

# INSPECTION REPORT

**Dunchurch Boughton Church of England  
Junior School**

Dunchurch, Rugby

LEA area: Warwickshire

Unique reference number: 125703

Headteacher: Mrs T. Watts

Reporting inspector: Mr P. M. Allen  
17531

Dates of inspection: 24<sup>th</sup> – 27<sup>th</sup> June 2002

Inspection number: 195214

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 category:	Voluntary Aided
Age range of pupils:	7 – 11
Gender of pupils:	Mixed
School address:	Dew Close Dunchurch Rugby Warwickshire
Postcode:	CV22 6NE
Telephone number:	01788 811028
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr M. Davidson
Date of previous inspection:	16 <sup>th</sup> June 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
17531	Mr P. M. Allen	Registered inspector	Music	What sort of school is it? How high are standards? How well are pupils taught? What should the school do to improve further?
9942	Mrs S. Stevens	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?
29686	Mr J. S. Lord	Team inspector	English Information and communication technology History	
29381	Mrs A. Brangan	Team inspector	Science Geography Physical education Equal opportunities Special educational needs	How good are the curricular and other opportunities offered to pupils?
22482	Mr B. W. Potter	Team inspector	Mathematics Art and design Design and technology	How well is the school led and managed?

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

### **INFORMATION ABOUT THE SCHOOL**

Dunchurch Boughton Church of England Junior is an above average sized primary school. It serves an area of mainly owner occupied housing in Dunchurch near Rugby. Just above a third of the pupils come from outside the school's catchment area. The majority of pupils come from two feeder schools, with most having attended the adjacent infant school. Of the 280 pupils on roll, there are a similar number of girls and boys. The vast majority of pupils are of white UK heritage background. There are no children with English as an additional language. There are nine classes, two for each year group except for Year 5, which has three classes. The likelihood is that the school will soon grow with three classes in every age group. Forty-eight pupils are on the special educational needs register, this proportion being below the national average, with 10 pupils having Statements of Special Educational Need, a proportion which is above the national average. The proportion of pupils entitled to free school meals is well below the national average. Attainment on entry varies from year to year but evidence indicates that overall it is broadly above what could be expected in reading and in speaking and listening, but lower in writing. The school has been through a period of staffing instability with a number of staff absent, and a high turnover of short term teachers. The situation was stabilising at the time of the inspection, with all the indications of a settled staff for the start of the new school year in September 2002.

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

This is an effective school with a capacity to become more effective. It provides a good standard of education. Standards have steadily improved over recent years and are now very good at the end of Year 6 in the core subjects of English, mathematics and science. The school's headteacher is very well organised and very well focused with a clear vision of how to make this effective school better. The staff are hardworking and committed to the school; the quality of teaching is good or better in the vast majority of lessons. The school is inclusive for all children in its practices. The school has a caring, Christian ethos and serves its children well, providing good value for money.

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

- ◆ Standards at the end of Year 6 are very good in English, mathematics and science.
- ◆ The quality of teaching is very good overall and is having a direct impact on raising standards.
- ◆ The headteacher provides very good, effective leadership.
- ◆ The provision made for the spiritual, moral, social and cultural development of the pupils is very good and underpins the very good attitudes and relationships.
- ◆ The provision for pupils with special educational needs is very good and enables them to make very good progress.
- ◆ The school has a caring, Christian ethos.

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

- ◆ The stability of teaching and provision for pupils in the current Year 3 who have experienced significant disruption in their education.
- ◆ Clarity and consistency in the provision for homework.
- ◆ The music curriculum.
- ◆ The scope and timescale of school improvement planning.

*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 made a very good improvement since its previous inspection in June 1997. All the issues from that report, bar one, have been fully addressed. The aims and values of the school have been reaffirmed. Schemes of work have been developed for every subject, with a recent review for a number of them based on the nationally prescribed schemes of work. Assessment procedures have been well developed, most notably in the core subjects. Self-evaluation procedures are being well developed to monitor the work of the school, including the monitoring of teaching and learning. The issue of broadening the timescale and scope of the school improvement plan has not been fully addressed. There is still a need to identify and document the targets over a longer time span than one year. Since the previous inspection standards have improved significantly. The planning and organisation of the curriculum is much improved and, very significantly, the quality of teaching has improved.

## STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	B	B	A	B
Mathematics	C	B	B	C
Science	B	B	A	A

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

Standards at the end of Year 6 in English, mathematics and science are very good and well above national averages. These judgements reflect the performance in English and science in the national test results of 2001, but not in mathematics where standards are now higher. The results in mathematics have improved year on year since 1997. The improvement in results in all core subjects has been above the national trend. Standards in information and communication technology are sound overall and improving across the school. The school is setting challenging but realistic targets aimed at continuing to maintain and raise standards and at ensuring that all pupils continue to achieve well relative to their abilities.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	The vast majority of pupils have very positive attitudes to school, with an enthusiasm for learning and a will to do their best. They speak highly of the school.
Behaviour, in and out of classrooms	Pupils' behaviour is usually very good. This is less apparent with a significant minority of pupils from Year 3 who are less well behaved and less well motivated. The behaviour of the older pupils is very good and sometimes exemplary.



Personal development and relationships	The quality of relationships is very good across the school, underpinning the quality of teaching and learning.
Attendance	Attendance is good being above the national average. Pupils arrive at school keen to meet their friends and start the school day.

The positive attitudes, the overall very good behaviour and the very good relationships all have a positive impact on the quality of learning.

## TEACHING AND LEARNING

<b>Teaching of pupils in:</b>	<b>Years 3 – 6</b>
Quality of teaching	very good overall

*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.*

Teaching has improved significantly since the previous inspection, this being the main reason for the rise in standards. The quality of the teaching observed was overall very good. A small number of lessons were satisfactory and a smaller number were excellent. There are very effective strategies for teaching literacy and numeracy skills. The teaching in over three-quarters of the lessons seen in English and mathematics was good or better, with around half being very good. Very good quality teaching was seen in French. The teaching usually meets the needs of all pupils; it provides very well for pupils with special educational needs. The good number and very good quality of the classroom support staff have a significant and positive impact on the quality of teaching and learning. Due to circumstances beyond the control of the school there has been instability in the staffing. One consequence of this is that one of the Year 3 classes has been taught by a succession of supply teachers, which has had an adverse effect on the education of these pupils.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Overall, the curriculum is broad and balanced. It is inclusive for all pupils. The school is making a positive start in developing information and communication technology so that it better supports learning in all areas of the curriculum. The school recognises the need to further develop its music curriculum so that it is as broad and effective as it was previously.
Provision for pupils with special educational needs	Provision for pupils with special educational needs is very good. They are provided with effective personal support that enhances their confidence, enabling them to make very good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	There is very good provision for the pupils' spiritual, moral, social and cultural development which is implicit in all the school does and is clearly reflected in its values. The pupils respond well in these areas.

How well the school cares for its pupils	The school ensures the care, safety and protection of all its pupils. The educational support for pupils is very good. There are very good procedures for assessing and monitoring attainment and progress in English, mathematics and science with firm plans to further develop assessment in information and communication technology and the foundation subjects.
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Overall, the school has effective links and an effective partnership with parents. The quality of the provision for spiritual, moral, social and cultural development is fundamental to the school's caring, Christian ethos. There is a very good range of extra-curricular activities.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Subsequent to a period of long term sickness absence, the headteacher returned to school in January 2002. The headteacher is working very hard and is providing very good leadership with a clear focus on self-evaluation and the setting of challenging targets aimed at raising achievement. The deputy headteacher and the curriculum co-ordinators provide good support.
How well the governors fulfil their responsibilities	The governing body is supportive of the school and benefits significantly from the efforts of its experienced and caring chair of governors. The governing body recognises the need to develop its role to enable it to become more closely involved in monitoring the work of the school.
The school's evaluation of its performance	The school has made a very positive start in self-evaluation. It is monitoring and evaluating its performance, identifying strengths and areas for development and taking effective action to secure improvement.
The strategic use of resources	The school makes very good strategic use of its resources, including specific grants and additional funding, linking decisions on spending to educational priorities. Much of the surplus income from the previous budget has been spent on improvements in staffing and learning resources.

The school improvement plan needs to cover the forthcoming year in detail and extend to subsequent years. There is an adequate level of teaching staff, well supported by the good number of classroom support staff. Although the accommodation is relatively spacious and is clean, attractive and well maintained, the classroom areas are cramped with little circulation space. There is a systematic programme of building improvement and refurbishment such as the new toilets, the music room and the planned library. The pupils benefit from an excellent playing field. The school is well resourced across all areas of the curriculum. The school gives good consideration to the principles of best value.

## 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>◆ The children like school.</li> <li>◆ The good behaviour.</li> <li>◆ The approachability of the school.</li> <li>◆ The school's provision for extra-curricular activities.</li> </ul>	<ul style="list-style-type: none"> <li>◆ A very significant minority of the parents who responded to the questionnaire are unclear about the school's expectations on homework.</li> <li>◆ Although the vast majority feel that the school is approachable, a significant minority did not feel that the school works closely with parents.</li> <li>◆ A number felt that they are not kept well informed on children's progress.</li> <li>◆ A significant number wrote to the inspection team indicating significant concern that their children's education has been adversely affected by the frequent changes of supply teachers.</li> </ul>

The inspection team agrees with the parental view on homework; the school has firm plans to consult with parents and review the homework arrangements. The inspection team also agrees about the adverse effect of the teaching arrangements for the Year 3 class. The school is putting in place clear plans to stabilise the staffing situation. The school is very appropriately and increasingly working more closely with parents. The judgement of the team is that the parents are kept well informed on children's progress, with very open access for the gaining of more information. The vast majority of views expressed, both at the parents' meeting and during the inspection, were very supportive and appreciative of the school, and the inspectors endorse these very positive views.

## **PART B: COMMENTARY**

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

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

1. The judgement of the previous inspection report was that standards in the core subjects of English, mathematics and science were 'the same as the national average'. All the available evidence indicates that standards have gradually risen since that time. Between 1997 and 2001 there has been a gradual upward trend in the school's average National Curriculum points in these subjects. Since 1997 the improvement in results in each of the core subjects has been above the national trend. Since the appointment of the current headteacher in 1998, the school's focus has been on self-evaluation and the setting of challenging targets aimed at raising achievement. Self-evaluation and analysis leading to targets for improvement have been developed in the school so that the aim of raising standards has become the main item on the school's agenda.

2. Currently, standards in English, mathematics and science at the end of Year 6 are very good and well above national averages. These standards are reflected in the 2001 results in English which were well above average compared with all schools and above those for similar schools and in science where results were well above average compared with all schools and similar schools. The judgement in mathematics is not reflected in the 2001 results which were above average when compared with all schools and in line compared with similar schools. The 2002 standards in mathematics show an improvement as they have year on year.

3. Although results can fluctuate from year to year, using national performance data over recent years gives a helpful indication of performance over time compared with national averages. Taking the five years from 1997 to 2001 together, the average National Curriculum points figures show that the performance of pupils in mathematics exceeded the national average for their age group while the performance in English and science exceeded the national averages by significant margins. Although the school has some concerns about boys' attainment in literacy, especially in writing, national performance data gives no indication of significant differences between the attainment of boys and girls.

4. The majority of pupils come from the adjacent infant school. Attainment on entry varies from year to year, although the indications are that standards are above what could be expected in reading and speaking and listening but lower in writing. The school plans to give pupils a positive start in Year 3. Unfortunately this was not fully the case during the school year of the inspection. Due to circumstances beyond the control of the school, there has been some instability in the staffing. One consequence of this is that one of the Year 3 classes has been taught by a succession of supply teachers, which has had an adverse effect on the progress made by the pupils. Good progress is apparent in Years 4 and 5, where good and very good teaching, characterised by high expectations and high levels of pupil productivity, has a positive impact on how well pupils achieve and the standards they reach. Progress is particularly marked in Year 6 when all pupils are enabled to achieve well as a consequence of the high quality of the teaching and learning. A scrutiny of work undertaken at the time of the inspection confirmed this judgement of very good standards at the end of Year 6.

5. Speaking and listening are progressing very well across the school. Pupils listen well and usually show good recall of information given in previous lessons. They show how well

they have listened by making very thoughtful responses to the teachers' questions. They have the confidence to express their opinions; most speak clearly in well formed sentences. Standards in reading are good, with most pupils developing into enthusiastic, competent and reflective readers. Most parents provide good support in the practising of reading skills. The school ensures that pupils use and respond to a good range of texts in literacy lessons. Standards in written work are very good by the end of Year 6. Although the range of non-fiction writing is limited, pupils achieve well in a range of forms that includes recounts of personal experiences and explanations. Pupils learn to give good attention to grammar, spelling and handwriting.

6. In mathematics, by the end of Year 6 most pupils have a good knowledge of numbers and are accurate in their calculations. They gain very good experience in oral, mental and practical work, accompanied by discussion in which many pupils play a good part. They become quick in their mental skills. Pupils show a good understanding of the properties of shapes and the properties of position and movement. A good proportion of the pupils are able to use their understanding of place value to multiply and divide whole numbers and decimals by 10, 100 and 1000. They show a good understanding of measures.

7. Pupils enjoy science, with an enthusiasm for practical tasks. Standards have improved with more emphasis on pupils developing the skills of scientific enquiry. By the end of Year 6, all pupils understand that scientific knowledge is based on evidence and most demonstrate an increasing understanding of the life processes and living things. Standards in information and communication technology are sound and improving. The school has moved forward very significantly in this area of learning since the previous inspection and, with increased access to the computer suite, the learning of the older pupils is beginning to accelerate. The available evidence indicates that pupils' attainment in the foundation subjects is broadly in line with what could be expected, except in physical education where standards are good, most notably in swimming. Standards could be higher in music when staff training has taken place and there is more consistency in the provision. Standards are very good in French as a direct consequence of the very good teaching the pupils receive.

8. Overall the school is inclusive and meets the needs of all the pupils. Pupils with special educational needs make very good progress, with helpful individual education plans to guide the work as part of the very good provision for them. The needs of the higher attainers are well catered for. The school is successful in its main priority, that of raising standards. The school is setting challenging but realistic targets to this end and there is a shared commitment amongst the staff to continue to raise standards and improve the quality of education provided. It is to the great credit of the school that standards in the core subjects have improved so significantly since the previous inspection.

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

9. The vast majority of pupils have very positive attitudes to school with an enthusiasm for learning and a will to do their best. They enjoy coming to school each day and respond well to the positive values and Christian ethos promoted by the school. The relationships they have with each other and with the adults who work with them are a strength of the school. The vast majority of pupils behave in a mature and sensible way. The behaviour of the older pupils is very good and sometimes it is exemplary. Pupils carry out responsibilities conscientiously showing very good personal development in their attitudes to work and in their very good standards of behaviour and awareness of others. Attendance is above the national average

and punctuality is generally good, although at the time of the inspection those pupils travelling by bus were experiencing delays daily due to local road works. These positive attitudes and good attendance have been maintained well since the last inspection.

10. Pupils' behaviour, for the majority, is very good. A significant minority of pupils from Year 3 are less well motivated towards their learning and their behaviour shows levels of immaturity and lack of self-discipline not usually found elsewhere in the school. These pupils have had a number of different teachers over the last few months. There were a number of parents who expressed concerns prior to the inspection that this instability of teaching staff was having an effect on behaviour, quality of learning and motivation of the pupils in those classes. The inspection supports these concerns and the school is taking steps to deal with these matters. The school is fully committed to inclusion for all its pupils, functioning well as a structured and caring community. Pupils participate with enthusiasm in numerous school clubs and on residential visits. There has been one fixed period exclusion in the year prior to the inspection.

11. Pupils with special educational needs are very well supported to meet their personal targets and are assisted in being fully involved in all activities the school provides. Many of the older pupils provide very good role models for the rest of the school. Pupils understand the difference between what is acceptable and unacceptable behaviour, moderating their own and others' behaviour around the school. They recognise that they are given responsibility for their own actions and believe that their teachers and other members of staff are fair in their handling of any incidents of poor behaviour. As a result, teachers do not have to waste time establishing order in most classes and are able to make maximum use of all the learning time. There is a direct impact of the quality of teaching and the relationships across the school on the attainment of the pupils.

12. Pupils' personal development is very good. The very strong and supportive relationships they have with each other and with their teachers create a purposeful and nurturing atmosphere in the school in which each individual is given the opportunity to blossom. Pupils respect each other's views, are very confident, polite and articulate with adults. They express their opinions logically about aspects of school life, concentrate well and successfully organise their own work and make independent choices. Pupils help one another willingly and are not concerned about unkind behaviour or bullying – 'only minor incidents, and quickly dealt with; we have a reputation for not being bullied at this school'. Pupils are keen to accept responsibility, carrying out tasks conscientiously. The school's resources and extensive grounds are treated with respect and pride.

13. The levels of attendance are good and above the national average. The school's rigorous systems for following up absence ensure that unauthorised absence is below that found in most other schools and parents generally advise the school of reasons for non-attendance. Most pupils arrive at school in good time for lessons to begin promptly, notwithstanding the difficulties of those pupils travelling by bus. Registration is quick and efficient each morning and afternoon, complying with statutory regulations and ensuring a positive start to the day.

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

14. There have been significant improvements in teaching since the previous inspection. During this inspection there was much very good teaching and no unsatisfactory teaching. The

improvements in teaching have led to the raising of standards in English, mathematics and science. The teachers and support staff are very conscientious and committed to high expectations and the raising of standards. The teaching caters well for pupils with special educational needs and for pupils who are higher attainers.

15. The very good quality of the planning, including the clear lesson objectives which are always shared with the pupils, the very good procedures for monitoring the pupils' progress and the very clear and positive impact of the teaching on the pupils' learning each contribute to the inspection judgement that the quality of teaching overall is very good. A small number of the lessons observed were satisfactory and a smaller number were excellent. Of the rest four fifths were judged to be good or very good in equal proportions. The skills of literacy and numeracy are well taught; over three-quarters of the lessons seen in English and mathematics were good or better, with around half being very good.

16. The majority of the teaching is very effective. Where it is less effective the expectations are insufficiently high so that pupils are not as productive and are not achieving as well as they could. The management of the pupils is less skilled than is usually the case. Due to circumstances beyond the control of the school there has been some instability in the staffing. One consequence of this is that the teaching for one of the Year 3 classes has been inconsistent due to a succession of supply teachers, which has had an adverse effect on the education of these pupils.

17. Where teaching is most effective, and this was in the majority of lessons, pupils are given opportunities to acquire knowledge, skills and understanding in lessons which cater for the learning of pupils of different abilities and which ensure the full participation of all pupils; the higher attainers are given challenging work and pupils with special educational needs are given effective support. This was the case in the vast majority of the literacy and numeracy lessons seen, where there were high expectations with regular feed back which helped pupils to make good progress; relationships were very positive and promoted the pupils' motivation. In each class there is a positive learning atmosphere where each child is valued; this enhances the pupils' self-esteem and confidence.

18. The very good teaching has a clear impact on pupils' learning; it meets the needs of all pupils, taking account of age, gender, ethnicity, those who are higher attainers and those who find the work difficult. Its effectiveness was exemplified in a number of lessons observed during the inspection. In a Year 6 literacy lesson on articulating a personal response in literature, there were high expectations and very good pace. 'I want more from you because I have very high expectations,' explained the teacher. The pupils responded well, listening carefully with very good behaviour. The teacher often asked very quick focused questions to make sure everybody understood. The tasks were very well explained, leading to the four groups, well supported by the teacher and the very capable classroom assistant, working productively and staying on task. Each pupil was valued and the mutual respect between teacher and taught was very clear. The plenary session helped pupils to consider whether the learning objectives had been met. 'What you have done is very impressive,' said the teacher to a pupil with special educational needs. The lesson was inclusive for all pupils with all pupils enabled to achieve.

19. Consistently effective teaching was observed in the numeracy lessons, at the start of which mental activity was undertaken with very good pace and high expectations of pupils' efforts. In part of a lower set Year 5 lesson (for members of the 'Tables Club') the pupils spent five minutes working against the clock to achieve as much as they could in complete silence.

Teachers explain the work carefully making good use of demonstration. A very good work ethos exists in the classes where the adults monitor and support work well, recognising good achievement and challenging pupils to work hard to complete their tasks. In one very good plenary session, the pupils were helped to consolidate their knowledge of the techniques used to reflect symmetry and extend learning by applying it to diagonal reflective symmetry. It is this quality of teaching which has enabled standards to rise. This is manifested in the way the end of Year 6 mathematics results improve each year, year on year.

20. Overall the staff show good subject knowledge, although confidence is less secure in music. Confidence has grown in information and communication technology and although good use is being made of computer software to support learning in many areas of the curriculum, there are plans to develop this further. Some very good teaching was seen in the school's new computer suite. Very good teaching by the part time music teacher was observed. Very well focused and dynamic French teaching impacts very clearly on the very good progress the pupils make. Pupils with special educational needs benefit from very good quality supportive teaching. The skills of literacy are very well taught. The staff make good use of the approaches in the National Literacy Strategy and use resources well to develop pupils' interests and to promote an interest in language. Teachers give appropriate guidance on spelling and usually there is a strong emphasis placed on handwriting and presentation of work.

21. The two national strategies have been carefully adapted to the needs of the school. The National Numeracy Strategy is clearly continuing to help to raise standards, especially in mental skills. The skills of numeracy are very well taught. There is very good teaching of mental arithmetic, with teachers placing a strong emphasis on the quick and accurate recall of number facts. Teachers make good use of skilful questioning towards the end of lessons to ensure that pupils have understood what has been taught. Planning for literacy and numeracy is very well organised. Teachers assess work carefully and use assessments in their planning to help and encourage pupils to overcome difficulties. There are very good procedures for assessing attainment and progress in English, mathematics and science with firm plans to further develop assessing in information and communication technology and the foundation subjects. Teachers set good personal targets with pupils. Teachers mark work regularly and the quality of marking is usually good, helping the pupils to understand what they are doing, how well they have done and how they can make their work better.

22. This is a very caring school where the staff show a good knowledge of the pupils as individuals. The needs of the pupils, including those who are higher attainers and those with special educational needs, are generally met through the overall very good quality teaching. Pupils are challenged and engaged in their learning, with very good relationships as an integral part of the process. A significant number of parents are unclear about homework arrangements even though most want to take an active part in their child's learning at home. Homework activities provided offer additional opportunities to practise and reinforce skills in numeracy and literacy, but the provision is unclear and inconsistent. There are firm plans to address this. This will make the homework provision more effective and provide more consistent support for the overall very good quality of teaching in the school.

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



23. Overall the quality and range of the curriculum provided by the school is broad and balanced. The school offers a curriculum that places priority on the core subjects of English, mathematics and science. The foundation subjects are satisfactorily catered for and meet the needs and interests of the pupils. The school is making a positive start in developing information, and communication and technology so that the subject better supports the learning in all areas

24. The school recognises the need to further develop its music curriculum so that it is as broad and effective as it was previously. All pupils enjoy the French lessons which are most useful and effective in building confidence and competence, preparing them well for learning and progress in the early stages of secondary education. The curriculum is inclusive for all pupils. Health education, including sex education and drugs awareness, is appropriately provided with support from the school nurse. The daily act of collective worship meets statutory requirements.

25. Provision for pupils' personal, social and health education is very good. They are taught the principles of healthy living and healthy eating in science; in physical education they are taught about the effects of exercise on their bodies. Personal, social and health education and citizenship are built into long term plans and well emphasised.

26. Planning has generally improved since the previous inspection and schemes of work for all subjects are now in place. Implementing schemes of work was one of the key issues at the time of the previous inspection and this has now been fully addressed. Whole school planning now ensures continuity and progression in pupils' learning and equality of access. Policies for most subjects have been updated recently. Most schemes of work follow national guidance but have been adapted and personalised by the school to fit in with its needs. The quality of medium and short term planning from these schemes of work is very good. Homework provision is inconsistent throughout the school; there are plans to review the present arrangements.

27. Provision for pupils with special educational needs is very good. The school has clear plans to manage the changes ahead; the school understands its role and responsibilities in relation to the revised Code of Practice, including the duties and the legal requirements made upon it. The headteacher and the special educational needs co-ordinator have attended training on the new orders for special educational needs pupils. Pupils make very good progress guided by helpful individual education plans that focus on the pupils' specific needs. Detailed records are kept and parents are fully involved in the process. The plans are reviewed at least half termly and sometimes more frequently when necessary, with new targets being set if appropriate.

28. The school 'buys in' a learning support teacher one morning weekly to assist pupils with special educational needs. She helps liaise with school, parents and outside agencies so that all have a consistent and co-operative approach to the designated pupil. The special educational needs assistants, who are well directed so that their work effectively compliments the teaching, provide very good support. Higher attaining pupils are suitably provided for and as a result they make good progress. A policy has been written for these pupils and the school has identified this as an area for development to ensure their progress becomes even better.

29. The National Literacy and Numeracy Strategies have both been fully implemented and are contributing positively to the quality of the teaching and learning and the effective raising of standards. Teachers use the strategy frameworks well to plan the work. All pupils have individual targets for literacy; they have criteria for speaking and listening skills written in their exercise books. Guided reading is separate from the literacy hour and all classes have extra,

extended writing lessons. Numeracy skills are improving through the daily mental mathematics introduction to lessons. An extra teacher has been employed to help with key skills and improve numeracy.

30. Provision for extra-curricular activities offered to pupils is very good and is still a strength of the school, as at the time of the previous inspection. There is a wide variety of clubs that include football, netball and hockey organised by the physical education co-ordinator and involving other schools in the area. The dance club is very well attended; a fee is charged for this. Other clubs include the choir, computer and 'Crusaders'. The school also gives the pupils opportunity to take part in a good range of educational visits that enhance the curriculum by providing significant learning experiences. Pupils in Year 3 visited Coventry Cathedral to enrich their history and religious experiences. Visits were made by Year 4 to a Mosque, Year 5 to a Hindu temple and Year 6 to a Sikh temple.

31. The curriculum is enriched by the excellent provision for residential education. Year 4 pupils experienced a residential visit to York extending their history, geography and physical education. Year 5 pupils visited Castleton for three days experiencing a good range of outdoor and adventure activities. Forty pupils from Year 6 have recently visited Normandy for a four day residential visit. This gives the pupils an opportunity to use the French they have acquired over the past four years. They speak enthusiastically about their visit, when they experienced another culture and saw historical exhibits, such as the Bayeux Tapestry. These valuable experiences make a very significant contribution to the pupils' social and cultural development.

32. The quality of the curriculum is enhanced by good links with the community making a very effective contribution to pupils' learning. Parents help with hearing pupils read and with educational trips and clubs. They also give very good support financially. Visitors help to enrich the curriculum, for example, African musicians playing in a steel band and a local secondary school teacher who supported Year 6 drama classes in their study of Shakespeare's 'The Tempest'. A theatre company visited to re-enact the historical periods of the Victorians, the Tudors, the Romans and the Vikings and demonstrated Egyptian dance and costumes.

33. Local businesses support the school financially and contribute to the library fund. Good relationships are well established with the Anglican, Baptist, Methodist and Salvation Army churches and their representatives sometimes lead collective worship. The school has established good relationships with the local infant and secondary schools. The pupils from the adjacent infant school come over daily to the school for midday meals, as this facility is not available in their school. This arrangement enables these younger children to familiarise themselves with the junior school. At the end of the summer term Year 2 classes share a picnic with Year 3 pupils on the school field. A 'buddy system' is in place when the new intake enters the school helping to ensure that new pupils feel confident and happy. Pupils have the opportunity to visit and enjoy introductory days prior to transferring to one of the several secondary schools.

34. Overall provision for pupils' spiritual, moral, social and cultural development is very good and is a strength of the school. This is a significant improvement since the previous report. This provision is implicit in all the school does and is clearly reflected in its values. Spirituality is promoted through links with the local churches with clergy visiting to take assemblies and talk to the pupils. In assemblies the pupils say the school prayer with reverence and the playing of music, for example, 'Love Can Build A Bridge' heightens the feeling of spirituality. Opportunities for quiet reflection are evident in personal, social, health

and citizen education lessons. The pupils have time to think about problems in the world and also any problems they might have. A Year 5 lesson on racism was very successful, prompting one parent to come back into school to praise the teacher for this lesson and its positive effect on her child.

35. Collective worship during the inspection week followed the theme of 'sharing'. In one assembly the pupils were very interested and absorbed with the local vicar's dramatisation of sharing, especially sharing friendship with each other. They listened well to the story of Elijah as she told it with actions, effectively developing the pupils' understanding of the story. Grace is said before lunch. Teachers greatly value their pupils' ideas and efforts and this is shown by the way all pupils are encouraged to make contributions during lessons. This community school has a caring, Christian ethos.

36. The school's provision for moral development is very good. The school teaches the principles that distinguish right from wrong. In assemblies and lessons, pupils are taught the importance of rules and thought provoking sentences encouraging friendship, sharing and good behaviour are on display in some classrooms. Pupils are polite, welcoming and friendly. The school operates a points system for the rewarding of good behaviour, politeness and achievement. Certificates are awarded and a trophy is given to the winning house. There are suitable sanctions should the need arise. Pupils are actively involved in raising money for a variety of charities including National Children's Home, a Christian school in Bethlehem and Cancer Research.

37. Pupils' social development is very good and this provision is formalised in the personal, social and health education policy. The pupils are provided with outstanding social development opportunities with the staff providing very good role models. Most pupils are very articulate; they welcome visitors and listen to and respect the opinions of others as was observed in most lessons. They are encouraged to work collaboratively in pairs and small groups. The range of extra-curricular activities offered, especially the residential visits, very effectively support their social development.

38. The provision for pupils' cultural development is very good. They are given opportunities to appreciate aspects of their own culture; for example, Year 6 pupils visited the British Museum and Blists Hill Victorian Town and they worked with members of Dunchurch Photographic Society to produce views of Dunchurch. In lessons pupils are able to experience stories, music and art from a range of cultures. The good range of books in the school reflects the valuing of different communities. Pupils know about other faiths and cultures through their lessons; for example, a lesson about Judaism was taught during the inspection which illustrated the significance of the Bar Mitzvah ceremony for a young Jewish boy. Visits to mosques and Sikh and Hindu temples effectively prepare pupils for life in a multicultural society. The themed multicultural week improves pupils' understanding and tolerance of other people's religious convictions and cultural traditions.

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

39. The school ensures the care, safety and protection of all its pupils. The quality of care provided for the pupils is very good and has been strengthened since the last inspection. The provision for pupils with special educational needs is very good and they receive a high level of educational and personal support. Health education is planned throughout the curriculum and systems for ensuring the daily health, welfare and safety of pupils are well monitored and documented.

40. There is a warm and caring atmosphere in the school and the very good relationships between pupils, their teachers and other members of staff are a strong factor in the high quality of care provided for the pupils. The positive impact of the large number of adults on the welfare of pupils, as noted in the last inspection, has been improved by more specific guidance being given to support staff to increase their effectiveness in the classroom.

41. The very good procedures the school has to govern health and safety are comprehensive, well documented and known to staff. The designated member of staff for child protection has received appropriate training and ensures that all members of staff are kept up to date with procedures. The school follows local area guidelines and staff are aware and vigilant in their daily approach to this aspect of care. Formal risk assessments are carried out regularly and a fire drill takes place once a term, with records kept. There are eight members of staff trained in emergency first aid and one fully trained first aider.

42. The safe use of resources and elements of personal safety are taught in physical education, science, design and technology and in personal, health and social education lessons. Teachers use opportunities that arise in discussion sessions to reinforce these issues. Visitors, such as the local police and the school nurse address issues of personal safety, the use and misuse of drugs and community matters to complement the school's teaching. The quality of supervision during the midday break is good and often exchanges of good humour and laughter are seen between the staff and pupils at these times.

43. The monitoring and promotion of good behaviour are strengths of the school. Procedures include praise and rewards, such as house points. Teachers usually apply the rewards and praise consistently and all adults in the school have high expectations of sensible, mature behaviour. Pupils are very proud of the certificates awarded and the house points gained which reflect the very good behaviour seen in most of the school. The system of rewards and praise for good work and behaviour effectively motivate most pupils to live up to the school's high expectations and help develop their self-confidence and maturity. The monitoring of personal development, both formal and informal, is founded on the very good relationships that teachers have with most of the pupils and progress is recorded consistently and shared with parents at consultation meetings.

44. The school has efficient and consistent methods to monitor and promote pupils' attendance. The administrative assistant works closely with class teachers and the headteacher in monitoring absence and requests for holiday leave. Registers are monitored daily and any patterns noted. Pupils with special educational needs are fully included in all aspects of school life and receive a very good level of support, both personal and academic. All pupils are set targets to achieve in consultation with their teachers and are supported with good levels of knowledgeable advice to meet them. Staff know their pupils well in nearly all classes and the personal development of the pupils is tracked and promoted very effectively and sensitively.

45. The school has made significant improvements in assessing pupils' work since the last inspection. Good procedures are in place for assessing and monitoring pupils' attainment and progress. There is a whole school approach and teachers are informed well.

46. When pupils commence at the school, at the age of 7, great effort is taken to gather all relevant information from the feeder infant schools to establish a comprehensive baseline assessment. This gives detailed information on each child's attainment and is appropriately used to identify at an early stage, each child's learning needs; for example, pupils in need of

extra support in writing are identified, along with any staff training needs. Throughout the school, each small step in learning is noted and this close attention to detail is at the heart of the systematic practices in assessing pupils' progress.

47. Assessments of pupils are based on a range of non-statutory and statutory tests in English, mathematics and science. The results of both statutory and non-statutory tests are recorded and analysed to identify strengths and weaknesses in curricular provision and in individual and group attainment. All adults within the school regard this area of the school's work to be of crucial importance. The information is used effectively to inform future planning, predict pupils' attainment and set targets. For example, the school uses the information to set group targets in English and numeracy and, where appropriate, changes are made to the curriculum to target any weaknesses.

48. Pupils who do not make the expected rate of progress in their learning in the core areas are given extra support to help them achieve at the level expected for their age. Booster classes for Year 6 pupils in literacy and numeracy have been set up. A portfolio of pupils' work in English is used well in order to judge performance and compare levels of attainment. A similar system is being developed in information and communication technology. In other subjects, planned activities are regularly assessed and those pupils performing better or worse than was initially expected are noted. During most lessons there is evidence of assessment taking place and of it being used to move learning forward. The teachers are skilled at using the information they gain to inform their future work with the pupils. These significant developments are making a positive impact on the raising of standards in the core subjects. The marking of pupils' work to acknowledge specific skills and identify future targets for improvement is becoming consistent throughout the school.

49. Pupils identified as having special educational needs are monitored very closely and very effective programmes of work are provided for them. These are entirely inclusive of the work the pupils normally undertake with the rest of the class and special educational needs pupils are always taught alongside their classmates in the normal course of lessons. Additional support is provided for them, either by the class teacher or a classroom assistant. This very effective and inclusive support enables them to make very good progress.

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

50. The parents at the pre-inspection meeting expressed positive views about most aspects of school life. The numerous written responses to the questionnaire show equally positive views about many aspects but also express concern over the setting of homework, citing inconsistency and the instability of staffing in Year 3 classes. The inspection team agrees with the parental views on homework. The school has firm plans to consult with parents and review the homework arrangements. The inspection team also agrees about the adverse effect changes of staff have had on the motivation and behaviour of the Year 3 pupils. The school is actively addressing the situation to stabilise the staffing structure. The vast majority of parents appreciate the care the school takes of their children and value the opportunities the school provides for them to be involved in their children's learning.

51. The school provides very good quality information about its activities and the progress that the pupils make. The prospectus and the governors' annual report to parents are very comprehensive, detailed and informative. They are written in a clear and accessible style, providing parents with explanations in the governors' report about the assessment tests and

results, for example, enabling parents to make comparisons relative to their child's attainment against the national norm. The most recent annual reports give very detailed strengths and weaknesses analyses, with areas for development, discussed with pupils and the expectations, either exceeded, met or below for each child. They are consistent in quality across the school and are of a very high standard throughout.

52. There are termly consultation evenings, informal in nature, to discuss individual progress and a formal consultation meeting following the annual reports to parents, where results and targets are discussed with teachers, parents and pupils. Newsletters are published weekly to keep parents up to date with activities in the school. The headteacher is always available, either informally in the playground or by appointment to talk to parents. Class teachers are available each day after school and parents say they find the staff very approachable for any worries or concerns they may have.

53. The involvement of parents in the school is welcomed, valued and encouraged. The school recognises the positive impact of parental involvement in raising pupils' attainment and improving school life. A few parents help with reading, on school trips and with clubs. The parents' association raises substantial funds and provides a range of social functions which involve the local community. Curriculum workshops, and the curriculum outlines given at the beginning each term, enable parents to be more fully involved in their children's learning.

54. The newly established website for the school promises an ongoing link on a day-to-day basis. The school recognises the importance homework places in the home/school link and in the effective support for learning at home. The school recognises the need for consistency in the setting and marking of homework and has firm plans in place to implement such plans in consultation with parents.

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

55. The leadership and management of the headteacher and senior staff are very good. This is a key factor in the very high standards which are found in most aspects of the report for this current inspection. This shows a good improvement on the findings of the previous inspection when, in common with other important aspects of the school, 'management and efficiency were requiring some improvement'. It is clear that the measures and strategies that had led to this improvement were well in place prior to the headteacher's long-term illness. During the period of her illness the school, under the leadership of the deputy headteacher, did not move forward as significantly as it has since the return of the headteacher in January 2002, but nevertheless continued to maintain its very good and improving standards.

56. The issue from the previous inspection concerned with broadening the scope and timescale of the school development plan has not been fully addressed. Although the school could not have improved as significantly as it has done without a long term vision of improvement and it is clear that this vision still exists, nevertheless the current plan largely covers just the current year. The new school improvement plan, which is to be put in place very shortly, needs to incorporate documented ideas and plans covering a longer period, especially since the school has plans for expansion with all the financial implications this has for staffing, accommodation and resources.

57. The high standards the school achieves are partly as a consequence of the clear educational direction being provided by the strong leadership. Self-evaluation is well

developed through which the school is well aware of its own strengths and areas for improvement. Teaching and learning are carefully monitored. The headteacher's own very good curriculum knowledge places her in a very good position to evaluate, advise and help to implement the methods and strategies to help the school achieve its high standards. The headteacher communicates effectively with the staff and governors to ensure that everyone understands the school's priorities for development and that they are working as a team towards the same goals.

58. The classroom monitoring is very systematic and well documented. Teachers are informed termly of the specific focus of monitoring such as the use of support assistants during numeracy. Results of the observation are fed back to teachers and strengths and areas for development are identified with the necessary action to follow. This, together with in-service training and professional development is a key factor in raising standards.

59. There is an established Performance Management Policy through which there are very thorough and rigorous procedures involving observation and scrutiny of planning and pupils' work in each of the core curriculum subjects plus one other subject of the teacher's choice. Teachers are released from classroom duties for half a day during which issues are discussed which link to the schools' priorities and the teacher's own professional development. This subsequently leads to the setting of appropriate targets. There is a very good commitment and capacity, shared by all the staff, to continue to improve. Teamwork is of a high standard and the classroom support assistants, working in partnership with teachers, play a very significant part in the school's success.

60. The previous inspection report stated that 'subject co-ordinators do not have a strong role in monitoring the quality of education, curriculum and standards of achievement'. This is no longer the case as is seen by their input to the action the school takes to meet its targets. Subject co-ordinators and all staff feed in their ideas so that they influence the senior management team's plans which are taken to the governors for further deliberation and approval.

61. The work of the governing body is good and effective, taking a keen interest in the performance of the school. As a body, it is aware of the principles of best value. It fulfils its statutory duties and, guided by its very experienced chairman, is very supportive of the headteacher and the school. Through training and regular visits to the school that are well planned and focused, members of the governing body are gaining a good understanding of its strengths and areas for improvement. Governors acknowledge that areas for development are their greater involvement in the establishment of targets for school improvement and their monitoring role.

62. The school exercises very good financial control. The large carry forward from the previous year's budget, which included a significant amount from the Standards Fund, has been significantly reduced, mainly through increased spending on staffing and learning resources. Educational priorities are very well financially supported, such as in the recent development of the information and communication technology suite. The provision of this suite is an example of the very good use that the school makes of the endowed trust money from which it is very fortunate to benefit. The recent improvement to buildings and grounds are examples of how the school has prioritised the use of funding to help it achieve its improvement targets. To ensure its continued curriculum development, supply cover needs have been anticipated and financial resource has been allocated, an example of financial planning ahead. The school administrative officer is confident and plays a significant part in

the smooth day-to-day running of the school. She makes very effective use of technology in her administrative duties.

63. There is an adequate level of teaching staff in the school, well supported by the good number of classroom support staff. Recent problems with the stability of staffing have been beyond the school's control. New appointments have been made so that from September 2002 the situation will be more stable and the school will be able to ensure that those particular pupils whose education has been somewhat disrupted, will benefit from the secure and consistent learning environment to which they are entitled.

64. The accommodation contains many spacious areas and is clean and well maintained by the very good caretaker and his staff. The classroom areas are cramped and this has an adverse effect on practical activities, such as those involved in art and design and design and technology. There is a very effective, systematic programme of building improvement and refurbishment, such as the new toilets, music room and planned library. The pupils benefit from sufficient hard playing areas and an excellent playing field. Learning resources are good across all curricular areas.

65. The aims of the school that focus on the social and personal development of the individual are well promoted, relationships are very good and Christian principles underpin all its work. The school acknowledges and celebrates the diversity of faiths and cultures within the school community and in the wider society. All staff are working hard and are committed to raising standards with equal opportunity for all pupils.



## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The governors' action plan will set out how the areas for improvement identified during the inspection are to be addressed.

In order to build on the school's many strengths and the quality of education provided and to further raise standards, the governing body, headteacher and staff should:

- ◆ Ensure the stability of teaching and provision for the current Year 3 pupils by:
  - *putting in place the planned class arrangements;*
  - *monitoring very closely the progress made by these pupils, putting in extra support as necessary;*
  - *keeping parents very well informed about the way these pupils are enabled to get back 'on track';*

(paragraphs 4, 10, 16, 50 and 66)

- ◆ Improve the homework provision by:
  - *careful review of the current arrangements;*
  - *consulting with parents;*
  - *ensuring consistency and clarity in the plans ;*
  - *development of clear policies and guidance for staff and for parents so that the school's expectations are very coherent and very clear;*

(paragraphs 22, 26, 54, 80 and 89)

- ◆ Improve the provision for music by:
  - *careful review of the current arrangements;*
  - *staff training to increase confidence in teaching music;*
  - *providing more guidance for the staff, including that for the planning;*
  - *monitoring to check that pupils receive full access to all the programmes of study;*
  - *making fuller use of the music expertise within the staff;*
  - *the review of the time given to lessons.*

(paragraphs 7, 20, 24, 131, 132 and 138)

In addition to the above areas, the following less critical area should be considered for inclusion in the action plan. This is indicated in paragraph 56:

- ◆ The development of the school improvement plan in order to widen its scope and present structured plans for school improvement over the next few years.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	61
Number of discussions with staff, governors, other adults and pupils	31

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	24	25	10	0	0	0
Percentage	3	40	41	16	0	0	0

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

### Information about the school's pupils

Pupils on the school's roll	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	280
Number of full-time pupils known to be eligible for free school meals	13

FTE means full-time equivalent.

Special educational needs	Y3 – Y6
Number of pupils with statements of special educational needs	10
Number of pupils on the school's special educational needs register	48

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	11
Pupils who left the school other than at the usual time of leaving	6

### Attendance

#### Authorised absence

	%
School data	4.6
National comparative data	5.6

#### Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	23	36	59

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	20	18	23
	Girls	34	29	34
	Total	54	47	57
Percentage of pupils at NC level 4 or above	School	92 (83)	80 (74)	97 (89)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	20	19	19
	Girls	35	32	33
	Total	55	51	52
Percentage of pupils at NC level 4 or above	School	93 (78)	86 (73)	88 (83)
	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	0
Black – African heritage	1
Black – other	4
Indian	1
Pakistani	1
Bangladeshi	0
Chinese	1
White	265
Any other minority ethnic group	7

This table refers to pupils of compulsory school age only.

### Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	1	0
Other minority ethnic groups	0	0

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

### **Teachers and classes**

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

Total number of qualified teachers (FTE)	11.7
Number of pupils per qualified teacher	23.9 : 1
Average class size	31.1

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

Total number of education support staff	6
Total aggregate hours worked per week	165

*FTE means full-time equivalent.*

### **Financial information**

Financial year	2001/02
	£
Total income	558,508
Total expenditure	534,052
Expenditure per pupil	1,922
Balance brought forward from previous year	27,761
Balance carried forward to next year	*52,217

\* This large carry forward, which included a significant amount from the Standards Fund, has been significantly reduced, mainly through increased spending on staffing and learning resources.

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	7
Number of teachers appointed to the school during the last two years	2.9

Total number of vacant teaching posts (FTE)	2
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.*

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	279
Number of questionnaires returned	115

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	50	45	5	0	0
My child is making good progress in school.	30	58	7	2	3
Behaviour in the school is good.	38	55	3	0	4
My child gets the right amount of work to do at home.	14	43	34	9	0
The teaching is good.	26	56	8	1	9
I am kept well informed about how my child is getting on.	17	41	33	8	1
I would feel comfortable about approaching the school with questions or a problem.	58	37	3	0	2
The school expects my child to work hard and achieve his or her best.	46	39	9	0	6
The school works closely with parents.	24	46	24	3	3
The school is well led and managed.	42	43	9	2	4
The school is helping my child become mature and responsible.	47	42	3	2	6
The school provides an interesting range of activities outside lessons.	63	30	5	0	2

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

### **ENGLISH**

66. By the end of Year 6, pupils reach standards that are well above those expected of pupils aged 11. The standards they reach are significantly better than at the time of the last inspection. The most recent national tests reflect this improvement. The very good and occasionally excellent teaching in the older classes and the very positive attitudes pupils show towards their work make a significant impact on the standards pupils achieve. Although across the school pupils show an enthusiasm for learning and a will to do their best, this is less obvious with a significant minority of Year 3 pupils who are less well motivated.

67. By the end of Year 6, pupils are very good listeners. They concentrate well in lessons and show how well they have listened by making thoughtful responses to the teacher's questions. Quite often pupils ask interesting questions during the lessons to help further their understanding and that of others. They follow instructions carefully and listen politely to the contributions of other pupils. An opportunity for discussion is a key feature in all literacy lessons. The pupils speak clearly and politely in well-formed sentences. Their discussions are often animated, thoughtful, constructive and good humoured.

68. Pupils make very good progress in reading throughout the school. The school ensures that pupils learn to use and respond to a good range of texts in literacy lessons, including novels, anthologies of poetry, play scripts, reference books, such as, encyclopaedias and dictionaries. Some texts support learning in history and geography. Pupils speak with pleasure about the books they enjoy and form clear preferences for certain authors and types of novel. Nearly all of the pupils read regularly for pleasure at school as well as at home.

69. The pupils are effectively taught how to read unfamiliar or difficult words and the majority use effectively the technique of sounding out letters and reading the surrounding text to help them. Lower attaining pupils read mechanically and lack fluency. Middle and higher attaining pupils make sensible predictions from the text and read with greater fluency. They also understand that writers use plots, characters and use descriptions to keep the interest of the reader. The higher attaining pupils are able to make predictions about how characters will act and how the plot will unfold. The older pupils are introduced to biographies and autobiographies and know for example, the main features that distinguish biographical writing from autobiographical writing.

70. Most pupils make satisfactory use of information books in a number of subjects to help them learn more about the topics they study. Many of the pupils read information books at home to extend what they learn at school and develop sound research skills. Some pupils read adult newspapers and magazines as well as popular children's comics. Most of the pupils know where Dunchurch and Rugby public libraries are and some use them on a regular basis.

71. The school library has been temporarily moved to the corridor areas and is dispersed outside different classrooms. There is a good range of fiction and non-fiction books which are in good condition and have been reviewed and updated on a regular basis. Through this the library is able to support the full curriculum and the interests of the pupils. The school is fully aware that the present location of library resources is not satisfactory and has taken steps to rectify the situation. Plans have been drawn up and funding secured, to extend part of the

school to accommodate a purpose built library. Through commendable effort, fund-raising is well on the way to ensure that the new library is furnished and resourced to provide an attractive and welcoming place for pupils to be.

72. The standards reached in writing by pupils at the end of Year 6 are well above national expectations of pupils aged 11. The pupils attempt a range of forms that includes recounts of personal experiences and explanations and writing in which they express opinions or give instructions to the reader. The range of non-fiction writing is limited; the school is aware that this is an area for development. The pupils know how to take notes and make drafts and are able to edit their work to improve the quality of the final piece of work. They have a good understanding, and use effectively, their knowledge of basic grammar. In their writing they use adjectives very well to qualify nouns and adverbs to qualify verbs. They use complex sentences with confidence and punctuate well. Sentences are structured into paragraphs. They use commas in lists, apostrophes, question marks, speech marks and exclamation marks for emphasis.

73. The pupils spell regular, common words accurately and have a good knowledge of common letter strings such as ‘-sion’ as in television and ‘-tion’ as in attention. Words are chosen imaginatively and used well. For example, one Year 6 pupil wrote this opening to a story to grip the reader’s attention, ‘I was falling, falling through a dark mist. I was going somewhere new. A large bump announced my presence on a rocky surface!’ The pupils have a good awareness of when it is appropriate to write in the past tense and when it is better to use the present tense.

74. The pupils’ handwriting is joined, legible and fluent which makes their work a pleasure to pick up and read. This is a significant improvement since the previous inspection when presentation of work was judged to be a weakness. Any pupil showing difficulty in developing a joined handwriting style is given extra support in a handwriting club very effectively run by a special educational needs assistant at lunchtimes. This has a positive impact on the progress these pupils make.

75. The quality of teaching is a strength of the school. Over three-quarters of the lessons seen were judged to be good or better with around half being very good. This picture of teaching makes a significant impact on the standards achieved and the rate of progress pupils’ make through the school. All teachers use their secure knowledge of English and the National Literacy Strategy to plan thoroughly. Good direct teaching of the correct grammatical conventions enhances the pupils’ ability to structure their work in speaking and listening and writing and helps them to better understand what they read. Teachers build well on pupils’ prior learning to ensure that their progress is continuous. They help their pupils to understand their own learning and to take an appropriate measure of responsibility for it. For example, the teachers share with their pupils what it is they should know and be able to do by the end of the lesson. This encourages pupils to work hard and to reflect on how well they have learned what is expected of them.

76. Very good teaching challenges and inspires pupils. Teachers set very high expectations of what pupils are likely to achieve. Lessons are very well paced and maintain pupils’ interest and involvement in learning. Challenging, effective and demanding questions are skilfully used and adapted to meet the pupils’ different levels of prior attainment and to ensure that all pupils are enabled to participate effectively in oral sessions. Demonstrations are carefully thought out to give pupils a clear insight of how to improve. For example, in a Year 5 lesson the teacher demonstrated how to write persuasively. He made pupils aware of what was going through his mind as he wrote on the flip chart. The pupils were eager to help

him find alternative persuasive words and phrases as he edited his work. This inspired the pupils to use similar strategies in their approach to their work.

77. In an excellent lesson seen in Year 6, the teacher involved various pupils in spontaneous role-play by having them take on the characters of Macbeth and Lady Macbeth. Through her excellent interaction, the teacher encouraged the pupils to use antiquated language and they showed great confidence and very good articulation in their parts. This enabled the class to understand how characters are portrayed indirectly through descriptive action and dialogue and inspired them in their extended writing.

78. In the very good and excellent teaching there was evidence of regular assessment of pupils' learning and targets set for improvement. Also, marking informs pupils of the progress they are making and encourages pupils to do their best. Praise is given for achievements, but there is an indication of how the work could be improved. For example, when asked about the comments the teacher had written at the end of a piece of writing, one pupil commented, 'It tells me how well I've done and what I need to do next to improve'. Because relationships are very good, behaviour is very good. In lessons there are few interruptions to the teaching and learning. The pupils therefore achieve very well. Teachers make very good use of support staff deploying them very effectively to work with specific groups of pupils. The very good provision for pupils with special educational needs enables them to make very good progress towards the clear targets set in their individual education plans.

79. The subject co-ordinator is new to her role but knows her subject well and is able to offer good support to her colleagues. As a result, the school has a very clear idea of how to meet the needs of all its pupils. The very effective way in which the school has implemented and resourced the national framework for literacy has also contributed to the school's success in raising standards. Pupils develop good word processing skills and are increasingly using information and communication technology for research. During the inspection older pupils were able to use text, graphics, sound and animation very effectively in order to create a slide show of Shakespeare's 'The Tempest'.

80. The work in English is enhanced by school based initiatives such as the introduction of 'Grammar for Writing', 'Focus English' and 'Corner Stones' programmes which are very well suited to meeting the needs of pupils and teachers. The co-ordinator has ensured that the literacy action plan has kept a focus on improving handwriting and extended writing and made stronger links between guided reading and writing to raise standards in English. The school uses the outcomes of the national tests to adapt the English curriculum to address specific issues, for example, in writing. As a result extra time has been dedicated to extended writing in the weekly timetable. Homework is set in English to reinforce and practise skills, although the consistency and clarity of this provision is an area for the school to address.

81. Standards have improved in English and this is seen in the continually improving national test results. The co-ordinator is well aware that there is a need to extend the opportunities for non-narrative writing and also plans to develop speaking and listening skills to further raise standards. There is a good range of high quality resources and they are well used throughout the school.

## **MATHEMATICS**

82. The results of 11 year old pupils in the national tests for 2001 showed that standards attained at the expected level were above the national average when compared with all schools nationally. The proportion of pupils reaching the higher level was also above the



national average. In comparison with similar schools results were broadly in line. Over the last four years, the school's overall performance in mathematics has exceeded the national average having risen from a position below the national average in 1997 to the position reported in 2001 above national average.

83. The evidence from the current inspection, both from scrutiny of the work completed and from observations of numeracy lessons, indicates that overall standards are well above national average as is the proportion of pupils who are working at the higher level of attainment. These findings should be confirmed by the 2002 results soon to be announced. The vast majority of pupils are achieving well. Pupils with special educational needs are very well supported and achieve well. They make very good progress to reach standards that are significantly better than those they have previously reached. They are very well supported by the very good work of teaching support assistants who work well in partnership with the teachers. There is no significant difference between the attainment of girls and boys.

84. By the end of Year 6, pupils have gained very good experience in oral, mental and practical work, accompanied by discussion in which most pupils play a very good part. The oral work, which starts every lesson, is conducted at a fast pace. Very good understanding of pupils is evident through them being able to give confident answers and full explanations of the strategies they have used to arrive at their answers. All groups are learning and achieve very well in the ability sets that are arranged for each year group, meeting the high expectations their teachers have of them. A large majority of pupils, even in the lower ability set, are achieving expected standards and have met the objectives of the National Numeracy Strategy for Year 6. The middle and upper ability pupils are well challenged by the more difficult work of an interesting curriculum that is often beyond the expected capability of the average 11 year old.

85. Teaching is very good. Thirteen lessons were seen during this inspection and of these over four fifths were good or very good with the very good lessons being exclusively in Years 5 and 6. There were no unsatisfactory lessons. At the start of each lesson the teacher displays and makes clear the learning objectives for that particular lesson. The mental and oral sessions are very well conducted and help to build concepts and understanding as well as practise previous learning and ultimately raise standards. The very good practice, organisation and use of resources ensure all pupils are taking part. Individual efforts are recognised and acknowledged and the teachers are generous with praise that provides a good motivating force. This is a feature of every lesson and a way the teacher ensures the inclusion of all pupils. Good teaching makes links with the previous lesson, introduces relevant mathematical vocabulary and emphasises the need for concentration and good pace of working. Consistently high standards of teaching and the very good climate for learning leads to the pupils' very good learning and the overall very good, and sometimes excellent attitudes and behaviour in the vast majority of classes.

86. Teachers have a very good subject knowledge, which helps to ensure their planning is very good throughout the school and very well accommodates the different levels of ability. Matching work to pupils' individual ability is a strength of the planning and the teaching. The plenary at the end of each lesson gives pupils an opportunity to talk about what they have learned and also provides very good opportunities for the teacher to make sure that the lesson's teaching objective has been achieved. This contributes to the very good mathematics assessment procedures, which are used well by the teachers to plan effectively for all groups. For example, a Year 3 teacher had noted in her marking of the previous day's work pupils' misconceptions of how to write £ notations. Her planning for the following day took account of

this and the lesson plan addressed the issue. This is a very good example of day-to-day assessment informing subsequent planning.

87. All areas of mathematics receive very good emphasis and mathematical skills, knowledge and concepts are used well to support other areas of the wider curriculum. Pupils use calculators effectively to check their work but at present the wider use of information and communication technology to support teaching and motivate pupils' learning is not as effective as it might be. This is recognised as an area for development.

88. The subject is led and managed very well. It is carefully co-ordinated and well resourced. The introduction of the National Numeracy Strategy has been very effective and has played a significant part in the continually raising standards. The co-ordinator analyses data and the results of testing. From this information he is able to identify areas for improvement and put plans in place to address them.

89. The school has made very good improvement in mathematics since the time of the previous inspection when it was reported that 'mathematical achievement is average at the end of the key stage – mental arithmetic is slow – written calculation is generally accurate'. This improvement has been achieved through very good leadership and much improved and more confident teaching of a curriculum that provides pupils with wider experiences and better opportunities to develop their skills and knowledge and increase their confidence. Examples of homework being set were seen and in the example seen it was well linked to the context of the recent class lesson. The regularity and consistency of this practice was not strongly evident and would be a way forward for the school to improve its very good provision for mathematics.

## **SCIENCE**

90. Attainment has significantly improved since the time of the previous inspection. Standards at the end of Year 6 are very good and well above national averages. Pupils' achievements over the past few years are very creditable. In the 2001 national tests the performance was well above average when compared both with all schools nationally and with similar schools. These were the best results the school has ever had in science. Inspection findings are that standards continue to be very good and well above national averages. All pupils, including those with special educational needs, make very good progress. The science curriculum is inclusive for all pupils.

91. By the end of Year 6, pupils have a good understanding of the human skeleton, the main organs of the body and the effects of exercise on heart rate. They have very good knowledge of the need for a healthy lifestyle, the effects of the misuse of drugs and the life cycle of plants and animals, including humans. Pupils know the three states of solid, liquid and gas and how water can be changed from one to another. Year 3 pupils understand through their study of properties of materials that some are transparent, others opaque and some translucent. They are beginning to understand fair testing; when comparing the way that opaque objects do not let light through, whilst transparent objects do one pupil said, 'We need to keep the same light source'. Year 4 pupils know that animals are suited to their environment. In one lesson seen, pupils were well prepared for the practical session with a clear focus on the activity of looking for mini beasts on the school field. Very good social development was obvious in this practical session; pupils followed instructions, worked very well with their peers and also were independent in their findings.

92. By Year 5, good progression in all work is clear through a scrutiny of pupils' written work. In class they are well established into working routines. Very good discussion in group work was seen, with pupils identifying and sorting out seeds and plants in a sensible way. Pupils listen to each other and appreciate their peers' opinions. There is much evidence of teachers building upon pupils' knowledge. One Year 5 pupil wrote about 'germinating seeds' although this had not been mentioned in the lesson. A huge leap in progress in Year 6 is evidenced by the very good work produced. The pupils record much independent writing about healthy lifestyles. Pupils are very familiar with what constitutes fair testing. Both teachers in this year use quick fire questioning to ensure all pupils are using their thinking skills effectively. For example, when the teacher asked how the results of the investigation of friction on different surfaces would be affected, pupils readily predicted the outcome and realised the importance of resistance in the investigation.

93. Since the previous report, the quality of teaching in the subject has improved significantly. Teaching overall is good but very good in Years 5 and 6 with some excellent teaching in Year 6. Lessons are well planned and prepared with good clear learning objectives; they are well structured with plenty of practical work often in groups. Older pupils are trained to analyse graphs, identify patterns and explain why particular results have occurred. For example, using a good cross-curricular link with mathematics, Year 5 pupils plot and interpret data over five days to gain information about sunrise and sunset using line graphs. In the very good teaching, teachers build on pupils' prior learning to ensure that progress is continuous. The very good teaching involves high expectations and succeeds in challenging the pupils.

94. Teachers choose interesting and enjoyable practical activities, which promote pupils' enjoyment in science. Most teachers have a very secure knowledge and understanding of the subject. Pupils are encouraged to use scientific vocabulary using the teachers' language as guidance. Year 4 talk about 'amphibians' and 'camouflage'; Year 5 use the terms 'pollination' and 'germinate'. Year 6 use scientific vocabulary with understanding; for example, they set up the equipment for a friction investigation and model how to change the angle of the slope using the terms 'constant' and 'variable' with confidence and much understanding. Many opportunities are used to extend pupils' learning, for example, Year 4 discovered a fossil on the field when looking for mini beasts; the teacher gave an explanation of a fossil and how this proved that life was present on the field many, many years ago.

95. Pupils respond well to their work and co-operate well in practical work, sharing tasks fairly and handling equipment sensibly. The majority behave well, stay on task, work independently when necessary and know how to research for extra information. Pupils with special educational needs are given appropriate work and are supported very well, both by their class teacher and by well directed support staff.

96. The teaching is well supported by a scheme of work based on nationally published materials that have been well adapted to suit the needs of the school. The previous report found 'short term planning was inconsistently linked to the attainment levels of the National Curriculum'. This deficiency has been fully addressed. Medium term plans are based on the long term plans. The co-ordinator checks that all teachers are following these guidelines by scrutinising the planning.

97. Good assessment procedures are in place that record individual pupils' attainment and progress. This informs future planning. The subject co-ordinator is part time, new to the post and is not timetabled to teach science at present but this will change in September when her

expertise will be used to teach the subject. Monitoring of classroom teaching is at an early stage of development. Resources are of good quality, are easily accessible and are effectively organised. Due consideration is given to safety issues. Information and communication technology and scientific graphic information is used by some teachers but underused by most. The co-ordinator realises the need to develop this aspect of the work.

## **ART AND DESIGN**

98. The school's timetable arrangements for teaching art and design meant that no lessons were observed during the inspection period. All judgements concerned with standards and curricular opportunities are therefore based upon the scrutiny of wall displays, pupils' work, the school's scheme of work and teachers' planning. It is not possible to make a judgement on the quality of teaching.

99. The available evidence indicates that, by the end of Year 6, pupils' attainment is broadly in line with national expectations. Pupils throughout the school are making satisfactory progress in their learning of techniques and skills in an adequate range of activities; these findings are true for all groups of pupils, including those with special educational needs. This confirms the results of the previous inspection when standards were found to match those found nationally and progress was sound.

100. By the age of 11, pupils have had many opportunities to recognise differences in approaches and method. This comes about through the good use the school makes of the work of great artists whose styles and techniques are studied. The school is careful to include the work of women artists and some multicultural art. For example, Year 3 pupils examine the flamboyant and colourful style of Clarice Cliff whose techniques they attempt to recapture in their own designs. Another very good example is seen in the work of Year 5 pupils who show very good skills when emulating the style of Monet whose particular technique is well evident in the views of Dunchurch produced by pupils. The work of Year 4 pupils includes a range of media such as paint, crayon and pastel. Pupils understand colour blending techniques and experiment using different fabrics and textiles. By this stage some are able to express feelings evoked by pictures; they remark about Van Gogh's 'Sunflowers', 'It made me feel happy even though it has fairly dark colours'.

101. The school uses, as its art and design scheme of work, the nationally produced scheme that it is adapting to its own purposes. In the long term planning it is possible to see the inclusion of work in three dimensions and work with clay. There is little evidence to indicate much use of the kiln, an excellent resource, except for its use with the clay tiles in the style of William Morris which have been made. The subject is adequately resourced.

102. Art and design is an area for further development. At the time of the inspection, the co-ordinator was on leave from school. Measures have been put in place, such as the use of the sketchbooks, but these are not always used correctly for their designated purpose and the school readily accepts that this is an area for improvement. Assessment is on an informal basis. It is clear the school intends to address several factors that would improve its provision for art and design and ultimately, learning opportunities and standards. These changes will enhance pupils' experience and learning through the arrangements of visits to museums and a sculpture park and the opportunity to work in school under the direction of artists.

## **DESIGN AND TECHNOLOGY**

103. Pupils' attainment at the end of Year 6 is in line with national expectations. The achievement of all groups of pupils, including those with special educational needs is sound

and they make good progress, especially in Year 6. This shows the school has maintained the standards of attainment reported at the last inspection and has improved the rate of progress being made.

104. By the time they are 11, pupils clearly see the need to think about and plan for what they are going to make. The school places a good emphasis upon the importance of this design process, although some pupils have to be encouraged to refer to their plan and to remember its relevance and use when they are actually engaged in making. Pupils have learnt and are aware of both the need for safety when using tools and the hygiene considerations when working with food technology, as this is part of the Year 3 curriculum. Basic techniques in the ways of joining materials and the recognition of the suitability of materials for their task are well established. Pupils are aware that their finished product must be durable, practical and attractive if it is truly to be successful. Good evaluations are carried out. An example of this was when Year 5 pupils used the computer to record their observations about the musical instruments they had designed and made. These evaluations used such criteria as 'what went well', 'what problems I solved', and 'what I need to improve'. The use of these criteria, indicative of work in line with national expectations, is well in place by the end of Year 6.

105. The quality of teaching is good, an improvement on the sound judgement of the previous inspection. Four lessons were seen taught of which three were good with the remaining lesson being very good. There is clear evidence of good shared planning in the year groups. This ensures that pupils have equal opportunity to benefit from the good curriculum the school has in place which is closely based on the nationally prescribed scheme of work. An example of this are the lessons for Year 5 pupils in which they are expected to design and make a toy with moving parts. In these lessons they showed the positive attitudes, typical throughout most of the school. Teachers' good subject knowledge, shown in the clear way they explained and demonstrated the work, motivated the pupils, ensuring that they were involved equally in the activities and helping them to succeed in their work. Teachers extend pupils' personal development very positively. This is achieved through the many activities that they plan in which pupils work together co-operatively and collaboratively.

106. Many projects take place over a series of lessons, as was the case of the Year 4 lesson seen during inspection week. The teacher, with good help from the support assistant, monitored the pupils working at producing an alarm system very well. This particular lesson had a very strong science content and was largely concerned with producing an electrical circuit. This was the strongest part of the lesson since some cutting, sticking and joining techniques were insufficiently precise to ensure a totally satisfactory finish. Some examples of the design process make good use of the skills of mathematics in accurate measurements and calculations. For example, Year 6 pupils show they are able to effectively discuss the scale they are using in the very good lesson observed, being one of a series of lessons with the objective of designing and making an electrically controlled vehicle.

107. Although the co-ordinator was on long term absence at the time of the inspection, it is clear that everything is in place for the school to further continue its good work. Resources are good. The curriculum is interesting, varied and suitably challenging with many good cross-curricular connections. Simple assessments are undertaken. The teachers' increasing subject knowledge and confidence have ensured the progress that has been made and will continue to take the subject forward.

## **GEOGRAPHY**

108. Four lessons were observed during the inspection. A scrutiny of pupils' work together with discussions with pupils indicates that standards are similar to those expected nationally for pupils of the same age. Standards are similar to those described in the previous report. Progress is satisfactory for all pupils, including those with special educational needs.

109. Pupils acquire a sound understanding of the factors relating to land use and development. They have a sound knowledge of their local area and of the countries and physical features of the United Kingdom. The study of Chembakoli, an Indian village, provides a stark comparison between their own area and that of a developing country. By Year 5, pupils show a good understanding of land use. Year 3 pupils have been investigating Dunchurch and finding out about the surrounding area. They have written about some advantages of living where they do; for example, they appreciate village life, the useful proximity to the motorway and the good quality of schools, including their own. Year 4 pupils know the symbols used in weather forecasting, although there are few opportunities for this age group to use atlases or globes when researching for further information. Good use is made of topical news, such as the World Cup, when comparing weather, rivers, mountains and population in the United Kingdom with Japan.

110. Year 5 pupils follow a land use survey after a visit to their local area of Dunchurch comparing and contrasting different areas. This results in good discussion with evidence that pupils know how to compare and contrast different localities especially physical features, human features and landscape. Year 6 pupils undertake an in depth study of rivers and know about the advantages and disadvantages of living on a flood plain. They show good understanding of flood plain structure and the necessity for channelling flood water. Some cross-curricular links are established in Year 6 between history and geography an example of which is the topic relating to Ancient Greece and the geography of modern Greece in relation to the rest of the world. They understand the water cycle and the effects of pollution on our ocean and that all nations are involved in this problem. Most work, although well presented, is sometimes limited in its contents and length.

111. The teaching seen was good overall with some very good teaching in Year 5. The range of fieldwork provided helps the pupils, including those with special educational needs, to make satisfactory gains in their knowledge and skills. Residential visits extend pupils' geographical experiences, for example, Year 4 pupils visit York enabling them to contrast York with Dunchurch. Year 5 pupils experience walking, village trails and caving, including visiting the Blue John Mines at Castleton. The Year 6 residential stay in Normandy includes contrasting changes and cultural differences between France and England.

112. The co-ordinator monitors teachers' planning but limited monitoring of teaching is in place. This is an area for development and is planned for the autumn term. Assessment is also an area for development. The co-ordinator makes an assessment across the year group and is aware that progression and tracking need more structure. The subject is satisfactorily resourced, new atlases, maps and videos have been bought recently. Geography makes a positive contribution to pupils' moral and cultural development; for example, when pupils consider environmental issues such as local improvements and worldwide pollution of the oceans. The residential visits have a very positive impact on the pupils' social development.

## **HISTORY**

113. Although it was only possible to observe one history lesson in the course of this inspection, there is ample evidence from the work already completed, that as pupils go through the school, they make good progress overall in the development of historical skills, knowledge and understanding. Levels of achievement are at least in line with national expectations by the time pupils' leave the school. The school has addressed the weaknesses identified in the last inspection. A programme of work has been introduced, using national guidelines, which clearly reflects the National Curriculum programmes of study and develops the teaching of skills, knowledge and understanding. Improved assessment procedures are now in place but no formal recording is made of the progress pupils make in developing their skills, knowledge and understanding in the subject.

114. Pupils throughout the school enjoy history, with many indications from work on, for example, the Ancient Egyptians and Victorians, that they are making appropriate gains in knowledge of the periods being studied. All of the historical topics the pupils study are linked to a clear timeline for the period and the pupils show a developing sense of chronology. Younger pupils consider how Dunchurch has changed over time. They produce a list of questions to find out about what life was like in Dunchurch during World War II.

115. Older pupils begin to develop a good understanding of key people and influences that have shaped history. The pupils in Year 5, for instance, learn much about the Tudor period and are able to consider thoughtfully the similarities and differences between their life now and life in the past times. Pupils throughout the school are introduced to a range of historical sources and are encouraged to ask questions about the evidence they provide and about its reliability. Pupils in Year 6, for example, are made familiar with the detective work that goes into the study of history. They enjoy the opportunity to practise sorting and selecting evidence from a good range of books and photographs relating to Ancient Greece to establish whether statements provided by the teacher are true or false.

116. The pupils' good attitudes to the subject and their very good behaviour, mean that they take good care of the books and artefacts and use them well in their work. Pupils with special educational needs are very well supported throughout the school and make good progress. The work produced by the pupils as a result of their studies is well displayed, helping to create an interesting and stimulating environment and celebrating good work. The subject makes a good contribution to the development of literacy through, for example, opportunities for empathetic and extended writing. Pupils in Year 3 write a letter from the point of an evacuee in World War II and Year 5 pupils write about life on board a sailing ship in Tudor times. Older pupils are able to engage in independent study or research activities of the kind that will extend learning, particularly for higher attaining pupils. They enjoy gathering information from the books available or through their access to CD-ROMS and the Internet; the finished work they produce is of a good quality.

117. Pupils throughout the school are encouraged to develop a good awareness of the appropriate vocabulary for historical study. The subject makes a good contribution to pupils' spiritual and cultural development as they reflect on what happened in the past, how historical events affected people's lives and how they continue to influence the present. Pupils in Year 6 develop a sound understanding of English heritage through their study of life in Victorian times.

118. It is clear from the evidence available that the quality of teaching is at least satisfactory and often good. Planning for the subject is good and the planned pupils' learning experiences are sound. In the one lesson observed, in Year 6, teaching was good. The teacher's subject knowledge was good and pupils' learning was much influenced by the good explanations and

questioning skills. Pupils were encouraged to discuss their ideas and there was good management of pupils to establish a good working atmosphere in the classroom.

119. Pupils are given a good degree of independence in their learning. This is not consistent throughout the school; the higher attaining pupils are not provided with enough opportunities to make a personal written response to their historical studies. Regular opportunities are used for the assessment of pupils' learning.

120. The co-ordinator is well informed and enthusiastic and has clear ideas about the subject's development. She checks teachers' planning, samples pupils' work to ascertain coverage and standards and provides good informal support to her colleagues when necessary. History is appropriately resourced in the provision of books, videos and materials within the classroom for topics that are studied and these resources are augmented well by means of loan services and use of the Internet.

121. Good use is made of the locality and of places of historical interest, as in the enjoyable extended visit to York undertaken by pupils in Year 4 as part of their work on Invaders and Settlers. Year 6 pupils undertake an extended visit to France to see, for instance, the Bayeux Tapestry and recount their experience with understanding and great enjoyment. A history theatre group visits school allowing pupils to dress in period costume and use historical artefacts. Such provision impacts on the pupils' knowledge and understanding of the subject. The subject has continued to develop well since the previous inspection.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

122. Pupils' attainment in information and communication technology is at a level that is expected nationally for pupils aged 11. Standards remain the same as seen at the previous inspection. There have been significant improvements in the provision for information and communication technology since the last inspection. The last inspection identified a weakness in the attainment of computer control and modelling; pupils are now making much better progress in these areas of information and communication technology.

123. The school now benefits from a well-resourced computer suite, an improved software base and Internet access. The computer suite has sufficient computers to enable the teachers to teach a whole class at the same time and each class has a weekly lesson in the computer suite. There has been an improvement in the curriculum. The school teaches the recommended programme set out in the National Curriculum through an effective scheme of work. This enables teachers across the school to plan teaching and learning with a clear progression of skills and understanding which will enable pupils to sustain better progress in information and communication technology.

124. Teachers' knowledge and understanding of information and communication technology is developing through appropriate staff training and this is beginning to impact on the rapid progress pupils could make. The school is aware that there is a need to reinforce the information and communication technology skills taught and to use these skills to support pupils' work in other subjects in a more systematic way.

125. The pupils benefit from good teaching and there is effective learning taking place. Pupils' skills, knowledge and understanding of word processing are developed in Year 3. The pupils change fonts, add colour from a colour palette and graphics by importing images from a picture bank to produce a 'passport'. Many pupils can create a file and save their work. In



doing so, they are also successfully developing their skills in using the mouse and are both reinforcing and extending their knowledge of the potential of the software. In Year 4, pupils write a set of instructions to control events. This was seen in a good lesson where they drew such words as JARS and HELP by controlling an on screen 'turtle'. The pupils calculated angles and lengths to draw a letter. They learned how to use the commands 'pen-up' and 'pen-down' to move the 'turtle' from one letter to another.

126. Year 5 pupils use the program 'Logicator' very successfully, through very good teaching, to further their understanding of control by using control language to turn on and off a set of traffic lights. Through trial and error, they develop a set of instructions to turn the lights on and off in the correct sequence. The higher attaining pupils add sound to the sequence of lights at a pelican crossing. In Year 6, pupils learn how to create a multimedia effects. This was seen in a good lesson where pupils used text, graphics sound and animation to create a slide show of Shakespeare's 'The Tempest'. The pupils with special educational needs sometimes struggled trying to remember the sequence of commands required but soon grasped the necessary sequence with guided support and made good progress.

127. The teaching of the subject is effective as the work undertaken builds carefully on the pupils' previous lessons. This makes the learning effective. Pupils support one another in their learning by offering advice and demonstrating their successes. They are patient when waiting for assistance from an adult and their behaviour is very good. The teachers are establishing good working routines, for example, the way in which pupils regularly save their work and shut down the systems so that they are ready for the next session.

128. Standards could be higher, given that the pupils achieve so well in other subjects, for example, in English, mathematics and science. Now that there are better resources and more focused information and communication technology work is planned, the school is well placed to raise standards further. An area to address relates to how computer work can be incorporated into other lessons and subjects with consistency across the school. There are firm plans to develop a systematic way of assessing pupils' progress and achievement in the key skills in the subject so as to further impact on teaching and learning. The co-ordinator has rightly identified these as areas for development

129. The Computer Club, held at lunchtime, enhances the opportunities for groups of pupils who do not have a computer at home. Other pupils are encouraged to work alongside them and share the learning experiences.

130. The co-ordinator is very knowledgeable and well organised. Resources are good and well matched to the capabilities of the pupils as well as to the demands of the information and communication technology curriculum. Plans are in place to raise further the expertise of staff through training programmes and there are outline plans for improvements in resources. The subject is well placed for further developments to enable pupils to make more rapid progress.

## **MUSIC**

131. At the time of the previous inspection, standards at the end of Year 6 were judged to be in line with those expected nationally, with some pupils attaining levels above the national expectation. Since that time, due to unavoidable circumstances, the knowledgeable music co-ordinator's time in school has become less than it was. The impact of this may be the reason why that at the time of this inspection, standards have not improved and a number of points for development are still to be addressed.

132. At the time of the inspection, pupils in the two Year 3 classes were receiving a fortnightly lesson taught by the specialist, plus a short weekly singing session as part of

collective worship. Pupils in Years 4, 5 and 6 receive a quarter of an hour's singing in collective worship and just a half hour weekly lesson taken by the class teachers. To a large extent the provision and quality of teaching reflect the musical knowledge, experience and confidence of individual teachers. The quality of teachers' weekly plans is variable, sometimes reflecting the performing element of the music curriculum more than the composing one. In a scrutiny of pupils' work over the year, there was no evidence of recording of any work in music in any of the pupils' workbooks.

133. During the inspection, two music lessons were observed, one taken by the specialist and one by a class teacher. Singing was observed in assemblies. Evidence from the planning does not indicate that pupils are receiving an imaginative and balanced curriculum in music across the school as a whole. Pupils learn a good range of songs including ones for worship, such as 'Let the World Rejoice together' and 'Lord the Light of your Love is Shining'. They enjoy singing songs in two and four parts such as 'Frère Jacques'. As pupils move through school, they start to use musical vocabulary and develop listening and remembering skills. Pupils listen to music such as 'Morning' from 'Peer Gynt', that conjures up an image; they look at a photograph showing the bright shimmering colours of a butterfly. Using tuned and untuned percussion instruments, they create a piece of music as a whole class, responding sensitively and co-operating well. Older pupils learn about pitch, dynamics, timbre and ostinato. They listen and appraise 'Neptune' from 'The Planets' and then create simple group compositions based on the verses of a 'Space Journey' poem.

134. The pupils observed responded well, showing good listening skills and good ability to appraise their own work. They sang with enthusiasm and enjoyment and, in the main, co-operated well with one another. Pupils made sound progress in the activities observed.

135. The quality of teaching observed was very good by the co-ordinator and good in the other lesson. The teaching benefited from the enthusiasm of the teachers. The lessons made appropriate use of resources and were very well prepared. The teaching observed provided appropriate support for pupils with special educational needs. In the practical activities every pupil valuably had access to an instrument.

136. The subject is well resourced with tuned and untuned percussion instruments. The subject policy has been recently reviewed and a new scheme of work is in place based on the nationally prescribed scheme, supplemented with materials from other schemes. Simple assessments are undertaken. There is still a need to use information and communication technology to support composition and other elements.

137. In spite of the overall difficulties, there are a number of very positive features of the music provision. Every pupil is given the opportunity to play an instrument, resulting in a quarter doing so. Most of these benefit from good peripatetic music tuition in the playing of woodwind instruments, the cello, the violin, the guitar, brass instruments and percussion. There is a Year 3 recorder group helpfully led by one of the parents. A choir meets after school, sometimes rehearsing for concerts such as the ones for the local elderly, the summer fête and singing with other school choirs at the local theatre.

138. The co-ordinator is well aware of the difficulties in music and the need for staff training for music teaching is identified in the school improvement plan. A new member of staff,

starting in September 2002, has musical expertise. This teacher can support the provision and help to raise the profile of music to what it was previously.

## **PHYSICAL EDUCATION**

139. Standards in physical education are good and higher than could be expected. This upholds the judgement made at the time of the previous inspection. Plans show that all requirements of the National Curriculum programmes of study are met. Pupils, including those with special educational needs, make good progress in the development of skills across the various strands of the subject.

140. Evidence from planning and lessons indicates that pupils are developing sound levels of co-ordination, expression and control in gymnastics. They link their movements appropriately and improve their performances by evaluating, refining and practising. They work individually and with others. Games skills are above those expected of similar ages. Year 3 pupils have swimming lessons throughout the year. Most swim at least 25 metres by the end of the year and many achieve further awards. Those pupils who do not achieve the 25 metres proficiency award have opportunities at a later stage to catch up with their peers. The swimming lesson observed during the inspection was well organised with all pupils making good progress. Year 4 pupils know the correct way to hold a tennis racket and the appropriate stance for hitting the ball. Year 5 lessons are well organised so that pupils are familiar with routines and know what is expected of them. Pupils in this year know and use the basics for relay running; for example, the correct action for passing the baton right to left. Year 6 pupils develop consistency and control, for example, in the skills required for the triple jump.

141. The quality of teaching is good overall, but very good in Year 5 and 6. The teachers plan well and are enthusiastic, allowing all pupils, including those with special educational needs, to make good gains in their skills. Good use is made of demonstration. Teachers have high expectations and give clear instructions. For example, Year 6 pupils are told, 'You have now combined two out of the three elements of the triple jump.' Most pupils have positive attitudes to the activities. They are keen to explore the tasks set and work successfully in pairs or group activities. Teachers stress the importance of safety and raise health issues appropriately. All lessons have warming up for and recovery from exercise elements.

142. The school provides very good extra-curricular activities that are well supported by the pupils; these include football, netball, hockey, cross-country running and a very popular dance club. The school has a charter mark recognised by the Football Association. Year 5 pupils experience outdoor and adventurous activities at Castleton Residential Centre. This includes abseiling, climbing, caving, walking and team building activities. Pupils wrote about their activities at Castleton. One wrote, 'Caving was a real challenge with slippery rocks ..... on the ropes you really need your team to support you.' Extra-curricular activities enrich the school's curriculum promoting good social and moral values.

143. The subject co-ordinator is very enthusiastic and leads the subject well. A commercial scheme of work together with national guidance for physical education has been adapted to the school's needs. This structured scheme supports less confident teachers to be more effective in their lessons. The co-ordinator has given demonstration lessons to colleagues and monitors teachers' planning. The policy has been recently updated. Assessment is informal but the co-ordinator has plans to develop this. Golf was introduced to pupils during the annual Health Week.

144. All parents at the meeting prior to the inspection appreciated the dedication of the co-ordinator in organising two days of games and activities in school during the half term holiday periods. Pupils have the opportunity to go to Twickenham annually to watch rugby matches. The school is well resourced, has good facilities for indoor lessons and excellent facilities for outdoor activities. The playgrounds are well marked for games and have imaginative play designs. The excellent playing field is an asset to the school and is used well for physical education lessons and the good range of extra-curricular sporting activities.