

# INSPECTION REPORT

**BILTON CE JUNIOR SCHOOL**

Rugby

LEA area: Warwickshire

Unique reference number: 125682

Headteacher: Mrs Sandra Bevan

Reporting inspector: Mr J White  
17242

Dates of inspection: 15<sup>th</sup> – 18<sup>th</sup> April 2002

Inspection number: 195202

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Junior School
School category:	Voluntary Controlled
Age range of pupils:	7 to 11
Gender of pupils:	Mixed
School address:	Plantagenet Drive Rugby Warwickshire
Postcode:	CV22 6LB
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr M Goode
Date of previous inspection:	16 <sup>th</sup> June 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
17242	J White	Registered inspector	History, music, English as an additional language	What sort of school is it? The school's results and achievements. How well are the pupils taught?
13526	R Barnard	Lay inspector		Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
3692	D Hill	Team inspector	English, design and technology, geography	
18143	B Magson	Team inspector	Information and communication technology, religious education, equal opportunities, special educational needs	
23453	C Cressey	Team inspector	Mathematics, art	How good are curricular and other opportunities?
23566	J Iles	Team inspector	Science, physical education	

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

### **INFORMATION ABOUT THE SCHOOL**

With 418 pupils on roll (219 boys, 199 girls), the school is bigger than other primary schools. There are more pupils than at the time of the last inspection and the average class size is 34.8. The roll is above the standard admission number because of successful appeals. Most pupils live in the neighbourhood but about 35 per cent live outside the school's catchment area. Pupils are predominantly white. About six per cent are of minority ethnic heritage, of mainly Indian family background. Nineteen pupils speak English as an additional language but none is at an early stage of English acquisition. The percentage of pupils eligible for free school meals is below average. Seventy-two pupils are on the special educational needs register, a broadly average figure. Six have statements. Key Stage 1 SATs results indicate that attainment on entry is usually broadly above average in English and mathematics.

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

Bilton Junior School is a very good school and has improved very well since its last inspection. The overall quality of teaching is very good and in the vast majority of subjects pupils achieve good or better standards and make good progress. The school is a harmonious community in which pupils work hard, behave very well and have very positive attitudes. Relationships are excellent. The headteacher provides strong and purposeful leadership and is well supported by staff, parents and a very well informed governing body. Very good value for money is provided.

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

- Leadership and management are very effective and the headteacher, staff and governors share a strong commitment to improvement.
- Very good teaching helps pupils to achieve high standards overall in English, mathematics, science, art and design, and music.
- Pupils are provided with a wide range of learning opportunities and links between subjects are very good.
- Pupils' relationships and their spiritual development are excellent.

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

- The quality of marking and the use of assessment findings to plan pupils' work are inconsistent and not thorough enough.
- The range of books in the library is too narrow and the library is under-used especially for developing pupils' enquiry skills.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school has improved very well since it was last inspected in June 1997. Very effective leadership has ensured that the last inspection's key issues have largely been addressed thoroughly. Standards in the work seen were mainly satisfactory at the time of the last inspection, but are now good or better in almost all subjects. Considerable improvements in the provision for information and communication technology have helped pupils to achieve well and standards have risen to a satisfactory level. The quality of teaching and learning overall has much improved and the range of pupils' needs is met well. The curriculum is much better including provision for special educational needs and for pupils' spiritual, moral, social and cultural development. Pupils now have more opportunities to develop their knowledge and understanding of diverse cultures. Other improvements include the quality of care, the role of subject co-ordinators and partnership with parents. A central library has been introduced since the last inspection but there are not enough books and it is under-used. The school's capacity to improve even further is very good.

## STANDARDS

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

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

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

Taking the three years 1999 to 2001 together results show that pupils' overall standards were high and they exceeded the national average for their age group in all three subjects. The school's trend in performance has been broadly in line with the national trend and the 2001 statutory targets were met. Results in English dipped in 2001 mainly because boys under-performed in writing. Strong subject leadership in science has been a key contributory factor in the good improvement in results. In 2001, pupils' performance, compared with that in all schools with similar eligibility for free school meals, was best in science and least good in English. However, it was better in English in previous years. Also, the school's results compare favourably with similar schools in Warwickshire. The school has worked hard to improve the standards in pupils' work by developing the quality of teaching and learning. Pupils' achieve well and in Year 6 the overall standards in English, mathematics and science are high. In the vast majority of other subjects standards are good or better.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes are very positive. They are keen to do well.
Behaviour, in and out of classrooms	Behaviour is very good.
Personal development and relationships	Relationships are excellent and pupils respond very well to the opportunities for their personal development.
Attendance	The attendance rate is well above the national average.

Upper junior pupils contribute significantly to the school's daily life; for example, they act as lunchtime monitors and look after younger pupils.

## TEACHING AND LEARNING

Teaching of pupils in:	Years 3 – 6
Quality of teaching	Very Good

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



The quality of teaching is very good overall and no unsatisfactory teaching was observed during the inspection. Several examples of excellent teaching were seen. Literacy and numeracy are taught successfully and are developed well in subjects other than English and mathematics. However, a key strength in the teaching is the range of links made between several subjects. English, mathematics and science are all taught very well. Effective features of the good or better teaching in general include subject expertise, suitably high expectations and clarity of exposition. The quality of teachers' marking is inconsistent. As a result of the quality of teaching and excellent relationships pupils' learning is very good overall. They are enthusiastic and interested in their work.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The range of learning opportunities is broad and the quality of the curriculum is very good.
Provision for pupils with special educational needs	Provision is very good
Provision for pupils with English as an additional language	The small number of pupils with English as an additional language are well provided for.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision is very good overall and excellent for pupils' spiritual development.
How well the school cares for its pupils	The quality of care is very good. Good behaviour is promoted very successfully.

The school has a strong partnership with parents and they have very positive views of its work.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very effective leadership and is well supported by her senior staff. Management is very good and the school runs very smoothly.
How well the governors fulfil their responsibilities	Governors are very well informed, fulfil their responsibilities very well and give active support to the school.
The school's evaluation of its performance	The school's performance is evaluated thoroughly and action is taken to improve it.
The strategic use of resources	Strategic planning is very clear and purposeful and resources are used productively.

Staffing, accommodation, and resources are satisfactory overall. The library is too small, has too few books and is under-used. More resources are needed in ICT and history. When large classes use the computer suite teaching and learning are less effective if there is no support from a class assistant. Governors apply the principles of best value very well.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Children like the school, are expected to work hard and are making good progress.</li> <li>• Behaviour in the school is good and children are helped to become mature and responsible.</li> <li>• Teaching is good.</li> <li>• The school is well led and managed and parents are comfortable about approaching the school with questions or a problem.</li> </ul>	<ul style="list-style-type: none"> <li>• Parents would like to be better informed about how children are getting on.</li> <li>• The range of activities outside lessons is not interesting.</li> </ul>

Parents expressed a range of views about homework but most were satisfied. The inspection team agrees with parents' positive views. The team's view is that sufficient opportunities are provided for parents to find out how their children are getting on and that the range of extra-curricular activities is broad and interesting. Some parents expressed concerns about the large class sizes. The school works hard to minimise the effects of the class sizes, for instance the use of setting in English and mathematics is very successful. However, there were occasions during the inspection when the absence of any extra adult support in such classes impeded pupils' progress.

## **PART B: COMMENTARY**

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

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

- 1 According to their results in the national tests at age seven, pupils usually enter the school in Year 3 with above average attainment in English and mathematics. In the tests at eleven, taking the three years 1999 to 2001 together, pupils' average overall performance in these subjects and science has been well above the average of all schools nationally. The school's trend in performance has matched the national trend. Statutory targets in 2001 were met. Although standards in mathematics and science improved in 2001 they fell in English. However, boys outnumbered girls in this cohort and they performed considerably less well than the girls, especially in writing. The best performance was in science, due mainly to strong leadership of the subject, and pupils' results were high compared with similar schools nationally. The results in all three subjects were better than similar schools across the local education authority (LEA). The current pupils in Year 6 attain high standards in all three subjects and are performing much better than pupils at the time of the last inspection when standards were average in all three subjects. Improvements are mainly due to more thorough curricular planning and better teaching. Pupils throughout the school make good progress and achieve well in the vast majority of subjects.
  
- 2 Except in English where girls tend to perform better than boys there are no significant differences in the performance of different groups of pupils. The small percentage of pupils of minority ethnic background are performing as well as their peers. Even though there are no pupils at an early stage of English acquisition the teaching support provided by the LEA is helping the pupils with English as an additional language (EAL) to make good progress in literacy. Pupils with special educational needs (SEN) make good progress in relation to their academic and other targets in their individual educational plans (IEPs). They are provided with good levels of support to aid their progress both from teachers and learning support assistants. Targets are regularly evaluated and reviewed and when necessary new targets are appropriately set. Pupils have good involvement in this process, know their own targets, and are involved in a self-review of their learning. The needs of pupils who are identified as gifted and talented in academic or non-academic subjects are also catered for well. Additional challenges ensure that they do not become bored and that they often work at a greater depth than other pupils. For example, a very able pupil took a computer apart and labelled each section, and others who are musically gifted develop their talents in the school orchestra.
  
- 3 Standards in English are high overall because the literacy strategy is taught thoroughly and good links are made to other subjects. Pupils make good progress. Standards in speaking and listening are high because there are regular opportunities for pupils to develop and apply these skills in all subjects. Reading standards are also high and pupils' progress is helped by time set aside for personal reading. Also, pupils are well supported by parents. Many pupils have advanced library skills but insufficient opportunity to use them in the school's library, which is too small and has too few books. Standards in writing are above average and rising because the development of writing has been a key priority. Very good teaching of numeracy is a significant reason why standards in mathematics have risen and pupils are making good or better progress. Pupils have very good opportunities to develop their mathematical skills in other subjects especially in science, information and

communication technology (ICT) and geography. Improved use of assessment has also helped standards to rise. In both English and mathematics strong subject leadership in addition to the good use of setting arrangements also contribute significantly to the standards achieved. Very good teaching and consistently strong subject leadership have also helped to maintain the high standards in science.

- 4 Standards have risen, since the last inspection, in the vast majority of other subjects. The provision of a computer suite and regular teaching of ICT skills have been instrumental in raising standards and they now meet expectations for pupils aged eleven. Pupils are making good progress throughout the school. There is scope to extend the provision for developing their skills in control technology. Pupils make good progress in art and design and by the age of eleven achieve high standards because they are provided with a wide range of learning opportunities. In addition, the teaching and subject leadership are very good. A strong emphasis on local studies has helped standards to rise in geography. Overall standards in music are high or better because of excellent specialist teaching not only in lessons but also during non-lesson time. In the work seen in physical education the teaching was good overall and sometimes excellent. The subject is very well led. Standards in history are satisfactory overall but better in historical knowledge than in historical enquiry. Standards in religious education are satisfactory but more books for pupils' personal research would benefit their learning. No teaching was observed in design and technology but standards have improved and are now above expectations.
- 5 The headteacher and staff have been committed to raising standards and are achieving considerable success. An important feature of the commitment to improvement has been the analysis of pupils' performance in the statutory and non-statutory tests. These findings have influenced the planning and teaching especially in English and mathematics. Good examples are the emphasis on writing and the focus on data handling, shape and measures.

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

- 6 Pupils' very good attitudes, behaviour and very good relationships with staff and each other are having a significant impact on their achievements especially in relation to their personal development. The headteacher and staff have continued to build on these aspects of pupils' development that were described as significant strengths in the previous report. Pupils say that they enjoy coming to school and this is confirmed by the very lively and keen interest they show in their work and in the general life of the school.
- 7 Attitudes to learning are consistently very good throughout the school. Pupils are keen to get on with their lessons, try hard to do their best, and sustain interest well throughout the school day. These qualities contribute very well to their learning. For example, in a Year 6 mathematics lesson, pupils showed excitement and enthusiasm when interpreting and extracting information from graphs and charts and they achieved very well. Pupils' continued enjoyment of learning is shown at the end of lesson because, despite the bell having been rung, they just carry on with what they are doing until they are told to stop by their teacher. Pupils are very proud of their school and this is reflected best in their very keen and regular attendance at the school's wide range of clubs and extra-curricular activities. Their active participation contributes significantly not only to their spiritual, moral, social and cultural development but also to their educational progress. For example, pupils are very proud of their garden areas and talk enthusiastically about organic seed potatoes and how certain shrubs attract butterflies.

- 8 Pupils' behaviour is very good and there is little evidence of bullying, racist or sexist behaviour. They have a very good awareness of what is right and wrong, show very good respect for the feelings and beliefs of others and show a genuine appreciation of their efforts. This was seen in an assembly when pupils showed appreciation and wonder at the achievements of wheelchair athletes. They also spontaneously applauded the contributions from pupils playing musical instruments. Relationships throughout the school are excellent. Pupils and teachers get on together extremely well and this has a very positive impact on pupils' learning. For instance, in a Year 4 English lesson pupils co-operated very well in pairs as they devised very effective leaflets about discouraging poaching and the use of ivory. Pupils are polite, friendly and helpful and they eagerly talk to visitors.
- 9 Pupils' personal development is very good. They are developing a very good awareness of citizenship. An excellent example is Year 6 pupils' keen and responsible approach to being monitors. These pupils have a very clear view of their roles and responsibilities and undertake them eagerly and effectively. Pupils respond very well to opportunities to show their initiative and to share their interests and experiences. For instance, a Year 6 pupil proudly spoke of the time he talked to the whole school about Islam.
- 10 The attendance rate is very good and is well above the national average for junior schools. Levels of unauthorised absence and lateness are not significant. The high level of attendance reflects pupils' very positive attitudes towards the school.

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

- 11 The quality of teaching is very good overall and in several lessons seen during the inspection it was excellent. It was never less than satisfactory. Effecting good links between subjects is an especially strong feature of much of the teaching and teachers make good use of ICT. In general, English, mathematics and science are taught thoroughly and teachers have implemented the national strategies in literacy and numeracy well. The considerable strengths in the teaching ensure that the quality of pupils' learning is frequently good or better and generally they achieve well. Pupils are diligent and keen to learn.
- 12 Brisk pace is a regular feature of the lessons in English and mathematics, especially in whole class discussions. Pupils in a high attaining mathematics group in Year 4 made very good gains in their knowledge and understanding of number facts because the teacher's rapid and well-focused questions kept them on their toes. An especially important feature of the good or better teaching in mathematics is the encouragement of pupils to explain their thinking. Very effective use of questions is also a feature of the best teaching in English. In a very good lesson in Year 4 the teacher made the questions progressively more difficult as pupils discussed how to write a letter to present a point of view. The use of questions is equally effective in science. In an excellent lesson in Year 4 the teacher's careful questions helped pupils to recall previous work on forces and, in addition, pupils were encouraged to use the appropriate scientific terminology. Very good subject knowledge underpins much of the teaching in English, mathematics and science.
- 13 There are some common strengths in the good or better teaching. These include meeting the range of pupils' needs well, productive use of time and clarity of exposition. In a very good lesson in art and design Year 3 pupils achieved high standards in their pictures of landscapes because the teacher's explanations of skills

and techniques were so clear. Demonstration is often used effectively, for example, in ICT and physical education lessons. In general, teachers show good subject knowledge throughout the curriculum and particular subject expertise contributes significantly to the high standards achieved in music and to the excellent lessons seen in physical education in Year 4 and Year 6. Teachers' discipline is effective and they develop very good relationships with pupils throughout the school. There were no significant weaknesses in the teaching observed in lessons. In the satisfactory teaching there was often scope to improve the pace of pupils' learning and to sustain their interest throughout the lesson. Marking is a weakness that needs addressing. Thorough marking that helps pupils to improve is not consistent practice.

- 14 Teachers work in close partnership with the support staff to provide a suitably challenging curriculum for the pupils with SEN, including those pupils who are identified as gifted and talented. Pupils are taught in a variety of small groups where their needs can be met more appropriately. Arrangements for these groupings are based on regular assessments of pupils' progress and groups are reviewed regularly. When necessary, outside agency support is sought for pupils who are in need of specialist help and additional teaching staff are deployed as recommended. The level of staff training is good and ensures that teaching in these groups is of high quality. Planning for all subjects takes good account of individual needs and outcomes of learning are explained well to pupils.
- 15 The LEA's Inter Cultural Support Service provides a small amount of teaching support for pupils with EAL. The teaching seen during the inspection was very helpful to the pupils and they improved their skills in reading. For example, an upper junior pupil enjoyed the opportunity to discuss the book she was reading and was helped to use a thesaurus to find the meaning of words.

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

- 16 Since the previous inspection the curriculum overall has improved significantly and is now very good. Christian values, beliefs and principles are very apparent throughout the school and have a very positive effect on the quality of the teaching and learning. A well-planned curriculum very effectively meets the needs of all pupils, helping them to flourish through the provision of a very good range of high quality learning opportunities. Policies and schemes of work are in place for all subjects. In addition to National Curriculum subjects and religious education, French is also taught in Year 6. An especially strong feature of the curriculum is the link made between subjects.
- 17 All statutory requirements are met well. The literacy and numeracy strategies have been implemented with enthusiasm and have helped to raise standards since the last inspection. The school has a very broad and balanced curriculum, which is stimulating and challenging. Careful thought goes into ensuring that links with other subjects add interest and enrichment to pupils' learning. For example, pupils write imaginative poems to accompany their artwork and a history topic on the Greeks is enhanced as pupils make their own Greek dolls as part of their design and technology work. Pupils are organised into sets for English and mathematics and this ensures that work is well matched to the abilities and needs of pupils. Pupils have very rich opportunities to develop their creative and imaginative skills. Music and art make a positive contribution to the ethos of the school. The use of specialist teaching in music has a very significant effect on standards. Considerable emphasis is placed on nurturing high quality personal and social skills and these contribute very well to

pupils' standards of achievements and their attitudes to learning. The school prepares pupils well for the next stage of their education.

- 18 Arrangements for pupils' personal, health and sex education have improved since the last inspection and are now very good and are underpinned by the school's Christian ethos and beliefs. Time is made available within lessons to develop these areas in ways that are appropriate for the ages of the pupils. The school's efforts in developing citizenship have been rewarded by their recent success in receiving an award from the local mayor.
- 19 The school's commitment to equality of opportunity is very clearly demonstrated in the way it is fully included in the teaching and learning. The special needs of pupils, including those who are gifted and talented, are catered for very well and all pupils' contributions are valued. This has a positive effect on their self-esteem as well as on their academic progress. The school ensures there is an equality of entitlement to the curriculum for all pupils. Provision for SEN is very good. No pupil is disapplied from the National Curriculum and all extra-curricular activities are open to all. Teaching staff and support assistants work effectively together. They are committed to ensuring that in all lessons and in day and residential visits pupils participate in an inclusive curriculum provision. Good pastoral support is provided and pupils with various needs and interests are able to work harmoniously together. IEPs identify targets for improvement usually in literacy and numeracy but also for social needs and for pupils who are gifted and talented in academic or non-academic areas of the curriculum. Clear criteria for improvement are identified to assist pupils to manage their learning programme or overcome any difficulties. Pupils with EAL receive support from the LEA's Support Service. Although there are currently no pupils at an early stage of English acquisition good support is given to those who need help with literacy skills. The support teacher also contributes well to the school's responses to cultural diversity.
- 20 A very good range of extra-curricular and sporting activities is offered to enrich the statutory curriculum and enhance personal and social skills. Clubs include football, netball, cross-country, gardening, Latin, choir, recorders and orchestra and are available at lunchtimes or after school to ensure all pupils have a chance to take part. The use of local visitors and well-planned visits to, for example, nature reserves, museums, galleries and places of worship, promote pupils' interest and extend their knowledge and understanding well. Links with the local church are particularly strong. Visits to local businesses such as the local quarry and engineering works are very effective in developing pupils' understanding of topics such as recycling and the importance of electricity in industry.
- 21 Very good liaison with the local infant and secondary schools ensures smooth transfers. Before pupils transfer to the secondary school detailed information on their progress is exchanged and they enjoy time at their new school to familiarise themselves with routines to ensure a happy and secure transfer. Local schools share training initiatives to help improve the quality of teaching and learning. For example, they have looked at ways of raising the attainment of boys and the development of effective support for gifted and talented pupils.
- 22 Provision for spiritual, moral, social and cultural development has improved and is now very good, with some very strong features. Pupils' spiritual development is promoted outstandingly well. Assemblies provide pupils with excellent opportunities for personal reflection on important issues. They set the atmosphere for the rest of the day as pupils and staff share special moments and celebrations. Pupils are

encouraged to think about important issues, for example, the importance of time in every day life such as being on time for lessons but also more complex issues such as how the Anglican Church interprets time. Music is used regularly in assemblies and helps set the scene for reverent worship and reflection. The curriculum also contributes very well to pupils' spiritual development especially religious education, art and design, music and the use of poetry. Spiritual development is linked well to moral development, which is based on rights and responsibilities. There is a general expectation that pupils will behave well and consider the implications of their actions on themselves and others. Well-planned lessons encourage pupils to consider complex issues such as respect, tolerance and compassion. A very good example of this was apparent in literacy lessons. As part of their study of the book 'The Iron Man' by Ted Hughes, pupils discussed the way strangers and people with different ideas and backgrounds should be treated. Such considerations are very effective in helping pupils develop positive relationships with people from different cultures and beliefs. Successes in both academic and personal achievements are recognised and shared with the whole school.

- 23 Provision for social development is of a similarly high quality. Carefully planned teaching and learning ensures pupils are made very aware of their responsibilities to the school and their local community. Pupils have very good opportunities to develop responsibility, self-confidence and independence not only in lessons but also in the routines and structures of the school's everyday life. For example, pupils in Year 6 who undertake the role of lunchtime monitors take it very seriously and provide a very positive contribution to the smooth running of lunch times and playground supervision. The very positive relationships in lessons ensure that pupils feel comfortable discussing sensitive issues such as the death of a close adult or friend. As well as pupils being able to relate to their teachers, other adults are being trained as counsellors and Year 6 pupils act as 'listeners' to pupils with concerns or problems. The organisation of lessons provides many opportunities for pupils to work together and to compete fairly. A sense of citizenship is developed as pupils take part in a wide programme of local sport and arts festivals and organise annual events to raise money to support local and national charities.
- 24 Provision for cultural development has improved and is now very good. Pupils have opportunities to learn and appreciate the richness of their own and other people's culture through music, art, geography and history. Local artists and crafts people are invited into school to stimulate pupils' interest in traditions, skills and events. In religious education lessons pupils study the major world religions and are made aware of important festivals such as Christmas, Divali, Eid and the Chinese New Year. Members of the local community have been invited into school to develop pupils' understanding of the beliefs and customs of people from diverse cultures and faiths. Pupils have opportunities to learn about different customs, dress and food. White pupils talked enthusiastically about photographs of themselves being taught traditional Indian dances.

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

- 25 Pupils are very well cared for and the satisfactory standards outlined in the previous report have been improved. The standard of care and social inclusion contributes very well towards pupils' positive attitude to school and to their personal development.
- 26 Health and safety procedures and monitoring are very good and potential risks are identified well. The school is secure, clean and tidy. Child protection procedures and staff awareness of potential issues are very good. First aid arrangements are equally



effective. Pupils' personal development is monitored very well and the staff provide very good personal support to help pupils develop their confidence and self-esteem. Procedures for monitoring and promoting good behaviour are very effective and the consistent use of praise has a very positive impact on pupils' attitudes and behaviour. Pupils view the team point system as very fair and effective. The lunchtime supervision succeeds in creating a calm, orderly and sociable atmosphere.

- 27 Procedures to discourage and deal with bullying, racist or sexist behaviour are also very good and any potential racist incidents are monitored and recorded very thoroughly. Pupils and parents are confident about the procedures and the effectiveness of their implementation. Very good efforts are made to include all pupils in all activities including those pupils with physical impairment.
- 28 Attendance is monitored and promoted very well. Registers are well maintained and the close and prompt following up of absences ensures high levels of attendance are maintained.
- 29 Pupils with special educational needs and those who are gifted and talented receive very good support from the teachers and support assistants who are committed to their inclusion and integration in all school activities. Very good pastoral care is an important element of this provision and as a result pupils are able to operate as effective and active members of the school community. Together with their teachers, classroom support assistants and parents, the pupils negotiate the criteria for their continuous improvement, which is recorded in their IEPs. Sensitive but firm encouragement is applied when necessary but there is a very good level of agreement and involvement by all parties in seeking methods to make pupils more independent, while achieving their best results, and then celebrating their successes with them.
- 30 Good progress has been made in the procedures for assessment since the previous inspection when assessment was identified as a key issue. A range of measures are used to check pupils' progress, for example, optional national tests and tests to assess pupils' English and mathematics skills. The findings are supplemented by additional information collated by teachers that indicates week-to-week progress in literacy and numeracy. The results of tests are analysed carefully by senior staff who use the information to set not only year group targets but also specific targets for improvement, for example, to address the issue of underachievement in boys' writing. Additionally, subject co-ordinators have introduced a system of assessment for non-core subjects. Teachers keep records that indicate a 'best fit' grade for pupils' progress in each subject. These are then included in the end of year transfer sheets between classes. Some teachers have devised targets for individual pupils in English and mathematics but this is not established practice. Currently, general "child friendly targets" are shared with parents. The priority now is to develop individual targets for all pupils and this is clearly recognised in the school's development plan. The school's progress is in line with the proposals set out in the plan

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

- 31 The partnership with parents is very good and has improved very well since the previous inspection. Parents' responses to the pre-inspection questionnaire, their comments in the pre-inspection meeting and discussions with them during the inspection, indicate that they have mostly very positive views about the school. They feel that their children like school, are making good progress and work hard. They consider that behaviour and teaching are good and that the school is well led and

managed. Inspection evidence supports these views. About a fifth of parents who responded to the questionnaire felt that they could be better informed about their children's progress. Parents expressed a range of views about homework but most were satisfied. Some parents expressed concerns about large class sizes. The inspection finds that pupils' annual reports provide very good detail on their attainment and progress, especially in relation to English, mathematics and science and targets for improvement are clear. Parental consultation sessions provide very good opportunities to share information on pupils' progress and "child friendly" targets. Newsletters give parents very good information in an eye-catching format about the life of the school and also about work to be undertaken. Very good information and encouragement to parents to be involved in their children's education are provided. Inspectors saw good examples of the use of homework and the school's homework policy is very clear. Setting arrangements in English and mathematics have been used well to counter the effects of large class size but there are occasions when the lack of extra adult support in the large classes impedes pupils' progress, for example, in ICT. Inspectors do not support the views of those parents who felt that the school's range of activities outside lessons was not interesting enough. The extra-curricular activities are wide ranging and capture pupils' interests very well.

- 32 Good arrangements are established to work in partnership with parents for the provision of pupils with SEN or identified as gifted or talented, and to monitor their progress. The school has an open door policy and invites and welcomes parents into school. The majority of parents make good use of these opportunities. Good communication ensures that the anxieties of parents can be shared and further action introduced to overcome any difficulties. Formal and informal meetings take place at regular intervals to allow for discussions of the issues relating to the provision and progress of pupils. Outcomes of meetings are reported through an efficient system of communication to those parents who do not attend meetings.
- 33 Parents give very good support to their children's education. They ensure their children come to school regularly and promptly, give good encouragement to work at home, provide valuable help in classrooms and on visits, and provide very good financial and social support through the very active Parents' Association.

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

- 34 The headteacher is a strong leader and is well supported by her senior staff and governors. She is highly regarded by parents, staff and pupils. Almost all parents who completed the parental questionnaire and/or attended the pre-inspection meeting stated that they felt the school was well led and managed. The headteacher leads by example, for instance she teaches regularly and runs an extra-curricular activity. Pupils are known very well and their personal development is promoted very strongly. The staff are well led and work well as a team. The school is well managed. A good range of curricular and general policies guides the school's work and includes an informative staff handbook. The deputy headteacher and other senior staff have clear management responsibilities and undertake them well, for example in leading year group teams. The deputy headteacher has worked well with governors to plan their visits to the school. A clear policy for performance management guides practice and its second cycle is almost completed. The headteacher, staff and governors are committed to improving the school and analyse its performance well. The analysis of test results has resulted in action being taken to improve standards in English and mathematics. The key issues from the last inspection have been addressed well and the school has made significant improvement. The headteacher and governors are aware of the importance of target setting to help improve academic standards. The

school has a lot of data on pupils' performance and has used it well to set cohort targets. It does not yet use it in a thorough manner to set targets for individual pupils.

- 35 Strategic planning is very good and the headteacher and governors have a very clear view of the school's future direction. The school development plan (SDP) has clear targets, indicates costs and gives measurable outcomes for pupils' attainment where possible. It is based on a thorough review of the previous plan. The progress of the SDP is discussed regularly by the governors and the headteacher keeps the governors well informed. The headteacher has worked hard to implement a clear programme of monitoring and evaluating the school's work that involves the staff and governors. Subject leaders roles have been developed well and they have opportunities to scrutinise pupils' work, monitor planning and give presentations to governors. Governors have been undertaking some lesson observations since September 2001 and each has a subject role. The minutes of governors' meetings and the inspectors' meeting with governors indicated how much they are active and well informed. They fulfil their statutory responsibilities very well. A working party of parent governors has recently issued its first newsletters to parents.
- 36 The headteacher and governing body give very good consideration to the provision for pupils with SEN. All statutory requirements are in place and specific grants are used appropriately. A link governor meets regularly with the SEN coordinators (SENCO) and, with the headteacher, makes useful explanatory reports to the governing body on the strengths and weaknesses in provision. The daily management of the SEN provision is very good. Two SENCOs share the responsibility for the organisation of the provision, arrange and manage the case conferences, and liaise with outside specialist agencies. They work well together and provide an efficient system of provision. Documentation is of good quality and is updated termly. Good levels of support and technical advice are available for class teachers and classroom assistants. Training is of good quality and sufficient to ensure that all pupils are receiving an appropriate curriculum in a safe and secure environment.
- 37 Accommodation, staffing and resources are satisfactory overall. The school has an adequate number of suitably qualified teaching staff with a very good range of experience. They are deployed effectively especially in relation to the setting arrangements for mathematics and English. The deployment of a specialist music teacher is very effective in raising standards and in developing an appreciation of music in all pupils. There is an adequate number of very effective and well-trained classroom assistants who are used well, especially to support teachers and pupils in English and mathematics and to help pupils with SEN. There are occasions when the lack of sufficient support inhibits learning, for example, in lessons in the computer room when the teacher has to deal with technical problems. Administrative support is very efficient and effective especially in relation to financial procedures.
- 38 Classroom space is adequate overall. The hall is of very good size for assemblies and lessons in physical education. Space has been used well to create a computer suite and rooms for smaller sets and groups. Outdoor field space is very good and is being developed well for games and environmental studies and pursuits. The playground area is barely adequate. Learning resources are very good for mathematics, art and design and physical education and for aspects of ICT other than for control technology. The provision of books in the library is inadequate. A lack of books and artefacts for history results in the excessive use of work sheets.
- 39 Financial management is very good. The governors and headteacher have a clear understanding of the impact of pupil numbers, staff and other commitments on future

budgets. These are linked very well with SDP's priorities to provide a prudent balanced budget. Secure budget monitoring and effective financial management ensure the school has a sound financial base to move forward. The governors apply the principles of best value very well. They are well aware of how the school performs in relation to other schools and are responsive to the views of parents.

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

40 The headteacher and governors should

- (1) Ensure that teacher's marking is consistently thorough and helps pupils to improve their performance. Paragraphs: 13, 48, 57, 62, 87.
- (2) <sup>1</sup>Make better use of assessment findings to set targets for individual pupils. Paragraphs: 30, 34, 58, 64.
- (3) Improve the quality and range of books in the library and ensure that pupils have regular opportunities to use them, especially for investigative work. Paragraphs: 4, 38, 43, 49, 88, 91, 112.

**Other issues that should be considered by the governors for inclusion in the action plan.**

- **Develop pupils' skills in control technology** (Paragraphs: 4, 38, 91)

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<sup>1</sup> Indicates that the school has recognised the issue and included reference to it in its school development plan

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	76
Number of discussions with staff, governors, other adults and pupils	28

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	10	30	23	13	-	-	-
Percentage	13	40	30	17	-	-	-

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

	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	418
Number of full-time pupils known to be eligible for free school meals	11

FTE means full-time equivalent.

#### Special educational needs

	Y3 – Y6
Number of pupils with statements of special educational needs	6
Number of pupils on the school's special educational needs register	72

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	19

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	21
Pupils who left the school other than at the usual time of leaving	17

### Attendance

#### Authorised absence

	%
School data	3.9

#### Unauthorised absence

	%
School data	0

National comparative data	5.6
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National comparative data	0.5
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*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 2 (Year 6)**

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	62	41	103

<b>National Curriculum Test/Task Results</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC level 4 and above	Boys	49	51	57
	Girls	38	33	40
	Total	87	84	97
Percentage of pupils at NC level 4 or above	School	84 (92)	82 (79)	94 (93)
	National	75 (75)	71 (72)	87 (85)

<b>Teachers' Assessments</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC level 4 and above	Boys	48	53	54
	Girls	37	33	38
	Total	85	86	92
Percentage of pupils at NC level 4 or above	School	83 (94)	83 (86)	89 (92)
	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	-
Black – African heritage	-
Black – other	8
Indian	12
Pakistani	1
Bangladeshi	-
Chinese	5
White	387
Any other minority ethnic group	5

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

### **Teachers and classes**

#### **Qualified teachers and classes: Y3 – Y6**

Total number of qualified teachers (FTE)	16.3
Number of pupils per qualified teacher	26
Average class size	34.8

#### **Education support staff: Y3 – Y6**

Total number of education support staff	10
Total aggregate hours worked per week	139

*FTE means full-time equivalent.*

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	5
Number of teachers appointed to the school during the last two years	5
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	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	1	-
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	2000 - 2001
	£
Total income	703,761
Total expenditure	708,298
Expenditure per pupil	1,737
Balance brought forward from previous year	36,426
Balance carried forward to next year	31,889



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

### **Questionnaire return rate**

Number of questionnaires sent out	418
Number of questionnaires returned	123

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	48	49	2	0	1
My child is making good progress in school.	42	51	7	0	0
Behaviour in the school is good.	37	60	2	0	1
My child gets the right amount of work to do at home.	27	53	19	2	0
The teaching is good.	48	47	2	0	2
I am kept well informed about how my child is getting on.	27	54	15	3	1
I would feel comfortable about approaching the school with questions or a problem.	50	47	2	1	0
The school expects my child to work hard and achieve his or her best.	60	37	2	0	2
The school works closely with parents.	24	59	14	2	1
The school is well led and managed.	54	41	0	1	4
The school is helping my child become mature and responsible.	46	50	2	1	2
The school provides an interesting range of activities outside lessons.	28	51	17	0	4

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

### ENGLISH

- 41 Standards in the national tests for pupils aged eleven, when compared with all schools nationally, have remained above average or well above average over the last four years. When compared with those in similar schools nationally, results were below average in 2001. However, the school's results compared favourably with those in similar schools within Warwickshire. Girls have performed better than boys, especially in 2001, and the school has been giving much attention to raising boys' attainment. The overall quality of teaching has also improved. Inspection findings indicate that the current pupils in Year 6 are attaining standards well above average in speaking, listening and reading and above average in writing. Targets in 2001 were achieved and have been placed higher for 2002. Standards show a considerable improvement since the last inspection, when standards were reported as being in line with expectations for pupils' age. In general, pupils achieve well and are making good progress, including those with SEN. Pupils of minority ethnic background, including those with EAL, also achieve well and are well represented among the high attaining English groups.
- 42 Pupils listen attentively in lessons to their teachers and to other pupils and, when questioned, are able to evaluate what they hear. They are confident in responding to others and recall stories and key features of an argument accurately. When listening carefully to various statements referring to the ownership of a dog, pupils in Year 6 were readily able to identify elements of persuasive language. When listening to poetry, Year 3 pupils successfully categorise different forms of humour. Almost all pupils speak clearly and confidently. When reading aloud they use punctuation and syntax well to communicate complex meanings. High attaining pupils use exaggeration, pace and persuasive language to maintain the interest of different audiences. The use of technical vocabulary by all pupils is of especial note. Role-play is used occasionally to develop ideas. Year 6 pupils participate in a Christmas play each year, which is very well received and in which pupils enjoy participating.
- 43 Pupils read to a very high standard. A commercial scheme is used with books graded according to the level of difficulty. High attaining pupils are encouraged to bring books from home. Much emphasis is placed on the skill of reading and pupils are encouraged to read for interest, information and enjoyment. Each class has time set aside for either group or individual reading. This time is used well with pupils immediately settling down to their reading, much of which is carried out silently. Pupils are encouraged to share their opinions of books they are reading and are often constructively critical. A Year 3 pupil felt the book he was reading, *Rent a Genius* was 'quite demanding and makes you think further what is going to happen next'. Year 6 pupils are reading a wide range of fiction, including *The Hobbit*, *Dumb Witness* (by Agatha Christie) and *Little House on the Prairie*. A key feature is that almost all pupils throughout the school read with confidence and with clarity. They all use punctuation well, as an aid to reading with expression, and all are able to engage the interest of the listener. They read daily at home and their home/school reading record indicates that most parents take an active part in listening to their children read and in giving them help. Almost all pupils who were heard to read during the inspection visit the public library regularly and some Year 5 and Year 6 pupils commented that they were now choosing books from the adult section. All showed they knew how to find books by particular authors and used the Dewey classification system with confidence. In some classes, particularly in Year 3, books on current topics being studied are well

displayed, but in other classrooms books available for further study and for note taking are few. Good use is being made of the School Library Loan Service, but there is little evidence of advanced reference or local study material in the classrooms or in the school library.

- 44 Pupils do not attain as highly in writing as they do in other aspects of English but standards are good and rising. Much effort is being made to improve writing because the school has identified it as the principal area to be developed. Handwriting is taught well and pupils are acquiring a good style, with writing that is clear and legible. Attention to posture would further improve the overall quality of handwriting. Presentation is good with illustration incorporated within the text and good use is being made of ICT, not only in presentation but also in word-processing skills. In literacy lessons good attention is given developing pupils' understanding of how writing is structured often by analysing short extracts of text. For example, a series of lessons have been devoted to exercises based on 'Can I examine a poem? Can I find synonyms? Can I use apostrophes for possession?' One literacy lesson each week is devoted to 'class English', which is usually used for creative writing in Years 3 and 4. In Years 5 and 6 pupils are taught in sets each day. Otherwise pupils are taught in four sets organised according to their ability and this arrangement works well. Pupils write for a range of purposes and audiences. To aid writing, the school uses a commercial scheme, which employs overhead projector transparencies and textbooks linked to the National Literacy Strategy. This scheme is helping pupils become familiar with the structure of a range of genres. It is being used well in most classes, although for high attaining pupils it is sometimes not demanding enough. Good attention is paid to poetry writing and some pupils produce outstanding work often based on poetry they have studied. One pupil wrote with great sensitivity:

"I wish I could paint the  
Wind through the trees  
Stirring up leaves and whipping  
Though my hair  
Flying free"

- 45 Year 6 pupils show good understanding of different forms of poetry, for example, a pupil skilfully wrote the Easter Story in Haiku verse. There is a good standard of writing in other subjects apart from English. As part of their local study work pupils have written and illustrated their own guides to tourists visiting Rugby and Dunchurch. In Year 4 pupils have researched information about India and have produced some very well written factual accounts. Some very good writing was observed in religious education.
- 46 Very good attention is paid to spelling and this forms an important part of homework. Pupils are encouraged, not only to spell correctly, but also to know the meaning of words and the context in which they can be used. Pupils are taught to check their spellings using word banks and dictionaries, and to read their work carefully, concentrating on meaning and checking spelling. A spelling club meets regularly after school to further aid spelling.
- 47 The quality of teaching is very good overall. In over a half of lessons the teaching is very good or better and in a further quarter it is good. Teaching is never unsatisfactory. The literacy strategy has been implemented well and the school is adapting the structure to take account of the progress made by pupils and their needs. The "setting" arrangements have created smaller groups than the usual class sizes and consequently this has helped teachers to meet the range of pupils' needs well. Pupils with SEN are particularly well supported by their designated teachers or

by a learning support assistant or by a combination of both. The English language needs of the few pupils with English as an additional language are also being met well and these pupils are achieving as well as their peers.

- 48 Teachers set clear objectives for lessons and often pupils' learning proceeds at a very good pace. In the very good or better teaching the work is especially demanding and pupils are expected to work very hard. In an excellent lesson in Year 6 the teacher's very high expectations, very good subject knowledge and good use of time ensured pupils achieved very well in their understanding of persuasive writing. In a very good lesson in Year 4, the teacher used a range of questioning strategies to challenge pupils with their thinking skills. Extended questions were used, for example; 'Why do you think that?' or 'How far are you aware of...?' Pupils' work is often well marked with helpful comments given to pupils on how they might improve further but this is not consistent throughout the school. Relationships with pupils are good. This was illustrated by a Year 3 pupil who, in response to a teacher's comment about taking care with spelling the end of words, wrote 'I checked in the dictionary and it said that it (the word) could be spelt with or without an e'. This also shows the care in which pupils check their work.
- 49 The subject is very well led and managed by the co-ordinator. She has a very good understanding of strengths and areas for development within the subject. Test results are analysed well to help improve pupils' performance. Assessments are carried out regularly and pupils' progress is monitored carefully. The range of books within the school has been broadened with notice being taken particularly of the interests of boys. A key issue at the time of the last inspection was to ensure that pupils have the use of a well-resourced and accessible central library. Although a library has since been established it is too small, does not have enough books and is also under-used.

## **MATHEMATICS**

- 50 Standards have improved significantly since the last inspection when they were found to be in line with those expected nationally. The standards achieved by pupils in Year 6 are now well above those found nationally and are better than the standards reached in the 2001 tests, which were above the average for all schools and in line with pupils' performance in similar schools. Pupils are making good or better progress. The improved standards are due to the positive impact of the National Numeracy Strategy, the implementation of an effective commercial scheme of work, improved assessment procedures and improved teaching. There are no significant differences between the attainment of boys and girls. Pupils with SEN are given good support from class teachers and support staff. This enables them to take a full part in mathematics lessons and to make good progress. Pupils of minority ethnic background, including those with EAL, also achieve well and make similar progress to their peers. The majority reach the expected standard for their age with a significant number achieving the higher levels.
- 51 Pupils in Year 3 are developing a very good knowledge and understanding of basic numbers up to a 1000. Less confident learners order two and three digit numbers while high attaining pupils are learning to add three digit numbers together using formal methods. As pupils move through the school considerable emphasis is placed on developing their mental strategies. As a result, by Year 6 pupils have made very good progress in understanding multiples, factors and place values and are very accurate when using the four rules of number. High attaining pupils understand percentages, fractions and decimals and add and subtract to two decimal places.

Pupils of all attainment levels use their knowledge of tables, fractions and doubling particularly well to solve a wide range of challenging problems. They use inverse operations to check their answers and to explain how they have arrived at a particular solution. As a result of very effective teaching pupils build well on previous learning. In one lesson pupils used their knowledge of doubling and halving to help them divide by two. Once this was secure high attaining pupils confidently moved on to using this knowledge to divide by four and eight.

- 52 Pupils' understanding of shape and measures has improved since the last inspection and is now very good. As they progress through the school they become confident at using a range of measures. High and average attaining pupils in Year 6 show a very good understanding of rotational symmetry and co-ordinates, and understand how to calculate perimeters, areas and volume using appropriate formulae accurately. All pupils apply their mathematical knowledge well to solve practical problems. They calculate the area of a triangle and parallelogram and convert centimetres into inches. Numeracy skills are used effectively to develop pupils' understanding of data handling. By the age of eleven most pupils interpret graphs, charts and diagrams very well to explain findings and results. Younger pupils with SEN are competent at handling data and inputting it onto the computer. High attaining pupils in Year 6 create line graphs and discuss with their teachers the relevance of graphs for business users as they plot profits or for weather forecasters as they track changes in temperatures.
- 53 Pupils almost always present their results in very organised way and are encouraged to always explain clearly the strategies they use to arrive at an answer. Across the school teachers place considerable emphasis on ensuring pupils understand and use precise mathematical vocabulary when answering questions or discussing their work.
- 54 Pupils have very good opportunities to use, consolidate and extend their mathematical skills in other subjects. For example, in science pupils calculate the distance between planets and in geography they record the height of volcanoes. There is an increasing use of ICT to extend pupils' learning in mathematics and this is having a positive effect on pupils' standards particularly in data handling.
- 55 Throughout the school pupils' attitudes towards the subject are very good. They enjoy the challenge of difficult tasks and work hard to improve their knowledge and skills. This enthusiasm has a very positive effect on the progress and standards they achieve.
- 56 The quality of teaching is never less than satisfactory with over 80 per cent being at least good. Almost half the lessons seen were very good with over ten per cent being excellent. Examples of very good teaching were seen in every year group. Areas of weakness at the last inspection have mostly been addressed. However, there is still some lack of challenge in a very small minority of lessons. The teachers use a variety of methods to teach mathematical skills, including very effective whole class mental work and fast-moving question and answer sessions, which assess the pupils' understanding and extend their thinking. Most lessons have a very good pace and challenge pupils to complete difficult tasks in good time and to a very high standard. Worksheets are of a high quality and are relevant to reinforcing the learning and helping pupils practise new skills and knowledge. Considerable strengths in the teaching in most lessons are the clear explanations and the use of demonstration to help pupils understand new learning. Small steps are used very effectively with the less confident lower junior pupils. This was demonstrated very effectively in an outstanding lesson in Year 4. Pupils were carefully helped to understand how to make a tally table to show the number of coins in their purse. The lesson carefully

built on their prior learning so that by the end of a 45-minute session pupils with considerable learning difficulties were inputting information onto the computer and discussing confidently the information they could extract from their graphs and pie charts. Where lessons are less than good the work does not always challenge and interest pupils and they need more opportunities to explain their thinking. Relationships are usually very good and provide pupils with confidence to tackle complex mathematical calculations and problems.

- 57 The work in mathematics is well planned to take account of pupils' different levels of attainment. Assessments are built into the planned work and most teachers are very knowledgeable about the level of attainment pupils are working at. Pupils are moved from set to set where their learning is likely to benefit. These are significant improvements since the last inspection and are contributing to pupils' progress. The marking of pupils' work varies from very rigorous comments to help pupils improve their work to less useful comments and ticks and crosses, which do not indicate where pupils have gone wrong. The school is successfully implementing group targets for most pupils, which is helping them to focus on learning intentions for a particular topic or unit of work.
- 58 Co-ordination of the subject is very effective. Careful attention is now given to analysing the statutory test results to identify strengths and weakness in the curriculum in order to raise standards across the school further. For example, recent test results showed pupils were not succeeding as well as they should in data handling and shapes and measures. These aspects have been a focus of the teaching, learning and monitoring and as a result have risen sharply. Assessments and test results are analysed to track individual progress and set levels of attainment for the end of the year and the key stage. However, these are not yet in a manageable form to show easily how pupils have improved year on year. They are not shared with pupils to help them know precisely what they need to do to move up to the next level. The school is aware of this next step and is working with the local authority to improve assessment even further in order to raise standards. There are very well planned opportunities for the monitoring of teaching and learning across the school and this is having a very positive effect on teachers' confidence in the subject.

## SCIENCE

- 59 The results of national tests in 2001 showed that pupils achieved standards that were well above the national average and well above those of schools with similar intakes. Over the last four years the rate of improvement has been good and has exceeded the national trend. Inspection evidence confirms that standards in all areas of the science curriculum continue to be well above average. This is a substantial improvement since the previous inspection when they were described as being in line with expectations for pupils' age. All pupils, including those with SEN, make good progress. Pupils with EAL and others of minority ethnic background also achieve well. There is little difference between the performances of boys and girls. Very good teaching and consistently very good subject guidance by the co-ordinator have made significant contributions to pupils' progress and attainment.
- 60 Pupils make good progress in their scientific knowledge and in their use and understanding of scientific enquiry. From Year 3 onwards pupils make plausible scientific predictions and test their findings. They also interpret findings well and record them in a range of forms including the use of ICT. In a lesson in Year 6, pupils worked well together to ascertain the effects of exercise on their bodies. After measuring their pulse rates at various stages, they then recorded their data on

computers. They began to interpret their findings thoroughly. In this excellent lesson the vast majority of pupils demonstrated very good knowledge of the human body; for example, they explained very clearly how the heart functions. Throughout the school pupils take care recording work and make good use of their skills in literacy and numeracy. Pupils also talk well about their work and use the appropriate scientific terminology when explaining it. By the end of Year 6 they have built up a good scientific vocabulary, which they use confidently.

- 61 All pupils are excited by the investigative approach to learning science. As they move through the school they gain confidence in the strategies they use to refine and improve the reliability of their work. For example, in a very good Year 4 lesson on forces inconsistent results using Newton meters prompted a retest using a different instrument. The results using the replacement instrument confirmed pupils' doubts. Such a critical awareness of possible flawed data and a realisation of the importance of re-testing are significant features of pupils' progress
- 62 The quality of teaching is very good overall. During the inspection the teaching ranged from satisfactory to excellent and was never unsatisfactory. Also, the quality of pupils' completed work and the high standards achieved indicate that teaching has been very effective over time. Teachers have good or better subject knowledge, know their pupils very well and pitch their questions correctly to meet the range of needs. Learning objectives are shared at the beginning of lessons and they often end with an assessment of how well pupils have learned. Strong relationships between teachers and pupils provide an excellent platform for learning. Pupils are sometimes inspired to seek further information about an aspect of science they have been studying. For example, a pupil voluntarily prepared an outstanding display of his discoveries on how electricity is made and used. The display showed an awareness of the importance of presenting information to achieve maximum impact on the viewer. On the few occasions when the teaching was no better than satisfactory there was scope to improve the pace of learning and ensure pupils' interest was sustained throughout the lessons. Teaching assistants make a significant contribution to the quality of pupils' learning. They work and plan closely with teachers and respond to the precise needs of individuals. Senior staff monitor the quality of teaching and this has made teachers more aware of ways they can be more effective in the classrooms. However, the quality of marking is inconsistent and does not inform pupils well enough about what they need to do to improve further.
- 63 The school has developed a good quality science curriculum that supports teaching and learning well. Staff believed that they were attempting to cover too much material in a year with consequent shortfalls in pupils' understanding. This practice was replaced by a two-year rolling programme with more time allocated to specific areas of scientific learning. The co-ordinator reports that this has helped to raise standards. The emphasis on learning through investigation is very popular with pupils and teachers and a good resource bank of ideas supports the curriculum. The curriculum is also enhanced by visits of scientific interest and includes a record of photographic evidence of seasonal changes. An additional extension of work in science is the gardening club that meets weekly under the leadership of the headteacher. Pupils tend plants and this work heightens their awareness of good conditions for growth. They name an impressive number of flowers.
- 64 The co-ordinator provides strong leadership and makes an important contribution to the high standards in the subject. She is constantly looking for ways to improve standards further. She has monitored test results, pupils' work and curriculum planning to ensure consistency in the development of skills, knowledge and

understanding between year groups and is working to develop effective assessment programmes. Currently, there are no individual targets set to identify what is needed to help pupils improve further. This has been identified as an area for improvement and is a current priority in the school plan.

## **ART AND DESIGN**

- 65 By the end of Year 6 the pupils attain standards that are well above those expected in art and design. Standards have improved much since the previous inspection and this is due to the development of a well-structured scheme of work, very good teaching and the strong leadership and management provided by the curriculum leader. Pupils of all abilities make good progress. Boys and girls achieve equally well. Pupils of minority ethnic background, including those with EAL, make the same progress as their peers and achieve high standards. Pupils with SEN enjoy art and design and produce work that is often at as high a standard as their peers.
- 66 Work is well displayed, indicating the value teachers place on pupils' work and generally adding to the attractiveness of the building. There is a very good balance between developing pupils' skills and techniques and the provision of opportunities for pupils to experiment and work in a wide variety of media. A scrutiny of pupils' work and teachers' planning indicates that the school provides pupils with a wide range of experiences to develop their skills, techniques and knowledge and understanding of art and design. Visits, artefacts, nature and literature are used very effectively to stimulate pupils' interest in art and design and to provide a focus for their work.
- 67 Pupils are becoming skilled in using colours and are learning to appreciate shade and texture and to use a variety of materials and tools effectively to produce images and pictures, including the use of ICT. They have also undertaken research on the work of William Morris. A display of portraits of the Iron Man by Year 4 pupils indicated their skills in drawing and use of colour. The oldest pupils have produced very detailed and evocative images of the Easter story demonstrating a very mature understanding of line and form. Design skills are enhanced as pupils use sketchbooks to build up detail and confidence.
- 68 Throughout the school pupils study a wide range of different artists such as William Morris and Paul Klee and produce careful work based on their styles. Such studies are often linked very effectively to other subjects. For example, in Year 6 the work on William Morris is linked to history work on the Victorians. These links stimulate pupils' interest in both subjects and helps them understand the artists' work in the context of an historical period. As a result of heightened interest in the artist, pupils' work with care and precision to recreate their own designs and patterns.
- 69 A range of two and three-dimensional work shows that pupils are developing very good skills in using a variety of materials, techniques and pattern. An awareness of art in different cultures is developed well; for example, as part of a geography topic Year 3 pupils very effectively used a range of skills, materials and techniques to produce pictures of an African landscape. Pupils use a range of materials to create interesting models and designs. Younger pupils work well with parent helpers and governors to create interesting clay tiles, while older pupils make models of their hands and feet as part of a science topic on the human body.
- 70 Teaching is consistently good and in three-quarters of the lessons was very good. Teachers are very proficient at providing pupils with the skills they need to become confident artists and designers. They provide very clear and precise explanations and



demonstrations to enable all pupils to build well on what they already know and can do. Through a very well planned curriculum pupils' creativity is fostered well and pupils' are encouraged to bring to their work flair of their own. Pupils are provided with well-planned opportunities to work co-operatively, share ideas and appreciate the work of others. They are given time to reflect on their own work in order to help them improve the finished product. Teachers provide a wide range of opportunities, resources and a variety of exciting stimuli to catch pupils' imagination and interest. There are very strong links with the local art gallery and pupils are involved in appraising work to help decide which pictures will go on display. The surrounding area with its rich natural resources of woodland and wildlife is used particularly effectively to stimulate pupils' imagination and provide ideas for designs.

- 71 The curriculum co-ordinator is very experienced, skilled and enthusiastic. She works closely with staff to raise their confidence in the teaching of the subject. This has a very positive influence on the standards achieved.

## **DESIGN AND TECHNOLOGY**

- 72 No design and technology lessons were observed during the inspection. Evidence is taken from pupils' work, photographs and discussion with pupils and the subject co-ordinator. At the time of the last inspection, standards were broadly in line with national expectations. From the evidence obtained during this inspection, standards have risen and are now above expectations.
- 73 Throughout the school, pupils are familiar with the design process. In Year 3 pupils are taught elements of design planning which are applied in the manufacture of products and they evaluate their designs. This work is often linked to work in other subjects, for example in history on fixing wheels to axles as part of designing a Roman chariot. The work is further developed in Year 4 where pupils design and make a bag after studying design characteristics of other bags, for example rucksacks, shopping baskets and attaché cases. Their final products are rigorously tested for strength and durability. Other Year 4 work involves making an electronic toy about which pupils speak enthusiastically. Their toys are imaginative and well constructed with strong links with circuit work in science.
- 74 By Year 5, designs are increasingly complex with pupils using cams on axles to give different movements. Pupils often give very clear expositions of their work using technical vocabulary with accuracy. This is observed in Year 6 pupils' work on designing and making slippers. Work on display and discussion with pupils show a high level of craftsmanship and thorough evaluation. Pupils in Year 6 produce detailed isometric drawings to evaluate which type of foundation would be best for bridge construction. Photographic evidence shows impressive team work on the building of different types of bridges, while work in pupils' books indicates a high level of competency in design.
- 75 Pupils are enthusiastic about this subject. They are fully aware of health and safety issues resulting to the use of tools and equipment. Part of this subject curriculum is related to food technology, and pupils are very aware of the potential dangers when using cookers and knives in food preparation.
- 76 The subject is very well led by the co-ordinator. She has produced a scheme of work which is developmental and which links in well with other subjects. There is a strong emphasis on skill development, which is resulting in very good quality finishing techniques. Of particular note is the relationship with GEC Alstom, which Year 6

pupils visit. Links with the local high school are good. Pupils visit the high school to develop their computer-aided design and manufacture work, and use the facilities for control technology. Visits are also made to other sites to view the use of various engineering products.

- 77 The subject is developing well. The co-ordinator undertakes regular monitoring activities and assessment. The subject policy is detailed and up-to-date. Staff are increasing in confidence, in part through the release of the co-ordinator to work with other year groups. The inclusion of a governor with responsibility for design and technology, who helps in lessons, gives added status to the subject.

## **GEOGRAPHY**

- 78 Standards are above those nationally expected and show some improvement since the last inspection, when standards were reported to be in line with national expectations and occasionally above. Only two lessons were observed but note was taken of geographical skill work in an ICT lesson and additional evidence was obtained through sampling work and discussions with pupils.
- 79 A strong feature of the work is the emphasis given to local studies. In Year 3, pupils make maps and plans of the area around the school, which is extended for Year 4 pupils to the town of Rugby. Year 5 pupils make comparisons between Rugby and Liverpool, with preparation work for a residential visit to Edale representing a more distant and geographically different location. As part of this aspect, Year 6 pupils design and make leaflets relating to the tourism aspect of their home area, mapping land use and studying environmental change and sustainable development. These are all carried out well.
- 80 Detailed studies are also made of other more distant locations, for example cities in the United States, Chembakoli in India and landscapes in regions of China. Pupils are confident when using atlases and maps and, when making their own maps, they know how to construct a key, scale and direction indicator. Accounts are carefully compiled, for example when a pupil wrote a comparative account between 'My Mother's Day' and 'Chanda's Day', as part of the study of Chembakoli. In an English lesson, pupils make tourist brochures, which accurately reflect the geography of the local area. Work in the ICT suite links well with the forthcoming visit to Edale, with pupils accessing Ordnance Survey maps and demonstrating good development of geographical skills, such as the use of co-ordinates for giving accurate four-figure references and compass direction. Throughout the school, pupils are making good progress in their knowledge, skills and understanding of places, processes and environmental change.
- 81 The quality of teaching is at least satisfactory and often good. Lessons are well prepared and resources used imaginatively. In a lesson about the similarities and differences between Bilton and Edale, Year 5 pupils were asked to use good quality photographs to enable them to make comparisons between the two places. Pupils worked hard at the task and by the end of the lesson were able to discuss differences using geographical terminology, such as location and function. In another lesson with Year 4 pupils, the objective, to teach parts of a river, was more difficult. Technical terminology was introduced, such as delta, confluence, tributary and meander, but the pupils found it difficult to locate these on a three-dimensional diagram. The exercise extended the pupils but only one-third of the class was able to complete the exercise satisfactorily despite the efforts of the teacher.

- 82 The co-ordinator has produced a recent policy document, which contains strong cross-curricular links, a major element being to promote active citizenship through studies of pollution and location, for example the advantages and disadvantages of out-of-town shopping areas. The scheme also aims to foster positive attitudes towards gender equality. The policy is well formed and gives clear guidance on what is to be taught. Monitoring is carried out on a termly basis, but slippage has occurred due to staff absence. Assessments are carried out regularly and a grade is given at the end of each year. In order to further improve the work more resources are needed, as at present these are only just adequate.

## **HISTORY**

- 83 Overall standards meet expectations for pupils at the age of eleven but pupils' historical knowledge is better than their skills of historical enquiry. Standards are broadly similar to those at the time of the last inspection. Most pupils make satisfactory progress over time but it varies too widely between year groups because often the work is over-directed by the teacher and therefore restricts the development of pupils' investigative skills.
- 84 Pupils in Year 3 have undertaken good work on invaders and settlers arising from their visit to the Jewry Wall Museum in Leicester. Their work indicates good factual knowledge and good chronological understanding. Homework on the Romans has enhanced their understanding of a major historical period. In a good lesson pupils showed a developing awareness of facets of Viking life, such as the use of everyday objects and the clothes worn. In their use of secondary sources pupils devised plausible questions they could consider for further research. Some of the pupils, including a pupil with SEN, were helped by a learning support assistant to use a website on the Internet to aid their research. Pupils' completed work in Year 4 includes both expressive and factual writing about Ancient Egypt. Good use has also been made of the Internet for independent research. Pupils have broadly achieved well in this year group and are developing good historical understanding. In a good lesson pupils improved their understanding of key historical sources when they investigated what examples of inventories told them about everyday life in Tudor times. Pupils in Year 5 have studied Ancient Greece and have covered a range of work on aspects of the way of life. Some of their writing shows reasonable comparisons with life today but there is little historical interpretation. In the lesson seen in Year 5 pupils analysed evidence on slavery in Ancient Greece and several showed good understanding of the differences between primary and secondary sources. High attaining pupils were well aware of the need for evidence and gave historical reasons for events. Despite some good discussion in this lesson, the use of an unchallenging work sheet meant that the high attainers, in particular, did not achieve as well as they could.
- 85 Pupils in Year 6 have covered a good range of work since September 2001. In their work on the Victorians there are examples of pupils' very good writing giving reasons why events and changes occurred and comparing life with the present day. Good, clear explanations are given of the factory system and precise summaries of key changes to the railways. Pupils have used the Internet for research but there is little evidence of scientific enquiry using reference books or regular use of artefacts. In a "Victorian Roadshow" arranged in the school hall, pupils and staff contributed a broad array of genuine or simulated Victorian objects, photographs, books etc, which pupils discussed and investigated. This provided an excellent opportunity for pupils to use and answer questions about the past. Pupils' comments showed sound or better understanding of chronology and key events and features of Victorian life but many

were less certain how to interpret the resources or to enquire beyond the superficial 'factual' knowledge. Pupils' behaviour was impeccable as they moved around the hall and co-operated together and they clearly enjoyed the experience immensely.

- 86 The teaching observed was good overall. Teachers were suitably clear when giving explanations and showed good subject knowledge. The quality of discussion was a particularly good feature of the lessons. In Year 5, for example, several pupils gave very articulate explanations of the differences between primary and secondary sources because the teacher asked searching questions. Unfortunately this high level of challenge was not sustained throughout the lesson because this large class of pupils undertook exactly the same written task irrespective of their abilities. Good ICT support was provided for a pupil with physical impairment. An effective feature of the teaching in the Year 3 lesson was the setting of work at different levels of challenge, which led to pupils making good progress.
- 87 Despite some exceptions, pupils' work indicates that there is an excessive use of worksheets that only require fairly simple written responses. Some of the work is copied from texts and not a result of pupils' historical enquiry. There is too often little difference between the written work of high and low attainers. Teachers' marking varies widely. At its best pupils are informed whether they fulfilled the lesson's objectives, at its worst little comment is made on pupils' work and no suggestions are given to help pupil improve.
- 88 Although the school supplements its resources for history by using the local loan service the quality and range of books and resources need improvement so that pupils can more regularly develop their skills of historical enquiry. The library is under-used and under-resourced for work in history.

## **INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)**

- 89 In Year 6 pupils are achieving standards in line with nationally expected levels for their age. The school has given good consideration to the recommendations of the previous inspection report and made significant improvement to the provision, training of teachers and teaching methods. A computer suite has been installed and teachers and classroom assistants have undertaken specialist training both in school and from external agencies. Timetabled lessons ensure that pupils are taught specific ICT knowledge and skills regularly. In addition, pupils also use computers to support work in other subjects such as data handling, word processing and researching for information. As a result standards in each aspect of the National Curriculum for ICT are better than at the time of the last inspection when they were judged to be unsatisfactory. Both in lessons and over time pupils of all ages make good progress including those with SEN and those with EAL.
- 90 By the age of eleven most pupils can access the Internet independently and successfully extract information for their own use. They confidently load and open files and move text and pictures between programs using the computer as a tool to record and display information. They have good skills when creating a database or spreadsheet and make suitable use of block graphs to display their results. In preparing written work they give good consideration to the layout of the work, showing a good appreciation of the needs of an audience. For instance, a high attaining pupil used software programs for word processing and graphics to create a well-presented leaflet about the key features of Rugby. The pupil changed various fonts, sizes and colours in the text and arranged the information in columns of different lengths to fit within the leaflet and successfully interspersed the text with pictorial symbols. In

another example, a Year 6 pupil had written a formal contract, which had been signed as an agreement with a parent, to set out arrangements about payment of pocket money following the completion of weekly jobs at home. This work linked well to English as the pupil improved her knowledge of the use of formal language in a contract, while also developing skills of computerised presentation in a formal document. All pupils are given good opportunities for independent learning. One gifted pupil produced a display of the component parts of a computer with good explanations of the integral part of each piece of equipment. Others pupils act as monitors to prepare and close down the machines each day.

- 91 Less successful in the ICT curriculum is the current provision in the teaching timetable for pupils to improve their skills in control technology. All pupils have some experiences and write instructions usually for "Terry the turtle" or the Roamer. Presently resources for this aspect of the National Curriculum are insufficient for the large numbers of pupils who use the machines and this limits rates of progress overall. The subject manager is aware of the need to improve resources and is seeking to improve provision. There is also scope to make better links between the use of computers and the use of the library.
- 92 In most lessons ICT skills are taught well. Teachers are confident in their use of the computers and demonstrate basic skills clearly. They plan a series of progressive activities, which are well matched to the age and ability of pupils and are graded so that, as the projects develop, activities become increasingly more difficult. Each new skill is taught and practised in a purposeful activity, which extends and develops a range of skills. The year group plans make effective links between subjects. For example, pupils in Year 3, in a data collection exercise, chose four fields of evidence to record details about minibeasts and each pupil successfully produced a data card of information. As part of their science topic this information was then used to provide answers to questions about minibeasts both to improve pupils' classification skills but also to develop speed and accuracy in their instructional writing on the computer. Later, pupils learned how to extract information from a tabulated chart. Gradually as the topic developed pupils recognised that information could be collated much more quickly electronically than in a similar paper exercise. Good progression in data handling skills was observed between year groups. Pupils in Year 4 collated a good range of evidence for a shopping survey, which they had previously designed together. They chose to use five fields of classification and gave pictorial evidence of their findings using block graphs. Pupils' used their findings to highlight preferences in supermarket shopping, calculate frequency of visits and describe modes of transport.
- 93 In the best lessons teachers give clear instructions and a good description of their expectations. They set targets for pupils to achieve, including additional "whiz kid" extension tasks, which suitably extend the learning for pupils of all abilities. A rigorous pace is maintained, which aids the speed of learning. Prior to the lesson some teachers carefully check on resources and organisation of the computer suite and provide sufficient materials to ensure pupils' secretarial needs are overcome and technical difficulties minimised. In these lessons pupils are encouraged to support themselves and work out by deduction a sequence of actions to achieve the lesson targets. For example, in a good lesson in Year 5 pupils read an Ordnance Survey map to learn about Edale in Derbyshire, then identified geographical symbols from a key, manipulated text and pictures and later wrote answers to a questionnaire. Good progress was achieved as the teacher had ensured spellings of new vocabulary were available in the 'spellchecker' so that pupils could spell technical terms, such as 'reservoir' without the need for adult support. When the learning is less successful

there is insufficient prior attention given to the planning and organisation of the activities, a lack of clarity in the explanation of lesson objectives and a slower rate of progress. In some lessons teachers have no additional help from classroom assistants and they find it difficult to maintain rates of progress for large groups of pupils.

- 94 Assessment of progress in ICT is satisfactory but is restricted by the teachers' limited opportunity to observe pupils' progress. Where there are large pupil numbers and no classroom assistant support the teachers sometimes spend the majority of their teaching time in overcoming technical difficulties.

## MUSIC

- 95 In Year 6 standards are well above those that are typical for this age group. The outstanding specialist music teaching ensures that pupils in all lessons make very good progress and achieve very well. This is better provision than at the time of the last inspection. The high quality of instrumental performance has been maintained.
- 96 Music has a high profile and pupils throughout the school have many opportunities to learn instruments, appreciate a range of music from different cultures and develop their skills in singing. More than 60 pupils are in the school choir and their singing, especially in parts, is very good. Forty pupils are in the excellent school orchestra. There are four recorder groups, two of which are run by parents. Peripatetic teachers provide tuition in brass, cello, percussion, double bass, woodwind, guitar and violin. Pupils play instruments and sing regularly in assemblies. Other opportunities for pupils include singing in Coventry Cathedral and performing in chamber groups and countywide concerts. The school's provision provides a good outlet for talented pupils several of whom achieve outstandingly well.
- 97 The part-time specialist music teacher teaches music to all classes. During the inspection teaching was observed in every year group, in assemblies and at lunchtimes and after school. The quality of teaching was excellent overall and the teacher sets very high expectations especially in the playing of instruments. In each lesson pupils had the opportunity not only to appraise music from different musical traditions but also to learn a new song and compose using percussion instruments. Year 6 lesson pupils listened well to music from the Andes and discussed the instruments used. In the main part of the lesson they focused on the use of chords in music and used a good range of tuned and untuned percussion to play in unison. The quality of learning was very good as pupils improved their performance and their understanding of musical texture. Pupils in Year 5 listened to and discussed gamelan music from Indonesia and then suggested what percussion instruments could be used to emulate the gamelan sound. Using three notes they worked together in small groups to compose a short piece of music and by the end of the lesson all pupils successfully played together in a "gamelan" orchestra. Pupils in Year 4 showed how much they enjoyed music when they combined singing and instrumental accompaniment in a lively performance of the Caribbean song *Jamaica Farewell*. Pupils kept time well. Pupils' good attention to rhythm and timing was equally good in an excellent Year 3 lesson when they added accompaniment to can-can music. In all the lessons observed there was maximum involvement of pupils and a key feature of their learning was that they all improved their performance after discussion with the teacher and/or evaluation of their efforts.
- 98 The part-time music teacher works very hard and makes very productive use of her time. Her subject expertise is a key contributory factor to the standards achieved.

Music skills are taught very thoroughly, which enables pupils to apply their knowledge and understanding when composing and performing. Very good opportunities are provided for pupils to develop their own musical ideas in addition to appreciating a range of musical structures. Suitable assessment and recording of pupils' attainment in relation to the National Curriculum levels enables the teacher to keep track of pupils' progress.

## PHYSICAL EDUCATION

- 99 Standards in Year 6 are well above what is typical and are significantly better than those at the time of the previous inspection when they were described as broadly in line with expectations. Lessons were observed in games and gymnastics only but other subject requirements such as dance and swimming are also taught.
- 100 All pupils are aware of the importance of warming up activities and this is well linked to pupils' work in science when pupils link their knowledge of how the heart pumps blood around their bodies and the interaction of muscles and bones to their physical movements. Pupils enjoy this important part of their work because teachers make the work interesting and challenging. For example, in one lesson pupils' warm up was linked to the beat of music. The rigour of the activities increased in line with the tempo of the music. The teacher challenged the pupils to express themselves creatively and they responded with a thoughtful demonstration of movements. In an excellent gymnastics lesson in Year 6 pupils worked to develop skills of take off and landing. Later, this work progressed with pupils transferring weight from their hands in a controlled manner to other parts of their bodies. They devised imaginative sequences of movement incorporating sophisticated gymnastic skills. A feature of this work was the responsible way that pupils under close supervision of their teacher helped to set up a range of large apparatus. The teacher prioritised the safety aspect of the work.
- 101 Physical education benefited from good weather during the inspection period, enabling a large proportion of outdoor games to take place for individual classes and year groups. Pupils are keen to develop their skills in games and in athletics. In Year 3 pupils made good progress intercepting and passing the rugby ball. The skills of hockey are taught in Year 4. Pupils know the importance of hand, touch and eye co-ordination when dribbling and passing a ball and find a space when moving to receive a pass. An experienced teacher with excellent subject knowledge teaches the work. Assessment of pupils' skills is ongoing with the teacher gently intervening to reinforce and refine technique, sometimes using high achieving pupils to demonstrate their abilities. Pupils are fully committed to improve and make significant gains in progress. The regular practice of ball skills develops good accuracy and prepares pupils well for a range of games. High achieving pupils show high standards of competence using tennis rackets. A strong feature of the teaching is the wide range of imaginative activities planned by teachers to encourage pupils of all abilities. No pupil is reluctant to have a go because activities are skilfully tailored to meet individual competencies. Teachers know pupils' strengths and weaknesses and have high expectations of them. Lessons are well planned and combine enjoyment with hard work. Well attended after school sports clubs supplement timetabled activities.
- 102 Pupils look forward to physical education. They get ready quickly and are anxious to begin work. They work hard at all activities and want to improve their skills. Many pupils are developing enthusiasm for sport that will endure long after they leave the school. No pupil is denied an opportunity to play a full part in activities. Enthusiasm and commitment are equally important as ability when teams are selected to

represent the school. These values play an important part in shaping pupils' personal development. Very good examples of inclusion were observed. A boy who needs the support of a wheelchair achieves remarkably well with the help of a very good teaching assistant.

- 103 A strong element of the physical education programme is the links made with other subjects. For example, teachers work together to devise dance/drama opportunities for pupils to express themselves and learn to interpret and understand literature. This work is often based on the class reading book. The story is edited and taped with the physical education co-ordinator suggesting dance activities to complement stories. This work was extended to religious education when Easter was celebrated through dance. The use of modern technology improves performances. In the Year 6 gymnastics lesson a pupil was assigned to take photographs, using a digital camera, to record the class performing sequences of movements. Later, the photographs were used to review and discuss ways to improve technique and improve standards of performance.
- 104 Instructors at a local sports centre teach swimming. The instructors liaise closely with the school to produce a successful programme of work for pupils in Years 3 and 4. Older pupils continue to receive swimming support if they have not achieved an acceptable standard. The school reports that almost all pupils achieve a 25-metre qualification by the time they leave the school.
- 105 The school has a high reputation for sport and facilities and equipment are very good. A section of the field of the adjacent secondary school is used in addition to the school's large field. The school hosts a range of town sports events.
- 106 The co-ordinator for physical education is an outstanding role model for pupils and the staff. She is an excellent teacher, combining excellent subject knowledge, imagination, energy and infectious enthusiasm. She has built up a high reputation for establishing the quality of the subject and provides very good support to all members of staff through high quality guidelines.

## **RELIGIOUS EDUCATION**

- 107 Pupils in Year 6 attain standards in line with the expectations of the locally agreed syllabus. Since the last inspection standards have been maintained. Pupils, including those with SEN or EAL, make satisfactory progress in their understanding of the values and beliefs of Christianity and other world faiths both in lessons and over time. Good attention is given to ensuring that all pupils receive an appropriate curriculum, often with classroom assistants' help if that is considered necessary.
- 108 Religious education is taught through a topic approach that introduces comparative studies of major faiths. For example, in a study of sacred texts, pupils looked at the Bible, the Koran, the Torah and the Guru Granth Sahib. Other topics help pupils to appreciate the natural world, understand the consequences of moral decisions and appreciate examples of good citizenship through care and concern for others. They have studied the work of Mother Teresa, Saint Francis and General William Booth, and considered the contributions made to communities by Saint Augustine, Saint Paul or Saint Bernadette. The curricular planning for religious education has been reviewed since the last inspection and takes good account of the programmes of study, which are suggested in the agreed syllabus and the national guidelines.



- 109 The teaching is satisfactory overall, although during the inspection most teaching seen was good or better. In the best lessons teachers made the learning meaningful by incorporating a range of experiences to extend and develop the focus of the lesson. For example, in a very good lesson in Year 6 the teacher had set out a Seder meal for pupils to see. The pupils talked about the religious and historical significance of each ingredient, which had been used in the meal, and then, using ICT programs as a method for recording their knowledge, labelled and described a diagram of a Seder meal. Some teachers build on the personal experiences of pupils to give greater descriptive detail to lessons, and also provide opportunities for pupils to learn to respect and value the beliefs and opinions of others. Many teachers make very good links made between subjects. In a lesson comparing differences between Jewish Kosher and Treife food pupils used their previous learning in food technology to design a balanced meal for a Jewish family. In this lesson work was well matched to pupils' abilities and the more confident pupils were given a further appropriate challenge to write a letter to a friend explaining the requirements needed for a Jewish visitor. In less successful lessons teachers' subject knowledge is less secure, and the variety of experiences provided is less varied. Although teachers' planning for these lessons is satisfactory, pupils' books show that a similar lesson format is adopted each week with few first hand experiences, Too frequently pupils written information has come from information provided for them rather than as a result of their own investigations. There are also few examples in pupils' books of opportunities to reflect on personal experiences and opinions.
- 110 Work in other subjects often reinforces pupils' religious understanding. For example, in some good work in Year 6 the pupils listened to some Haiku verse about the Easter story and then enacted the events of Easter through dance and drama. Similarly in Year 4 in a topic on India, an 'India Day' gave the pupils opportunities to look at Mendhi patterns and other special customs undertaken prior to religious festivals. Pupils enjoy this work and are eager to learn about other world faiths. They show very good respect of the beliefs and customs of others.
- 111 By the age of eleven pupils have undertaken good work on symbolism and can identify some religious symbols of worship, prayer and dress for Christianity, Sikhism, Judaism and the Islamic faith. They have studied places of worship and have a satisfactory knowledge of the significance of some religious furniture and features of places of worship. They compare with satisfactory detail the differences and similarities between religious artefacts. Pupils have satisfactory knowledge of the foundation and development of several faiths, and good knowledge of religious and secular festivals. They have celebrated Eid, Diwali, Hanukah, as well as festivals of the Christian calendar, and discussed special events such as the Festival of Remembrance or, more recently, the ceremonial funeral of the Queen Mother. When lessons are linked to the programme for personal and social education pupils have good opportunities to discuss their feelings and emotions. Most pupils have a satisfactory knowledge of stories from the Old and New Testament, and from other faiths, such as the Hindu story of Rama and Sita. They confidently compare common themes and look at different interpretations of the same belief.
- 112 There is small selection of books and Bibles available for pupils to extend their knowledge of Christianity and other world faiths, but not enough for them to use for research or personal interest. The subject manager plans to extend book provision as funds allow and increase artefacts and resources for each world faith. The school has a satisfactory supply of posters and videos, and also uses material from the local loan scheme. Although the subject manager undertakes some monitoring of the

curriculum by reviewing teachers' planning, there are few opportunities to observe lessons or review pupils' books.