6
Number of teachers appointed to the school during the last two years	1.0
Total number of vacant teaching posts (FTE)	1
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	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	1	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	200001
	£
Total income	832,297
Total expenditure	848,239
Expenditure per pupil	2,089
Balance brought forward from previous year	43,870

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	410
Number of questionnaires returned	166

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	51	45	3	0	1
My child is making good progress in school.	40	49	8	1	2
Behaviour in the school is good.	36	55	4	0	5
My child gets the right amount of work to do at home.	22	49	22	4	2
The teaching is good.	40	47	6	2	5
I am kept well informed about how my child is getting on.	23	48	25	4	1
I would feel comfortable about approaching the school with questions or a problem.	43	47	8	2	0
The school expects my child to work hard and achieve his or her best.	45	50	4	0	2
The school works closely with parents.	20	58	15	3	4
The school is well led and managed.	37	51	5	1	5
The school is helping my child become mature and responsible.	37	52	5	1	4
The school provides an interesting range of activities outside lessons.	14	37	31	6	13

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

- 80 This early autumn term inspection was during the induction stage for children entering the school in reception class. The arrangements for induction are a strength of the school. The older four year olds attended sessions in the morning during this first week and the younger children attended afternoon sessions. The first day of the inspection coincided with the children's first half days in school. The carefully planned induction procedure confirmed very good links with parents. From the April before entry, and children had visited the class twice and then at the end of the summer term had joined the year above for story time. In the first week of term, the week preceding inspection, every child had been visited by their teacher in their home, which, for working parents, had necessitated some evening visits. Children recall this visit with pleasure, talking about the books the teacher had brought. Parents valued this visit in being able to talk one-to-one with the teacher as well as being given a written induction pack with information, for example, about encouraging children's independence, self management, encouraging children to express themselves clearly and the importance of parents listening to children and encouraging children's listening skills.
- 81 All of the children in reception class had pre-school experience in local nurseries and play groups. There are useful informal links between reception teachers and the pre school groups with some passing on of previous assessment details. These arrangements contribute very effectively to a smooth transition for all 59 children. In the weeks following the inspection, all children will be in school full time in the two reception classes, but they will go home for lunch at midday for another week. The induction process is carefully planned and effective.
- 82 Scrutiny of last year's reception activities shows the full range of learning expected in covering the early learning goals, mainly in photographic evidence. For example, they had visited the local shopping areas; they work together to make vehicles; in computer paintings they create animal masks to use in their jungle role-play area. A butterfly centre had been visited with consequent work on chrysalis and making symmetrical patterns. They had visited the Church when thinking about Christian baptism in the topic on "myself" as well as hearing the story of Guru Nanak.
- 83 Initial judgements of attainment are made at the beginning of the reception year. These local education authority entry profiles were started during the inspection. Children were asked to draw a person and also attempt to write their name and their pencil control is assessed. Last year, other records of children's attainment consisted of bull's-eye targets, which are used throughout the school, individual reading records and workbooks, leading to a report to parents at the end of the year. Assessment is made continuously by the two teachers and one part-time teacher and the one full-time assistant, who is also a trained teacher.
- 84 Activities are not yet planned against the latest nationally recommended objectives. Staff are very experienced in working with this age group and they have attended courses for the new guidance on curriculum planning for the Foundation Stage. At present they are unsure of a method of planning that will ensure compliance with the latest guidance.

Personal, social and emotional development

- 85 The standards in this area of learning in this induction period are typical for most children in this age group. All children are eager to come to school, accompanied on the first morning by parents who soon left. They are attracted by the activities laid out, for example, construction toys, water, sand, home corner and painting. Through the well planned play, some of which was repeated each day to give security and some being changed to give a variety, the children develop from the start a positive attitude to school and a disposition to learn. Children work alone or in groups as they move through the three large work areas with up to four adults helping and directing them. Children feel safe and trust the adults, appealing to them if need arises. Adults provide positive role models and ensure a secure environment to promote opportunities for learning. The majority of children show good self-control, but for a few it is more difficult as they adjust to the rules of the classroom, for example, the need for children to speak to the teacher one at a time. Established classroom routines, even in the first four days of term, give noticeable security to children and a name on a tray of their own for their purses and paintings adds to a sense of belonging and security.
- 86 Teaching is effective. Teachers wisely allow time for children to explore areas of play freely, from time to time interacting with individuals and getting to know them, and by introducing challenging and achievable goals. For example, they trace round shapes, cut them out then stick to form a teddy bear. Staff deal skilfully with a variety of temperament. There was a boy crying because he really did not want to be at school. There was a boy who liked school, however, he did not like the colour of the ceiling! The teacher's response to the familiar "he did it to me" was "you don't do it back". Progress was seen in the four sessions observed. During this first week children were learning about developing relationships with each other. One girl wanted a boy to come to 'her house' for tea and throughout the session he rebuffed her approaches. In 'the house' a boy deeply involved in cooking curry for an adult complained that he hadn't any onions. The sense of community built up when the class shared stories involving the sadness of a lost Teddy.

Communication, language and literacy

- 87 Standards seen in the development of communication, language and literacy, indicate the normal range of ability. One teacher pointed out that you say, "Excuse me" if you want someone to move. Asking the teacher why she chooses a book to read at story time, the child observes, "you chose that because it's raining outside". Relishing the word "abracadabra," a child waved his wand. Another, while watching the rainwater pouring down the drain, described it as "splitting and splattering". Some children choose to play in groups while others prefer to be alone. Some communicate sometimes in sentences and sometimes in single words. One boy, working alone said "I'll see what happens when I put this here", when trying to make a vehicle. A girl with a Humpty Dumpty game described it as her mummy as she was so pretty.
- 88 Teaching is good. Teachers limit shouting to gain attention. They often enter a role-play situation, joining in the imaginary activity effectively. In the five sessions observed, language for communication is focussed on by teachers and the children are expected to use correct speech and correct grammar, with new vocabulary being introduced to some, like "double-decker". This helps children to develop their thinking and are well used by the adults. There is a planned high ratio of children to adults in reception class to enable the close contact necessary for discussion.

Mathematical development

- 89 The standard of mathematical development is appropriate for the age. Children are taught number songs and are asked number questions frequently during the session, for example counting the shells in the sand tray. Number pictures adorn the classroom walls and children play with different coloured animals and buttons sorting them into different sets. There are challenging jigsaws to be completed and shapes for sponge painting. Children are interested and concentrate well. The sand tray and water tray with colanders and sieves are well-used sources of practical activities.
- 90 Teaching is effectively carried out. Teachers use the big book for maths and a lesson was seen on insects where children were asked to count the legs on spiders, dragonflies and caterpillars. Staff take all opportunities during the day to reinforce early mathematics skills, such as counting and little rhymes.

Knowledge and understanding of the world

- 91 The standards in this area of understanding are in line with those expected for most four year olds. Children in the first week are getting accustomed to their classrooms and toilets, cloakroom and drawers and the playground where the "magic line" indicated a barrier for their exploration. Their knowledge of school is to be extended to other areas of the Key Stage 1 building, as the children are ready. They are thus developing a sense of place after their short time in school. At present children engage well with small construction toys, which are familiar from other settings.
- 92 Due to the inspection being very early in the term, the range of resources was limited because teachers were primarily involved in other areas of activity and integrating the children. CD-ROMs and computers are available later in the term, as will be the range of tools and equipment, which will involve learning by doing.

Physical development

- 93 Standards of physical development are in line with those of most four year-olds. They enjoy space within the classroom and were being taught to walk only indoors, as some skipped or ran happily in the space. Direct access to outdoor facilities is being planned. On two occasions apparatus was taken out to use on the grass. Here children were using large movements and skills to climb, walk round the playground bowl hoops and throw beanbags. When using this equipment, one child fell, bumping her head. Teachers dealt with this accident appropriately, sending a letter to her parents and talking to them after school.
- 94 Teaching is effective. Basic skills are introduced appropriately, for instance, small movements and skills are practised, such as the correct holding of a pencil and the correct use of scissors to cut out a cardboard teddy bear.

Creative development

- 95 The standards seen in creative development are similar to those of most four year-olds. Children like to explore a range of media, particularly mixing colours and painting shapes. In their outdoor playtime they painted with water and brushes on the warm footpath, being amazed when their smiley face "disappeared". Imaginative play was seen with play dough being used to give a model "chicken-pox". One emphasis during the week of the inspection was to encourage children to finish what they were doing, for example colouring their rabbit. Music was limited to the teacher singing number songs and children joining in. The familiarity of the song helped the children's confidence.
- 96 Teaching is good. Staff know how to help the children settle, for example, by introducing traditional playground games, such as 'the farmers in his den' encouraged the children to be confident to join in. Again familiarity with activities is used successfully, for instance, cutting out "cakes" and making monsters. Role-play in the home corner brought comfort to some children by acting alongside or talking with each other. This was seen when they were using the telephone to make appointments at the dentist and "writing" messages on the notepad. The challenge for the teachers now is to identify in more detail the next steps in children's learning and to plan how to help them to make the appropriate progress by making detailed judgements of attainment as a basis for planning. They need to evaluate the quality of provision and their own training needs.

ENGLISH

- 97 Standards in English continue to be broadly typical for seven-and 11-year-olds, as was the case at the time of the previous inspection. Improving results by both boys and girls over the past three years have kept pace with the rising trend nationally. They maintain a position above the national average at age seven and average at 11. In view of the school's large and increasing numbers of pupils with special educational needs, this record represents good achievement. The recent performances of 11-year-olds in national tests testify to this achievement. The percentage of pupils reaching the expected level (Level 4) or above rose from 76 in 1999 to 86 in 2001, when the school achieved its own ambitious target. Over the same period, the percentage of pupils reaching the higher level (Level 5) has been raised from 20 to 42. This reflects the good impact of the literacy strategy and of the school's action to improve standards in writing and to accelerate the progress of its more able pupils.
- 98 In speaking and listening, the oldest pupils in each key stage achieve average standards, but the progress pupils make through the school is uneven. The great majority of pupils speak clearly in standard English, take turns, listen attentively, and use talk skilfully and sensitively to negotiate agreements and solve problems when working with partners. The higher attaining pupils extend their answers coherently, read aloud expressively and, when asked, present their learning confidently and formally to the class. However, progress is checked over time because the quality and frequency of opportunity to practise and extend these skills are inconsistent. For example, when considering texts with the whole class in the literacy hour, all teachers listen well, value contributions, and insist that pupils listen to each other so that their answers are relevant and help to build a coherent picture. Most teachers use questions soundly to draw pupils towards an understanding of a text in relation to the lesson's learning focus. However, few teachers fully recognise different abilities in their use of questions, or use role-play, where for instance, a pupil

defends a story character in response to questions from other pupils. In the better lessons, pupils benefit from good opportunities to question each other, to explore ideas together openly, and to develop analytical or interpretive thinking, and reasoning skills. Such lessons also provide closing opportunities for pupils of all abilities to explain their learning to the class. Crucial learning skills and points of personal development are at stake here, which affect progress in all areas of schooling.

- 99 Attainment in reading is above average at both seven and eleven, and most pupils make good progress. In a few classes, progress has been stalled by staff illness or change and, for some pupils, progress is slowed by lack of a diagnostic approach to their reading difficulties. Good and well-established systems and resources successfully support the development of reading skills, tastes and attitudes across the school. Consistently systematic work on basic skills within the literacy framework brings steady development of confidence and an increasing range of strategies for reading new material. Classroom assistants work effectively with pupils who find reading difficult. Good home-learning agreements and routines ensure daily practice and enable parents to contribute significantly to the secure progress pupils make. Regular book fairs, author visits and a 'book week' help to promote pupils' interest in books and authors. Pupils' increasing familiarity with libraries is supported by regular library lessons. However, there is a serious difference in quality between the school's two libraries. On the Acorn site, the library is centrally placed, and has an open and attractive environment, well presented displays and resources, and a good range of books, which includes books made by the pupils themselves. All this makes the library an enticing place and books a desirable possession. By contrast, the library in the junior building has a poor book stock, especially in literature, and, although space, shelving and furniture are good, too little is done to promote its best use as a satisfying and central place to work and learn.
- 100 By the time they enter Year 6, pupils of different attainments read in different ways for different purposes and show a good understanding of books and how they are organised and used. Pupils read aloud fluently and most do this with confidence and a clear expression of meaning. They are quick to identify a good range of the features that typify information books, but only the more able can explain the function of features other than index and glossary. When asked to respond to the opening of a story, these pupils make good use of the knowledge of language and quality texts developed by the literacy strategy. Their observations show a developing understanding of how an author constructs a story and uses language to draw the reader into particular perceptions of events and characters.
- 101 Standards in writing are average overall, but pupils work shows the good impact of the school's actions to raise attainment in this area. Strengths noted in earlier inspection reports have been maintained. Throughout the school, pupils present their writing carefully and well; they steadily develop a well-formed script until, by the time they leave the school, all pupils have a consistent, fluent, neat and legible joined style. Pupils follow clear programmes which effectively develop their knowledge and skills in spelling, punctuation, vocabulary and sentence structure. As a result pupils achieve secure standards in these areas, and most teachers reinforce this by insisting on correctness and good presentation in other subjects. Improved provisions since the previous inspection strike a better balance between the emphasis on these basic skills, and opportunities for pupils to write at length in a range of different contexts and styles. By the age of 11, pupils' writing folders show a

good range of creative work which includes news stories, topical articles, publicity brochures, memoirs, stories and poems. All pupils achieve well, and the more talented ones write well-developed stories and excellent poems with such titles as 'The Fountain Candle'. Most work shows good development in the choice and control of paragraph and text structures as well as of words and sentences. The use of drafting books shows that all pupils have a clear understanding of how to plan work and explore ideas. However, the steps from these initial stages to the final selection, organisation and refinement of material are seldom clear. Good systems are in evidence for teachers to guide pupils forward by identifying their new achievements and setting precise targets, but the use of these is very inconsistent. However, teachers' trained subject knowledge, together with the extended opportunities for writing, enables them to guide writing processes more rigorously in different contexts. This lays the basis for better rapport between learning to write and using writing to learn in other subjects.

- 102 The increasing numbers of pupils who have special educational needs make good progress overall as a result of good provision. The individual learning plans for these pupils are usually well-written and teachers follow them carefully in their planning. Teaching assistants give consistently effective support. They work closely with class teachers; they have a clear understanding of their pupils and their role, and they are skilful, focused and sensitive in their work with pupils. Good planning and teamwork ensure that they give active and targeted support in all phases of the literacy hour. Some of the literacy targets in the individual plans are too broad and distant to enable teachers to plot and monitor the small steps of pupils' progress. Nevertheless, these pupils achieve well in relation to their capabilities in English, and many of them reach the standard expected nationally by the end of Key Stage 2. Good use of 'Skillteach' and 'additional literacy' support significantly boosts their achievement.
- 103 The school's literacy strategy does not yet fully extend across the curriculum, and few teachers consistently plan literate activity in other subjects so as to make focused and effective use of pupils' developing language skills. This issue concerns the quality of learning throughout the school. Some good links between literacy hour and work in other subjects show what can be achieved by careful planning. For example, in Year 5, the teacher's use of an information text on the solar system in the literacy hour made good connections that enhanced pupils' learning in both science and language.
- 104 The quality of teaching and learning is satisfactory overall. No teaching was unsatisfactory, but only a third was better than satisfactory. Effective features across the school are: the teaching of basic skills, the management of pupils, and the use of time, support staff and homework. Consistently good practice in these areas derives from clear whole-school policy. It accounts for pupils' good achievement in areas such as reading, handwriting, punctuation and spelling; for their very good behaviour and effort in lessons, and for the good progress made by those who have special educational needs. In other areas of teaching, quality is inconsistent. In some lessons, methods lack variety and vigour, or planning constructs lessons in unrelated units so that pupils' learning is fragmented. In particular, learning objectives and expectations are not consistently clear or high enough; questioning lacks enough depth, range and clarity of direction to stimulate and involve all pupils; tasks are not varied enough in level of demand to challenge groups of differing attainments and lesson endings lack focus and effect. There are examples of good practice in all these areas, particularly in lessons with upper junior classes. A good lesson with a Year 6 class exemplified good practice in two of

these areas. Firstly, the teacher used questions very skilfully to prompt and link thoughtful contributions from all pupils. His approach showed a full commitment to interpreting the evidence of the text in a shared and open way. He referred ideas from pupil to pupil and valued new thoughts whilst keeping the main issues in focus. As a result, pupils used their answers to explore ideas and build on others' suggestions. This encouraged good listening and challenged pupils to explain at some length their own thinking. Secondly, each group had a specific version of the main task with a precise level of challenge, resourcing and support. The classroom assistants who worked with the groups of pupils who have special needs were able to give very effective support because of their good understanding of their pupils' needs and the clear guidance provided by the teacher. They were also able to give the teacher good information about each pupil's learning. Even in this lesson, however, the teacher lost the opportunity to bring the class together to share, review and reinforce the good learning they had achieved. The need to make better use of the literacy hour's plenary to develop pupils' awareness of their learning is an issue for English.

- 105 The management of English is effective. The co-ordinator and senior staff have identified areas for development and have introduced changes that are raising standards. Action taken to improve writing exemplifies this. It also exemplifies the tendency to adopt broad strategies based on impressions that derive from 'trawls' of work and analyses of results. This needs to be balanced by the sort of attention to detail that can focus action on eliminating inconsistency. The subject has worked hard to strengthen areas of concern identified by two previous inspections. Good improvements have been achieved in response to a stringent report by the county inspector in 1999. The actions taken have brought significant progress:
- pupils are now writing more frequently and at length in an increasing variety of fictional and factual styles;
 - most aspects of the literacy strategy are well established, including 'booster' classes and the programme of Additional Literacy Support;
 - the school has improved its support for pupils who find literacy difficult;
 - the development of a policy for more able pupils is leading to improvements in awareness and provision on the part of teachers, though there is clear evidence of inconsistency in this area. Even so, these pupils are now achieving better and this is reflected in the dramatically improved higher level results at the end of Key Stage 2;
 - teachers are making good efforts to match tasks and expectations to pupils' different attainments, though this too is inconsistent.
- 106 There remains a need to make judging attainment, monitoring and target-setting systems clearer and more manageable, and also more effective in their use. For example, despite all that the school does, it remains difficult to track individual progress over time.

MATHEMATICS

- 107 By the age of seven pupils current attainment in mathematics is slightly below standards found nationally and well below those found in similar schools although the results present an improving picture and during observation of lessons attainment was found to be broadly in line with national expectations. By the age of eleven attainment in mathematics has been improving with results in national tests similar to the standards found nationally. The test results for 2001 were not as good and the school failed to meet the ambitious targets it set for the pupils to achieve. A number of positive strategies, such as targeting 'booster classes' and addressing

questions, which many of the pupils were unable to answer, have been introduced and should ensure that results improve further. Scrutiny of work and lesson observations found attainment to be in line with expected standards and the proportion of pupils achieving the higher level 5 indicates that higher attaining pupils are being challenged.

- 108 Pupils generally make sound progress in lessons as a result of the satisfactory implementation of the National Numeracy Strategy and the improvement in teachers' planning. Teachers all spent a proportion of each lesson developing pupils' mental strategies that involved all the pupils and focused pupil concentration. Year 1 pupils were observed counting backwards, displaying 2 digit numbers and singing counting songs which reinforced their learning. The main group activities allowed for some differentiation but this did not always result in sufficient challenge for the higher attaining pupils. Year 6 pupils were asked to order a range of fractions in size order and select a range of questions in order to use the strategy of 'double' and 'halve' in order to solve more complex multiplication questions.
- 109 Teachers have good subject knowledge and plan their work effectively. They make learning objectives clear to the pupils and ensure work relates clearly to the National Curriculum. New concepts are introduced clearly using effective explanations, a range of tasks and good exemplar material. Pupils with special educational needs are well integrated into the lessons and ably supported by the classroom assistants. Particular good use of support staff was seen in a Year 1 lesson with the assistants completing assessment sheets outlining what each pupil had achieved and any problems s/he had encountered. The few pupils with English as an additional language were similarly well supported and able to participate fully in class activities. The quality of teaching and learning throughout the school is satisfactory with some good teaching seen particularly at Key Stage 1 and the upper part of key stage 2. Little direct use of information technology was seen during the lessons observed although there is clear planning for mathematical concepts within the information technology scheme of work. Use of classroom based computers could further support particular groups of pupils and individuals to improve their understanding of mathematical concepts. In the least successful lessons the pace was slow and the work insufficiently demanding with examples of pupils more concerned with colouring than improving their mathematical understanding.
- 110 Scrutiny of work and discussion with pupils indicates that most aspects of mathematical work are covered to an appropriate depth but there is a need to include more practical and investigative work to secure a better understanding of mathematical concepts for the lower attaining pupils and further extend the higher attaining pupils. Teachers need to incorporate a range of assessment strategies into their lesson planning and marking to identify areas of strength and weakness and focus their future planning to ensure weaknesses are addressed and understanding improved. The teachers use a good range of mathematical vocabulary and emphasise the use of a range of strategies to solve problems.
- 111 The school has made satisfactory improvement since the last inspection as the numeracy strategy has been fully implemented, results have improved, targets have been set and planning is better co-ordinated. The co-ordinator is determined to ensure that standards rise and he has begun to implement strategies to facilitate improvement. Monitoring of the subject has taken place and a full range of work has been sampled. The school makes full use of non-statutory tests. Insufficient use has been made of this data and results are not used to track either individual pupils or particular groups of pupils.

SCIENCE

- 112 Pupils' overall attainment in science at the end of Key Stage 2 is in line with national averages. On the basis of the 2000 teacher assessments, attainment is very high at the end of Key Stage 1 and is above average in the national tests at the end of Key Stage 2. The percentage of pupils obtaining the higher Level 3 in the end of Key Stage 1 teacher assessment is broadly in line with the national average. The proportion of pupils attaining the higher Level 5 in the end of Key Stage 2 national tests is also in line with the national average. Pupils' performance in the Key Stage 2 tests was well below average compared with similar schools. The average attainment of pupils in the three years 1996 to 1998 was above the national average in the Key Stage 2 tests. The performance of boys was higher than that of girls in the end of Key Stage 2 tests. Attainment in the recently published 2001 national tests has shown significant improvement at the end of Key Stage 2, particularly in the proportion of pupils attaining the higher Level 5 and Level 6. This is good improvement since the last inspection. Inspection findings confirm that attainment is in line with national standards at the end of Key Stage 1 and at the end of Key Stage 2.
- 113 Pupils with special educational needs make satisfactory progress in relation to their prior attainment. This is largely due to the good support provided by classroom assistants.
- 114 By the age of seven, pupils describe and explain their observations with greater accuracy. For example, when they search the school grounds to find a variety of plants and animals. They know and understand the difference between objects and living things and what animals and plants need to live. In their work on materials they show an adequate knowledge of properties and uses of various materials. For instance, they sort materials according to particular categories, such as glass, paper and plastic. Pupils construct a simple electrical circuit and give reasons for the light coming on or not. Diagrams are appropriately labelled. They know the simple forces that are at work – for instance,
- I can push a pencil;
 - I can pull a curtain.
- Overall, they have an adequate knowledge and understanding of the facts, but there are too few opportunities for investigation. Pupils have good attitudes and maintain good levels of concentration and interest.
- 115 By the age of 11, there is some evidence of experimentation, but not enough. This is an area of development which will build on existing good practice, for example the Year 6 lessons observed where pupils investigated whether yeast feeds on sugar or just water. In their work on living things, pupils use magnifying glasses effectively to obtain a good view of an organism such as a microbe. They use specific language well, for example, germs, cells, bacteria. Higher attaining pupils retain these words and their meaning for longer periods than other pupils. They understand also, that some microbes are helpful and others harmful. Most pupils demonstrate how materials are used to separate simple mixtures, through filtration. In their work on forces and energy, higher attaining pupils can recognise appropriate sources of energy. Examples they have used are:
- elastic bands;
 - balloons.
- They also know that a lever can save energy and make work easier, for instance, when using a claw hammer to remove a nail. Pupils' response in lessons is good

throughout the school. They generally behave very well and concentrate on the task in hand. Attitudes and relationships are positive.

- 116 Overall, the quality of teaching is satisfactory. All the lessons seen were at least satisfactory and several were good or very good. The best lessons had a brisk and appropriate pace; assessed adequately what the pupils knew, understood and could do; set high expectations, and used time effectively so that pupils stayed on task. Such lessons had a rigorous way of teaching the topic so that the pupils were left in no doubt as to the method to follow. Teachers have at least satisfactory knowledge and understanding of the subject and day to day planning is generally satisfactory. Assessment procedures are inconsistent and are unsatisfactory because they lack coherence. Day to day marking of pupils' work is also inconsistent. In some cases it is detailed, with comments to help the pupils improve, and comments which pose deeper questions for those who achieve very well.
- 117 Management of the subject is unsatisfactory. The co-ordinator currently has insufficient time provided to monitor and evaluate the quality of teaching throughout the school or to help spread the existing good practice. Homework is set appropriately and marked regularly. Resources are adequate for delivery of the curriculum. Statutory requirements are met.

ART AND DESIGN

- 118 Standards in art and design are in line with national expectation at ages seven and eleven, but the subject has a number of strengths. This reflects the findings of the previous inspection. Throughout the school the lower attaining pupils and those with special educational needs find this is an area in which they can gain success and so increase their self-esteem and confidence. Pupils with English as an additional language achieve equal success.
- 119 The quality of art work around the school is good and as the inspection took place so early in the term the content of this displayed work, plus planning and other documentation must form a substantial basis for the judgement on the range of experiences the school offers. The range and variety of the curriculum is a strength of the subject. This is clear from the inclusion of painting, sketching and drawing, two- and three-dimensional work, pottery, sculpture, collage, weaving, plus the support of ICT through use of the digital camera. The lesson seen of a Year 1 class using a mirror to draw a self-portrait showed good teacher planning. The pupils were shown portraits by the great artists Degas and Leonardo de Vinci, and from their observation of these the children were able to comment on shape of face, eyes, nose, colour of skin, hair styles etc. Some higher attaining pupils went on to comment about the style of clothes indicating that the portrait was from "olden times". Pupils listen well to their teacher and are confident to express opinions and ideas in response to the teachers skilful questioning. They settle to their task quickly and with enthusiasm and the results of their work show that most are capable of close observation. On the whole most pupils observe facial features and proportions well. Past work indicates that by the age of seven all pupils have a satisfactory and often good understanding of different art forms and can use a variety of materials and techniques well to create effects.
- 120 Although no lessons were seen at Key Stage 2 there is every indication that pupils continue to enjoy a wide range of experiences. Year 3 pupils' look at different textures in the courtyard of the school, they make a sketch plan and plan the best location to place the sculpture they have made. A history topic, concerning canals,

is enhanced by some beautifully decorated plates. Year 4 produce silhouette pictures entitled "On Safari in Kenya" and a large model of the Parthenon and collage pictures in connection with their Greek topic. A large wall hanging that has been created by Year 5 pupils shows the use of texture, textiles and colour in collage. The use of the work of great artists is again illustrated when Year 5 produce some good sketches in the style of Albrecht Durer. By the time they reach Year 6 pupils have the ability to suggest movement in prints of sports people which they create from a printing block they have made using string. There are some good examples of clay Greek pottery and artistic and colourful glass painting.

- 121 The schools development plan shows an art policy targeted to be written. Unfortunately this has not been possible due to the co-ordinator's illness and although the school has adopted national guidelines as its scheme of work, no further development has recently taken place.

DESIGN AND TECHNOLOGY

- 122 Standards of attainment are above national expectations by the ages of seven and 11. This is an improvement on those standards found when the school was last inspected, when standards were reported as being in line with national expectations at both key stages. All pupils, including those with special educational need achieve well. Those pupils with English as an additional language achieve as well as their peers.
- 123 The standards at Key Stage 1 are the result of a good and varied curriculum and teaching which supports and encourages pupils in their tasks. In each year group the teacher promotes and encourages pupils to design but there is appreciation of just how much these young children are able to accomplish in this task. The school believes that an over emphasis upon this aspect at this early stage would tend to spoil the pupil's enjoyment and to maintain their enjoyment, interest and enthusiasm is an important aim. No lessons were seen but there is plenty of work from the previous year on display. This is evidence of the variety and good standards attained. Pupils gain early experience in developing skills in cutting, folding, joining etc. They work in a suitable wide range of materials and soon show a simple ability to describe what they have done and what they have found out. By the age of seven pupils have begun to take pride and evaluate their work. Some examples of good standards can be seen in a working mechanism they have produced and in the musical instruments they have made which provide a good link with science (sound) and music.
- 124 The lessons seen at Key Stage 2 all illustrated pupils good interest, enthusiasm and attainment. Teaching is at least satisfactory and good in two of the three lessons seen. Evaluating products is a more prominent part of the pupils' work in Key Stage 2, as is the increased need to design more accurately. This involves measurement and calculation and provides a good opportunity to put to good use their mathematical skills. Pupils in Year 4 were in the early stages of designing and making an animal with moving parts. For this the teachers planning is thorough and includes time for pupils to visit the library to find and study pictures of animals and how they move. In Year 5 there is evidence of growing precision in the pupils work, for example many plans now contain exact measurements and pupils explore shape and form with greater understanding and experiment with and learn to combine materials in their projects. In a Year 6 lesson the teacher introduced the topic and explained the tasks very well, she showed high expectation of behaviour and pupils respond to this well. The activity involved designing and making a shelter and was

very practical. Its success relied very much on the ability of the pupils to work harmoniously and co-operatively together. The teacher is very effective in monitoring groups, providing advice and support. A teaching assistant is effectively used to maintain the efforts and interest of a lower attaining group and her work is well directed by the teacher.

- 125 The subject is led by a most able co-ordinator. She is very keen on the subject and works hard and with success to ensure its high profile in the school. She gives good support to the other teachers and has been and still is very influential in improving standards in the subject. She identifies pupils' design and planning as a priority for development.

GEOGRAPHY

- 126 Due to timetable restrictions, the full range of Key Stage 2 lessons were observed but it was not possible to see any Key Stage 1 lesson. A range of other evidence such as pupils' work from the previous year and teachers' planners and wall displays provided evidence for both key stages. Attainment, at ages seven and 11, is broadly in line with national expectations. This is a similar judgement to the last inspection and signifies satisfactory progress.

- 127 At Key Stage 1 all classes have been involved in reporting the variety of places visited in taking "Barnaby Bear" on holiday, including such places as Ibiza and Cleethorpes. Models of Barnaby's place and his suitcase made this activity enjoyable as pupils think about places they visit. Rosy the Hen's walk, for which Year 5 had made an interactive wall display for the Key Stage 1 children, taught effectively direction. Library displays of books at Key Stage 1 stimulated interest in Chinese stories and Indian and African artefacts as well as maps of England and the World. Linking history and geography in Year 2, teachers plan work about the seaside and what the seaside was like in the past. Year 1 had made sure of their own addresses and postcodes and plan a display of their journey to school on a wall map, including what buildings are used for and the features of the local environment. This will prompt pupils to express their views on those features and the changes occurring in the locality. Learning so far has been lively and interesting and teaching well-planned and stimulating.

- 128 At Key Stage 2, progress appears to have been limited by the lack of schemes of work. Consequently, development is inconsistent and patchy. However, the policy is now in place and resource packs for both key stages have given impetus for development of the subject. Pupils develop awareness of environmental change. In Year 3, pupils are examining the same scene through a window over 22 years to note changes, which are taking place, for example, the removal of trees, building of roads and a supermarket and filling in a pond to make a car park. Good discussion was prompted as pupils thought creatively about environmental use. Pupils in Year 4 are being introduced to the Continent of Africa, where the term's work will consider a village in Kenya. Using atlases, they identify the Equator and tropics of Cancer and Capricorn and the continents. Pupils are stimulated to think why there is snow on the Equator. Year 5 collated data about holiday destinations, predicting the most popular places and using atlases confidently. The inclusion of special needs pupils was especially effective in this lesson as they work together. Year 6 pupils are using atlases to identify mountain ranges throughout the world, naming the highest peaks. The inadequacy of the atlases frustrated their research. However, they are challenged and well motivated.

- 129 Pupils enjoy their lessons and work in groups undertaking collaborative work effectively. Behaviour in lessons is good for all ability groups. Atlases are used confidently and pupils benefit from the good overhead transparency pictures and some books. In one lesson the degree of application declined when the teacher's attention was withdrawn.
- 130 Teaching is at least satisfactory in all lessons, all but one being good. Lessons are well-prepared and delivered with enthusiasm and confidence. Tasks are set up at the right level and generally have a degree of challenge appropriate to the pupils' learning. Where teachers' subject knowledge involves first-hand experience, a lively dimension is added to the lessons, for example the singing of Swahili songs in the lesson on Kenya. The planning is generally more specific for higher attaining pupils. Homework, following the lesson, is used effectively to reinforce learning.
- 131 The subject co-ordinator is using the new resource pack provided by money raised by parents. This is giving confidence to teachers as they select from a range of good materials. Analysis of work through the school is not being undertaken yet but with use of new resources, it will be. Resources are kept in the classrooms under the control of the co-ordinator to whom teachers appeal if they need specific items. Shortages, for example in laminating materials hinders the usefulness of some otherwise good materials, but the policy document and QCA schemes now give direction and continuity to Geographic study. Fieldwork is undertaken by the older pupils, including a residential course, but this is mostly related to history. Teachers tend to miss the opportunity to balance this with geographical study of the areas visited. Reference books for research are limited. The school library has insufficient reference books for geography.

HISTORY

- 132 By the age of seven and eleven pupils are achieving standards in line with the national expectation for their age. Standards are similar to those reported in the last inspection. The history policy has been modified and through discussion with the county inspector for history and the adoption of a published scheme of work a chronological sequence of topics has been established. These are improvements since the last inspection.
- 133 It was not possible to observe lessons at Key Stage 1 but after a scrutiny of available work and discussion with pupils it was apparent that pupils had an understanding of the past and the present and how people lived in past times. They were able to sequence key events in history and use a variety of sources to find information. They knew about Florence Nightingale and Guy Fawkes and how their work had changed history. Their work was supported by a number of visits to local places of historical interest. Key Stage 2 pupils had supplemented their work with visits to York, and the local canal trust and with a historical day focussing on Ancient Egypt. Pupils spoke positively about such events and it was clear they had impacted upon their understanding and love of history. Pupils in Years 3 and 4 were familiar with time lines and where major events in history should be located on such lines. Year 6 pupils were challenged with a variety of artefacts and were used to deducing information from primary sources.
- 134 Teaching and learning were satisfactory at both key stages and the better lessons were ones where original material was used to infer information and investigate a range of possible solutions and where pupils were challenged to think for themselves. Presentation of work was variable with much on pieces of paper and

as a result of worksheets. This work lacked attention to detail and was in contrast to a series of beautifully presented, detailed projects from pupils in Year 5. There was no evidence of information technology being used to support learning in history other than some simple word processing and information retrieval from the internet as part of the Year 5 projects. The reading and writing supported the work undertaken in literacy and time-lines helped pupils understand positive and negative number. Pupils with special educational needs were fully involved in all the lessons observed and their work was commensurate with their ability. The good behaviour and collaborative nature of the pupils ensured that all pupils were integrated into the activities. Lesson planning is detailed and a range of artefacts has been bought to support the programme.

- 135 Monitoring of the subject is limited at this time resulting in planning and assessment being inconsistent across the key stages. The co-ordinator has been absent through illness for some time.

INFORMATION AND COMMUNICATION TECHNOLOGY

- 136 Standards of work are above those expected nationally by the time pupils leave the school. Pupils throughout the school, but particularly the oldest, have made rapid progress in the past year as a result of strongly improved provision. The chief factors that account for this are:

- the co-ordinator's strong leadership and management of the subject's development;
- the establishment of a very good, fully networked suite and its use to train all pupils in appropriate skills;
- the growing skill, confidence and commitment of all class teachers because of good training and in-school support;
- the effectiveness of the teaching and support for learning provided in the suite;
- good opportunities for learning during out-of-school 'technology days'.

All these are substantial improvements in standards and provisions since the last inspection. However, pupils have too few opportunities to use their ICT skills to support their learning in other subjects, whereas the strong linking of activities to daily class work was praised in the previous inspection report.

- 137 When pupils early in Year 2 were asked to use simple tools in a graphics program to try to reproduce their own pencil drawings of hedgehogs, most showed secure competence and made good progress. Following the teacher's clear and thorough demonstration, they were able to log on and off, load the program, select the required tool, use the mouse to produce a hedgehog image on screen, and save and print their work. They learned to change the colour and width of the marks they used, and to correct errors and improve effects.

- 138 Similarly, when pupils at the beginning of Year 6 took on the task of using a powerful new software application to produce a multi-media presentation, they worked with great commitment and efficiency in pairs and achieved rapid success. Pupils relished the clear challenge and followed the teacher's full demonstration with good attention and understanding. All pupils settled quickly and purposefully to the task, collaborated well, used their excitement productively and welcomed new suggestions. Most pairs mastered procedures rapidly and explored alternatives sensibly. By the end of the lesson, each pair had combined text, pictures, movement and sound to produce a distinct and successful presentation. Many showed a confident readiness to show and explain their work, using the projector, and to reflect perceptively on the power and potential of the software they had used. Pupils' previous work shows clear evidence of good progress and attainment in each branch of the subject. It also shows the benefit of the school's good use of out-of-school visits to provide better learning opportunities than the school's limited resources can offer. For example, when pupils in Year 6 spend a day at the Gaydon Technology Centre, they are able to investigate the use of ICT in an industrial setting. They also gain access to equipment by which, for instance, they can monitor the effects of different levels of sound, or create a short program to control the course of an electronic buggy through a system of traffic lights.
- 139 The quality of teaching and learning is good overall, and very good in Year 6. No unsatisfactory teaching was observed, although teachers new to the school are not yet fully confident in using the suite. In most cases teachers' secure expertise is reflected in the quality of planning, and their ability to sort out small technical problems and to offer on-the-spot suggestions to move pupils forward more rapidly. Teachers' expectations are high and each lesson places strong emphasis on new learning. To support this, teachers provide clear objectives, demonstrations and guidance. When a new technique is introduced, such as varying font size to make text visually expressive, the teacher demonstrates and instructs carefully, using the projector to show each step of the procedure and checking pupils' understanding of each point. Teachers regularly pair higher attainers with pupils who are less adept. This arrangement gives the weaker partner valuable extra support, whilst challenging the stronger to see a need, support it sensitively and explain the how and why of each operation. It also promotes productive collaborative working and a more confident independence of skill and attitude. However, the higher attaining pupils would sometimes benefit from the stimulus of working together. Nevertheless, all pupils respond well to the effective balance of instruction and independent work, and of challenge and support. They acquire skills securely because the work is interesting and the learning well constructed. Their enjoyment, confidence, togetherness and clarity of purpose lead to sustained concentration on task, brisk work-rate and an awareness of their own learning. This awareness was clearly shown when, at the end of their different lessons, Year 2 and Year 6 pupils reviewed their new learning in relation to the specific lesson aims.

- 140 The improvements necessary to achieve these good provisions and standards have been very effectively co-ordinated. Good use has been made of grants, so that developments in resources, accommodation, teaching and the curriculum have proceeded side-by-side and been strongly focussed on raising standards. The school has sound safeguards to ensure pupils' safety when using the Internet. A very well-written long-term plan proposes ambitious and logical, but expressive steps for further development. It gives due priority to the most urgently needed further developments. These are:
- the creation of small banks of computers in work areas next to classrooms so that every pupil has daily opportunities to use and develop ICT skills across a good range of curricular contexts. Although work in the suite links with subjects, so that, for example, pupils' use of spreadsheets extends their mathematical learning, currently ICT is not integrated into all aspects of the curriculum.
 - better uses of assessment to ensure that tasks challenge pupils not only to develop their ICT skills, but also to advance their learning in other areas, notably literacy and numeracy. Pupils who have special educational needs would benefit greatly from better provisions of this kind.

MUSIC

- 141 Standards of attainment by the age of seven are in line with national expectations but at the age of eleven, standards are above national expectations. This is the reverse of the findings of the previous inspection when standards were reported as being above national expectations at the end of Key Stage 1 and broadly in line with the national expectations at the end of Key Stage 2. The present situation may be regarded as an improvement since it clearly indicates the good progress over time the school is making in music.
- 142 This improvement has come through lessons which are better planned with a wider range of more structured musical experience for all pupils. The better organisation of the curriculum for music with good clarity of what is to be learnt is ensuring that pupils are achieving well and are more systematically learning, through building upon what has already been learnt and experienced. In addition, the regular, very specialist teaching of Years 3, 4, 6 by the county music service is having positive effects on teaching and learning as well as increasing the expertise and confidence of the teachers in those year groups in which they work. This contributes very significantly to the reason for the higher attainment at Key Stage 2.
- 143 Pupils with special educational needs progress well and in line with their peers. Many of these pupils find opportunities in music to succeed, this enhances their self-esteem and confidence. For those pupils with English as an additional language progress is also good. There are opportunities for these children to experience specialist vocabulary, which may also be new to their peers. On occasions, as in Year 4 when they study Africa, they can enjoy taking part in lessons celebrating the culture of other people.
- 144 From an early age children know ways in which sound can be made and changed. They sing simple songs from memory and respond to music in a variety of ways, for example by clapping and by movement.

- 145 No lessons were observed at Key Stage 1 but scrutiny of planning and curriculum documentation indicate that by the age of seven the majority are attaining satisfactorily. Many are aware of pulse and rhythm and most know what these words mean. For example, they understand that pulse means a steady and regular beat which can be compared with the beating of the heart. They know the names of and recognise a variety of percussion instruments and can use them to improvise and accompany. When listening to music they are able to compare the sounds they hear using simple terms. They can repeat simple rhythms and know the difference between high and low notes.
- 146 By the age of eleven pupils have benefited from a wide range of relevant experiences to enable the majority of pupils to achieve standards above national expectations. Teaching and planning make lessons in Key Stage 2 interesting and appealing to pupils by their relevance to various topics being studied. For example, pupils in Year 3 learn how music can be representational of animal sounds. Teachers' plan that pupils learn from this experience so they are able to compose for themselves simple music representing light in connection with both the science curriculum and a history topic. A good lesson in Year 6 explores music to enhance the history topic on the Victorians. Pupils look at pictures and hear the sounds of Victorian "gadgets" such as a music box and a street organ; they learn a song about a Victorian street-cleaning boy. A good link with literacy is the explanation of the word onomatopoeia, words which echo sounds associated with their meaning, such as clang, hiss and crash. This they put to good use as they work in small groups to make the sounds of a machine. They sing well, knowing how to stand correctly and breath. They are able to follow the directions of their teacher and all these factors result in them achieving a good standard.
- 147 The co-ordinator is very experienced and she is clear how opportunities for the children in music can be improved, for example at present the school is not able to support the curriculum by use of ICT. Pupils are able to create melodies but composition is an area the co-ordinator is targeting for improvement, strategies to bring about this improvement were seen taking place in Year 5. Alongside this, a very good lesson for Year 5 illustrated very good teaching. The learning that took place was very good and resulted in a very clear understanding of the musical terms 'timbre' and 'rondo'. Pupils were very involved in the practical aspect of their learning, and their attitude, response and behaviour were also very good.
- 148 The school is well equipped in its basic resources and the friends of the school are generous in their help. There is still, however, a need to increase the provision of some instruments, especially electrical. Music plays a significant part in the life of the school with musical performances staged at Christmas aiming to involve every pupil. There is also an annual art week in which music plays an important part.

PHYSICAL EDUCATION

- 149 During the inspection it was only possible to observe a limited part of the physical education curriculum. In Key Stage 1, floor work in gymnastics was seen in Year 2. In Key Stage 2: swimming, dance, games and gymnastics were observed. Overall, standards at the end of both key stages are above expectations. Pupils, including those with special educational needs, achieve well. There are no significant differences in the attainment of boys and girls. This is a similar judgement to the last inspection and satisfactory progress has been made.
- 150 By the age of seven, pupils are agile, well balanced and co-ordinated. When travelling around the hall they vary their movements well, ranging from changing direction, hopping and skipping, to the increasing and decreasing speed of movement. Higher attaining pupils are thoughtful and imaginative when developing individual actions into sequences of movement. They are also confident when asked to be exemplars for the class.
- 151 Pupils in Year 3 go swimming, and there is clear evidence that by the end of the year the vast majority will reach the National Curriculum expectation for 11 year olds. The very few pupils who do not reach this standard are able to go again in Year 4. Within the lesson observed, pupils made good progress:
- higher attaining pupils improved the quality of breaststroke, particularly developing power;
 - lower attaining pupils who are not yet swimming, grow in confidence and particularly develop well their breathing techniques.
- 152 By the age of 11, game skills are good. In soccer and hockey the strengths are:
- fluent, close control skills;
 - passing that is accurate and crisp;
 - unit skills, such as defending.
- Pupils know and understand the effects of exercise and sustain their efforts for suitable periods. Throughout the key stage pupils achieve well and develop good skills and attitudes. They are keen, enthusiastic and concentrate for long periods. Pupils enjoy competition but have a balanced approach to it that emphasises fair play.
- 153 Overall, the quality of teaching is good. Two-thirds of all lessons were good, and a single lesson was very good; the rest of the lessons were satisfactory. Throughout the school the strengths include:
- good, detailed planning that includes rigorous warm-up, effective skill develop and opportunities for pupils to provide critical analyses of their own and others' performance;
 - effective use of exemplars; for example, in the Year 6 hockey lesson where two pupils with good stick handling skills showed the rest how they controlled the ball. Other pupils watched and learned and subsequently improved their own technique;
 - good management and control of lessons which enables all pupils to take a full part and ensures high levels of activity;
 - high expectations of behaviour, effort and attainment.
- In the swimming lesson the above attributes are further enhanced by the effective use of time and appropriate resources. Consequently, all pupils are supported; they make a great deal of effort and the level of enjoyment is high.

- 154 Management of the subject is satisfactory. The co-ordinator has clear priorities for development and these are identified in the school development plan. Resources are adequate and extra funding has been recently secured to improve these, for example, the purchase of high jump posts. An area for improvement is the monitoring of standards, which is not happening presently. The school participates successfully in local competitive matches in sports such as rugby, netball and soccer. In addition, the range of other sports played is sufficiently broad. Assessment procedures are effective, particularly in swimming and athletics.

RELIGIOUS EDUCATION

- 155 Standards are in line with the expectations of the locally agreed syllabus and provisions noted by the previous inspection have been maintained. Within this satisfactory picture are some good features:
- religious education makes a good contribution to pupils' spiritual, moral, social and cultural development;
 - it maintains good relevance and involvement by consistently rooting learning in pupils' first-hand experience;
 - it has good links with the church and makes good use of visitors and of visits out of school.
- At the same time, several aspects could be improved:
- pupils do very little recorded work by which the quality of their learning and progress can be monitored;
 - assessment has no consistent system or role;
 - the work of the subject is not evaluated so that weaker features can be identified and strengthened.
- 156 On the evidence of the few lessons seen, the quality of teaching and learning is satisfactory overall, although one lesson was unsatisfactory. In this lesson, the teaching lacked urgency and failed to command pupils' full attention and best efforts. It missed good opportunities to use pupils' ideas to realise the aims of the lesson, and few pupils learned enough. The other lessons were free of these shortcomings. Teachers show calm, positive and effective management, based on good relationships in which all pupils are valued; they promote clear objectives through varied activities, and use good methods to reinforce new concepts. For example, in a Year 1 lesson on the theme of caring and sharing, the teacher successfully developed the concept of sharing non-material things through well-linked stages and activities. In the final stage, the pupils sat in a circle and took equal turns to share their ideas. They showed their work and often explained very clearly why sharing a smile or a hug made them feel happy. This reinforced the new concept very strongly and made good use of pupils' speaking and listening skills.
- 157 Short programmes of work on such themes are often well planned, with clear links to assemblies or to work in other subjects. For example, at the time of the inspection pupils in Year 4 were working on the theme of harvest thanksgiving. The planned unit carries them progressively from their own experience of harvest time, through the Christian celebration of Harvest Festival, to the study of how the harvest is celebrated in other major faiths and cultures. Good resources of story and art support the learning. However, it is not always clear how such units build on previous learning. For example, it is not clear why pupils in Year 5, who already have good social and spoken language skills, need a unit which gradually coaches them to use "circle time" skills to express and share feelings together. After all, pupils in Year 1 are already using such skills effectively.

- 158 Nevertheless, the oldest pupils recall their work and learning in religious education with clear pleasure and evidence of sound understanding. They clearly associate religious education with enjoyable and worthwhile experiences such as discussions, debates, role-play, visiting places of worship, “working with a Hindu lady”, and “learning about the Bible with Father Tim”. They do not associate it with difficult tasks and recording their learning in writing. “It was just drawings and things”. Even so, pupils know about different world faiths, their special places, books, symbols, people, events and celebrations. They understand that different faiths have shared values, and they make comparisons in terms of things being the same or different.
- 159 The co-ordinator works conscientiously, and within a limited role, she maintains resources and policy carefully and checks planning and work informally. However, she has no effective monitoring opportunities which would enable her to oversee and influence work in religious education at Key Stage 2. Procedures for assessing pupils’ work are inconsistent at best and this makes it difficult to track and maintain progress. No ‘trawls’ of work have been carried out in religious education. The curriculum for the subject is overdue for review, especially at Key Stage 2, but no revision is possible before publication by the Warwickshire authority of the new version of its Agreed Syllabus.