

INSPECTION REPORT

POTTERS GREEN SCHOOL

Coventry

LEA area: Coventry

Unique reference number: 103659

Headteacher: Ms S Brodie

Reporting inspector: Mr J R Francis
17976

Dates of inspection: 27th – 30th May 2002

Inspection number: 194928

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 3 to 11 years

Gender of pupils: Mixed

School address: Ringwood Highway
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Appropriate authority: The Governing Body

Name of chair of governors: Mr D Raynor

Date of previous inspection: 19th May 1997

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17976	Mr J Francis	Registered inspector		How high are standards? How well are pupils taught? How well is the school led and managed? What the school should do to improve further?
11096	Ms M Davie	Lay inspector		Pupils' attitudes, values, behaviour and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
16492	Mr R Lever	Team inspector	Art and design Design and technology Physical education English as an additional language	
25359	Mr P Crispin	Team inspector	The Foundation Stage Science Geography History	How good are the curricular and other opportunities offered to pupils?
26603	Ms M Widgery	Team inspector	English Religious Education Special educational needs	
25778	Mr A Hicks	Team inspector	Mathematics Information and communication technology Music Equality of opportunity	

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
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?	10
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	13
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	15
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	16
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	18
HOW WELL IS THE SCHOOL LED AND MANAGED?	19
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	20
PART C: SCHOOL DATA AND INDICATORS	21
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	25

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This large two-form entry primary school has 420 full-time pupils on roll, (206 boys and 214 girls) in 14 classes, 48 children who attend the nursery part-time, and two full-time. There are 12 pupils from minority ethnic groups (Black, Indian, and Chinese), who have English as an additional language, and two refugee pupils at an early stage of English language acquisition. The area served by the school is a mixture of private and housing association properties, mainly built in the 1960's, but an increasing number of pupils now come from outside the school's immediate area. Around a quarter of the pupils are eligible for a free school meal, which is broadly average. Attainment on entry is in line with what is expected for children of this age, but recent assessments indicate this is not as high as it was previously. Just under a quarter of the pupils are on the register of special educational needs (around the national average), a significant number of these for specific or moderate learning difficulties, and six pupils have statements of special educational needs (below average). Most of these are for specific learning difficulties. Six of the teachers have joined the school since the previous inspection, and the headteacher is a recent appointment. The school is part of the Coventry Education Action Zone.

HOW GOOD THE SCHOOL IS

This is an effective school with many good features. The teaching is good and there are very good relationships throughout the school. When these are combined with, pupils' very good behaviour and attitudes to work, the result is improving standards. However, the provision for those pupils identified as high attaining is not always sufficiently well matched to their needs, which limits their achievement. The headteacher, governing body and senior staff, provide very good leadership and together, in a relatively short time, have built on existing strengths and developed the school well. The school offers satisfactory value for money.

What the school does well

- The very good leadership and management by the headteacher, senior staff, and governing body is giving clear direction to the work of the school and raising standards;
- The overall quality of teaching is good and pupils make good progress in English and mathematics;
- Pupils behave very well and show very good attitudes: this is reinforced by the good example set by all adults;
- The provision for moral and social development is very good and contributes well to pupils' personal development;
- There are very good links with parents, and parents are very well informed about school issues and their own child's progress;
- The quality of the curriculum, including the range of extracurricular activities, broadens pupils' experiences.

What could be improved

- Attainment in English, mathematics and science for those pupils identified as higher attaining;
- The provision for cultural development, particularly increasing pupils' awareness of life in a multi-cultural society
- The adoption of all of the necessary policies for pupils' care and welfare.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the last inspection in May 1997, the school has made good progress. The monitoring of teaching and learning is regular and systematic, and there is a sound teacher appraisal system in place. As a result, the quality of teaching has improved, particularly the proportion of good or very good teaching. The governing body is now more directly involved in developing the school's direction and managing and monitoring the budget. Whole-school development planning is secure and clearly identifies short- and long-term priorities. However, it does not always make clear the timescale or the responsibilities for managing some initiatives. While there are secure systems in place for pupils' welfare and safety, recently revised procedures for these have not all been officially adopted by the school. Standards in

most subjects are similar to those at the time of the last inspection, although attainment in music has improved. There have been improvements to the curriculum, and there is more independent investigative work in science. While work is more closely linked to the needs of most, and is well matched to those with special educational needs, it is still not sufficiently accurately matched to those of the highest attaining pupils. The school has a good capacity for further improvement.

STANDARDS

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

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

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

Apart from the drop in attainment in mathematics in 2001, pupils' attainment has generally been in line with the national average for the past three years, and results are improving at a similar rate to other schools nationally. The percentage of pupils attaining the expected level by the end of Year 6 continues to rise, although the proportion of pupils attaining at the higher level in 2001 was below the national average. Standards in national tests at the end of Year 2 are average for reading, but above average in writing and mathematics. The school is in line to achieve the targets agreed for this year for pupils' performance in national tests taken at the end of Year 6.

The inspection found that standards are average in English, mathematics and science. Attainment in most other subjects, including information and communication technology (ICT) and religious education (RE) is in line with the expectations for 11-year-olds, and pupils achieve appropriately. While the higher attaining pupils are not always sufficiently stretched, pupils generally are making good progress in English and mathematics, and there are improvements in attainment in many parts of the school. Children in the nursery and reception classes are making good progress, standards are beginning to rise, and most will achieve the targets set in all areas of learning by the time they begin in Year 1.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils show very good attitudes to school and lessons. These contribute well to pupils' learning, their rate of working in lessons and the progress they make.
Behaviour, in and out of classrooms	Pupils' behaviour is very good, and managed well by teachers, who provide a good model for pupils. Out of the classroom, pupils' behaviour is still very good and they show good self-control.
Personal development and relationships	Pupils demonstrate high levels of personal responsibility and take any responsibilities they have seriously. They co-operate well when working and are often seen doing little kindnesses for each other, such as holding doors open. Boys and girls and pupils of all ethnic background get on well.
Attendance	Attendance is average. Most pupils arrive punctually but a small number of pupils are frequently late.

TEACHING AND LEARNING

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

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

The quality of teaching overall is good, and no unsatisfactory teaching was observed. Good teaching is seen in every class, although the most consistently good teaching is seen in the nursery and reception classes. Here, good and often very good teaching makes close links between all of the areas of learning and there are good examples of children learning to work independently.

The quality of teachers’ preparation and the clear learning intentions, along with very good relationships, keeps all pupils working hard. Teachers have a secure understanding of the national strategies for literacy and numeracy. The teaching of English and mathematics and the basic skills of reading and writing are satisfactory, particularly for pupils of average and below average attainment. Teachers are more aware of the needs of pupils with special educational needs (SEN) than those of the highest attaining pupils.

Where teachers’ own skills and knowledge have improved, so have standards, and the progress pupils make through the school. The teachers make very good use of the new interactive boards linked to a computer, both in their own preparation and teaching, and when working with pupils. These have a very high motivational value, and the ability to use features such as the Internet with the whole class makes for exciting learning for the pupils.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	This is good. The curriculum is broad and balanced and has improved since the previous inspection. The provision for the youngest children is good and covers all aspects of the early years curriculum well. The wide range of extra-curricular activities enhances the provision.
Provision for pupils with special educational needs	This is good. Individual education plans are appropriate and work is suitably matched to pupils’ needs. Pupils receive good support in lessons from teaching assistants and make good progress.
Provision for pupils with English as an additional language	This is good. Most pupils are able to work alongside others in the class and make similar progress. Pupils who receive additional support make good progress against their targets.
Provision for pupils’ personal, including spiritual, moral, social and cultural development	There are many opportunities for pupils to show initiative or take personal responsibility. The provision for spiritual development is good and for moral and social development is very good. While pupils’ cultural development is sound, there are not enough opportunities for pupils to learn about life in a multi-cultural society.
How well the school cares for its pupils	This is satisfactory overall. The school provides good care; all staff know the pupils well. There are good procedures for promoting and maintaining good behaviour. Assessment procedures are good but not having a sufficient impact on planning and curriculum. There are sound procedures for child protection but the governors have not formally agreed the policy.

There are some omissions to statutory requirements, for example, in respect of a drugs misuse policy. Parents are very supportive of the school, and there is a high level of parental satisfaction. There are very good systems for keeping parents well informed and there are good opportunities for informal contact, especially in the nursery. Parents support the school in many ways.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher and other senior staff provide very good leadership, and are well supported by the governing body. Staff with management responsibilities work well as a team and deal effectively with strategic issues. There is a very high level of commitment to school improvement by all.
How well the governors fulfil their responsibilities	This is very good. The governing body is well informed and is very supportive of the school. The committee structure is very effective in evaluating the work of the school. Governors account well to parents.
The school's evaluation of its performance	This is good. There are good systems to monitor the performance of the school, and the performance management system for teachers is well established. Good classroom monitoring and support is effective in sharing good practice. The analysis of test results has identified areas of weakness, and action is being taken to address these.
The strategic use of resources	Financial management is good. Financial decisions are closely linked to school improvement and governors evaluate spending to compare value for money. Budget monitoring is regular and detailed. Funds provided through specific grants, for example, special educational needs, are used well.

There are sufficient teachers, well deployed, providing a good mixture of experienced and more recently qualified staff. Good use is made of the many teaching assistants. The accommodation is good, and well maintained, with excellent outdoor facilities. Resources are generally good and, in ICT, very good.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school and make good progress; • The school has high expectations for their children; • Pupils' behaviour, and the way children are helped to become mature and responsible; • The quality of teaching and the leadership of the school; • The school's approachability; • The way the school works with parents and the regular informative newsletters. 	<ul style="list-style-type: none"> • The range of activities outside of lessons.

The returns from the parents' questionnaire were extremely positive, with most categories showing well over 90 per cent of the returns either agreeing or strongly agreeing with the statements. The findings of the inspection agree with the many positive views held by the parents. The range of activities provided for pupils outside of lessons is judged to be good.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Test results in 2001 showed standards for 11-year-olds to be in line with the national average for English and science, but below average for mathematics. When compared with similar schools, standards in English and science were below average, and in mathematics, well below average. One of the important factors that reduce the overall attainment at Year 6 is the relatively low number of pupils attaining the higher levels. For seven-year-olds, standards in reading and mathematics were average, but above average for writing. Results over time have been in line with improvements nationally, and pupils are currently in line to achieve this year's targets.
2. As at the time of the previous inspection, standards of attainment in English, mathematics and science are average for 11-year-olds, but standards for seven-year-olds in English have improved and are now above average. Work in pupils' books shows satisfactory progress in science and good progress in English and mathematics, and similar attainment to the test results for the previous year. Standards in science are improving throughout the school, mainly through the greater emphasis on investigative and experimental work.
3. The school is making good progress towards the targets set for this year. The analysis of national test results and other assessments has identified areas of weakness and action is being taken to remedy these, particularly in mathematics following the drop in attainment in 2001. However, while work in English and mathematics for pupils in Year 3 to 6 is well matched to the needs of the average and lower attaining pupils, it does not always match the needs of the highest attainers, especially those identified by the school as talented or gifted. The extension work does not stretch them enough and often results in the pupils merely doing more work of a similar type, rather than using their learning in new ways. There is no appreciable difference between the attainment of boys and girls.
4. At seven and 11, pupils' speaking and listening skills are good. Pupils are given opportunities to develop these skills in a variety of situations and teachers are skilled at asking the sort of questions that develop pupils' speaking skills. For example, in a Year 2 science lesson looking at the results of their pond dipping, the questions asked by the teacher were such that pupils had to answer in full and detailed sentences that demonstrated their understanding.
5. By the end of Year 2, standards in reading are above average. Younger pupils read confidently and are able to use their knowledge of letter sounds to build unknown words. By Year 6, while standards remain average, pupils enjoy a wide range of books and are developing a good understanding of the work of different authors and genre. However, the books provided do not always provide sufficient challenge for the highest attainers. Most pupils know how to use non-fiction books to find information and understand how to use a library to help them find information for their own research.
6. In Year 2, standards in writing are above average and pupils write in a range of styles for different purposes. At Year 6, standards in writing are satisfactory. The pupils write for in range

of forms such as play scripts, instructions, poems and stories. These skills in writing are used effectively to develop work in other subjects, for example, science and history.

7. Standards in mathematics for seven and 11 year-olds are average and the majority of pupils achieve at an appropriate level. Most pupils in Year 2 have a good grasp of number and work at an appropriate level for their age. In Year 6, pupils have a good recall of tables and number bonds and have developed a range of strategies to help them recall number facts quickly. Teachers have a clear understanding of the national literacy and numeracy strategies and their planning and lesson organisation follow the recommended formats. The pupils also benefit from additional funded teaching programmes and booster classes.
8. Standards in science are average. The greater emphasis on investigative and experimental science throughout the school is bringing about improvement. The pupils have opportunities for planning their own approaches to problems and when investigating, they take some responsibility for their own work.
9. Good planning and an effective scheme of work covering all of the strands of the subject are maintaining standards in ICT. Attainment at seven and 11 is in line with the levels expected for pupils of this age, and attainment in the communication strand of the subject is good. Attainment in RE meets the requirements of the locally agreed syllabus. Attainment in all other subjects is in line with what is expected of pupils of seven and 11.
10. The attainment of children starting school is generally at the level expected for this age. The provision for children in the Foundation Stage (the nursery and reception classes) is very good. With good teaching and the teachers' good understanding of how young children learn, they make good progress. By the time they are ready to start Year 1, almost all of the children achieve the early learning goals in all areas of learning.¹ In communication, language and literacy and mathematics, children attain standards above those normally expected for this age. Children are provided with worthwhile activities to develop their understanding of the world in which they live and sound experiences to develop their creative and physical skills. All the children are developing physical control through activities such as practising writing patterns, using paintbrushes, or making jigsaws and floor mosaics to develop their manipulative skills. They take pride in their work and enjoy sharing it with adults and the rest of the class.
11. Pupils with special educational needs (SEN) make good progress. The work in lessons is carefully matched to their needs and they receive very good support from teaching assistants. They make good progress through the school, across all areas of the curriculum. The pupils with English as an additional language (EAL) are generally competent in English, work alongside the other pupils in the class and make similar progress. There are two pupils at an early stage of acquiring English, and, because of the support they receive, they too make good progress.
12. Pupils make the best progress when there is a balance between the level of support and challenge given. The school has identified gifted and talented pupils: this is an area for

¹ These are in the areas of learning that include personal, social and emotional development; communication, language and literacy; mathematical development; knowledge and understanding of the world; creative development and physical development that children should obtain by the end of reception year.

further development, particularly the need to provide them with greater levels of challenge in English, mathematics and science in order to move their learning forward faster.

Pupils' attitudes, values and personal development

13. Pupils are enthusiastic and committed to learning. Their attitudes in lessons are very good and invariably positive and this contributes significantly to their achievements. Even the youngest children listen to their teachers carefully and participate in their activities eagerly. They are happy in school, learn to wait their turn, and share toys. The consistent guidance given by their teachers contributes positively to their good attitudes to learning. The children take part in discussions enthusiastically, for example, when looking at aerial photographs of the school grounds, they confidently gave reasons for their likes and dislikes, the pond because it is clean, the tractor because it is old.
14. Pupils in Years 1 and 2 are equally keen. They respond particularly well to teaching that is snappy and which stimulates their interest. In a Year 2 English lesson, for example, they responded very positively to the teacher's use of the 'Smart Board'² to demonstrate the "look, cover, write" strategy for learning spellings. Because this captured and held their interest, they made good gains in their learning. Occasionally, however, if the introduction is too long or the pace too slow, pupils do start to fidget and lose concentration. Only in a very few lessons are the pupils not as positive, and this is often as a result of the teachers' organisation. For example, where they could not all see the board clearly during the introduction and plenary (summing up session) they lost interest quickly and failed to listen. Although these situations are managed well by teachers, the time taken to remind pupils to listen and concentrate, means that they are not learning as effectively as they could be. The inclusive ethos of the school means that all pupils are fully welcomed into the life of the school and made to feel valued. Pupils with SEN or EAL participate fully in all lessons, are interested in the work and concentrate well.
15. As they get older, pupils increasingly take advantage of the many opportunities that the school offers to extend their learning and experiences. They take part in extra curricular clubs and visits, with enthusiasm, and are praised for their good behaviour on outings. They are increasingly able to organise themselves and their resources sensibly, and work together well in pairs or small groups. In a Year 3 English lesson, for example, they worked quietly and purposefully during group tasks because they were aware of their teacher's very high expectations. This allowed the teacher to support a specific group without constant interruption and ensured that all pupils were learning at a very high rate.
16. Behaviour is very good in classrooms and around the school. Parents overwhelmingly support this view and are pleased with how well their children are being helped to become mature and responsible. Most pupils show a high level of self-discipline and are friendly and confident with visitors, usually greeting them with a smile. They are well mannered, holding doors open for visitors and each other, and they respond to their

² An interactive white board linked to a computer.

teachers politely, for example, when the registers are called. They are generally polite about borrowing equipment or taking turns. Boys and girls of all ages and backgrounds mix and play together well on the playground and they are very clear that poor behaviour, bullying or other undesirable attitudes are rare. No behaviour of this type was seen during the inspection and pupils feel confident that staff will sort out any problems quickly and fairly. There have been no recent exclusions.

17. Pupils' personal development is very good. Relationships at all levels are very strong. Adults provide very good role models in the friendly, calm and helpful manner with which they deal with the children and one another. Pupils are very tolerant of each other no matter what their differences. They listen to each other's views and respond positively. Year 6 pupils, for example, demonstrated their growing maturity in an English lesson. Reading the poem "What has happened to Lulu?" encouraged them to express their personal opinions about feelings. Their discussion showed how they are developing their own ideas, take account of what others say and treat their opinions with respect. Similarly in a personal, social and health education (PSHE) lesson, Year 6 pupils talked sensibly about their experiences on their recent residential visit to Dol y Moch. They weren't afraid to say they had been frightened when climbing up the mountains, or how grateful they had been at the time, for the support of their friends. This shows that they have developed a mature level of trust in their teacher and each other, which contributes positively to their personal development. Pupils in Year 6 also say they are very well supported and able to approach staff on any matter and they feel well prepared to move on to secondary education.
18. Pupils respond positively to carrying out jobs around the school. Even the youngest in the nursery are keen to deliver their attendance register to the office. The oldest pupils take their responsibilities seriously and particularly enjoy their links with the youngest children, helping them at lunch, playtime and during reading sessions.
19. Attendance overall is at the same level as the national average and is satisfactory. There is, however, too much lateness in the morning by a small number of pupils, which means they are not always making a good start to their day and sometimes miss significant portions of literacy or numeracy lessons.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

20. The quality of teaching is good. No unsatisfactory teaching was observed, and in 70 per cent of the lessons seen, teaching was better than satisfactory, with 54 per cent good and 16 per cent very good. This is an improvement since the previous inspection, both in the overall quality of the teaching and the amount of good or better teaching seen. This is even more commendable given that three of the teachers are covering long-term absences of permanent staff. The standard of teaching is generally reflected in the quality of work seen in pupils' books. Work is well presented and shows pupils understand the teachers' expectations for this.
21. Good teaching was seen in each year group, but the most consistently good teaching was seen in the nursery and reception classes, where almost 80 per cent of the teaching observed was good or very good. There are particular strengths in the planning that sets clear objectives the children can understand and displaying these for all to see,

particularly for the youngest children in the nursery. Other strengths are in teachers' knowledge of children's attainment, which is used to set well-matched work, for individuals or groups of children, for example, in a short session to practise initial letter sounds. In the reception classes, the very good questioning by the teachers, such as seen during a mathematics lesson on symmetry, enables them to make accurate assessment of the gains the children are making in their knowledge and understanding.

22. In all classes, one of the significant factors in the way pupils learn, is the quality of relationships, both between the teachers and the pupils and between the pupils, who are always willing to help one-another at any time. Teachers have high expectations of pupils' attitudes to work and behaviour, to which they respond well. Many teachers use humour effectively as a way of encouraging pupils, for example, in the reception class lesson on symmetrical patterns. There was a relaxed but purposeful approach to work, and while allowing the children to have a laugh, the teacher was able to refocus them on their task quickly. Teachers of the youngest to the oldest pupils use this approach effectively.
23. The teachers' skills in using the 'Smart Boards' have brought a new level of interest from the pupils. Work is well prepared and the flexibility of the boards for a range of subjects means that teachers have high quality resources readily to hand, for example, Internet links. They are being used as more than just a 'high-tec' chalkboard, and the work challenges and inspires pupils. Pupils are able to demonstrate understanding by navigating their way around the screen. A good example was seen where pupils in Year 2 identified the mini-beasts they had brought back from their pond-dipping expedition, finding the answers to their questions by tapping into a simple key on the screen. They were also able to link this to their English work from earlier in the week, recognising that these questions were 'closed' questions designed to achieve a particular answer.
24. The teachers work well in partnership with the teaching assistants and in all classes are well prepared before lessons begin. Lesson plans are shared and appropriate resources made readily available. Each teaching assistant keeps a planning diary, which is regularly monitored and evaluated by the SENCO, phase leader and headteacher. During lessons, teaching assistants are fully involved at all stages. For example, during whole class sessions for English and mathematics, they sit with pupils to make sure they understand what is happening and are able to join in activities. They also regularly monitor pupils' responses and progress towards individual targets from their individual education plans (IEP). Good examples were seen of them helping pupils during practical activities, supporting those pupils with SEN, which enabled them to make appropriate progress, and monitoring pupils' responses during class teaching session. This provides the teacher with good, additional information about pupils' learning. Teachers use appropriate methods to enable pupils with EAL to learn effectively. The designated learning support assistant offers good support and records the progress of these pupils receiving additional help.
25. Where there is a weakness in a number of lessons, often in English and mathematics, is in matching work sufficiently well to the needs of highest attaining pupils, including those identified by the school as talented and gifted. The criteria used to identify these pupils are not specific enough, and very few of those identified as talented or gifted show levels of attainment very much higher than other higher attaining pupils. While the

work is well matched to the needs of those pupils with below average levels of attainment, or SEN, too much of the remaining work planned is aimed at the average pupils. The extension work provided for the higher attainers often just means more work, rather than more challenging work, and does not take their learning forward sufficiently.

26. Teachers assess work well in lessons to identify areas of weakness and help pupils overcome these. This is generally very effective during the plenary sessions at the end of lessons where teachers' questions provide good opportunities for pupils to reflect on their learning and for this to be used as a method of assessment. Good examples of this were seen in a reception class, and following a design and technology (DT) lesson in Year 3. Marking is regular and supportive, but does not always indicate to pupils what the next steps in their learning need to be.
27. Homework is given regularly. Pupils have clear objectives set for them and the homework sheets usefully contain ideas and suggestions for parents on how they can help.

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

28. The quality and range of learning opportunities are good. The curriculum meets the requirements of the National Curriculum, is broad, balanced and relevant to the needs and interests of the pupils. The provision for RE meets the requirements of the locally agreed syllabus. English and mathematics are allocated an appropriate amount of time and the national strategies for literacy and numeracy are being implemented satisfactorily. At the time of the last inspection, some aspects of mathematics, science and music were under-emphasised and action has been taken to address these. Clear curriculum policies and detailed guidance provide good support for teachers' planning in each subject.
29. Provision for pupils with SEN is good. The SENCO works closely with class teachers and teaching assistants, individual education plans are kept up to date and helpful notes are made to share with parents and other professionals. Reviews are carried out effectively, involving parents and outside agencies when appropriate. The school invests heavily in teaching assistants so that pupils are well supported and fully included in the life and activities of the school.
30. The provision for PSHE, including that for sex and drugs education, is satisfactory. Some awareness of the use of drugs as medicines is included in the science curriculum, and a more comprehensive drugs education policy is being developed, although not yet in place. Sex education is provided at appropriate ages following the governing body's policy, and is taught within the context of family life. 'Circle Time', where pupils have planned opportunities to discuss issues, forms part of this provision, and the school is developing this work further.
31. Provision for extra-curricular activities is good. There is a wide range of sporting, cultural and hobby-based activities available to all pupils in Years 3 to 6 at different times of the year, while the book club and gardening club are open to pupils of any age. This makes an effective contribution to pupils' learning in areas such as PE, music and dance, and to their spiritual and cultural development.
32. Links with the community are good. The vicar visits the school regularly and pupils visit the local church to support work in RE and historical research. The school nurse and education welfare officer visit weekly, and the nurse is involved in aspects of health and sex education.

The use of the local area for learning is well established. Pupils from all year groups make visits to support work in science, history and geography. Older pupils have the opportunity to take part in an annual residential visit to Wales. As part of the school's involvement with the EAZ, a joint 'Celebration Day' is held with partner schools. Six local schools also come together for a music day, which is hosted by Potters Green School. The Year 6 pupils visit their comprehensive school in the summer term prior to leaving primary school. Students studying to become teachers or training as nursery assistants are given good support.

33. Provision for pupils' personal development is good overall, with very good provision for moral and social development. The provision for spiritual development is good. The daily assembly meets the legal requirement for an act of collective worship. Pupils are given opportunities to reflect on issues such as friendship and helping others. The central courtyard garden, which is beautifully cared for, is a place of calm and quiet, providing a peaceful haven for reflection. Displays around the school, such as a 'Tree of Hope', where pupils have written their hopes and aspirations on the leaves, demonstrate a spiritual dimension to the curriculum. Although spirituality is not planned for, it is found in lessons, for example, pupils visiting the environmental area showed genuine care and respect for other living things.
34. Provision for pupils' moral development is very good. The school's agreed code of conduct is well displayed around the school. Pupils 'Caught being Good' are acknowledged in assemblies by the award of bronze, silver and gold badges and certificates, with their names displayed on a roll of honour in the hall. Pupils are involved in drawing up their class rules and these are displayed prominently. Displays of pupils' work, such as the 'Mountain of Truth', provide them with opportunities to explore moral values. Teachers and other adults regularly remind pupils of expectations of behaviour and act as excellent role models.
35. Provision for social development is very good. Pupils are encouraged to be friendly and helpful to each other. Good opportunities are provided for pupils to work collaboratively, co-operating on tasks and discussing their work with a partner or in a group. Pupils move around the school sensibly, and when working in the school grounds show high levels of co-operation and care for others and to the equipment being used. A 'Helping Hands' display in the assembly hall shows that older pupils take on a wide variety of monitoring tasks, many of which involve caring for younger pupils. These activities are undertaken willingly, and support their sense of responsibility and citizenship. Pupils are encouraged to feel positive about them-selves, as in work displayed titled 'Good things about me'.
36. Provision for cultural development is satisfactory. Pupils gain an awareness of their own culture in many subjects and further opportunities are provided in extra-curricular activities for art and music. However, there are insufficient opportunities for pupils to learn about other cultures and particularly aspects that would improve pupils' awareness of life in a multi-cultural society. Displays of African and Indian artefacts in the library, and a corridor display about the football World Cup encourage pupils to find out more about Japan and the countries taking part. However, there are few displays that reflect positive multi-cultural images, and where there are, these tend to be commercial posters, such as the 'welcome' poster by the pupils' entrance. There is a small collection of dual language books in the library, and in one class, some dual language books are displayed in the book corner. Overall, there is not enough emphasis on developing pupils' understanding of the cultural diversity of the world in which they live.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

37. There is a high degree of care for pupils' welfare, and staff are skilful in ensuring that all pupils, including those with SEN and EAL, have access to the full range of opportunities

provided. Parents feel that the school provides good help and a personal response to individual circumstances, often “*over and above what might be expected*”. They appreciate the school’s approach and say they would feel comfortable bringing up any concerns with teachers, and are confident their children are looked after well. Classroom assistants are very helpful in ensuring the smooth running of lessons as well as giving individual attention to the pupils who need it.

38. Good attention is paid to matters concerning health and safety. The school is clean and well maintained, both inside and outside, and enhanced by a good range of pupils’ work. Fire drills are carried out regularly and the administration of first aid and medicine is appropriate. Records of accidents and how they have been treated are kept, and parents informed of any mishaps. All staff shares an awareness of the need to provide a safe and well-ordered environment, but written guidance is not up to date and this is a weakness. The head teacher is designated responsible for matters of Child Protection, and training is up to date for all staff: an improvement since the time of the last inspection.
39. Procedures to monitor and promote good behaviour are effective. There is a strong emphasis on developing respect for others, underpinned by an expectation of a high standard of good behaviour. This is successfully achieved, and acknowledged through rewards and incentives such as the “Caught being good” stickers and badges. Rules are kept to a minimum, but firmly applied. The code of conduct is shared with pupils and their parents, and displayed in many areas of the school, ensuring they are all aware of expectations. Lunchtime is well managed by the dining room assistants, as was the indoor playtime during the inspection, when all pupils were suitably occupied.
40. Satisfactory procedures are in place to promote good attendance. Rewards for one hundred percent attendance in any one term or whole school year have brought about an improvement over the last few years. Additionally the school is taking part in an EAZ initiative to impress the benefits of good attendance on the pupils. Not enough is done however, to ensure that pupils arrive promptly at the start of the day, and this means that a few regularly miss important parts of their first lesson.
41. Procedures for monitoring and supporting pupils’ personal development are good. PSHE is used effectively and many teachers are helping pupils to set and review targets to develop their personal skills. The targets for pupils in Year 5 show that they have been thinking about how they can successfully get along with others, for example, “*I will stop arguing withon the playground*” and explaining how this will be achieved. Many displays around the school show the high priority given to personal development. Posters encourage teamwork, friendship, compassion and good attendance. Teamwork was also promoted well in a Year 5/6 assembly, discussing how the England World Cup football team will have to work together to win. The “Tree of Hope” displaying pupils aspirations for peace and harmony, as well as the “Mountain of Truth” encouraging pupils to be brave and kind, act as constant reminders of the high goals for which they are striving.
42. Assessment procedures are good overall. In English and mathematics there are weekly assessments. Record keeping and assessments in the other subjects take place at the end of topics or each term. In addition to the statutory assessments, the school is currently using other standardised test materials to make annual assessments. The school analyses data from national tests to identify strengths and weaknesses in the curriculum and

determine the action needed. However, the data is not used sufficiently well to identify individual learning targets for all pupils. The marking policy is conscientiously applied. It offers praise and encouragement, but does not always give indications of how pupils could improve their work. Assessment data is used to produce targets for pupils with EAL. Using assessments made on entry to the school, pupils needing extra support are identified and their progress is assessed against individual learning targets.

43. The headteacher and the SENCO have carried out a comprehensive audit of SEN provision across the school and identified priorities for development. The requirements of the new Code of Practice have been implemented. However, the draft policy has to be completed and approved by the governing body. The SENCO is very committed and knowledgeable. She regularly monitors pupils' IEPs, the work of teaching assistants, and provides training, which ensures they make positive contributions to pupils' learning.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

44. The very good relationships with parents have been successfully maintained since the time of the last inspection. Parents are pleased with the friendly and open relationships they have with staff, which benefit their children's learning. They feel that communication is good and are particularly pleased with the "link books" which provide opportunities for regular dialogue. They feel that this has always been a good school, but recognise that there have been some significant improvements in the last few years. Links with parents, for example, are being strengthened further, and a "sensory garden", designed by pupils and built with parents' help, has been established. Parents rightly feel that children are proud of their school.
45. The school's links with parents are very good. Information for parents of children entering the nursery and reception classes is of a very high quality. It gives useful information about how to get children ready to start school, and what children will be doing in school. Home visits give teachers the opportunity to find out from parents what skills their children have already learned. Visits and a phased start at the beginning of term ensure that both children and their parents are confident about starting school. Friday is "family day" in the nursery, and parents and carers are invited to share in the session, providing good opportunities for them to become involved in their children's learning. Clearly established procedures help reception children to move to Year 1 and the Year 6 pupils to secondary schools with confidence. The 'wraparound' care scheme provides day care for children of working parents before and after school.
46. Written information for parents is good. The brochure is nicely presented, detailed and welcoming. The governors' annual report to parents is also presented well, in a pleasing and interesting way, but does not give details on any action taken as a result of any resolution passed at the last annual meeting. An excellent range of leaflets keeps parents informed about what their children are learning each term, and gives tips about how they can help them. Annual reports on progress give parents good information about how well their children are doing. Parents are pleased with them, as they feel they show teachers have a good understanding of their children's personalities and capabilities. However, not all of these set targets for future learning in English and mathematics so

that parents can involve themselves further in supporting their children if they wish. A good number of other opportunities are given to parents to help keep them informed about their child's learning. There are two formal consultations, an annual open day and workshops to support the curriculum in areas such as reading and ICT: support for these is good.

47. Parents make a good contribution to their children's learning. Many supporting their children's homework and reading, making a positive contribution to their achievements. A small group of parents help regularly in school with reading, crafts and cooking activities. Many volunteer on a more irregular basis, for example, helping with trips. The school is making good use of initiatives supported by the EAZ to help involve parents in their children's learning. For example, a small but significant number have been attending the parent group, to give them guidance about how they can help their children at home.
48. Friends of Potters Green School very successfully raises additional funds for the school by organising fashion shows and discos, as well as summer and Christmas fayres. The parents are currently fundraising to help pay for the new outdoor activity area for the youngest children.

HOW WELL IS THE SCHOOL LED AND MANAGED?

49. The school is very well led. Since her appointment, the headteacher has made improvements to a number of aspects of the school's work. Although standards in English, mathematics and science have not improved significantly since the previous inspection, there are indications of improved progress in many areas, for example, in pupils' speaking, listening and reading skills, and in ICT and music. Much of this is down to the headteacher creating a clear vision for all in school, shared by the governing body.
50. The senior staff have a wide range of management responsibilities both across the whole school and co-ordinating a curriculum subject. The senior staff meets regularly to discuss progress towards their priorities and to review the school's long-term strategies. National Curriculum tests and other results are carefully analysed to identify areas for improvement and action put in place to address these. Subject co-ordinators also monitor standards in their subjects to identify areas for improvement. However, there has not been sufficient focus on the needs of the highest attaining pupils.
51. The governors make a valuable contribution to the work of the school. They have great confidence in the headteacher, but ask pertinent questions about standards and school development. The wide experience of many governors, and the commitment shown by all, supports the work of the school well. The committee structure is very effective in evaluating the work of the school through analysis of data and other information, and frequent visits. Parents know the governors, and parent governors provide a valuable link between parents and the school. However, while there are secure procedures in place for pupils' care and safety, not all statutory policies have yet been adopted by the governing body, for example, health and safety, and the misuse of drugs.
52. The school's development planning has improved since the previous inspection. The short-term (one year) and long-term (three year) plans for school improvement have criteria for judging success that are much more measurable than previously. However, there are some aspects that are not as well developed; for example, some initiatives do not clearly indicate a time scale. In other instances, the separation of the roles between the monitoring and the evaluation of the outcome is not always clear. This means that some staff are evaluating their own work.
53. Financial management is good. The governor in charge of the finance committee is experienced and gives good support. Budget monitoring is regular and detailed and well supported by the work of the school's administrative staff. Governors carefully evaluate spending to compare value for money and how to obtain best value for the resources they put into the school, for example, through evaluating improvements in teaching and learning following the high level of expenditure on ICT. The current budget surplus is being used to create an outdoor play area for the reception children and provide 'Smart Boards' for the remaining classrooms.
54. While almost half of the staff have been appointed since the previous inspection, the head teacher has, in a relatively short time, created a very unified staff with a high level of commitment to school development and the raising of standards. Teachers are well deployed and bring a range of curricular strengths to the school. The systems for the induction of new staff, including newly qualified teachers, are very good. Performance management and appraisal of staff, a weakness at the time of the last inspection, are now well developed. The objectives set are clear and measurable and focus on improving

standards. Regular and detailed classroom monitoring is perceptive and sets appropriate objectives for improvement. The senior staff provides good support for the three temporary staff covering long absences. There is a high level of additional classroom support. While spending on this is well above the average for similar schools, these staff provide good additional assistance, especially for pupils with SEN. The school also provides well for students undergoing initial teacher training (ITT) who receive good support and mentoring.

55. The accommodation is good and used well to enhance pupils' learning. The school has a well-stocked specially designated resources area. The recent revision of a new reading scheme to support older pupils with SEN has had a significant impact on their reading progress. The outdoor facilities are excellent. There are very good sporting facilities with very good quality hard surface areas, marked for a range of sporting and recreation activities, a large, well-maintained field and a swimming pool. The grounds provide high quality opportunities for environmental study with the wildlife area and gardens. Resources are generally good, and very good for ICT.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

56. In order to further raise attainment in the school, governors, the headteacher and staff should

- (1) Improve attainment in English, mathematics and science, particularly for those pupils capable of higher achievement, by:
- Using current information to set more specific targets for all pupils;
 - Planning more effectively to meet the needs of the higher attainers.

(Paragraphs 1, 3, 5, 25, 42, 50, 74, 79, 81, 87, 90, 95 and 96 refer)

- (2) Improve the provision for multi-cultural development to extend pupils' appreciation of the cultural and ethnic diversity of British society.

(Paragraphs 36, 99 and 126 refer)

- (3) Ensure all statutory policies for care of pupils are in place.

(Paragraphs 43 and 51 refer)

OTHER ISSUES THAT SHOULD BE CONSIDERED BY THE SCHOOL

- Clarify the time scales for some of the initiatives in the school's development planning, and make a clearer distinction between the procedures for monitoring and evaluation.

(Paragraph 53 refers)

- improve the punctuality of the minority of pupils who are regularly late.

(Paragraphs 19, and 40 refer)

- Improve teachers' marking to give pupils a better understanding of what they need to do to improve their work.
(Paragraphs 26, 42, 90 and 109 refer)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	63
Number of discussions with staff, governors, other adults and pupils	35

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number		10	34	19	0	0	0
Percentage		16	54	30	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than 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)	24	420
Number of full-time pupils known to be eligible for free school meals	0	87

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	6
Number of pupils on the school's special educational needs register	3	96

English as an additional language

	No of pupils
Number of pupils with English as an additional language	12

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	29
Pupils who left the school other than at the usual time of leaving	29

Attendance

Authorised absence

	%
School data	6.1
National comparative data	5.6

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	27	27	54

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	24	26	27
	Girls	25	26	24
	Total	49	52	51
Percentage of pupils at NC level 2 or above	School	91 (79)	96 (91)	94 (95)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	24	27	25
	Girls	25	24	25
	Total	49	51	50
Percentage of pupils at NC level 2 or above	School	91 (86)	94 (91)	93 (91)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	27	34	61

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	18	26
	Girls	29	19	31
	Total	48	37	57
Percentage of pupils at NC level 4 or above	School	79 (76)	61 (79)	93 (93)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	n/a	n/a	n/a
	Girls	n/a	n/a	n/a
	Total	n/a	n/a	n/a
Percentage of pupils at NC level 4 or above	School	n/a (83)	n/a (81)	n/a (84)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	4
Black – African heritage	1
Black – other	1
Indian	3
Pakistani	
Bangladeshi	
Chinese	2
White	320
Any other minority ethnic group	28

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)	16.2
Number of pupils per qualified teacher	25.9
Average class size	29.9

Education support staff: YR – Y6

Total number of education support staff	14
Total aggregate hours worked per week	338

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26
Total number of education support staff	2
Total aggregate hours worked per week	48
Number of pupils per FTE adult	8.7

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	3
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	2
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Exclusions in the last school year

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

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

Financial information

Financial year	2001
	£
Total income	886,277
Total expenditure	834,821
Expenditure per pupil	1,856
Balance brought forward from previous year	46,121
Balance carried forward to next year	97,577

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	469
Number of questionnaires returned	136

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	69	27	3	1	0
My child is making good progress in school.	62	34	1	1	1
Behaviour in the school is good.	60	35	4	0	1
My child gets the right amount of work to do at home.	41	42	13	3	1
The teaching is good.	70	28	0	1	1
I am kept well informed about how my child is getting on.	64	29	5	1	1
I would feel comfortable about approaching the school with questions or a problem.	77	19	1	1	1
The school expects my child to work hard and achieve his or her best.	71	24	4	0	1
The school works closely with parents.	63	30	4	1	1
The school is well led and managed.	74	21	0	1	4
The school is helping my child become mature and responsible.	61	33	3	1	1
The school provides an interesting range of activities outside lessons.	40	32	13	4	11

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

57. The quality of teaching and learning for children in the Foundation Stage classes is good. Teaching and learning are very good in personal, social and emotional development and good in communication, language and literacy, mathematical development and knowledge and understanding of the world. Teaching is satisfactory in physical and creative development. Some children enter the nursery with poorly developed skills in speaking and listening, mathematics and in their personal and social development, but overall, the range of attainment is in line with what is expected for children of this age. With good teaching, all children progress well in the nursery and successfully learn a wide range of skills.
58. In the nursery and reception all children achieve well in personal, social and emotional development. They are on course to attain the early learning goals in communication, language and literacy, and mathematical development, before the end of the reception year. Children are on course to attain the expected standards in knowledge and understanding of the world, creative development and physical development by the time they are in Year 1. Children with SEN are well supported and make good progress.
59. Children attend the nursery part time, for either a morning or afternoon session, in the autumn term after their third birthday. Currently about half the children attending come from outside the school's catchment. Most children transfer to the reception classes to start their full-time education in the autumn term before their fifth birthday. Parents receive a useful outline of the work that children will be undertaking each term, including suggestions for how they can support their children's learning at home.

Personal, social and emotional development

60. Children attending the nursery are confident to leave their parents at the start of a session. They collect their own name cards and drinks carton before they begin to explore the activities set out. Children are encouraged to make choices and take decisions. For example, they are allowed to choose when they would like to drink their milk during the session. There are good opportunities to play individually or work together in different groupings. The well-established routines and caring nature of the provision allow all children to feel safe and to grow in confidence. Children co-operate well both in adult-led activities and those that they devise themselves. By the end of their time in the nursery, they make choices and learn to work with others in a wide range of activities. Occasionally, when play becomes boisterous, staff take prompt and sensitive action to reinforce their high expectations of behaviour. The nursery is totally inclusive with all children having equal access to the opportunities provided.
61. In the reception classes, children show real enthusiasm for learning and interest in the experiences provided for them. Again there are high expectations of behaviour and as a result, children's behaviour is very good and, by the time they leave the reception classes, most children understand what is right and wrong, and why. The children settle quickly to the more structured activities such as literacy and numeracy, and show ability

to concentrate for appropriate periods of time. Most children attend to their personal hygiene appropriately and put on their coats independently before going outdoors to play.

62. Personal and social development is strongly promoted in all areas of learning and the broad range of activities provided for all children in the nursery is used to good effect. The nursery staff have created a secure environment in which each child is made to feel valued. All staff provide very good role models for the children, treating each other and the children with courtesy and respect. This leads to trusting relationships and helps the children to develop an awareness of others. Children become responsible for tidying up. By the end of their time in the reception classes, children know where to find equipment and materials, and tidy up, either individually or in pairs. In assembly, children listen very attentively to stories, discuss their feelings, and reflect quietly about moral and social issues. Having heard the story of Joseph and his coat of many colours, children in the reception classes talked about times when they had felt jealous of a brother or sister.

Communication, language and literacy

63. Staff provides many good opportunities for children to communicate with each other and adults. Towards the end of their time in the nursery, most children can respond in simple sentences and some are keen to discuss their activities with adults not previously known to them. Activities are carefully planned to encourage children to answer questions and to extend their vocabulary. In each session there are planned opportunities where small groups of children develop their speaking and listening skills, for example, in identifying objects that start with the same sound as their own names. Supplies of paper and a variety of pencils and markers are readily available for the children to use for 'have a go' writing.
64. In the reception classes, children become more confident and use a growing vocabulary in discussions. They show well-developed communication skills when being interviewed on tape about their likes and dislikes of the school, giving reasons for their views. Children are introduced to an increasing range of books and learn to recognise that pictures and print carry meaning. Older children show an awareness of rhyme, hear and say the initial sounds in words and know which letters represent some of the sounds. Elements of the national literacy strategy are introduced gradually in the reception classes, and are well used to meet the needs of children. The teaching helps to promote early literacy skills and good use is made of activities and games to develop children's understanding of letter sounds and blends. Each child has a half-term target for this work to help to raise standards. Older children hold pens and pencils correctly and form letters accurately; and higher attaining children spell simple words correctly. Most will 'have a go' at writing simple sentences.

Mathematical development

65. Every opportunity is used to develop the children's confidence in using numbers and appropriate mathematical language. These include sorting activities, number puzzles, games and a wide range of practical experiences. Mathematical development is also encouraged during a range of activities as, for example, when a child counted the apples he was sticking onto a tree he had painted. In each session the staff work with small groups of children to develop their mathematical understanding and language in familiar

situations. By the end of the year, most nursery children can count to ten and identify 'bigger/smaller than' within ten objects.

66. In the reception classes, children use numbers to ten and beyond. They recognise numbers in different forms and can write them accurately. Most children recognise colours and name simple shapes such as triangle, circle and square. In one lesson children investigating symmetry by folding paper and cutting out a shape knew that each side of the pattern was exactly the same; other children used pegboards to create their own symmetrical shapes. They were eager to find other symmetrical shapes at home that evening. Learning is carefully planned and assessed, with each child having a weekly target.

Knowledge and understanding of the world

67. Most children show curiosity in their surroundings, and are keen to explore the activities provided, particularly out of doors. Activities are well planned and organised to enable the children to explore the environment and to relate it to their own experiences. Discussion forms an important part of the work and children are encouraged to observe and describe what they see. An appropriate range of construction toys and materials is provided for the children to explore and use their skills to make models.
68. In the reception classes, good use is made of the school environment. Children in one class made a plan of the school grounds and could recognise the school from an aerial photograph. They also recorded their views of what they liked and disliked about the school grounds. Children grow plants and are beginning to understand the conditions that plants need to grow, with the role-play area in one room attractively developed into a Garden Centre. Throughout the Foundation Stage children investigate the properties of a range of materials, such as dough, wet and dry sand, and water. They use ICT from an early age. Children in the nursery know how to control screen images using a 'mouse'. In reception classes, they learn how to use a microphone to record interviews.

Physical development

69. Children in the nursery achieve broadly what is expected at this age. They show reasonable control and skill when using the wheeled toys outdoors and develop an awareness of space around them. The secure outdoor area attached to the nursery gives an appropriate amount of challenge, enabling children to gain confidence and to practise physical skills, such as running and balancing, and riding tricycles and pedal cars. However, when the grass is too wet to use, the paved area provides only limited space for these activities. Part of the outdoor area is covered, which enables children to take their learning out of doors in most weathers. Staff make effective use of the space available and the time outdoors is well planned as part of the everyday activities provided for the children.
70. Children in the reception classes do not have access to their own outdoor play area but work has started on a scheme to provide this. Reception staff plan carefully to ensure that children do have opportunities for physical development. Children develop their finer manipulative skills in both nursery and reception classes. For example, in creating mosaics, making jigsaw puzzles and using brushes for painting. They also use materials such as play dough and clay. By the end of the reception year children show increasing

dexterity and control in the use of scissors, construction sets and puzzles, while their writing skills are well developed.

Creative development

71. Indoor activities are appropriately resourced and organised to enable children to play out imaginary situations. However, because the reception classes do not yet have their own designated outside area, opportunities to extend children's imaginative play outdoors are not yet possible. Children have regular opportunities to paint and experiment with colour and texture. Nursery children explore the texture of powder paint and make prints, while reception children paint portraits showing that they have been taught to observe proportion and detail carefully. There are regular opportunities to listen to a range of music, and children are beginning to develop a repertoire of songs and rhythmic movements.

ENGLISH

72. Standards are above average for seven-year-olds in reading and writing and have improved since the last inspection. Teachers are using the national literacy strategy effectively and their expectations of the pupils are good. Pupils are systematically taught a wide range of literacy skills. Standards remain in line with national averages for 11-year-olds. While teachers have implemented the strategy well for these pupils, there are gaps in pupils' knowledge and understanding. The target setting procedures that have been put in place are starting to address these.
73. The quality of teaching is good overall. It is never less than satisfactory and often good, particularly in Years 1 and 2. Teachers have a secure subject knowledge and plan the work in line with the National Literacy Strategy framework. They always share the learning objectives at the beginning of lessons, so that the children know what the lesson is about and what they are expected to do. In the most successful lessons regular reference is made to these objectives. Teachers use marking effectively when it is linked to the development of pupils' individual or group targets. Pupils with SEN and EAL are well supported, and as a result make good progress throughout the school. Pupils are included in all lessons and are well motivated to succeed, through appropriate individual targets.
74. Classes are organised into two sets in each year by prior attainment. This method of organisation is successful when the independent tasks are well matched to the needs of all pupils and particularly challenge the higher attainers. Good examples were seen, for example, in Year 2, as part of a lesson on open and closed questions, and in Year 6, where pupils described and evaluated the work of the poet Charles Causley. This is not always the case and while work is well matched to the needs of pupils with SEN, too much of the work is aimed at the average of the group.
75. Standards in speaking and listening have improved at both seven and 11 and are good throughout the school. Teachers demonstrate a secure knowledge and understanding of the strategies needed to develop pupils' speaking and listening and plan opportunities for them to use and develop these. Pupils are encouraged to talk and listen in a range of contexts. By the time they are seven, pupils are keen to talk about their experiences and

respond enthusiastically to questions. They develop a broad vocabulary, which enables them to express themselves effectively in a range of situations. Similarly by the age of 11, the majority of pupils are good listeners and confident speakers. They are able to express themselves well and explain their ideas clearly and justify their points of view. The Year 6 assembly on the residential visit to Dol-y-Moch was well presented and provided a good model for younger pupils. The school's Drama Club encourages a high standard of performance skills.

76. Standards in reading are above average in Year 2 and average in Year 6. The pupils are taught in an enjoyable and systematic way through work in well-planned literacy hours. These include the sharing of good quality texts, such as Ted Hughes' Iron Man. They know the difference between fiction and non-fiction, and higher attaining pupils understand the use of the table of contents and the difference between an index and a glossary; *"the glossary tells you the meaning of certain words"*. Pupils in Year 2 were well supported in locating information from a book on Pond Life, developing an understanding of open and closed questions. Pupils in Years 1 and 2 are developing their reading skills. Pupils apply a range of reading strategies including their knowledge of letter sounds and the use of picture and context clues.
77. The development of reading skills continues to be structured through Years 3 to 6. The pupils make a steady rate of progress overall, but there is insufficient challenge for higher attainers. The newly implemented reading record is beginning to have an impact on improving progress through better tracking. Where pupils are challenged, they develop an ability to express opinions and feeling. For example, Year 6 pupils looking at the poem 'Where's Lulu' by Charles Causley commented that they thought the speaker *"was a confused child"* and that the poem made her, *"have all sorts of things that might have happened in her mind"*. 'Link books' between home and school encourage a dialogue about pupils' reading progress. The use of the school library is supporting the development of independent research across the school: this is an improvement since the last inspection.
78. Standards in writing are above average at in Year 2 and average at Year 6. Where pupils can chose the style in which they write they make good progress. In Year 1, a pupil at an early stage of learning recounted facts about Coventry well in his own style: *"A long time ago ther was a wall bilt arawnd the old Coventry and rats gath the pepol dedzeziss"*. Pupils in Year 2 understand the features of narrative writing. When writing about Pirate Pete, they showed an awareness of audience and by developing characters. The stories had a definite beginning, middle and end. Most pupils are writing simple sentences and using full stops and capital letters. The higher attaining pupils are beginning to write in more complex sentences. Pupils spell most common words correctly and use their knowledge of sounds well when spelling unfamiliar words.
79. In Years 3 to 6, pupils are given further opportunities to explore a range of texts through shared writing and to apply these skills in their own work. For example, in Year 3, pupils applied the features of an instructional text when writing a recipe for making pancakes: *"Whisk it all together until it is smooth and creamy"*. Pupils in Year 5 have written play scripts and are aware of the need to write stage directions: *"now shrug your shoulders"*. By the end of Year 6, pupils have had the opportunity to write for many different purposes and have grasped basic grammatical structures; including simple and

compound sentences, and effective use of punctuation; they consistently apply spelling rules. Most pupils have developed a broad vocabulary, which they apply to the range of writing, including; letters, diaries, poetry, play scripts, instructions and stories. Higher attaining pupils produce good work, but are not always challenged sufficiently.

80. Pupils' listen attentively and settle to work quickly, completing the tasks in the time allowed. In lessons where teachers have high expectations, pupils progress well, for example, in Year 6 when pupils were writing letters about amazing creatures. However, many pupils in all age groups do not take sufficient care over the presentation of their work. Handwriting skills are not developed systematically: the school's handwriting and presentation policy has yet to make an impact.
81. Pupils are regularly tested and the results are used to set some individual and group targets for English. Pupils are encouraged to work towards these in other areas of the curriculum. However, the information is not used effectively to move learning forward and to set appropriate targets for the highest attaining pupils in Year 2 or Year 6.
82. Literacy skills are applied and developed in other subjects; good examples of this were seen in mathematics, science and music. ICT is well used to support teaching. Teachers and pupils regularly use the 'Smart Boards'. This is particularly effective when sharing learning objectives and for shared text work. Pupils in Year 6 demonstrated their ability to use the 'Power Point' program when making and delivering a presentation on the solar system.
83. English is well managed by an enthusiastic co-ordinator who is well supported by the headteacher. His monitoring role is developing and involves evaluating teachers' planning and the standards of pupils' work. The newly implemented policy gives clear and helpful guidance for teachers. The requirements of the National Literacy Strategy Framework are now being consistently applied across the school and are having an impact on standards, particularly in Years 1 and 2. The governor linked to literacy is committed, well informed and regularly updates the governing body on the provision for English. Resources are good overall and are regularly updated. The library has been recently refurbished and computerised. It carries a good range of fiction and non-fiction books. The co-ordinator runs a weekly library club to give all pupils access to the library. Plans are in place to regularly staff the library in order to support pupils' independent research. All classrooms provide a stimulating environment for the development of literacy skills.

MATHEMATICS

84. Pupils reach average standards in mathematics by the end of Year 2 and Year 6. They make satisfactory progress throughout the school and achieve satisfactorily in relation to their ability, except for some higher attaining pupils, who could reach higher standards by the end of Year 6. By the end of Year 2, nearly all pupils add and subtract numbers up to 100. Lower attaining pupils work with smaller numbers, and while they make some mistakes, their confidence and accuracy have improved over the year. Pupils understand that multiplication is repeated addition and learn tables for 2, 4, 5 and 10. Higher attaining pupils can also derive corresponding division facts, and relate work to

simple fractions such as finding half of 24. Pupils solve simple number problems, often involving money. However, some have difficulty explaining, for example, how to find missing numbers in patterns and puzzles.

85. By the age of 11, nearly all pupils calculate accurately with whole numbers and decimals. Many pupils understand well how fractions, decimals and percentages are related, and use their knowledge to calculate price discounts. Pupils have a good understanding of angle, measuring and drawing angles accurately, using vocabulary such as “obtuse” correctly, and know, for example, that angles in a triangle add up to 180 degrees. Most pupils draw and interpret graphs and charts well. Pupils use their numeracy skills satisfactorily in other lessons, for example, measuring materials in DT, using grid references in geography map work, and drawing tables and graphs to help analyse the results of science investigations.
86. The quality of teaching and learning are good. Lessons are a good mix of whole class teaching and individual or group pupil work, and follow the structure set out in the national numeracy strategy. Whole class teaching at the start and end of each lesson is good. One lesson, for example, revised how to test whether 2, 6, or 5 could divide numbers. Working in pairs enabled pupils to learn from each other as well as giving them opportunities to explain and demonstrate what they knew. Brisk whole class discussion enabled a good range of examples to be covered, and at the end of the session, the teacher referred back to the learning objective, so that pupils could assess for themselves what they had learned. Class teaching assistants support pupils with SEN and those who are in the early stages of learning English well, both in whole class discussions and in written work. This enables them to take a full part in lessons and make good progress
87. The practice of “setting” by prior attainment helps teachers to adapt the national numeracy strategy framework. Planning is good overall and the majority of pupils make satisfactory gains in skills and knowledge. Teachers plan well for average and lower attaining pupils, including those with SEN. However, there is little difference in the standards of work of average and higher attaining pupils. Higher attaining pupils are often set the same work to complete as others before attempting extension work. Their work is often almost flawless, indicating that more demands can be made of them, especially in Year 6, for example, in extending work on formulae and equations and working on more challenging problem solving activities. The same homework is also set for all pupils. Although appropriate for most, these practices do not give some higher attaining pupils sufficient opportunities to develop the level of skills of which they are capable.
88. The school is well equipped and teachers use learning resources well. In a lesson with a lower attaining set, for example, pupils used cubes to develop their understanding of division. Because the work was practical, pupils were able to see clearly how to divide numbers by sharing out the cubes into groups of equal size, and made good progress in understanding the process. Teachers use ICT well to support teaching and learning, especially through the use of interactive “Smartboards” in lessons. A very good example was seen in one lesson where the onscreen protractor and built-in measuring and checking facilities enabled the teacher and pupils to demonstrate effectively how to estimate, measure and draw angles.

89. Pupils' positive attitudes and enthusiasm for work contribute well to the busy purposeful lessons typically seen. Pupils enjoy mathematics and behave well. Teachers have very good relationships with pupils, and consequently class management is made to look easy. Most lessons proceed at a good pace. However, in a small number of lessons, although satisfactory overall, slower teaching pace caused some pupils to lose concentration. In one lesson an over-long discussion prevented pupils having sufficient time to complete work, restricting the progress they could have made.
90. The quality of marking in exercise books is variable. Where it is good, teachers make constructive comments to show pupils how to improve work where they have made mistakes, but in others, comments such as "these should be set out as fractions" are not helpful. Procedures for assessing and recording pupils' progress are good. However, teachers make insufficient use of assessment information in guiding their planning and setting learning targets, especially to meet the needs of the higher attaining pupils.
91. The co-ordinator leads the subject well. Regular monitoring provides colleagues with constructive feedback on their performance. The co-ordinator gains good information on which to base further development in the subject, although the needs of the highest attainers have not been clearly identified. Nevertheless, the school is well placed to continue the steady improvements seen since the last inspection.

SCIENCE

92. Standards have been maintained since the last inspection. Attainment at seven and 11, is in line with national expectations and pupils make satisfactory progress. Provision has improved since the last inspection, where too little investigative work was taking place. Since then, the curriculum has been thoroughly revised, and lessons now provide good opportunities for pupils to carry out investigations. They are encouraged to make predictions, observe what happens, record their findings and draw conclusions. Although pupils often respond well in class, they show varying levels of understanding. Pupils of the same age in different class are taught the same topics, but the amount and quality of the work produced is inconsistent. Pupils with SEN and those with EAL are well supported and make good progress. The science curriculum is enriched by the good use of the school's grounds and by visits, such as the science days run by staff from Warwick University.
93. The pupils in Years 1 and 2 experience a broad range of scientific topics. They investigate how far wheeled vehicles will travel on different surfaces and are aware of the effect that exercise has on the body. Some pupils recall how to construct a simple circuit and are aware of the dangers of electricity. They classify living things into plants or animals and are aware of the conditions needed for plant growth. In a study using the school's excellent environmental area, Year 2 pupils carefully collected creatures and handled them sensitively. They were able to use picture keys to identify creatures accurately and could explain how they are suited to their habitat.
94. Throughout Years 3 to 6, pupils continue to develop their scientific thinking across a wide range of topics. Much of the work is investigative. Pupils present their work in a variety of ways, using graphs and diagrams where appropriate. In an investigation into sound, Year 6 pupils made relevant use of ICT to measure sound levels. By Year 6, pupils know scientific names for major organs of the body, although they are uncertain

about how the heart works. They are aware that some changes may be reversed while others cannot and some pupils can classify magnetic and non-magnetic materials.

95. Teaching is satisfactory overall, and was very good in a quarter of lessons observed. This very good teaching is characterised by very effective planning, and teachers who really know their subject well. For example, in a Year 5 lesson about light, the teacher established what the pupils already knew about the subject, constantly reinforcing the correct use of scientific vocabulary and showing very good knowledge of the subject when answering pupils' questions and correcting misunderstandings. These lessons also proceed at a brisk pace and, coupled with effective use of ICT, keep pupils attentive and interested. Teaching is less effective when pupils are not clear about the task or there are too many different activities happening at the same time. Although pupils of the same age follow the same curriculum, the quantity and quality of written work is too variable between some classes. Work set for higher attaining pupils is no more demanding than that of others, and the expectations of some of the oldest pupils are little higher than those in the previous year.
96. Subject leadership is good. Since the last inspection, the production of detailed guidance based on investigations, and regular staff training have improved teachers' subject knowledge and developed confidence. Teachers' planning is monitored and the assessment of pupils' work has improved. Work is sampled and comparison made with examples from previous years. The co-ordinator has not yet been able to observe classes at work, which has prevented the identification of the higher attainers. There is a good range of resources for each science topic, which are stored centrally, but are easily accessed by staff.

ART AND DESIGN

97. Only two lessons were seen during the inspection, but evidence based on these lessons, samples of previous work and displays around the school shows that standards have been maintained since the previous inspection. The pupils reach average standards in Year 2 and make steady progress in developing their skills. Throughout Years 3 to 6, all pupils maintain this steady progress as they develop their understanding and techniques and, by Year 6, standards are in line with the national expectation.
98. The evidence indicates that the quality of teaching and learning is at least satisfactory overall. In a Year 6 lesson, pupils were well taught as the teacher skilfully introduced an investigation into skin tone colours. Pupils concentrated on the task and were pleased with their results. In a very good Year 4 lesson, the teacher skilfully taught a range of sketching techniques such as hatching, cross-hatching, stippling, and graffito. The teacher used van Gogh's " Arles, View from the Wheat Fields" to illustrate the techniques and pupils were able to identify them in the work. Pupils were very interested and attentive and learnt many new skills. The teacher set a challenging still life drawing task for pupils to practise these skills and they worked with great concentration as Buddhist chants and peace music enhanced the mood. Previous work in Year 3 shows pupils have also experimented with shading techniques and looked at the work of Millais and Vincent van Gogh.
99. Art supports other subjects effectively and there are interesting displays around the school. However, some miss the opportunity to identify techniques, explain how work

was produced or elicit a response from the viewer. In Year 4, pupils have supported their work in literacy with their charcoal and pastel drawings of the Iron Man, from the story by Ted Hughes. In Year 5, pupils used clay to make Tudor houses, which were air-dried and the painted. They have developed their skills in ICT by scanning pictures and using a *word art* program. Across the school, pupils use sketchbooks to plan their work and these show a sound development of skills and techniques. In almost all classes pupils have designed and produced book covers. Pupils look at the work of a range of western artists such as Van Gogh, Picasso, Millais, Monet, Cézanne and Kandinsky but there is little evidence of the study of art from other cultures or of women artists.

100. Leadership is sound. The co-ordinator monitors planning and sketchbooks but has no opportunity to monitor teaching or work alongside colleagues.

DESIGN AND TECHNOLOGY (DT)

101. During the course of the inspection, there were few opportunities to observe pupils constructing, but there was a range of examples of previous projects on which to make a judgement on this aspect of the subject. Lessons, an analysis of previous work, teachers' plans and discussions with pupils are sufficient to show that pupils make steady progress as they go through the school, and attain standards in line with the expectations at both seven and 11.
102. In the lessons seen, the quality of teaching and learning was consistently good, an improvement since the previous inspection. Teachers now have better subject knowledge. By the end of Year 2, pupils understand that the making process begins with a plan and have used pictures to develop and communicate their designs. In their work on puppets they have selected from a range of materials, tools and techniques and learned to join various materials by sticking and sewing. They know what they have done well or suggest how they could improve. This was evident in the lesson where pupils evaluated their puppets against clear design criteria. The quality of their finished products shows they have been well taught. In Year 3, pupils extended their scientific understanding as they investigated pneumatics. The teacher had skilfully taught how air pressure could be used to make moving toys and pupils were excited at the prospect of designing and making a toy for children in reception using syringes and plastic tubing.
103. In lessons in Year 5, the teachers planned well for an evaluation of bought biscuits. Pupils examined and compared biscuits. They evaluated by taste and texture and identified the target consumers. Teachers were enthusiastic and knowledgeable and pupils concentrated well and enjoyed the task. Good links were made with mathematics, as pupils calculated the cost per biscuit, and with literacy as they used a range of adjectives to describe characteristics of the biscuits and learnt the origin of the word. In the Year 6 lesson, pupils evaluated and described board games with rules, to be followed by other pupils the following week. In previous work in Year 6, pupils used their scientific knowledge to plan and design a pressure pad burglar alarm. Planning for a controllable vehicle showed sound understanding of design specifications.
104. The school has adapted national guidelines, which ensure that skills are systematically built on, and assessment arrangements are now in place to record pupils' skills. Pupils measure accurately, building on their work in numeracy. The newly appointed co-ordinator manages the subject well. She is planning a new policy and has ensured

appropriate resources to support the curriculum, however, there is little use of ICT in the subject.

GEOGRAPHY

105. The last time the school was inspected, standards in geography were above average by seven and 11. Current standards are satisfactory overall. Although the quality of teaching in the small sample of observed lessons was good, the quality of written work and discussion with pupils show standards to be at the expected level for pupils of this age.
106. By the end of Year 2, pupils express opinions about their local area, and name places where they have been on holiday. They record weather observations and carry out surveys locally. They learn about life in a different part of Britain and a contrasting locality in Africa. In a Year 2 class, pupils studying pictures and photographs of Sedburgh were able to describe how it is different from Coventry, and how places are linked to one another.
107. As they progress through Years 3 to 6, pupils develop their practical skills, such as weather recording and using simple maps. They study building materials and develop an understanding of different climates. Older pupils have the opportunity to stay in North Wales, where they undertake a river study. They have a clear understanding of the water cycle and name parts of a river, identifying where the river erodes its banks and deposits material.
108. In the two lessons observed, teaching was good. Pupils work sensibly together and support one another effectively when they work in groups. In a Year 3 class, effective use was made of the Internet to find a program relevant to the subject matter, and pupils were well prepared for survey work in the local area. However, pupils' written work shows that teaching lacks consistency, as pupils of the same age in different classes produce work of different standards. For example, work produced by higher attaining pupils in one Year 5 class is as good as that of similarly higher attaining pupils in the year above. Pupils with SEN are well supported and make good progress, but where pupils miss lessons in order to receive further support for basic skills, this slows their progress.
109. The co-ordinator works hard to encourage and promote the subject and support other teachers, and is aware of inconsistencies that remain in teaching. Although assessments are made of each unit of work, marking in some classes does not give pupils a clear view about what they should do to improve.

HISTORY

110. As at the time of the last inspection, standards remain in line with national expectations by the end of both Year 2 and Year 6. By the age of seven, pupils describe events from their own lives, and compare their own experiences of school with those of one hundred years ago. They are aware of some of the changes that have taken place in Coventry and can link their visit to the Cathedral with events in the 2nd World War. In a Year 2 class, pupils showed good recall of the life of Anne Frank and were aware that she lived within their grandparents' lifetime.

111. As they move through the school, pupils gain appropriate factual knowledge and develop an understanding of chronology, identifying historical periods with reasonable accuracy. In Years 3 to 6, pupils learn about life in Victorian Britain, and find out about some of the changes that have taken place in Coventry since that time. Older pupils, studying aspects of life in Tudor times, have good recall of facts and famous people, but are less knowledgeable about the reasons for conflict between Spain and England. Discussions with pupils showed that they are enthusiastic about the subject, and have good recall of visits to places of historical interest, such as Coventry Cathedral and Lunt Roman Fort.
112. In the few lessons observed, teaching ranged from satisfactory to very good. The most effective teaching occurs when the teacher enthuses pupils, and encourages them to use a variety of ways in which to present their work. Some lessons are also enlivened by effective use of the ‘Smart Boards’ and well-researched historical anecdotes. In a Year 5 class, pupils discussed what Drake’s crew might have felt before setting off on their epic voyage. They contrasted this with Drake’s ambitions for the voyage, before writing diaries that vividly described the scene. Although there is good subject guidance, in some year groups, pupils of the same age in different classes do not receive the same curriculum. In some classes the amount and variety of work that pupils produce is markedly different. The better examples of work include a wider variety of activities, more imaginative ways of presenting the work, and opportunities for pupils to access resources such as the Internet for their history work. This more adventurous work is also better marked, which provides further motivation for pupils to produce their best and to achieve more.
113. The subject is well led. The curriculum guidance provides a structure that helps teachers in their planning, and the co-ordinator encourages staff to use a wide range of teaching methods to bring the subject to life. However, there are limited opportunities to monitor teaching and learning which would have identified differences in provision.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

114. Pupils’ attainment is in line with national expectations by the ages of seven and 11. While standards are similar to those reported in the last inspection, pupils are now taught a broader programme of study and standards in “communicating information” are above those expected for Year 6 pupils. Standards have, therefore, improved overall since the last inspection. Pupils achieve satisfactory standards in relation to their level of attainment and make satisfactory progress.
115. By the age of seven, pupils use computers to write short passages of text, for instance to practise writing open and closed questions in English lessons. They use the keyboard satisfactorily and know, for example, how to make capital letters. Pupils use computer reference sources to find information in science lessons, for example discovering that dragonflies live near water. A group of pupils explained well how to select different brush styles and colours when they used a ‘painting’ program, and how to control a floor robot by giving it instructions. Computer generated artwork on display is well up to the standard expected for pupils of their age.
116. By the age of 11, pupils are competent independent computer users with well-developed operating skills. Pupils clearly enjoy working with computers, and concentrate well.

There are good examples of word processing, posters and reports on display in Year 3 to Year 6, covering topics such as how to make a burglar alarm, physical features of river valleys and story writing. All of these make good use of text and pictures and often include information retrieved from the Internet. Multimedia presentations on topics such as “The Tudors”, and “Potters Green Prophet” newspapers embrace a wide range of text and graphic effects and are above the standard expected for Year 6 pupils.

117. Pupils have a sound understanding of the principles of computer control and monitoring. A group of Year 6 pupils explained well how they set up a system to operate a traffic light controlled car park barrier. Pupils use computers to monitor events such as changing noise levels and temperature. A report on display shows well how they had used temperature sensors to investigate thermal insulation in science. Work in the remaining areas of study is less well developed. Pupils use data handling software to store information and to draw graphs, but they do not use it to follow lines of enquiry by searching and sorting the data, nor to explore the effects of changing variables in simulations.
118. The school has very good resources for ICT. All classrooms are well equipped with computers and a substantial number of laptop computers are shared around the school on a regular basis. Although no direct teaching was seen during the inspection, the school’s approach to teaching ICT in conjunction with other subjects is good, because it enables pupils to learn new skills and to apply them in meaningful contexts that benefit learning. Work using ICT in most subjects of the curriculum was seen on display during the inspection. The quality of pupils’ work indicates that teaching is at least satisfactory.
119. Teachers are learning how to use the new interactive ‘Smartboards’ to good effect as a general teaching aid. However, limitations in their own understanding of computer modelling is reflected in under-emphasis of this strand in teaching and explains why pupils’ standards are not as high as they could be. With this exception, the ICT curriculum is broad and well planned. The curriculum guidance is detailed and planning is regularly evaluated to show how it could be improved. A good system for recording pupils’ progress, linked to learning objectives has been established.

MUSIC

120. Pupils’ reach nationally expected standards in music by the ages of seven and 11. They make satisfactory progress and achieve satisfactorily in relation to their level of attainment. Standards in Year 3 to Year 6 have improved since the last inspection because the school has taken effective action to rectify weaknesses in provision.
121. In assembly, pupils of all ages sing songs such as “If I were a butterfly”. Younger pupils make a good contribution and sing well in tune, but some older pupils find it difficult to maintain when the pitch rises. However, pupils sing rhythmically and the overall quality of unison singing is satisfactory.
122. By the age of seven, pupils use instruments and their voices to create musical effects such as the sound of hoof beats or a passing train. They listen to recordings of each other’s work and describe what they hear. All Year 2 pupils learn to play the recorder. Although no opportunity arose to hear them play, a group of pupils demonstrated a good understanding of basic fingerings and knowledge of note names. Pupils use a

satisfactory range of musical terms such as “tempo” to describe how fast or slow the music is. They follow musical directions closely, for example, playing quietly or loudly, and perform simple rhythms accurately.

123. By the age of 11, pupils compose and perform short percussion pieces. They combine instruments effectively and maintain individual parts successfully. They record their compositions on graphic “scores”, so that work can later be rehearsed and improved. Standards in this aspect of music have risen since the last inspection because pupils now receive regular opportunities for composing and performing their own work. Pupils have a growing understanding of musical vocabulary and notation. In one lesson for instance, pupils demonstrated to the class where notes in the pentatonic scale are placed on a treble clef staff, and used conventional notation for crotchets, quavers and minims to record and perform rhythmic patterns. Pupils listen to a wide range of music, such as jazz and music composed for the ballet, and explain why they like or dislike music such as Prokofiev’s “Romeo and Juliet”. However, descriptions could make better use of musical terms to help explain why, for instance, “*the music is really happy and bouncy*”.
124. The overall quality of teaching and learning are good. Teachers use their musical subject knowledge well in leading class discussions and demonstrations. A good example was seen in a lesson where the teacher used the “penta” prefix to link the five-note pentatonic scale to pupils’ knowledge of pentagons in mathematics. She then demonstrated the scale using chime bars, showing how “*whatever you do sounds pretty good!*” Lessons are well organised, with a good range of instruments available for group composition work. Teachers make the work interesting and pupils respond well. They behave well, work hard and treat instruments with care. Teachers usually mix whole-class teaching and group work effectively, although where the teacher dwells too long on the whole class approach, pupils’ opportunities to use their own initiative in composition work is restricted.
125. The taught curriculum is enhanced well by opportunities to take instrumental lessons in woodwind, violin and guitar, to play in the school orchestra, sing in the choir, and to take part in school concerts and musical plays. An orchestra rehearsal was well attended and pupils made satisfactory progress in learning a new piece of music. Opportunities for performing together in class and in extra-curricular music activities contribute well to pupils’ personal development through the promotion of teamwork and self-responsibility.
126. The co-ordinator provides a good direction for the development of music. She has developed teachers’ knowledge, reorganised the curriculum to remedy weaknesses reported at the last inspection and has set up a satisfactory system to track pupils’ progress. She monitors teachers’ plans and pupils’ work carefully, and supports colleagues well in the preparation of teaching materials. The school has good instrumental resources for teaching music, but needs more recorded music representing a range of cultures and traditions.

PHYSICAL EDUCATION (PE)

127. During the inspection there were insufficient opportunities to judge standards of attainment or the quality of teaching and learning. At the previous inspection standards were above national expectations and teaching was good: swimming standards were high. Pupils have swimming lessons in every year from the nursery except for this year because of the temporary closure of the swimming pool. Older pupils take part in a range of adventurous activities during their residential school visit to Dol-y-Moch.
128. In the few lessons seen the quality of teaching and learning was satisfactory and attainment in games was in line with expectations. In Year 1, pupils were soundly taught the skills needed to send and receive a ball using their feet. In a timed passing game the teacher highlighted improvement and encouraged evaluation by asking, "*Why do you think you got more?*" In a Year 6 lesson, pupils demonstrated appropriate ball handling skills. They clearly understood the need for warm-up and need for stretching activities. The teacher gave sound coaching to encourage hand/eye co-ordination. In a Year 3 lesson, the teacher soundly taught the basic principles of sprint starts. She managed the class very well and pupils were keen to practise but she missed some opportunities to refine the start positions.
129. Management is good. The co-ordinator has produced a new draft policy and guidance to ensure all aspects of the curriculum are systematically covered. She gives good support to colleagues, but has little time to monitor teaching or work alongside colleagues. The school provides clubs for football, netball, rounders and country dancing. Girls and boys football teams compete successfully against other schools. There are two halls, one with fixed apparatus and both with good floors, very good playground areas for games and a large playing field. There are good resources for all aspects of the curriculum. The subject makes a good contribution to pupils' social and moral development, as they play as members of teams and learn to compete fairly within the rules of the games.

RELIGIOUS EDUCATION (RE)

130. Standards for pupils aged seven and 11 are in line with those expected in the locally agreed syllabus and have been maintained since the last inspection. The pupils have sound knowledge and understanding of Christianity, Hinduism, Islam, Judaism and Sikhism. In Year 2, pupils have studied the theme of Light, which included work on Diwali, Advent and Christingle. They identify what is of value and concern to others when looking at the 5Ks in Sikhism and talking about objects which are very special to them such as a "*musical box my grandmother gave me*" and the class teacher's family Bible. Pupils in Year 6 identified the special qualities of a good teacher; "*brave, confident, having a good reputation*", as part of their study of Guru Nanak. Good use was made of the Internet to find information.
131. The quality of teaching is satisfactory, and where pupils are given the opportunity to express their opinions and reflect on meaning, it is good. Year 4 pupils studying the parables of the Good Samaritan and the Prodigal son acted out the stories, enabling them to describe the feelings they shared with the characters. One pupil talked about a friend she had previously fallen out with, who helped her when she fell off her bike and hurt herself. The pupils were aware that a parable helped people to understand Jesus' message more clearly. In Year 5, the teacher had taken the children to the local church. This gave them an opportunity to discuss the significance of different signs and symbols in the church. One pupil had written, "*a candle is a symbol of light – Jesus is the light of*

the world'. In Year 4, where pupils now record their work in books rather than on the worksheets used previously, the standard of work has greatly improved. The work they did on the Mandir during their study of Hinduism is a good example of this.

132. The co-ordinator is knowledgeable and enthusiastic and has revised the school's policy. The next stage planned is to develop opportunities for assessment, an area of weakness which the school has recognised. Work is systematically monitored and evaluated. Very useful topic boxes covering the main world religions, are supplemented through the LEA Resource Bank when necessary. A member of the Sikh community lent the school examples of the 5Ks to support the work in Year 2 and Year 6 on Sikhism. Pupils demonstrate respect when handling these. Pupils visit the local church and the vicar is a regular visitor to the school, but little use is made of visits to or visitors from the other faith communities.